

Lesson Three: Five Step Decision Making Model

Do you have a system for going to the grocery store? Do you have a way of choosing what car you buy? We make decisions daily, minute by minute. Have you ever thought about HOW you make decisions? We will examine how we make decisions and review a five-step decision making model. Then we will apply the model to a work decision.

STANDARDS ALIGNMENT

North Carolina Guidance Essential Standards:

- RED.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

North Carolina Career Development Coordinator Standards:

- “Standard IV: Element b. Career development coordinators help students develop global employability skills. They assist all students with developing academic, career, and personal/social skills.

ISTE Standards

- Empowered Learner 1.a
Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

North Carolina Community College System College and Career Ready Adult Basic Education Standards

- M.4 Students will develop and apply concepts of data analysis and probability to explore, analyze, and solve mathematical and real-life problems.

Workforce Development Standards

- 20 CFR Parts 676, 677, and 678: Workforce Innovation and Opportunity Act is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Programs are based on eligibility.

STUDENT OBJECTIVES

At the close of the lesson, learners will be able to say... **I can:**

- List the steps I use in decision making.
- Identify steps in the decision-making process.
- Use a decision-making model to solve work problems.

MATERIALS NEEDED

- computer, projector, internet access, YouTube access
- **I can** statements on poster board or handout sticky notes, poster paper that will attach to wall (or adhesive tape), individual posters with one heading on each, headings are as follows: “Define the Situation”, “State Your Goals”, “Identify Solutions”, “Prepare a Plan”, “Take Action”.
- individual computers, if you choose to do the “If time permits” section
- labels for each corner of the room entitled “strongly agree”, “agree”, “disagree” and “strongly disagree”. Place one in each corner of the room before the session begins.

DELIVERY SUGGESTIONS

The suggested *time* for the following lesson is 45-60 minutes. Consider partner groupings; need space to walk to posters. Maximum number of participants is 16-20.

The following lesson is appropriate for:

- high school students
- adult learners

INSTRUCTIONS

1. State and share **I can** statements with participants, so they will know the purpose of the lesson.
2. SAY: “Let’s imagine you are putting together a 1000 piece puzzle. What is the first thing you will do?”
3. Ask participants to share their responses aloud as you write them on poster paper. Possible answers may include: sort pieces by edges and inner parts, place all pieces face up, sort pieces by color/pattern based on the cover picture, immediately put together pieces you find that fit, put the frame together

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4. SAY: *“I see we all have a process for putting a puzzle together. Now think about going to the grocery store. When you get groceries, how do you approach the task?”* (Use another example for HS students such as How do you choose what you wear to a party?) Ideas may include make menus, make a list of items from the menus, write down what I need, go down the aisles and pick up what I need, pick up what I see on displays, wander around until I get an idea of what to purchase... Have participants share answers aloud by raising hands if they would like to share. SAY: *“Again, I see we all have a process for making decisions.”*
5. SAY: *“Let’s watch a video on decision making to see if we could use this model for decisions we will have to make at work.”* (I suggest pulling up the video and testing for technical issues before the presentation). <https://bit.ly/3CzSaF0>
6. SAY: *“Now think of a problem at work (or school) that you need to address. Tell your partner about the problem.(Allow time to talk.) We are going to use the model we learned to help solve our problem. Brainstorm together something you can do that fits under each of the headings on the posters on the wall.”* (Posters need to be in sequential order.) Use a sticky note to record your actions that will fit under each heading. Partners will approve that the note does indeed fit under the heading you have chosen. When you have both used the model to solve your problem, place your sticky notes on the appropriate posters. (Make sure instructions are clear.)
7. If time permits: have students research other problem solving models by googling “problem solving models” and “7 step problem solving models” or “steps to solve work problems” . They should ask themselves 2-3 questions: 1) how many steps are in this model, 2) Do I like this model better than the 5 step model?, 3) If so, why? You may ask participants to share their research findings.
8. Personal reflections. SAY: *“Let’s see how useful today’s information was. When I read a statement, you will go the corner of the room that reflects your response. You will either agree, agree strongly, disagree, or disagree strongly with the statement. Move to the appropriate corner after I read each statement. 1) I would use the five step problem solving model for personal decisions/problems. 2) I would use the five-step problem-solving model for work decisions/problems. 3) I have other problem-solving methods that are more effective than the five step model.”* (Allow time for movement between statements.)
9. Gauge participant understanding by returning to the **I can** statements. Read each aloud asking for a hands-up if they felt the objective was met.
10. Close the lesson by answering any questions and thanking participants for their attention. Share a link to the participant survey: <https://conta.cc/3Cx9sSO>

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