

# Course syllabus

## 1. Core data

<b>Course code</b>	<b>Credits</b>	<b>Semester</b>
VGDE034NABB	6	Spring, 2023-2024
<b>Course title in English</b>		
Decision Techniques		
<b>Course title in Hungarian</b>		
Döntési Technikák		
<b>Course title in other language</b>		
<b>Course leader</b>	<b>Institute</b>	
Richárd Szántó, PhD, associate professor	Institute of Operations and Decision Sciences	
<b>Course type</b>	<b>Type of final assessment</b>	
Lecture + seminar	group action presentation, midterm & final exam	
<b>Language of instruction</b>	<b>Class schedule</b>	
English	1 video lecture every other week; 1 seminar per week; group consultation with the lecturer (scheduled on the seminar)	
<b>Number of theoretical classes per week (full-time programmes)</b>	<b>Number of practical classes per week (full-time programmes)</b>	
1 (90 min.) every other week	3 (90 min weekly + consultation)	
<b>Term when the course is announced/started</b>		
spring and autumn		

## 2. Main features

<b>Course objectives</b>
<p>The course introduces several aspects of prepare for decision making by providing a handful of practical techniques to</p> <ul style="list-style-type: none"> <li>• a numerous types and topics of decisions,</li> <li>• different phases of the decision-making process,</li> <li>• various contexts (individual, group, organizational, community, etc. decisions).</li> </ul> <p>It provides a multidisciplinary approach rooted in different fields such as management studies, economics, psychology, and ethics. It aims at discovering the opportunities and limitations of certain decision techniques and building a portfolio of appropriate and applicable decision tools and skills.</p>
<b>Brief description of the course</b>
<p>Problem structuring, modelling, decision-making and its techniques will be considered, with specific emphasis on their practical aspects. The course will explore the rational, emotional and group dynamic background of decisions and examine how decision theory, originally developed as a theory for individual decision making, can be applied to organizational decision-making processes. This course is intended for students in various management disciplines. It relies on related economics and political science.</p>

### 3. Learning outcomes

Skills	Knowledge	Attitudes	Autonomy and responsibility
Applies techniques and methods to understand and solve complex problems that take into account several aspects and points of view	He/she can interpret the company in a decision theory context.	Behaves in an open, problem-solving way.	Is responsible for his/her analyses, conclusions and decisions.
Identifies possible ways of making decisions, sets up a technical framework for comparing them and takes a decision on that basis.	Knows the types of economic/social problems (global-local, structured at different levels, operational vs strategic).	In addition to individual decision-making, is open to make cooperative decisions.	Is able to make individual decisions at the operational level.
In the course of problem-solving activities, takes into account the conditions and limitations of the application of the methods.	Knows the basic models of decision theory (e.g., Simon's four-step decision process, theory of finite rationality).	Behaves in a cooperative way in a group context.	Is able to make responsible decisions in situations where multiple social / economic / environmental goals need to be reconciled.
Is able to make decisions in known, partly unknown or unknown environments, local and international environment.	Knows the methodologies and techniques of problem-exploration, problem solving and optimization.	Strives for systems thinking in the preparation and management of decisions.	Is responsible for the quality of the work performed by the group.
Is able to gain supporters for his/her decision and contribute to the planning and execution of the decision implementation process.	Knows the methodologies and techniques of decision-preparation, decision-making and decision-support.	Has a knowledge-sharing attitude and is open to the knowledge-sharing intentions of others.	Is responsible for his/her individual contribution to group work, for the awareness of one's own role.
Formulates independent conclusions and critical remarks.	Knows the steps and tools of the problem-solving process.	Is open to feedback and critical remarks, inclusive.	Is responsible for the active participation in the process of problem solving.
Recognizes the need for cooperation (situation, task).	Understands the methods of evaluating the success of decisions.	Exercises critical thinking and reflective thinking.	Is able to prepare independently for group work.
Participates in the planning and implementation of a project.	Understands individual and group feedback and reflection techniques.	Recognizes the different points of view, strives for a multi-perspective	Is able to manage the work of the group independently.

		decision-making process	
Participates in a group task solution that requires cooperation.	Understands the background of individual, group, organizational and social decisions.	Is sensitive to social and environmental problems	Is responsible for the results of working together.
Is able to give presentations in an efficient way.	Is aware of the problems and solution techniques of group decisions, multi-faceted decisions, and decisions made with uncertainty.	Is an active citizen, responsible decision-maker.	As a member of projects, group work and organizational units, performs the tasks assigned to him/her independently and responsibly.
Is able to do knowledge transfer and group facilitation.	Understands the mechanisms of group operation and the means of implementing a short group project.		
Works independently and responsibly.	Knows the creative techniques that support group work and the methods that help cooperation.		
Draws conclusions, systematizes and interprets by measuring results/success.	Has applied behavioral knowledge, knowledge of the psychological background of decisions, decision schemes and pitfalls.		
Is able to communicate in an assertive way, to have a dialogue and provide active, understanding attention and feedback.	Understands the main historical variables that determine his/her decision, understands its main consequences, risks, professional and behavioural aspects.		
	Knows the techniques for recognizing the moral and cultural embeddedness of decisions and the ethical implications of decision making.		
	Knows and applies the basics of the stakeholder approach and knows the methods for involving stakeholders.		
	Knows and understands, in addition to the professional aspects of decision-making, its economic, social - ecological, power - political projections as well.		

#### 4. Assessment system of the course

Method of assessment		
individual and group assignments on seminars and exams twice on the lectures		
Study activity	Minimum requirement for the course completion (if any)	Weighting of student activity in the final assessment (%)
midterm exam		20
final exam		20
group tasks and reflection (6x5)		30
group action presentation and reflection		15
stakeholder interviews		5
facilitation and reflection		5
active class participation		5
lecture exercises (for extra points)		5

#### 5. Compulsory readings

Compulsory reading	URL
Carl Spetzler, Hannah Winter, & Jennifer Meyer (2016): <i>Decision Quality</i> . Wiley, Hoboken, NJ	uploaded to the lecture's Moodle page

#### 6. Recommended readings

Recommended reading	URL
Hörisch J, Freeman RE, Schaltegger S. Applying Stakeholder Theory in Sustainability Management: Links, Similarities, Dissimilarities, and a Conceptual Framework. <i>Organization &amp; Environment</i> . 2014;27(4):328-346.	uploaded to the lecture's Moodle page
Loredana, E. M. (2017): The analysis of causes and effects of a phenomenon by means of the "fishbone" diagram, <i>Analele Universității Constantin Brâncuși din Târgu Jiu: Seria Economie</i> , 1(5), pp 97-103	uploaded to the lecture's Moodle page
Nolan, V. (2010). Synectics as a creative problem solving (CPS) system. <i>Imagine</i> , 13, 57.	uploaded to the lecture's Moodle page
Swanson, D. J. & Creed, A. S. (2014) Sharpening the Focus of Force Field Analysis, <i>Journal of Change Management</i> , 14:1, 28-47	uploaded to the lecture's Moodle page
Fishkin & Luskin(2005): Experimenting with a Democratic Ideal: Deliberative Polling and Public Opinion. <i>Acta Politica</i> , 40, pp. 284-298	uploaded to the lecture's Moodle page
Peterson & Lunsford (1998): <i>Parallel Thinking: A Technique for Group Interaction and Problem</i>	uploaded to the lecture's Moodle page

Solving. Journal of Management Education, 22(4), pp. 537-554	
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## 7. Thematic weekly schedule

Week no.	Brief description of topic
1	Introduction, Photo Voice
2	Forming of the groups, define our problem area, CARS model, bibliography
3	Defining problems, framing and own filters -MindMap
4	Context of the problem – Stakeholder map
5	Understanding the problem - 5 Why-s
6	Challenge alternatives, Possible solutions – Synectics
7	Polano – Evaluate alternatives – Ranking techniques Midterm exam
8	Action support, Theory of Change, Action plan
9	Follow up and reflection on the personal and group biases
10	Follow up add reflection on the participatory processes in problem solving
11	Follow up and reflection on the personal and group dynamics
12	Group - Action presentations
13	Group - Action presentations
14	Final exam

## 8. Class data

Course code	Course type	Lecturer(s)	Time and venue
VGDE034NABB	lecture	Richárd Szántó, Judit Gáspár, Julianna Kiss, Noémi Krátki, Attila Szathmári	Mondays 15:30 –17:00 E01, asynchronous online lecture: videos in Moodle
VGDE034NABB	seminar	Attila Szathmári	Tuesdays 11:40-13:10 – E326
VGDE034NABB	seminar	Noémi Krátki	Tuesdays 9:50-11:20 – E324
VGDE034NABB	seminar	Julianna Kiss	Wednesdays 13:40-15:10
VGDE034NABB	seminar	Julianna Kiss	Thursdays 9:50-11:20 – C107

## 9. Prerequisites and further information

Description of prerequisites and further information
none

## 10. Class participation

Not to be confused with attendance, class participation is the practice of engaging your professor and fellow students during presentations and discussions with thoughtful and timely contributions. If you miss classes it will have an impact on your participation points!

Opinions vary, civility is constant. You should feel free to question or disagree with other students; however, such disagreement must be based on the idea and not the person. Respect for your peers and professor is the sine qua non of great discussions and great learning experiences.

DO NOTE THAT EVERY POINT IS EARNED, NOT NEGOTIATED!

## 11. Plagiarism

Any and all statements contained in any assignment or paper that are based upon ideas or words of another must be properly credited to the original author or source. Paraphrasing the ideas or words of another is acceptable so long as the original author or source is cited. DO NOT quote words or expressions from existing works verbatim without designating the passage as a quote and crediting the source. Any student who plagiarizes the work of any other person (author, professor, student, parent, friend, etc.) is committing academic dishonesty and misconduct. Any student caught committing plagiarism will automatically fail the course.

## 12. Grade Conversion Table for Courses taught in English

Percentage achieved	Hungarian Grade	ECTS Grade	International Grade	Explanation
97-100	5	A	A+	Excellent
94-96	5	A	A	Excellent
90-93	5	A	A-	Excellent
87-89	5	B	B+	Excellent/Very good
84-86	4	C	B	Good
80-83	4	C	B-	Good
77-79	4	C	C+	Good
74-76	3	D	C	Satisfactory
70-73	3	D	C-	Satisfactory
67-69	3	D	D+	Satisfactory
64-66	2	D	D	Low pass/Sufficient
60-63	2	E	D-	Low pass/Sufficient
0-59	1	FX/F	F	Fail, 0 credit
	N		N	No grade received, 0 credit