

Master's thesis proposal
The integration of training intuitive decision making
into managerial and organization higher education contexts:
Today's reality and tomorrow's prospects.

Background and research question: Dual process theories build on the notion that we make decisions based on two complementary but dissimilar processes, either system 1—an intuitive-experiential decision-making approach that is automatic, reflexive, and effortless—or system 2—an analytical-rational thinking style that is intentional, reflective, and effortful. These systems have been extensively discussed in the academic discourse (e.g., Hodgkinson & Sadler-Smith, 2018; Jung, 2016; Kahneman & Frederick, 2012; Wang et al., 2017). Overall, system 2 does not guarantee rational decision making, while system 1 does not automatically produce irrational decisions (Grayot, 2020). Intuitive decision making has received growing attention in managerial and organizational contexts and across disciplines, including research dedicated toward training it (e.g., Burke & Sadler-Smith, 2006), but our knowledge of intuition and how to train it in managerial and organizational contexts remains in its infancy (Adhiya, 2015).

This master's thesis will build on research in education that provides guidance for further investigations. It will employ well-established definitions of intuition, such as “affectively-charged judgments that arise through rapid, nonconscious, and holistic associations” (Dane & Pratt, 2007, p. 40) and decision-making styles from Epstein (1991), Epstein et al. (1996), Jung et al. (2016), and Wang et al. (2017), to investigate the following research question: *How is training intuition in managerial and organizational contexts integrated into our education systems?*

Methodological steps. Background information with definitions and related groundwork relevant to managerial and organizational contexts will provide the basis for the scientific exploration. For instance, there will be a glossary of key terms. Based on a keyword search in leading scientific databases (e.g., Web of Science, EBSCO), the existing academic literature will be sorted and categorized in a table highlighting the main results. This *literature review table* will provide the current state of educational research in managerial and organizational contexts dedicated to training intuitive thinking, as inspired by previous work (e.g., Erez & Grant, 2014; Vance et al., 2007). In this regard it may be helpful to apply powerful bibliometric software tools such as VOSviewer and CitNetExplorer to present vast bibliometric maps of this research (van Eck & Waltman, 2017). These visualized maps can be used to explore and appraise theoretical and practical significance in educational systems in depth.

The practical part of the thesis will identify and examine the *best practices* of courses in managerial and organizational contexts that take intuition into consideration with descriptions and key pedagogical elements. In this regard, evidence of successful implementation will be discussed. Thus, the thesis will evaluate both the most pertinent recent conceptual academic discussions in managerial and organizational contexts and reflect the courses implemented from a practical point of view.

The challenges of training intuition and its implications for future studies will be discussed in a later section, along with theoretical and practical limitations. The thesis will conclude with final reflections, recommendations for future research, and practical implications for future educational settings.

References

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