

Developing Good Judgement and Decision Making Skills

DR. LOEL COLLINS

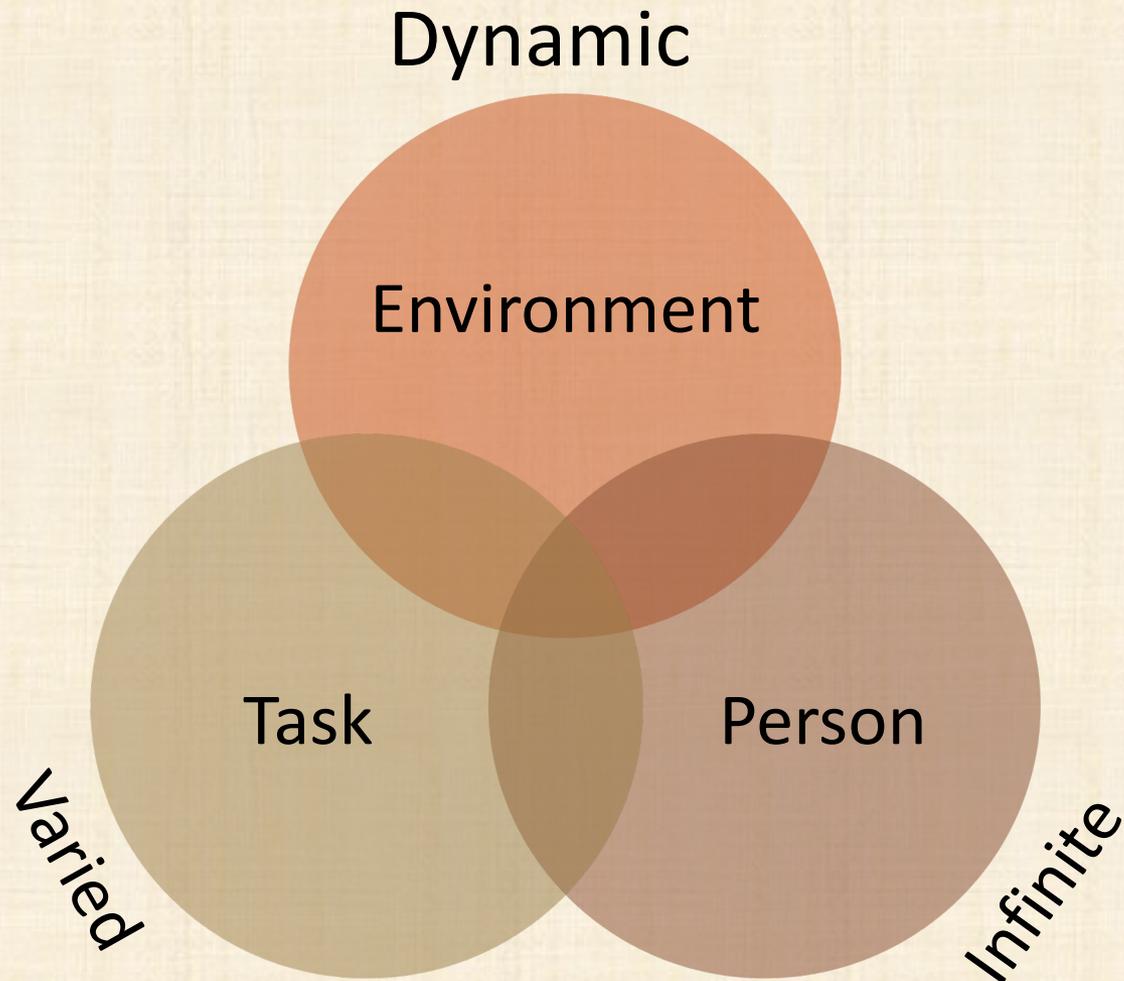
UNIVERSITY OF CENTRAL
LANCASHIRE, UK.

INSTITUTE OF COACHING AND
PERFORMANCE

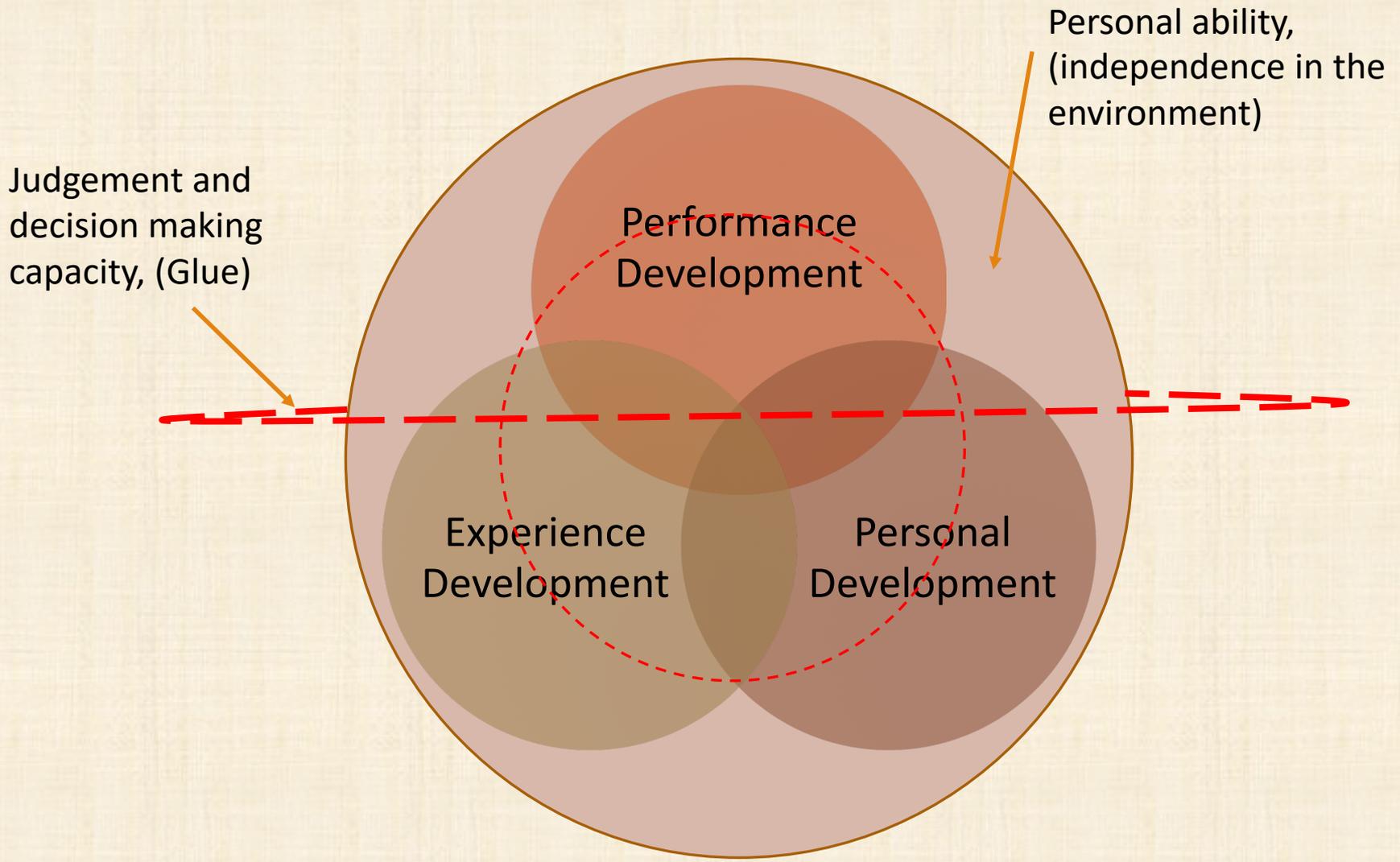




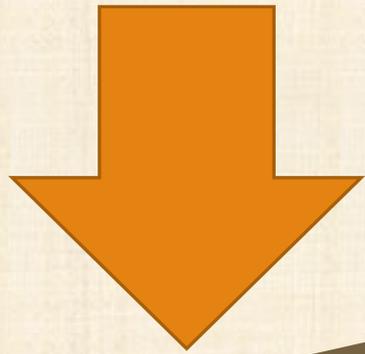
‘Separated by a common language’



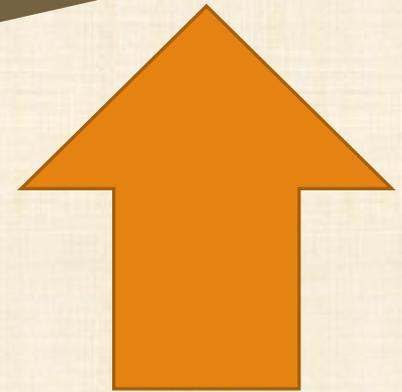
Hyper-dynamic set of situational demands



RISK



Instructor



BENEFIT

The candidate has to demonstrate the ability to;

Deal with uncertainty or unpredictable work situations

Solve problems creatively

Demonstrating interpersonal adaptability, cultural adaptability and physical adaptability.

Handle emergencies or crisis situations

Learn new tasks, operate new technologies and procedures

Handle work stresses

No





CLASSIC DECISION MAKING

Certainty

Optimum

Linear

Logical

Rational

Time

SLOW

NATURALISTIC DECISION MAKING

Messy/ Wicked

Ambiguity

Best Fit

Recognition (RPDM)

Rules of Thumb (heuristics)

Intuitive

Time Pressured

FAST



Audit

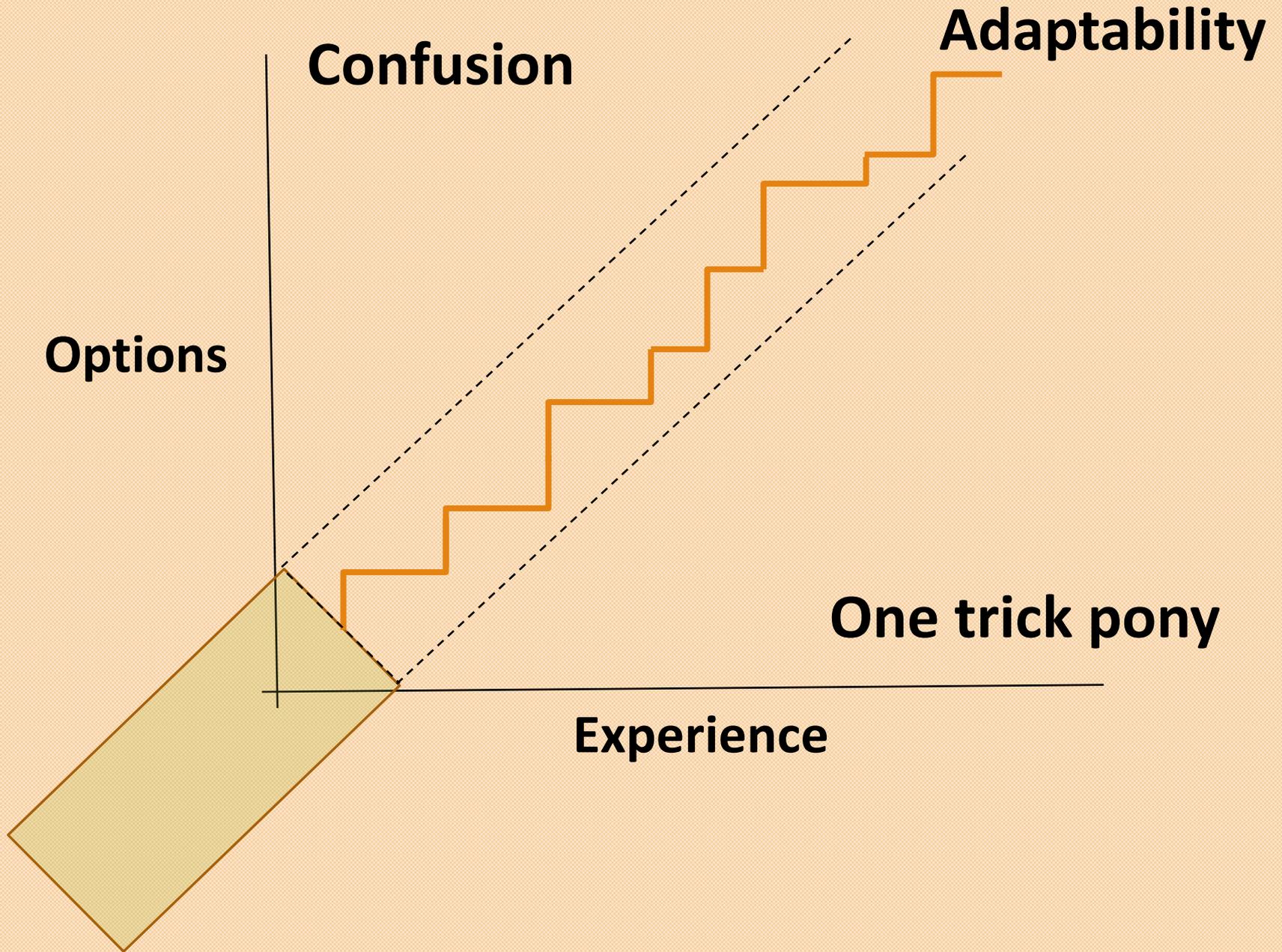


Naturalistic



Classic





Working culture,
philosophy and
environment.

The Instructor

Confidence

Ownership

Motivation to achieve

Tolerance of ambiguity

Tolerance of complexity

'Learnacy' skills

Openness

Ideas for the Facilitator

Approaches that develop physical and cognitive capacities such as;

- Problem based learning

- Cognitive apprenticeship

- Decision training

Authentic Experiences with groups

- Complexity preservation

- Tough case compression/ scaling
proficiency

Concept-case coupling, linking and association making

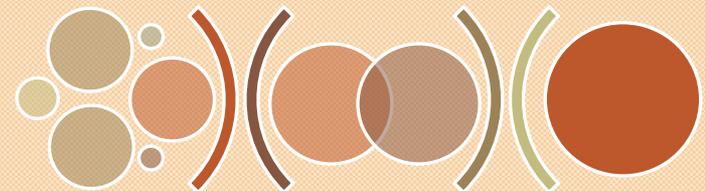
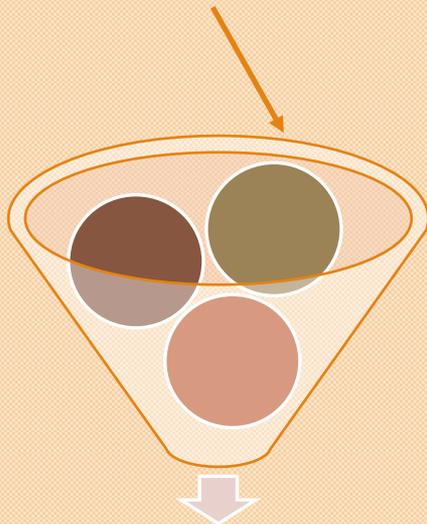
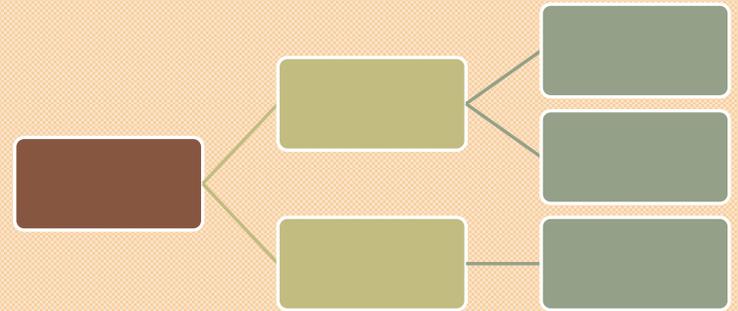
Proceduralized



Dendritic

Functional units

Loose parts



Ask yourself does the instructor need...

...more options?

...more experience?

...greater understanding of situational demands?

...decision making skills?

Flexibility Focused Queries

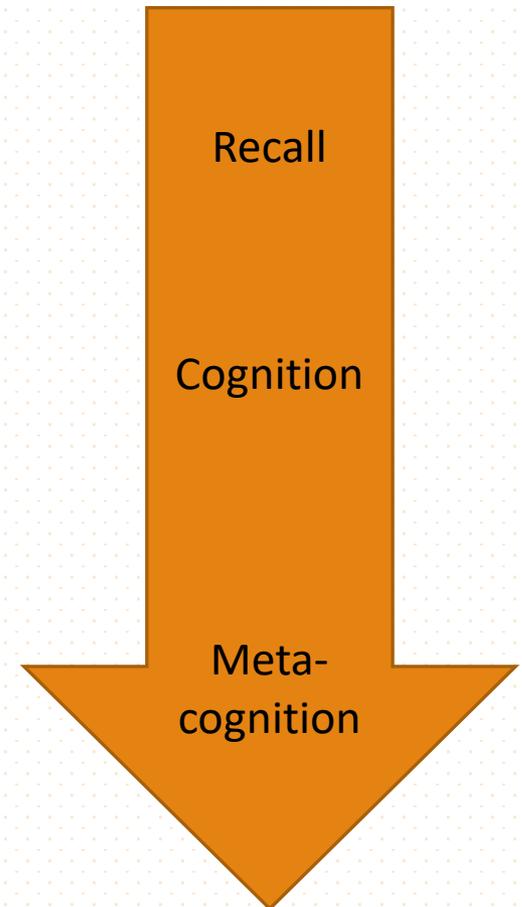
What did you do?

How many other ways could you have done this?

Describe them?

What factors would have made you choose one of these?

What would you do if.....?



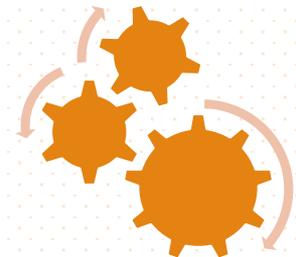
What did you do?

Stimulate recall

Depth of understanding of activity

Detail of description

A need for greater understanding



How many other ways could you
have done this?
Describe them?

Number of Options

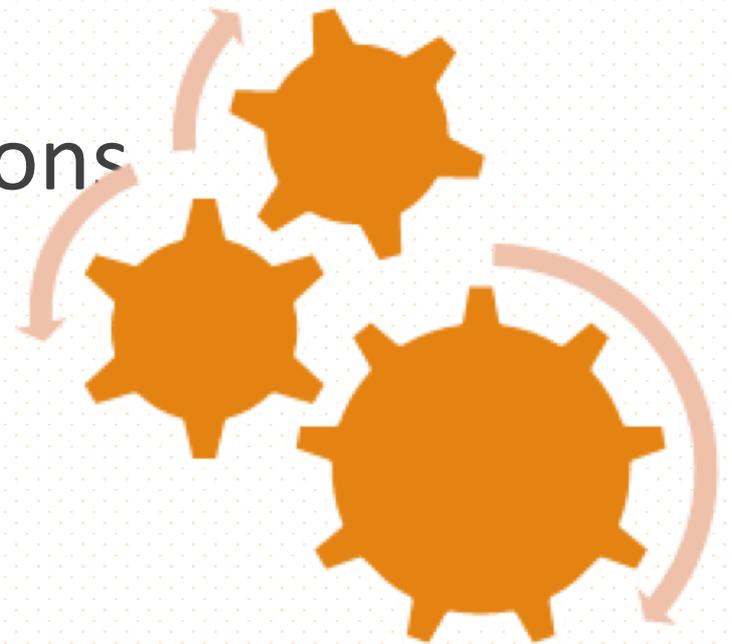
Depth of understanding (association)

Nuances, detail, nature

Differences in descriptions

Order of options

‘Repetitions of Q1.’



What factors would have made you choose one of these?

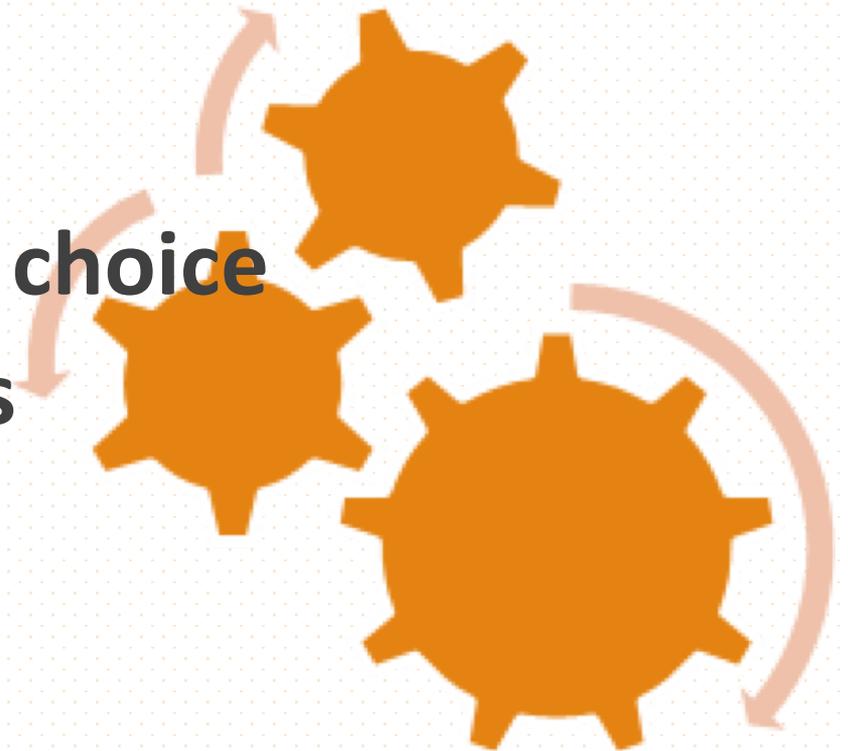
Capacity to think

Detail of thinking

Factors that drive the choice

Situational awareness

Situational demands

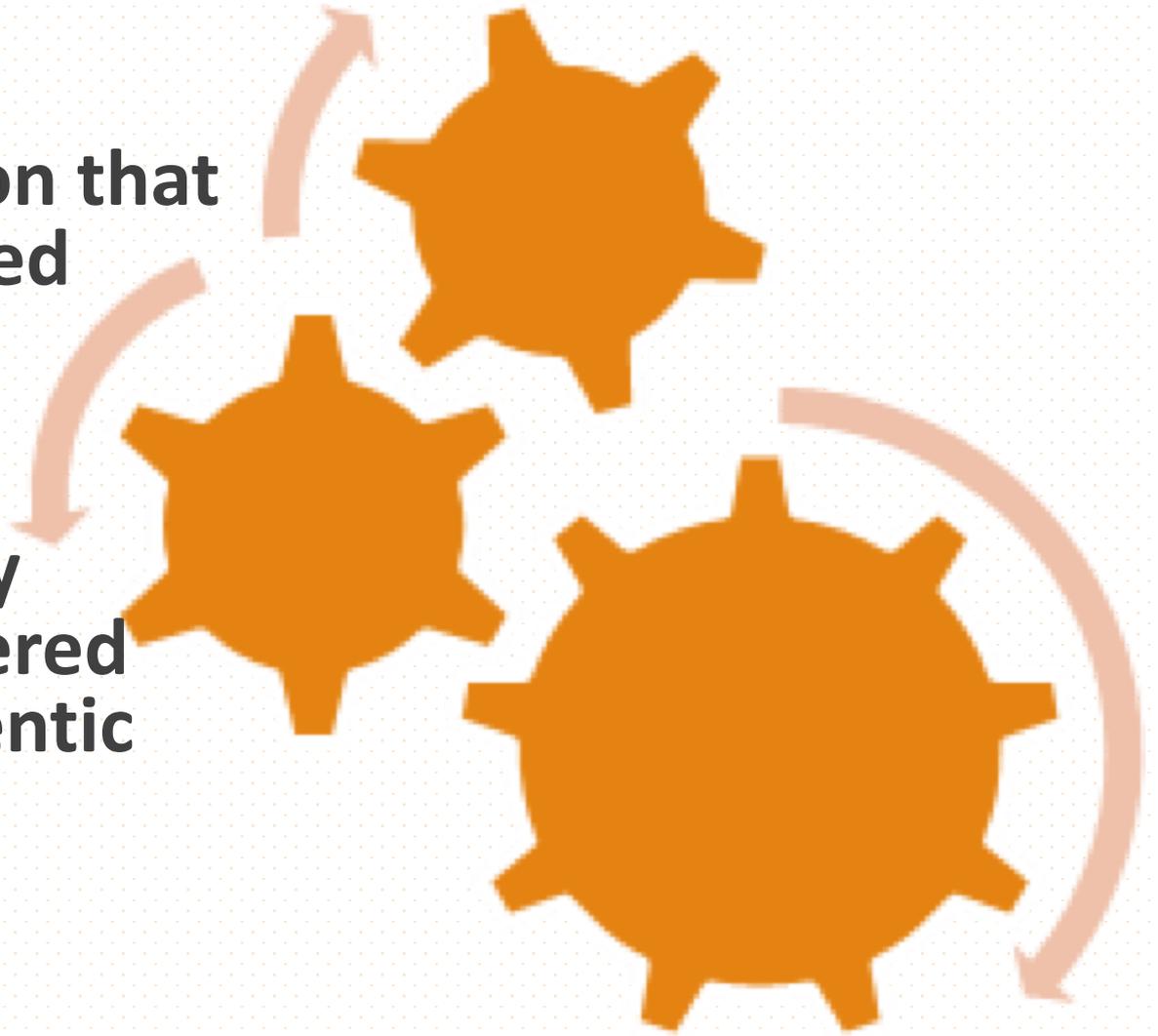


What would you do if.....?

**A realistic option that
is process related**

**Extend the
consideration**

**A situation they
haven't considered
based on authentic
experience**



Formative, Flexibility Focused Feedback

...more options?

...more experience?

...greater understanding of situational
demands?

...decision making skills?

Summative Focused Feedback

Components



How many options?

Attention to what?

Quality

Potential to adapt?

Potential

The take homes

Complexity, make it as simple as it is NOT simplistic

Approaches that stimulate cognitive and practical skill development

Options and experience and reflection

resourcefulness, reciprocity, resilience

