

教學技巧介紹與演示（二）

—分階段演進之個案討論與應用

by

陳宇紳 Vincent Chen

Introduction

- Topic: Experiential Learning
- Instructor: John Beshears
 - ✓ Ph.D. in Business Economics, Harvard (2009)
 - ✓ Assistant Professor of Business Administration at Harvard (2013-present)
 - ✓ Was at Stanford (2010-2013)
 - ✓ Teach “Negotiation” (MBA)
- Case: Cater Racing
 - ✓ Adapted from Cater Racing Case of Jack Brittain and Sim Sitkin (1988, 1989)



Carter Racing

Stage 1:

- Distributed part A and part B of the Carter Racing case to students and gave 10-15 minutes to read
- Carter Racing case describes a hypothetical case (based on a true story) and asks whether BJ Carter should race or not to race
- For details, please see pdf file

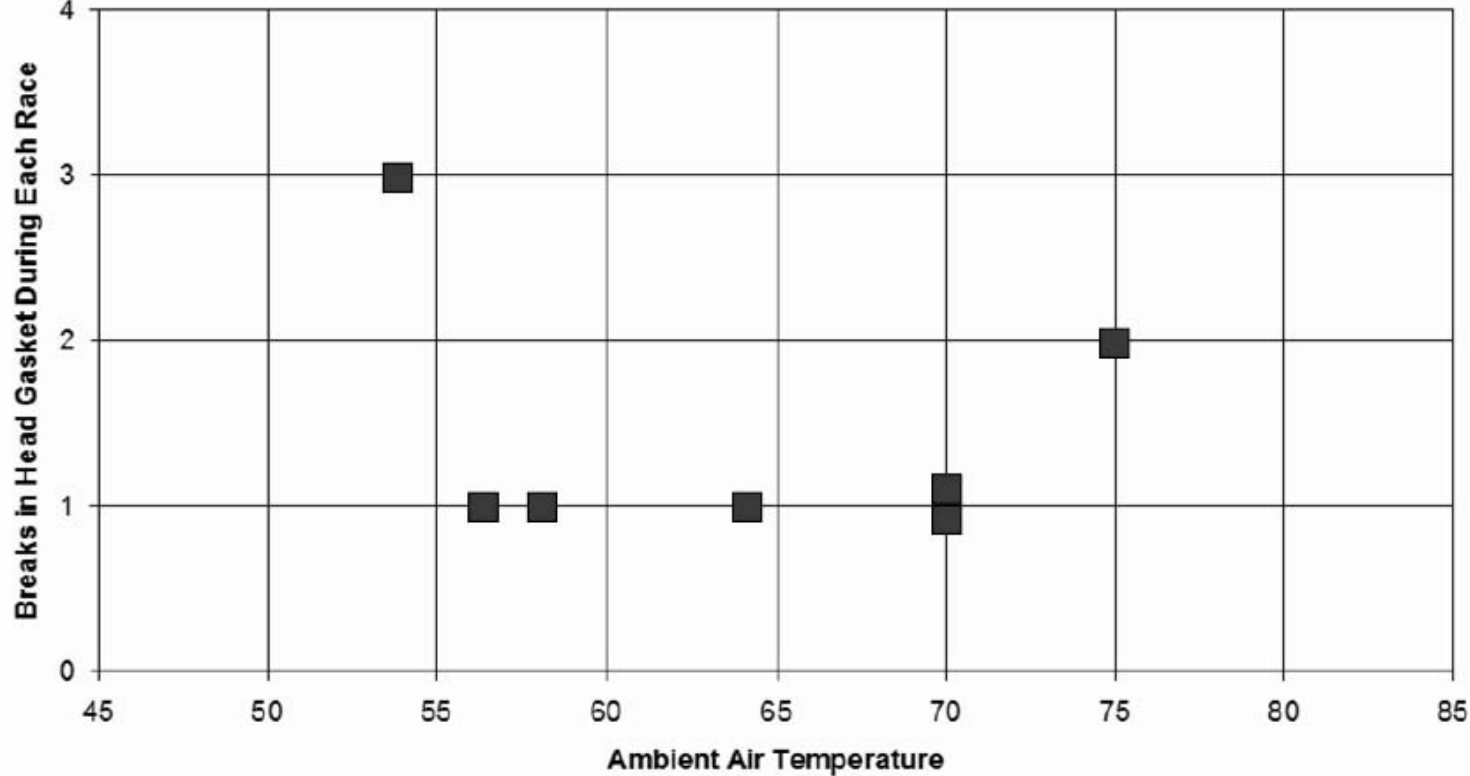
Background of the Carter Racing Case

- BJ was on the phone with his sibling and partner, Chris Carter and discussed about a critical racing decision
- The season had been successful thus far. The Pocono race was around the corner and it was an important event to the racing team because of the prize money and TV exposure
- The team had run a lot of small races to get this shot at the big time. A successful outing could bring in more sponsors and greater profits. However, they cannot afford if the team suffered another engine failure on national TV

Things to consider:

- Clinch a top 5 may bring in a generous sponsorship
- Another blow of engine may bring the team down
- Engines have failed 7 out of 24 outings for unknown reasons
- Pat Edwards, the engine mechanic, guessed that failures of engines were attributable to cold temperature
- Robin Burns, the chief mechanic, said that temperature was not the issue (graph provided below)
- The temperature sign registered at 40 degrees at 8:23am

Relation between 7 Engine Failures and Temperature



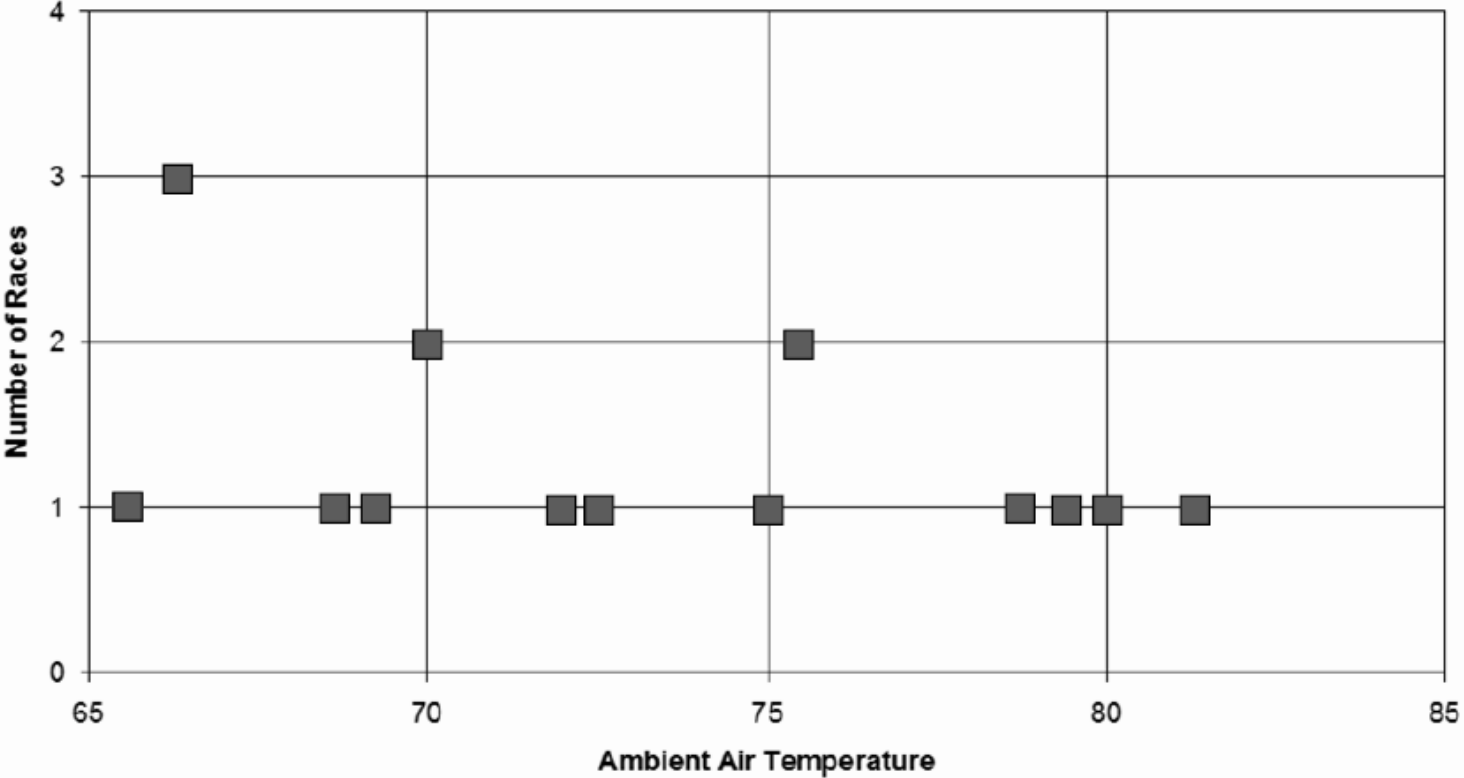
Source: Beshears

Carter Racing

Stage 2:

1. After students finishing reading, asked students to form groups (4-5 students per group) and to come to a decision (as a team)
 - Can do role playing
2. Offered to assist if students need further clarifications or information about the case
3. If students asked for additional information, Part C handout will be provided
 - Upon request!!!

Part C Handout: Relation between Remaining 17 Races and Temperature

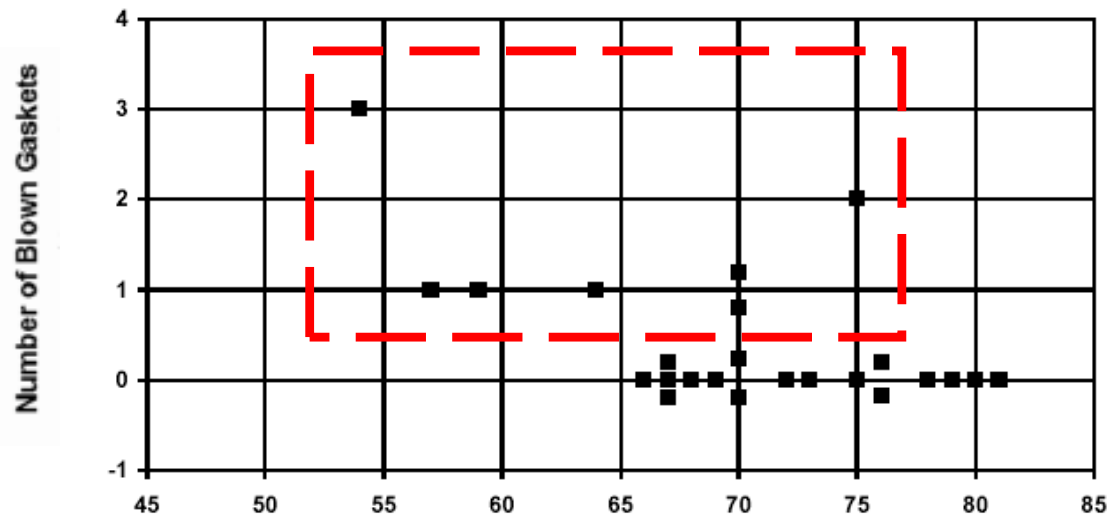
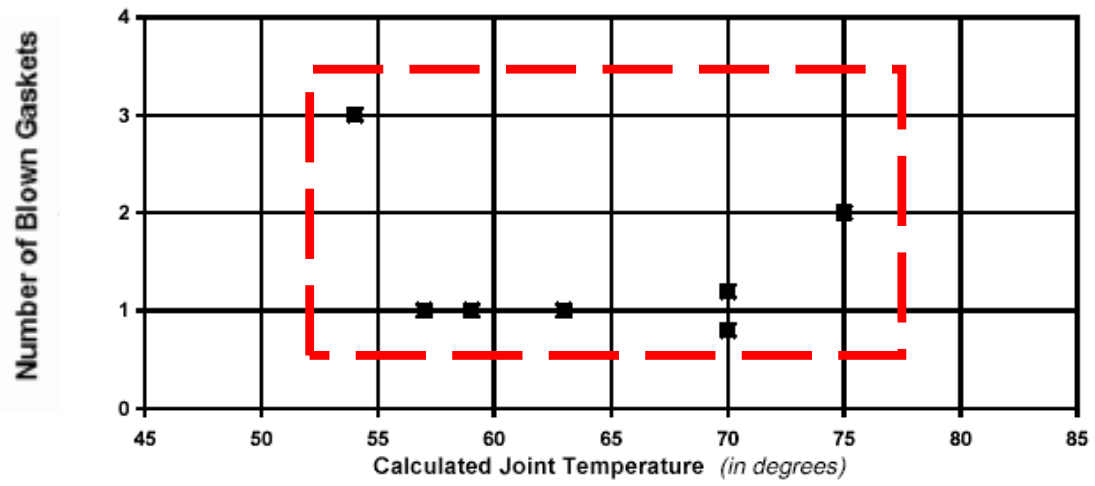


Source: Beshears

Carter Racing

Final Stage:

1. Asked every team for answer
2. Discussed about what information is needed and necessary for making a decision



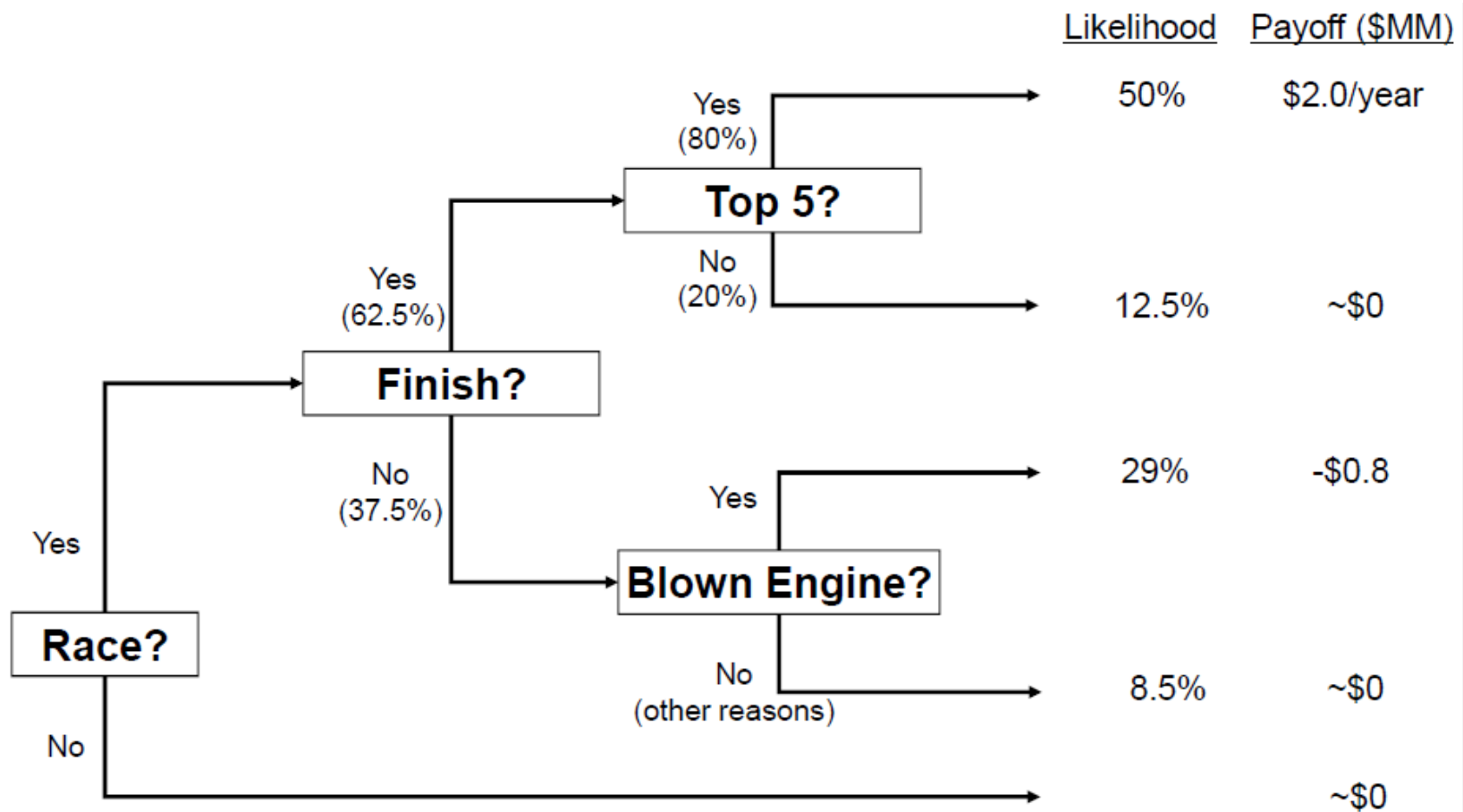
Source: Timothy Judge

Carter Racing

Final Stage:

1. Asked every team for answer
2. Discussed about what information is needed and necessary for making a decision
3. Used decision tree

Decision Tree **before** Additional Information



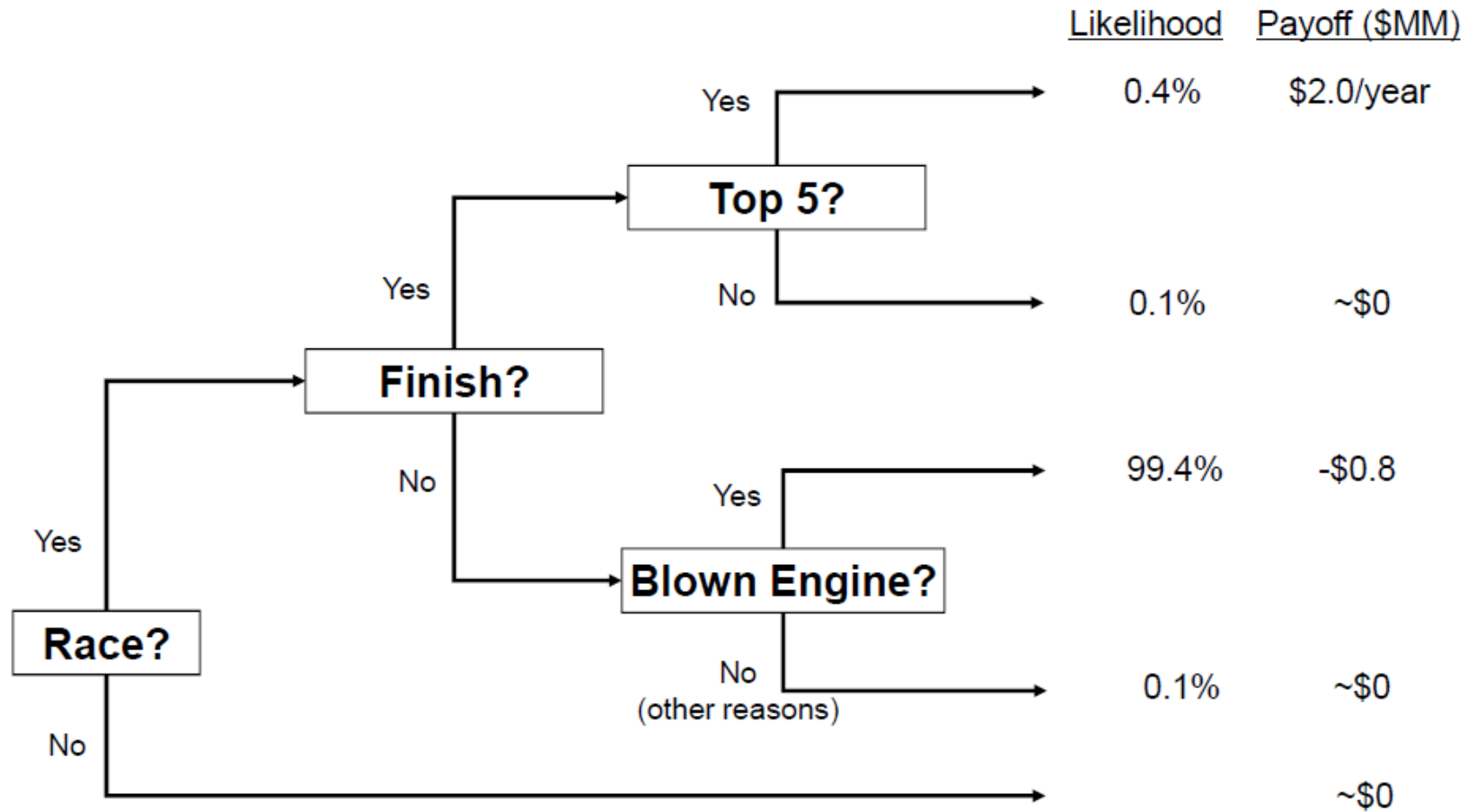
Source: Beshears

Decision Tree **after** Additional Information

Ambient Temperature	Races with Blown Gaskets	Total Races	Probability of Blown Gasket
< 65	4	4	100%
65-70	2	10	20%
71-80	1	9	11%
> 80	0	1	0%

Source: Beshears

Decision Tree **after** Additional Information



Source: Beshears

Carter Racing

Final Stage:

1. Asked every team for answer
2. Discussed about what information is needed and necessary for making a decision
3. Used decision tree
4. Brought up psychological theory/concept that may occur in the group decision-making process

Four Most Commonly Observed Psychological Biases in Group Decision Making:

1. Over-reliance on readily available information
2. Confirmation bias
3. Overconfidence
4. Groupthink

Take Aways

1. Ice breaker
2. Bonding
3. Impression
4. Mathematics

謝謝