SILLABUS

1. Data about the program

1.1 Higher education institution	Babeș-Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Psychology
1.4 Field of study	Psychology - Cognitive Sciences
1.5 Study cycle	Master's program
1.6 Study program / Qualification	Psychology of Human resources and organizational health

2. Course information

2.1 Name of the discipline	Managerial Decision Making (Decizie managerială)						
2.2 The holder of the course activities	Senior assist. prof. Renata M. Heilman, PhD						
2.3 The holder of the seminar activities	Senior assist. prof. Renata M. Heilman, PhD						
2.4 Year of study	1	2.5 Semester	1	2.6. Type of evaluation	E, VP	2.7 Discipline regime	SD

3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week	3	Of which: 3.2 course	2	3.3 seminar / laboratory	1
3.4 Total hours in the curriculum	42	Of which: 3.5 course	28	3.6 seminar / laboratory	14
Distribution of estimated time:					hours
Studying textbook, course support, bibliography, and notes					36
Additional documentation in the library, on specialized electronic platforms and in the field					6
Preparation of seminars / laboratories, papers, portfolios, and essays					16
Evaluations					6
3.7 Total hours of individual study	58				
3.8 Total hours per semester	100				
3.9 Number of ECTS credits	4				

4. Course Pre-requisites

4.1 Curriculum	Completion of this course is facilitated by completion of the following subjects: • Cognitive psychology • Organizational psychology

4.2 Competencies	● Knowledge of the theoretical models of the cognitive mechanisms involved in problem solving and rational decisions ● Knowledge of the descriptive/explanatory models developed in the field of organizational psychology regarding the factors that increase the efficiency of the organization

5. Conditions (where applicable)

5.1 for Course	• Room with at least 50 seats, computer and beamer
5.2 for seminar/laboratory	• Room with at least 50 seats, computer and beamer

6. Specific skills acquired

Professional competencies	● To describe normative vs descriptive models of individual and managerial decision-making in order to diagnose possible decisional problems (C4.1.). ● To analyze a stakeholder's decisions using frameworks regarding individual and managerial decisions in order to solve organizational problems (C4.2). ● To identify mental heuristics and biases that can emerge during decision-making in order to improve the quality of the decision (C4.3). ● To analyze the efficacy, utility, and impact of a managerial decision on internal and external organizational stakeholders in order to inform and adjust the appropriate courses of action (C4.4). ● To design and apply specific strategies in order to improve and support decision making (C4.5). ● To identify the situations in which it is more appropriate for an individual or a group to engage in decision making in order to maximize organizational performance (C4.6).
Transversal competencies	● To use written language, verbal language, non-verbal language, multi-media technologies and different communication channels in order to send and receive clear and precise information, adapted to the targeted audience (1.1). ● To use feedback techniques to repair or mention the communication or performance quality at multiple levels (1.2). ● To use a variety of types and channels of communication in order to disseminate information in different contexts (1.3). ● To elaborate and give a presentation in regards to their work activity while using the appropriate language in order to convey information in a clear and precise manner to the targeted audience (1.4). ● To use methods of translating and adapting information from a scientific language into a more context-appropriate discourse, in order to convey information in a clear and precise manner to the targeted audience (1.5). ● To analyze critically the scientific literature in order to comprehend the concepts, theories, models and empirical data specific to the human resources and organizational health domains, and is able to elaborate recommendations and intervention plans within organizations (2.1). ● To interpret and integrate information from multiple sources in order to make decisions and recommendations within organizations (2.2).

7. The objectives of the discipline (based on the grid of acquired competencies)

7.1 The general objective of the discipline	● Learning the main scientific theories and models of managerial decision-making from the perspective of economic psychology and organizational psychology, as well as their use in order to understand and explain decisions at the micro- and macro-economic level
7.2 Specific objectives	● Knowledge and critical analysis of theories and empirical data from scientific literature to explain decision-making phenomena studied in the field of economic and organizational psychology. ● To demonstrate skills in the design of scientific literature analysis approaches aimed at the benefit of organizations. ● To demonstrate skills in the design of approaches and tools for analyzing organizational decisions based on existing empirical data in the specialized literature. ● To develop and demonstrate an ethical attitude towards research in the field of economic psychology as well as towards organizational interventions in order to optimize managerial decisions elaborated and based on this research.

8. Content

8.1 Course	**Teaching methods**	**Remarks**
1. Introduction to decision-making processes from the perspective of Economic Psychology and Organizational Psychology	lecture, demonstrative example, synthesis of knowledge, inductive method	
2. Normative and descriptive models of decision-making	lecture, demonstrative example, synthesis of knowledge, inductive method	
3. Emotions and decisions 1	lecture, demonstrative example, synthesis of knowledge, inductive method	
4. Emotions and decisions 2. Individual differences in decision making	lecture, demonstrative example, synthesis of knowledge, inductive method	
5. Bounded rationality and Heuristics and biases 1	lecture, demonstrative example, synthesis of knowledge, inductive method	
6. Bounded rationality and Heuristics and biases 2	lecture, demonstrative example, synthesis of knowledge, inductive method	
7. Ecological rationality - the functional role of heuristics (recognition heuristic, less-is-more heuristic)	lecture, demonstrative example, synthesis of knowledge, inductive method	

8. Decision under conditions of risk and ambiguity – descriptive and experiential theories	lecture, demonstrative example, synthesis of knowledge, inductive method	
9. Decision under conditions of risk and ambiguity – introductory notions in strategic decision	lecture, demonstrative example, synthesis of knowledge, inductive method	
10. Decisional anomalies – the framing effect, status quo bias and the endowment effect	lecture, demonstrative example, synthesis of knowledge, inductive method	
11. Game theory and social decisions	lecture, demonstrative example, synthesis of knowledge, inductive method	
12. Models and theories of pro-social behaviors: Fairness, cooperation, and reciprocity	lecture, demonstrative example, synthesis of knowledge, inductive method	
13. Escalating decisional commitment and the wastebasket decisional model – implications for organizational performance	lecture, demonstrative example, synthesis of knowledge, inductive method	
14. Summary course - managerial decision an integration of cognitive, emotional and social factors that influence decisions in organizations	lecture, demonstrative example, synthesis of knowledge, inductive method	

Mandatory references:

- Baron, J. (2007). Normative theory of choice under uncertainty. In Baron, J. (ed.) Thinking and deciding, Cambridge University Press (p. 233-256)
- Baron, J. (2012). The point of normative models in judgment and decision making. Frontiers in psychology, 3, 577.
- Camerer, C. (2004). Behavioral game theory: predicting human behavior in strategic situations. In Camerer et al. (eds.) Advances in Behavioral Economics (pp. 374-388)
- Cohen, M.D., March, J.G. & Olsen, J. P. (1972). A garbage can model of decision of organizational choice. Administrative Science Quarterly, 17, 1-25.
- Dunn, B.D., Dalgleish, T., & Lawrence, A.D. (2006). The somatic marker hypothesis: a critical evaluation. Neurosci Behav Rev, 30, 239-271
- Fehr, E., & Fischbacher, U. (2003). The nature of human altruism. Nature, 425, 785-791
- Gachter, S. (2007). Conditional cooperation: behavioral regularities from the lab and the field and their policy implication. In Frey & Stutzer (eds.) Economics and Psychology, A promising new cross-disciplinary field (pp. 19-44)
- Gigerenzer, G. (2008). Bounded and Rational. In Gigerenzer, G. (ed.) Rationality for Mortals: How People Cope with Uncertainty, Oxford University Press (p. 3-19).
- Goldstein, D. G. & Gigerenzer, G. (2002). Models of ecological rationality: The recognition heuristic. Psychological Review, 109, 75-90

- Kahneman, D. & Tversky, A. (1979). Prospect Theory, An analysis of decision under risk. Econometrica, 47, 263-291
- Kahneman, D. & Tversky, A. (1984). Choices, values and frames. American Psychologist, 39, 341-350
- Kahneman, D. (2000). Experienced utility and objective happiness. A moment-based approach. In Kahneman & Tversky (Eds.). Choices, Values and Frames, Cambridge University Press (673-692)
- Kahneman, D. (2011). Thinking, fast and slow, Penguin Books
- Kahneman, D., Knetsch, J.K., & Thaler, R.H. (1991). Anomalies – The endowment effect, loss aversion and status quo bias. Journal of Economic Perspectives, 5, 193-206.
- Loewenstein, G. & Lerner J.S. (2003). The role of affect in decision making, in Davidson, R., Goldsmith, H. & Scherer, K (eds.) Handbook of Affective Science, Oxford University Press (p. 619-642)
- Meier, S. (2007). A survey of economic theories and field evidence of pro-social behavior. In Frey & Stutzer (eds.) Economics and Psychology, A promising new cross-disciplinary field (pp. 51-65)
- Ross, J. & Staw, B. M. (1993). Organizational escalation and exit: lessons from the Shoreham Nuclear Power Plant. Academy of Management Journal, 36, 4, 701–32.
- Shafir, E., Simonson, I., & Tversky, A. (1993). Reason-Based Choice, Cognition, 49, 11-36
- Tversky, A. & Kahneman, D. (1974). Judgment under Uncertainty: Heuristics and Biases, Science, 185, 1124-1131

8.2 Seminar / laboratory	**Teaching methods**	**Remarks**
1. Research themes and research methods	presentation, knowledge synthesis, conceptual clarification, group activities, inductive method, practical activities	
2. Applications od normative models	presentation, knowledge synthesis, conceptual clarification, group activities, inductive method, practical activities	
3. The effect of emotions on decisions	presentation, knowledge synthesis, conceptual clarification, group activities, inductive method, practical activities	
4. Ecological Applications of Decision Heuristics	presentation, knowledge synthesis, conceptual clarification, group activities, inductive method, practical activities	
5. Reason-based choice	presentation, knowledge synthesis, conceptual clarification, group activities,	

	guided discovery, practical activities	
6. Other theories of emotion–decision interaction	presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
7. Demonstration application of the somatic marker theory	presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
8. Demonstration application of the framing effect	presentation, knowledge synthesis, conceptual clarification, group activities, inductive method, practical activities	
9. Applications of pro-social behaviors in organizational environment	presentation, knowledge synthesis, conceptual clarification, group activities, inductive method, practical activities	
10. Optimizing activity in organizations based on implications derived from Economic Psychology	presentation, knowledge synthesis, conceptual clarification, group activities, inductive method, practical activities	
11. Presentation of semester projects	presentation, group activities, conversation	
12. Presentation of semester projects	presentation, group activities, conversation	
13. Presentation of semester projects	presentation, group activities, conversation	
14. Presentation of semester projects	presentation, group activities, conversation	

Mandatory references:

- Baron, J. (2007). Normative theory of choice under uncertainty. In Baron, J. (ed.) Thinking and deciding, Cambridge University Press (p. 233-256)
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- Gigerenzer, G. (2008). Bounded and Rational. In Gigerenzer, G. (ed.) Rationality for Mortals: How People Cope with Uncertainty, Oxford University Press (p. 3-19).
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- Meier, S. (2007). A survey of economic theories and field evidence of pro-social behavior. In Frey & Stutzer (eds.) Economics and Psychology, A promising new cross-disciplinary field (pp. 51-65)
- Ross, J. & Staw, B. M. (1993). Organizational escalation and exit: lessons from the Shoreham Nuclear Power Plant. Academy of Management Journal, 36, 4, 701–32.
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- Tversky, A. & Kahneman, D. (1974). Judgment under Uncertainty: Heuristics and Biases, Science, 185, 1124-1131

9. Corroborating the contents of the course with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The content of the discipline is consistent with what is taught in other university centers in the country and abroad. For a better adaptation to the demands of the labor market of the content of the discipline, in order to promote the idea of a practitioner-researcher, the topics presented in the course were discussed with former students, currently employed in different applied fields of psychology. The contents of the discipline are compatible with the recommendations of professional associations at European level (EAWOP and EFPA) regarding the granting of the right to practice freely in Work and Organizational Psychology in Europe.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 evaluation methods	10.3 Weight in the final grade
10.4 Course		Written exam	40%
		Active participation	10%
10.5 Seminar / laboratory		Group project	40%
10.6 Minimum performance standard			
The final grade consists of: a. score obtained in the written exam (up to 4 points) b. group project (up to 4 points) c. individual learning tasks during the semester (up to 1 point) d. 1 point by default			

Date	Signature of the teacher in charge of the lecture	Signature of the teacher in charge of the seminar:
14.09.2023	Renata Heilman, PhD	Renata Heilman, PhD

Approval date in the department

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Signature of the Head of the department /director

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