

WHAT DECISION IS RIGHT?



**COMPETENCY
CATEGORY:**

Life Survival

**COMPETENCY
NUMBER:**

G.57

COMPETENCY:

Design and justify solutions by tracking and evaluating results.

OBJECTIVE:

To assist students in designing and justifying solutions to situations by tracking and evaluating results.



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INTRODUCTION

- Ask the following questions to set up module:
 1. Have you ever made a decision about something and not been certain that you made the right choice?
 2. How can you be certain that effective decisions are made?
 3. How can a group of people make effective decisions?
- We will address these questions and many others as we complete this module entitled “What Decision Is Right?”

Administer Pre-Assessment

OUTLINE

- A. Skills necessary for making good decisions
1. The ability to make good decisions is a skill that can be improved through practice.
 2. The basic techniques of decision-making are about figuring out what information is needed for a decision, making a clear decision, and checking up on the results afterward.
 3. It is about finding the proper balance between intuition and analysis.
- B. Facts about decision-making
1. It is the process of finding a way to solve a problem.
 2. Careful decision-making can be used to help you reach your goals.

3. Few decisions need to be made by you alone—input from other sources is always helpful.
 - a. Check books and other printed materials for answers to problems that are similar to yours.
 - b. Ask your parents for advice.
 - c. Ask your teachers for advice.
 - d. Ask your counselor for his/her input.
 - e. Ask your friends what they would do if they were faced with your problem.
4. Every decision contains risk—there is no guarantee that it is the “right” one.
5. Few decisions are either good or bad; some will come nearer to solving your problems than others.
6. Learning the decision-making process does not erase the degree of risk, but it does reduce the chance of making a decision that will not solve your problem.
7. Most decisions are made based on emotions, rather than thought.
8. You can take control of your life—rather than letting your problems solve themselves.
9. You can build your self-confidence by knowing you have thought of several possible ways to solve your problems and have chosen the one you felt was best.
 - a. Most people do not want to make decisions because they fear failure and/or change.

10. The key measure of maturity is the ability to make decisions and accept the outcome, good or bad, without shifting the blame to others.

C. Barriers to decision-making

1. Barrier 1 - Not taking the time to think about the problem and the decisions that must be made
 - a. Before you make a single decision, you have to know something about your needs, your limitations, and your procedures for making a decision.
 - b. These are the kind of things you should have in the back of your mind as you go through the decision-making process.
 - c. The following questions are a broad sample of the kind of background questions you need to answer for yourself:
 1. What do you want to accomplish when making the decision?
 2. Who will be making the decision?
 3. How should the decision be made (singularly, in groups, using some kind of formal analysis, using intuition, etc.)?
 4. Does the decision significantly affect other decisions?
 5. Does the decision have to be made by some kind of deadline?
 6. Do you have enough time to think about the decision?

7. How is the decision going to be carried out and by whom?
 8. Do you have any experience making this kind of decision?
 9. Are you going to need some help to make the decision?
- d. Once the background questions are settled, you have to start dealing with the decision-making process.
 - e. There are four phases to decision-making.
 1. Understanding the situation: This situation means understanding the intended goal and knowing what is required to make that decision.
 2. Gathering useful information: This includes the information that is relevant to the decision situation. If the information is not readily available, then it may be necessary to make reasonable guesses about that information.
 3. Making the decision: Every decision you make is a combination of some kind of analysis and your judgment.
 4. Gathering feedback: Just as you should have a systematic way to make decisions, you should also learn from your past decisions.

2. Barrier 2 - Solving the wrong problem

- a. The greatest problem-solving system in the world is a waste of time if it is used to solve the wrong problem.
- b. This usually happens if you do not think through a problem before you start to solve it.

- c. To understand how to approach a particular problem, you should answer these 4 questions:
 - 1. What are the limits to problem at hand?
 - 2. How do you define a good or a bad outcome to the decision?
 - 3. How should you measure the outcomes?
 - 4. What are other ways to look at the problem?
- 3. Barrier 3 - Not looking at all sides of a problem
 - a. This problem is usually the result of never really giving the question serious thought.
 - b. There are many more questions that one can ask, but the basic point is that every decision can be looked at in more than one way.
 - c. It is to your advantage to ask a few questions and do at least a little work to better understand all sides of a problem.
- 4. Barrier 4 - Relying on easily available data
 - a. This kind of decision problem comes about when you become too attached to particular kinds of information about a problem.
 - b. You have to make the effort to make sure that you have the right information to make a decision.
 - c. The hard work part of solving this problem is that you have to be diligent and systematic in finding the information you need to make the decision.

5. Barrier 5 - Not using a systematic procedure when making a decision
 - a. Most decisions involve using at least some intuition and judgment.
 - b. But intuition and judgment have their limits.
 - c. You still need to use a procedure that:
 1. Makes sure you use the appropriate information every time
 2. Helps you make sure that you are using the right analysis
 3. Keeps you from falling into bad or random decision-making habits

6. Barrier 6 - Not managing the decision process of a group
 - a. For most people, a group decision process involves other people.
 - b. The key problem in this kind of group decision is reaching consensus.
 - c. Often the problem with reaching consensus has nothing at all to do with the facts, but rather with issues involving control.
 - d. The foundation of any kind of consensus will be clear communication.
 - e. This usually involves getting the facts together, making an objective argument, and dealing directly with any issues that come up.

- f. The other major problem with group decisions is using the skills of the group to their best advantage.
 - g. The ideal group decision process includes thinking and debate during the early stages of understanding the decision and consensus toward the end of the process.
 - h. While it is good to use each member's unique skills to understand different parts of the problem, it is very important to provide for the entire group an overview of the issue and the analysis of that issue so that each member can understand what the other members contributed.
7. Barrier 7 - Failing to understand evidence from past outcomes
- a. Those who cannot remember the past are condemned to repeat it (George Santayana). It is a truth that works against most people.
 - b. It is almost impossible to learn from past decisions, good or bad, unless you have recorded your decisions and results and taken the time to evaluate them afterwards.
 - c. If you don't regularly review your past results, you may not make the proper decision.
 - d. People tend to do two things when they rely on their memory to compare their original expectations with the actual results; claiming credit for events that occurred by chance, and rationalizing failures as being due to forces out of their control.
 - e. Dealing with this problem is easy if you make it a habit of recording your expectations when you make a decision.
 - f. Reviewing your original expectations in light of your later results may reveal patterns of decision-making that are

associated with expected results as well as patterns that are not consistent with expectations.

8. Barrier 8 - Failing to systematically record and track results
 - a. It is important to develop your personal decision-making procedures to make it easy to record and track results.
 - b. Every time you set out to make some kind of decision, write down enough information about the decision and the result so that you can go back at the appropriate time and analyze both your results and your process for making decisions.
 - c. If you want to have the opportunity to seriously evaluate your performance later on, you should record specific information about your decision and the results of that decision.

9. Barrier 9 - Not evaluating or updating the way you make decisions
 - a. If you have done the hard work of thinking through your decision-making process, writing down the reasons that you make decisions, and keeping all of that information, then it only makes sense that you take the time to go through all of that information to figure out how you can do better.
 - b. Some simple strategies for evaluating the way you make decisions are:
 1. Evaluate the amount of time and effort you need to go through each of the four phases of decision-making
 2. Identify what phase of the decision-making process gives you the most trouble

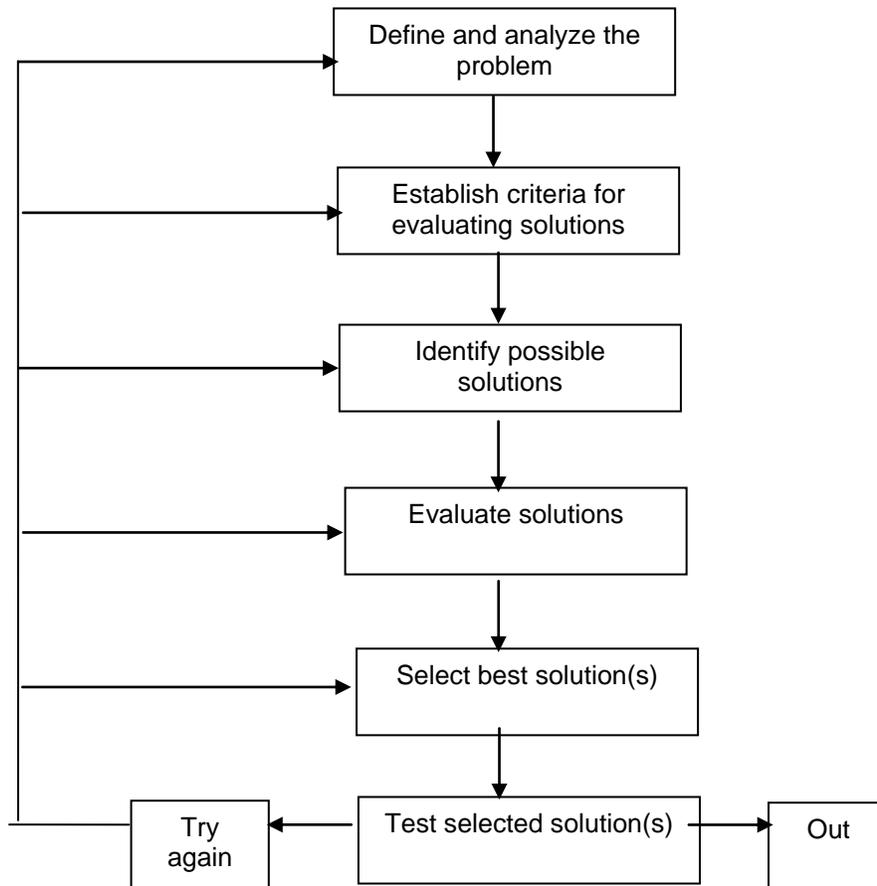
3. Identify the areas where you need more knowledge or expertise
10. Barrier 10 - Not believing in your own ability to make a good decision
 - a. It is to your advantage to understand your own decision process. You have to live with the consequences of those decisions.
 - b. Understanding the decision process will not allow you to make the perfect choice every time, but it will allow you to make more good choices and fewer bad choices.
 - c. The only reason you would not take the time to understand your decision process would be if you were either too lazy, too busy, or just did not have the ability.

| |
|---|
| <p style="text-align: center;">COMPLETE LEARNING ACTIVITY G.57-1 “DECISION-MAKING IN YOUR DAILY LIFE”</p> |
|---|

D. Decision-making groups

1. A decision-making group is a collection of individuals who meet to solve a particular problem or to reach a decision.
2. It requires not only knowledge of small group communication techniques, but also a thorough knowledge of the particular problem.
3. It usually demands faithful adherence to a somewhat rigid set of rules.
3. The group should follow the standard problem-solving process in reaching a decision.

- a. The six steps to the problem-solving process are illustrated below:



Note to Specialist: If necessary, work through an example of the problem-solving process with your students.

**COMPLETE LEARNING ACTIVITY G.57-2
“RATING YOUR PROBLEM-SOLVING SKILLS”**

- E. The idea-generation group
1. Many small groups exist solely to generate ideas and often follow a formula called *brainstorming*.
 2. Brainstorming is a technique for bombarding a problem and generating as many ideas as possible.

3. In this system the process occurs in two phases. The first is the brainstorming period proper; the second is the evaluation period.
4. The procedures are simple. A problem is selected that is open to many possible solutions or ideas. Group members are informed of the problem to be brainstormed before the actual session, so they can think about the topic. When the group meets, each person contributes as many ideas as he or she can think of. All ideas are recorded either in writing or on tape. During this idea-generating session, four general rules are followed.
 - a. No negative criticism is allowed: All ideas are recorded. They are not evaluated nor even discussed.
 - b. Quantity is desired: The more ideas the better. Somewhere in a large pile of ideas will be one or two good ones. The more ideas generated the more effective the brainstorming session.
 - c. Combinations and extensions are desired: While you may not criticize a particular idea, you may extend it or combine it in some way. The value of a particular idea may well be in the way it stimulates someone to combine or extend it.
 - d. Freewheeling is desired: The wilder the idea the better. It is easier to tone an idea down than to spice it up. A wild idea can easily be tempered, but it is not so easy to elaborate on a simple or conservative idea.
 - e. After all the ideas are generated-a period lasting no longer than 15 or 20 minutes-the entire list of ideas is evaluated. The ones that are unworkable are thrown out; the ones that show promise are retained and evaluated. During this phase criticism is allowed.

COMPLETE LEARNING ACTIVITY G.57-3
“INDIVIDUAL DIFFERENCES IN DECISION-MAKING”

F. Decision-making methods

1. Groups may use different decision-making methods in deciding, for example, which criterion to use or which solution to accept. Generally, groups use one of three methods:

a. Authority

1. In decision-making by authority, members voice their feelings and opinions, but the leader makes the final decision.
2. This is surely an efficient method; it gets things done quickly and the amount of discussion can be limited as desired.
3. Another advantage is that experienced and informed members will probably exert a greater influence on the decision-maker.
4. The great disadvantage is that members may not feel the need to contribute their insights and may become affected by the power within the group.
5. Another disadvantage is that it may lead members to give the decision-maker what they feel she or he wants to receive.

b. Majority rule

1. With this method the group agrees to abide by the majority decision and may vote on various issues as the group progresses to solve its problem.

2. Majority rule is efficient since there is usually an option to call for a vote when the majority is in agreement.
3. One disadvantage is that it can lead to limiting discussion once a majority has agreed and a vote is called.

c. Consensus

1. The group operating under consensus reaches a decision only when all group members agree.
2. This method is especially important when the group wants the commitment of each member, to the decision and to the decision-making process.
3. Consensus obviously takes longer and can lead to a great deal of wasted time if members wish to prolong the discussion process needlessly or selfishly.
4. This method may also put great pressure on the person who honestly disagrees, but who doesn't want to prevent the group from making a decision.

COMPLETE LEARNING ACTIVITY G.57-4
"WHAT IS RHONDA'S PROBLEM?"

COMPLETE LEARNING ACTIVITY G.57-5
"MAKING A PERSONAL DECISION"

COMPLETE LEARNING ACTIVITY G.57-6
"JOURNAL WRITING"

COMPLETE LEARNING ACTIVITY G.57-7
"SERVICE LEARNING"

COMPLETE READING ACTIVITY G.57
“THE CHALLENGERS”

COMPLETE MATH ACTIVITY G.57
“MAKING DECISIONS WITH MATH”

Administer Post-Assessment

LEARNING ACTIVITY G.57-1
“DECISION-MAKING IN YOUR DAILY LIFE”

OBJECTIVE: To assist students in identifying daily life decisions

RESOURCES: • Work Sheet–Learning Activity G.57-1

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out a copy of the work sheet for Learning Activity G.57-1.
2. Review the questions with students. Give them a few minutes to think before they begin to write.
3. Provide enough time for students to respond to the questions.
4. Conduct a sharing session in class. Discuss student responses and the solutions that they chose.

LEARNING ACTIVITY G.57-1
“DECISION-MAKING IN YOUR DAILY LIFE”
WORK SHEET

DIRECTIONS: People make decisions every day. Most of the time they do it without thinking. That’s why learning a decision-making process helps narrow choices to the best one. Think back over the past week and list five problems you have faced and the decisions you made.

| | Problem | Decision | Ranking of Decisions |
|----|---------|----------|----------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

After listing your problems and decisions, go back and rank your decisions from 1 to 5 (1 being the **best** and 5 being the **poorest** one).

What else could have helped you find a better solution?

After you have ranked your solutions, share your best and poorest solutions with the class.

Why do you believe the solution you ranked 5 were the poorest?

Why do you believe the solution you ranked 1 were the best?

LEARNING ACTIVITY G.57-2
“RATING YOUR PROBLEM-SOLVING SKILLS”

OBJECTIVE: To help students rate their personal problem-solving ability

RESOURCES: • Work Sheet–Learning Activity G.57-2

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Hand out a copy of the work sheet for Learning Activity G.57-2.
2. Provide sufficient time for students to answer the questions.
3. Conduct a class discussion with students by providing the correct answers.
4. Have students correct their own papers.

LEARNING ACTIVITY G.57-2
“RATING YOUR PROBLEM-SOLVING SKILLS”
WORK SHEET

DIRECTIONS: This quiz will help you rate your problem-solving skills. Read each sentence and then circle either T (true) or F (false). Remember to be honest with yourself!

- | | | | |
|---|---|-----|--|
| T | F | 1. | The ability to solve problems is something you are born with; you either have it or you don't. |
| T | F | 2. | Every problem has one good solution. |
| T | F | 3. | When solving a problem, I usually try my first idea. |
| T | F | 4. | The best approach to a problem is to put it in the form of a question. |
| T | F | 5. | One thing that can make a problem more difficult to solve is not understanding the problem |
| T | F | 6. | It is usually a good idea to try to solve a problem as quickly as possible. |
| T | F | 7. | Solving problems involves mostly trial and error. |
| T | F | 8. | When solving a problem, I usually try to think of all the ideas I can before choosing one. |
| T | F | 9. | Once you figure out a solution to a problem, you are finished solving your problem. |
| T | F | 10. | When I have a difficult problem to solve, I like to get other people's ideas before making a decision. |
| T | F | 11. | When I have a problem, I try to find out as much as I can about the problem before trying to solve it. |
| T | F | 12. | If a person stops thinking about a problem for awhile, the mind keeps on working on the problem. |
| T | F | 13. | When I try to solve a problem, I am often surprised at the results of the solution I chose. |
| T | F | 14. | When trying to solve a problem, I try to make all my ideas as practical as possible. |
| T | F | 15. | When solving a problem, I usually try to figure out what the results of my solution will be. |

LEARNING ACTIVITY G.57-3
“INDIVIDUAL DIFFERENCES IN DECISION-MAKING”

OBJECTIVE: To show students that people use individual differences in making decisions

RESOURCES: • Resource person/guest speaker

SUGGESTED TIME: 1-2 hours

DIRECTIONS:

1. Identify a guest speaker and ask him/her to come to class and describe a difficult decision in his/her life where their personal values were an important factor.
2. Introduce the guest speaker to the class. Have him/her describe a difficult decision in his/her life where personal values were an important factor. The speaker will describe the background and circumstances leading up to his/her final decision.
3. After resource person has completed telling you his/her decision-making experience, students will have the opportunity to ask him/her any questions they may have.
4. The speaker will not tell what his/her final decision was. Each student will be asked to: 1) predict the speaker's final decision, and, 2) provide the rationale that guided the decision.
5. The predictions of the students can be written anonymously on a piece of paper or be given orally in a large group.
6. The resource person will then disclose his/her decision and the rationale behind it.
7. Conduct a discussion about how values affect a person's decision-making.

LEARNING ACTIVITY G.57-4
“WHAT IS RHONDA’S PROBLEM?”

OBJECTIVE: To provide a case study approach for the application of problem-solving skills

RESOURCES:

- Work Sheet – Learning Activity G.57-4, Part I
- Work Sheet – Learning Activity G.57-4, Part II

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Provide students with a copy of the work sheet for Learning Activity G.57-4.
2. Have students work on this assignment in pairs or small groups.
3. Have pairs/small groups share their completed work with the class.

LEARNING ACTIVITY G.57-4
“WHAT IS RHONDA’S PROBLEM?”—PART I
WORK SHEET

DIRECTIONS: Step One: Read the short story about Rhonda and then answer the questions that follow.

Rhonda, a high school junior, found a job during the Christmas holidays in a variety store. Her job was to price stock, help display and sell merchandise. Rhonda’s boss asked one of the more experienced salespeople, Maria Lopez, to show Rhonda the location of merchandise, how to price it, and how to operate the cash register. Because business was especially heavy, Maria had little time to spend teaching Rhonda the procedures. Rhonda managed to figure out most things by herself or by asking her co-workers. Rhonda is enjoying her job; although she sometimes gets frustrated when she doesn’t know how to do a task she is given. She is also having a hard time getting to know her co-workers because the store is so busy.

On her sixth day at work, Rhonda overheard one of the other salesclerks telling her boss that “ever since that girl started to work, the money in the cash register does not balance with the cash register tape.” Rhonda was shocked. She felt she had been accused of stealing. Rhonda considers herself an honest person and a good worker, especially since she has had to figure so many things out for herself on this job. Now Rhonda is afraid she will be fired for stealing when she knows she is innocent. Answer the following questions on a separate sheet of paper:

1. What does Rhonda seem to think is the problem?

2. What do you think is the problem?

3. Write the problem in question form, i.e., "How can Rhonda...?"

4. List all the facts relating to the problem situation.

5. Circle the numbers of the two most important facts and check the two least important facts.

6. Why do you believe your most important facts may differ from what others think?

7. How can the fact-finding step help workers avoid mistakes in solving problems?

LEARNING ACTIVITY G.57-4
“WHAT IS RHONDA’S PROBLEM?”—PART II
WORK SHEET

DIRECTIONS: Step Two: Imagine that Rhonda has come to you with her problem. What ideas might you give her for solving her problem? Write your responses in the first column of the worksheet (additional ideas may be written on the back). Think of as many different ideas as possible.

| Ideas | Good Points of the Idea | Bad Points of the Idea |
|-------|-------------------------|------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

1. Share your ideas with the entire group.
2. Decide on one solution by discussing the good points and bad points of each.
 - a. Why is this the best solution?
 - b. What could happen if this idea were used?
 - c. What effect might the solution have on Rhonda?
 - d. What effect might the solution have on the problem?
 - e. What effect might the solution have on Rhonda’s boss? On her supervisor?
3. **CONGRATULATIONS!** You have just finished the “brainstorming” step and the evaluation step of the decision-making process.

4. The action part of the decision-making process is next. Things to consider when planning action are:
 - a. Will Rhonda need to make an appointment to talk with her boss or supervisor?
 - b. Exactly what will Rhonda say?
 - c. What attitude should Rhonda show toward her supervisor or boss?
5. Several volunteers are needed to demonstrate good and bad ways that Rhonda could act on the solution. One good way might be to approach the person calmly, beginning, "I have a problem I need to discuss with you." A bad way might be to approach the person angrily.
6. Vote on whether each solution demonstrated actually solved the problem. This is the Evaluation Step. Evaluating includes asking:
 - a. Did my chosen solution work?
 - b. Did my solution cause any problems I now need to solve?
 - c. How can I learn from the problem and the way I decided to solve it?

(Source: Hendrix, M. *Educational and Career Planning Instructional Guide*.)

LEARNING ACTIVITY G.57-5
“MAKING A PERSONAL DECISION”

OBJECTIVE: To provide students with an opportunity to practice the decision-making skills they have learned

RESOURCES: • Work Sheet-Learning Activity G.57-5

SUGGESTED TIME: Several days to one week

DIRECTIONS:

1. Pass out a copy of the work sheet for Learning Activity G.57-5.
2. Review the steps to completing the work sheet with the students to make certain that they understand the assignment.
3. Provide enough time for students to complete the assignment.
4. Have students share their problem, solution, action plan and results.

LEARNING ACTIVITY G.57-5
“MAKING A PERSONAL DECISION”
WORK SHEET

DIRECTIONS: Using the information you have learned in this lesson;
make a decision about a problem you have.

1. State your problem.

2. List possible solutions to your problem.

3. Evaluate each solution by listing the good and bad points.

4. Choose the best solution and list the date and/or time you will try your solution.

5. Write a step-by-step action plan for your solution.

6. After you have followed your action plan steps, record the results.

LEARNING ACTIVITY G.57-6
“JOURNAL WRITING”

OBJECTIVE: Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY G.57-6
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY G.57-7
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: • Learning Activity G.57-7

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See “Types of Support Linkages”).
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See “Community Resources”).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Activity Action Plan.”

| TYPES OF SUPPORT LINKAGES | | |
|--|--|--|
| Direct Services to Students | Consultative and Technical Assistance | Information and Referral |
| Community agencies | Professional organizations | Career counseling centers |
| Parents and personal advocates | Service organizations | Work experience and job placement services |
| Local education agency support/auxiliary staff | Parent organizations | School and private psychologists |
| Volunteer and service organizations | Advisory groups | Tutors |
| Placement services | State education agency personnel | Recreational programs |
| Postsecondary programs and personnel | Business/industry personnel and programs | Employers |
| Transitional services | Other vocational support service teams | Employment Services |
| Other school-based personnel | Local colleges and universities | Community agencies for counseling or health services |
| | Vocational education research and development resource center(s) | New schools (transfer students) |
| | | Division of Vocational Rehabilitation |
| | | Job Training Partnership Program |

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

SERVICE ACTIVITY ACTION PLAN

| IMPLEMENTATION ACTIVITY/IDEA | |
|------------------------------|------------------|
| IMPLEMENTATION STEPS | RESOURCES NEEDED |
| | |

| | |
|--|---|
| PERSONNEL/AGENCIES/ COMMUNITY | REPRESENTATIVE INVOLVED RESPONSIBILITIES |
| | |
| POSSIBLE BARRIERS | CREATIVE SOLUTIONS |
| | |
| TIMEFRAME | |

READING ACTIVITY G.57
“THE CHALLENGERS”

OBJECTIVE: To read with comprehension

RESOURCES: • Reading Activity G.57

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Make copies of Reading Activity G.57 and distribute to each student.
2. Have students read “The Challengers.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Pass out copies of “Election Time” to each student and go over the directions with them.

Note to Specialist: An option to each of the students deciding which of the three they will be could be to divide the class into eight small groups and assign a character to each group. Each group would then receive only two votes.

5. Have each student stand to read their vote and explain why they voted the way they did.

Note to Specialist: In order to keep from influencing students to change their votes, an option might be to videotape their vote and explanation in another room and play the tape back to the class after all have taped to “count” the votes and announce the “leader.”

6. Discuss the results of the “election.”
 - a. Would any students change their votes after hearing others?

- b. What will be the biggest challenge of this leader?
 - c. What other methods could have been used to select a leader?
7. Pass out copies of “The Challengers, Part II” to the students and go over the directions with the students.
 8. Have the students present their stories to the class.

"THE CHALLENGERS"

A group of shadowy figures struggled as they climbed out of the sea and onto the shore of a deserted tropical island. We were eight of the most unlikely individuals to be dumped in the ocean together. A college professor, a nurse, a politician, a minister, a cook, a martial arts expert, an ex-con, and a construction worker all seemed to collapse on cue; gasping for breath and waiting for our muscles to stop aching.

A sudden squeal from a hidden outdoor speaker and a mystery voice transmitted from halfway around the world broke the silence. It was Farnsworth Hiltner, the international multi-billionaire. "Welcome, my friends. I am pleased to see such worthy players accept my challenge. You know the rules. All of you that can live for six months on this island will, at the end of the challenge time, receive an equal portion of the island as your own. If all eight of you stay for the six months, each of you will receive one eighth of the island. If six make it, then one sixth. You must not break any common international law during that time. If any of you reach a point at which you decide not to continue the challenge, simply place your torch of fire in the middle of the surrender circle and a helicopter will be on the beach to pick you up within three hours.

I have planned some interesting challenges for you that will make surrender more appealing," Hiltner continued. "The first challenge is relatively easy. Decide who is in charge. You have one hour to do this. If you fail to select a leader, I will randomly select one of you to surrender. You have 60 minutes. Good luck."

The voice was gone as quickly as it came. The island was obviously bugged and wired, so there was no fooling this Hiltner guy. The group scrambled up from the sand with newfound energy. It seemed like everyone started talking at once and trying to take charge. Jim Smart, the politician from Missouri, started arguing with the reverend Aris Tropoli and Dr. Waan from California University. Fourth degree black belt Gary Nguyen and construction foreman Jake Kolar started fighting. I thought we were all "done for." It took forty-five minutes before we all came to agreement to vote for a leader. Each person was given two votes. They could give both votes to one person or divide them up. You could even vote for yourself.

The time for the moment of truth was here. Votes were being counted as the final seconds of the hour were ticking away. A drumroll of helicopter blades could be heard as a large chopper circled the back part of the island, hovering like a vulture to take one of us away. It was a miracle that we beat the clock at all. As the last vote was recorded and the total announced, our jaws almost fell to the ground in disbelief of who had been elected as leader.

The winner? ...to be announced in “The Challengers, Part II.”

READING RECALL

PART I

DIRECTIONS: How well did you read? Answer the following questions based on the story “The Challengers.”

1. How many “challengers” were on the island?

2. The writer of the “The Challengers” is one of the participants on the island. Which one could he/she be?

3. How did Farnsworth Hiltner speak to the challengers?

4. What laws did the challengers have to obey?

5. How did a challenger quit?

6. How long did it take the group to decide on a way to select a leader?

7. How many votes did each participant get?

8. What would happen if the group failed to select a leader?

9. Could a challenger vote for themselves?

10. What was the reaction of the group to the results of the election?

READING ACTIVITY G.57
“ELECTION TIME”
WORK SHEET

DIRECTIONS: You are one of the challengers on the deserted tropical island. It is time to select a leader from the following group:

1. College Professor
 2. Nurse
 3. Politician
 4. Minister
 5. Cook
 6. Martial Arts Expert
 7. Ex-con
 8. Construction worker
-
1. Decide if you are the nurse, cook or ex-con.
 2. You are given two votes to use as you please. You may give both to one person. Divide the votes between two people or give both votes to yourself.
 3. Prepare an explanation of why you decided to vote as you did.
 4. Present your votes and explanation to the class either live or by video recording.

READING ACTIVITY G.57
“THE CHALLENGERS, PART II”
WORK SHEET

DIRECTIONS: After reading “The Challengers,” write the next story in this series. It will be titled: “The Challengers, Part II.” You may work with a partner. Your story must include the following:

1. Identify which character is doing the writing.
2. Tell who was elected leader and explain why everyone was surprised.
3. Include a new challenge and tell how it turns out.
4. Be prepared to present your story to the class.

MATH ACTIVITY G.57
“MAKING DECISIONS WITH MATH”

OBJECTIVE: To practice addition, subtraction, multiplication, division and percentages

RESOURCES: • Work Sheet—Math Activity G.57

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheet for Math Activity G.57 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the Math Activity with your students.

MATH ACTIVITY G.57
“MAKING DECISIONS WITH MATH”
WORK SHEET

DIRECTIONS: Use algebra and arithmetic to make a decision for each of the following.

1. Sergio is shopping for a truck. He has two considerations, price and safety. He has narrowed his choices down to two. Both are priced at \$17,000.00. They are:
 - a. A new Toughrig 800. This truck has a safety rating of 5 and standard financing is available.
 - b. A new Carryall 1000. This truck has a safety rating of 4 but offers a special .9% financing.

The dealership told him that for a buyer in his age range, he should calculate approximately \$20.00 per \$1000 to figure his monthly payment if he were financing under standard rates.

The .9% financing will lower the calculation to \$17.50 per thousand to arrive at a monthly payment.

- c. What is the monthly payment of the Toughrig?

- d. What is the monthly payment of the Carryall?

- e. Given Sergio's desire for safety and cost, which truck would you recommend for his purchase? Give the reasons for your suggestion.

2. A recent survey of "hot jobs" indicated that CNC machining started employees at \$27,000/year with significant raises (approximately 7%) each year for the first five years. The demand for CNC machinists is growing fast. Training for this position requires 1½ years of study through a tech school or community college. Average cost = \$3000.00.

Another "hot job" is radiologist. Salary starts at approximately \$15/hr (40 hrs/wk; 52 wks/yr). This position requires approximately three years of study with university, tech school or hospital training program. Approximate cost of training is \$12,000. Raises come slower, (approximately 3% per year for the first 5 years). The growth of radiologist positions has stabilized; however, there is more demand for women than demand for men.

- a. What are the earnings for each year for five years?

| | CNC Machinist | Radiologist |
|-------|----------------------|--------------------|
| Yr. 1 | _____ | _____ |
| Yr.2 | _____ | _____ |
| Yr. 3 | _____ | _____ |
| Yr.4 | _____ | _____ |
| Yr.5 | _____ | _____ |

b. What is the total 5-year income?

CNC Machinist

Radiologist

Ttl: _____

c. What is the 5-year income **after** the cost of training for each career?

CNC Machinist

Radiologist

\$_____

\$_____

d. Given the growth conditions for each career, which would you choose? Give your reasons.

e. What additional information would be helpful to know before making a final decision?

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. What skills are necessary for making good decisions?

2. What is decision-making?

3. What sources of input are helpful in making a decision?

4. Name the ten barriers to decision-making.

5. Name the four phases to decision-making.

6. What are the six steps to the problem-solving process?

7. What are the four rules for generating ideas in a group?

8. What are the three primary decision-making techniques that groups use?

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What skills are necessary for making good decisions?
 - Figuring out what information is needed for a decision
 - Making a clear decision
 - Checking up on the results afterwards
 - Finding the proper balance between intuition and analysis

2. What is decision-making?
 - The process of finding a way to solve a problem

3. What sources of input are helpful in making a decision?
 - Books and other printed materials
 - Parents
 - Teachers
 - Counselor
 - Friends

4. Identify the ten barriers to decision-making
 - Not taking the time to think about the problem and the decisions that must be made
 - Solving the wrong problem
 - Not looking at all sides of a problem
 - Relying on easily available data
 - Not using a systematic procedure when making a decision
 - Not managing the decision process of a group
 - Failing to understand evidence from past outcomes
 - Failing to systematically record and track results
 - Not evaluating or updating the way you made decisions
 - Not believing in your own ability to make a good decision

5. Name the four phases to decision-making
- Understanding the situation
 - Gathering useful information
 - Making the decision
 - Gathering feedback
6. What are the six steps to the problem-solving process?
- Define and analyze the problem
 - Establish criteria for evaluating solutions
 - Identify possible solutions
 - Evaluate solutions
 - Select best solution(s)
 - Test selected solution(s)
7. What are the four rules for generating ideas in a group?
- No negative criticism is allowed
 - Quantity is desired
 - Combinations and extensions are desired
 - Freewheeling is desired
8. What are the three primary decision-making techniques that groups use?
- Authority
 - Majority rule
 - Consensus

ANSWER KEY
READING ACTIVITY

1. How many “challengers” were on the island?
 - eight
2. The writer of the “The Challengers” is one of the participants on the island. Which one could he/she be?
 - Nurse, cook or ex-con
3. How did Farnsworth Hiltner speak to the challengers?
 - Through a hidden outdoor speaker
4. What laws did the challengers have to obey?
 - Common International Law
5. How did a challenger quit?
 - Placed his/her torch of fire in the surrender circle
6. How long did it take the group to decide on a way to select a leader?
 - 45 minutes
7. How many votes did each participant get?
 - Two
8. What would happen if the group failed to select a leader?
 - One challenger would be randomly selected to surrender

9. Could challengers vote for themselves?

- Yes

10. What was the reaction of the group to the results of the election?

- Surprise, disbelief

“ELECTION TIME”

- Answers will vary

“THE CHALLENGERS, PART II”

- Answers will vary

**ANSWER KEY
MATH ACTIVITY**

1. a. \$340.00
- b. \$297.00
- c. Answers will vary
2. a. CNC Machinist Radiologist
- | | | |
|-------|---------------------------|---------------------------|
| Yr. 1 | <u>\$27,000.00</u> | <u>\$31,200.00</u> |
| Yr.2 | <u>\$28,890.00</u> | <u>\$32,136.00</u> |
| Yr. 3 | <u>\$30,912.30</u> | <u>\$33,100.08</u> |
| Yr.4 | <u>\$33,076.16</u> | <u>\$34,093.08</u> |
| Yr.5 | <u>\$35,391.49</u> | <u>\$35,115.87</u> |
- b. **CNC Machinist** **Radiologist**
- Ttl: **\$155,269.95** **\$165,645.03**
- c. **CNC Machinist** **Radiologist**
- \$ 152,269.95** **\$ 153,645.03**
- d. Answers will vary
- e. Answers will vary, but may include questions like: How difficult is it to enter the job market with no growth?