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Article and decision-making -

Abstract :This is a decision situation in which we realize that there is more than one action and we have to choose between alternatives.

Decision-making process: First we make the present situation - why ever need to make a decision. Then when we are faced with making a decision, we define criteria - the goals, the relevant variables from which we benefit, we rely on a lot of knowledge to set the criteria and know what our benefits. To know how much benefit there any alternative, we rely on our memory and perform assessments of how we would benefit if a certain option is selected. Our estimates are different from one according to our own memory.

1. Key words: alternative- decision- responsible- flexibility- accomplishments.

guidance

Difficulties in making a decision:

First. Every choice and giving it a choice between alternatives. Sense of difficulty depends on the price that we can pay following the decision because each alternative has some benefit and at our choice we necessarily give up on alternative and benefits inherent in it.

Two. Uncertainty - not knowing what will yield the alternatives, we're not sure what the consequences and what the future holds.

Decision making - an event sequence of time

We live on a timeline and some point in time a problem arises. Need to choose between alternatives or problem we realize that the way we are going is not good for us then we want to examine other alternatives.

Pre-task :Followed by a decision process, which we consider a variant according to an estimate of the future results that can be taken from any of the alternatives, benefits and price to pay (based on knowledge and information decision makers responsible for manufacturing).There is a difference between the process that occurs over time (a decision between jobs, to learn) and the process takes time (to go on the road circumvented or not).

Task :After this process, we make a decision, implement it and then made the decision results.

Planning :School-based decision-making is a concept based on the fundamental principle that individuals who are affected by the decision, possess expertise regarding the decision, and are responsible for implementing the decision, should be involved in making the decision. This concept often is attached to the broader school-system reform efforts of decentralization and school-based management (SBM), where decision-making authority is shifted from the district to the local school level. Some educators use the terms shared decision-making and school-based management interchangeably; others see shared decision-making as a component of SBM or decentralization. In general, the goal of school-based decision-making is to "empower school staff by providing authority, flexibility, and resources to solve the educational problems particular to their schools" (David, p. 52).

Analysis :For school-based decision-making to work, four key resources need to be present to develop the capacity to create high performance organizations:

- 2. *Knowledge and skills* in new instructional strategies; interpersonal, problem-solving, and decision skills for working together as a team; business knowledge for managing the organization, including budgeting and fiscal planning; and assessment strategies for analyzing, interpreting, and acting on school performance data.**
- 3. *Information* about the performance of the organization, including student performance data, budgets, and demographic-trend data.**
- 4. *Power and authority* to make decisions, especially in the areas of curriculum and instruction, staffing and personnel, and resource allocation and budgeting.**
- 5. *Rewards* for high performance, including intrinsic and extrinsic rewards, such as salary adjustments, professional development opportunities, performance-based pay, group or team-based rewards, and public recognition for their accomplishments.**

What affects the results obtained?

First of all, the decision sets the result I get. But, in most cases transient time between the decision and the point in time where you receive the result of the decision. In this case, my choice not only crucial, but the result is received. For example, people are starting to learn a profession and suddenly regret it or demand decreases.

The second issue: we do not have the results, but results in estimates and assessments on the basis of which we choose (unless it is a decision based on objectively measurable as a given price).

Noted, decision results always made after we received the decision and so we tend to judge the quality of a decision by the result obtained, not by the quality of the process itself., We tend to judge a good decision if we got a good result and worse if we got a good result.

One of the reasons we do not examine things by the process is that we have no tools, knowledge or criteria upon which we can examine the quality of the decision. Models for decision making define what a quality decision process.

Normative models for decision making

We see the important decision that we want to manage the process quality by normative models which are the ideal. Normative models define as a rational decision maker operates by logic and Western feeling.

Premises of normative models are in the process of decision holding all the relevant knowledge required (no more and no less than necessary) and no time limits. It only acts to maximize profits

Conclusion: Even there is great variation among the people, the interests of the people, situations themselves, we nevertheless find common strategies. That is, the situation we actually decision process where selected.

This is the nature of behavioral models - define a situation and are looking for ways in which people work.

Decision - the process of thinking

We study the decision process as one of the mental.

Thinking: the process by which new mental representation formed by the transformation of knowledge.

Thinking engaged in mental representations of certain data items, that is, not physical (I think I want to buy a car for example). Thinking this is actually taking detailed information we have represented in mental, visual and auditory, and match them create something new.

Decision-making process is examined using two measures; quality of the process and quality of decision:

Quality of the process - you can gauge the quality of the process by reviewing the various stages, such as: clarifying the problem, the search for alternatives, sharing all the factors related to the decision and more.

Quality of decision - can assess the quality of a decision by reference to the

consequences resulting from the decision, or a personal level and at the level of the surrounding social rule, for example: effective utilization of resources, profit from investing and more.

Degree of teacher involvement in decision making are under the umbrella of the Partnership's management which focuses on corporate strategy and organize social. Teachers should share in decision-making to give them a sense of co-responsibility - and work freely in order to make decisions and work independently

Our system is efficient and cost effective by S. Mootrt' us to remember every item I've ever seen and by the main characteristics it helps us understand what this knowledge

Power and authority relationships. Frequently, when decision-making authority is delegated, the degree of authority given to the site is often limited and ambiguous. In schools where there is confusion over decision-making authority, issues addressed at the school level tend to focus on secondary-level issues, such as school climate, scheduling, safety, and parent involvement, rather than on primary concerns, such as instructional programs and strategies, student achievement, and school performance. In order to focus on the primary issues affecting school success, decision-making authority in the areas of curriculum, staffing, and budgeting must be real and authentic.

Administrative support and the role of central office

Conclusion

School-based decision-making provides a framework for drawing on the expertise of individuals who are interested in and knowledgeable about matters that affect the successful performance of students. This process depends heavily on the district's leadership to define the parameters of decision-making, to

define overarching goals, and to provide the information and professional development necessary to make effective, long-lasting decisions.

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