07 Decision-Making

Outline for Taking Notes Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. While we start to learn how and practice decision-making skills as a child, the process of good decision-making becomes more important during adolescence and young adulthood. The decisions made as individuals get older may impact the rest of their lifetime. The consequences of bad decisions can adversely change the course of their life, or of their family’s lives.

Determine the importance of a decision by the term of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If the consequences of your decision are long-term, then spend more time on the process and follow each step of decision-making carefully.

2. Psychologist Jean Piaget, 1896-1980, divided cognitive thinking skills that include decision-making and problem-solving into 4 stages:

A. Sensorimotor – In this stage, infants and toddlers make decisions based on past experience and their senses (How does it taste, feel, look, sound, and smell? Did it work the last time work, or not?)

 B. Preoperational – In this stage, preschoolers make decisions based on how it will

 affect *them*. They cannot imagine things they have not experienced. They cannot see

 another person’s point of view.

 C. Concrete Operational – The school-age child is now capable of logic. They are capable of thinking from different perspectives, but are limited by a lack of experience. Decisions are still based on what they have previously observed and experienced. D. Formal Operational – The middle and high school child moves toward a more abstract type of thinking. This person does not have to experience something in order to understand it… they can imagine it. This type of thinking continues to develop into adulthood.

E. \_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ thinking – adult thinking, is logical like formal operational thinking, but is more personal, integrative and practical, incorporating the individual's life experiences and commitment to the responsibilities of career & family. The logical decision is not always the best decision, when career or family is considered

3. To make good decisions, you must use good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. That means you must understanding the possible consequences of your choice. It is a parent’s job to use their judgment until you have proven that you have good judgment. You have to LEARN good decision-making skills.

4. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a STRONG BELIEF. We use values to make decisions.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, internal, or core values are personal qualities that we treasure.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or external values are things we consider worthwhile or give direction to our life. Examples might include: Good health, popularity, good health, education, country/patriotism, friends, family, religion, money or the things money can buy.

5. We \_\_\_\_\_\_\_\_\_\_\_\_\_ values, usually from our parents. Sometimes our values are influenced by friends, teachers, coaches, advisors, religious leaders, grandparents, siblings, etc.

6. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is *some point you want to reach* within your value system. We use values to make decisions.There are 2 types of goals:

A. \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ goals; they make take months or years to achieve

B. \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ goals; they may be accomplished in hours or days

7. To achieve your goals, you need to manage your resources. There are 3 categories of resources:

 A. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Examples: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Examples: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 C. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Examples: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. To achieve your goals, do not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which means that you ‘put things off’ until another time.

9. To achieve your goals, set \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which means to list your goals in order of importance. This gives you a sense of direction and helps you manage your resources.

10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are “limits or conditions or the manner” in which you go about reaching your goals. We use standards in achieving our goals. When expressing standards verbally, you tend to use phrases such as ‘only if…’, ‘as long as…’, ‘even if…’, or ‘no matter what…’.

11. There are 4 factors that influence our decision-making…

 A. individual \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 B. individual \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 C. individual\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 D. individual\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. \_\_\_\_\_\_\_\_\_\_\_\_- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ influences our decision-making. Low self-esteem, a negative self-concept, can cloud your judgment and lead to poor decisions. At those times, seek the advice or assistance of others.Confidence, however, and a positive self-concept can be a foundation for good decision-making skills!

13. There are numerous decision-making models. These are the steps of a 6-step model:

 A. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 C. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 D. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 E. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 F. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14. To identify options, in step two, the individual who has not reached the stage of

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ thinking may find it difficult to identify options that they haven’t had personal experience with.Identifying options means to brainstorm all the different choices you have.

15. There may be advantages of working in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to make decisions, whether that is a group of 2 or 10. You might be able to identify more options than you could have discovered on your own. BUT, group members may also disagree on which option is best.

16. To “research your options” means to list the \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ of each choice… the advantages and disadvantages. You will need to weigh the good things against the bad things of each choice!

17. Again, once the decision is made, you can’t procrastinate. Take \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Then once you’ve done that, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the decision you made and action you

took. Human beings learn from their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

18. Making a decision is an integral part of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ process. The decision is the ‘action’ part of problem-solving.

19. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by observation, experience, reflection, reasoning, values, or communication… and serves as a guide to belief and action. It is the basis of problem-solving.

 20. Adolescents often make bad decisions. One example might be the decision to drop out of school. The most common reason for this is the inability of the adolescent to understand consequences. They have not yet reached Piaget’s stage of …

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ thinking.