





| What are we going to cover?

Aim: To explore decision making and reflect on how we make decisions.

Session Outcomes:

- ✓ Look at our experience of decision making and introduce "*Appreciative Inquiry*" to support our thinking
- ✓ Explore how to be inclusive in our decision making
- ✓ Signpost to further tools

| Decision-making

- decision-making
- *noun*
 - 1.the action or process of making important decisions.
 - 2."the system encourages workers' participation in corporate decision-making"

| Core Expectations

You are prepared to make and implement difficult or unpopular decisions

Staff Sickness - who covers the teaching?

You ensure your people have the right level of autonomy

How do you decide on the level of autonomy?

You help your people develop their career

How do you decide who gets what? e.g. funding / place on a development programme

You manage unacceptable performance and behaviour in a fair and equitable manner

How do you decide when to go down the formal route?

Table Discussion

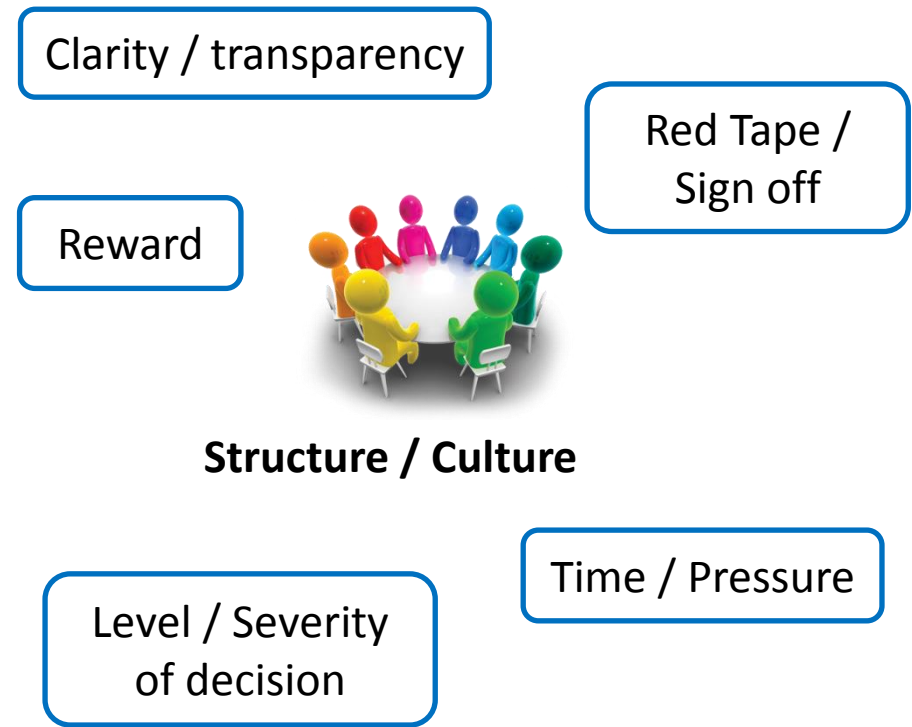
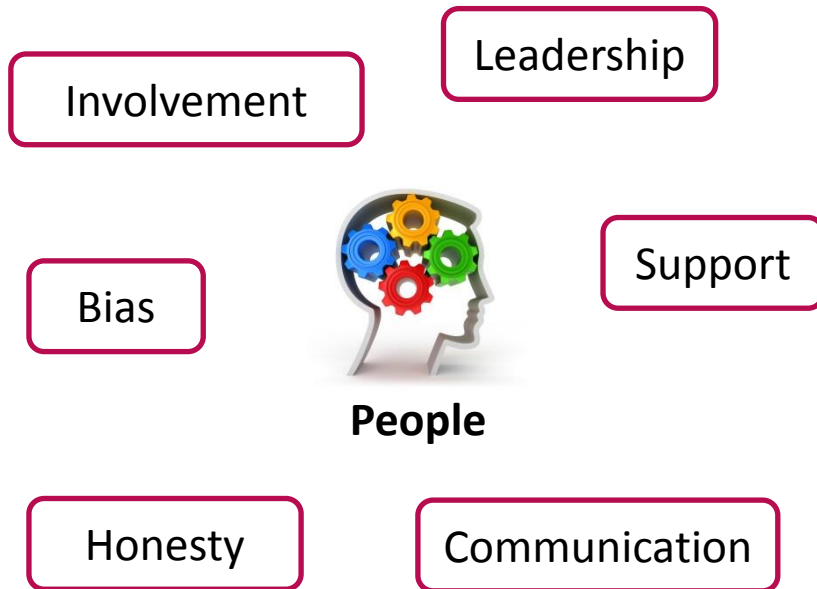
Discuss and agree on *5 key elements that help you to effectively make decisions*

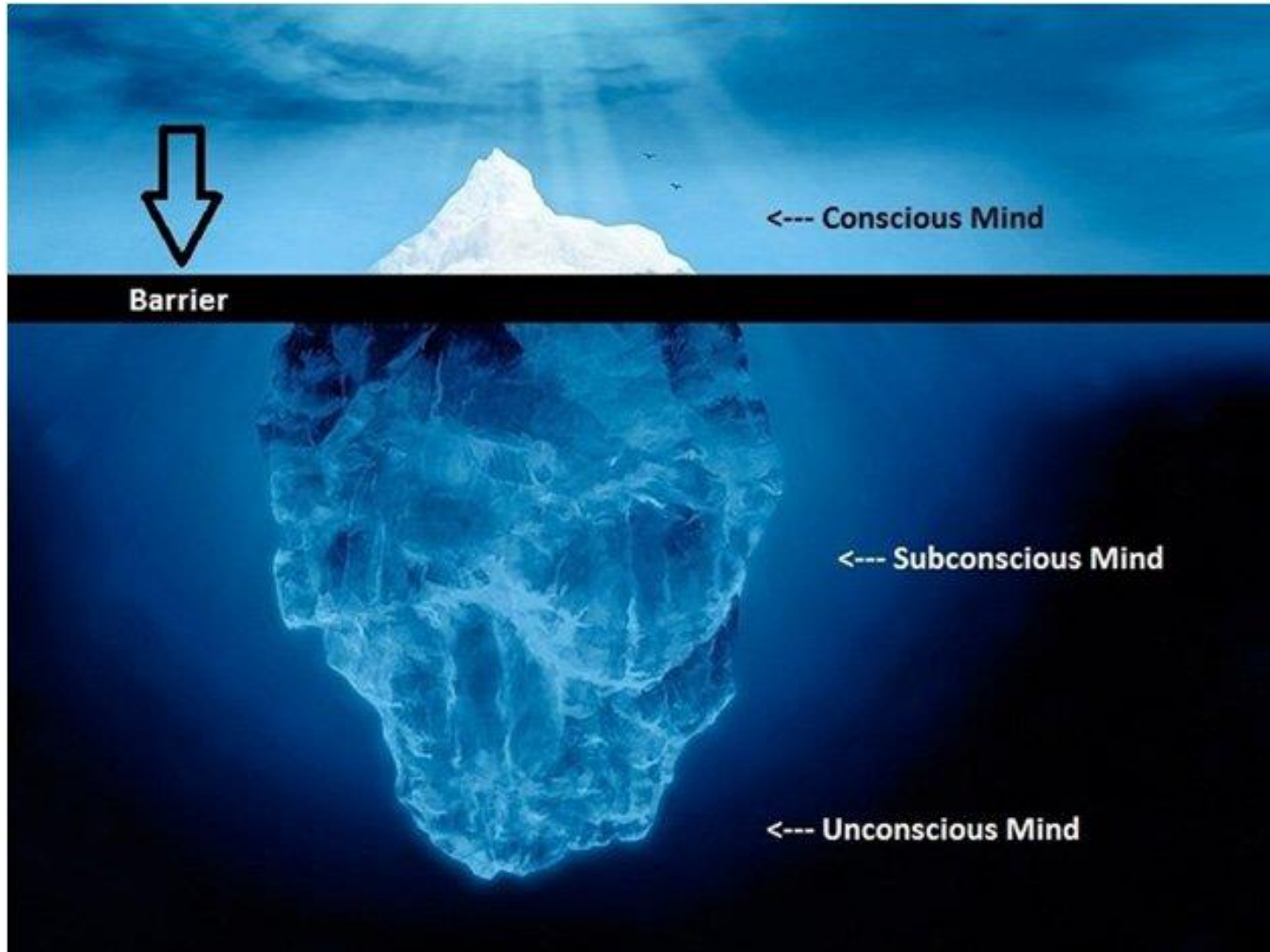


| Break



| What impacts on our decision making?





| 5 key elements of inclusive decision making

1. Context

Having the right information & guidance / who it affects / who is accountable

2. Structure

Having a tool and a process in place with clarity on how to make a decision

3. Confidence & Accountability

Having support from leaders and colleagues supports this

4. Engagement

Engagement with the right people at the right time

5. Embedding

The process does not stop with the decision - it must be embedded

| Inclusive decision making toolkit

- Underpinned by law
 - Equality Act (2010)
 - Public Sector Equality Duty (2010)
 - Human Rights Act (1998)
-
- Integrated tool and guidance
 - 7 easy steps

The protected characteristics:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex
- Sexual Orientation



Equality Analysis



| Applying your knowledge

Scenario 1:

A department would like to implement a group selection exercise for a one-off trip abroad to support with students with their studies. This needs to be managed carefully so it does not become an administrative burden. Considering equality, diversity and inclusion, can you plan for this as a group?

Roles:

- Head of department
- Department Manager
- Course leaders
- Student voice reps
- Student support officer

| Appreciative Inquiry & Decision Making

"Appreciative Inquiry (AI) emphasizes inquiry into strengths, rather than focusing exclusively on fixing weaknesses"

Cooperrider & Whitney (2005)

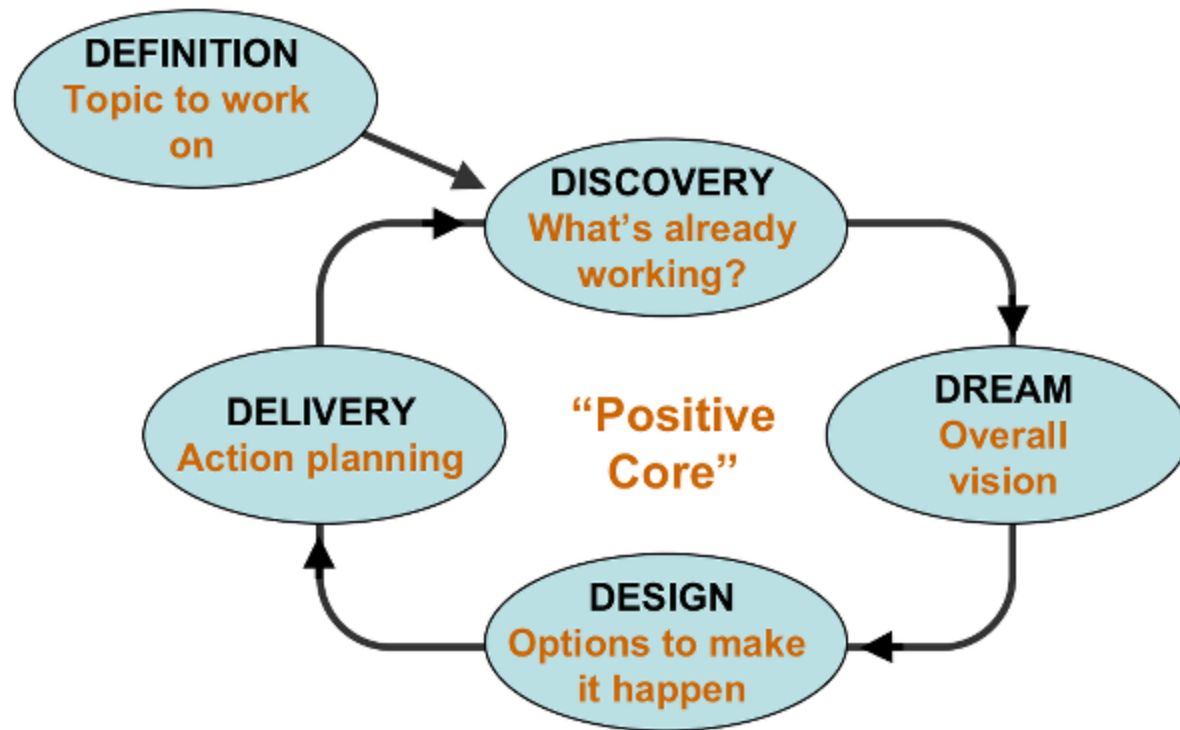
What's working here?

What helped me accomplish this?

What would make it even better?

What can I learn from this for next time?

What's the smallest change that could have the biggest positive impact?



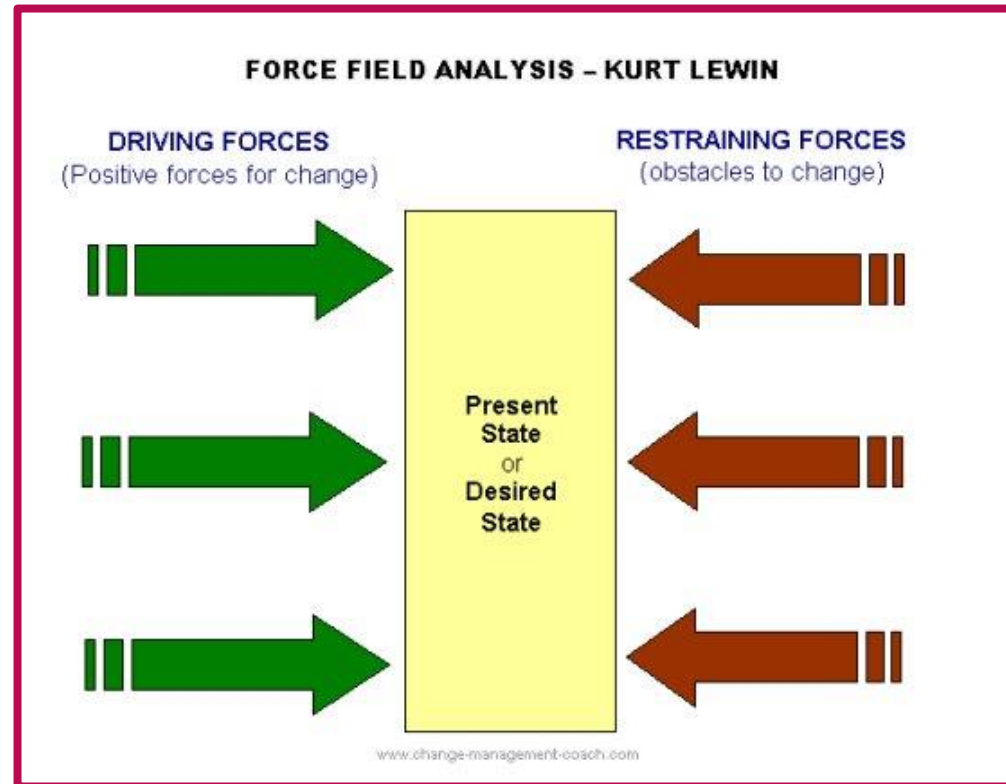
6 thinking hats

De Bono (1985)

The Researcher		<ul style="list-style-type: none"> • What do I know about the problem? • What information do I lack? • What has happened in the past? • Can I use past data to predict the future?
The Intuitive		<ul style="list-style-type: none"> • Who will be affected by this decision? • How might other people feel about it? • What does this decision look like from the perspectives of others? • How would I approach the decision with empathy?
The Pessimist		<ul style="list-style-type: none"> • What can go wrong with this decision? • What are the weaknesses in my plan? • Are there any fatal flaws? • What problems might I encounter in the future? • What will I learn if something goes wrong? • What will I do if the decision fails?
The Optimist		<ul style="list-style-type: none"> • What are the benefits of this decision? • What is the value in the decision for myself? For others? • What if my decision is a huge success? What will I learn? What will I do?
The Creative		<ul style="list-style-type: none"> • If time were no object, what would I do? • If money were not limited, what would I do? • If I could wave a magic wand right now, what would I ask for? • What would be my ideal vision of this decision?
The Ethicist		<ul style="list-style-type: none"> • Is this decision legal? Is this decision ethical? • Who or what could be harmed by this decision? • Do all affected parties have a say in this decision? To be equitable, should they? • What is the 'right' action to take? • How do I explain my decision to those that may be harmed?
The Manager		<ul style="list-style-type: none"> • How would my employees see this decision? • How would my customers see this decision? • How about my investors/shareholders? • How about members of the community? • What effect would this decision have on my industry? • How does my decision affect the environment?

Force field Analysis

Lewin (1951)



Communicating Decisions that you don't agree with

(Covered more in later modules)

Prepare

Talk to peers beforehand / Get as much info as possible

Communication

Think about language to use / Body Language

Be calm / direct / factual / Confident

Respect

Talk about upper management with respect. Its ok to say you disagree and also respect the decision

Allow for venting not debate

Allow frustrations but make clear that decision has been made.

| Thank you for your participation / Any questions?

| Resources

[Appreciative Inquiry: A positive revolution in change \(Cooperider & Whitney, 2005\)](#)

[Edward De Bono 6 Thinking Hats \(De Bono 1951\)](#)

[The Conceptual Representation and the Measurement of Psychological Forces, Kurt Lewin, 1951](#)

[Hallam Leaders Homesite](#)

Management Essentials Toolkit / Hallam Leaders Programme and Community

