
Decision-making Styles

There are a variety of decision-making strategies. These are some of the most commonly used.

Agonizing

People using this style search for so much information that the decision gets very complex. They are in danger of becoming "lost" in the confusion.

Compliant

People using this style prefer to let someone else decide. "Whatever you say, sir."

Delaying

People using this style cannot make up their minds. "I'll do it later."

Fatalistic

People using this style believe that it does not matter what their decision is because the outcome is pre-determined by fate.

Impulsive

People using this style decide and then think about the decision later. This is perfectly acceptable in many situations, such as where to park on a busy street.

Intuitive

People using this style use more feeling than thinking. "It feels right inside so I think I'll do it." We are encouraged to "trust our feelings". Some argue that intuitive decision making is a higher order of decision making than the logical or rational style.

Paralysis

People using this style know they must decide but are so overwhelmed by the choices that they are unable to make any decision at all.

Planning

People who use this style are organized decision makers who consider alternatives before deciding. They follow a definite strategy.

Reflection: Applying Personal Standards To Career Tracking

1. A person who enjoys adventure and excitement might consider a career as
 - a cashier
 - a foreign ambassador
 - a florist
2. Knowledge and continued learning might be most important to a
 - university professor
 - an autobody shop employee
 - a receptionist
 - all of the above
3. A person who values power and authority might want a degree in
 - philosophy
 - business administration
 - French
4. A person who values and enjoys companionship might be suited to
 - small appliance repairs
 - a tour guide
 - cosmetology
5. A person with a need for some creativity might be happiest as
 - a waitress
 - a chef
 - a pharmacist
6. A person who likes helping others might get the most satisfaction from being a
 - a car sales person
 - editing videos
 - driving an ambulance
7. A person who values independence might consider a career as
 - a loan officer
 - a freelance writer
 - a pilot
8. Because I value _____, I might consider a career as
 -
 -
 -

DECISION-MAKING STYLE

Read the words and mark those that are most like you.

Quiet or Loud

Calm or Tense

Afraid or Brave

Shy or Confident

Slow or Fast

Thoughtful or Impulsive

Cautious or Daring

Careful or Carefree

If you marked the words in the left hand column, you may tend to avoid decisions. If you marked the words in the right hand column you may tend to make decisions too quickly. There are no right or wrong answers. One way is not better than another. It is important that you understand your decision-making style and use it wisely.

DECISION SAMPLE

Step 1: Problem or situation

I didn't study for a test and I don't want to go to school.

Step 2: Choices

I can stay home or go to school.

Step 3: Advantages or good results

If I stay home I can sleep late, relax and watch TV. I can do what I want.

If I go to school, I can take the test, get my work done, see friends.

Step 4: Disadvantages or bad results

If I stay home I will get behind in class, I could get caught and have an unexcused absence.

If I go to school, I will have to get up early, get my homework done and take a test.

Step 5: Best choice

Which decision is best?

Step 6: Final decision

Make a final decision.

Step 7: What did you learn from your decision?

Think about the decision. Did I make the right decision?

What did I learn from this decision?

DECISION-MAKING STEPS

Step 1: Problem or situation

Step 2: Choices

Step 3: Advantages or good results

Step 4: Disadvantages or bad results

Step 5: Best choice

Step 6: Final decision

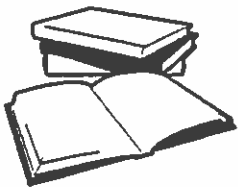
Step 7: What did you learn from your decision?

Tina's Dilemma

Is it a good idea for teenagers to work after school? It depends on the teenager and the reasons for working. Over fifty percent of all teenagers work. Working means earning extra money and learning a new skill. It also means having less time for friends, school work, and sports.

Tina feels that she needs to get a job. Her dad was laid off 5 months ago and is still looking for a job. Money is very tight at home right now. She feels she needs to help the family and herself.

Her classes are hard and her grades have been low this year. It is her senior year, and Tina needs to keep her grades up. She wants to get into the business program at the local community college next year. She would like to work in a business office in the future.



Tina is also on the volleyball team. The team is in season for the next two months. They have a chance to make it to the finals this year and she really wants to stay on the team.

During lunch Tina stopped to talk to Mrs. Casey, the work experience teacher. She asked Mrs. Casey if there were any job leads. Mrs. Casey gave her three job leads: Burger King, Clothestime and Smith's Insurance.

After school the next day, Tina went to each place and filled out applications. Two of the places called her, Burger King and Smith's Insurance. Burger King offered her 25 hours a week at \$4.75 an hour. She would have to work evenings and weekends.

Smith's Insurance offered her 10 to 15 hours a week at \$5.50 an hour. She would work after school until 5:00 P.M. and some Saturday mornings.

Volleyball practice was three days a week from 3:30 P.M. to 6:00 P.M. Games were usually on Saturdays. Burger King would work around her Volleyball Schedule but Smith's couldn't. Tina really didn't want to work at a fast food place. She liked the idea of working as a receptionist at Smith's.

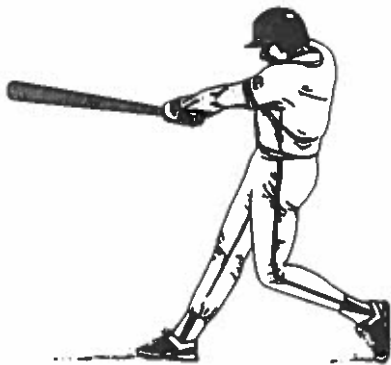


Studying was a priority this year. She needed to have time to study. Working 25 hours a week at Burger King would leave very little time for her homework.

Adam Needs Help

Adam is having problems with his grades. He needs to pass his American History class or he will not be able to play baseball. If his grade average falls below 3.0, he will not be able to use his parent's car. He needs the car to get to work and to baseball practice.

This is his junior year at South High School. Adam has played baseball each season. He has improved his batting average and has a good chance of making the varsity team. Adam has been playing



baseball since he was 5 years old. If he doesn't make the team, he and his dad will be very disappointed.

Right now, Adam is working four nights a week at Lucky Pizza. He likes his job. Adam needs the money but his job has caused his grades to slip.

Once baseball season starts, he probably will have to quit his job. But that's

two months away. He needs to save money to pay his car insurance while he's playing ball.

Adam talked to Mr. Atwood, his history teacher. Mr. Atwood told him that he had to pass the next test or he would flunk the

class. If he flunks, he cannot play baseball. Mr. Atwood told him to check



into the school's tutoring program. The program is available after school, three times a week. If he uses the tutoring program, he will have only 30 minutes to get to work afterward.

Adam needs to find a solution to his grade and money problems. He wants to keep his job and his car, and play on the baseball team. To do this, he needs to bring up his history grade. He also will need to keep it up after the baseball season starts. This will be difficult because, with working and baseball, he won't have much time to study.

DECISION-MAKING CHART

Solve Tina's and Adam's problems using the decision-making steps outlined below.

Steps	Tina	Adam
Step 1: Problem or situation		
Step 2: Choices		
Step 3: Advantages or good results		
Step 4: Disadvantages or bad results		
Step 5: Best Choice		
Step 6: Final decision		
Step 7: What did you learn from your decision?		

Decision Practice



1. Problem
Choices
Advantages
Disadvantages
Best Choice
Final Decision
Lesson Learned



2. Problem
Choices
Advantages
Disadvantages
Best Choice
Final Decision
Lesson Learned



3. Problem
Choices
Advantages
Disadvantages
Best Choice
Final Decision
Lesson Learned