Decision Making and Strategic Planning in the Face of Change

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Chabad on Campus International
25 June 2014
לَا تُعُشُو عُوْلَ بِمُشْفُط
You shall not render an unfair decision

K’doshim 19:15

There is no joy like the resolution of doubt. The resolution of doubt begins with a decision. The rest is a result of that decision.

Our Sages
“Nothing good ever came from a management decision. Avoid making decisions whenever possible. They can only get you in trouble.”

Dogbert, 
Dogbert’s Top Secret Management Handbook, 1996
Why Study Decision Making?

- Problem solving and decision making are tough
- The choices that we have are not always obvious
- We often have conflicting perspectives, values and objectives
- Things are constantly changing and we are uncertain about future outcomes
- We have different understandings of and feelings about of risk

Decision analysis is prescriptive in nature. It tells us how we ought to make decisions so that we will arrive at more “good decisions”.
Effective Decision Making

- Simulations
- MIS
- Colleagues
- Experts

- Factual Data
- Advice
- Erroneous Data
- Opinion
- Conjecture

- High Quality Information
- Effective Decision Making
- Rational Decision Maker

Our Goal

- Time Constraints
- Change
- Environment Organization
- Ambiguous Goals

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Elements of a Decision

- **Values**: What do we care about?
  - **Future**: What could happen?
  - **Information**: What do we know?
  - **Alternatives**: What can we do?
Value- vs. Alternative- Focused Thinking

- Alternative-Focused Thinking
  - Standard Approach
    - Problem arises
    - Problem solving begins
    - Alternative solutions listed
    - Specify values
    - Evaluate alternatives
    - Select best alternative
  - Limited way to think
    - Reactive not proactive
    - Incomplete analysis
    - Backward thinking

- Value-Focused Thinking
  - Better Approach
    - Problem independent
    - Know what you value
    - List alternatives
    - Create new alternatives
    - Evaluate alternatives
    - Select best alternative
  - Creative way to think
    - Use to generate new options that improve value

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Value-Focused Thinking

- Values are fundamental to all we do.
- Values should drive action.


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Characteristics of a Good Value Structure

- Complete
- Discriminate Effectively
- Reliable
- Reproducible
- Intelligible
- Equitable
Characteristics of Good Alternatives

- **Small set** - limit the number of alternatives to three to five.
- **Feasible** - Each alternative to be evaluated must be a course of action that can actually be taken.
- **Complete** - Each alternative should be a full description of the course of action to be taken.
- **Compelling** - Each alternative should have something in it that makes it appealing.
- **Diverse** - The alternatives in the set to be evaluated should be significantly different from each other.
Techniques for Generating Alternatives

- “Brainstorming” sessions
- Challenge statements - begins with “We would achieve great success if only we could. . . . ”
- Walk in others’ shoes - consider how those that are successful in other areas would respond to the situation at hand.
- “Backcasting” (or “crystal ball”) – describe a future scenario that has happened. What led to it?
- Scenario/strategy tables
# Strategy Table for Increasing Shul Membership

<table>
<thead>
<tr>
<th></th>
<th>Dues</th>
<th>Programs</th>
<th>Publicity</th>
<th>Incentives</th>
<th>Membership Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Status quo</strong></td>
<td>Status quo</td>
<td>Status quo</td>
<td>Minimal</td>
<td>None</td>
<td>Added duty</td>
</tr>
<tr>
<td><strong>Small push</strong></td>
<td>Modest drop</td>
<td>increase number</td>
<td>Modest increase</td>
<td>Dues break for referrals</td>
<td>Dedicated function</td>
</tr>
<tr>
<td><strong>Modest push</strong></td>
<td>Big drop</td>
<td>Increase variety</td>
<td>Big increase</td>
<td>Member-get-a-member</td>
<td>Committee, not on Board</td>
</tr>
<tr>
<td><strong>Aggressive growth</strong></td>
<td>Increase both</td>
<td></td>
<td></td>
<td></td>
<td>Committee, Board status</td>
</tr>
</tbody>
</table>

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Dear Sir,

In the affair of so much importance to you, wherein you ask my advice, I cannot, for want of sufficient premises, advise you what to determine,, but if you please I will tell you how. When those difficult cases occur, they are difficult, chiefly because while we have them under consideration, all the reasons pro and con are not present to the mind at the same time, but sometimes one set presents themselves, and at other times another, the first being out of sight. Hence the various purposes or information that alternatively prevail, and the uncertainty that perplexes us. To get over this, my way is to divide half a sheet of paper by a line into two columns; writing over one Pro, and over the other Con. Then, during three or four days consideration, I put down under the different heads short hints of the different motives, that at different times occur to me, for or against the measure. When I have thus got them all together in one view, I endeavor to estimate their respective weights; and where I find two, one on each side, that seem equal, I strike them both out. If I find a reason pro equal to some two reasons con, I strike out the three. If I judge some two reasons con equal to three reasons pro, I strike out the five; and thus proceeding I find at length where the balance lies. If after a day or two of further consideration, nothing new that is of importance occurs on either side, I come to a determination accordingly. And, though the weight of the reasons cannot be taken with the precision of algebraic quantities, yet when each is thus considered, separately and comparatively, and the whole lies before me, I think I can judge better, and am less liable to make a rash step, and in fact I have found great advantage from this kind of equation, and what might be called moral and prudential algebra.

Wishing sincerely that you may determine for the best, I am ever, my dear friend, yours most affectionately.

B. Franklin

*From a letter written to Joseph Priestly*
## Pros and Cons Matrix – Selecting a Student Lay Leader

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate 1</td>
<td>• Previous experience</td>
<td>• Travels frequently</td>
</tr>
<tr>
<td></td>
<td>• Good communications skills</td>
<td>• Weak religious background</td>
</tr>
<tr>
<td>Candidate 2</td>
<td>• Just arrived</td>
<td>• No experience as lay leader</td>
</tr>
<tr>
<td></td>
<td>• Strong religious background</td>
<td></td>
</tr>
<tr>
<td>Candidate 3</td>
<td>• Strong religious background</td>
<td>• Very quiet, introverted</td>
</tr>
<tr>
<td></td>
<td>• Excellent admin skills</td>
<td>• Weak communication skills</td>
</tr>
<tr>
<td>Candidate 4</td>
<td>• Moderate religious background</td>
<td>• No previous experience</td>
</tr>
<tr>
<td></td>
<td>• Good communications skills</td>
<td>• Half-way through his undergraduate program</td>
</tr>
<tr>
<td></td>
<td>• Very eager, enthusiastic</td>
<td></td>
</tr>
</tbody>
</table>
## Sample Value Matrix – Lay Leader Selection

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Weight</th>
<th>Candidate 1</th>
<th>Candidate 2</th>
<th>Candidate 3</th>
<th>Candidate 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous experience</td>
<td>.3</td>
<td>Yes</td>
<td>None</td>
<td>None</td>
<td>Limited</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>Religious background</td>
<td>.1</td>
<td>Weak</td>
<td>Strong</td>
<td>Strong</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>80</td>
<td>90</td>
<td>50</td>
</tr>
<tr>
<td>Communications skills</td>
<td>.25</td>
<td>Good</td>
<td>Average</td>
<td>Weak</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>75</td>
<td>45</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>Admin skills</td>
<td>.15</td>
<td>Average</td>
<td>Average</td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50</td>
<td>40</td>
<td>100</td>
<td>75</td>
</tr>
<tr>
<td>Time on Campus</td>
<td>.1</td>
<td>Travels a lot</td>
<td>Rarely leaves</td>
<td>Rarely leaves</td>
<td>Rarely leaves</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Time before leaving campus</td>
<td>.1</td>
<td>2 years</td>
<td>3-4 years</td>
<td>1 years</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>65</td>
<td>100</td>
<td>20</td>
<td>65</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>67</strong></td>
<td><strong>35</strong></td>
<td><strong>40</strong></td>
<td><strong>61</strong></td>
</tr>
</tbody>
</table>

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Generic Value Hierarchy
Multi-objective Evaluation Tree – Lay Leader Selection

The image shows a decision tree for lay leader selection. The tree is based on various criteria such as experience, religious background, communications skill, and availability. Each criterion is further divided into sub-criteria like previous lay leader, lead services, certification, teach school, read torah, verbal written, deployability, and time to PCS. The right side of the image displays a table with data breakdown for candidates, including their weights and cumulative values.
What is Probability?

- Two Schools of Thought
  - Classical Approach
  - Bayesian Approach

- A Basic Truth – we are terrible at thinking about probabilities!
  - Birthday Problem
  - Coin Problem
What is a probability?

- A state of information or state of knowledge
  - Includes all available information (objective and subjective)
  - Incorporates "relative frequency" data plus more
You are planning a party for the Campus Chabad as part of a Shabbaton, and there are three locations where you can hold it:

- Outdoors on the lawn
- Indoors in the Chabad House’s social hall
- Gazebo on the Chabad House’s open courtyard

The dilemma – This time of year, the weather is very unpredictable and changeable.

- If it rains and the party is outdoors, it will be miserable
- If it is sunny and we hold it in the Gazebo or social hall, we’ll be missing a lot of the fun
- The gazebo can accommodate the fewest people, the lawn the most
- The weather report calls for 60% chance of rain
Shabbaton Decision Tree

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Possibilities</th>
<th>Prospects</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawn (L)</td>
<td>Sunshine (S)</td>
<td>L-S</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Rain (R)</td>
<td>L-R</td>
<td>0</td>
</tr>
<tr>
<td>Gazebo (G)</td>
<td>Sunshine (S)</td>
<td>G-S</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Rain (R)</td>
<td>G-R</td>
<td>30</td>
</tr>
<tr>
<td>Social Hall (SH)</td>
<td>Sunshine (S)</td>
<td>SH-S</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Rain (R)</td>
<td>SH-R</td>
<td>50</td>
</tr>
</tbody>
</table>

© Innovative Decision Analysis 2014
Shabbaton Decision Tree – Best Choice

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Possibilities</th>
<th>Prospects</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawn (L)</td>
<td>Sunshine (S)</td>
<td>L-S</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rain (R)</td>
<td>L-R</td>
</tr>
<tr>
<td>Gazebo (G)</td>
<td>Sunshine (S)</td>
<td>G-S</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Rain (R)</td>
<td>G-R</td>
<td>30</td>
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<td>SH-S</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Rain (R)</td>
<td>SH-R</td>
<td>50</td>
</tr>
</tbody>
</table>
Good Decision vs. Good Outcome

- Good decision – one that is logically consistent with the choices available, the state of information, and the preferences of the decision maker
- Good Outcome – one that feels good

The basic premise – if we make more good decisions, we will experience more good outcomes
Strategic Planning for Chabad Centers
Why Bother?

What I often hear - “I don’t have time to plan, I’m too busy fighting fires”

Reasons for Chabad NOVA Strategic Planning:

- To establish a framework for accommodating significant projected changes in the financial picture
- To better understand the uncertainties and risks we face
- To provide an understanding of how the entire Chabad program is supported financially and to clear up misconceptions
A Simple Planning Process

- Have a clear understanding of **Mission** and **Vision**
- Determine the **Goals** and **Objectives** that best support achieving the mission and establish **Priorities**
- Articulate various **Strategic Directions** we could take to achieve each goal and objective
- Identify **Programs** and **Tasks** to accomplish goals and objectives
- Monitor **Progress** and **Results**
Mission and Vision

- **Mission** – describes the purpose of the organization; what do we do, for whom, why?
  - **Mission of Chabad of NOVA** - Increase the level of Yiddishkite in Northern Virginia through the teachings of the Rebbe with the ultimate goal of hastening the coming of Moshiach.

- **Vision** – describes what we will look like if we achieve our goals; how will others see us?
  - **Vision of Chabad of NOVA** - Multiple Chabad houses in Northern Virginia being tied together through a “hub and spokes” concept, with the Fairfax campus acting as the “hub” and satellite campuses being the “spokes”. Each Chabad house will have its own community and program of activities. The main campus in Fairfax will coordinate and manage those activities that cut across local community boundaries.
Goals and Objectives

- Goals – General statements
- Objectives – More specific, measurable, describe a “direction” (e.g., increase, reduce, etc.)
- Goals and objectives should be stated as verb-object statements
Goals and Objectives of Chabad of NOVA

• Improve the Orthodox Jewish education opportunities available in Northern Virginia.
• Expand the depth and breadth of Chabad activities throughout Northern Virginia by improving access to the activities and increasing the number of Chabad “spokes”.
• Continue the growth and maturation of the Chabad hub at the main campus.
• Create enabling activities that will support the Chabad mission.
Understanding the Operating Environment

- **SWOT Analysis**
  - Strengths
  - Weaknesses
  - Opportunities
  - Threats (Challenges)

- Also called **WOTS UP analysis** (Strengths, weaknesses, opportunities, and threats underlying planning) or **TWOS Matrix**
Five major steps

- Where are we today on each objective?
- Where do we want to be?
- Which “gaps” between where we are and where we want to be are most important to close?
- How do we get to where we want to be?
- How do we monitor how well we are doing?
Examples from Chabad of NOVA

- **Goal:** Expand the Depth and Breadth of Chabad Activities Throughout Northern Virginia
- **Objective:** Implement a “hub and spoke” approach
- **Where are we today?** Chabad’s presence in NOVA is now 3 Chabad houses. The original Fairfax site (the hub or main campus), the Chabad House in Alexandria (opened in the fall of 2001), and the Chabad House of Tyson’s Corner, (opened in summer 2002, are spokes or satellites. Chabad in Alexandria has regular Shabbos and Yom Tov services and holiday programs such as Purim Megillah reading. Chabad of Tysons Corner, despite its infancy, held High Holiday services and a Sukkot program to inaugurate the year 5763.

- **Where do we want to be?** Support the growth and success of the two current Chabad satellites. We plan to establish two additional Chabad Houses (spokes) in Northern Virginia by 2012 through a combination of demographic studies and seizing opportunities as they appear. Our goal is for each of these Chabad Houses to offer a full array of Shabbos and Yom Tov services, as well as selected other activities associated with various holidays (e.g., Megillah readings, learning on T’sha B’Av.).
Examples from Chabad of NOVA

• Goal: Create enabling activities in support of the Chabad mission
• Objective: Achieve Financial Independence

Where are we today? A substantial element of the Chabad revenue stream comes from monies paid by Gesher Day School for the use of Chabad facilities. Gesher is in the process of building its own facility to which it will re-locate within the span of this plan. Financial independence is necessary for full pursuit of our spiritual objectives and we do not currently have it. By 2007, our objective is that Chabad will be financially independent of Gesher Day School (i.e. the monies the school pays for use of Chabad facilities).

Where do we want to be?

• We will be financially independent from Gesher Community Day school by the time they move to their own facility.
• We will be more financially transparent, so that an advisory board can have a picture of Chabad of NoVa, and is able to effectively help and make informed recommendations.
Prioritizing Objectives (1 of 3)

**The wrong question to ask:** Which is more important?

- Pre-school
- K-8
- High School
- Adult education
- Kolel
Prioritizing Objectives (2 of 3)

**The right question to ask:** Where is it more important to go from where we are to where we want to be?

- **Pre-school**
  - Now – None
  - Want (in 10 yrs) – Pre-school with 100 students

- **K-8**
  - Now – K-6 Talmud Torah and Midrasha
  - Want (in 10 yrs) – Access to traditional K-8 education within 30 minutes commute from Chabad hub

- **High School**
  - Now – Midrasha only, Hebrew High School at Olam Tikvah, Charles E. Smith of 15 students
  - Want (in 10 yrs) – same programs, but for 100 students

- **Adult education**
  - Now – 20-50 adults in a small variety of classes at night or on Shabbos
  - Want (in 10 yrs) – 200 adults studying seriously across Northern VA

- **Kolel**
  - Now – None
  - Want (in 10 yrs) – We do not envision creating one in the next 10 years

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Prioritizing Objectives (3 of 3)

- **Approaches to prioritizing**

  - **100 shekel exercise – spread shekels among choices**
    - Pre-school 13 Shekels
    - K-8 64 Shekels
    - High School 6 Shekels
    - Adult education 16 Shekels
    - Kolel 1 Shekel

  - **100 shekel exercise – most important gets 100 shekels, others are proportional based on relative importance**
    - Pre-school 20 Shekels (Pre-school twice as important as HS)
    - K-8 100 Shekels (K-8 ten times as important as HS)
    - High School 10 Shekels
    - Adult education 25 Shekels
    - Kolel 3 Shekels
Getting to Results: Programs/Tasks/Activities

- Define and fund programs/tasks/activities
- Assign a responsible point of contact
- Establish milestones for achievement
- Develop “performance metrics”
- Monitor and assess progress in terms of the performance metrics
- Adjust as needed
Example of Mapping goals to objectives to activities to metrics

- **Goal:** Continuing Growth of Activities at Main Campus

- **Objectives with Performance Metrics:**
  - Shabbos shacharit attendance will double in size.
  - We will have minyanim three times every day.
  - There will be regularly attended Shabbos morning programs for both boys and girls, age 3+.
  - We will develop and maintain a community eruv to include everyone living within a reasonable distance from the main campus (i.e., two miles from the main campus).
  - We will have a mikvah.
  - We will have a permanent mechitzah that will enrich the davening experience.
  - We will double the adult education program by end of next year.
  - We will increase activities with other area shuls.
  - We will create a teenage youth program, perhaps based on the NCSY model to complement the successful Midrasha program.
  - We will improve the opportunities for women to participate in community activities by:
    - Providing additional classes
    - Have guest lectures on women’s topics for women
    - Create projects like the Rosh Chodesh Club
  - We will expand the number of people able to lead services and “layn” Torah.
Mission of the WPJCF

- To maintain the Jewish Cadet Chapel at USMA, West Point, NY
- To plan to provide for the future religious needs of those cadets of the Jewish faith attending USMA
- To solicit, collect, and otherwise raise money, and to expend and disburse for the designated purposes
- To establish as Endowment or Trust in order to:
  - Enhance and beautify the Jewish Cadet Chapel
  - Benefit Cadets of the Jewish faith attending USMA in their formal religious worship, religious instruction, and social activities
  - Benefit all members of the U.S. Army, regardless of faith, in their formal religious worship and religious instruction wherever they may be stationed
  - Benefit Cadets regardless of faith attending USMA in connection with awareness and understanding of Jewish history and the State of Israel
  - Benefit Cadets regardless of faith attending USMA in connection with promoting the understanding of all faiths and cultures and to institute programs to foster harmony among all people
  - Promote the general good and welfare of all Cadets attending USMA regardless of their faith
Strategic Goals

1. Provide Governance for the WPJCF
2. Maintain the chapel infrastructure
3. Provide programming for Jewish cadets
4. Ensure availability and continuity of rabbinical leadership
5. Ensure perpetual funding to support the chapel
6. Support the USMA Jewish community and the Army Jewish Community at large
7. Support other programs
Examples of Strategic Goals and Objectives

**Maintain the chapel infrastructure**
- Maintain the physical chapel structure in coordination with USA Facilities Maintenance organizations
- Maintain and provide religious articles as needed (Torahs, books, Judaic articles, etc.)
- Maintain and support an internal and external communications infrastructure

**Provide programming for Jewish cadets**
- Support Sabbath services
- Support High Holiday, other Holiday, and other services and programs
- Support the cadet/community Seders
- Support Jewish Warrior Weekend
- Support the Plebe retreat
- Support publication of the Tablets
- Support Jewish Cadet Choir trips
- Support the West Point Hillel Chapter
- Support the Baccalaureate program and reception (gifts, speaker, etc.)
Objective 3c: Support the Cadet/Community Seders

Where are we today?

- The WPJCF pays for and the Rabbi conducts seders for the Jewish cadets and guests/community at the WP Jewish Chapel.
- Cadets are able to eat at special tables during required meals at the Mess Hall with food that is kosher for Passover, and they can get supplemental food at the WP Jewish Chapel during other times.

Where do we want to be?

- Considering the increasing level of evangelicalism throughout the Army, increased Jewish outreach will grow in importance and we should be proactive in implementing it.

How do we get there?

- The WPJCF board may want to consider restarting the WP Community Seder as an opportunity for outreach and education of the broader West Point community about Jewish life.
Final Thoughts On Strategic Planning

- Planning *is* important! Otherwise ......
  
  “If you don’t know where you are going, any road will get you there” (Source unknown)
  “When you get to a fork in the road, take it!” (Yogi Berra, well-known American philosopher)

- Planning takes time, but can be done in an efficient, simple manner as described today

- Planning by a small committee can provide a useful diversity of viewpoints
  
  “None of us is as smart as all of us” – Saitchel Page, another great American philosopher

**Bottom Line: Failing to plan is planning to fail!!**
Wrapup
Barriers to Effective Decision Making

• Inadequate problem formulation
• Fear of the decision maker
• “That’s not the way we make decisions around here”
• Decision paralysis – waiting for all of the data
• Looking for a 100% solution
• Insensitivity to deadlines
• “Anatomical” decision making
• Organizational and “political” concerns excluded as decision criteria
• Ineffective group decision-making approaches
• No plan to implement the decision

* Bresnick, School of Hard knocks, 2014
Keys to Successful Problem Solving

- Make sure you are solving the right problem
- Divide and conquer
- Simplify the problem
- Make important judgments explicit
- Rethink the problem

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Solve the Right Problem

How is problem-solving time spent?

- Typically: 20% on Formulation, solving
  80% Collecting data

- A better way: 80% Thinking about the problem
  alternatives
  uncertainties
  values
  constraints
  20% Collecting data

- Do Your Homework
Divide and Conquer

The key is to use a logical structure to:

- Capture major relationships
- Integrate inputs - facts, expert judgment, subjective estimates
- Balance qualitative and quantitative issues
Simplify the Problem

- Bound the problem by focusing on critical elements
- Frame the problem properly
- Specify alternatives, criteria, uncertainties, preferences
- Think complex, model simple
- Role of models
  - Explain and predict
  - Focus on controversial issues
  - Communicate results
Make Judgments Explicit

- Quantify judgments if appropriate
- Establish decision rules
- Gather supporting rationale
- Compute results (if appropriate)
Re-Think the Problem

- Look at initial results, look for
  - New alternatives
  - New insights
  - Additional information
- Sensitivity on assumptions
- Iterate on feedback to improve results
- Listen to your instincts
Final Thoughts on Problem-solving and Decision-making Techniques

1. Good decisions can result in bad outcome (decision maker does not have control over the future)
2. Good outcomes can result from poor decisions
3. Best we can do is strive to make good decisions
   - address the right problem
   - create complete set of alternatives
   - thoroughly examine criteria and uncertainties
   - decide and act promptly before good alternatives are overtaken by events (design analysis to time); determine if incremental implementation is appropriate
   - document rationale and what is known and unknown
Backup Slides
Dogbert’s Ways of Avoiding Making a Decision

- Act confused
- Form a task force of people who are too busy to meet
- Send employees to find more data
- Lose documents submitted for your approval
- Say you are waiting for some other manager to “get up to speed”
- Make illegible margin scrawls on the documents requiring your decision
Decision Process

- Define the problem
- Define evaluation criteria
- Generate alternatives
- Identify key uncertainties
- Compare alternatives on the criteria
- Integrate key elements of the decision
- Perform sensitivity analysis
- Communicate results

Structured Conversation: Facilitated group process, best implementation platform
What Is a Decision?

- An irrevocable allocation of resources at one point (or at specific points) in time, in order to obtain a more desired state in the future

[Dr. Ronald Howard, Stanford University]
The Ten Most Dangerous Decision Traps

- Plunging in
- Frame blindness
- Lack of frame control
- Overconfidence in your judgment
- Shortsighted shortcuts
- Shooting from the hip
- Group failure
- Fooling yourself about feedback
- Not keeping track
- Failure to audit your decision process

*Decision Traps, Russo and Schoemaker, 1989*
Definitions

- **Fundamental (or ends) objective**
  - Context-dependent
  - Measures the ultimate *ends* that are desired
  - Characterizes essential reason for interest in the decision situation
  - Useful for defining what we value

- **Means objective**
  - Context-dependent
  - Measures the *means* to achieve the fundamental objectives
  - Useful for developing models and for creating alternatives

Keeney, Value Focused Thinking, 1992
Measuring Quality Decisions – The Quality Chain

# Measuring Decision Quality

A decision is only as good as its weakest link!!

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Communication Of Results

- Most critical part of analytical process
- Most commonly deficient part of analytical process
- Should start before analysis is conducted

Without effective communication, implications may be lost, misinterpreted, or misused
What is Good Communication?

“I know that you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant.”

Author Unknown
The Ten Most Dangerous Decision Traps

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*Decision Traps, Russo and Schoemaker, 1989*