

Chapter 1 : How to Make Decisions - Decision Making Tools From calendrierdelascience.com

Chapter 9 is all about helping us determine what to do next at any given point. He believes what is really comes down to is trust. That trust may be trusting your gut, the seat of your pants, really your intuition.

A few weeks ago I asked readers what one problem they would like solved. When you reach a fork in the road, how do we know the decisions are right? When all is lost how do we trust our hearts to make the right choices? Also should we be ruled by our hearts or our heads? For heart led people, this can sometimes be detrimental as we need to listen to the logic sometimes. Complex stuff€ would love your wise words on this. The first is this: The Dalai Lama once said: So start by being open to alternative outcomes. Avoid Over-thinking I think secondly, over-thinking is one to avoid when decision-making. In my opinion, balance is key. Would this be a wise decision? I would say not. That is the million dollar question. Remember that failure is a pre-requisite for success. If the voice inside your head is starting to repeat its-self, switch it off! This is over-analysis in action. Try getting your thoughts out of your head and onto paper to structure your thinking. Check in with your morals. If you enjoyed this article, please share it with others.

Chapter 2 : Choice - Wikipedia

Make The Decision: Perhaps most importantly, you must have a bias toward action, and be willing to make the decision. Moreover, you must learn to make the best decision possible even if you.

Learn the importance of decision making and the different styles, so you can decide how your organization will make decisions. Styles of decision making: Who gets to decide? How do you make decisions? Changing the scale of the process A last word: Deciding not to decide Making decisions, and supervising those who make decisions beneath you, are two basic tasks of leadership. A well-crafted decision helps your organization move in the right direction and systematizing how these decisions are made can ensure that the choices made are the best ones for your group. This section provides a guide for crafting a systematic, fair way of making decisions within your organization. Importance of decision making What are the implications of the decisions we make? Our decisions affect people. Nearly every decision we make will affect different people in one way or another. The decisions we make demonstrate our values. Our actions testify more powerfully than our words what we believe in. Our decisions will set an example for those who follow us. As leaders, we must understand that what we say and do will be looked up to by our followers; that our actions will be copied and modified by those who respect us. For example, whether or not you serve alcohol at a fundraiser sends a powerful message to those who attend, and it may be copied by others as they hold fundraisers. In a very real sense, "follow the leader" is a game many people continue to play all their lives. It demonstrates a desire to lead. By making decisions, we prove to our followers that we are willing to take the reins, direct the action, and get things done. We have shown that we are willing to put our necks on the line and accept the consequences of our actions. Not deciding is a decision in itself. The first step in doing so is to understand what the possibilities are. Should decisions be made by a single person, by a committee, or by the entire group? Each of these methods is valid, and each may be appropriate for your group under different circumstances. In general, when determining who will make decisions for your organization, consider the following: But when opposite conditions hold -- in an emergency, for example, or when expert information must be processed, or when no one cares very much -- the decision might be better made by a smaller group, or even just one person. There are three basic decision-making paradigms your group may follow, each of which has its own variations, and each of which may be appropriate for your organization under different circumstances: A single person decides When a single person has responsibility for making a decision, the decision can be made either with or without input from other members of the group. Decisions made without input are most often made by a leader or an expert, or simply by the person most involved in the issue. Every organization functions because of the thousands of tiny decisions made by members every day. Some are so small, even the person making them barely notices them--how the phone is answered, how a letter is signed, what colors of construction paper to buy for the supply closet. A person deciding with input may ask the entire group for their thoughts; ask a small group such as the advisory board for their recommendation; or tap a few individuals with expertise on the issue. For example, the Executive Director may decide what the letters to members of the advisory board should say, but leave such decisions as to who buys the stationery, at what store, etc. Additionally, if other members of the organization feel they have some power or "say" in the group, they will be more likely to invest their time and energy into what they are doing. A leader who makes all of the decisions is robbing herself of the expertise of her staff, and she is robbing staff of their ability to grow and make meaningful contributions to the organization. How does a leader avoid the phenomenon of "micromanaging" that can be so harmful? Several things can be helpful: Open communication with others in the organization. There is simply no substitute for talking with people and learning their strengths, weaknesses, and the level of responsibility with which they feel comfortable. Communicating with followers is very important: If a member of your coalition works full time as a graphic artist, you might ask him to design a logo for the group. The intelligent leader knows that sometimes, the best decision he can make is to hand the decision over to someone better equipped than he is. Make opportunities equal to experience. Start by giving followers a small amount of freedom and power in making decisions, and as they grow and become

ready for increased responsibility, give it to them. Decision making skills take time to develop, too; over time, the intelligent leader gives more and more decision making power to a follower who shows he or she is ready for it. A group decides by consensus In a consensus, the entire group will agree upon a certain course of action. There are different variations on this as well. For instance, there is "hard consensus," in which everyone has to overtly agree; that is, every member will say or write, "Yes, I am in agreement that we should do that. It says, "Okay, we can all live with this, so that we can move on to the next item. And for this reason, many groups move on to the third possibility: A group decides by voting When people vote, there are several ways to determine the minimum vote necessary. The minimum vote might be: A plurality -- that is, the greatest number of votes carries the decision, even if that number is less than half of the total votes. Pluralities are used in cases where there are three or more possibilities to choose among. A simple majority -- more than half the votes are cast for the same thing. Two-thirds or more of the vote in favor of a certain choice. A fourth possibility, worth mentioning briefly, is that a decision can be achieved using more than one of these styles. For example, a group might first want to aim for consensus. If that cannot be achieved, then it might vote -- or it might choose to study the issue some more before even taking a vote. So, how does the leader go about making decisions? Although each leader will have a distinct style, the following steps are helpful in most circumstances, especially for larger or more important decisions. Decide who will decide This choice is one that is usually made by the leader. She might consider the list of characteristics listed in "Who should decide? The decision maker s should: Quite simply, the decision makers should have a basic understanding of how this decision will affect the issue you are working on, as well as your organization as a whole. You have the resources to give the presentation, and you know it could only mean good press for the group. So, an easy decision, right? There is, however, a catch -- your group sees itself as a catalyst for change--members have worked very hard for years to get other members of the community motivated, and not do all the work themselves. They have tried to keep the organization from falling into what they see as the "trap" of becoming a service organization. Giving these presentations would definitely put you in the category of a service provider, at least for the present. In the long run, is giving these presentations really best for the organization? Gather information Information can come from a wide variety of sources--from the press, from people who are affected by the problem, from people who have a lot of influence in the community, from statistics, and from many other sources. An uninformed or underinformed decision is most likely one you will come to regret. Try to find out everything you can about the decision and its consequences, including:

Chapter 3 : Lesson 5: I Can Make Right Choices

A few weeks ago I asked readers what one problem they would like solved. Salina had a really interesting question regarding decision making and how to 'know' when you're making the 'right' choices.

Types[edit] There are four main types of decisions, although they can be expressed in different ways. Brian Tracy breaks them down into: Delegated decisions, which may be made by anyone, such as the color of the bike shed , and should be delegated, as the decision must be made but the choice is inconsequential. Avoided decisions, where the outcome could be so severe that the choice should not be made, as the consequences can not be recovered from if the wrong choice is made. This will most likely result in negative actions, such as death. A fifth type, however, or fourth if avoided and "no-brainer" decisions are combined as one type, is the collaborative decision, which should be made in consultation with, and by agreement of others. Collaborative Decision Making revolutionized air-traffic safety by not deferring to the captain when a lesser crew member becomes aware of a problem. For example, using this approach three types of choices would be: A ouija board is also a delegated decision. As a moral principle, decisions should be made by those most affected by the decision, but this is not normally applied to persons in jail, who might likely make a decision other than to remain in jail. For example, if one is choosing between candidates for a job, the quality of relevant attributes such as previous work experience, college or high school GPA, and letters of recommendation will be judged for each option and the decision will likely be based on these attribute judgments. However, each attribute has a different level of evaluability, that is, the extent to which one can use information from that attribute to make a judgment. An example of a highly evaluable attribute is the SAT score. Because the distribution of scores on this attribute is relatively well known it is a highly evaluable attribute. Compare the SAT score to a poorly evaluable attribute, such as the number of hours spent doing homework. Most employers would not know what 10, hours spent doing homework means because they have no idea of the distribution of scores of potential workers in the population on this attribute. As a result, evaluability can cause preference reversals between joint and separate evaluations. The canonical example is a hiring decision made about two candidates being hired for a programming job. Subjects in an experiment were asked to give a starting salary to two candidates, Candidate J and Candidate S. However, some viewed both candidates at the same time joint evaluation , whereas others only viewed one candidate separate evaluation. The results showed that in joint evaluation both candidates received roughly the same starting salary from subjects, who apparently thought a low GPA but high experience was approximately equal to a high GPA but low experience. However, in the separate evaluation, subjects paid Candidate S, the one with the high GPA, substantially more money. The explanation for this is that KY programs is an attribute that is difficult to evaluate and thus people cannot base their judgment on this attribute in separate evaluation. Personal factors determine food choice. They are preference , associations , habits , ethnic heritage , tradition , values , social pressure , emotional comfort , availability , convenience , economy , image , medical conditions , and nutrition. Number of options and paradox[edit] A number of research studies in economic psychology have focused on how individual behavior differs when the choice set size the number of choices to choose from is low versus when it is high. Of particular interest is whether individuals are more likely to purchase a product from a large versus a small choice set. Currently, the effect of choice set size on the probability of a purchase is unclear. In some cases, large choice set sizes discourage individuals from making a choice [10] and in other cases it either encourages them or has no effect. Individuals went virtual shopping in different stores that had a randomly determined set of choices ranging from 4 to 16, with some being good choices and some being bad. Researchers found a stronger effect for the allure of more choice. However, they speculate that due to random assignment of number of choices and goodness of those choices, many of the shops with fewer choices included zero or only one option that was reasonably good, which may have made it easier to make an acceptable choice when more options were available. For example, in one experiment involving a choice of free soda, individuals explicitly requested to choose from six as opposed to 24 sodas, where the only benefit from the smaller choice set would be to reduce the cognitive burden of the choice. As the number of choices within the extensive-options

scenarios increased, the preference for limited options increased as well. One assumes that perusing a larger number of choices imposes a cognitive burden on the individual. As increasing options are available, three problems emerge. First, there is the issue of gaining adequate information about the choices in order to make a decision. Second, having more choices leads to an escalation of expectation. If there is one choice available, and it ends up being disappointing, the world can be held accountable. When there are many options and the choice that one makes is disappointing, the individual is responsible. Indeed, overall, the effect of "too many options" is minimal at best. The results suggest that reversible decisions cause people to continue to think about the still relevant choice options, which might increase dissatisfaction with the decision and regret. Psychologists have developed a personality test that determines where an individual lies on the satisficer-maximizer spectrum. A maximizer is one who always seeks the very best option from a choice set, and may anguish after the choice is made as to whether it was indeed the best. Satisficers may set high standards but are content with a good choice, and place less priority on making the best choice. Due to this different approach to decision-making, maximizers are more likely to avoid making a choice when the choice set size is large, probably to avoid the anguish associated with not knowing whether their choice was optimal. It found that maximizers reported a stronger preference for retaining the ability to revise choices. Additionally, after making a choice to buy a poster, satisficers offered higher ratings of their chosen poster and lower ratings of the rejected alternatives. Maximizers, however, were less likely to change their impressions of the posters after making their choice which left them less satisfied with their decision. In regards to buying products, maximizers were less satisfied with consumer decisions and were more regretful. They were also more likely to engage in social comparison, where they analyze their relative social standing among their peers, and to be more affected by social comparisons in which others appeared to be in higher standing than them. For example, maximizers who saw their peer solve puzzles faster than themselves expressed greater doubt about their own abilities and showed a larger increase in negative mood. Choice architecture is the process of encouraging people to make good choices through grouping and ordering the decisions in a way that maximizes successful choices and minimizes the number of people who become so overwhelmed by complexity that they abandon the attempt to choose. Generally, success is improved by presenting the smaller or simpler choices first, and by choosing and promoting sensible default options.

Chapter 4 : Problem Solving and Decision Making (Solving Problems and Making Decisions)

When you're making a decision that involves complex issues like these, you also need to engage your problem-solving, as well as decision-making skills. It pays to use an effective, robust process in these circumstances, to improve the quality of your decisions and to achieve consistently good results.

Choose the Right A , 21â€™24 Purpose To help each child understand that we can choose the right because Heavenly Father gave us agency. Preparation Prayerfully study Matthew The words to this song are included at the back of the manual. A Bible and a copy of the Doctrine and Covenants. A bowl of small items of different colors, such as candies or shiny rocks. Have enough of each color so each child will have a choice of several colors. Make the necessary preparations for any enrichment activities you want to use. Suggested Lesson Development Invite a child to give the opening prayer. Follow up with the children if you encouraged them to do something during the week. Tell the children that they have just made a choice. We must make many choices every day. What choices have you made today? Answers might include choosing what to wear, choosing what to eat for breakfast, or choosing what to do with free time. Tell the children that making choices is a very important part of life on earth. Some choices are easy and some choices are hard. Our right to choose was given to us when we lived in heaven with Heavenly Father and Jesus Christ. Teacher presentation Remind the children that before we came to earth, Heavenly Father called us to a meeting. See if the children remember from the previous lesson what happened at that meeting. If they do not, quickly review, bringing out the following ideas: At this meeting Heavenly Father presented a plan to help us become like him. We chose to follow the plan, so we each came to earth and received a physical body. If we choose to keep the commandments while we are on the earth, we will be able to live with Heavenly Father again. Jesus Christ offered to come to earth to show us what we must do to live with Heavenly Father again. Lucifer wanted to come to earth and force everyone to keep the commandments. He did not want to give people any choices. He wanted people to be able to choose how they would live. Explain that Heavenly Father knew it would be best for us to choose for ourselves so we could learn to make right choices. Being able to choose for ourselves is called agency. Have the children say the word agency aloud a couple of times. They want us to use our agency to choose to follow them instead of following Jesus and doing what is right. What did Jesus want to do to help us choose the right? He wanted to come to earth to teach us what is right so we would be able to choose wisely. Point to the words on the CTR chart. Say the words aloud, and then have the children repeat them with you. Explain that some of the chief priests did not believe that Jesus Christ was the Savior, the one Heavenly Father had sent to help them. They watched Jesus closely to try to find him doing something wrong so they could have him killed. Explain that when Jesus healed the blind and lame people in the temple, the chief priests were angry. When the children began praising Jesus, the priests were even more angry, and they wanted Jesus to stop the children. But instead he asked the priests if they had not read in the scriptures that little children would praise him. Point out that just like the children in this story, the children in your class can choose to follow and praise Jesus. We can all choose what we do. Have the children stand and repeat the phrase. You may want to use the following story: Brittany woke up Sunday morning feeling grumpy. She had gone to bed too late and had to get up too early. She had to wait for her turn in the bathroom. Then she stubbed her toe on a chair. Her big brother was angry with her because he thought she was going to make the whole family late. She sat on the back row and frowned and played with some things in her pocket. What choices did Brittany make? Brittany started to cry. She wanted to be happy, and she wanted her teacher to be happy too. Brittany thought an experiment sounded like fun. Her teacher explained that choosing the right and doing what Jesus wants us to do can help us be happy. Brittany agreed to try to do what Jesus would have her do at Primary next Sunday. She quickly got ready for church and helped her sister get ready also. When Brittany got to Primary, she was smiling. She sang the opening song and sat reverently during the opening prayer. The boy sitting next to Brittany kept whispering to her, and soon Brittany was whispering back and not listening. Just before it was time to go to class, Brittany looked up and saw the picture of Jesus on the wall. She remembered that she wanted to do what Jesus wanted her to do. Brittany walked quietly to class and sat on the front row.

She listened to the lesson and answered the questions her teacher asked her. She was glad she chose the right. She discovered that choosing the right and doing what Jesus wanted her to do made her feel happy. Discussion Why did Brittany feel happy? When have you felt happy because you chose the right? Summary Activity Have the children each make a hand into a fist with the thumb pointing out. Tell the children that you are going to describe some choices they might make. If the choice described is something Jesus would have them do, they should point their thumbs up. If the statement describes something Satan would have them do, they should point their thumbs down. Use the following examples or create some of your own: You choose to come to Primary. You choose to sing in Primary when the music leader asks everyone to sing. You choose to keep your eyes open during the prayer. You choose to bring a friend to church. You choose to whisper to your friend during the sacrament. You choose to walk quietly to your classroom. You choose to laugh when another child stumbles and falls. You choose to disturb the other children by making noises. You choose to help the teacher with the activity. You choose to make fun of someone who answers a question wrong. You choose to listen quietly when the teacher tells a story. Ask the children to be ready to tell the class next week about a right choice each of them made during the week. Explain the notes to the children and tell them to give the notes to their parents. Invite a child to give the closing prayer. Enrichment Activities Choose from the following activities those that will work best for the children in your class. You can use them in the lesson itself or as a review or summary. Choose one child to be the leader, and give him or her a coin or button. Have the leader stand in front of the class with the coin hidden in one of his or her hands. Let the other children in the class guess which hand the coin is in. When everyone has guessed, the leader reveals which hand the coin is in. The children who guessed correctly take one step toward the leader. The others remain where they are. Continue until a child reaches the leader. Is guessing a good way to make choices? Help the children understand that we do not have to guess about our decisions. Jesus has taught us what we should do. If we do what Heavenly Father and Jesus want us to do, we will always make right choices.

Which action illustrates rational behavior? making a decision after logically thinking about the choices doing the first action that comes to mind.

The decision could be about your own conduct or about that of another. Some decisions will be easy because the guidelines are clear and the matter itself is inappropriate but no harm will likely result. Others may be more difficult because the guidelines or circumstances are unclear and the wrong decision could carry consequences for others or yourself. Every now and again an issue of monstrous proportions may surface that affects you directly. For example, a client unexpectedly commits suicide or threatens or sues you, or a colleague damages your reputation. You may confront a situation that offers no choice but to make decisions with ethical implications under ambiguous circumstances. Your own life may feel out of control. Confusion, pressure, frustration, anxiety, conflicting loyalties, insufficient information, and the tendency to rationalize are common responses to ethical challenges at these times. Such reactions complicate matters and greatly elevate the chances of errors in decision-making. Intense stressors can result in an inability to make sound judgments.

Advisory Committee on Colleague Assistance, Even when our lives seem fine, ethical dilemmas can materialize in many ways, often abruptly when we least expect them. Of course, most therapists do not knowingly get themselves tangled up in difficult situations. Some give in to temptations that overtake their professional objectivity. If you are similar to most of your colleagues, you have already faced at least one ethical dilemma that required a decision and possibly action on your part. Note that choosing to not make a decision is a decision. You may not have created the problem, but you may have no choice but to respond. How you react could have significant implications for your reputation and your career. More recent writings stress how factors such as emotions, personal vulnerabilities, personality, and situational contexts influence how we make decisions, including ethical ones. Newer work also stresses the insufficiency of cognitive strategies to determine how decisions are made and how many nonrational factors affect our decisions. As we emphasize throughout this lesson, an early recognition of personal and situational risks can prevent many potential ethical problems from materializing or from escalating to the point of causing harm. We do not wish to frighten readers, but we must communicate why ethical decision-making is more critical than ever to you as a practitioner. Not that long ago complaints were handled in confidential forums. Few avenues existed for the general public to discover the misbehavior of mental health professionals. Clients had few avenues for speaking out when they believed they had been wronged. In short, those who faced ethical sanctions were largely hidden from public scrutiny. Violators more easily dodged widespread humiliation and perhaps escaped long-term damage to their careers. All that has changed. More likely than not, the identities of those who incur a formal ethical violation are now available for public viewing on the Internet. Many professionals and state licensing boards publish the names of those who have been disciplined sometimes including the entire record. In addition, unhappy and disgruntled clients have access to a host of popular review sites that offer relative anonymity. Sometimes the best one can do is to attempt to smother it by attracting more positive reviews. Finally, as reports of ethical violators become easily accessible, public trust in the mental health professions erodes. A desperate need for competent and ethical mental health professionals is obvious, but if potential consumers have a negative image of mental health professionals they may refrain from seeking needed help. This course will not provide answers to every ethical dilemma, nor can it advise on every circumstance in which an ethical dilemma arises. Rather we strive to provide clues to help therapists recognize, approach constructively, and reconcile potential ethical predicaments, while at the same time remaining compassionate and attuned to the well-being of those with whom you work. The series of scenarios presented below could play out with relatively benign or more serious repercussions, depending largely upon how you respond. Ask yourself what you would do.

Scary Woman Your new client is very young and new to this country. She is proving difficult to engage. She was brought in by her American-born husband because she seems secretive. She mostly sits sullenly looking down into her lap, answering your questions using the fewest possible words. When she does look up, her expression is

disturbing. She does divulge that she is very unhappy. You find her flashing eyes, her odd clothing, and her foreign accent somewhat intimidating. Actually, she scares you a little. It has even crossed your mind that she could be a sympathizer to an unfriendly group. Would you terminate her? If so, how would you do that? What would you say? Are you sure you have enough information to make the best decision as to how to proceed? Do you have a reasonable understanding of her native culture? Could your continued treatment of her have any chance of being effective? She quickly pours drinks while announcing that she just sold a three million dollar home. Before you can respond, she bounces over, puts her arms around you and plants a kiss on your lips. So, what are you going to do? Her arms are already around you, so what do you do with them? Should you just move on and share a drink, or is that a bad idea as well? Might she be seductive? Or is she only in a very good mood today? Can you tell the difference? Is The Session Over Yet? After 5 months, despite your efforts to remain objective and compassionate, you dread seeing this client. He also calls you by your first name, which you have not invited him to do. Your dislike for him is increased after every session despite the fact that he seems to be improving in the areas for which he sought counseling. Did you let this fester for too long? Can you do anything to alter your negative feelings? Should you terminate him even though he still has many issues to explore? Is it ethical to challenge his sexism when that issue is unrelated to his reasons for seeking counseling? Letting Go Your client shows up on time, pays her bill promptly, and often expresses appreciation for your services. She tells you she has seen many therapists, but you are the best. The problem is that after weekly appointments for a year, she is not improving. The issues that keep her own life off track remain entrenched, and her minimal gains have stagnated. Her only source of pleasure seems to be her weekly sessions with you. Will you keep trying? Have you instilled a dependency at her emotional and financial expense? Should you terminate her in the hope that someone else may be able to move her forward? Can this be accomplished without leaving the client feeling abandoned? All in the Family Your sister suspects that her daughter is having unprotected sex and possibly taking drugs. She asks if you will see the teenager as a client. The girl has refused to talk to anyone else, but she will talk to you. Your sister is very wealthy and wants to pay the full fee. You could really use the money. What do you say to your sister? What problems could arise from accepting your own niece as a client, even if you would be fully compensated? Wild Eyes After venting frustration toward her spouse for nearly the entire session, your client has a wild look in her eyes. Is your client just releasing tension, or was that an authentic threat? How do you make that decision? If you are worried, what exactly should you do now? Or, each situation could turn into a disaster of one sort or another. Sadly, in the actual incidents from which these examples are loosely adapted, the outcomes were unfortunate. Here is how each one played out. He called the husband to try to get more information about why she was so unhappy. The husband seemed irritated and hung up. The client never returned, and the therapist soon read in the local newspaper that she had been badly beaten by her husband and may not survive. This therapist eventually lost his license. The therapist, who had sandbagged his feeling towards the client he disliked exploded into a rage when the client pushed his buttons one too many times. The therapist then insisted he leave the office and told him to never return. These same elements are expressed in the ethics codes of all major mental health professions.

Chapter 6 : How to Make the Right Choices in Life | Simple Life Strategies

We can go through our life making decisions on where to live, work, and play, but do we make the choice of how to best live or lead? We should take the time to make more proactive choices in setting a life and leadership direction.

For some, the fear is totally irrelevant. For others, it creates a state of paralysis. The former hold their fear from a position of power choice, energy, and action, and the latter hold it from a position of pain helplessness, depression, and paralysis. Covey "In the long run, we shape our lives, and we shape ourselves. The process never ends until we die. And the choices we make are ultimately our own responsibility. Buscaglia "Life is a sum of all your choices. What you choose to do with them is up to you. These give us the ultimate human freedom The power to choose, to respond, to change. Covey "Heaven on earth is a choice you must make, not a place we must find. How do you want to play the game? Do you want to play in the big leagues or in the little leagues, in the majors or the minors? Are you going to play big or play small? We must shoulder it ourselves. It is up to us. We are all facing choices that define us. However messy is without importance in the overall picture of our lives. I am in the middle of growing up and into myself. Elisabeth Kubler-Ross "Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives. We can make our choices built from love or from fear. We need to teach the next generation of children from Day One that they are responsible for their lives. If you can control the process of choosing, you can take control of all aspects of your life. You can find the freedom that comes from being in charge of yourself. Bennett "A man is too apt to forget that in this world he cannot have everything. A choice is all that is left him. It is a matter of choice. It is not a thing to be waited for, it is a thing to be achieved. It is the vital energy to make choices and decisions. It also includes the capacity to overcome deeply embedded habits and to cultivate higher, more effective ones.

Chapter 7 : Chapter 9 - Doing: Making the Best Action Choices - JETPUBS Inc.

We make decisions every day; everything we say and do is the result of a decision, whether we make it consciously or not. For every choice, big or small, there's no easy formula for making the right decision. The best you can do is to approach it from as many perspectives as possible and then choose.

If one particular alternative is clearly better than the rest, your choice will be obvious. However, if you still have several competing options, there are plenty of tools that will help you decide between them. If you have various criteria to consider, use Decision Matrix Analysis to compare them reliably and rigorously. Or, if you want to determine their relative importance, conduct a Paired Comparison Analysis. Decision Trees are also useful when choosing between different financial options. These help you to lay options out clearly, and bring the likelihood of your project succeeding or failing into the decision-making process. When anonymity is important, decision-makers dislike one another, or there is a tendency for certain individuals to dominate the process, use the Delphi Technique to reach a fair and impartial decision. This uses cycles of anonymous, written discussion and argument, managed by a facilitator. Finding This Article Useful? But now, more than ever, is the time to "sense check" your decision. Your final decision is only as good as the facts and research you used to make it. This will help you avoid confirmation bias, a common psychological bias in decision making. Discuss your preliminary conclusions with important stakeholders to enable them to spot flaws, make recommendations, and support your conclusions. Listen to your own intuition, too, and quietly and methodically test assumptions and decisions against your own experience. Use Blindspot Analysis to review whether common decision-making problems like over-confidence, escalating commitment, or groupthink may have undermined the process. And consider checking the logical structure of your process with the Ladder of Inference, to make sure that a well-founded and consistent decision emerges at the end. Get them involved in implementing the solution by discussing how and why you arrived at your decision. The more information you provide about risks and projected benefits, the more likely people will be to support your decision. There are many tools and techniques that you can use as part of making a good decision. If you use them all, however, you could wind up spending a very long time making a very small decision. Pick and choose tools appropriately, depending on the nature and scale of the decision you want to take. Key Points Although problem solving and decision making are different processes, it is often necessary to combine them when making a complex decision. Systematically incorporating problem-solving and decision-making tools can help you make fully-informed decisions, either individually or as part of a group. The seven-step strategy is: Create a constructive environment. Investigate the situation in detail.

Chapter 8 : Choices Quotes and Sayings Quotations

But action works in your favor, while inaction never does. When you delay making a decision because you're afraid of messing up, nothing changes. But when you're proactive, you're choosing to move ahead—and that's one of the best decisions you can make.

Often, they are "under the gun", stressed and very short for time. Consequently, when they encounter a new problem or decision they must make, they react with a decision that seemed to work before. Not all problems can be solved and decisions made by the following, rather rational approach. However, the following basic guidelines will get you started. Note that it might be more your nature to view a "problem" as an "opportunity". Therefore, you might substitute "problem" for "opportunity" in the following guidelines. Define the problem This is often where people struggle. They react to what they think the problem is. Ask yourself and others, the following questions: Where is it happening? How is it happening? When is it happening? With whom is it happening? To be an effective manager, you need to address issues more than people. Why is it happening? It may be helpful at this point to use a variety of research methods. If the problem still seems overwhelming, break it down by repeating steps until you have descriptions of several related problems. Verifying your understanding of the problems: It helps a great deal to verify your problem analysis for conferring with a peer or someone else. If you discover that you are looking at several related problems, then prioritize which ones you should address first. Note the difference between "important" and "urgent" problems. Often, what we consider to be important problems to consider are really just urgent problems. Important problems deserve more attention. Understand your role in the problem: Your role in the problem can greatly influence how you perceive the role of others. Or, you are feel very guilty about your role in the problem, you may ignore the accountabilities of others. Otherwise, people tend to be inhibited about offering their impressions of the real causes of problems. Write down a description of the cause of the problem and in terms of what is happening, where, when, how, with whom and why. Brainstorm for solutions to the problem. Very simply put, brainstorming is collecting as many ideas as possible, then screening them to find the best idea. A wonderful set of skills used to identify the underlying cause of issues is Systems Thinking. Select an approach to resolve the problem When selecting the best approach, consider: Which approach is the most likely to solve the problem for the long term? Which approach is the most realistic to accomplish for now? Do you have the resources? Do you have enough time to implement the approach? What is the extent of risk associated with each alternative? The nature of this step, in particular, in the problem solving process is why problem solving and decision making are highly integrated. Plan the implementation of the best alternative this is your action plan Carefully consider "What will the situation look like when the problem is solved? What systems or processes should be changed in your organization, for example, a new policy or procedure? How will you know if the steps are being followed or not? How much time will you need to implement the solution? Write a schedule that includes the start and stop times, and when you expect to see certain indicators of success. Who will primarily be responsible for ensuring implementation of the plan? Write down the answers to the above questions and consider this as your action plan. Communicate the plan to those who will involved in implementing it and, at least, to your immediate supervisor. An important aspect of this step in the problem-solving process is continually observation and feedback. Monitor implementation of the plan Monitor the indicators of success: Are you seeing what you would expect from the indicators? Will the plan be done according to schedule? If the plan is not being followed as expected, then consider: Was the plan realistic? Are there sufficient resources to accomplish the plan on schedule? Should more priority be placed on various aspects of the plan? Should the plan be changed? Verify if the problem has been resolved or not One of the best ways to verify if a problem has been solved or not is to resume normal operations in the organization. Still, you should consider: What changes should be made to avoid this type of problem in the future? Consider changes to policies and procedures, training, etc. Lastly, consider "What did you learn from this problem solving? Consider writing a brief memo that highlights the success of the problem solving effort, and what you learned as a result. Share it with your supervisor, peers and subordinates. Rational Versus Organic Approach

to Problem Solving Rational A person with this preference often prefers using a comprehensive and logical approach similar to the guidelines in the above section. For example, the rational approach, described below, is often used when addressing large, complex matters in strategic planning. Examine all potential causes for the problem. Identify all alternatives to resolve the problem. Carefully select an alternative. Develop an orderly implementation plan to implement that best alternative. Carefully monitor implementation of the plan. Verify if the problem has been resolved or not. A major advantage of this approach is that it gives a strong sense of order in an otherwise chaotic situation and provides a common frame of reference from which people can communicate in the situation. A major disadvantage of this approach is that it can take a long time to finish. Some people might argue, too, that the world is much too chaotic for the rational approach to be useful.

Organic Some people assert that the dynamics of organizations and people are not nearly so mechanistic as to be improved by solving one problem after another. For many people it is an approach to organizational consulting. The following quote is often used when explaining the organic or holistic approach to problem solving. Some higher or wider interest appeared on the horizon and through this broadening of outlook, the insoluble lost its urgency. It was not solved logically in its own terms, but faded when confronted with a new and stronger life urge. It also suits the nature of people who shun linear and mechanistic approaches to projects. The major disadvantage is that the approach often provides no clear frame of reference around which people can communicate, feel comfortable and measure progress toward solutions to problems.

Chapter 9 : How to Make Decisions (with Pictures) - wikiHow

If you want to make real changes in life, you have to make it a habit to apply action with your decision until it's completed. By going through this so many times, you will feel more confident with accomplishing the next decision that you have in mind.

Maximization psychology Herbert A. Further psychological research has identified individual differences between two cognitive styles: Maximizers tend to take longer making decisions due to the need to maximize performance across all variables and make tradeoffs carefully; they also tend to more often regret their decisions perhaps because they are more able than satisficers to recognise that a decision turned out to be sub-optimal. System 1 is a bottom-up, fast, and implicit system of decision-making, while system 2 is a top-down, slow, and explicit system of decision-making. In his analysis on styles and methods, Katsenelinboigen referred to the game of chess, saying that "chess does disclose various methods of operation, notably the creation of predisposition-methods which may be applicable to other, more complex systems. Both styles are utilized in the game of chess. According to Katsenelinboigen, the two styles reflect two basic approaches to uncertainty: The combinational style is characterized by: In defining the combinational style in chess, Katsenelinboigen wrote: The objective is implemented via a well-defined, and in some cases, unique sequence of moves aimed at reaching the set goal. As a rule, this sequence leaves no options for the opponent. This approach is the crux of the combination and the combinational style of play. In playing the positional style, the player must evaluate relational and material parameters as independent variables. The positional style gives the player the opportunity to develop a position until it becomes pregnant with a combination. The terminal points on these dimensions are: For example, someone who scored near the thinking, extroversion, sensing, and judgment ends of the dimensions would tend to have a logical, analytical, objective, critical, and empirical decision-making style. However, some psychologists say that the MBTI lacks reliability and validity and is poorly constructed. For example, Maris Martinsons has found that American, Japanese and Chinese business leaders each exhibit a distinctive national style of decision-making. Several brain structures, including the anterior cingulate cortex ACC , orbitofrontal cortex and the overlapping ventromedial prefrontal cortex are believed to be involved in decision-making processes. A neuroimaging study [40] found distinctive patterns of neural activation in these regions depending on whether decisions were made on the basis of perceived personal volition or following directions from someone else. Patients with damage to the ventromedial prefrontal cortex have difficulty making advantageous decisions. A study of a two-alternative forced choice task involving rhesus monkeys found that neurons in the parietal cortex not only represent the formation of a decision [42] but also signal the degree of certainty or "confidence" associated with the decision. Emotions in decision-making Emotion appears able to aid the decision-making process. The somatic marker hypothesis is a neurobiological theory of how decisions are made in the face of uncertain outcome. Barbey and colleagues provided evidence to help discover the neural mechanisms of emotional intelligence. Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed. May Learn how and when to remove this template message During their adolescent years, teens are known for their high-risk behaviors and rash decisions. Recent research[citation needed] has shown that there are differences in cognitive processes between adolescents and adults during decision-making. Researchers have concluded that differences in decision-making are not due to a lack of logic or reasoning, but more due to the immaturity of psychosocial capacities that influence decision-making. Examples of their undeveloped capacities which influence decision-making would be impulse control, emotion regulation, delayed gratification and resistance to peer pressure. In the past, researchers have thought that adolescent behavior was simply due to incompetency regarding decision-making. Currently, researchers have concluded that adults and adolescents are both competent decision-makers, not just adults. Recent research[citation needed] has shown that risk-taking behaviors in adolescents may be the product of interactions between the socioemotional brain network and its cognitive-control network. The socioemotional part of the brain processes social and emotional stimuli and has been shown to be important in reward processing. The

cognitive-control network assists in planning and self-regulation. Both of these sections of the brain change over the course of puberty. However, the socioemotional network changes quickly and abruptly, while the cognitive-control network changes more gradually. Because of this difference in change, the cognitive-control network, which usually regulates the socioemotional network, struggles to control the socioemotional network when psychosocial capacities are present. Because teens often gain a sense of reward from risk-taking behaviors, their repetition becomes ever more probable due to the reward experienced. In this, the process mirrors addiction. Teens can become addicted to risky behavior because they are in a high state of arousal and are rewarded for it not only by their own internal functions but also by their peers around them. Adults are generally better able to control their risk-taking because their cognitive-control system has matured enough to the point where it can control the socioemotional network, even in the context of high arousal or when psychosocial capacities are present. Also, adults are less likely to find themselves in situations that push them to do risky things. For example, teens are more likely to be around peers who peer pressure them into doing things, while adults are not as exposed to this sort of social setting.