



MODULE 2: TAKE DECISIVE ACTION

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PREPARATION

TOPIC	DETAILED INFORMATION	
OUTCOME	The aim of this module is to get the participants more aware of how they make decisions, what influences their decision making and how to help improve decision making.	
MODULE BACKGROUND INFORMATION	<p>Resilience Concept: Take Decisive Action</p> <ul style="list-style-type: none"> ➤ Decision making should be a mixture of rational thought and emotion. ➤ Taking decisive action is important. ➤ Removing blockers to decision making. 	<p>Behavioural Safety Concept:</p> <p>Acting on Warning Signs</p> <ul style="list-style-type: none"> ➤ Acting on warning signs prevents accidents ➤ Mitigate culture of denial, group think ➤ Reducing human factors risk ➤ Weighing up economic vs safety risk
MODULE OVERVIEW	<p>Taking decisive action moves an issue forward, and is positive and action-oriented. It is linked to resilience because taking decisive action is empowering, positive and allows a person to take control of a situation instead of it controlling them.</p> <p>Understanding how you make decisions, and what may stop you taking decisive action can be the first step towards developing strategies to manage these blockers and enable you to; make the decision, take action, and move forward. This can be an important factor in improving resilience – gaining confidence in decisive action.</p> <p>In Part One we look at the emotional brain and the rational brain and how they work together to aid decision making. In Part Two, we will take a closer look at what inhibits taking decisive actions and overcoming these blockers.</p>	
PREPARE	<ul style="list-style-type: none"> ▪ Review this Facilitator Guidance ▪ Copy and print the Attendance Sheet at the end of this guide. ▪ Think of your example of a time when you had difficulty with a decision and how you solved it. Try to make it relevant to the environment and situations the group may be familiar with. You will use this during exercise 2 	



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EXECUTION

START	<ul style="list-style-type: none">▪ Welcome everyone and explain how the module is structured▪ If possible, help to spread out the participants into groups of 4 to 6 to facilitate the discussions▪ Record attendance using the Attendance Sheet.
HIGH LEVEL GOALS	<p>Discuss the high level goals of the module:</p> <ol style="list-style-type: none">1. Appreciate the value of taking decisive action2. Recognise the strategies that can be used to overcome blockers to taking decisive action <p>Discuss the specific deliverables of the module:</p> <ul style="list-style-type: none">▪ Each person creates a list of the blockers that prevent them from taking decisive action and a strategy to overcome those blockers
INTRODUCE THE TOPIC	<p>Communicate the following points in your own words;</p> <ul style="list-style-type: none">▪ Making decisions allows us to move issues forward and take accountability.▪ Some decisions we face are very complicated and acting decisively is difficult.▪ When making a decision we use emotional thinking and rational thinking to come to a decision and it's important to recognise that we do this.▪ Failing to make decisions and being indecisive can be frustrating for the person making the decision and for those whom the decision may affect.▪ Working out what will happen if you do make the decision, but also what will happen if you don't make the decision, can help you decide what may be the right decision to make.



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EXERCISE ONE

<p>EMOTIONAL AND RATIONAL THINKING</p>	<ul style="list-style-type: none"> Ask participants to turn to page 11 in their guide. The important message here is that people use both their emotional and their rational thinking when making decisions. The exercise asks people to list the reasons why they would buy a specific product - a car, a new phone or some other everyday item. Participants should be split into groups of 4-6 Ask the participants to choose either cars or phones, whatever you think your audience would like best. Try to choose what would be the most fun for your audience, and it doesn't have to be the type of item they would have most experience in purchasing. Pictures of the cars and phones are included, along with a small amount of information about each product. Ask the participants to fill in the table in their guide listing their decisions and decide if these are based on rational or emotional reasons. <div style="display: flex; justify-content: space-around;"> <div data-bbox="479 924 649 1417"> <p>Cars</p>  <ul style="list-style-type: none"> Subaru Forester All-Wheel drive 5 star safety rating 126 kw horsepower Price: #34,667 International Units  <ul style="list-style-type: none"> Audi Sports Car 4 star safety rating 90 kw horsepower Price: #29,999 International Units  <ul style="list-style-type: none"> Smart Car 4 star safety rating 43kw horsepower Price: #19,900 International Units  <ul style="list-style-type: none"> Honda Accord 3 star safety rating 133 kw horsepower Price: #35,429 International Units </div> <div data-bbox="876 924 1047 1417"> <p>Phones</p>  <ul style="list-style-type: none"> SAMSUNG You can make calls and send SMS No contract, just pay for what you use #25 International Units  <ul style="list-style-type: none"> Free SAMSUNG Galaxy Core Prime 5 mega pixel camera 4.5 inch display Free handset, 300 minutes, 1 GB data, 3000 SMS #12.50 International Units a month  <ul style="list-style-type: none"> Second hand iPhone 4s 16GB SW, Free video calling with face time, voice control Choose your own contract #90 International Units  <ul style="list-style-type: none"> NEW LATEST MODEL Apple iPhone 4s 16GB, Gold, Free but #60 upfront Unlimited minutes and SMS and 10GB data #6.5 International Units a month </div> </div>
<p>DISCUSSION</p>	<p>Then bring everyone back into a single big group.</p> <p>Start a discussion by asking the following questions:</p> <ul style="list-style-type: none"> Did all the groups have decisions that were made using emotional and rational reasons? What was the number of rational reasons given against the number of emotional reasons? When it came to making the decision, how many people chose what they chose just because they liked it? (This can show the power of emotional intelligence). If there were blockers to decision making, what were they?



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EXERCISE TWO

<p>BLOCKERS AND ENABLERS</p>	<ul style="list-style-type: none"> ▪ Ask participants to turn to page 13 in their guide. ▪ Share your prepared experience of a time when you had a difficult decision to make and how you overcame the blockers ▪ Participants should split into groups of 4-6 ▪ Each team should pick an example to use to complete the exercise. Alternatively, they can think of their own personal example from work or home. ▪ Participants should follow the instructions and fill out the table (in their guide) individually before discussing their examples with their group.
<p>DISCUSSION</p>	<p>Bring the participant's focus back to you for a discussion with the room.</p> <p>Ask for a volunteer to share their example.</p> <p>Start a discussion by asking the following questions:</p> <ul style="list-style-type: none"> ▪ What were some of the blockers that people identified that prevented them from taking decisive action? ▪ What were some of the strategies to overcome these blockers? <p>You can use these ideas to overcome blockers (if not already discussed)</p> <ul style="list-style-type: none"> ■ Blocker is concern over what will go wrong if the decision is incorrect: <ol style="list-style-type: none"> 1. List the things that could go wrong, and what you will have in place to either: 2. Monitor for indications it is going off track so you can mitigate early Determine that the decision is wrong and change the decision <ul style="list-style-type: none"> ■ Blocker is that you don't have enough information <ol style="list-style-type: none"> 1. Determine what information you do need and time frame to get it so you can make the decision 2. Determine if you can make the decision despite the uncertainty and what would be the risk of that 3. Determine the risk of not making the decision now but waiting for the information ■ Blocker is you are worried about looking like an idiot if the decision is wrong <ol style="list-style-type: none"> 1. Consider discussing the options with others, especially those who may need to help you implement the results of the decision, as that way you can test your ideas and also get buy in from those who matter 2. Should asking others been seen as a sign of strength rather than weakness? Will it actually build respect and trust?



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END OF SESSION SUMMARY	<p>Communicate the following points in your own words;</p> <ul style="list-style-type: none">▪ Sometimes it is hard to make decisions.▪ We create blockers that prevent us making decisions▪ We can identify strategies to overcome the blockers
CLOSE	<ul style="list-style-type: none">▪ If you have any specific feedback for this module, please use the feedback form at the end of this guide and send to us at partnersinsafety@shell.com.▪ Close and thank everyone for their participation.

END OF MODULE