

Himalayan Decision Module

Himalayan Decision Part 1

Appropriate Time: 45 minutes

(10-minute video #1, 20-minute breakout, 15-minute report out)

Lesson Objectives:

- Students experience a fun and challenging situation of group decision making.
- Students present their decision and reasoning to the class.
- The diversity of decisions and the differing approaches of the students are revealed by the different approaches and solutions in the room
- Students are positioned to learn more about Decision Quality and have already begun to interact and have fun together.

Activity:

1. Instruct the class that they will be watching a 10-minute film that presents a decision situation.
2. In their workbooks, students will individually write what they would have decided to do and why.
3. Divide students into small groups and instruct them to share their reactions with each other. Each group will present their decision to the rest of the class when time is up.
4. Each group will be responsible for presenting what they would do and why they made this decision.
5. Each group will also provide a quantitative rating to indicate the group's confidence in the decision, as a percentage from 0 to 100%, with 100% being absolute confidence.
6. Monitor the groups to see where they are and when to complete the session – typically around 20 minutes. If a group finishes early, maybe test their thinking. Encourage they practice their presentation and to capture their notes on the chart paper.
7. Call the class back to attention and ask each group to share what it would have done in the situation.

Don't tell the students the following trip specifics until they ask so they practice gathering relevant information.

- 15 students
- 2 leaders
- 1 local guide
- Took 4 days trekking with horses from Kathmandu to tiny village
- 10 days left in the scheduled trip
- About 3 hour hike by local on alternative route from village to Tal
- Tiny village has no electricity
- Only 1 satellite phone
- \$10,000 emergency fund

Debrief:

We'll see what the Himalayan students actually did later. Next, we're going to learn more about how to make better decisions.



Himalayan Decision Part 2

Appropriate Time: 30 minutes

(5-minute video, 15-minute discussion, 5-minute video)

Lesson Objectives:

Students will be able to:

- Identify and explain the key elements of a good decision.
- Understand that a decision is only as strong as the weakest link.
- Understand the gap between typical decision behavior and quality decisions

Activity:

- Show the “What Makes a Good Decision?” video <https://www.decisioneducation.org/video-what-makes-a-good-decisi>
- Review the links of the chain.
- Discuss with the whole class what makes the Himalayan Decision difficult. Use the discussion to motivate the reason for a framework that helps to handle the complexity presented by decisions.
- Ask students to describe the key sources of uncertainty and the main values that were important for the Himalayan decision.
- Present the slides for the Himalayan decision for how to improve the decision further – students will see a decision tree again. At this time, they only need to understand what is going on and how the tree summarizes a lot of information and helps to identify key questions to investigate.
- Highlight for students how much the decision was improved through further exploration of the areas for improvement that came from looking closer at the elements of the decision.
- Show the last 5-minute segment of the film.

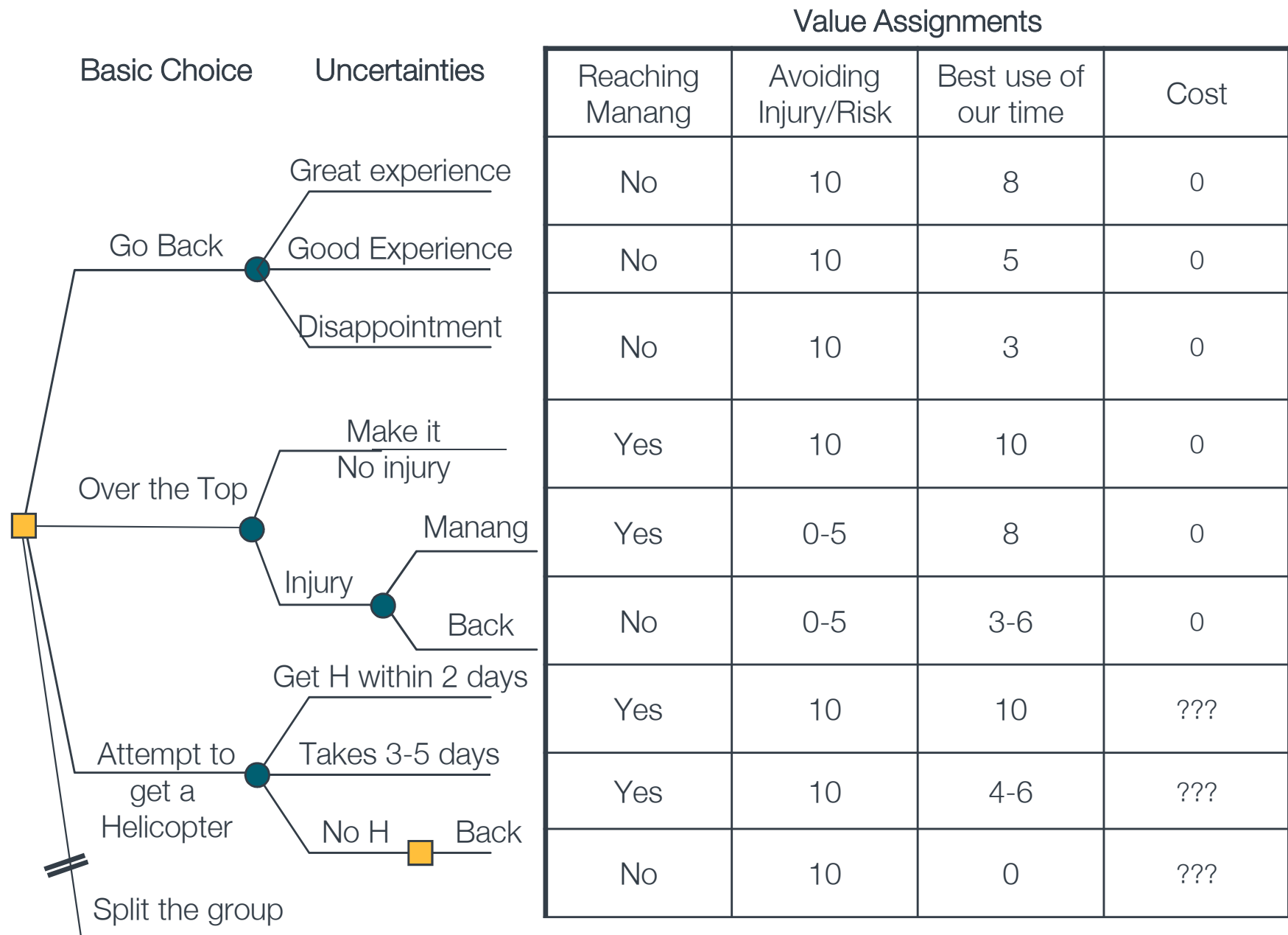
Debrief:

Great job putting yourselves in those trekkers’ shoes. Making personal decisions and decisions as a group are learned skills that take practice and can be Improved.



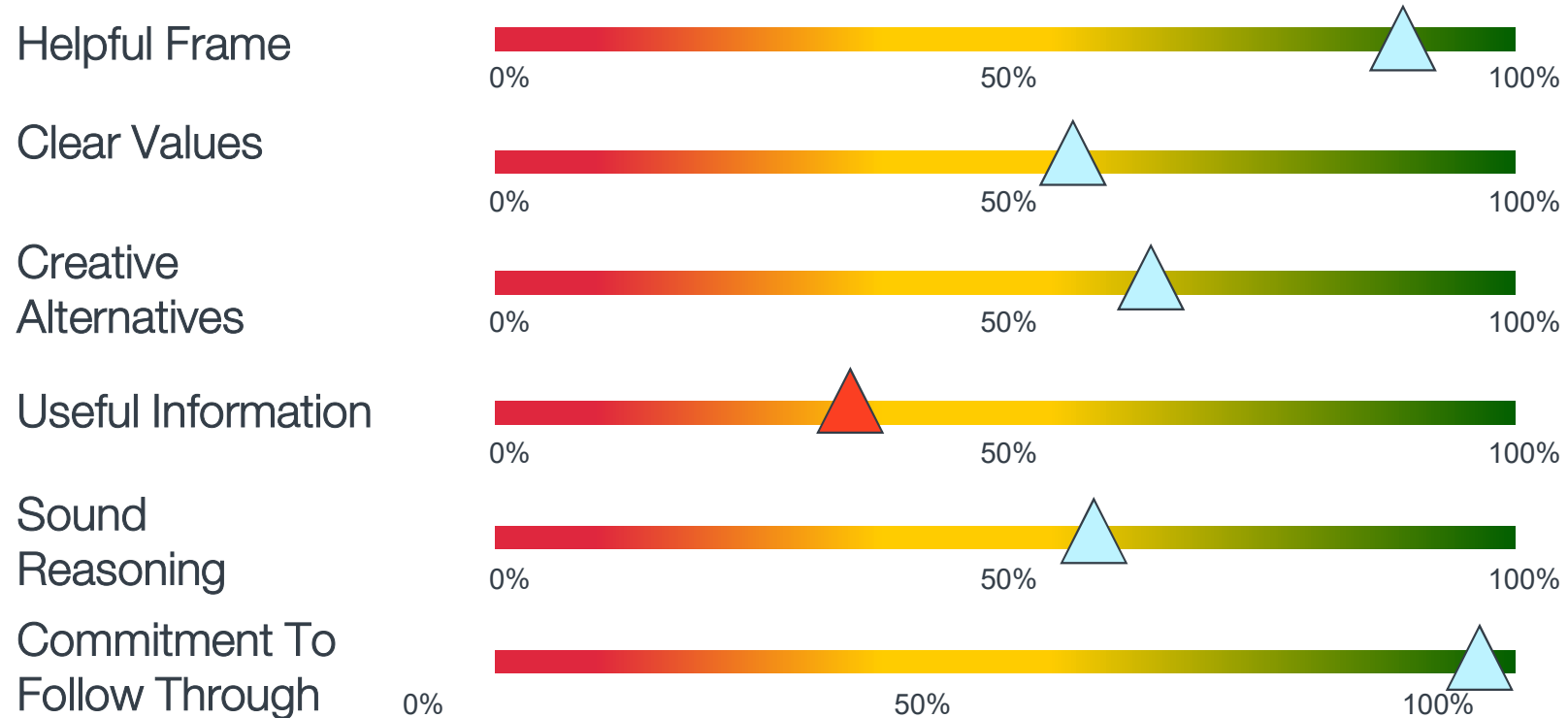
Himalayan Decision Tree Solution

What should we do next? Improve our odds of good outcomes, fill our information gaps, and clarify our values.



What is our current decision quality?

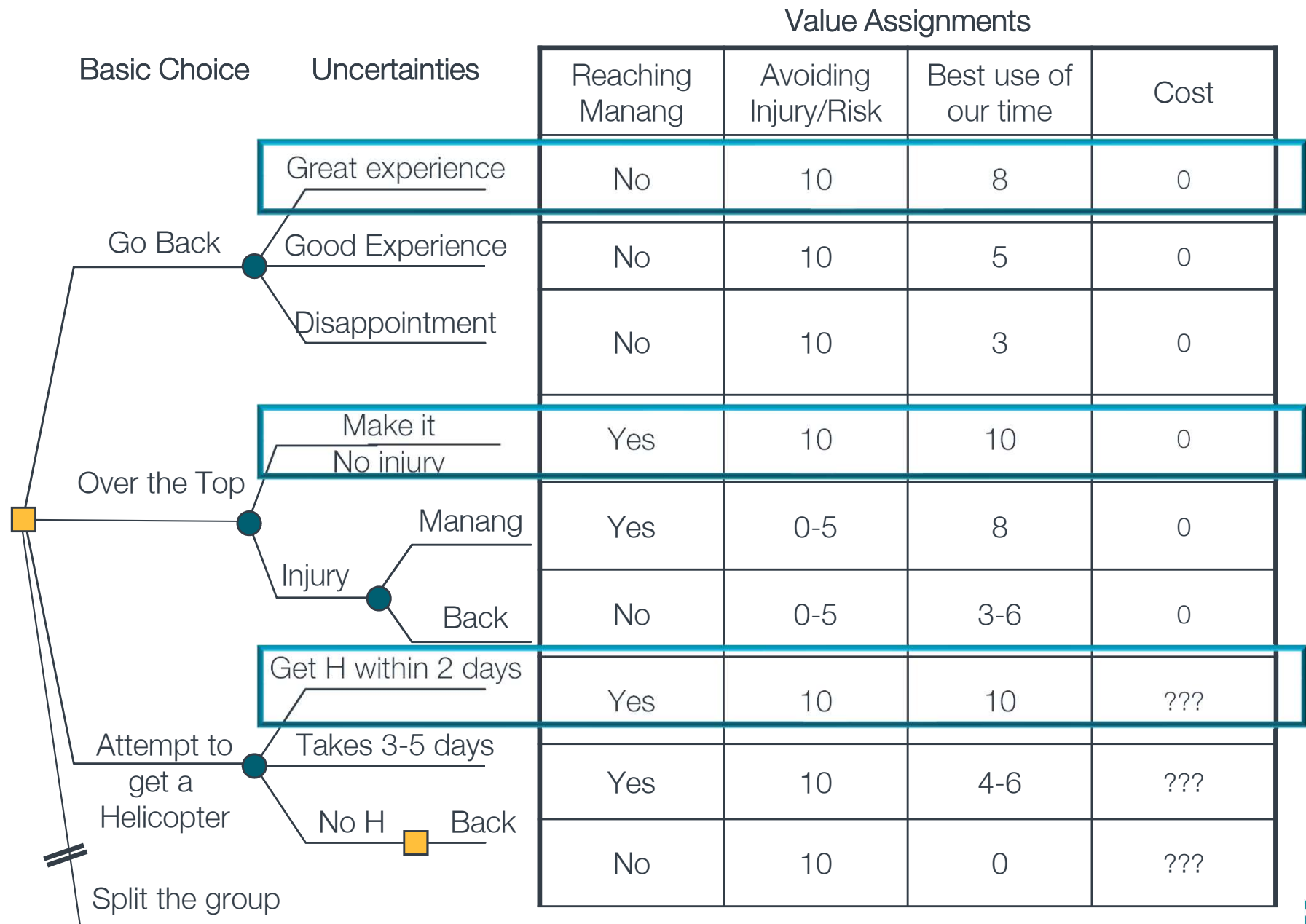
What do we need to do next?



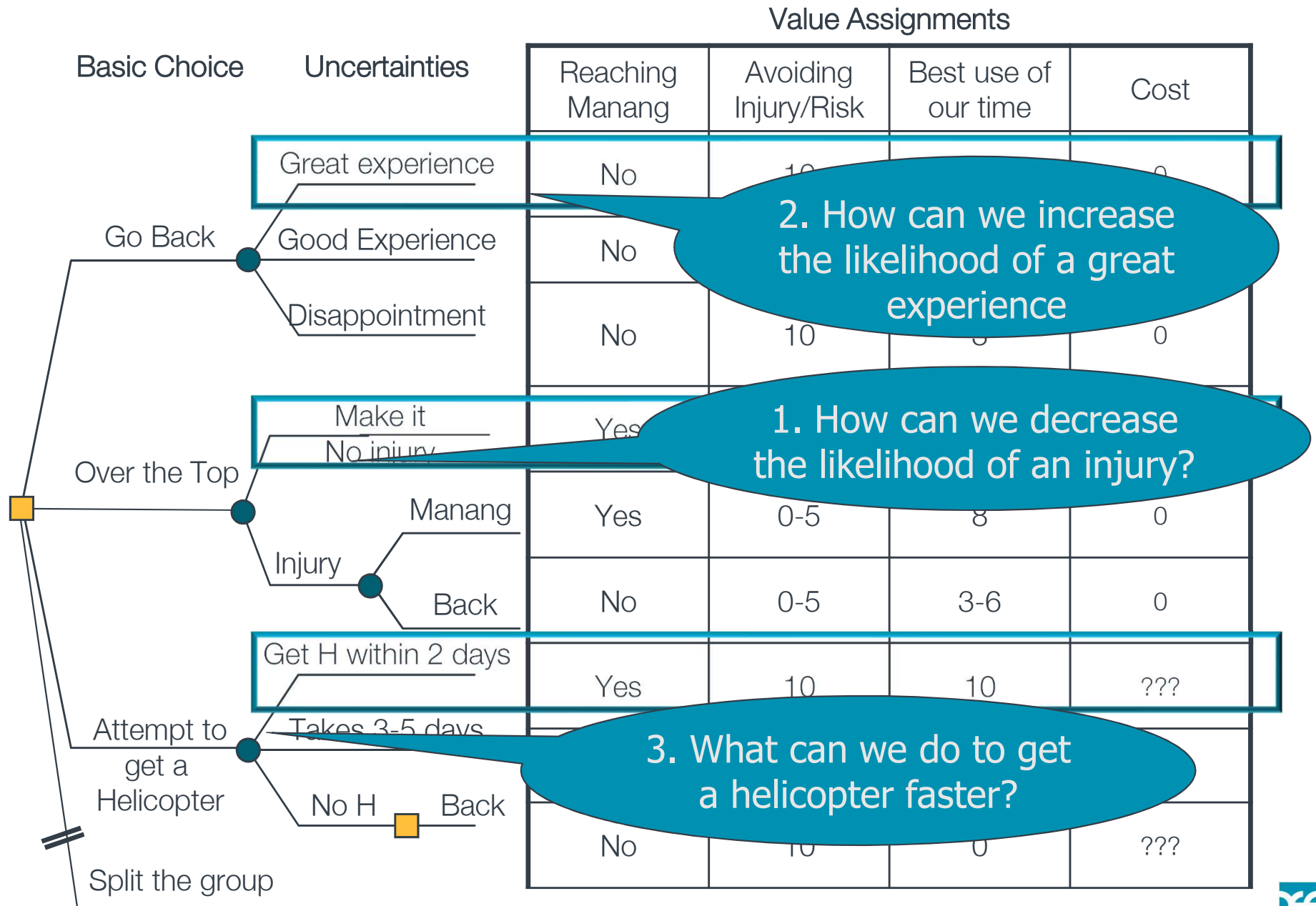
A decision is only as good as its
weakest link. ▲

100% is the point at which
additional effort is not worth it.

What should we do next? Improve our odds of good outcomes, fill our information gaps, and clarify our values.



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