

The Decision Making Process

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

Lieutenants' Interactive Forum for Education (LIFE) Class

The Decision Making Process

I. WELCOME

- A. Overview and purpose of the LIFE Class.
 - 1. Complete all required paperwork.

II. STUDENT INTRODUCTIONS

- A. Students introduce each other to build a safe environment for honest discussion during the class.
 - 1. Students will provide the following information about themselves: name, years of experience, career, challenges regarding decision making, and what is expected from the course.
 - 2. Group exercise.

III. BELIEFS-BEHAVIORS-RESULTS

- A. Discussion about what shapes human motivation.
 - 1. Students will discuss how beliefs and behaviors shape their actions.
 - 2. Students will discuss what happens when beliefs and behaviors fail to meet their needs.
 - 3. Break-out groups utilized.

IV. VALUES AND PRINCIPLES

- A. Students identify their principles and values.
 - 1. Students will discuss how principles and values affect their decision-making processes.
 - 2. Facilitator led discussion.
- B. Discussion about principles and values.
 - 1. Students will identify the source of their principles and values (society, culture, organization, and personal).
 - 2. Students will create a list of values and principles for law enforcement.
 - 3. Break-out groups utilized.

V. ALTERNATIVE LIFE CENTERS

- A. Students identify what is of value to them in their lives and how those values affect their decision making.
 - 1. Students discuss how decision making can be affected by important aspects of their lives (family, faith, money, work, etc.).
 - 2. Results placed on easel.

- B. Discussion demonstrates that principles should be used to make decisions.
 - 1. Students and facilitators discuss how decisions should be made using principles that the class has identified.
 - 2. The use of principles for decision-making leads to more predictable outcomes in the student's lives.
 - 3. Facilitator lead discussion.

VI. ETHICAL DILEMMAS/STIMULUS RESPONSE MODEL

- A. Discussion about right versus right and right versus wrong dilemmas.
 - 1. Students discuss the consequences of making decisions when values are in conflict.
 - 2. Facilitator led discussion.
- B. Discuss the difference between proactive decision making and reactive decision making.
 - 1. Proactive decision makers are more independent and self-reliant. They attempt to direct their future.
 - 2. Reactive decision makers are dependent on their environments and thus have less influence on their future.
 - 3. Facilitator led discussion.

VII. BEHAVIORAL RECIPROCITY/SELF-TALK

- A. Discussion about how emotions and thought shape our behavior
 - 1. Students discuss the consequences of emotion based behavior.
 - 2. Facilitator led discussion.
- B. Discussion about how Self-Talk influences how we act and respond to our environment.
 - 1. Students discuss the origins Self-Talk and its effect on their decisions.
 - 2. Facilitator led discussion.

VIII. FOUR MODES OF DECISION-MAKING/EFFECTIVE DECISION-MAKING

- A. Four levels of decision making processes are discussed: Unconscious, Subconscious, Conscious, and Principle-Based.
 - 1. Students are placed into groups and will present their views on the four levels of decision making.
 - 2. Break-out groups utilized.
- B. Four articles are discussed by four small groups of students. Each group will identify what concepts are involved in effective decision-making.
 - 1. Each group of students will present their concepts of effective decision making based upon the articles read.
 - 2. Break-out groups utilized.

IX. BRAD FISHER VIDEO

- A. Students discuss how LAPD Officer Brad Fisher made decisions which led to him committing felony crimes while on-duty.
 - 1. Students watch a video about Brad Fisher committing crimes on duty.
 - 2. Students are placed into groups and discuss what motivated Fisher.
 - 3. Students present their conclusions about how Fisher made the decisions which let him to commit crimes on duty.
 - 4. Break-out groups utilized.

X. DECISION-MAKING MODEL

- A. Students create a decision-making model which should be used when making decisions.
 - 1. Utilizing the course content and concepts presented during the class, students will develop a model for decision making.
 - 2. Break-out groups utilized.

XI. LEADERSHIP IS ABOUT HOPE/DISCUSSION

- A. Students discuss how leadership is based upon the decisions they make.
 - 1. Contemporary and historical examples of individuals who prepared themselves to excel in their fields are discussed.
 - 2. Group discussion.
 - B. Final discussion about the class' concepts.
 - 1. Students are asked to identify the key concepts of the course.
 - 2. Group discussion.
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