

DYNAMIC DECISION MAKING



**INSTRUCTOR GUIDE
1-DAY COURSE**

I-RDQ®

DYNAMIC DECISION MAKING

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2002 Renaissance Boulevard #100

King of Prussia, PA 19406

Phone: (800) 633-4533

Fax: (800) 633-3683

Web: www.HRDQ.com

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Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:



- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles




Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Course timing





Chapter One: Assessing Your Decision-Making Style

Type of Activity	Segment	Time
	Choosing how to make decisions	25
	Making business decisions	25

Chapter Two: Framing the Decision





	Identifying what you want to accomplish	15
	Establishing objectives	15
	Examining the case study	45

Chapter Three: Gathering Information

	Better information means better decisions	5
	Intuition in the decision-making process	15
	Examining solutions and options	20
	Examining the case study	20

Course timing

Chapter Four: Analyzing the Information






Type of Activity	Segment	Time
	Analyzing the consequences	15
	Determining trade-offs	15
	Determining risk tolerance	10
	Examining the case study	20

Chapter Five: Why Bad Decisions Happen



	Avoiding common mistakes	10
	Avoiding mind snares	10
	The relationship between stress and decision making	5
	Learning not to lean on experts	5
	Examining the case study	30

Course timing

Chapter Six: Making the Decision

Type of Activity	Segment	Time
	Deciding how to decide: the metadecision	15
	Avoiding bad decision-making styles	5
	Communicating your decision	10
	Communicating with intent	10
	Examining the case study	30

Chapter Seven: Auditing the Results of Decision Making

	Reviewing the decision	10
	Examining the case study	20

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Course objectives

Successful completion of this course will increase your knowledge and ability to:

- ◇ Access your decision making style
- ◇ Define clear parameters of your decision
- ◇ Collect relevant information and generate creative alternatives
- ◇ Hone your intuition and incorporate it as you make decisions
- ◇ Define consequences and payoffs
- ◇ Analyze risks and define your level of risk tolerance
- ◇ Avoid common mistakes and psychological traps in the decision-making process
- ◇ Correlate the appropriate strategy with the specific decision
- ◇ Describe the dynamics of group decision making
- ◇ Develop clear guidelines on communicating your decisions
- ◇ Design an action plan to evaluate the results of decisions
- ◇ Tailor your decision-making style to be situationally appropriate

Dynamic Decision Making

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Course Objectives

- Assess your decision making style.
- Define clear parameters of your decision.
- Collect relevant information and generate creative alternatives.
- Hone your intuition and incorporate it as you make decisions.
- Define consequences and payoffs.

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Course Objectives

- Analyze risks and define your risk tolerance.
- Avoid common mistakes and psychological traps in the decision making process.
- Correlate the appropriate strategy with the specific decision.

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Course Objectives

- Describe the dynamics of group decision-making.
- Develop clear guidelines on communicating your decisions.
- Design an action plan to evaluate results of decisions.
- Tailor your decision making style to be circumstantially appropriate.

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Chapter One



ASSESSING YOUR DECISION-MAKING STYLE

Learning objectives

Successful completion of this chapter will increase your knowledge and ability to:

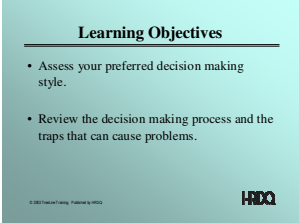
- ◇ Assess your preferred decision-making style
- ◇ Review the decision-making process and potential traps that can cause problems



**Assessing Your
Decision-Making Style**

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Learning Objectives

- Assess your preferred decision making style.
- Review the decision making process and the traps that can cause problems.

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Choosing how to make decisions

The opportunity to make decisions occurs daily. Sometimes the decisions are minor and effortless and have minimal anxiety involved. Other decisions require more thought and effort.

There are many ways to reach decisions. How we decide may vary based on the type of situation.

Let's examine a classic decision-making exercise. Read the story below and then respond to the questions presented.

An unemployed father in the mountains of North Carolina needed food for his nine young children. Four of the children were already sick from lack of nutrition. Since it was Sunday, the only place to buy food was the convenience store in the neighboring town. When the man went to the store, he found that bread that was normally \$.99 was priced at \$2.50 per loaf, \$2.00 milk was \$3.75, and flour was marked up from \$1.25 to \$3.00. He only had \$4.00. He asked the grocer to take the money he had and let him charge the rest until he could sell aluminum cans on Monday. The grocer refused, saying that since the law of supply and demand took business away during the week, he had a right to make a larger profit on Sunday. The desperate father, fearing his children would not survive, broke into the store later and took the bread, flour, and milk leaving the \$4.00 on the counter.

Answer the questions on the following pages. Circle your answers and select only one answer per questions. It is acceptable to contradict a previous answer.

This exercise and model are based on psychologist Lawrence Kohlberg's theory. This exercise is not intended to delineate the level of skill or development a person has in decision making. Its purpose is to provide insight into how students respond.

Have students talk with the person next to them about the way they prefer to make decisions, when the conditions are optimal. Debrief by discussing that the majority of people, when asked how they make decisions, will answer by saying they collect information, analyze the information, and draw conclusions.

In reality, this doesn't happen. Perhaps we don't have time, don't want to take the time, or don't have the necessary skills.

Have students read the story on this page. Direct them to answer the ten questions on the following two pages. Clarify that they should select only one answer per question.

Choosing how to make decisions

1. Should the father have done it?
 - a. Yes, life is more precious than rights and laws.
 - b. No, the laws in this country clearly state that stealing is wrong.
 - c. Yes, a higher authority says you must provide for your children.
 - d. No, it was a bad act.
 - e. Yes, he and his children will feel better.
 - f. No, he will be punished and may not be available for his children.
2. Should the father have done it?
 - a. No, the grocer and his property should be considered.
 - b. Yes, the grocer was charging an unfair amount.
 - c. No, you should not break the law. Find another alternative.
 - d. Yes, because other citizens will understand and approve.
 - e. No, his conscience will bother him for stealing.
 - f. Yes, otherwise his conscience will hurt for not providing for the children.
3. Was the father's act right or wrong?
 - a. Right, the children must have good nourishment.
 - b. Wrong, a majority of people would find another solution.
 - c. Right, there is a law of common decency, children should eat.
 - d. Wrong, the grocer owns the food and the father should not anger him.
 - e. Right, it will give him great pleasure to see the children satisfied.
 - f. Wrong, you can go to jail for stealing.

Choosing how to make decisions

4. Was the father's act right or wrong?
- a. Wrong, pain should not be inflicted on the grocer.
 - b. Right, most fathers would have done the same thing.
 - c. Wrong, there is a law against stealing.
 - d. Right, others would approve of caring for his children.
 - e. Wrong, no pleasure can be derived from his act.
 - f. Right, he is obeying the law by caring for the children.
5. Did the grocer have a right to charge that much?
- a. No, the principles of fair play and universal good should be maintained.
 - b. Yes, this is free enterprise as voted on by the majority of citizens.
 - c. No, there is a law against usury.
 - d. Yes, he will be thought of by most as a shrewd business owner.
 - e. No, the whole incident could be emotionally painful for him.
 - f. Yes, otherwise he might lose money.
6. Did the grocer have a right to charge that much?
- a. Yes, it is his property and his risk.
 - b. No, it is unfair usury.
 - c. Yes, the law and free enterprise system support his rights.
 - d. No, he will get a bad reputation and people might boycott his store.
 - e. Yes, it gives him what he needs and deserves.
 - f. No, he will suffer financially and God will punish him.

Definition: Usury – a rate of interest that is unlawfully high

Choosing how to make decisions

7. The police arrested the father. Should the judge send him to jail?
 - a. No, he was trying to feed his sick children.
 - b. Yes, the democratic process is threatened by anarchy if people do whatever they wish.
 - c. No, the law of decency and charity must prevail.
 - d. Yes, what he did was wrong and bad.
 - e. No, the judge would then be responsible for the children.
 - f. Yes, he must obey the law or be impeached.
8. The police arrested the father. Should the judge send him to jail?
 - a. Yes, he violated his conscience by stealing from someone.
 - b. No, in a democracy the judge can consider extenuating circumstances.
 - c. Yes, law and order must be maintained.
 - d. No, he would become unpopular when the story got out.
 - e. Yes, he must do his duty or his conscience will bother him.
 - f. No, popular opinion would impeach the judge.
9. Should the town council force the grocer to lower his prices?
 - a. No, he has his principles and rights to charge whatever he wishes.
 - b. Yes, the citizens have a right to be treated fairly.
 - c. No, there are laws against forcing free people.
 - d. Yes, the voters will approve, it is the popular decision.
 - e. No, it would be against better judgment, they would suffer discomfort.
 - f. Yes, the grocer must be made to charge fair prices.

Choosing how to make decisions

10. Should the town council force the grocer to lower his prices?
- a. Yes, 300 percent profit is excessive.
 - b. No, this is a democracy, a free enterprise system.
 - c. Yes, they are responsible for moral laws.
 - d. No, most citizens would disapprove of such action.
 - e. Yes, it will be more pleasant for everyone.
 - f. No, the voters would disapprove and vote in a new town council.

Students simply count the number of times they selected option "a" for odd questions (i.e., questions 1, 3, 5, 7, and 9)

How many times did they select option "b" for odd questions, etc?

Then total the columns and write the number in the bottom row.

Scoring results

Now score your answers. Count the number of times you selected option "a" for odd numbered questions, then count the number of times you selected option "b" for odd numbered questions, etc. Then total the columns.

Odd questions: a ___ b ___ c ___ d ___ e ___ f ___
 Even questions: a ___ b ___ c ___ d ___ e ___ f ___
 Column Totals: 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___

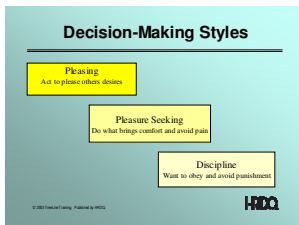
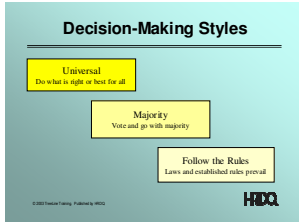
Choosing how to make decisions

Interpreting results

The case study you just read is based on the theory of moral values developed by psychologist Lawrence Kohlberg. Moral values are directly linked to how people make decisions.

People generally approach the same type of decisions in the same way. This is one way to understand the difference. Other individuals might view the same decision differently and arrive at a different conclusion.

This brief assessment provides a glimpse of information about how individuals make decisions. There are six categories that can guide decision making. These are outlined in the table below.



Discuss how these various decision-making styles translate to business decisions. Ask: "What would you do if you were the judge?" and "What types of decisions do you make in your work that might be as difficult as the ones in this story?" Talk about the "traps" of decision making as using the wrong decision-making style for the situation. Choosing what clothes to wear or what to have for lunch is a very different decision than serving on a jury deciding on a death sentence or deciding on acceptable levels of radiation exposure for employees in the x-ray department.

Style	What it means
Universal	Believe in doing what is right or best for everyone. There are no losers, but this brings everyone to the "middle," with some people increasing what they had or the level they functioned at, and some decreasing what they had or the level at which they functioned.
Majority	Take a vote and go with the majority. The democratic approach.
Follow the rules	Believe that no one person is above the law or rules: there are no exceptions. Established rules and laws prevail.
Pleasing	Concerned and act according to how they wish to be viewed by others.
Pleasure seeking	Will do what brings comfort or pleasure. Will avoid pain or discomfort.
Discipline	Respond to avoid punishment. Want to obey.

Making business decisions

By examining past decisions and selecting those that have proven to be a good experience, the percentage of good future decisions increases. It is important to affirm the decision making skills and techniques that serve you well.

Consider a business decision you have made in the past or one that is currently pending. Then, complete the questions below for the decision selected.

Question
Describe the decision:
What would the "Universal" decision be?
What would the "Majority" decision be?
What would the "Follow the rules" decision be?
What would the "Pleasing" decision be?
What would the "Pleasure Seeking" decision be?
What would the "Discipline" decision be?

Have participants work in groups of five. Instruct students to select a difficult business decision they needed to make.

As a group, they should discuss the following: what were the options, how was the decision reached, and how would each of the six styles approach the decision.

Debrief by asking for examples from each group. Discuss the similarities in the styles of decision making.

