



Decision-making techniques and Personality

Duration	Topic	Activity	Social Setting	Used media
15 min	Theoretical input	Short theoretical input on decision-making processes and decision-making styles	plenary setting	PPT slides “PPT_Decision Making_Theory”
60 min	Discussion	Plenary Discussion: <ul style="list-style-type: none">• What decisions do my clients typically face?• Which methods / exercises / approaches do I use to help them?• How can I broaden that portfolio of methods / exercises / approaches?• Which (if any) support do I need to broaden that portfolio?	plenary setting	Flipchart & flipchart markers to record main ideas / information Videos “Video_Decision-Making 1-3”
15 min	Theoretical Input	Theoretical Input: Overview on methods supporting clients in making decisions that should / could be included in each methods portfolio	plenary setting	PPT slides “PPT_Decision Making_Methods”
25 min	Diagnosis of the career choice situation	Exemplary method to include in the portfolio: Diagnosis of the career choice situation After explaining the methods, the mentor offers the mentees to try the method themselves. Afterwards, the whole group discusses briefly: <ul style="list-style-type: none">• Do I already use that or a similar method? If yes, is there any advice I could give my fellow mentees when using the method?• In which situation, at which point of the decision-making-process,	(individual work), plenary discussion	See Appendix 1 Document “Worksheet_Decision-Making_Diagnosis Career Choice Situation” Pens, flip chart



		<p>for which target groups is the method useful?</p> <ul style="list-style-type: none"> Which are the strengths, which the weaknesses of the method? 		
25 min	What are my preferences?	<p>Exemplary method to include in the portfolio: What are my preferences?</p> <p>After explaining the methods, the mentor offers the mentees to try the method themselves. Afterwards, the whole group discusses briefly:</p> <ul style="list-style-type: none"> Do I already use that or a similar method? If yes, is there any advice I could give my fellow mentees when using the method? In which situation, at which point of the decision-making-process, for which target groups is the method useful? Which are the strengths, which the weaknesses of the method? 	(small group work), plenary discussion	<p>See Appendix 2</p> <p>Document "Worksheet_Decision-Making_What are my preferences_Fields of Interest"</p> <p>Document "Worksheet_Decision-Making_What are my preferences_Job titles"</p> <p>Posters (at least in the form of a handout to have something to start a discussion)</p>
25 min	Priority Game	<p>Exemplary method to include in the portfolio: Priority Game</p> <p>After explaining the methods, the mentor offers the mentees to try the method themselves. Afterwards, the whole group discusses briefly:</p> <ul style="list-style-type: none"> Do I already use that or a similar method? If yes, is there any advice I could give my fellow mentees when using the method? In which situation, at which point of the decision-making-process, for which target groups is the method useful? 	(individual work, small group work), plenary discussion	<p>See Appendix 3</p> <p>Example document "Worksheet_Decision-Making_Priority Game"</p>



		<ul style="list-style-type: none"> Which are the strengths, which the weaknesses of the method? 		
25 min	Leave - Reach - Help	<p>Exemplary method to include in the portfolio: Leave - Reach - Help</p> <p>After explaining the methods, the mentor offers the mentees to try the method themselves. Afterwards, the whole group discusses briefly:</p> <ul style="list-style-type: none"> Do I already use that or a similar method? If yes, is there any advice I could give my fellow mentees when using the method? In which situation, at which point of the decision-making-process, for which target groups is the method useful? Which are the strengths, which the weaknesses of the method? 	(conversations in small groups), plenary discussion	See Appendix 4 Document "Worksheet_Decision-Making_Leave Reach Help"
10 min	Conclusion	<p>Concluding discussion:</p> <ul style="list-style-type: none"> Which of the methods discussed in the training will I use to broaden my portfolio? Do I feel prepared for the QA procedure? What (and from whom) do I know to feel confident about supporting decision-making? 	Plenary discussion	



Appendix

1. Diagnosis of the career choice situation

SOURCE: <http://www.explorix.de> [July 31, 2018].

AIMS: Determining the current state of the career decision process.

FORM: Individual work, (plenary work)

DURATION: 1h

MATERIALS: Pens, flip chart, handouts ("Worksheet_Decision-Making_Diagnosis Career Choice Situation").

STAGES: The participants receive a short questionnaire and have to answer questions concerning their present situation. Their answers are then analysed according to the subjects of "identity", "decision making", "information" and "obstacles". The participants share their results with the whole group.

The trainer then writes the different fields on the flip chart and takes down the results of the participants by making a tally (one tally mark per named field that is problematic according to the individual results of the participants). This visualisation serves to illustrate the major problem areas of the course participants. Based on that, appropriate follow-up exercises can be chosen.

SUMMARY: When young people are in the process of choosing a career, it is often difficult to analyse where the problem lies. There are different reasons why participants of a career choice seminar or a vocational orientation course are not able to decide on an education or career. Making an individual diagnosis facilitates the further course of action in the seminar. By using a questionnaire the current situation of career choice gets analysed.

2. What are my preferences?

SOURCE: Frass, Bernhard/Groyer, Hans (1994): Berufsplanung ist Lebensplanung. Vol. 2. Wien, pp. 40f.

AIMS: To reflect on ones own interests, to become aware of individual preferences.

FORM: Small group work, individual work.

DURATION: 2 h.

MATERIALS: Posters, pin board, career information brochures.

STAGES: In a first step, the trainers put ten posters on the floor on which ten different interest fields are described (see handout "Worksheet_Decision-Making_What are my preferences_Fields of Interests").

The participants are asked to stand next to the interest field to which they feel they belong.

In these interest groups they formed (small groups of 3 to 4 participants), they try to explain why they are standing there and in which activities in particular they have discovered their interests.



After the participants have discussed their interests, each group brainstorms occupations for their own interest group and writes them down on note cards that are then attached to the posters or the wall. All participants can look at the other posters and occupations and add further occupations (Note: Career information brochures should be available as an aid.).

Alternative: Note cards with job titles (see handout “Worksheet_Decision-Making_What are my preferences_Job titles”) are spread on the floor. The participants are asked to find occupations that match their interest fields and pin them to the poster. They can also write other similar occupations on cards and put them there.

Advice: Participants often find it difficult to decide on one interest field. They should still choose their favourite field, but are allowed to change to another field in the course of the exercise (twice at the most).

SUMMARY: Career choices are primarily based on the knowledge of the skills supposedly needed for the job and of corresponding interests. The wish to pursue a certain career path, the need to follow a specific course result from individual interests and skills. As individuals are not always clear on their interests and skills, however (Note: This is especially the case with young people.), becoming aware of their fields of interests and areas of aptitude is necessary for them to be able to choose a career that matches their personal preferences and characteristics. This exercise is designed for participants to reflect on their interests and to either confirm or revise them in an exchange of opinion with like-minded people. Posters representing different fields of interests are spread on the floor. Each participant chooses one poster and together with their colleagues they brainstorm matching occupations.

3. Priority Game

SOURCE: Rabenstein, Reinhold/Reichel, René/Thanhoffer, Michael (2001): Das Methoden-Set, 1. Anfangen, 11th edition. Münster.

AIMS: Encouraging interaction and participation in the group, reflecting on ones goals concerning "vocational orientation".

FORM: Individual work, small group work.

DURATION: 45 min.

MATERIALS: Handouts with 6 to 7 statements (see handout “Worksheet_Decision-Making_Priority Game” for an example).

STAGES: Each participant receives a copy of statements on different goals of a "vocational orientation course". The participants rank the statements (1 to 7) according to their personal preferences. They are asked to put the number "1" in front of the statement that they consider the most important feature of an effective vocational orientation course. Features that participants consider least important for a good orientation course are ranked 6th or 7th.

After that, the participants are asked to form groups of four. These small groups are invited to agree on a common ranking of the first three or four statements within 10 to 15 minutes (time pressure is important).

Possible continuation of the exercise: The groups present and explain their decisions. The whole group then finds reasons why these goals on the top of the list.



Advice: If the trainer, above all, intends to gather information about the expectations of the course participants (focus on the content) with this exercise, it is advisable to provide a larger range of statements (e.g. 20 to 30 statements). A larger choice of statements allows for a greater variety of possible answers. In this case each participant chooses four statements that he/she considers most important.

SUMMARY: Priorities reflect individual preferences that in turn reflect internalised values and socio-culturally formed needs. Preferences are likes or also dislikes that an individual has for a sought-after service (e.g. a vocational orientation course) or a sought-after good job (e.g. integration into the labour market). That way they govern social actions and therefore – consciously or unconsciously – individual decision and choice behaviour (e.g. career choice). Preferences do not only influence actions, but they themselves can also be influenced (e.g. through counselling, information).

The variety of preferences of an individual is hierarchically structured (order of priority). Depending on the individuals social background or life experiences, they are weighted differently. Experience has shown that the "priority game" is a proven tool to get access to such rankings. Since individual expectations grow out of preferences and since their "disclosure" is of particular interest for vocational orientation measures, the "priority game" can be considered a suitable introductory exercise that both "relaxes" the participants (getting to know each other) and helps to identify the participants individual interests/likes/preferences in a playful way.

Each participant receives a copy of statements on different goals of a 'vocational orientation course' and is asked to rank them according to his/her preferences. In small groups the participants have to agree on a common ranking of the first three or four statements.

4. Leave – Reach - Help

SOURCE: Schmidt-Tanger, M. (1998). Veränderungscoaching. Kompetent verändern. NLP im Changemanagement, im Einzel- & Teamcoaching. Paderborn, adapted by Margit Voglhofer.

AIMS: To reflect on a problem and find possible solutions.

FORM: Conversation between counsellor and client.

DURATION: 1-2h.

MATERIALS: Conversation guide (handout "Worksheet_Decision-Making_Leave Reach Help"), pen to note problem solution ideas.

STAGES: If clients find it difficult to make decisions, it may be because they either lack information, do not (yet) know exactly who they are and what they want (first career choice), they are faced with obstacles that seem insurmountable to them or that they generally suffer from decision-making weaknesses.

Consultants accompany and guide the decision-making process. Support in decision-making situations requires a high degree of patience from consultants. It is often perceived as very strenuous to have to watch customers struggle to decide without influencing that decision. There is a great temptation to give advice or to take the decision away from the person.



This method provides consultants with the tools to ask precisely those questions based on guidelines that help clients to make their own decisions - while at the same time remaining distant and not taking the decision out of their hands.

The conversation guide (see handout “Worksheet_Decision-Making_Leave Reach Help”) focuses on three topics. The problem check helps to understand the status quo, the problem and its negative and positive consequences. The goal check motivates you to think about goals, steps to reach your goals and possible obstacles. And the resource check reveals, building on this, individual resources that can be used, as well as external support offers that could be accessed.

SUMMARY: When we think of change, we should be clear about three things:

- PROBLEM (L.E.A.V.E)

What is the problem? What do I want to reach?

- GOAL (R.E.A.C.H)

Where do I want to change? What is the goal of change?

- RESOURCES (H.E.L.P)

Who or what can help me? Where are my resources?

This method helps the client (with the support of the counsellor) to analyze his or her problem, think about his or her goals and find possible solutions as well as resources to reach the respective goals.