

TRAINING CURRICULUM

Unit b) DECISION-MAKING

TRANSVERSAL MODEL FOR MIGRANTS

2018-1-FR01-KA202-048007





TABLE OF CONTENTS

TERMS OF REFERENCE	3
Unit b) DECISION-MAKING	4
Concepts: Decision-making glossary	6
Role play: Discover your decision-making style	7
On-the job training: The PLUS model	9
Tips: Decision-making dos and don'ts	10





TERMS OF REFERENCE

EQF	The European Qualification Framework is a translation tool that helps understand and compare qualifications awarded in different countries and by different education and training systems, structured in eight levels
EQF level 5	EQF level 5 qualifications are designed to up-skill individuals already in employment and provide them with advanced technical, transversal and/or management skills
Hints	An exhortation to put the learning into practice
Knowledge (level 5)	It is specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge
Learning outcomes	Learning outcomes are statements that describe significant and essential learning to be achieved, and can reliably demonstrate at the end of the training. In the EQF learnings outcome are described in terms of knowledge, skills, responsibility and autonomy
Responsibility and autonomy (level 5)	Means to exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others
Skills (level 5)	Represents a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems





Unit b) DECISION-MAKING





UNIT b	DECISION-MAKING				
HINTS	To understand decision-making and be responsible related action and own choices				
LEARNING HOURS	6 hours	TYPE OF TRAINING	Face-to-face	TARGET GROUP	Trainers/Coaches
SUB-UNIT	After completing this module, the migrant's trainers and coaches will be able to...				
MANAGE DECISIONS	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY		
	<ul style="list-style-type: none"> list the steps in the decision-making process 	<ul style="list-style-type: none"> analyse different ways to make a decision 	<ul style="list-style-type: none"> manage the decision-making processes 		
TRAINING RESOURCE	<i>Concepts: Decision-making glossary</i>	<i>Role play: Discover your decision-making style</i>	<i>Tips: Decision-making dos and don'ts</i>		
TIME	<i>60 minutes</i>	<i>90 minutes</i>	<i>30 minutes</i>		
ACT RESPONSIBLY	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY		
	<ul style="list-style-type: none"> distinguish between decision-making and taking action 	<ul style="list-style-type: none"> discuss ethics in decision-making 	<ul style="list-style-type: none"> take responsibility for one's own actions and choices 		
TRAINING RESOURCE	<i>Concepts: Decision-making glossary</i>	<i>On-the job training: The PLUS model</i>	<i>Tips: Decision-making dos and don'ts</i>		
TIME	<i>60 minutes</i>	<i>90 minutes</i>	<i>30 minutes</i>		





Concepts: Decision-making glossary

Analytic decision-making	Analytic decision-makers examine much information before taking action. For example, analytic leaders rely on direct observation, data, and facts to support their decisions.
Behavioural decision-making	Behavioural decision-makers try to make sure everyone works well together. This style of decision-making considers many different outlooks and opinions in the process.
Conceptual decision-making	Conceptual decision-makers encourage creative thinking and collaboration, and consider a broad array of perspectives.
Decision-making	A cognitive-psychological term, which describes the selection of a belief or a course of action among several alternative possibilities.
Decision-making challenges	<ol style="list-style-type: none"> 1. Having too much or not enough information 2. Misidentifying the problem 3. Overconfidence in the outcome
Decision-making management	<p>Four possible ways:</p> <ol style="list-style-type: none"> 1. Listening to others 2. Doing research 3. Trusting one's instincts 4. Weighing the options
Directive decision-making	A directive decision-maker typically works out the pros and cons of a situation based on what they already know. Directive decision-makers are very rational and have a low tolerance for ambiguity.
PLUS model of decision-making	<p>P = Policies and Procedures L = Legal U = Universal S = Self</p>
Rules of ethical decision-making	<ol style="list-style-type: none"> 1. Recognizing an ethical issue 2. Getting the facts 3. Evaluating alternative actions 4. Making a decision and testing it 5. Acting and reflecting on the outcome
The 7 steps of decision-making	<ol style="list-style-type: none"> 1. Identifying the decision 2. Gathering information 3. Identifying alternatives 4. Weighing the evidence 5. Choosing among alternatives 6. Taking action 7. Reviewing a decision





Role play: Discover your decision-making style

<p>Introduction</p>	<p>The contemporary labour market is as demanding as ever before, making it very difficult for employers and employees to take effective and ethical decisions. In order to guide and/ or train other people on how to make good decisions, one must be aware of their own decision-making style. The current activity aims at helping trainers/ coaches discovering the way(s) in which they make decisions themselves, and in preparing them to guide migrants in decision-making in the workplace.</p>
<p>Scenario</p>	<p>The scenario takes place in a super market located in a European capital city, which is owned by a family of migrants from an Asian country and sells both local and imported products. Their business has been affected by the general financial crisis, which is going on in the whole country. As a result, their sales have dropped and they have to work long hours to make enough money to cover the business' expenses.</p> <p>During the past few months, a lot of migrants from African countries have moved to the neighbourhood, and many of them have visited the super market. However, it is difficult for them to communicate with the owners, since they do not speak the local language, and they are not so competent in English either. Apart from that, they have been asking for products from their home country, and the owners promised to explore the possibility of importing such products. However, they need to invest quite a big capital in order to make such a move, and the result is uncertain. In particular, they need to spend much time on finding suppliers and making a deal to buy products at a low price and be able to sell them at a competitive price in order to attract new customers. They also need to spend quite a lot of money to buy new products, which they cannot be sure that they will be able to sell.</p> <p>There has been a suggestion to hire a migrant from Africa, who also speaks English and the target language, and who will be able to communicate with new customers, and maybe suggest new products, based on the customers' needs. However, this would mean that they would have to pay one extra salary, and they are not sure that they could afford that.</p> <p>Therefore, they are about to hold a meeting to decide about their options. The thing is that, despite being a family, they have different personalities and characters, as well as different ways of thinking and decision-making.</p> <p><u>Steps</u></p> <ol style="list-style-type: none"> 1. The family meeting starts with a description of the situation. Each family member describes the situation from a different perspective. 1. Each family member makes suggestions based on their decision-making styles. 2. There are some conflicts between family members. 3. The family discusses all options and tries to make a decision. 4. The family manages to make a decision, despite the fact that every member has their own opinion and decision-making style.
<p>Roles</p>	<p><u>Fictional character 1: The directive decision-maker</u> This person works out the pros and cons of a situation based on what they already know. They are very rational and have a low tolerance for ambiguity. Their decisions are rooted in their own knowledge, experience, and rationale, rather than going to others for more information.</p> <p><u>Fictional character 2: The analytic decision-maker</u> This person examines much information before taking action. They will seek information and advice from others to confirm or deny their own knowledge. They have a high tolerance for ambiguity and are very adaptable, but they like to control most aspects of the decision process.</p> <p><u>Fictional character 3: The conceptual decision-maker</u></p>





	<p>This person takes a social approach, including creative thinking and collaboration, and considers a broad array of perspectives. They are achievement-oriented and like to think far into the future when making important decisions.</p> <p><u>Fictional character 4: The behavioural decision-maker</u></p> <p>This person tries to make sure everyone works well together. They are group-oriented and try to make sure that the group is given the options available to them. From there, the group discusses the pros and cons of each choice.</p>
<p>Reflective questions</p>	<ul style="list-style-type: none"> - Do the participants identify with the decision-making styles, which they were asked to perform? - Do the participants have one specific decision-making style, or do they follow different approaches depending on the situation? - What are the challenges of making a decision based on different people’s decision-making styles? - What are the benefits of taking different opinions into consideration? - How feasible is it to combine different decision-making styles in order to make an effective and ethical decision? - What is the main conclusion of participating in the role-play? - Which skills have the participants acquired?





On-the job training: The PLUS model

Introduction	Decision-making is a process which requires personal responsibility, as well as following some ethical rules. The activity aims at training the participants on a functional model of ethical decision-making, following some certain steps and answering some crucial questions.
Work task	<p>The participants should imagine that they are Third Country Nationals (TCNs), who have moved to a European city a few months ago. They are currently working at a warehouse. They work long hours and their salary is not satisfying, given their high cost of living. While looking for a better job, they had an offer for a job with a higher salary, but they are not sure whether the job is suitable for them. They haven't discussed the possibility for a salary raise with their supervisor. They have signed a legal contract, according to which they do not have the right to work either full or part time at any other company in parallel with their job in the warehouse. Furthermore, they should give their company a month's notice in case they plan to quit. However, since they are not sure about the new job, they are thinking to start working there in parallel, during evenings and weekends, without a contract and without insurance, in order to make a good decision and pick the job which best suits them.</p> <p>The participants should make a hypothetical decision based on the PLUS Model (Forsey, 2018):</p> <p>P = Policies and Procedures (Does this decision align with company policies?) L = Legal (Does this decision violate any laws or regulations?) U = Universal (Is this decision in line with core values and company culture? How does it relate to our organizational values?) S = Self (Does it meet my standards of fairness and honesty?)</p>
Reflective questions	<ul style="list-style-type: none"> - How easy or difficult is it to make an ethical decision? - What matters the most in a decision-making process, personal ethics, or common/social ethics? - What does this case study teach? Is it a common case in everyday life? - How can similar dilemmas be solved?
Action plan	<ul style="list-style-type: none"> - How often do you encounter similar situations in your everyday life? - Is it easier to guide others on how to make decisions, rather than making decisions yourself? - Is the PLAN Model functional? Can it be applied in everyday situations? - If you would teach this activity, what would you do differently?





Tips: Decision-making dos and don'ts

Try it	Avoid it
<input checked="" type="checkbox"/> Identify that there is a decision to be made.	<input checked="" type="checkbox"/> Don't delay or avoid a decision-making.
<input checked="" type="checkbox"/> Find all the available information.	<input checked="" type="checkbox"/> Don't judge too fast.
<input checked="" type="checkbox"/> Think of more than one possible decisions.	<input checked="" type="checkbox"/> Don't make impulsive or quick decisions.
<input checked="" type="checkbox"/> Take other people's opinion into consideration.	<input checked="" type="checkbox"/> Don't overlook your own desire.
<input checked="" type="checkbox"/> Trust your instinct.	<input checked="" type="checkbox"/> Don't decide based on your emotions only.
<input checked="" type="checkbox"/> Take responsibility for your decision.	<input checked="" type="checkbox"/> Don't blame other people for your choices.
<input checked="" type="checkbox"/> Evaluate the results of your decision.	<input checked="" type="checkbox"/> Don't forget your decision's impact on other people.
<input checked="" type="checkbox"/> Follow your personal ethics.	<input checked="" type="checkbox"/> Don't forget the existing laws and regulations.





TRANSVERSAL PROJECT FOR MIGRANTS



Erasmus +

Transversal Project for Migrants, 2018-1-FR01-KA202-048007, has been funded with support from the European Commission. The desk report content reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.