

LESSON PLAN

Navy Pride and Professionalism

Lesson 1.2 Decision Making

Enabling Objectives:

- 1.2.1 EXPLAIN the importance of a decision-making process.
- 1.2.2 LIST decisions types.
- 1.2.3 DESCRIBE the steps of the Five-Step decision model.
- 1.2.4 RECOGNIZE conflicts between military duties and personal commitments.

Trainee Preparation Material:

- A. Trainee Support Materials:
 - 1. Outline Sheet 1-2-1
 - 2. Information Sheet 1-2-1
 - 3. Problem Sheet 1-2-1
- B. Reference Publications: None

Instructor Preparation:

- A. Review Assigned Training Material
 - 1. Instructors for all lessons must read and familiarize themselves with, at minimum, the

“Introduction/Navy Core Values” and “Decision Making” lessons. This will allow instructors to relate their lesson’s material to Navy Core Values, the Four Universal Ethical Principles, and the Five-Step Decision Making Process. Instructors should bring these into their discussion whenever the opportunity presents itself, whether in the form of the instructional material itself or questions from trainees.

- B. Reference Publications:
 - 1. Navy Core Values Charter
- C. Training Materials Required:
 - 1. Computer and Compatible Projector
 - 2. Navy Pride and Professionalism Presentation CD
 - 3. White Board or Newsprint
 - 4. Colored Markers
 - 5. Trainee Guide
 - 6. PowerPoint Slides: 1-2-1 through 1-2-11

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DISCUSSION POINT

1. Decision Making

RELATED INSTRUCTOR ACTIVITY

1. **Slide 1-2-1**, Decision Making

Establish Contact. Introduce yourself and give any background on yourself that might be of interest.

Establish Readiness:

Motivating Statements: Explain that living up to the expectations expressed in the Navy Core Values can sometimes be pretty tough, especially if the choices one has to make won't keep everyone happy or result in someone having to answer to the command for their actions.

Provide a personal example.

Stress that they must, however, have the fortitude and courage to make the hard choices.

Tell trainees how they will use the course material.

Tell trainees why they need to know the lesson material.

Slide 1-2-2, Lesson Overview

Give lesson overview.

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DISCUSSION POINT

2. Decision Making: You are making decisions every waking moment of your life. All of them impact in some way your career, your family, and your friends.

RELATED INSTRUCTOR ACTIVITY

Slide 1-2-3, Decision Making

“Should I cancel liberty?”

“What’s for chow tonight?”

“Who should I assign the watch to?”

“What am I going to tell my spouse?”

“Do I really need a haircut?”

“What if I make the wrong choice?”

Make a point of noting that we make many decisions in a day without thinking about them. We just do it! These are referred to as **autonomic decisions**. These are the decisions that we make so fast and so well that we hardly know we are making a decision. **Illustrate with an example from your experience or cite the following:**

- Blinking your eyes, we do so to lubricate our eyes – we don’t think about it; we just do it!
- Getting dressed for work.
- Using turn signals on your car.

But making the decisions that require thinking about the situation before coming to a conclusion require much more effort, because the decisions you make could affect not only yourselves but the others around you.

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3. Command Decisions - Everyday the CO of this command and the COs everywhere have to make difficult and sometimes unpopular decisions, some of them are critical; maybe even life threatening. Individual Sailors like yourselves are no different. You make decisions continuously. What do I wear on liberty? What movie should I see? Should I handle Seaman Burns' lateness officially or let the chief take care of it? I think I'll get drunk tonight – then do! I'm not going to work on my PQS today. I saw my LPO hugging a female crew member in the maintenance office last night. Should I tell the chief or ignore it? What am I going to have for dinner? In answering these questions and coming to decisions, mentally you follow a process.
4. Three Contexts - In any decision there are always three contexts. Whether one is aware of it or not, they all exist. It is important to understand these concepts. The better they are understood, the more they can help in making the steps of a decision and to arrive at the best decision. The three contexts are very helpful in the first two steps of making a decision.

The **situation** is normally what is most visible and what you will be most aware of.

RELATED INSTRUCTOR ACTIVITY

3. Stress that good decisions, effective decisions are made rather methodically and predictably, following a process that we have learned without being totally aware of that process. The better one understands this process, the more likely they are to increase effectiveness in decision making.
4. **Slide 1-2-4**, Three Contexts of Decision Making

The male LPO was hugging a female crew member in the maintenance office after work hours.

Ask the following questions to emphasize “situation,” what you can tell from it and about it.

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The **social situation** is the effect or affect on other people that may be involved or influenced in a decision.

The **personal situation** is the effect or affect on you as an individual.

5. The Iceberg - The three contexts are illustrated with an iceberg. There is always more than what is visible on the surface.
 - a. Situation - The tip is the situation. This is not to say that every issue is visible in the tip of the iceberg. But the apparent issue or problem can be seen. This is the awareness necessary to gather information that will help in effective decision making.

RELATED INSTRUCTOR ACTIVITY

QUESTION: Is this fraternization, is he playing favorites?

ANSWER: Maybe!

QUESTION: What impact might this have on others if they knew about it?

ANSWER: Lower morale; question the LPO's leadership; maybe none if the background is known.

QUESTION: What's going to happen to me if I report what I have seen up the chain of command?

ANSWER: Look responsible to chain of command, but maybe like a snitch to the LPO or peers.

5. **Slide 1-2-5**, The Tip of the Iceberg

Progressively disclose the three contexts and their components.

- a. Situation
should these be flip flopped 1-r?

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DISCUSSION POINT

- b. Social - There are social implications to all our decisions.
 - c. Personal - What is going on personally in the life of the decision maker that may be impacting how decisions are being made.
 - d. Understand the contexts—the situation, social, and personal considerations.
6. Example - DUI = (**situation context**). A Sailor blows a .16 on a breathalyzer test after being stopped by base police. How does that impact others (**social context**). Were there any injuries at the scene? Were there others in the car? Will the Sailor go to mast? What is going on with the individual (**personal context**) such as depression, addictive patterns, immaturity, etc.? Is this just the behavior of an immature Sailor, or is it indicative of something more serious? You can come up with a hundred other examples of the three contexts and their importance to understanding an issue and providing necessary information when making a decision.

RELATED INSTRUCTOR ACTIVITY

- b. Social
 - c. Personal
 - d. Discuss the three contexts
6. **Slide 1-2-6**, DUI Example

Note that in cases like this, the social context may not be that visible or **obvious** at first. There are the obvious issues related to Captain's Mast and the people involved in the NJP process. But, if the issue is serious enough, the Sailor could end up in the brig or in jail. Who has to pick up the extra workload? Now, all of a sudden more people are impacted by this issue.

Make a point before discussing the Four Universal Ethical Principles:

Point out that even in a situation like this, it comes down to choices and decisions, and consideration has to be given to the possible consequences of our decisions and behaviors.

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7. Universal Ethical Principles - There are always four ethical principles at work in good decision making.

Do the best good

Do no harm

Respect of self and others

Be fair with wisdom

The important application of these principles for an individual is to understand which one will take the highest priority in a given situation. But first, let's look at an example of how these principles apply.

EXAMPLE: A Sailor is seriously injured while performing PMS on electrical equipment. An investigation of the situation reveals that the Sailor failed to follow the electrical safety tag-out procedures. The division officer orders a safety stand down to repeat the importance of following tag-out procedures. All four principles apply to this case. Here is how they get prioritized.

RELATED INSTRUCTOR ACTIVITY

Slide 1-2-7, Universal Ethical Principles

Read the EXAMPLE.

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DISCUSSION POINT

- a. **Do the best good:** To do the best good is just that; to do good, to be proactive in looking to have the greatest good for all involved as the outcome of ones decisions and life. Suspending work to address safety concerns will create a work backlog that will require some extra effort to overcome. But the division officer is concerned for the safety of the Sailors in the division. Taking the time now may result in the need fewer work stoppages in the future.
- b. **Do no harm:** This ethical principle is one that holds that above all other things one is to cause no more harm than is absolutely necessary. The Sailor involved could end up at Captain's Mast for violating safety procedures. If disciplined at mast, this action could repeat to others their personal responsibility and accountability relative to electrical safety policy and procedures and hopefully reduce the possibility of future instances.
- c. **Respect for self and others:** This ethical principle holds that all people deserve the right to have input on making decisions for themselves wherever possible. In conducting the stand down, the division officer is giving members of the division a chance to discuss the situation and any concerns or possible recommendations they may have that would help reduce such incidents in the future.

RELATED INSTRUCTOR ACTIVITY

- a. Emphasize that you should seek the best solution to the problem that will bring about a favorable outcome
- b. This can become very difficult, especially if the chosen decision while doing the "Best Good" will result in something unfavorable happening to others.

Note: Keep the discussion focused on "decision making" and how these principles apply.

- c. Involve those concerned in the decision process when appropriate.

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- d. **Be fair with wisdom:** This ethical principle stresses that an ethical decision is one that is as fair as possible to all involved. It means considering other factors that effect this decision. Ethical decisions that are fair with wisdom have a respect for all people's rights, for all morally acceptable laws, and give a fair hearing to competing claims when making ethical decisions. In this case, breaching electrical safety procedures is serious and could result in injury to others. Doing so violates many rules and regulations. The division officer will have to make a decision of what, if any, disciplinary action should be recommended.
 - e. You can **apply** these principles to virtually any situation and any decision. Not every situation will have the same priority for the principles—that is part of what makes decision making difficult sometimes.
8. Five Step Decision Model -
- Step 1 - Define the issue
 - Step 2 - Gather information
 - Step 3 - Evaluate the information
 - Step 4 - Consider alternatives and implications
 - Step 5 - Implement the decision

RELATED INSTRUCTOR ACTIVITY

- d. Does the punishment (if necessary) match the offense? What message does it send if the offense results in no punishment?

Illustrate this with another example from your own experience.

Slide 1-2-8, Five-Step Decision Making Model

Keep this slide up as you discuss each of the five steps.

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DISCUSSION POINT

The three contexts are helpful in the first two steps of decision making.

Situation
Social
Personal

The four universal ethical principles are most helpful in steps three and four of the decision making process.

- a. Do the best good
- b. Do no harm
- c. Respect for self and others
- d. Be fair with wisdom

a. Step 1: Define the Issue - ask yourself some questions:

- (1) What is the real issue or problem?
- (2) What concerns me?
- (3) Who is involved?
- (4) Who's responsible to make the decision?
- (5) Will my decision have an impact?

b. Step 2: Gather information – Keep asking questions.

RELATED INSTRUCTOR ACTIVITY

Repeat the three Contexts: Situation, Social, Personal or ask the attendees to name them.

Repeat the four principles, or ask the attendees to name them.

For more information about the three contexts, four ethical principles, and five-step decision-making model, refer trainees to Information Sheet 1-2-1 (page 72 in the Trainee Guide Volume 1 and page 3 in Volume 2).

Before going on, ask if anyone has any questions or further comments.

a. Refer back to the three contexts – Situation, Social, and Personal.

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RELATED INSTRUCTOR ACTIVITY

- (1) Ask the chain of command.
- (2) Check the regulations.
- (3) Identify resources to call on for help, like the Fleet and Family Services Center or banks, legal, or medical departments.
- (4) Ask others for their thoughts and opinions.
- (5) Make sure you understand who is responsible for making the decision? If you do not know who is responsible for making a decision, you cannot know how to solve a problem. If you are the person who is going to be held responsible for a decision, you are more likely going to want an outcome you can live with. If someone else is making the decision, your needs, wants, or feelings may not be considered.
- (6) You may have no control over another person's decisions, but you may have to live with them. Others may also have to live with the decisions you make.
Remember good decisions are made with good information!

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c. Step 3: Evaluate the information –

- (1) Is it reliable?
- (2) Does it represent various points of view?
- (3) Is it fact or fiction?
- (4) What is most relevant to this decision? Contact any resources that can help you.

Too much information could lead to unnecessary delays, so the evaluation process gets you to the point where you can determine what you really need to know to make the decision. Remember, time tells everything. If you come up with the wrong decision, it will be because you did not give enough attention to evaluating the information.

Find the balance of information, because lack of information could result in a poor decision while too much information bogs down the decision making process.

RELATED INSTRUCTOR ACTIVITY

c. Emphasize that decisions don't have to be made in a vacuum. It is OK to contact other resources that may help in making the right decision.

But point out too that too much information can make situations worse.

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- d. Step 4: Consider alternatives and implications - A good situation for the decision-maker is to know they have right **choices** to make after eliminating any wrong choices. Sometimes it is clear and obvious what choices will bring the best solution. Other times there will be more than one right choice or no right choice. Obviously, the wrong choices are eliminated! Based on time available, give serious examination (analysis). Weigh the pros and cons. Look at the future by anticipating how a choice will bring possible effects.
- e. Step 5: Implement the decision - All the steps that have been done lead to this moment. Ask yourself if you need moral courage to make this decision. Have the courage to make the best choice—implement the decision.

RELATED INSTRUCTOR ACTIVITY

- d. Make a point of noting that the word **choice** is generally passive in nature. Choice means I have numerous alternatives. The word **decision**, on the other hand, is more active and becomes the implementation of what one does with the choices available.

Make a point of noting that **the right decision is not always the popular decision**. Recall Navy Core Values. The decision maker must make act with **honor**, showing the **courage** and **commitment** to make the hard and sometimes unfavorable decisions. Step five must be understood as the pinnacle where one must have **moral courage**. Many people can do the mental work and muscle to get to the place of implementing the decision, but without the moral courage to do what is good, what is right, and what one ought to do...a good decision can easily go the other way.

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- f. Problem Scenario: Your ship is on a port call to a foreign port. Previously, Sailors from another ship that visited the port were involved in a number of incidents that involved the Shore Patrol and the local police. Prior to commencing liberty, your CO briefed the crew about the previous ship's problems and described how she expected the crew to behave while on liberty. Later that same evening two second class petty officers were returned to the ship by Shore Patrol. They were involved in an altercation that resulted in some minor personal property damage, about \$50.00. The Sailors, who were from the same work center, were having dinner at a local restaurant when an argument broke out concerning the faithfulness of one of the Sailor's girlfriends. The offended Sailor threw a glass of water at the other Sailor who abruptly stood up causing the table to turn breaking the dishes and glasses when they hit the floor. At that point the waiter stepped in and separated the two and asked them to leave. However, members of the Shore Patrol were standing outside the restaurant, heard the commotion and took the two Sailors into custody and returned them to the ship.

What do you think should be done in this case and why?

RELATED INSTRUCTOR ACTIVITY

- f. Problem Scenario – Read the scenario and review the five steps.

Then refer student to the Problem Sheet, 1-2-1 (page 81 in the Trainee Guide Volume 1 and page 1 in Volume 3). Have them form into manageable sized groups (4-5 per group) and reread the scenario. Direct them to document each step in the process in deciding what they believe should be done and why. Allow about 10 minutes to complete. Begin with a review of the five steps. Have each group assign someone to report out their result. Make sure they follow the steps and challenge their reasoning when necessary. Ask them to respond to each step in order.

Note: As an alternative, provide an example from your own experience.

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g. Scenario Results

(1) Begin with Step 1: Define the issue:

(2) Step 2: Gather information

RELATED INSTRUCTOR ACTIVITY

g. **Slide 1-2-9**, Scenario Results

Use the slide to debrief the scenario, step-by-step. Progressively disclose each step as it is discussed.

Note: Remind students that the considering the three contexts are helpful in defining the issue and gathering information.

(1) **QUESTION:** What is/are the issue(s)?

ANSWER: Sailors create public disturbance; property damage; violate regulations

(2) **QUESTION:** What do you know about the situation? What don't you know?

ANSWER: Sailors are friends from same work center; there was a disturbance that resulted in some minor property damage in a foreign port; Shore Patrol brought them back to the ship

Note: Remind the students that the four universal ethical principles are applicable in steps 3 and 4.

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(3) Step 3: Evaluate the information

(4) Step 4: Consider alternatives and implications

(5) Step 5: Implement the decision

RELATED INSTRUCTOR ACTIVITY

(3) **QUESTION:** Who's right, who's at fault? Is the information accurate? Do you have enough information? Is the information you have sufficient to make a decision?

ANSWER: Maybe both Sailors are at fault; information seems clear and accurate; you might want to talk to each Sailor before making any decisions.

(4) **QUESTION:** What could you do? Who should you tell? What happens if you take no action?

ANSWER: Have the Sailors restricted to the ship, i.e., loss of liberty; recommend they make restitution to the restaurant owner; recommend they go to CO's mast; notify the chain of command; taking no action could be seen as favoritism to other crew members; taking no action could look bad in the eyes of the locals involved.

(5) **QUESTION:** – So! What's your decision? What do you do? How does your decision stack up against the Four Universal Ethical Principles?

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DISCUSSION POINT

9. Final Closing Comment: “The truth of the matter is that you always know the right thing to do. The hard part is doing it. General Norman Schwarzkopf.”

10. Summary

RELATED INSTRUCTOR ACTIVITY

ANSWER: Poll each group for their responses and discuss.

Note: Explore the decisions and show how those decisions impact others. What were the factors that drove them to come to their decision? Encourage them to show how their values played a part in coming to their decision. It is important that the students recognize the how their value system drives their ability to make sound decisions and that they understand the consequences of their decisions.

9. **Slide 1-2-10**, Final Quote

“The truth of the matter is that you always know the right thing to do. The hard part is doing it. General Norman Schwarzkopf.”

10. **Slide 1-2-11**, Summary

Summarize the exercise, and review the lesson.

Stress coming to the right decision, for the right reasons, even if it's the less favored of other possible decisions.

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RELATED INSTRUCTOR ACTIVITY

Recall the three contexts of decision making, Situation, Social, Personal, and the Universal Principles, Do the Best Good, Do No Harm, Respect Self and Others, Be Fair with Wisdom.

Carry the thought forward, and tie it back to the Navy Core Values. – Doing what is right because that is the right thing to do, even though the decision may not be the popular one or the easiest to come to. Someone has to make the hard choices.

The decision may be a difficult one and unpopular, but it is the ethical right choice, the HONORable choice.

Making the decision may take COURAGE, because it calls for you to do the RIGHT thing in the “face of personal and professional adversity.” Meaning I’m prepared to be accountable for my decision because I believe it’s the right one.

Your decisions must show you are COMMITTED to doing the RIGHT thing, obeying orders, and showing concern and respect for you shipmates.

Before moving on ask if there are any questions or further comments.

If appropriate, take a 10 minute break.