SYLLABI

Basic data of the subject	
Academic unit	**Faculty of Management**
Program:	**Business Management and Entrepreneurship**
Subject title	**Business decision-making**
Level	**Bachelor's degree**
Case status	**O**
Year of studies	**I**
Semester	**II**
Number of hours per week	**3**
Credit value - ECTS	**6**
Time / location	**UASF**
Subject teacher	
Contact details	
Course description	The course will provide students with knowledge of the decision-making process and the quantitative and qualitative methods used by managers to increase the quality of decision-making in different environmental conditions in which a business may operate. Knowledge will be deepened on the concept of effective groups, conflict, personality, rationality of decisions, and a use will be made of several quantitative techniques combined with qualitative ones to create an accurate systematic framework for decision-making.
Course objectives	of managerial decision making. Every manager who assumes the role of directing the activities of an organization must make decisions. Managers must make decisions regarding organization, personnel and resource management, production and control. Decision making is especially for all planning activities, the decision-making process as a planning function, Decision making under conditions of risk and uncertainty, and the goal is to make effective decisions as psychological, sociological, rationality and some decision models. The goal is for students to identify themselves as involved in an organization and decide on its future.
Expected learning outcomes	After completing this module, students will be able to: 1. develop the skills necessary for successful decision-making. **(ECTS-1),** 2. analyze specific aspects that they will face during their career development, **(ECTS-1),** 3. to acquire necessary skills in managing various decisions, **(ECTS-1),** 4. to analyze the group and decision-making, perspectives on group decision-making, **(ECTS-1),** 5. achieve rational decision making. Rational versus irrational behavior and the concept of behavioral maximization. **(ECTS-1),**

	6. To analyze the decision tree, additional information in assessing the usefulness and solving decision-making problems. **(ECTS-1),**

Contribution to the student workload (which should correspond to the student's learning outcomes)			
ACTiViTY	**hour**	**Day/week**	**in total**
Lecture	2	15	30
Theoretical exercises/tasks	1	15	15
Practical work	5	2	10
Contacts with teachers – consultations	1	5	5
Field exercises			
Colloquiums – seminars	2	2	4
Homework	2	10	20
Student's personal study time (in the library or at home)			45
Final exam preparation	2	5	10
Time spent on assessment (tests, final exam)	2	3	6
Projects, presentations, etc.	1	5	5
TOTAL			**150**

Teaching (and learning) methodology:	The lecture and teaching process will be developed by placing the student at the center of academic activities, making him an active participant in the construction of knowledge. Teaching will be organized through interactive lectures , practical exercises and concrete examples that are directly related to the subject. Students will engage in individual and group interpretations, as well as in the preparation of seminar papers with the aim of developing research and analytical skills. The methodology will also include independent research activities, organized group work, and presentations in front of the class, with the aim of fostering communication and collaborative skills. Active participation is extremely important, so students are encouraged to regularly attend lectures and exercises and contribute to the discussions that take place in lectures. Teaching will be carried out through lectures, exercises, practical examples, individual and group interpretations, seminar work, periodic assessments, etc. All of this will be carried out in the theoretical and practical aspects by presenting the materials in audio-visual form through electronic technology with Windows Office programs. In the theoretical aspect, general scientific knowledge will be provided, based on contemporary literature. The practical part will mainly be carried out through concrete examples from the literature and case studies, solving numerical tasks and their interpretation. In this way, the aim will be to create interactive professor-student and student-student relationships.
Assessment methodology and form of grade construction:	**The assessment method** - is based on three activities - on the basis of which the final grade will be built: ➢ Activity and Engagement in Learning...**max 10 points (%),**

- Project presentation/seminar paper…..**max 20 points (%)**
- Final exam (or two tests)..... **max 70 points (%),**

Pasing criteria

1. **Engagement and attendance in lectures – evaluated with 10 points out of 100 possible points**
   Engagement in lectures - means that the student is active and involved in interactive lectures , professor-student, student-student, opening up new topics related to the subject, providing ideas, opinions, critical thoughts with the aim of stimulating debate during lectures. Attendance - means physical participation during lectures.

2. **The drafting and presentation of an assignment, project/ seminar paper , is assessed with 20 points out of 100 possible points or 20%.**

Within the semester, the student (can be a group of students - no more than 3 students) must prepare an assignment, project/ seminar paper (Word and PowerPoint), the same paper must be presented during the hours designated for presentation.

The topic of the paper can be proposed by the professor or by the student - the topic proposed by the student must be approved by the professor, and it must be in full correlation with the subject.

Project/seminar paper evaluation criteria	
component	**Score (%)**
Structure and Purpose of the paper	6%
Content/explanation of the paper	8%
Conclusions drawn and presentation of the paper	6%
Total:	20%

Goal: development of research, analytical and scientific skills, through addressing a specific topic independently and academically - related to teaching and learning in the subject module.

3. **The final exam test is evaluated with 70 points out of 100 possible points,**

Within the semester, it is foreseen - according to the circumstances - to hold two tests (2 x 35 + 70 points or 70%), the first test in the 7th or 8th week and the second test at the end of the lectures, the student passes the first test if he has at least 17 points, since the student is assessed as having passed the first test, then he can take the second test, the student has the right to take the final exam - oral or written. The student will take the final exam test after the end of the lectures of the subject and is organized in the exam deadlines, determined by the University Senate.

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<tr><td></td><td>The purpose of the exam is to assess the student's knowledge, skills, abilities, and competencies, related to the learning outcomes expected for the subject material taught.
The exam test (question form) must be completed individually by the student and contains:
• objective multiple-choice questions, which will be used to assess the student's ability to recall and recognize the concepts and material of the course,
• subjective essay/written assignment type questions for which the student must be able to provide answers related to the material of the course taught, the same answers will be used to assess the student's understanding and ability to apply the knowledge gained in the analysis, synthesis and evaluation of the problem.

The student passes the exam if he/she collects 50 points from all evaluation criteria,

Grades at UShAF :
<table>
<tr><th>Grading</th><th>ECTS/Grade</th><th>Percentage (%)</th><th>The definition</th></tr>
<tr><td>10</td><td>or</td><td>90 - 100</td><td>Excellent</td></tr>
<tr><td>9</td><td>B</td><td>80 - 89</td><td>Excellent</td></tr>
<tr><td>8</td><td>C</td><td>70 - 79</td><td>Very good</td></tr>
<tr><td>7</td><td>D</td><td>60 - 69</td><td>Good</td></tr>
<tr><td>6</td><td>The</td><td>50 - 59</td><td>Sufficient</td></tr>
<tr><td>5</td><td>FX/F</td><td>0 - 49</td><td>Insufficient</td></tr>
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<tr><td>Concretization tools – IT</td><td>Use of whiteboard, Internet, wireless , computer, projector, Power point , etc.</td></tr>
<tr><td>The ratio between the theoretical and practical part of the study</td><td>70% - Theory,
30% - Practical exercises,
This report aims to analyze the connection between the theoretical knowledge acquired during the lectures provided in the course module and the implementation of practical exercises (practical visits, exercises with students, student quizzes in class, etc.)
Of the total 150 hours planned for the course, the division is made according to the ratio of 70% focusing on theory and 30% on practice.
• 105 hours are dedicated to theoretical lectures, including the acquisition of basic concepts, methodologies and standards foreseen in the subject module.
• 45 hours are focused on practical exercises, work visits, case studies, group work, and development of simulation projects.
Allocation of 6 ECTS according to the ratio 70%-30%
❖ 4 ECTS (70%) are dedicated to the theoretical part
❖ 2 ECTS (30%) are dedicated to the practical part.
This division reflects the balance between acquiring basic concepts and applying them through practical activities.</td></tr>
<tr><td></td><td></td></tr>
<tr><td colspan="2">LITERATURE</td></tr>
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Basic literature	1. Prof. Dr. Vasilika KUME, " Management Decision Making " fourth edition, 2010 Tirana, 2. Fundamentals of Business Decision Making, Robbins , SP & Coulter , M. (2024). 3. Groebner & Shannon , " Introduction to Management Science ",
Additional literature	1. Luis Angel Wars-Martin , King John: : Fundamentals of Strategic Management , Charles University , 2013, 2. Prof. Dr. A.S. Justina Pula Shiroka, "The Sexual Relationship ", 3. Neil Ritson : Strategic Management , Ventus APS Publishing , 2011 ,
Designed lesson plan:	
WEEK	**The lecture that will be held**
First week	**Familiarity with the subject , A look at the background of decision-making** At the end of this unit, the student will know the essential concepts of decision-making, the main types of decision-making and their relationship to managerial functions, as well as to the factors that influence the decision-making process in the contemporary business environment, creating a basic theory about further analysis and practical application. Expected result no. 1:
Second week	**Diagnosis of thought systems** Organizational systems . Systems thinking. Diagnosis. Nature of problems. Analysis of Soft systems. Analysis of Hard systems The student will develop skills to understand and analyze systems thinking and organizational systems , applying the systems thinking approach to identifying and diagnosing business problems. The student will be able to distinguish the nature of organizational problems, diagnose complex situations, and understand and apply the basic principles of systems analysis, differentiating between Soft and Hard systems analysis , as a basis for making more informed and effective decisions in organizations. Result The expected no. 1.
Third week	**Decision-making process.** Functions of the decision-making process. Decision-making interconnected process . Making decisions, a dynamic process. The student will understand the decision-making process as a structured, interconnected and dynamic process, recognizing its main functions from problem identification, information collection and analysis, formulation of alternatives, decision selection to its implementation and evaluation. The student will be able to analyze how these functions interact and influence each other under conditions of change and uncertainty, as well as understand the dynamic nature of decision-making in the contemporary business environment, developing skills to make more effective and sustainable decisions. Result The expected no. 1 and 2.
Fourth week	**Functions of the decision-making process** .

	Decision-making, an interconnected process. Decision-making, a dynamic process. Decision-making models Result The expected no. 1, 2 and 3.
Fifth week	**Group and decision making** Perspectives on group decision-making Result The expected no. 1, 2 and 3.
Sixth week	**Organizational decision-making dispute** Kingston Company Result The expected no. 1, 2 and 3.
Seventh week	Colloquium 1 - First Intermediate Assessment Result The expected no. 1, 2, 3 and 4.
Week eight	**Psychology of decision-making Personality in decision making.** Judgment under conditions of uncertainty. Tendency to take risks. My precept in decision making. Values for decision making Result The expected no. 1, 2, 3 and 4.
Week nine	**Making rational decisions** Rational behavior against irrational behavior. The concept of maximizing behavior. The concept of satisfaction of behavior. Bounded rationality. Trap, escalation in making a decision. Result The expected no. 1, 2, 3 and 4.
Week ten	**Are you a good decision maker?** Decision-making conditions Result The expected no. 1, 2, 3 and 4.
Week eleven	**Decision making under risk conditions\ Game theory .** Decision tree and the value of information. Result The expected no. 1, 2, 3 and 4.
Twelfth week	**Decision tree.** Including additional information in the decision tree. Assessment of usefulness. Exercises and problem Result The expected no. 1, 2, 3 and 4.
Thirteenth week	**Decision making and management** . Decision maker. Airbus vs. Boeing exercises and problems
Week fourteen	**Decision-making techniques**
Week fifteen	Colloquium 1I - Second Intermediate Assessment
Academic policies and rules of conduct	
Regular attendance, keeping quiet and actively engaging in dialogue during lectures and exercises is mandatory. During lectures and exercises, eating, whispering that disrupts class work and the use of mobile phones are PROHIBITED. At the same time, mobile phones must be turned off or put on silent and not used during lectures or exercises. One of the signs that the course material has been properly understood is honesty in completing assignments. Lack of academic integrity (including plagiarism, copying another person's work, using unauthorized aids in exams, cheating, etc.) will not be tolerated. If there are doubts about the authenticity of the work submitted, the lecturer has the right to ask the student to verify his/her work. This can be done through: repeating the work, written or oral testing, surprise quizzes or any other action deemed necessary by the lecturer.	