

MODULE 3. DECISION MAKING  
IN CAREER PLANNING



WORKSHOP SCENARIO

**“DECISION MAKING”**



Co-funded by  
the European Union





## CONTENTS

01

### Introduction .....3

Duration, target audience, number of participants, working methods, necessary materials for the training, objective of the workshop

02

### Introductory activities .....5

Introduction to the topic of the workshop, introduction of trainers/trainer, icebreaker: Let's get to know each other, defining training expectations and establishing group rules

03

### Content .....7

Description of tasks 1 to 9 with indication of additional materials - attachments to the workshop scenario

04

### End of workshop .....21

Workshop summary and thanks

05

### Annexes .....22

Evaluation questionnaire. Model certificate.

## 1. INTRODUCTION



### Duration:

6-7 teaching hours (depending on group size).



### Target audience:

Group size for an average of 12 people of different genders.

This scenario is intended for career counselors focused on working with young people who are on the threshold of making a decision about their career path.

Group size averages 12 people of different genders. It is also possible to hold the workshop in a smaller group of at least 8 people, depending on the premises and interest in the topic. If there are more people in the group, it is recommended to conduct the training with two career counselors.



### Suggested working methods:

- Facilitated discussion
- Active teaching methods: group work
- Active teaching methods: working in triads
- Individual work
- Mini-lecture



### Examples of materials needed for the training:

- worksheets,
- pencils or pens,
- markers,
- stickers,
- A4 sheets of paper,
- flipchart,
- flipchart paper,
- certificates,
- Evaluation Questionnaire



### Objective of the workshop:

The purpose of the workshop is for the participants to understand what the process of making a career decision is and to support themselves in this process so that they can prepare an action plan. After completing the training, the participants will:

- be able to distinguish the stages of making a decision about their career path,
- different decision-making methods, depending on the complexity of the situation,
- will gain a basic understanding of MBTI<sup>1</sup> and how it can be used to make career decisions,

<sup>1</sup> Myers Briggs Type Indicator – Personality type indicator according to Myers Briggs.

- can consider all factors that influence decision-making,
- can use methods to make career decisions now and in the future.



## 2. INTRODUCTORY ACTIVITIES



### Introduction to the topic of the workshop (5 minutes)

- Presentation of the training program.
- Introduction to the workshop by the trainer.

Today's workshop aims to help you understand the decision making process.

Making a decision is **PROCESS** on **CHOICE** between several possible ones **ALTERNATIVES**, taking into account the positive and negative aspects of each alternative and undertaking **ACTIONS**.

How many days we will work in our whole life depends on what decision we make. As Confucius said " Pick a job you love, and you'll never have to work a single day in your life."



### **Presentation of the coach/coaches**

(5 minutes)

- ✓ first name, last name,
- ✓ education,
- ✓ professional experience,
- ✓ "my career story".



### **Ice breaker: Let's get to know each other**

(15 minutes)

Participants introduce themselves in pairs. The partner represents the participant with whom he discussed the following:

- ✓ first name, last name,
- ✓ education,
- ✓ professional experience,
- ✓ interests.



### **Defining training expectations and establishing group rules** (15 minutes)

Distribute stickers and pens to all participants and ask them to write down their expectations from the training.

Stick them in a visible place and read them. If there are expectations that are not part of the topic, share with participants that this can be covered in an individual career counseling session.



Share these rules:

What are we doing?	What we don't do
<ul style="list-style-type: none"><li>• We are kind to each other</li><li>• We respect and listen to each other</li><li>• We communicate breaks</li><li>• We keep cell phones off during training</li></ul>	<ul style="list-style-type: none"><li>• We don't criticize each other</li><li>• We do not use cell phones</li><li>• We do not judge the statements of others</li><li>• We do not answer phone calls</li></ul>



### 3. CONTENT



**Mini-lecture**  
(30 minutes)

With the following text, the trainer gives an introduction to the stages of decision-making so that the participants can gain more knowledge.

Although it is difficult to define a rigid structure of the decision-making process, there are several stages that can be considered. The following stages are part of a model that is designed to be flexible and fit different situations.



**Awareness of the existence of the problem.** This phase is usually characterized by a feeling of increasing uneasiness about a certain aspect of personal and professional life, ie. awareness of an incentive to change something. Very often it is not possible to make change happen immediately because the stages of awareness can occur before the key problem is identified. As a result, the first step requires clearly defining the problem before looking for solutions.



**Self-assessment.** As with problem definition, the best source of viable alternatives is the person making the decision. At that moment, there is a need for another skill involved in career planning – self-assessment. Beliefs, attitudes and values need to be clarified in order to identify desirable strategies, goals and outcomes. Self-esteem means identifying what a person wants, and is willing to sacrifice to get the desired result. Also, self-esteem includes not only career, but also any other elements that are part of a person's well-being—social, emotional, intellectual, physical, and spiritual elements. The better a person knows himself/herself, the easier it is to find the right options to make the decision.



**Research.** The goal is to seek enough information that is needed to find ways to accomplish the goals and achieve the expected results. It involves learning strategies for





gathering information needed for a career. While researching, ideas that lead to different options should be noted. By allocating the time for each of the alternatives, by analyzing the possible results, by assessing the costs and assessing the possible positive and negative outcomes, a correct decision can be made. The abundance of available information in various fields makes the decision-making process even more complex. Awareness of the demands and commitment when it comes to a choice can cause fear of risk and failure.



**Evaluation of the identified alternatives.** Before committing to other efforts, an assessment should be made of the ideas and options gathered during the previous stages in relation to the individual's personality and lifestyle. The person needs to consider what they prefer in terms of lifestyle, self-concept, external factors (opinions of others they respect), financial resources, time, and space constraints. The integration process is not always the most convenient. Many people ignore conflicts when they try to match their needs and options with other aspects of reality. Sometimes conflicts arise with loved ones, when their opinion is important. Other conflicts can arise on an emotional level – for example, uneasiness caused by what the person wants and what the person thinks they want; inability to make a choice among options due to guilt or fear of dependence on others, fear of being criticized, etc.



**Making a decision.** After researching himself/herself, his/her lifestyle and profession, the person is ready to make a choice of one option and keep the others as alternatives. Reaching that stage does not mean that the choice made is final. Often, this stage is characterized by insecurity and fatigue due to which determination decreases. Commitment is a difficult part of the decision-making process, with the fear of failure ever-present in varying degrees of intensity.



**Implementation.** After making the decision, the individual should implement it by starting a new action plan. An individual can start to acquire new knowledge or skills, start the process of applying for training or a new job, change an existing situation or create a new situation and in doing so apply the available skills and opportunities. If a self-assessment, research and assessment is done, difficulties around the implementation phase can be anticipated. Interruptions and even reversals in the process can be discouraging, and an excessive number of unpleasant surprises indicate either that the research was incomplete or that the goal set was unrealistic.



**Re-evaluation.** Every decision is intended to solve a specific problem. The final test of any decision is whether the problem is solved. Is it overpowered? Are there significant positive changes? Is it now better, worse or the same? What new changes have emerged as a reaction to .

the decision? The re-evaluation allows the client to make corrections and check if he has achieved the desired result.



### **TASK 1.**

#### **DEFINING THE PROBLEM**

estimated time: 20 minutes

Give instructions:

- Discuss with the participant sitting across from you what is the problem related to your career path that you want to solve during the training.
- Write it down on worksheet no. 1.

Note that in each subsequent exercise they will refer to what has been written down.



Role Play 1 if the training is longer than 1 day or the group is small - up to 8 participants (15-20 minutes).



### **TASK 2.**

#### **SELF-ASSESSMENT**

estimated time: 15 minutes

Instruct participants on how to log in to the MBTI personality test e-completion page and how to record their results. Ask them to put the worksheet aside while the presentation on personality types according to Carl Jung and Isabelle Myers Briggs goes on.



**Mini-lecture**  
(20 minutes)

The trainer gives an explanation of the origin of the MBTI and explains all the types, according to the content in the slides. Next, the trainer assigns the exercise.



**TASK 3.**  
**SELF-ASSESSMENT**

estimated time: 25 minutes

Hand out worksheet no. 3, allow time for participants to discuss in pairs and draw some conclusions if there are differences from the online version with the self-assessment according to the type of person presented in the presentation. Discuss where the differences come from and what the participant can confirm them with (from experience interacting with people in the workplace or in an educational context).

Ask several participants to share relevant comments, questions, or concerns about the results. Provide further explanations, if necessary.



**Mini-lecture**  
(30 minutes)

The coach matches the personality types with the professions that would most likely appeal to the participants.

The trainer goes back through the steps in the decision-making process, emphasizing that we have completed the second step and will now move on to the third, fourth and fifth steps, using the PIC decision-making model.



#### **TASK 4.**

### **EXPERIENCE WITH THE DECISION- MAKING PROCESS**    estimated time: 25 minutes

Give Worksheet No. 4 and give instructions: Think of situations for which you had to make a decision. Use worksheet no. 4 to record.

In groups of four, discuss:

- How did you make the decision? What did you consider?  
How soon did you make it?

In plenary, share the conclusions of your group.

Trainer's Note: If there is not enough time for all groups to present, ask one of the groups to present.

Emphasize that you will come back to the models after considering what type of person the participants are as input for decision-making.



### Tips for the career advisor:

- Encourage participants to be open and honest, creating a friendly and supportive atmosphere.
- Follow the discussion in the groups giving your own examples, if necessary.
- Emphasize that this exercise is designed to integrate the group and initiate thinking about possible ways of making decisions.



### Mini-lecture (30 minutes)

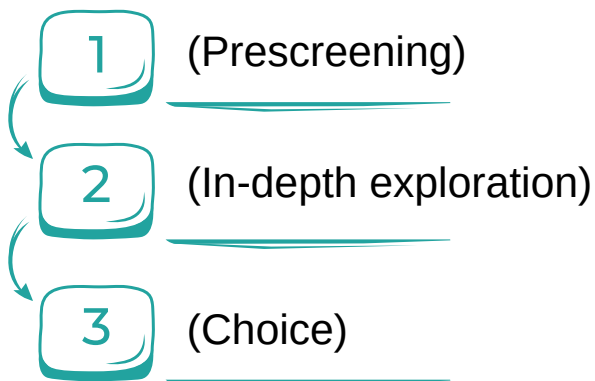
There are many decision-making methods and techniques that are applied within the framework of decision-making styles such as SM-14, Pros and Cons Method, Six Thinking Hats, SWOT Analysis, Decision Tree, Spider Web, etc. The technique you choose for a particular decision depends on the importance and complexity of the given decision. Most of these methods can be used in consulting, human resources, marketing and management. They can help the client in the decision making process or in facing real life situations to improve and build new skills. They can be used at any stage of the process and represent a key instrument in career development. If used correctly and effectively, these techniques help develop a helpful mindset in any possible situation a client might find themselves in.



## Explain the PIC model of decision making in more detail:

*Before starting the decision-making process, the career counselor assesses and increases the client's readiness, evaluates the client's general level of indecision about the career, examines his/her specific difficulties in making a decision, makes an anxiety assessment for career choice, identifies dysfunctional beliefs and explains to the client the steps of the decision-making process.*

### The three stages of this model are:



### 1. Prescreening



**Objective:** To locate a small set (about 7) of promising alternatives that deserve further, in-depth research.



**Method:** Sequential elimination (based on the elimination-by-facet strategy, which has been shown to be compatible with the ways people actually make decisions).



**Result:** A list of verified promising alternatives worth further in-depth research.

## 2. In-depth research



**Objective:** Locating alternatives that are not only promising, but also appropriate for the client.



**Method:** "Zoom in" on promising alternatives one by one, gathering additional, comprehensive information about them, such as is this occupation/job REALLY good for me? Here the suitability with the preferences is checked for the most important aspects, and for the less important aspects, the desire to fulfill the requirements of that occupation/job is checked. The next question is: Am I suitable for the occupation/job? Here the probability of accepting the job is checked, it is checked how suitable the client is according to the key requirements of that job.



**Result:** Several most suitable alternatives (about 3-4).

## 3. Choice



**Objective:** To select the most appropriate alternative and additionally rank other best alternatives.



**Method:** Detailed, refined comparison between suitable alternatives, focusing on the differences between them, indicating the most suitable alternative, how likely am I to be able to actualize it?, if not: choosing the second best alternative(s), if yes: am I sure about my choice?, if no: Go back to detailed research stage, if yes: Done!



**Result:** An alternative or a ranking of alternatives.





## **TASK 5.**

### **PRESCREENING**

estimated time: 20 minutes

The trainer goes back to the problem that the students defined at the beginning of the training, using one of the problems as an example. If the group did not share their problems, the coach refers to his/her personal example of a real problem in the field of career, which he/she was faced with.

He reiterates that the second stage in the decision-making process was self-assessment. Reminds that apart from the proposed methodology of defining a personality type, other tools available on the platform can be taken into account

**<https://feriplatform.org.pl/>**

Now it's time for the third step, which we will work through worksheet no. 5.

After the time is up, ask one or two participants to share their list. Give feedback.



## **TASK 6.**

### **IN-DEPTH RESEARCH**

estimated time: 30 minutes

The coach immediately follows up on worksheet no. 6. The participants individually think about their alternatives for ten minutes and write them down in their worksheet.

The trainer then divides the participants into triads for role-playing. One participant thinks aloud about his/her alternatives, the second, in the role of a career counselor, asks questions, and the third notes in which situations or questions helped the participant to make a decision about a particular alternative.

Observers share how the session went and what was most useful. The coach also shares his/her insights from the conversations in the triads.



## TASK 7. SELECTION

estimated time: 15 minutes

Next is worksheet number 7. Distribute it to the participants to make a final choice of the most suitable alternative. The choice is made according to the wishes, personality type and abilities of the participant. You can choose one alternative or two, but with priority first and second.

Again invite some of the participants to share what choice they made.



### Tips for the career advisor:

- Ensure that all participants have an equal opportunity to speak and share their thoughts.

- Encourage them to be open and honest, creating a friendly and supportive atmosphere.
- Be prepared to support participants, especially if someone has difficulty choosing an alternative.



### **TASK 8.**

## **SIMULATION OF A DECISION-MAKING SESSION**    estimated time: 30 minutes

Deciding on a career path, occupation or job is the most difficult part of the process.

The trainer points out to the participants that after researching themselves, their lifestyle and profession, it is time to make a choice of one option, which at that moment looks, feels or sounds best to them. It is nice to note that it is quite expected that some participants will want to keep two or three alternatives and that there is always the possibility to reconsider their decision in a period of 6-12 months.

The coach should explain that often, this stage is characterized by uncertainty and fatigue, which reduces determination.

Commitment is a difficult part of the decision-making process, with fear of change and fear of failure constantly existing in varying degrees of intensity. That is why individual career counseling sessions are recommended, where the counselor also works on motivating his/her client.

He/she assigns a task of 8 and 10 minutes for each participant to work on individually. He/she explains that role playing will follow and participants who fail to complete the task individually will have the opportunity to discuss it in a session with a career counselor (a person who will play that role).

Participants who wish to role play as clients are then invited to apply to be 'assigned' career counselors and observers. The exercise is done in triads. The simulation is 10 minutes and 10 minutes are for discussion and exchange of experiences from the exercise. The coach writes down the key points of the exercise on flip chart paper.



### **TASK 9.**

## **IMPLEMENTATION STEPS**

estimated time: 20 minutes

The trainer points out that all participants who scored below 8 on the previous task should go back one step to check the alternatives and the way to choose the most attractive alternative. The rest continue with the last step of the decision-making process, the implementation phase.

He/she shares worksheet no. 9 for each of the participants to fill out. The exercise can also be done in pairs, especially if the trainer determines that some of the participants are hesitant about what to write down as an action plan.

After 10 minutes, the trainer asks who wants to share, keeping in mind the rule to include all participants in the training.



## 4. END OF THE WORKSHOP



### TASK 10.

#### REFLECTION AND INSIGHTS GAINED

estimated time: 10 minutes

At the end of the training, the trainer invites all participants to take worksheet no. 10 and to introduce at least three insights from the training that will be useful in the process of active job search and employment.

Each participant should share what they have written.

The last step is filling out the training evaluation questionnaire.

Participants fill it out before they leave, whether it is submitted in hard copy or electronically in Google or another form.

The coach thanks the participants and encourages them to take action according to the plan they promised themselves in the ninth exercise.

# WORKSHOP SCENARIO



## ANNEXES



Co-funded by  
the European Union



## EVALUATION QUESTIONNAIRE

**Dear Participant,**

We hope that today's class was interesting for you and that you managed to learn many valuable things. We'd love to get your feedback, so we would greatly appreciate it if you could take the time to complete the survey below.



the questionnaire is anonymous

### **1. How do you rate the overall quality of the program?**

- a. very low
- b. low
- c. average
- d. high
- e. very high

### **2. To what extent did the program meet your expectations?**

- a. not at all
- b. to a small extent
- c. on average
- d. to a great extent
- e. completely



**3. How would you rate the usefulness of the materials and exercises used in the program?**

- a. totally useless
- b. not very useful
- c. moderately useful
- d. very useful
- e. extremely useful

**4. To what extent did the program help you solve a problem and make a decision?**

- a. it didn't help at all
- b. it helped to a small extent
- c. helped to an average extent
- d. it helped a lot
- e. it helped completely

**5. How would you rate the work of the coach(es) of the program?**

- a. very low
- b. low
- c. average
- d. high
- e. very high





**6. What did you like most about the program?**

**7. What could be improved in future releases of the program?**

**8. What other topics or issues would you like to see in future programs?**



**Thank you for completing the survey!  
Your feedback is very valuable to us.**



# CERTIFICATE OF PARTICIPATION

We hereby confirm that

---

*name and surname of the participant*

Participated in the workshop entitled: **Making Decisions**  
Project no .....

**Institution/ Company** \_\_\_\_\_

**Trainer** \_\_\_\_\_

**Date** \_\_\_\_\_

**Location** \_\_\_\_\_

*signature*





## **CAREER WORKSHOPS “DECISION MAKING”**

*Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.*

*The project is co-funded by the European Union. All results developed within the "READY TO START" project are made available under open licences (CC BY-SA 4.0 DEED). They can be used free of charge and without restrictions. Copying or processing these materials in whole or in part without the permission of the author is prohibited. If the results are used, it is necessary to acknowledge the source of the funding and its authors.*