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Design and development of DECAID: a CAL decision formulation program

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DESIGN AND DEVELOPMENT OF DECAID:
A CAL DECISION FORMULATION PROGRAM

by

Daniel Joseph Power

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts in Business Administration in the Graduate College of The University of Iowa

December, 1977

Thesis supervisor: Associate Professor Gerald Rose
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CHAPTER I

INTRODUCTION TO DECAID
Most managers must make decisions under conditions of rapid change, complexity and conflict. Although most managers want to make effective decisions, this goal is often thwarted by decision making behavior which is predisposed to concentrate on converging on the "right" decision. No one can deny that making the "right" decision is important, but decision makers must link this goal to a rigorous decision making process if they want to make effective strategic decisions, i.e. ill-defined and unstructured decisions. If managers of organizations in turbulent environments (Lawrence and Lorsch, 1967) want to improve strategic decision making, they must emphasize the divergent parts of the decision making process. They should develop an awareness of the intricacies of the decision making process; and they should attempt to structure explicitly their decision behavior to insure that all appropriate decision criteria are applied in strategic decision situations.

Specifically, managers must be aware of two problems that occur in strategic decision situations, i.e. the error of the third type and premature closure. Managers must also learn a strategy for avoiding or minimizing the occurrence of these errors in their decision making processes.

In an attempt to help managers meet these goals, a computer aided learning (CAL) program, DECAID, was
designed and developed for use in management education. DECAID, a mnemonic for "DECision AID", is used as part of an experiential strategic decision making exercise. It is an organized collection of heuristic models, i.e. procedures for seeking solutions (MacCrimmon and Taylor, 1976), which have been programmed and interrelated using the Instructional Dialogue Facility (Hewlett Packard, 1975) and the Basic programming language (Hewlett Packard, 1975). DECAID is an interactive, conversational structure of decision related questions and instructional materials.

Definitions

Many of the concepts in the preceding discussion are camouflaged in jargon. The categorizations are convenient for expository reasons and they will reoccur in the material which follows. Therefore, this opportunity to define fundamental notions can promote understanding of later discussions.

Effective decision making is a well-worn concept, but specifically it refers to decisions which result in the attainment of the organizational goals relevant to the original decision question.
A decision question is a difficult concept to define. Intuitively it is a statement of the central issue which must be resolved by the decision process. A decision question is a function of the decision maker's conceptualization of his decision situation. The characteristics of a decision question are not clearly specified in the literature. But, the following characteristics are a first attempt at enumerating this concept. A decision question specifies a question word, i.e. Who, When or How, an action word, i.e. increase, motivate or maximize, the decision maker(s), the problem or opportunity in the decision situation and relevant causal relationships. Decision questions are, however, rarely specified by decision makers and this can create ambiguity in the decision process. It also makes it difficult to avoid an error of the third type.

A strategic decision or higher order decision task (Rose, 1974) may be described (with some redundancy) as: 1) nonroutine and unprogrammed (Simon, 1960); 2) ill-structured and unfolding (Reitman, 1964); 3) vital (in terms of payoffs to the decision maker and his organization); 4) only partially controllable by the decision maker; 5) involving multiple technologies (disciples); 6) lacking a clear objective function; 7) unconfirmable (feedback on decision adequacy is often
impossible; or delayed, partial, and unreliable); and 8) embedded in a hierarchy of related decisions.

Mitroff and Featheringham (1974) define the error of the third type as "the error or probability, of having solved the wrong problem, choosing the wrong problem representation, when one should have solved the right problem, chosen the right representation". Because managers often fail to define explicitly their decision questions it is difficult to identify errors of the third type. But, Basil (1970) provides an example which illustrates the third type error. He relates an encounter between the president of a small company and an outside consultant. After some prodding the president defined his decision situation as "the company should obtain a higher percentage of profit on net sales than it was then enjoying". He subsequently made the causal attribution that "the production workers were not performing the way they should". The consultant proceeded to make a thorough investigation of the problem and he concluded that a number of separate circumstances were responsible for the decline in profits: "advertising expenditures had risen rapidly, the price of raw materials had increased without any increase in the price of the finished products, executives' salaries had been increased, and the markup permitted to retailers of the
company's products had been increased several times without any upward adjustment in the retail price. But, the cause of the problem could not be attributed to the production workers. Although the president of the company did not formulate a decision question and make a decision in the context of his original perceptions, it is likely that some managers in analogous situations would have committed an error of the third type. This example demonstrates that an error of the third type can result from inappropriate causal attribution. A third type error can also result from logical inconsistency, failure to reevaluate a decision question when additional information is received and from the limitations of the "world view" of the decision maker (Churchman, 1970).

Premature closure occurs when a decision maker delimits his evaluation and search for relevant decision questions, organizational goals or alternative actions before his decision set includes an appropriate, accurate, satisfactory or "best" element. Examples of premature closure are also often difficult to diagnose because few decision makers explicitly consider and document their alternative decision questions, goals or actions. The problem of premature closure is complicated by the problem of determining the marginal cost and marginal benefit which accrues from additional search and
postponing closure. But, people must at a minimum consider the possibility that premature closure is occurring at various stages in the decision process.

Heuristic models are abstract representations of an actual process or activity. The heuristics in DECAID are based on a set of questions relevant to the decision making process which are related to each other logically and which help a decision maker expand his decision making process investigation in directions it might not have otherwise taken. Each model is based on criteria relevant to an aspect of the decision process.

A computer aided learning (CAL) program presents instructional materials as part of a process or activity. The frames, i.e. text, question, expected responses and feedback, are not constructed-response or multiple choice types, rather the frames request input which the program logic uses to control branching in the process and to control instructional material and process oriented feedback.

Finally, an experiential decision making exercise attempts to actively involve the user in a minimally specified situation. The student assigned the exercise is encouraged to assume a specific role.
Objectives of the DECAID Project

The major objective of the DECAID Project was to design and develop a computer aided learning (CAL) program which would aid people in strategic decision situations. Specifically, the program was designed to help people: 1) recognize the importance of avoiding the third type error (Mitroff and Betz, 1972); and 2) avoid premature closure. Part of the development process included creating associated instructional materials for use with the DECAID program, i.e. a management decision incident, a DECAID Student Manual, a DECAID exercise instruction sheet, and satisfaction and performance measures.

Secondary objectives included verification of the premise that questions could be used as the major component for heuristic models, specification of a detailed higher order decision process model and evaluation of the possibility of using DECAID in management education.

Applications of DECAID

The current version of DECAID and future versions may have an impact on the teaching of strategic decision making. Some categories of strategic decision questions
which might be used with the DECAID program include:
determination of company policy, resource investments,
strategy considerations in marketing, high risk
investment decisions, personnel questions related to key
officers and matters of capital financing.

Specific decision questions which may be appropriate
for use with DECAID include the following questions cited
by Lawrence and Lorsh (1967): "What type of organization
will we use to coordinate our sales effort? How much
control and direction should we give our research
scientists? Can improvements in our organization help us
develop more new products? What can we do to achieve
better coordination between sales and plant personnel on
delivery schedules? Will changes in our financial reward
or control systems improve the effectiveness of our
managers?

In general, the following criteria (c.f. Horton,
1972) should guide the selection of situations where
DECAID might be useful: 1) if the costs, benefits,
consequences of penalties associated with the outcome of
the decision are significantly large according to
organization standards; or 2) if management is
dissatisfied with the quality of strategic decision
making and it is determined that the people in the
organization should be trained in the "techniques" of problem solving and decision making.
CHAPTER II

CONCEPTUAL FOUNDATIONS OF DECAID
Three concepts serve as a foundation for the design and development of DECAID, i.e. the decision making process, the errors that occur in strategic decision processes and programmed instruction. The following discussion elaborates each of these concepts and it relates them to the design of DECAID. Understanding the conceptual foundations of DECAID may clarify the objectives of the program, the advantages of a computer aided learning methodology for meeting these objectives, and the potential uses of DECAID in management education.

**Decision Making Process**

The first concept which must be defined is the phrase "decision making process". Two major conceptualizations of the "decision making process" are currently discussed in the literature (Mintzberg, Raisinghani, and Theoret, 1976; Harrison, 1975; Murdick and Ross, 1975; Easton, 1973; and Richins, 1963). One point of view, the Kepner-Tregoe (Kepner and Tregoe, 1951) or exclusive position, considers the decision making process limited or restricted to the actual choice among alternative actions. Problem-solving becomes the major managerial activity in this conceptualization. Decision making is considered amenable to incorporation
in Management Information Systems, but problem-solving is an activity reserved for the manager alone (Murdick and Ross, 1975).

The competing view, the Simon (Simon, 1945; Simon, 1960) or inclusive position, includes problem-solving and activities such as generating and evaluating alternatives in the decision making process. One example is Simon's (1960) three phase model of the decision making process: 1) intelligence, 2) design, and 3) choice. Newell and Simon's (1972) research suggest that such inclusive models of decision making processes for strategic decision tasks may be subject to analysis and subsequent programming. The Simon or inclusive view of the decision making process is a foundation for the design of DECAID. In summary the DECAID decision making process is viewed as "a set of actions and dynamic factors that begins with the identification of a stimulus for action and ends with a specific commitment to action" (Mintzberg, Raisinghani, and Theoret, 1976).

Errors in the Decision Making Process

Managers are not infallible decision makers. Rose (1974) has discussed various limitations of people as components in man-machine systems. People will commit
errors in the decision making process, the question is can we train people to avoid the most important errors or minimize the probability that they will occur in strategic decision situations. The two errors which are frequently overlooked by decision makers in these decision situations, i.e. the error of the third type and premature closure were defined in chapter 1. The following discussion will elaborate the importance of these errors in strategic decision situations and it will investigate methodologies for reducing the frequency of these errors.

Errors of the Third Type

In a recent article Mitroff and Featheringham (1974) conclude: "... one of the most important errors associated with problem solving, (is) the error of the third kind." The importance of the third type error is further emphasized by Peter Drucker (Horton, 1972), who states that "there are few things as useless - if not dangerous - as the right answer to the wrong question." Despite these expressions of concern, the need to avoid or minimize the occurrence of errors of the third type is not often discussed in practitioner or scholarly journals. Moreover, a review of the relevant literature
suggests that despite the efforts of some decision theorists, management scientists, organizational behavior specialists and management consultants little has been done to train managers to avoid this problem (c.f. Mitroff and Emhoff, 1977).

Accurate formulation of decision questions is, it may be judged, a necessary precondition for effective decision making. And as Mitroff and Betz (1972) claim the goal of minimizing the occurrence of efforts of the third type is of "fundamental importance in Management Science". This view is justified because regardless of the intensity or sophistication of the analysis used to select one alternative from many possible courses of action, if a decision situation is defined inappropriately, chance determines if the actions of the decision maker will meet the requirements of the actual decision situation.

Mitroff and Featheringham (1974) suggest a procedure by which a decision maker might ascertain whether he has appropriately formulated his problem. They use Ackoff's (1958) distinctions between informative, instructive and motivating messages to develop a criterion which can be used to compare the effectiveness of different methods of inquiry in problem definition. Ackoff's schema is basically teleological; and it allows a decision
theoretic treatment of problem solving. In the context of Ackoff's schema, informative messages cause changes in the receivers probability estimates; instructive messages cause changes in the receivers estimated effects of actions; and motivational messages cause changes in the relative values that a receiver places on the possible outcomes of his choice situation (Mitroff and Featheringham, 1974). But, the Mitroff and Featheringham (1974) approach is complex and not immediately appealing for managers or students and thus fails to motivate greater concern with avoiding errors of the third type.

Mitroff and Featheringham (1974) also discuss, in some detail, the concept of using a Dialectical Inquiring System (IS) as a mechanism for avoiding the error of the third type. They suggest that this error would be minimized if "for any problem, a Hegelian or Dialectical Inquiring System is designed to present the most intensive debate on the problem". Although a Hegelian Inquiring System might work, it would be necessary to modify or develop such a system for each specific decision situation. This process of developing an intensive debate on a problem would require considerable expertise and a sophisticated methodology, and it may therefore be prohibitively costly for all but the most important decisions. DECAID is an alternative mechanism
and instructional methodology for helping people avoid the third type error. It incorporates some characteristics of a Hegelian Inquiring System and a Twenty Questions process (Flesch, 1963) in an attempt to help users minimize the probability of committing the error of the third type. DECAID also presents informational material on what the error of the third type is and on how important it is that it be avoided. Finally, DECAID helps a user evaluate the rhetorical qualities of a decision question in an attempt to stress the importance of an appropriate decision question.

Premature Closure

Evidence (Simon and Newell, 1970) suggests that many people tend to commit errors of premature closure, i.e. prematurely restricting their set of possibilities. Premature closure may occur before a best alternative has been discovered, before the correct problem has been defined, and before alternative decision procedures have been evaluated. Because his problem may occur almost at the onset of deliberations it reinforces previous concern about the error of the third type. The nature of the problem further suggests that premature closure must be of concern throughout the decision making process.
Premature closure seems to occur because individuals tend to rely exclusively on their immediate data environment (information structure) in constructing a problem space (Newell and Simon, 1972). The problem space is the way a decision maker conceptualizes a task. This conceptualization of the problem space is important because it restricts the processes that can be used in problem solving or decision making. And it is reasonable that premature closure on a problem space can result in suboptimal or low quality decisions. Further difficulties associated with relying on the immediate data environment are discussed in the information processing literature (e.g. Schroder, Driver and Steufert, 1967). One concludes that unless the data environment is sufficiently rich (diverse) and/or ambiguous, decision makers may not be stimulated to complex or complete analyses. Also, the severity of this problem appears to increase when judgements are made in a social context. In such a setting, additional interpersonal factors reinforce a tendency toward premature closure (Janis, 1973).

DECAID helps a user structure the data environment and influences the conceptualization of the problem space. The questions in DECAID attempt: 1) to enable the decision maker to look beyond his immediate data
environment, i.e. enrich it or increase ambiguity; and 2) to encourage him to consider the influence of social context on his decision process.

Programmed Instruction and DECAID

Management education in the area of decision making behavior has relied on lecture, cases studies and games or simulations. Rarely do any of these methodologies confront the complexity of the decision making process or the importance of the divergent parts of the decision making process, i.e. question definition or alternative generation. Cases and simulations emphasize getting the "right" answer or maximizing or minimizing a quantifiable objective function. The emphasis on outcomes is tenable in decision situations where the problem is well structured and the process for making a decision is programmed and algorithmic. But, students don't necessarily develop the generalizations and behaviors necessary for strategic decision situations from these methods. Lectures have the potential for presenting these issues, but few instructors can find the time to research these issues and develop instructional materials. Also, instructors in most undergraduate management courses have limited opportunities to add an
extensive treatment of these issues to their already overburdened lecture schedule.

DECAID is an alternative methodology for covering issues associated with the decision making process. Instructors can determine when and how the program will be used in a course. It can be used outside of the classroom and it can be used with a variety of decision situations. In lectures the instructor can discuss the heuristic models in DECAID, the conceptual issues and/or the results of the DECAID assisted analysis. Also, instructors can modify the DECAID programs by adding models or text materials to tailor it to student interests or his personal orientation to the issues. Finally, DECAID can help an instructor overcome a problem many students have with topics in management and organizational behavior, i.e. insufficient experience and responsibilities in organizations which can be used as a base for applying concepts. The experiential nature of a DECAID exercise can help students recognize the complexity and importance of the decision making process. Also, experience with the decision process coupled with the instructional materials in DECAID can help students group and apply concepts learned in lectures and in textbooks and readings relevant to decision situations. As noted DECAID is an alternative methodology, it is a
computer aided learning (CAL) program; and it is appropriately categorized as a programmed instruction methodology.

Programmed instruction has often been narrowly defined by educators and laymen in terms of the Skinner-Holland, constructed-response program, and the Crowder, multiple-choice program, methodologies. DECAID does not fit in either of those niches, yet it is a programmed instructional methodology. It is appropriate at this point to document how DECAID conforms to some of the learning principals associated with programmed instruction. Seven principals (Fry, 1963) are often associated with programmed instruction: 1) frames or small conceptual units; 2) responses required; 3) immediate feedback; 4) frames are sequenced; 5) programs are goal-directed; 6) revisions in programs based on user responses; and 7) student controls rate of learning. DECAID utilizes all of these learning principals as a central framework for its design.

The DECAID decision making process is broken up into small units or frames. Each frame includes optional text materials, a question relevant to the decision process or program functioning, answer groups, responses for expected and unexpected answers, a failure message and hints about
the intent of the question when they are needed. Chapter 4 discusses these characteristics in more detail.

In DECAID every frame requires some type of response from a DECAID user. The required responses may be a yes or no, a short answer or sentence, or various other types which are discussed in Chapter 4.

DECAID users receive immediate reinforcement. The reinforcement in DECAID may be short sentences and phases or it may be progression to another frame. When verbal reinforcement is provided it is contingent upon the users response, but the notion of "correctness" of response is not relevant in DECAID.

As noted in chapter 1, the questions in DECAID are arranged in sequences and they are grouped together as heuristic models. The relationships between frames is determined by an evaluation of the criteria contained in the heuristic models.

Almost by definition heuristic models are goal directed and one can conceptualize a hierarchy of goals for each model. The goals of the models are not explicitly stated at the present time and that is a weakness of the present version of DECAID.

Revisions in DECAID programs are based on user responses. But, because "correctness" of response is only a marginally relevant criteria, revisions are based
upon whether the response was anticipated by the program. Revisions in models may also result from problems users encounter.

Finally, a DECAID user is able to control his rate of learning. Few time constraints are imposed on the user by the program and it is possible for the user to return to the point at which he stopped using the program in some DECAID programs.
CHAPTER III

DEVELOPMENT OF DECAID
Design and development of DECAID has been a complex and difficult process. It began more than two years ago as a project for a Human Information Processing and Decision Making Behavior course. Initially, the objectives of the project were very limited. The extensive design and development activities which have since occurred were not planned at that time. This discussion concerns the initial conceptualization of DECAID, ideas and problems which have effected the development of DECAID, decisions that were made regarding the content and structure of the program, the programming effort, and the evaluation process.

Course work in Marketing Management and Information Systems, also, influenced the decision to begin the DECAID project. First, the instructor in the Marketing Management course required students to write a number of management reports associated with various marketing cases. This task was difficult, because there were no detailed guidelines about what should be included in a management report. Various books on writing case reports, provided little guidance about how to "write-up" a management report. The case approach was also time consuming and very frustrating. In Information Systems, Davis' (1974) book was the principal text. One of his chapters deals with people's problems as decision
makers. This material was interesting and these ideas emphasized that decision makers place most of their emphasis on the "right" answer rather than on the decision making process. Also the substantive material in Davis (1974) supported a personal belief that computers had a vast potential to help people make decisions.

Against this background, the suggestion that students could work on an optional project as partial fulfillment of the requirements for the Human Information Processing and Decision Making course, was the stimulus which lead to the DECAID project. The course instructor, Gerald Rose, wanted to approve project topics and after an extensive exploratory discussion, he approved a project to program materials which might help people make nonprogrammable (Simon, 1960) decisions. At that meeting many of the ideas which have had the most influence on DECAID including Churchman's (1971) ideas about inquiring systems, Mitroff's (1974) ideas on errors of the third kind, and Janis's (1973) work on premature closure were discussed. Also, during that conference Rose discussed his efforts to develop computer assisted instruction materials in these topic areas.
During the Summer of 1975, Rose began developing instructional materials associated with the decision making process using the Instructional Dialogue Facility (IDF) on the Hewlett-Packard 2000/F Computer System. And in the fall of 1975 IDF appeared to be an ideal vehicle for developing the DECAID programs. The advantages of programming with IDAF (Hewlett Packard, 1975) include the following: 1) no programming knowledge is required; 2) BASIC programs can be incorporated in the author's course; 3) editing capabilities of several different kinds are provided so that lessons can be revised continually and improved by the author; 4) searches of two different types may be specified by the author for answer processing: for a specific word and for words in context (delimited); 5) alphabetic characters or numerical answers are acceptable student responses; 6) student performance statistics and responses can be saved for later analysis; 7) students leaving the computer terminal in the middle of a lesson can restart the lesson the next day at the point at which they left off; 8) students may request hints if the author has provided them.

That first discussion didn't resolve many issues, but it resulted in a commitment to explore ways in which the computer could help people improve their decision
making processes. Reading the Instructional Dialogue Facility Author's manual (Hewlett Packard, 1975) and the instructional materials which Rose had developed and attending lectures on instructional design presented by staff members from the Computer Assisted Instruction (CAI) Lab at the University of Iowa resulted in a conceptualization of how a computer could help people in decision making. The DECAID idea was that questions could be used to build models of the decision making processes. These questions could then be programmed using an interactive programming language to aid people in making decisions.

First Version of DECAID

After attending the workshop conducted by staff members from the CAI Lab, Harrison's (1975) and Simon's (1960) ideas influenced the initial design efforts. The first program was designed: 1) to help people categorize their decision situation, as programmable or non-programmable; and 2) to help people avoid the error of the third type. In that first version (see Appendix 13), the key word "search feature" of IDF was intriguing and an attempt was also made to develop a decision question evaluator, where the student would enter a
decision question and then based on a search through a large number of key words, he received recommendations about his decision question. But, the question evaluator was much more difficult to program than anticipated and this idea was has not been used in recent versions of DECAID. After considerable research and thought a flow-chart was drawn and the original DECAID was programmed. During that initial programming effort two problems were encountered. It was difficult to change the content of the model and its branching structure, because the editing features of IDAF were complex and time consuming when used. At that time the cause of the problem was attributed to a lack of planning, a failure to have more detailed flow-charts and a vague conceptualization of DECAID.

The first model contained four questions in a branching structure intended to help a person determine if their decision question was not programmable. It also contained key word search questions and it contained information material on a dichotomy in decision situations between problems and opportunities. A question asked users to make that distinction. This program demonstrated that it was possible to build an interactive model as a computer program. Also, that first program lead to the conclusion that the computer
could serve as a memory aid; it could store many models and it could help people to retrieve them, and apply them in decision situations.

Second Version of DECAID

Much thought and further research about the decision making process suggested that the DECAID model should encompass the entire decision making process and that it should also help people avoid errors of the third type and avoid premature closure. It was not certain that one could help people avoid errors of the third kind and premature closure. But some progress has occurred in these areas, although the current IDF version of DECAID does not use all of the knowledge available about mitigating these problems, i.e. Ackoff's (1958) concepts of informative, instructive and motivating messages.

The new version of DECAID was designed largely from scratch; the original program was divided into three pieces. Also, a broader model of the decision making process (Harrison, 1975; Easton, 1973) served as the conceptual starting point. In this version the first model designed and programmed was a module intended to give students information about DECAID. It had an
entrance routine which contained questions which controlled branching to other programs and an exit routine which provided a structured end to DECAID. This original control system was not sophisticated, but it served immediate needs. The next section programmed was called QUEST, the question definition phase. This program emphasized the third type error. The initial design and programming efforts in QUEST concerned the logical and rhetorical characteristics of a decision question (Martin and Ohmann, 1964). It seemed plausible that if people were concerned about the structure of their decision question, beneficial effects in terms of avoiding the third type error would occur. This concern with the logic and rhetoric of the decision question was coupled with instructional materials about the third type error.

After developing QUEST, the first phase in the decision process, design and programming efforts centered on a goal definition model, GOALS, which had users state what goals were relevant to their decision situation. A model called ALTGEN was then developed which was intended to help people define and create alternative courses of action. A model called ALTEVA, the alternative evaluation phase was not completely programmed in this version CHOICE, a pro and con
comparison of alternatives and AUDIT, a decision audit were planned. By the end of January, 1976, most of the control system and QUEST had been programmed. Research and design activities proceeded on the rest of the program, but it wasn't until early in June, 1976 that the program was functioning in its entirety.

During the programming of QUEST it became obvious that IDF was not flexible enough to store a decision question in the memory of the computer. Programming with IDF became increasingly a frustrating experience. During the Spring Semester of 1976 course work in Management Systems and Topics in Management Information Systems began to influence the design of DECAID. During that period much attention was also directed toward instructional design and educational objectives for DECAID. After learning the BASIC programming language (Hewlett Packard, 1975) and after the author began a job in the computer lab in the College of Business (at the University of Iowa), programming of DECAID moved at a faster pace and BASIC components proliferated.

In the summer of 1976, much time and effort was expended on DECAID. Also, early that summer the first thesis committee meeting occurred. It was agreed that besides developing the DECAID program, it was necessary to evaluate it, determine if it helped people learn
about the decision making process, and determine if it had helped them avoid errors of the third type and premature closure. A commitment was also made at that time to undertake three developmental testing projects and to engage in additional design and development work based on the results of those testing projects.

In June of 1976 instructional materials including a management case, a student manual, a performance measure and an attitude questionnaire were developed for the developmental testing project. Later that summer the first developmental testing cycle was conducted using student volunteers. Students came to the computer lab and the author attempted to help them with problems they encountered while using DECAID. Notes were made about problems students had with the program and they were encouraged to make suggestions about the programs. The method and results from this cycle is discussed in more detail in the Testing DECAID chapter.

Although it was not possible to collect hard copy protocols, some information was collected using the response files and the statistical files of IDF. At the end of July and in early August, the results of the developmental testing were reviewed for possible changes in DECAID. Some analysis of the attitude data was conducted. But, the response files maintained by IDF
did not collect as much information as anticipated because the files were not large enough to collect all student responses. The information which IDF did collect was analyzed. The response file data was somewhat useful, but the statistical data collected was not helpful for modifying DECAID. IDF maintained for each frame or section the number of attempts and the time required by each student to get the "correct" answer for the frame. Because the notion of a "correct" answer has no meaning in the context of DECAID and because most student required but one attempt to make a recognizable response, the mean latency (average amount of time taken by a student to make a correct response) and the percentage of eventual successes summary statistics provide little meaningful information.

Third Version of DECAID

During the last week of August, 1976, some of the problems discovered in DECAID were corrected, i.e. the branching structure, links to the exit routine, wording of questions, and its abruptness in branching and feedback. But, no major changes were made in the structure the program. Teaching an introductory management course, in the fall of 1976, created some doubts about
the adequacy of the structure and content of DECAID. But, time pressure forced the DECAID project to the "back burner". During that semester extensive reading about motivation, operant theory and learning theory were also affecting the conceptualization of DECAID.

At some point, it became obvious that DECAID was not as adequate conceptually as was perceived at the end of the summer. The prescriptive model included in DECAID was a plausible approach for making strategic decisions, but it did not contain alternative strategies for use in each phase, i.e. pro-con comparison, weighted choice model, and cost effectiveness choice model. Also, it contained some models which had minimal branching structure. And the DECAID programs did not utilize all of the material collected in BASIC program components to make conditional branches between questions and between models. Although changes were made in the program, it was again not possible to alter the basic DECAID structure. The control system was changed in an attempt to help users find the causes of a problem, also a question was included to identify the importance of a decision situation. The information evaluation materials were modified and a BASIC routine was added which displayed the decision question at various points in later phases of the decision process.
In late October, the exercise instruction sheet was modified and the second developmental testing cycle began. DECAID was an optional exercise, but in one course section management students wrote a management report based on the White Implement case (see Appendix 7). Use of DECAID was optional because teaching assistants could not require students to participate in experiments. Many students volunteered to use the program, but only 12 actually returned paper protocols with their management report, and completed the attitude questionnaire. No objective performance measure was used in the fall testing because the one used in the summer testing was not providing enough information about how well the educational objectives of the program were being met. No time was available to develop a new criteria based measure, therefore the management report served as a performance measure.

IDF statistics and response files were not maintained, rather students returned protocols which contained extensive information about their behavior while using DECAID. Use of DECAID was not monitored in the fall, rather students decided when they wanted to use it and they then went to the computer lab. This method, it was thought, would provide a better view of how well the program was working. Also it would help to
evaluate the robustness (Keen, 1975) of the input controls. After the testing was completed in 1976 the protocols were analyzed for problems and notes based on verbal feedback from student users was also analyzed. Frequent personal use of the programs also helped identify possible changes in the DECAID programs. The management reports did not indicate major differences between students who used the DECAID program and those that did not. But, using DECAID influenced the way some students structured their reports, i.e. they used DECAID headings and questions in their reports.

**Fourth Version of DECAID**

In early 1977, additional changes were planned; in general these changes made DECAID more complex. Bill Valiere became interested in the DECAID project in late February and he began to program a model developed by Vroom and Yetton (1973) for inclusion in DECAID. That model was included in version four of DECAID. In addition changes were made in the control system and the alternative evaluation sections of DECAID. During this period behavioral objectives were developed for DECAID (see Appendix 9) and a performance measure (see Appendix 4) based on those behavioral objectives was developed.
Developmental testing that Spring used a quasi-experimental design (Campbell and Stanley, 1963), but again the type of design was limited because only volunteers could be used in the study. Therefore, subjects were not assigned randomly to the control and treatment group. For more information on the methodology and results of this developmental testing cycle see the chapter Testing DECAID.

At the end of the spring semester 1977 the attitude and performance data for the three developmental testing periods was analyzed. During the summer of 1977 the final draft of a paper on DECAID for the 9th Annual American Institute for Decision Sciences meeting (Power and Rose, 1977) was completed. Also, preparation of this thesis began during the summer. Some work began in the fall of 1977 to restructure DECAID based on the results of developmental testing; also, programming began for version five of DECAID. It is being programmed in BASIC (Hewlett Packard, 1975). No IDF components are being used in this version.
CHAPTER IV

PRESENT DESIGN OF DECAID
Two years ago, DECAID was little more than an idea and a challenge. Practicality is the criteria which has governed the design process because resource constraints, i.e. limited time, money and assorted resources, dictated that a comprehensive approach to systems design (Lucas, 1976) was not possible. Although the DECAID project might have reached its current stage of development much sooner with abundant resources, the spontaneity, practicality and innovation that characterized its design might have been lost.

Conceptualization of DECAID

DECAID relies on a prescriptive abstraction of the decision making process, i.e. a specification of how a decision should be made, similar to one developed by Harrison (1975). But, the DECAID conceptualization contains three additional phases, i.e. question definition, information evaluation and decision audit (see Figure 1). The question definition phase is especially important to the decision making process because both errors discussed previously, the error of the third type and premature closure on a decision question, must be avoided or minimized in this phase. Premature closure can also occur in the context of evaluating information needs, therefore the quantity and
*UNCER and GAME are proposed computer assisted instruction programs.

Figure 1. The conceptualization of the DECAID decision making process and instructional system.
quality of available information and the implications of that information should be evaluated explicitly in strategic decision situations. Finally, a reflective review or audit of the previously executed decision process prior to implementation of the decision may improve the quality of the decision and it may aid in implementation.

**Program Characteristics**

DECAID contains programmed heuristic models linked together in a prescriptive branching structure (see Figure 1 and Appendix 14). Although the word heuristic is used in several ways in the literature (Shull, Delbecq and Cummings, 1970), in the context of the DECAID programs heuristic means an ordered set of questions which stimulate investigation, i.e. it is a method which leads a person to investigate questions which might not have been considered.

Questions are the building blocks of the heuristic models in DECAID. The Instructional Dialogue Facility (Hewlett Packard, 1975) programs and the BASIC programs also contain text, answer groups, replies to answers, failure and unexpected answer messages and hints (see Table 1). But, questions are used to replicate a
Table 1

Summary of Instructional Dialogue
Components used in DECAID

<table>
<thead>
<tr>
<th>Element</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>Noninterrogative information (instructional material) displayed to the user before a question is asked.</td>
</tr>
<tr>
<td>Question</td>
<td>A request for a response.</td>
</tr>
<tr>
<td>Correct-Answer Group</td>
<td>A collection of one or more answers the author considers correct (appropriate).</td>
</tr>
<tr>
<td>Wrong-Answer Group</td>
<td>A collection of one or more answers which the author regards as incorrect but which he suspects that a user may well try.</td>
</tr>
<tr>
<td>Reply to Correct (or Wrong)</td>
<td>The message the author wishes to have displayed to any user whose answer falls in a correct or wrong answer group.</td>
</tr>
<tr>
<td>Answer Group</td>
<td>The message the author wishes to have displayed to any user whose answer was not anticipated.</td>
</tr>
<tr>
<td>Failure Message</td>
<td>The message the author wishes to have displayed to a user who has exhausted his permitted trials.</td>
</tr>
<tr>
<td>Hint</td>
<td>A hint to be given to users who request it.</td>
</tr>
</tbody>
</table>
decision making process. As you may recall, the DECAID idea is that the organizational decision making process can be modeled as a structured set of questions which a decision maker should consider either explicitly or implicitly. The question asked of a person is very important and much consideration has been given to the question technique (Flesch, 1963). DECAID has two categories of questions, substantive and procedural. Substantive questions refer to the decision situation; procedural questions refer to the requirements of the DECAID program, i.e. requests to input alternatives, requests for branching instructions and requests about how the program is functioning.

DECAID contains questions which require various responses (see Table 2). In the present version the predominant question type is of the yes/no variety. Although it appears that more questions are required when this type is used rather than some of the other types, i.e. word or phase response, it makes programming and conditional branching easier. The open-ended question (word or phrase response) is also frequently used in DECAID, but conditional branching is difficult when this question type is used. Much of DECAID has a conditional branching structure, but some models use a predominantly unconditional branching structure. In the
Table 2
A Question and Response Matrix
(Intraprogram branching)

<table>
<thead>
<tr>
<th>Response Types</th>
<th>Question Types</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Q</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>Yes/No</td>
<td>C</td>
<td>C</td>
<td>#</td>
</tr>
<tr>
<td>Word or phrase</td>
<td>U or C</td>
<td>U or C</td>
<td>U or C</td>
</tr>
<tr>
<td>Probability</td>
<td>C</td>
<td>#</td>
<td>C</td>
</tr>
<tr>
<td>Scale value</td>
<td>C</td>
<td>#</td>
<td>C</td>
</tr>
<tr>
<td>Number or Amount</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
</tbody>
</table>

Question Types
Q - a substantive or procedural question
I - an incomplete or unfinished question or phrase
D - a stored response from a previous question is displayed as part of a question

Branching Patterns
U - an unconditional or response independent branch
C - a conditional or response dependent branch
# - this category in the matrix does not occur in DECAID
future conditional branching should be designed and programmed for these models.

Present Content and Structure of DECAID

At present DECAID attempts to help people define their decision questions, list appropriate objectives, discover creative alternatives, and list arguments for and against the two "best" alternative courses of action. DECAID also helps a person audit his decision process. DECAID currently has eight phases in its decision process: QUEST, VRMYET, INFO, GOALS, ALTGEN, ALTEVA, CHOICE, and AUDIT (see Figure 2 and Table 3). In addition the DECAID program serves as a control system. The eight DECAID phases are currently sequenced to follow a prescribed decision process (see Figure 1). Four phases, QUEST, GOALS, ALTGEN and AUDIT, require creative-divergent efforts from users. The other four phases, VRMYET, ALTEVA, CHOICE, and INFO, require convergent efforts (see Table 3). These convergent components have received most of the emphasis in the decision making literature. The divergent components are the main focus of DECAID and its main contribution. The DECAID phases and models are based on the work of
Figure 2. The relationships between the nine major programs in DECAID.
Table 3

Divergent and Convergent Phases in the DECAID System

<table>
<thead>
<tr>
<th>DECAID Identifier</th>
<th>Expanded Identifier</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUEST</td>
<td>Question Definition Phase</td>
<td>D</td>
</tr>
<tr>
<td>VRMYET</td>
<td>Decision Process Evaluation Phase</td>
<td>C</td>
</tr>
<tr>
<td>INFO</td>
<td>Information Evaluation Phase</td>
<td>C</td>
</tr>
<tr>
<td>GOALS</td>
<td>Goal Evaluation Phase</td>
<td>D</td>
</tr>
<tr>
<td>ALTGEN</td>
<td>Alternative Generation Phase</td>
<td>D</td>
</tr>
<tr>
<td>ALTEVA</td>
<td>Alternative Evaluation Phase</td>
<td>C</td>
</tr>
<tr>
<td>CHOICE</td>
<td>Choice Process Phase</td>
<td>C</td>
</tr>
<tr>
<td>AUDIT</td>
<td>Audit Phase</td>
<td>D</td>
</tr>
</tbody>
</table>

D - divergent phases
C - convergent phases
Divergent Phases

The question definition phase, QUEST, is designed to help people: 1) minimize the probability of defining an inappropriate decision question (e.g., committing an error of the third kind); 2) view their decision situation creatively; and 3) define a simple, direct and unambiguous decision question. The text sections state the objectives of this divergent phase and explain the importance of avoiding an error of the third kind. The first sequence asks the student to identify and characterize his decision situation. A sequence of open-ended thought provoking questions in a subroutine, IDEAS, can then be used to stimulate different perspectives on the decision situation (e.g., The question put in another way could be likened to ...). After completing IDEAS, the student stores his decision question in DECAID's memory. This stored decision question is then redisplayed during the logical and structural analysis section of QUEST. When a student's response indicates that he can improve or restate his decision question, DECAID asks the student to enter his
new decision question. The question definition phase ends when the student's responses to the analysis questions indicate that he has defined a "best" decision question. This final decision question is redisplayed by DECAID at appropriate points in remaining phases.

GOALS, objectives and ideals are recognized in DECAID as essential to the decision making process. GOALS, the goal evaluation phase, assumes that goals and objectives have been defined by the organization. GOALS then helps the student rank, clarify and evaluate their goals in terms of the decision question specified in QUEST. This sequence also explains the importance of stating goals and objectives. The student then enters appropriate goals. These goals are displayed as the student answers the goal analysis questions. These questions ask about goal priorities, about the ability to quantify the goal and about the relationships among relevant goals.

Generating alternative courses of action is also fundamental in decision making. ALTGEN, the alternative generation phase, does this in DECAID. First, it uses text sections to emphasize the importance of identifying alternatives. Then, it attempts to avoid premature closure by stimulating futuristic ("What if ...?") and lateral ("Why not try ...?") thinking about
alternatives. DECAID also uses Hegelian type questions (Churchman, 1971) to ask "What if you did just the opposite?" or "What if you did nothing at all?"

In a normative decision process two additional divergent phases would follow ALTGEN. These phases, STATE and OUTCOM, are not programmed. The alternative evaluation phase, ALTEVA, partially compensates for this by mentioning the importance of 1) estimating the states of nature and/or action of others and 2) estimating the consequences of the decision maker's actions and the actions of others under each state of nature.

AUDIT helps the user evaluate the quality of his decision process. This divergent phase attempts to help a user review the important criteria associated with an effective decision making process.

Convergent Phases

VRMYET, the Vroom-Yetton (1973) model helps a DECAID user converge on an appropriate decision process. In the DECAID version of this model, one additional question has been added, also hints and restatements of the questions are programmed. Finally, a computerized glossary has been linked to the model. Users can receive information from it about the meaning and
implications of an element in the feasible set determined by the model.

Alternative evaluation, ALTEVA, a convergent component of DECAID, occurs next in sequence. This phase helps the student specify and compare the consequences of various actions. A student enters his alternatives in memory so that DECAID can display the possible actions during its iterative evaluation routine. Students consider both general questions and more specific organizational behavior questions for each alternative. When a course of action is impractical, unworkable, or disadvantageous DECAID often points this out. Finally, this section has a routine which helps the student specify guidelines to use in making a final choice.

CHOICE, the choice phase, pairs arguments for and against what the student has determined are his two best alternatives. DECAID stores the pro and con arguments and displays them in a format that helps the student compare and contrast the strengths of the arguments. DECAID then asks the student which alternatives has more support or less opposition when arguments are weighed subjectively.

An information and decision question evaluation phase, INFO, is also found in a standard DECAID
sequence. This phase seeks to evaluate: 1) the need for additional information; and 2) the appropriateness of using mathematical programming, simulations and similar techniques for finding an optimal solution. When DECAID is used with critical incidents this section helps students realize that you cannot always obtain additional information. The sequence of questions designed to meet the second objective of this section relies on models that distinguish programmable from nonprogrammable decision questions (Simon, 1960).

DECAID Control System

The control system, DECAID, has informational materials for new users. It has a short question sequence which checks to make certain that the student has identified an organizational decision situation. It also has a sequence that distinguishes organizational problems from opportunities and then proceeds with separate methodology for each situation type. Finally, it has a sign off routine that allows experienced users to specify that when they return to DECAID they will enter at the DECAID controller. The controller asks the user to specify what phase or subroutine he will enter.
Sign off provides a smooth end for DECAID users no matter what path led them to that point.
CHAPTER V

TESTING DECAID
Transforming the conceptualization of DECAID into an interactive, computer-based program has been a formidable undertaking. As part of the development process three "versions" of DECAID have been tested with three different groups of students. The following discussion reviews the development process, enumerates evaluation problems and testing limitations, and documents the method and results for three developmental testing cycles.

**Development Process**

Development of DECAID followed a model which provides for incremental and exploratory changes and additions within a systematic framework. The model (see Figure 3) used for developing the set of programs called DECAID includes five separate steps or processes. First, routines are designed and flow-charted. Second, routines are programmed. Third, monitored use of the routines by naive subjects occurs to "debug" the programs. Fourth, developmental testing occurs where attitude data, performance data and protocols (Newell and Simon, 1972) are collected. And fifth, the information collected during developmental testing is evaluated and statistically analyzed. These steps are
Figure 3. The five step model used to develop DECAID.
usually repeated because modification of routines is commonly indicated by the analysis of results.

**Testing Limitations**

Developmental Testing of DECAID has relied little on the methodology of experimental design. It has been difficult to use these designs because of problems associated with the random assignment of subjects, within the same classroom, to different treatments.

Although a pre-experimental and a quasi-experimental design (Campbell and Stanley, 1963) are reported as part of the developmental testing of DECAID, most of the improvements and changes in the programs resulted from observation of users, personal use and analysis of verbal and hard-copy protocols (Newell and Simon, 1972). An attitude questionnaire "Student Attitudes Toward DECAID and CAL" and two general performance measures also provided information about the effectiveness of DECAID as a computer aided learning system.

The development of performance measures has been a particular problem. Milner and Wildberger (1974) discuss this problem for a program category which encompasses DECAID. They suggest that "because of the
very nature of this real-life problem solving, it is extremely difficult to visualize how we could test or evaluate whether a student who has used a computer in this problem solving mode will in fact be more able to solve real-life problems, but it is intuitively attractive to believe that he could" (p. 9).

Because it is difficult to establish the external validity of a program like DECAID, i.e. establish that DECAID users will be "more able to solve real-life problems". The performance evaluation of DECAID has relied on a variety of criteria. Although the ultimate criterion is the adequacy of the decision process that DECAID stimulates and the transfer of that process to the user, it is difficult to measure this criterion. Retrospectively, a number of indicators may have provided information about the attainment of this criterion: the number of alternatives or decision questions considered, the logical consistency of the decision question, the decision reached using DECAID, and the effects of instructive, informational and motivating messages (Ackoff, 1958) on the decision question, the set of alternatives, and the outcome estimates. At the time developmental testing began, more pragmatic criteria were substituted for these indicators because of interpretation problems and
failure to recognize their potential significance. Two types of evaluation techniques were actually used in developmental testing. The first type might be categorized as a content approaches, i.e. recall and recognition of decision process concepts. The second type can be categorized as subjective approaches, i.e. evaluation of protocols, observation and evaluation of user behavior and evaluation of management reports.

**Developmental Testing**

Three developmental testing cycles were conducted with the IDF versions of DECAID. The first phase occurred in the Summer of 1976; the second was conducted in the Fall of 1976; and the third was undertaken in the Spring of 1977. Subjects in all of the studies were volunteers and all were enrolled in courses in the College of Business Administration at the University of Iowa. The demands of developmental testing did not require large numbers of subjects and the experimental nature of DECAID coupled with administrative constraints in the College of Business resulted in a small sample size in each of the three phases of developmental testing.
First Phase

Participants in the first phase of the testing included 12 MBA students and 10 undergraduate business students. Prior to supervised use of DECAID, all subjects were given a "White Implement Company" Critical Incident, (see Appendix 7) a detailed instruction sheet (see Appendix 1) and a DECAID Student Manual (see Appendix 8). When the student volunteers arrived at the Business School Computer Lab to use DECAID they were asked to complete a short pretest (see Appendix 3). The pretest focused on recognition and recall of concepts associated with a normative decision process. For example, two test items asked the subject to describe what decision process he/she would use given a short description of a particular decision situation.

Following the pretest subjects were encouraged to review the White Company incident for five minutes. Next they logged onto an HP-2000/ACCESS System using a cathode ray tube terminal. Those who were unfamiliar with this procedure could consult the DECAID Student Manual or request help from a proctor. After signing on the computer using an Instructional Management Facility user number (Hewlett Packard, 1975) students followed a procedure outlined in the DECAID Student Manual for
requesting DECAID. Once DECAID had been requested students began responding to its inquiries in the context of the facts in the White incident.

Completing DECAID was difficult for some. Although one student completed the sequence in 55 minutes and the mean was 75.35 minutes, two students were in the alternative generation phase of the program after 105 minutes (see Appendix 11). The two who failed to complete the sequence in a reasonable amount of time appeared to have problems with English vocabulary and usage which may account for their difficulties. Those who completed DECAID retook the pretest and completed a 30 item attitude questionnaire (see Appendix 5). The attitude questionnaire, Student Attitudes Toward DECAID and CAL, was a modified version of a questionnaire developed by Brown (Brown, 1966). Analysis of this data suggested that further development was justified.

Subjects performed significantly better on the post-test than on the pre-test (t = 2.54; p < .01) performance measure (see Appendix 4). The mean of the summed responses from the attitude questionnaire averaged more than one standard deviation beyond the scales' point of indifference, i.e. 90 (see Table 4). Analyses of specific attitude questions showed that students were satisfied with what they learned while using DECAID (see
Table 4
Means, Standard Deviations, Minimum and Maximum for Student Attitudes Toward DECAID and CAL Questionnaire*
- 3 Developmental Testing Groups**

<table>
<thead>
<tr>
<th>Group</th>
<th>Count</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRPO1</td>
<td>21</td>
<td>102.4762</td>
<td>12.2091</td>
<td>78.0000</td>
<td>123.0000</td>
</tr>
<tr>
<td>GRPO2</td>
<td>12</td>
<td>98.3333</td>
<td>11.4203</td>
<td>83.0000</td>
<td>124.0000</td>
</tr>
<tr>
<td>GRPO3</td>
<td>10</td>
<td>97.0000</td>
<td>17.0033</td>
<td>67.0000</td>
<td>117.0000</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>100.0465</td>
<td>13.1565</td>
<td>67.0000</td>
<td>124.0000</td>
</tr>
</tbody>
</table>

*Developed by Bobby R. Brown
Modified by Daniel Power and Bobby R. Brown

**Cycle 1 - Summer 1976 (n = 21)
Cycle 2 - Fall 1976 (n = 12)
Cycle 3 - Spring 1977 (n = 10)
Table 5). However, many found themselves "just trying to get through" the material and few felt the program was "superior" to traditional instruction (see Table 6). Computer recorded protocols were also examined for bugs in the program and ambiguities in DECAID questions.

Second Phase

When changes based on data collected in the first testing phase had been programmed, a second testing period was conducted to provide information on student use of DECAID in uncontrolled and/or nonproctored situations. It involved 12 junior and senior undergraduate volunteers in an introductory management course. These students were given the White Implement Company Incident and the DECAID Student Manual and were instructed to use the teletype terminals in the various computer labs on campus at their own convenience. They were required to write a "Formal Management Report" using the White Implement Company incident, return protocols and complete the attitude measure (see Appendix 6). The remaining 22 students in the class also prepared a Formal Management Report, but they did not have access to DECAID. Only minimal instructions were provided. The suggested content of the report
### Table 5

**Selected Positive Results From Student Attitude Toward DECAID and CAL (Short Form)**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Item Means Developmental Testing Cycles</th>
</tr>
</thead>
<tbody>
<tr>
<td>The material presented to me by Computer Aided Learning (CAL) caused me</td>
<td>1   2   3**</td>
</tr>
<tr>
<td>to feel that no one really cared whether I learned or not. (Strongly</td>
<td></td>
</tr>
<tr>
<td>Agree = 1; Strongly Disagree = 5)</td>
<td></td>
</tr>
<tr>
<td>As a result of having studied some material by Computer Aided Learning I</td>
<td>3.6 3.5 3.3</td>
</tr>
<tr>
<td>want to find out more about the subject matter. (Strongly Disagree = 1;</td>
<td></td>
</tr>
<tr>
<td>Strongly Agree = 5)</td>
<td></td>
</tr>
<tr>
<td>Questions were asked which I felt were not relevant to the decision</td>
<td>4.3 3.7 4.2</td>
</tr>
<tr>
<td>making process. (Never = 1; All the Time = 5)</td>
<td></td>
</tr>
<tr>
<td>DECAID is an inefficient use of the student's time. (Strongly Agree = 1;</td>
<td>3.5 3.8 3.7</td>
</tr>
<tr>
<td>Strongly Disagree = 5)</td>
<td></td>
</tr>
</tbody>
</table>

*Developed by Bobby R. Brown
Modified by Daniel Power and Bobby R. Brown

**Cycle 1 - Summer 1976 (n = 21)
Cycle 2 - Fall 1976 (n = 12)
Cycle 3 - Spring 1977 (n = 10)
Table 6

Selected Negative Results From
Student Attitude Toward
DECAID and CAL
(Short Form)

<table>
<thead>
<tr>
<th>Questions</th>
<th>Item Means Developmental Testing Cycles</th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt uncertain as to my performance in the programmed course relative to the performance of others. (All the Time = 1; Never = 5)</td>
<td>2.7 2.8 2.4</td>
</tr>
<tr>
<td>I was aware of efforts to suit the material specifically to me. (Strongly Disagree = 1; Strongly Agree = 5)</td>
<td>3.3 2.3 3.0</td>
</tr>
<tr>
<td>I felt frustrated by DECAID. (Strongly Agree = 1; Strongly Disagree = 5)</td>
<td>2.7 2.9 2.9</td>
</tr>
<tr>
<td>In view of the amount I learned, I would say this exercise is superior to traditional instruction. (Strongly Disagree = 1; Strongly Agree = 5)</td>
<td>2.9 2.5 3.0</td>
</tr>
</tbody>
</table>

*Developed by Bobby R. Brown
Modified by Daniel Power and Bobby R. Brown

**Cycle 1 – Summer 1976 (n = 21)
Cycle 2 – Fall 1976 (n = 12)
Cycle 3 – Spring 1977 (n = 10)
included problem definition, possible causes, and potential solutions.

The management reports were graded by the regular course instructor as part of the student's final grade in the introductory management course. The attitude questionnaires, the hard copy protocols and students' verbal comments were analyzed to help determine what changes were necessary in DECAID. Based on these data DECAID was again revised to include Vroom and Yetton's (1973) model, the //HINT command in basic program components, additional hints, more explanatory materials and modified questions in the alternative generation and evaluation phases.

Third Phase

The third phase involved 24 members of an introductory management class. It followed the same general procedures as the first phase (see Appendix 2) except that no formal proctoring occurred. Students, however, signed up to use DECAID during specified periods when a proctor was available for consultation. Again a pre and post-test was administered. This test was developed from a list of behavioral objectives (Mager, 1973) for DECAID (see Appendix 9) and included
11 multiple choice items and one open-ended question (see Appendix 4). It measured recall and recognition of concepts associated with the decision making process. No measure of the quality of actual decision making behavior was included. A quasi-experimental design (Campbell and Stanley, 1963) was used with the pre and post-test to help assess whether learning of the behavioral objectives occurred. Both treatment and control groups contained 12 students.

Mean pre-test scores were not significantly different for the two groups (see Appendix 11). However, the post-test results reflected significantly better performance by students using DECAID \( t = 2.63, p < .05 \). Completion time for this version of DECAID was in excess of two hours and this may have adversely affected students' attitudes (see Appendix 12 and Tables 5 and 6). Although analysis of attitude data demonstrated a lower mean for the summed responses than those found in the first two phases, an ANOVA indicated no significant differences. But, one should not draw strong inferences from this test because subjects were not assigned randomly to the three testing phases.
Discussion

Various problems occur in attempting to draw conclusions from the results that have been reported, a few comments are in order. One must keep in mind that the primary purpose of the DECAID Project was to design and develop the DECAID programs; determining the educational merit of the programs has been of secondary concern. DECAID must undergo extensive development before its potential can be realized. Future developmental testing should: 1) use an experimental design; 2) use ultimate criterion measures of performance, i.e. the number of changes in the decision question, the number of alternatives considered; and 3) compare future attitude data to the baseline established in the first three phases of developmental testing. Until such testing occurs the performance and attitude results of the first three phases must be viewed as indicative of the potential of DECAID, rather than as statistically significant.

Despite these reservations, it is necessary to stress that the important information for developmental purposes was the protocols. Although each one must be analysed individually, they contain a wealth of information about modifications and additions that
should be included in future versions of DECAID. The IDF statistics and response file features were, it should be noted, used only in the initial testing cycle. In subsequent cycles the protocols provided response information in a more understandable format. Finally, although failure to maintain statistics files may have been a gross oversight, the nature of the DECAID questions and the program itself resulted in summary statistics from IDF, i.e. mean latency and percentage ultimately successful, which were uninterpretable for program modification.
CHAPTER VI
EVALUATION OF DECAID
In business organizations computer systems have been evaluated in terms of costs and benefits; computer assisted instruction programs are also often evaluated in this way. In spite of the obvious difficulties associated with quantifying costs and benefits, it is especially difficult to apply these "hard" measures to a system like DECAID which is concerned with aiding the management decision process (Keen, 1975).

The task of evaluating DECAID is further complicated because: few comparable projects have been reported (e.g. Urban, 1974); 2) development of the DECAID system is ongoing; 3) use of DECAID has been limited to developmental testing situations; and 4) DECAID has not been evaluated in field settings. For these reasons it is difficult to apply traditional criteria used to evaluate instructional materials and computer-based decision aids to DECAID (Keen, 1975; Dick and Gallagher, 1971). But, it is clear that until the project is completed or terminated, evaluation of the DECAID project must occur; and because a new version of the program is in the planning stage, it is now especially important to evaluate DECAID.

The following criteria are appropriate to the DECAID project and should influence conclusions and recommendations made about it: 1) is the idea workable?
2) has the project resulted in additional benefits? 3) were the costs in dollars and time required to reach this stage in the project worth paying? 4) are the anticipated costs in dollars and time of the next stage in the project worth paying? (c.f. Keen, 1975) 5) does DECAID help the decision maker reduce the probability of committing an error of the third type? 6) does DECAID stimulate the user to search for diversity in the decision situation, evaluate uncertainties associated with alternatives and in general practice rule generation (Schroder, Driver and Streufert, 1967)? 7) does DECAID help the decision maker avoid premature closure? and 3) does DECAID improve the quality of the decision?

It is possible to list the approximate costs of the DECAID project (see Table 7). But, it is much more difficult to evaluate the costs because they are estimates and because the labor involved was essentially a free good. Outside of a cost-benefit framework one can conclude that the time spent on the project is quite large considering the current state of the material, but actual dollar costs of the project have been small.

Before proceeding with a discussion of the positive and negative aspects of the DECAID project (see Table 3), it is important to note that the conclusions about
Table 7

Estimated Design and Development Costs for DECAID

<table>
<thead>
<tr>
<th>Categories</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design, research, flowcharting</td>
<td>240 hours</td>
</tr>
<tr>
<td>Programming</td>
<td>140 hours</td>
</tr>
<tr>
<td>Consulting assistance</td>
<td>35 hours</td>
</tr>
<tr>
<td>Developmental testing</td>
<td>55 hours</td>
</tr>
<tr>
<td>Write manuals, cases, exercise, etc</td>
<td>20 hours</td>
</tr>
<tr>
<td>Computer time (HP System)</td>
<td>225 hours</td>
</tr>
<tr>
<td>Computer time (IBM System)</td>
<td>$400.00</td>
</tr>
<tr>
<td>Xeroxing, duplicating, etc</td>
<td>$75.00</td>
</tr>
</tbody>
</table>
Table 8
Summary of Positive and Negative Aspects of the DECAID Project

<table>
<thead>
<tr>
<th>Positive Aspects</th>
<th>Negative Aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Progress toward objectives</td>
<td>1. Problems with providing reinforcement</td>
</tr>
<tr>
<td>2. Confirmation of question sequences as building blocks for heuristic models</td>
<td>2. Semantic problems with questions</td>
</tr>
<tr>
<td>3. Increased interest in using the computer in higher order decision situations</td>
<td>3. Problems with the Instructional Dialogue Author Facility and IDF program components</td>
</tr>
<tr>
<td>4. Creating, improving and documenting heuristic decision models</td>
<td></td>
</tr>
</tbody>
</table>
the DECAID programs are based on personal use, as well as observation of users and evaluation of protocols. Some of the comments are also supported by the attitude and performance data reported earlier.

Positive Aspects

First, some progress has been made toward meeting the objectives of the project. Using DECAID with a decision incident as a computer aided learning system is workable and it is possible that such a method may eventually help people improve their decision making behavior.

Research using DECAID or a similar program may help people: 1) explain how decisions are made; 2) explain how decisions should be made; 3) predict how changes in a decision situation alters the decision making process; 4) explain how decision making skills are learned; and 5) predict the decision process employed with a specific higher order decision task.

Second, the feasibility of using questions as the building blocks for decision models has been clearly demonstrated. A careful review of the literature related to strategic decisions has also been conducted since the conceptualization of DECAID; the number of
authors found using this method is surprisingly large (c.f. Cyert and March, 1963; Easton, 1973; Mager, 1973; Rose, 1974; Bennet, 1974; Urban, 1974; Flesch, 1946). International Business Machines (IBM) has also used decision heuristics based on the question technique as visual aids in various user manuals. Teaching is some disciplines, law and medicine in particular, has also sometimes involved learning models built from questions.

Third, the DECAID project has generated interest in using the computer to help decision makers in strategic decision situations. Papers presented at National Meetings of the American Institute for Decision Sciences (Power and Rose, 1976; Power and Rose, 1977) were well received and generated some favorable comments and inquires for more information about DECAID. A deliberate attempt has been made to minimize promotion of DECAID because it is in its infancy from both a conceptual and programming standpoint; but a more sophisticated version which was transportable, would most likely generate additional attention which might yield substantive modification and improvement of the models.

Fourth, the DECAID project is creating and documenting decision models. The task of creating these models is quite difficult because the sequence of
questions for a model is debatable, but in the long run it may be the most significant contribution of the project.

**Negative Aspects**

First, the vastness and complexity of the DECAID project was underestimated. This occurred because the task of developing interactive decision models is a relatively new one. Also, behavioral validation must be attempted for each model and peer evaluation of the sequences must occur. Many new models and tutorials must be designed, validated, programmed and tested because many parts of the decision process are not adequately developed.

Second, providing appropriate reinforcement of user responses has been difficult. This is especially true with regard to maintaining a supportive, friendly, conversational tone throughout the program sequences.

Third, semantic problems with questions and text materials still exist in the programs. The reading level associated with the program has not been specified; and hints intended to provide alternative
question statements do not exist for all questions in DECAID.

Fourth, technical problems associated with the Instructional Dialogue Author Facility Program (Hewlett Packard, 1975), i.e. error correction, adding and deleting text and questions, and lack of a memory (other than in BASIC components), have severely hindered development of DECAID. A proliferation of small basic programs became necessary because of limitations in IDAF, but this unplanned structure hinders plans for transporting or documenting the system (see Appendix 14).

Conclusions and Recommendations

DECAID is an evolving program and the results to date are generally favorable. But it is evident that programming and development costs have been substantial. And one must consider the possibility that the costs even exceed the benefits. However, the potential of this project for business and education uses and the importance of the decision making process justifies the time and effort spent to date.

Future work on DECAID must, however, be based on the premise that the benefits of the project will
ultimately be evaluated favorably. But, because problems associated with this project remain large, i.e. availability of resources and model validation, the resolution of these issues will ultimately determine the practicality of future development. Prior to future work on DECAID the following steps should be taken: 1) assess realistically the resources that are available for DECAID—Version 5; 2) create a more detailed list of the objectives of the DECAID system and assign priorities; 3) discuss project responsibilities with all current participants; and 4) evaluate performance indicators that can be used in ongoing evaluation of the project. After completing these steps a final "go-no go" decision should be made (see Keen, 1975).

It is appropriate to conclude that DECAID must be improved and expanded if it is to realize its suggested potential for management education. If the DECAID project continues the following activities should receive the highest priority: 1) evaluate the behavioral content of models; 2) program the tutorials UNGER and GAME; 3) program DECAID in BASIC ((Hewlett Packard, 1975); 4) program routines associated with a decision theory approach, i.e. determine states of nature and evaluate outcomes for each state of nature-alternative pair; 5) prepare documentation, i.e.
student, teacher and system manuals, so that DECAID can be transported to other universities; and 6) any new version of DECAID should be field tested and undergo peer evaluation (see CONDUIT Documentation Guidelines, 1974).

New models should also be an aim of future development efforts. Some thought has already been given to development of the following models:

1) a problem-finding routine, i.e. a search heuristic.
2) a problem-analysis routine, i.e. a heuristic which helps determine the cause of a problem.
3) a checklist which evaluates the decision maker's search of the information environment (Bennet, 1974).
4) an evidence analyzer which focuses on fallacies and rules of evidence.
5) a goal generation and goal definition routine, i.e. a heuristic which helps identify and write goals.
6) a routine that helps the decision maker decide what tools, such as the Nominal Group Technique (Delbecq, Van de Ven and Gustafson, 1975) should be used to generate alternatives.
7) a cost-benefit type and a cost-effectiveness type routines.
8) a multiple-goal evaluation routine (Easton, 1973).
9) a decision implementation routine.
10) a report utility to summarize the decision question, goals, and alternatives.
APPENDIX 1

DECISION MAKING EXERCISE - CYCLE 1
DECISION MAKING EXERCISE

PURPOSE: This exercise attempts to demonstrate the importance and complexity of the decision making process.

ADVANCE PREPARATION: Read the White Implement Company critical incident. Read the DECAID Student Manual.

TIME REQUIRED: One hour and forty minutes.

INTRODUCTION: This exercise uses a critical incident and a computer program named DECAID to help you develop decision making skills. You will not become a proficient decision maker after one exercise and you will not be expected to demonstrate that skill. You will be expected to list stages you would probably go through to resolve a decision situation. You will be expected to generate questions you might ask if you were trying to resolve a decision situation. You will be expected to recognize the importance of defining precisely your decision question before you attempt to analyze the question. And finally, you will be expected to recognize terms used by DECAID to describe the decision making process.

PROCEDURE:

STEP 1. (5 minutes) Review the White Implement Company critical incident. Review the DECAID Student Manual.

STEP 2. (50 minutes) Log on at a Bee Hive terminal in the Computer Lab, get the DECAID program and use the program to resolve the situation presented to you in the White Implement Company critical incident. REMEMBER YOU ARE THE DECISION MAKER, DECAID IS A DECISION AID.

STEP 3. (15 minutes) Complete a short test designed to assess your achievement of the educational objectives established for DECAID and this exercise.

STEP 4. (15 minutes) Complete an attitudinal questionnaire about DECAID and about Computer Managed and Computer Aided Learning.
APPENDIX 2

DECISION MAKING EXERCISE - CYCLE 3
Using DECAID—A Decision Making Exercise

PURPOSE: This exercise attempts to demonstrate the importance and complexity of the decision making process.

ADVANCE PREPARATION: Read the White Implement Company critical incident. Read the DECAID Student Manual.

TIME REQUIRED: One hour and twenty minutes.

INTRODUCTION: This exercise uses a critical incident and a computer program named DECAID to help you develop decision making skills. You will not become a proficient decision maker after one exercise and you will not be expected to demonstrate that skill. You will be expected to list stages you would probably go through to resolve a decision situation. You will be expected to generate questions you might ask if you were trying to resolve a decision situation. You will be expected to recognize the importance of defining precisely your decision question before you attempt to analyze the question. And finally, you will be expected to recognize terms used by DECAID to describe the decision making process.

PROCEDURE (After you arrive at the Phillips Hall Computer Lab):

STEP 1: Sign your name on the DECAID Register.

STEP 2: (5 minutes) Review the White Implement Company critical incident. Review the DECAID Student Manual.

STEP 3: (65 minutes) Log on at a computer terminal in the Computer Lab, get the DECAID program (see the DECAID Student Manual) and use the program to help resolve the situation presented to you in the White Implement Company critical incident. REMEMBER YOU ARE THE DECISION MAKER, DECAID IS A DECISION AID.

STEP 4: (1 minute) Type //STOP when you complete DECAID, then logoff at the terminal.
APPENDIX 3

DECISION MAKING QUIZ - CYCLE 1
Please answer each question. You should write your answers in the space provided.

Assume that you are a division manager for a medium sized midwestern corporation. You must select a key staff member from a field of five carefully screened applicants. Explain how you will make this decision. (A list of steps is acceptable, but you may write a short paragraph.)

Assume that you have the responsibility of selecting a new marketing strategy for a mature product line. You have narrowed your possible strategies to two. How would you proceed to make a choice?
As you make decisions you will make mistakes, one error which can occur has been called the error of the third kind. This error occurs when you define an inappropriate TRUE AND FALSE.

You must understand what your decision question is, before you can make complex, multiple objective decisions.

When you are in a crisis situation you should rely on your intuition.

You can't learn how to make decisions. You must just make them and then evaluate the consequences.

If you spend time thinking about your decision or about what you must decide, you may decide not to make a decision.

The objectives of the company should not be evaluated before you make your decision. You know what they are and so does everybody in the organization.

It's not what you decide, but how you implement it that counts.
APPENDIX 4

DECISION MAKING QUIZ - CYCLE 3
DECISION MAKING QUIZ

1. What are the first two steps in a normative decision process model?
   a. Define the decision question, determine the decision process
   b. Define the problem, generate alternatives
   c. Determine the appropriate decision process, define goals
   d. Define question, define relevant goals
   e. NONE OF THE ABOVE

2. What are the primary characteristics of a programmable decision?
   a. Well organized, understood, common, etc.
   b. Routine and/or recurring
   c. Prespecified decision process
   d. Quantifiable
   e. ALL OF THE ABOVE

3. What is an error of "the third kind"?
   a. Rejecting a decision question
   b. Accepting a decision question
   c. Defining the wrong null hypothesis
   d. Defining a one-sided hypothesis
   e. Defining an inappropriate question

4. At what stages in a decision process can premature closure effect the outcome of the process?
   a. Convergent stages
   b. Conjunctive stages
   c. Divergent stages
   d. Disjunctive stages
   e. NONE OF THE ABOVE

5. What is premature closure?
   a. Reaching a decision too quickly
   b. Assuming that enough alternatives have been specified
   c. Completing a stage in the decision process before its objectives have been met
   d. Determining that the subset of alternatives selected is incomplete or inadequate
   e. NONE OF THE ABOVE

6. What goals might be specified as part of a normative decision process for "wicked" decisions?
   a. Environmental goals
   b. Personal goals
   c. Organizational goals
   d. a and c
   e. ALL OF THE ABOVE
7. What rhetorical characteristics of a decision question should be evaluated as part of a normative decision process?
   a. Is it simple and direct
   b. Is it clear and concise
   c. Is it written from an organizational perspective
   d. a and b
   e. ALL OF THE ABOVE

8. What is the dependency in a normative model between the stage where organizational goals are specified and the stage in the process where alternatives are evaluated?
   a. No dependency
   b. Occur simultaneously
   c. Specify goals then evaluate alternatives
   d. Specify goals, generate alternatives and then evaluate alternatives
   e. Determine the process, determine the cause of the problem, generate solutions, apply goals to alternatives

9. What are the divergent phases in a normative decision process model?
   a. Specify relevant goals - GOALS
   b. Generate alternatives - ALITGEN
   c. Evaluate alternatives - ALTEVA
   d. a and b
   e. b and c

10. When a decision maker evaluates decision alternatives, he considers only part of the set of possible alternatives. He can perceive and comprehend only a limited amount of information and that limits the number of alternatives that can be evaluated. What is this phenomenon called?
    a. Restricted cognitive processing (RCP)
    b. Bounded rationality
    c. Perceptual distortion
    d. Satisficing behavior
    e. NONE OF THE ABOVE

11. What choice process is most often used by a decision maker when he selects between his two "best" alternatives?
    a. Weighted choice model
    b. Multi-attribute decision model
    c. Pro-con balancing strategy
    d. Cost-benefit analysis
    e. Personal heuristic

12. Now list the questions which you might ask a decision maker to help him make a "wicked" or ill-defined decision. You must assume that you have no knowledge of his decision situation. You must structure the sequence of your questions based on his responses.
APPENDIX 5

STUDENT ATTITUDE TOWARD DECAID AND CAL (SHORT FORM)
STUDENT ATTITUDE TOWARD DECAID AND CAL

Developed by Bobby R. Brown
Modified by Daniel Power and Bobby R. Brown

This is not a test of information; therefore, there is no one "right" answer to a question. We are interested in your opinion on each of the statements below. Your opinions will be strictly confidential. Do not hesitate to put down exactly how you feel about each item. We want information, not compliments; please be frank.

NAME:_____________________________________________ DATE:____________

CIRCLE THE RESPONSE THAT MOST NEARLY REPRESENTS YOUR REACTION TO EACH OF THE STATEMENTS BELOW:

1. While using DECAID I felt challenged to do my best work.
   - Strongly Disagree
   - Disagree
   - Uncertain
   - Agree
   - Strongly Agree

2. The material presented to me by Computer Aided Learning (CAL) caused me to feel that no one really cared whether I learned or not.
   - Strongly Disagree
   - Disagree
   - Uncertain
   - Agree
   - Strongly Agree

3. The method by which I was told DECAID's opinion of my responses became monotonous.
   - Strongly Disagree
   - Disagree
   - Uncertain
   - Agree
   - Strongly Agree

4. While using DECAID I felt isolated and alone.
   - All the time
   - Most of the time
   - Some of the time
   - Only occasionally
   - Never

5. DECAID's responses to my answers seemed appropriate.
   - All the time
   - Most of the time
   - Some of the time
   - Only occasionally
   - Never

6. I felt uncertain as to my performance in the programmed course relative to the performance of others.
   - All the time
   - Most of the time
   - Some of the time
   - Only occasionally
   - Never
7. I found myself just trying to get through the material rather than trying to learn.

<table>
<thead>
<tr>
<th>All the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Only occasionally</th>
<th>Never</th>
</tr>
</thead>
</table>

8. I guessed at what some of the questions meant.

<table>
<thead>
<tr>
<th>Quite often</th>
<th>Often</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Very Seldom</th>
</tr>
</thead>
</table>

9. I was encouraged by the responses given to my replies.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

10. As a result of having studied some material by Computer Aided Learning, I want to find out more about the subject matter.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

11. In view of the time allowed for learning, I felt too much material was presented.

<table>
<thead>
<tr>
<th>All the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Only occasionally</th>
<th>Never</th>
</tr>
</thead>
</table>

12. I was more involved in running the machine than in understanding the material.

<table>
<thead>
<tr>
<th>All the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Only</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
</table>

13. I felt I could work at my own pace.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

14. I felt as if I had a private tutor while on DECAID.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

15. I was aware of efforts to suit the material specifically to me.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
16. The Computer Aided Learning situation made me feel quite tense.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

17. Questions were asked which I felt were not relevant to the decision making process.

<table>
<thead>
<tr>
<th>All the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Only occasionally</th>
</tr>
</thead>
</table>

18. DECAID is an inefficient use of the student's time.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

19. I put in answers knowing they didn't make sense in order to see what DECAID would do.

<table>
<thead>
<tr>
<th>Quite often</th>
<th>Often</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Very Seldom</th>
</tr>
</thead>
</table>

20. I was allowed to continue by DECAID but I still did not understand the questions at times.

<table>
<thead>
<tr>
<th>Quite often</th>
<th>Often</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Very Seldom</th>
</tr>
</thead>
</table>

21. DECAID made it possible for me to learn quickly.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

22. I felt frustrated by DECAID.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

23. I could have learned more if I hadn't felt pushed.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

24. The Computer Aided Learning approach is inflexible.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
25. Even otherwise interesting material would be boring when presented by the Computer.

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |

26. In view of the effort I put into it, I was satisfied with what I learned while using DECAID.

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |

27. In view of the amount I learned, I would say this exercise is superior to traditional instruction.

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |

28. With a subject like decision making, I would prefer Computer Aided Learning to traditional lectures.

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |

29. I am not in favor of Computer Aided Learning because it is just another step toward de-personalization of learning.

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |

30. I have had extensive training in decision making and inference behavior.

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
APPENDIX 6

STUDENT ATTITUDE TOWARD DECAID AND CAL (LONG FORM)
STUDENT ATTITUDE TOWARD DECAID AND CAL

Developed by Bobby R. Brown
Modified by Daniel Power and Bobby R. Brown

This is not a test of information; therefore, there is no one "right" answer to a question. We are interested in your opinion on each of the statements below. Your opinions will be strictly confidential. Do not hesitate to put down exactly how you feel about each item. We want information, not compliments; please be frank.

NAME:___________________________ DATE:______________

CIRCLE THE RESPONSE THAT MOST NEARLY REPRESENTS YOUR REACTION TO EACH OF THE STATEMENTS BELOW:

1. While using DECAID I felt challenged to do my best work.
   Strongly Disagree Uncertain Agree Strongly Agree

2. The material presented to me by Computer Aided Learning (CAL) caused me to feel that no one really cared whether I learned or not.
   Strongly Disagree Uncertain Agree Strongly Agree

3. The method by which I was told DECAID's opinion of my responses became monotonous.
   Strongly Disagree Uncertain Agree Strongly Agree

4. I was concerned that I might not be understanding the material.
   Strongly Disagree Uncertain Agree Strongly Agree

5. I was not concerned about how I answered a question because no one was watching me anyway.
   Strongly Disagree Uncertain Agree Strongly Agree

6. While using DECAID I felt isolated and alone.
   All the time Most of the time Some of the time Only Occasionally

99
7. While using DECAID I felt as if someone were engaged in conversation with me.

   All the time  Most of the time  Some of the time  Only the time  Occasionally

8. DECAID's responses to my answers seemed appropriate.

   All the time  Most of the time  Some of the time  Only the time  Occasionally

9. I felt uncertain as to my performance in the programmed course relative to the performance of others.

   All the time  Most of the time  Some of the time  Only the time  Occasionally

10. I found myself just trying to get through the material rather than trying to learn.

    All the time  Most of the time  Some of the time  Only the time  Occasionally

11. I guessed at what some of the questions meant.

    Quite often  Often  Occasionally  Seldom  Very

12. In a situation where I am trying to learn something, it is important to me to know where I stand relative to others.

    Strongly Disagree  Uncertain  Agree  Strongly Agree

13. I was encouraged by the responses given to my replies.

    Strongly Disagree  Uncertain  Agree  Strongly Agree

14. As a result of having studied some material by Computer Aided Learning I want to find out more about the subject matter.

    Strongly Disagree  Uncertain  Agree  Strongly Agree

15. In view of the time allowed for learning, I felt too much material was presented.

    All the time  Most of the time  Some of the time  Only the time  Occasionally
16. I was more involved in running the machine than in understanding the material.

<table>
<thead>
<tr>
<th>All the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Only occasionally</th>
<th>Never</th>
</tr>
</thead>
</table>

17. I felt I could work at my own pace.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

19. I felt as if I had a private tutor while on DECAID.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

20. I was aware of efforts to suit the material specifically to me.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

21. I found it difficult to concentrate on the material because of the machine or computer terminal.

<table>
<thead>
<tr>
<th>All the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Only occasionally</th>
<th>Never</th>
</tr>
</thead>
</table>

22. The Computer Aided Learning situation made me feel quite tense.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

23. Questions were asked which I felt were not relevant to the decision making process.

<table>
<thead>
<tr>
<th>All the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Only occasionally</th>
<th>Never</th>
</tr>
</thead>
</table>

24. DECAID is an inefficient use of the student's time.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
25. I put in answers knowing they didn't make sense in order to see what DECAID would do.

<table>
<thead>
<tr>
<th>Quite often</th>
<th>Often</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Very seldom</th>
</tr>
</thead>
</table>

26. Concerning decision making, my feeling toward this material before I used DECAID was:

<table>
<thead>
<tr>
<th>Very Favorable</th>
<th>Favorable</th>
<th>Indifferent</th>
<th>Unfavorable</th>
<th>Very Unfavorable</th>
</tr>
</thead>
</table>

27. I was allowed to continue by DECAID but I still didn't understand the questions at times.

<table>
<thead>
<tr>
<th>Quite often</th>
<th>Often</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Very seldom</th>
</tr>
</thead>
</table>

28. While using DECAID I encountered mechanical malfunctions.

<table>
<thead>
<tr>
<th>Quite often</th>
<th>Often</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Very seldom</th>
</tr>
</thead>
</table>

29. DECAID made it possible for me to learn quickly.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

30. Concerning decision making, my feeling toward this material after I used DECAID was:

<table>
<thead>
<tr>
<th>Very Favorable</th>
<th>Favorable</th>
<th>Indifferent</th>
<th>Unfavorable</th>
<th>Very Unfavorable</th>
</tr>
</thead>
</table>

31. I felt frustrated by DECAID.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

32. The responses to my answers seemed to take into account the question that had been asked.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

33. I could have learned more if I hadn't felt pushed.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

34. The Computer Aided Learning approach is inflexible.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
35. Even otherwise interesting material would be boring when presented by the Computer.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

36. In view of the effort I put into it, I was satisfied with what I learned while using DECAID.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

37. In view of the amount I learned, I would say this exercise is superior to traditional instruction.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

38. With a subject like decision making, I would prefer Computer Aided Learning to traditional lectures.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

39. I am not in favor of Computer Aided Learning because it is just another step toward de-personalization of learning.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

40. Typing experience is necessary in order to perform easily on the machine.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

41. I have had extensive training in decision making and inference behavior.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
APPENDIX 7

WHITE IMPLEMENT COMPANY INCIDENT
ROLE: You are the financial vice-president for White Implement Company.

THE FACTS: On April 1, 1976, Mr. John Holloway retired as the controller of the White Implement Company and was succeeded by Mr. Richard Flynn. Mr. Holloway had been with the company for 47 years and had been controller for the last 22 years. Mr. Flynn was new to the company. He was a 36-year-old graduate of a large midwestern university, had a graduate degree in finance and was a Certified Public Accountant. You had great faith in Mr. Flynn and felt that he would continue to run the accounting department in the same efficient manner that Mr. Holloway had.

Mr. Flynn had spent February and March working with Mr. Holloway and by April had become well versed in White's accounting system and the reports it was to generate. However, to give Mr. Flynn a chance to "get his feet on the ground," you had decided that no major changes should be attempted in the accounting methods, procedures, or routines for at least six months.

Recently, it became apparent to you that all was not well in the accounting department. The monthly operating statements were unusually slow in coming out, monthly closings were taking almost twice as long as they previously had, and two of the accounting personnel had quit. Both of these employees had been with the company for over 15 years and you must view their departure as a great loss.

Troubled by this unexpected turn of events and unable to get any ideas about the cause of the problem from a meeting with Mr. Flynn, you began to consult with the accounting staff concerning what had gone wrong in what had previously been one of the best departments in the company.

You first talked to Mrs. Pearl Ridler, the general ledger bookkeeper and a 24-year employee in the accounting department. Mrs. Ridler stated "We never know what we are doing these days. Mr. Flynn gives us a job assignment but he never tells us what to do on it. When I ask him a question, he ends up by asking me four questions to every one that I ask him. When Mr. Holloway was here, you got a straight-forward and fast answer to your questions; he knew his job."

You next talked to Mr. Winters, the accounts payable bookkeeper. Mr. Winter's complaint was, "All Mr. Flynn wants to do is talk. I need my problems solved, not a lot of talk." Finally, Mr. Frank Thomas, the cost accountant, commented, "Mr. Flynn is continually asking my opinion on things. I sometimes wonder who is really running the accounting department."

You have developed the following hypotheses about the cause(s) of the current crisis in the accounting department:

H1: The employees in the accounting department had developed a dependent relationship with Mr. Holloway and they are not now motivated to act independently to solve their own problems. They have placed an unbearable burden on Mr. Flynn.
H2: Mr. Thomas is envious of Mr. Flynn and he is attempting to sabotage the operations of the accounting department.

H3: The "no major change" policy may be restricting Mr. Flynn's ability to act. The policy may be forcing him to rely too much on subordinates to execute his policy.

H4: Some employees view Mr. Flynn as incompetent and they are resisting his leadership and sabotaging the department.

H5: Mr. Flynn is not assertive. He has failed to inspire confidence.

H6: Antagonism within the department has caused the formal and informal communications networks to breakdown. This has caused all work to lag behind schedule.

Although you are continually generating new hypotheses, even as you evaluate the one's you have elaborated above, you know that it is now time to make a decision about what to do to end the crisis in the accounting department. You have scheduled a meeting with Mr. Flynn for tomorrow morning.

(This case is a modified version of a case in Murray and Von der Embse's case book Organizational Behavior: Critical Incidents and Analysis, 1973.)
APPENDIX 8

DECAID STUDENT MANUAL
DECAID is an evolving program. A developmental testing project is currently being conducted using DECAID and The White Implement Company critical incident. If you notice problems during execution of DECAID, please use the comment command and please save any hardcopy. Contact Daniel Power in Room PHBA for more information on DECAID or if you need special help call my home number 351-6145.
This student manual documents a computer aided learning (CAL) system named DECAID. DECAID is a mnemonic for the phrase DECision AID. DECAID was selected because it evokes a favorable image for the system: DECAID is a decision aid, not a decision maker. Although DECAID is an evolving system, it is currently offered as a teaching instrument in the substantive area of decision making and inference behavior.

DECAID is an interactive, conversational decision system. DECAID is designed to: 1) ask questions about an organizational decision situation; and 2) structure the decision making process to conform with appropriate normative decision models.

**Major Objectives of the DECAID Project**

The DECAID project has three major objectives: to help you improve your decision making and inference behavior; to help you understand the decision making process and gain a decision process perspective; and to help you develop a better understanding of how decisions are actually made and perhaps a better understanding of how they should be made.
When Should You Use DECAID?

1. When the stakes in the outcome of the decision or the solution to the problem are high. (Matters affecting basic company policy; resource investments; strategy considerations in marketing, pricing and advertising; high risk investments in which many unknowns are involved; selection of key officers; and matters of capital financing and capital investments.)

2. If you are dissatisfied with the general level of company decision-making quality and desire to train and develop subordinates in the techniques of problem solving and decision making.

3. As a spot check test to insure that previously established standards for problem solving and decision making have not deteriorated over time.
How To Use DECAID

Step 1. Set the terminal switches. Press the PWR switch and then press the FDX switch.

Step 2. Press the RETURN key.

Step 3. Press the LINE FEED key.

The computer should respond by typing the following message:

PLEASE LOG IN

Step 4. Enter the HELLO command and use the CONTROL key to type the controlled characters in the password.
HELLO COMMAND. The HELLO command is used to log onto the system. The command is followed by an account number and password. The password is often protected by what are called control characters.

HELLO-Y103,BVWVB  VWVB are control characters

Control characters are entered by holding the Control key down and then pressing the associated character.

ERRORS DURING LOGGING ON. If you make a mistake when logging on, the system responds with an appropriate error message. For example, if you forget to type the hyphen while entering the HELLO command:

HELLOY104,BCVVG

the system responds with the message:

ILLEGAL FORMAT

Re-enter the command in the correct form.
If the wrong password is entered:

HELLO-11200,JHN,1

the system responds:

ILLEGAL ACCESS

Re-enter the command with the correct password.

The messages ILLEGAL ACCESS and ILLEGAL FORMAT indicate that some or all of the current input is not acceptable to the system.

RUNNING DECAID. Once you have logged on to the HP System, you can gain access to DECAID by following these steps:

1. Type NO to the question UPPER CASE ONLY?

   UPPER CASE ONLY? NO (Your responses are underlined.)

2. Type your ID number and first name in response to the question Please type your ID number and first name:
Please type your ID number and first name: 1000, GERALD

3. The computer responds with IS YOUR LAST NAME----? to which you should reply YES if it is your name. If it is not your last name, you should reply NO and you will be asked to enter your ID number and first name again.

Is your last name ROSE? yes

4. The daily message (if any) appears next, followed by the question COURSE NAME? You should type DECAID.

COURSE NAME? DECAID

5. The computer system will then print the date, time, and the terminal port number and proceed to DECAID.

CORRECTING TYPING ERRORS. Spelling mistakes, format errors and incorrect parameters can be corrected while your response is being entered if the error is noticed before the RETURN key is pressed. The control-H character can be used to correct a few characters just typed, or the control-X character can be used to cancel the entire line and start over. Control-H or control-X is entered by holding down the control key and typing H. Suppose that the word
"motivation" is misspelled as "motivationh" during entry. The control-H will delete the last character. You can then retype "n" and finish the line. When you press return, the line is entered correctly.

If several characters have been typed after the error, the control-H character must be typed for each character to be deleted.

Another method to be used is to use control-X to cancel the entire line. The correct information can be entered on a new line.

USING THE RETURN KEY. It is necessary to press the return key to enter information into the computer. When a DECAID question is preceded by text, the student program pauses to allow you time to read the text before the question is presented. If you finish reading the text and want the next question displayed, press the RETURN key.

STOPPING DECAID. If you wish to stop the DECAID program type //STOP in response to any question and then press the RETURN key.
EXAMPLE. In the following example a user named Gerald Rose signs in. This example demonstrates the use of 3 DECAID commands: //HINT//, //COMMENT//, and //STOP//.

PLEASE LOG IN
hello-Y103, WWVB WWVB are control characters
LAST BACKUP WAS THE 4TH OF JULY AT 1:00 P.M.

PORT #7 0 OF 1 CAIL LAB 12:13 P.M. TUE JUL 6
Upper case only? no

---------

(YOUR RESPONSES ARE UNDERLINED)

Please type your ID number and first name: 1000, GERALD
Is your last name ROSE? yes
Course name? DECAID
6 July 1976 12:13 Port 7

DECAID

WELCOME, GERALD.

DECAID IS A DECISION AID SYSTEM.

YOU WILL RESPOND TO DECAID QUESTIONS AND DECAID WILL COMMENT ON YOUR ANSWERS AND INSTRUCT YOU IN THE FUNDAMENTALS OF THE DECISION MAKING PROCESS.
PRESIDENTS — A DECAID example of the HINT, COMMENT, and STOP commands.

1. Who was the second president of the United States? //HINT It was not John Quincey Adams. John Adams CORRECT

2. Who was the third president of the United States? //COMMENT That last hint was dumb! Thomas Jefferson

3. Who was the fourth president of the United States? //STOP

Please type your ID number and first name: //stop

DONE
bye
0004 MINUTES OF TERMINAL TIME
Options Available to DECAID Users

Exit and Reentry

To exit from DECAID before you complete a normal sequence you should type //STOP. This command returns you to the sign-in procedure. When you again sign in to DECAID, you resume at the point where you interrupted the program sequence.

<table>
<thead>
<tr>
<th>You type</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>//STOP</td>
<td>You are released from DECAID and returned to the sign-in.</td>
</tr>
</tbody>
</table>

Comment and Receive Assistance

//COMMENT Anything you type after the entry //COMMENT is stored in the DECAID response file.

//HINT DECAID supplies some hints. A hint helps you understand a concept or question. If no hint is available, the NOT AVAILABLE message is printed.
APPENDIX 9

MAJOR BEHAVIORAL OBJECTIVES OF DECAID
Major Behavioral Objectives of DECAID

1. To be able to list all of the steps in DECAID's decision making process model.

2. To be able to list examples of programmable decisions.

3. To be able to list questions that would help someone make an ill-defined or nonroutine decision.

4. To be able to define the concept "error of the third kind."

5. To be able to define the concept premature closure.

6. To identify steps in the decision process where premature closure may affect the results of the decision process.

7. To state that a decision maker must often make decisions with imperfect information.

8. To associate costs with obtaining additional information.

9. To be able to describe the multiple dimension that a decision maker must evaluate at each step in the decision making process.

10. To state the importance of specifying relevant organizational, personal and societal goals as part of the decision making process.

11. To state the sequential dependency between specifying goals and evaluating alternatives in DECAID's normative decision making process model.

12. To state that generating alternatives often involves creative, divergent efforts.

13. To state that the set of alternatives that a decision maker evaluates is but a subset of the feasible set of alternatives.

14. To state behavioral dimensions that should be evaluated when making some ill-defined behavior.

15. To list cultural, family and organizational influences on a manager's decision making behavior.

16. To state that most decision makers eventually evaluate what they consider to be the two "best" alternatives using a pro-con decision criteria to make a final choice.

17. To state that the final choice process in most decision situations is conducted to reaffirm a choice that was made earlier in the process.

18. To list questions that should be asked when a decision maker reviews or audits a decision making process.
APPENDIX 10

PERFORMANCE RESULTS FOR DEVELOPMENTAL TESTING GROUP 1
Results on the Performance Measures for Developmental Testing Group 1

<table>
<thead>
<tr>
<th>Subject</th>
<th>Completion Time</th>
<th>Pre-test Score</th>
<th>Post-test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>118</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>99</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>9</td>
<td>13</td>
</tr>
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<td>5</td>
<td>-</td>
<td>4</td>
<td>5</td>
</tr>
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<td>11</td>
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<td>-</td>
<td>6</td>
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<td>13</td>
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<td>5</td>
<td>4</td>
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<td>84</td>
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<td>13</td>
</tr>
<tr>
<td>19</td>
<td>73</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Mean = 75.35 minutes  Mean = 5.68 Mean = 7.95 minutes
SD = 1.86  SD = 3.4

- missing data
APPENDIX 11

PERFORMANCE RESULTS FOR DEVELOPMENTAL TESTING GROUP - 3
Performance Measure Results -
Developmental Testing Group 3

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pretest Score</th>
<th>Post-test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>11</td>
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<tr>
<td>2</td>
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<td>8</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Mean = 4.22 \quad SD = 1.92

Control group (n = 8)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pretest Score</th>
<th>Post-test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>4</td>
<td>7</td>
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</tbody>
</table>

Mean = 4.0 \quad SD = 0.75

Mean = 4.62 \quad SD = 1.5
APPENDIX 12

ITEM MEANS – STUDENT ATTITUDE TOWARD DECAID AND CAL
Item Means*

STUDENT ATTITUDE TOWARD DECAID AND CAL
(Short Form)

Developed by Bobby R. Brown
Modified by Daniel Power and Bobby R. Brown

Questions

Developmental Testing Cycles**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>1. While using DECAID I felt challenged to do my best work.</td>
<td>3.4 3.2 3.4</td>
<td></td>
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<tr>
<td>2. The material presented to me by Computer Aided Learning (CAL) caused me to feel that no one really cared whether I learned or not. (R)</td>
<td>3.8 4.0 3.5</td>
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<td>3. The method by which I was told DECAID's opinion of my responses became monotonous. (R)</td>
<td>3.4 2.8 3.0</td>
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<td>4. While using DECAID I felt isolated and alone.</td>
<td>3.6 4.5 3.1</td>
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<tr>
<td>5. DECAID's responses to my answers seemed appropriate. (R)</td>
<td>3.7 3.2 3.3</td>
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<tr>
<td>6. I felt uncertain as to my performance in the programmed course relative to the performance of others.</td>
<td>2.7 2.8 2.4</td>
<td></td>
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<tr>
<td>7. I found myself just trying to get through the material rather than trying to learn.</td>
<td>3.1 3.3 3.2</td>
<td></td>
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<td>8. I guessed at what some of the questions meant.</td>
<td>3.1 2.8 2.8</td>
<td></td>
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<td>9. I was encouraged by the responses given to my replies.</td>
<td>3.3 2.7 2.7</td>
<td></td>
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<tr>
<td>10. As a result of having studied some material by Computer Aided Learning I want to find out more about the subject matter.</td>
<td>3.6 3.5 3.3</td>
<td></td>
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<tr>
<td>11. In view of the time allowed for learning, I felt too much material was presented.</td>
<td>3.8 3.8 3.6</td>
<td></td>
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<tr>
<td>12. I was more involved in running the machine than in understanding the material.</td>
<td>3.8 3.8 3.8</td>
<td></td>
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</tbody>
</table>
Developmental Testing Cycles (cont'd)

13. I felt I could work at my own pace.  
14. I felt as if I had a private tutor while on DECAID.  
15. I was aware of efforts to suit the material specifically to me.  
16. The Computer Aided Learning situation made me feel quite tense. (R)  
17. Questions were asked which I felt were not relevant to the decision making process.  
18. DECAID is an inefficient use of the student's time. (R)  
19. I put in answers knowing they didn't make sense in order to see what DECAID would do.  
20. I was allowed to continue by DECAID but I still did not understand the questions at times.  
21. DECAID made it possible for me to learn quickly.  
22. I felt frustrated by DECAID. (R)  
23. I could have learned more if I hadn't felt pushed. (R)  
24. The Computer Aided Learning approach is inflexible.  
25. Even otherwise interesting material would be boring when presented by the Computer. (R)  
26. In view of the effort I put into it, I was satisfied with what I learned while using DECAID.  
27. In view of the amount I learned, I would say this exercise is superior to traditional instruction.
28. With a subject like decision making, I would prefer Computer Aided Learning to traditional lectures. 3.14 2.3 2.7

29. I am not in favor of Computer Aided Learning because it is just another step toward de-personalization of learning. (R) 3.6 3.8 3.2

30. I have had extensive training in decision making and inference behavior. (R) 4.4 4.3 4.2

*Note: These item means are merely indicative of the group's attitude. It is suggested that if the means are consistently low ($\bar{X} < 2.50$) or high ($\bar{X} > 3.50$) they indicate possible problems with or desirable features of DECAID perceived by users. Item means for the three cycles should not be compared statistically, but the standard deviations for all of the means reported in this summary table range from .6 to 1.2.

**Cycle 1 - Summer 1976 (n=21)
Cycle 2 - Fall 1976 (n=12)
Cycle 3 - Spring 1977 (n=10)

(R) scale was reversed for item analysis
APPENDIX 13

LISTING OF THE ORIGINAL DECAID PROGRAM
LESSON NAME = DECAD2  VERSION NUMBER 78

CURRENT LESSON OPTIONS

ANSWER TYPE = STRING
NO TIMEOUTS TO BE USED

ALLOW DEMO? YES
AUTO-UPSHIFT? YES
REMOVE BLANKS? YES
ALLOW //TSB? YES
ALLOW //CALC? YES
ALLOW //GOTO? YES
AUTOMATIC QUESTION NUMBERS? NO
REDISPLAY? NO
TRIALS = 1
RESPONSE FILENAME = NONE
STATISTICS FILENAME = NONE
TIME = 90

SECTION # 1

SECTION OPTIONS:

KEYWORD

TEXT:
1  DECAID SIGNED ON.
2  ***

QUESTION:
3  ARE YOU A REGULAR USER OF DECAID?

CORRECT ANSWER GROUP
4  #Y#
5  #AFFIR
6  #YES#

REPLY FOR THIS GROUP:
7  WELCOME BACK!

CORRECT ANSWER GROUP
8  #NO
9  #NE
10  #NO

REPLY FOR THIS GROUP:
11  WELCOME TO DECAID -- THE DECISION AID PROGRAM.
12  DECAID PROVIDES SOFTWARE SUPPORT FOR STRUCTURED
13  DECISIONMAKING. DECAID ATTEMPTS TO LEAD YOU IN A
14  RATIONAL SEARCH AND SELECTION PROCESS.
15  ***
16  AS YOU USE DECAID YOU MAY NEED ADDITIONAL INFORMATION ABOUT
17  A DECAID QUESTION, IF SO TYPE //HINT, YOU MAY FIND THAT ACCESS
18  TO THE BASIC INTERPRETER OR TO A DESK CALCULATOR IS HELPFUL.
19  TYPE //TSB TO TRANSFER TO THE BASIC INTERPRETER; THEN TYPE
20  GET-GOBACK WHEN YOU WISH TO RETURN TO DECAID.
21  *BRANCH- 12
WRONG ANSWER GROUP:

22 REGULAR
23 WHAT
24 ### (NEW LINE ADDED BY UTILITIES PACKAGE) ###
25 ### (NEW LINE ADDED BY UTILITIES PACKAGE) ###
26 ### (NEW LINE ADDED BY UTILITIES PACKAGE) ###
27 ###

REPLY FOR THIS GROUP:
28 WHEN THIS QUESTION IS REDISPLAYED TYPE "NO".
29 $$BRANCH- 1

REPLY TO UNEXPECTED ANSWER:
30 WHEN THIS QUESTION IS REDISPLAYED TYPE "NO".
31 $$BRANCH- 1

FAILURE MESSAGE:
32 PLEASE SIGN OFF AND CONSULT THE DECISION AID MANUAL.
33 TO SIGN OFF -- TYPE //STOP.
34 $$BRANCH- 1

SECTION # 2

SECTION OPTIONS:
KEYWORD

TEXT:
1 ###
2 ###

QUESTION:
3 CATEGORIZE YOUR DECISION AS AN OPPORTUNITY OR AS A PROBLEM.
4 ###

CORRECT ANSWER GROUP
5 $$OPPOR
6 $$OP
7 ###

REPLY FOR THIS GROUP:
8 NOW. PLEASE FORMULATE A CONCISE DECISION QUESTION.
9 ###
10 ###

CORRECT ANSWER GROUP
11 $$P

REPLY FOR THIS GROUP:
12 PLEASE CLARIFY AND STRUCTURE YOUR DECISION PROBLEM.
13 ###
14 ATTEMPT TO FORMULATE A VERBALLY AND SEMANTICALLY
15 SOUND DECISION QUESTION.
16 $$BRANCH- 4
REPLY TO UNEXPECTED ANSWER:
17 DAVIS SUGGESTS THAT "THE INTELLIGENCE PHASE OF THE
18 DECISION-MAKING PROCESS IS OFTEN TERMED 'PROBLEM OR
19 OPPORTUNITY RECOGNITION.' DA FIRST DETERMINES
20 YOUR SUBJECTIVE RECOGNITION OF THE DECISION SITUATION
21 AND THEN THROUGH BRANCHING DA ATTEMPTS TO CREATE
22 A VALID YET CONCISE PROBLEM STATEMENT.
23 **BRANCH- 2

FAILURE MESSAGE:
24 PLEASE SIGN OFF DA. REFLECT. SIGN ON AGAIN.
25 **BRANCH- 91

SECTION ♦ 3

SECTION OPTIONS:
KEYWORD

QUESTION:
1 CAN YOU FORMULATE YOUR PERCEIVED OPPORTUNITY AS A DECISION
2 QUESTION? IF SO, PLEASE ENTER YOUR DECISION
3 QUESTION. DECAD SUGGESTS THAT YOUR ENTRY BEGIN WITH
4 THE WORD 'SHOULD'.

CORRECT ANSWER GROUP
5 EXPAN
6 INCREAS
7 REDUC

REPLY FOR THIS GROUP:
8 ANALYSIS OF YOUR ENTRY SUGGESTS THAT YOU HAVE AN
9 OPPORTUNITY FOR PROFIT.
10 **BRANCH- 5

CORRECT ANSWER GROUP
11 MINIMIZ
12 DIVERS
13 PROTECT
14 INFLUEN
15 MAINT
16 INSUR
17 HEDG

REPLY FOR THIS GROUP:
18 ANALYSIS OF YOUR ENTRY SUGGESTS THAT YOU HAVE AN
19 ** (NEW LINE ADDED BY UTILITIES PACKAGE) **
20 ** (NEW LINE ADDED BY UTILITIES PACKAGE) **
21 **BRANCH- 5

CORRECT ANSWER GROUP
22 IMPROV
23 REDUC
24 DELETER
25 HARM
26 SOCIET

REPLY FOR THIS GROUP:
27 ANALYSIS OF YOUR ENTRY SUGGESTS THAT YOU HAVE AN
28 ** (NEW LINE ADDED BY UTILITIES PACKAGE) **
29 **BRANCH- 5
REPLY TO UNEXPECTED ANSWER:
30 PLEASE REFORMULATE YOUR OPPORTUNITY STATEMENT.
31 SEMANTIC CLARITY IS NELSSARY TO CORRECTLY DEFINE
32 A DECISION QUESTION.
33 **BRANCH- 3

FAILURE MESSAGE:
34 **BRANCH- 91

SECTION # 4

SECTION OPTIONS:
KEYWORD

QUESTION:
1 CAN YOU NOW FORMULATE YOUR DECISION QUESTION
2 IN A CONCISE, LOGICAL FORMAT? IF SO, PLEASE
3 ENTER YOUR PROBLEM STATEMENT. DECAD SUGGESTS THAT YOUR ENTRY
4 BEGIN WITH THE WORD 'SHOULD'.

CORRECT ANSWER GROUP
5 #NEW
6 #IMPROV
7 #INCREASE
8 #REDUC
9 #CHANG
10 #NEED

REPLY FOR THIS GROUP:
11 AN ANALYSIS OF YOUR PROBLEM STATEMENT SUGGESTS
12 THAT YOUR CURRENT PROBLEM IS AFFECTING DEMAND.
13 #
14 #

CORRECT ANSWER GROUP
15 #DETERIO
16 #INADEQUAT
17 #ERROR
18 #ERROR
19 #INCOMPLETE
20 #ABSENTE
21 #DECLIN
22 #MISTAK
23 #FOUL
24 #INSUFFIC

REPLY FOR THIS GROUP:
25 ANALYSIS INDICATES THAT YOUR PROBLEM IS AFFECTING
26 PERFORMANCE.

CORRECT ANSWER GROUP
27 #INTERR
28 #FAIL
29 #LOSS
30 #STOP
31 #HALT
32 #BLOCK
33 #KINK
34 #BOTTLENECK
35 #LAT
36 #INCOMPL
REPLY FOR THIS GROUP:
37 ANALYSIS INDICATES THAT RISK IS DIRECTLY
38 INVOLVED IN THIS DECISION SITUATION. FURTHER
39 ANALYSIS SHOULD EVALUATE THE RISK YOUR PROBLEM
40 CREATES.

WRONG ANSWER GROUP:
41 *NE
42 *NO*
43 $M$
44 *NE

REPLY FOR THIS GROUP:
45 CONTINUE WORKING. I WILL REDISPLAY THIS
46 QUESTION.
47 "BRANCH- 4

REPLY TO UNEXPECTED ANSWER:
48 PLEASE REFORMULATE YOUR PROBLEM STATEMENT.
49 SEMANTIC CLARITY IS IMPORTANT IN CORRECTLY
50 DEFINING A DECISION QUESTION.
51 "BRANCH- 4

FAILURE MESSAGE:
52 "BRANCH- 91

SECTION # 5

SECTION OPTIONS:
KEYWORD

TEXT:
1 DECAID ANALYSIS RELIES ON BOTH KEYWORD SEARCH AND
2 CONDITIONAL BRANCHING. LOGICAL INCOMPLETENESS CAN OCCUR.

QUESTION:
3 DO YOU AGREE WITH DECAID'S ANALYSIS OF YOUR DECISION
4 SITUATION.

CORRECT ANSWER GROUP
5 YES
6 Y

REPLY FOR THIS GROUP:
7 GOOD. REVIEW YOUR DECISION QUESTION. REEVALUATE
8 THE SCOPE AND IMPORTANCE OF THE QUESTION.

CORRECT ANSWER GROUP
9 NO
10 N
11 NOT

REPLY FOR THIS GROUP:
12 PLEASE ANALYZE BOTH THE STRUCTURE OF YOUR
13 DECISION QUESTION AND THE CONTENT OF THE
14 QUESTION.
15 "BRANCH- 2
CORRECT ANSWER GROUP
16 MAYBE
17 ALMOST
18 PROBABLY
19 LIKELY

REPLY FOR THIS GROUP:
20 YOUR DECISION QUESTION SHOULD BE CLARIFIED.
21 REFLECT THEN PLEASE REWRITE YOUR QUESTION.
22 **BRANCH- 2

REPLY TO UNEXPECTED ANSWER:
23 A DECISION QUESTION IS NOT EASY TO FORMULATE
24 AND ANALYSIS BY DA IS A GRADUAL REFINING PROCESS.
25 YOU MAY ATTEMPT TO CONTINUE FORMULATING A DECISION
26 QUESTION OR YOU MAY DISCONTINUE THE DA PROGRAM.
27 TO SIGN OFF DA TYPE //STOP
28 **BRANCH- 2

FAILURE MESSAGE:
29 **BRANCH- 91

SECTION # 6

SECTION OPTIONS:
KEYWORD

QUESTION:
... 1 .COULD YOU CATEGORIZE THIS DECISION AS ROUTINE OR RECURRING?

CORRECT ANSWER GROUP
2 #YES#
3 #AFFIRM
4 #Y#
5 #POSIT

REPLY FOR THIS GROUP:
6 REVIEW ALL APPLICABLE DECISIONS AND THEIR OUTCOMES.

CORRECT ANSWER GROUP
7 MAYBE
8 #POSS
9 #PROB

REPLY FOR THIS GROUP:
10 ATTEMPT TO LIST AND GENERALIZE SIMILAR PAST DECISION SITUATIONS.

CORRECT ANSWER GROUP
11 NO
12 #NO
13 #N#

REPLY FOR THIS GROUP:
14 **BRANCH- 8

REPLY TO UNEXPECTED ANSWER:
15 YOU APPARENTLY MISUNDERSTOOD THE QUESTION OR YOUR
16 ANSWER WAS NOT RECOGNIZED.
17 **BRANCH- 6
FAILURE MESSAGE:
10 INPUT NOT RECOGNIZED.
19 **BRANCH- 91

HINT # 1
20 THE DECISION LITERATURE SUGGESTS TWO DECISION SITUATIONS
21 WHICH ARE VARIOUSLY CALLED PROGRAMMABLE AND WICKED OR
22 ROUTINE AND NONROUTINE. THIS QUESTION HELPS YOU RECOGNIZE
23 THE DISTINCTION AND ITS IMPLICATIONS.

HINT # 2
24 
25 
26 

SECTION # 7

SECTION OPTIONS:
KEYWORD

TEXT:
1 
2 

QUESTION:
3 ASSUMING THEN THAT THIS DECISION QUESTION IS
4 A FAIRLY ROUTINE OCCURANCE — ARE APPROPRIATE
5 DECISION CRITERIA ESSENTIALLY DEFINED?

CORRECT ANSWER GROUP
6 
7 
8 
9 

REPLY FOR THIS GROUP:
10 
11 
12 **BRANCH- 9

CORRECT ANSWER GROUP
13 
14 

REPLY FOR THIS GROUP:
15 
16 **BRANCH- 9

CORRECT ANSWER GROUP
17 
18 
19 

REPLY FOR THIS GROUP:
20 
21 **BRANCH- 9
WRONG ANSWER GROUP:

22  1
23  1

REPLY FOR THIS GROUP:

24  1

REPLY TO UNEXPECTED ANSWER:

25  1
26  **BRANCH- 6

FAILURE MESSAGE:

27  TRY AGAIN TOMMOROW.
28  **BRANCH- 91

HINT # 1

29  1
30  1

HINT # 2

31  1
32  1
33  1

SECTION * 8

SECTION OPTIONS:

KEYWORD

TEXT:

1  CAUTION!

QUESTION:

2  HAVE ANALOGOUS DECISION SITUATIONS AND
3  SIMILAR DECISION QUESTIONS OCCURRED?
4  1
5  1

CORRECT ANSWER GROUP

6  *Y*
7  *YES*
8  *AFFIR*
9  *POSSIT*

REPLY FOR THIS GROUP:

10  ATTEMPT TO GENERALIZE FROM THAT ANALOGOUS SITUATION.
11  CARE MUST BE EXERCISED AT THIS POINT.

CORRECT ANSWER GROUP

12  *N*
13  *NO*
14  *NE*

REPLY FOR THIS GROUP:

15  ASSUME THAT YOUR DECISION QUESTION IN NOT PROGRAMMABLE.
16  **BRANCH- 10
WRONG ANSWER GROUP:
17 ***
18 ***

REPLY FOR THIS GROUP:
19 ***
20 **BRANCH- 9

WRONG ANSWER GROUP:
21 ***
22 ***
23 ***

REPLY FOR THIS GROUP:
24 ***
25 **BRANCH- 6

REPLY TO UNEXPECTED ANSWER:
26 WELL LET’S GO BACK. WE WANT TO DETERMINE IF
27 YOUR DECISION PROBLEM IS PROGRAMMABLE.
28 **BRANCH- 6

FAILURE MESSAGE:
29 WELL THAT’S ALL FOR TODAY.
30 **BRANCH- 91

HINT # 1
31 ***
32 ***

HINT # 2
33 ***
34 ***
35 ***

SECTION # 9

SECTION OPTIONS:
KEYWORD

TEXT:
1 ASSUME THAT YOUR DECISION PROBLEM IS PROGRAMMABLE.

QUESTION:
2 ***
3 DO DECISION RULES OR MODELS CURRENTLY EXIST WHICH
4 CAN BE APPLIED TO SOLVE THIS DECISION QUESTION?

CORRECT ANSWER GROUP
5 *Y*
6 #YES#
7 #POSSIT
8 *AFFIR

REPLY FOR THIS GROUP:
9 APPLY THE APPROPRIATE DECISION RULES OR MODELS IF
10 PAST PERFORMANCE IS SATISFACTORY. REVISION MAY BE NECESSARY.
11 **BRANCH- 91
CORRECT ANSWER GROUP
12 MAYBE
13 DO
14 KNOW

REPLY FOR THIS GROUP:
15 PLEASE CONSULT THE PROGRAM LIBRARY.
16 **BRANCH- 9

CORRECT ANSWER GROUP
17 $N$
18 $NO$
19 $NE$

REPLY FOR THIS GROUP:
20 YOU SHOULD CONSULT THE OPERATIONS RESEARCH DEPARTMENT
21 OR YOU SHOULD ATTEMPT TO CREATE YOUR OWN DECISION MODEL.
22 **BRANCH- 91

WRONG ANSWER GROUP:
23 $$$
24 $$$

REPLY FOR THIS GROUP:
25 $$$
26 **BRANCH- 6

REPLY TO UNEXPECTED ANSWER:
27 DECAID WILL LOOP BACKWARD.
28 **BRANCH- 6

FAILURE MESSAGE:
29 READ THE DECAID MANUAL. SIGN ON AGAIN.
30 **BRANCH- 91

HINT # 1
31 $$$
32 $$$

HINT # 2
33 $$$
34 $$$
35 $$$

SECTION # 10

SECTION OPTIONS:
KEYWORD

TEXT:
1 $$$
2 $$$
3 $$$

QUESTION:
4 HAVE YOU IDENTIFIED ANY SECONDARY DECISION QUESTIONS?
CORRECT ANSWER GROUP
5 #Y#
6 #YES#
7 #POS#
8 #AFFIR

REPLY FOR THIS GROUP:
9 AFTER ANALYZING THE MAJOR DECISION QUESTION WHICH YOU HAVE
10 ALREADY SPECIFIED YOU MAY WISH TO INVESTIGATE THESE
11 SECONDARY QUESTIONS.

CORRECT ANSWER GROUP
12 #N#
13 #NO
14 #NE

REPLY FOR THIS GROUP:
15 AS YOU PROCEED WITH YOUR ANALYSIS OF THE DECISION QUESTION
16 WHICH YOU HAVE ENTERED YOU MAY DETERMINE SECONDARY QUESTION
17 WHICH ARE LINKED WITH THE CURRENT DECISION QUESTION.
18 IF YOU DISCOVER SUCH SECONDARY QUESTIONS YOU MAY WISH TO
19 USE DA TO HELP YOU ANALYZE THEM.

WRONG ANSWER GROUP:
20 MAYBE
21 $$$
22 $$$
23 $$$
24 $$$

REPLY FOR THIS GROUP:
25 GIVE THIS QUESTION MORE THOUGHT YOU MAY BE ABLE
26 TO MAKE A CATEGORICAL YES OR NO STATEMENT.

REPLY TO UNEXPECTED ANSWER:
27 GIVE THIS QUESTION MORE THOUGHT YOU MAY BE ABLE
28 TO MAKE A CATEGORICAL YES OR NO STATEMENT.

FAILURE MESSAGE:
29 TRY AGAIN -- IF YOU GET STUCK HERE TYPE //STOP
30 $$BRANCH- 10

HINT # 1
31 A SECONDARY QUESTION IS
32 $$$
33 $$$
34 $$$

HINT # 2
35 $$$

SECTION ♦ 11

SECTION OPTIONS:
KEYWORD
139a

Text:
1 $$$
2 $$$
3 $$$
4 $$$
5 $$$

Question:
6 HAVE YOU DETERMINED WHAT OBJECTIVES OR STANDARDS SHOULD
7 BE USED TO EVALUATE THE QUALITY OF YOUR DECISION?

Correct Answer Group
8 ☑ YES
9 ☑ POS
10 ☑ AFFIRM

Reply for this group:
12 $$$
13 $$BRANCH - 17

Correct Answer Group
14 ☒ NO
15 ☒ NO
16 ☒ NE

Reply for this group:
17 CLEARLY DEFINED OBJECTIVES ARE IMPORTANT IN DECISION
18 MAKING. EVERY PERSON, GROUP, ORGANIZATION AND SOCIAL
19 AGGLOMERATION HAS MANY OBJECTIVES. LET'S DETERMINE
20 $$BRANCH - 14

Wrong Answer Group:
21 MAYBE
22 DON'T
23 CARE

Reply for this group:
24 STOP NOW AND THINK ABOUT YOUR OBJECTIVES AND
25 OTHER OBJECTIVES THAT ARE ENVIRONMENTALLY
26 DICTATED.
27 $$BRANCH - 91

Wrong Answer Group:
28 $$$
29 $$$

Reply for this group:
30 $$$
31 $$BRANCH - 91

Reply to unexpected answer:
32 TYPE HINT. ANSWER THE QUESTION AGAIN.
33 IF YOU GET CAUGHT IN A LOOP HERE TYPE
SECTION # 12

SECTION OPTIONS:
KEYWORD

TEXT:
1 ***
2 ***

QUESTION:
3 HAVE YOU IDENTIFIED THE PARAMETERS OF YOUR DECISION
4 SITUATION?

CORRECT ANSWER GROUP
5 Y*
6 YES*
7 POSIT
8 AFFIR

REPLY FOR THIS GROUP:
9 GOOD. AWARENESS OF A DECISION SITUATION IS A
10 PREREQUISITE.

CORRECT ANSWER GROUP
11 REASONABLE
12 CERTAINLY

REPLY FOR THIS GROUP:
13 GOOD. DECAID MAY BE ABLE TO HELP IF YOUR
14 DECISION SITUATION IS BOTH WICKED AND SIGNIFICANT.
15 **BRANCH- 2

WRONG ANSWER GROUP:
16 N*
17 NO*
18 NO
19 NO

REPLY FOR THIS GROUP:
20 DECAID CAN NOT HELP UNLESS YOU ARE AWARE OF A DECISION SITUATION.
21 TYPE //HINT
22 **BRANCH- 12

WRONG ANSWER GROUP:
23 MAYBE
24 POSS
25 POSSIBLY
26 POSSIB

REPLY FOR THIS GROUP:
27 YOU MUST BE CERTAIN THAT A DECISION SITUATION EXISTS.
28 **BRANCH- 12
REPLY TO UNEXPECTED ANSWER:
29 YOUR RESPONSE IS UNEXPECTED. TRY AGAIN.
30 **BRANCH- 12

FAILURE MESSAGE:
31 READ THE DECAID MANUAL
32 **BRANCH- 12

HINT # 1
33 ***
34 ***

HINT # 2
35 ***
36 ***

SECTION # 13

SECTION OPTIONS:
KEYWORD

TEXT:
1 ***

QUESTION:
2 HOW IMPORTANT AND SIGNIFICANT IS YOUR DECISION SITUATION?

CORRECT ANSWER GROUP
3 VERY
4 EXTREMELY
5 GREATLY
6 STRIKINGLY

REPLY FOR THIS GROUP:
7 PROCEED LOGICALLY, SEARCH ALTERNATIVES, EVALUATE UNCERTAINTIES.
8 **BRANCH- 2

CORRECT ANSWER GROUP
9 MODERATELY
10 SOME
11 GENERALLY
12 QUITE
13 LARGELY

REPLY FOR THIS GROUP:
14 CONTINUE.
15 **BRANCH- 2

WRONG ANSWER GROUP:
16 NO

REPLY FOR THIS GROUP:
17 YOU PROBABLY DON'T NEED ASSISTANCE
18 **BRANCH- 91
REPLY TO UNEXPECTED ANSWER:
   19 YOU PROBABLY DON'T NEED HELP MAKING A DECISION.
   20 ***BRANCH- 91

FAILURE MESSAGE:
   21 ***BRANCH- 91

HINT # 1
   22 $$$
   23 $$$

DESTINATION FILENAME= QUEST

COMMAND? //STOP
APPENDIX 14

LISTINGS OF THE DECAID PROGRAMS
Listings of the DECAID Programs

The DECAID programs are listed in the following order on succeeding pages. DECAID contains both instruc­tional Dialogue Facility (I) programs and BASIC (B) programs.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Program Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALTENT</td>
<td>B</td>
</tr>
<tr>
<td>ALTG3</td>
<td>B</td>
</tr>
<tr>
<td>ALTGEN</td>
<td>I</td>
</tr>
<tr>
<td>AUDIT</td>
<td>B</td>
</tr>
<tr>
<td>BEHAVE</td>
<td>B</td>
</tr>
<tr>
<td>CHOICE</td>
<td>B</td>
</tr>
<tr>
<td>DECAID</td>
<td>I</td>
</tr>
<tr>
<td>DECGO2</td>
<td>B</td>
</tr>
<tr>
<td>DECGOL</td>
<td>I</td>
</tr>
<tr>
<td>DECINF</td>
<td>I</td>
</tr>
<tr>
<td>DEFIN2</td>
<td>B</td>
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<tr>
<td>GUIDE</td>
<td>B</td>
</tr>
<tr>
<td>IDEAS</td>
<td>B</td>
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<tr>
<td>INTRO1</td>
<td>B</td>
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<tr>
<td>INTRO2</td>
<td>B</td>
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<td>PROBSL</td>
<td>B</td>
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<tr>
<td>QUEST3</td>
<td>B</td>
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<td>REMEM</td>
<td>I</td>
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<td>QUEST</td>
<td>I</td>
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<td>ROUTIN</td>
<td>I</td>
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<tr>
<td>WHY1</td>
<td>B</td>
</tr>
</tbody>
</table>
10 DIM A$[160]
20 DIM B$[160]
30 DIM C$[160]
40 DIM D$[160]
50 DIM E$[160]
60 DIM F$[160]
70 PRINT "PLEASE ENTER YOUR ALTERNATIVES. HOW MANY?"
80 PRINT "ALTERNATIVES DO YOU PLAN TO ENTER?"
90 INPUT A
100 IF A>6 THEN 600
110 PRINT "PLEASE RESTRICT YOUR INPUT TO LESS THAN 160 CHARACTERS IN A STRING."
120 PRINT
130 PRINT "PLEASE ENTER ALTERNATIVE 1"
140 ENTER 100,A0,A$
150 IF A=1 THEN 420
160 PRINT
170 PRINT "PLEASE ENTER ALTERNATIVE 2"
180 ENTER 100,A0,B$
190 IF A=2 THEN 420
200 PRINT
210 PRINT "PLEASE ENTER ALTERNATIVE 3"
220 ENTER 100,A0,C$
230 IF A=3 THEN 420
240 PRINT
250 PRINT "PLEASE ENTER ALTERNATIVE 4"
260 ENTER 100,A0,D$
270 IF A=4 THEN 420
280 PRINT
290 PRINT "PLEASE ENTER ALTERNATIVE 5"
300 ENTER 100,A0,E$
310 IF A=5 THEN 420
320 PRINT
330 PRINT "PLEASE ENTER ALTERNATIVE 6"
340 ENTER 100,A0,F$
350 GOTO 420
360 A$=UP$$(A$)
370 B$=UP$$(B$)
380 C$=UP$$(C$)
390 D$=UP$$(D$)
400 E$=UP$$(E$)
410 F$=UP$$(F$)
420 PRINT
430 PRINT '20'
440 PRINT
450 PRINT A$
460 PRINT
470 PRINT B$
480 PRINT
490 PRINT C$
500 PRINT
510 PRINT D$
520 PRINT
530 PRINT E$
540 PRINT
550 PRINT F$
560 PRINT
570 PRINT
580 GOTO 60,A0,A1
590 CHAIN '*IDSF'
600 PRINT "YOU MAY ONLY ENTER SIX ALTERNATIVES AT ONE TIME."
610 GOTO 70
620 END
DO YOU HAVE ANY EXPECTATIONS ABOUT THE SOLUTION OF YOUR DECISION QUESTION?

CORRECT ANSWER GROUP

7 YES
8 Y
REPLY FOR THIS GROUP:
9 IT IS A GOOD IDEA TO RECOGNIZE YOUR PREJUDICES AND BIASES ABOUT A SOLUTION BEFORE YOU BEGIN GENERATING ALTERNATIVES.
10 WE ALL HAVE ALTERNATIVE GENERATORS. YOUR SUBCONSCIOUS HAS BEEN GENERATING ALTERNATIVES --- NOW WE WILL MOLD AND STRUCTURE YOUR ALTERNATIVES.
14 **BRANCH- 2

WRONG ANSWER GROUP:
15 NO
16 N

REPLY FOR THIS GROUP:
17 ***
18 **BRANCH- 3

REPLY TO UNEXPECTED ANSWER:
19 ***
20 **BRANCH- 3

FAILURE MESSAGE:
21 **BRANCH- 3

HINT # 1
22 ***

SECTION # 2

TEXT:
1 \\\n
QUESTION:
2 WHAT DO YOU EXPECT YOUR DECISION WILL BE?

CORRECT ANSWER GROUP
3 ***

REPLY FOR THIS GROUP:
4 ***
5 **BRANCH- 7

REPLY TO UNEXPECTED ANSWER:
6 **BRANCH- 3

FAILURE MESSAGE:
7 **BRANCH- 7

SECTION # 3

QUESTION:
1 HAVE YOU ATTEMPTED TO EVALUATE YOUR DECISION QUESTION FROM DIVERSE POINTS OF VIEW?

CORRECT ANSWER GROUP
3 YES
4 Y
REPLY FOR THIS GROUP:
5 GOOD. YOU DON'T WANT YOUR ANALYSIS TO BE NARROW AND ONE-SIDED.

WRONG ANSWER GROUP:
6 NO
7 N

REPLY FOR THIS GROUP:
8 WHAT WOULD A PSYCHOLOGIST SUGGEST AS AN ALTERNATIVE?
9 WHAT WOULD A SOCIOLOGIST SUGGEST?
10 A PHYSICIST?
11 A MATHEMATICIAN?
12 **BRANCH- 4

REPLY TO UNEXPECTED ANSWER:
13 PLEASE ANSWER YES OR NO.

FAILURE MESSAGE:
14 $$$

HINT # 1
15 WHAT IS A POINT OF VIEW?
16 $$$
17 $$$

SECTION ♦ 4

TEXT:
1 $$$

QUESTION:
2 CAN YOU LIST AVAILABLE ALTERNATIVES?

CORRECT ANSWER GROUP
3 YES
4 Y

REPLY FOR THIS GROUP:
5 $$$

WRONG ANSWER GROUP:
6 NO
7 N

REPLY FOR THIS GROUP:
8 ASK YOURSELF .... WHAT IS POSSIBLE?
9 WHAT IF I ....? WHY NOT ...?
10 **BRANCH- 4

REPLY TO UNEXPECTED ANSWER:
11 $$$
12 PLEASE ANSWER YES OR NO.

FAILURE MESSAGE:
13 $$$
SECTION 5

SECTION OPTIONS:
  KEYWORD

TEXT:
  1 \\altent\,10
  2 *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***
  3 *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***

QUESTION:
  4 ARE YOUR ALTERNATIVES CORRECTLY ENTERED?

CORRECT ANSWER GROUP
  5 Y

REPLY FOR THIS GROUP:
  6 **BRANCH- 6

REPLY TO UNEXPECTED ANSWER:
  7 MAKE CERTAIN YOU HAVEN'T OVERLOOKED ANY POSSIBILITIES.
  8 **BRANCH- 5

FAILURE MESSAGE:
  9 ***
  10 **BRANCH- 6

SECTION 6

TEXT:
  1 ANALYSIS OF ALTERNATIVES

QUESTION:
  2 WHAT ALTERNATIVE ARE YOU ANALYZING?

CORRECT ANSWER GROUP
  3 ***

REPLY FOR THIS GROUP:
  4 **BRANCH- 7

REPLY TO UNEXPECTED ANSWER:
  5 **BRANCH- 7

FAILURE MESSAGE:
  6 **BRANCH- 7

SECTION 7

QUESTION:
  1 WHAT WOULD HAPPEN IF YOUR DECISION WAS JUST THE
  2 OPPOSITE OF THE ALTERNATIVE YOU ARE ANALYZING?

CORRECT ANSWER GROUP
  3 NOTHING

REPLY FOR THIS GROUP:
  4 WELL ... THIS SEEMS LIKE A WEAK ALTERNATIVE.
WRONG ANSWER GROUP:
5 1
6 IDON'TKNOW

REPLY FOR THIS GROUP:
7 **BRANCH- 1

WRONG ANSWER GROUP:
8 CATASTROPHE
9 DISSASTER
10 DISASTER
11 ***
12 ***

REPLY FOR THIS GROUP:
13 **BRANCH- 1

REPLY TO UNEXPECTED ANSWER:
14 ***
15 **BRANCH- 8

FAILURE MESSAGE:
16 ***

SECTION # 8

TEXT:
1 \\\

SECTION # 9

SECTION OPTIONS:
KEYWORD

TEXT:
1 ***

QUESTION:
2 DO YOU WANT TO ANALYZE ANOTHER ALTERNATIVE?

CORRECT ANSWER GROUP
3 *Y
4 ***

REPLY FOR THIS GROUP:
5 OK.
6 **BRANCH- 6

WRONG ANSWER GROUP:
7 *N
8 ***
REPLY FOR THIS GROUP:
  9 DECAID HOPES YOU HAVE CONSIDERED ALL OF YOUR ALTERNATIVES.
  10 **BRANCH- 10

REPLY TO UNEXPECTED ANSWER:
  11 PLEASE TYPE YES OR NO.

SECTION ♦ 10

QUESTION:
  1 WHAT WOULD HAPPEN IF YOU TOOK NO ACTION?
  2 ***

CORRECT ANSWER GROUP
  3 ***
  4 ***

WRONG ANSWER GROUP:
  5 NOTHING

REPLY FOR THIS GROUP:
  6 **BRANCH- 11

WRONG ANSWER GROUP:
  7 DISASTER
  8 ***
  9 ***

REPLY FOR THIS GROUP:
  10 **BRANCH- 11

REPLY TO UNEXPECTED ANSWER:
  11 **BRANCH- 11

FAILURE MESSAGE:
  12 ***

SECTION ♦ 11

TEXT:
  1 \\\\GUIDE+10

SECTION ♦ 12

TEXT:
  1 \\\\CHOICE+10
  2 ***
  3 ***
SECTION 13

TEXT:
1 AT THIS POINT YOU SHOULD BE READY TO MAKE A DECISION.
2 
3 
4 
5 

QUESTION:
6 HAVE YOU MADE A DECISION?

CORRECT ANSWER GROUP
7 YES
8 Y
9 
10 

REPLY FOR THIS GROUP:
11 OK. AT THIS POINT YOU SHOULD PLAN AN IMPLEMENTATION
12 STRATEGY.
13 

WRONG ANSWER GROUP:
14 N
15 NO
16 

REPLY FOR THIS GROUP:
17 YOU ARE BEING RETURNED TO THE START OF ALTGEN.
18 BRANCH- 1

REPLY TO UNEXPECTED ANSWER:
19 PLEASE ANSWER YES OR NO.

HINT № 1
20 DON'T WAIT IF YOU ARE CONFIDENT THAT YOU HAVE FOLLOWED
21 A RATIONAL DECISION PROCESS.

SECTION 14

SECTION OPTIONS:

KEYWORD

TEXT:
1 \\AUDIT,10
2 
3 
4 

QUESTION:
5 ARE YOU READY TO SIGN OFF?

CORRECT ANSWER GROUP
6 YES
7 Y
REPLY FOR THIS GROUP:
  8 ))>DECAID>19

WRONG ANSWER GROUP:
  9 NO
  10 N
  11 NEGATIVE

REPLY FOR THIS GROUP:
  12 OK. YOU ARE BEING BRANCHED TO AN IDENTIFICATION ROUTINE.
  13 ))>DECAID>4

REPLY TO UNEXPECTED ANSWER:
  14 PLEASE TYPE YES OR NO.

NO BRANCHING SPECIFIED

AUDIT
10 PRINT
20 DIM B$[10]
30 ENTER 20,A1,A0
40 PRINT '20'
50 PRINT "NOW THAT YOU HAVE MADE A DECISION YOU MAY WISH"
60 PRINT "TO AUDIT YOUR DECISION."
70 PRINT
80 PRINT "DO YOU WISH TO EXECUTE THE AUDIT ROUTINE?"
90 INPUT B$
100 B$=UP$$(B$)
110 IF B$[1,1]='Y' THEN 130
111 IF B$='//STOP' THEN 120
112 IF B$='//HINT' THEN 121
120 CHAIN '*IDSF'
121 PRINT "HINT IS NOT AVAILABLE."
130 PRINT
140 PRINT "AUDIT"
150 PRINT
155 PRINT "//HINT AND //STOP ARE NOT AVAILABLE IN AUDIT."
156 PRINT
160 ENTER 10,A0,A1
170 PRINT '20'
180 PRINT '1. IS YOUR DECISION FEASIBLE?'
190 ENTER 30,C,C$
200 PRINT
210 PRINT '2. WILL THE BENEFITS OF YOUR DECISION OFFSET THE COSTS?'
220 ENTER 30,C,C$
230 PRINT
240 PRINT '3. CAN THE ORGANIZATION COPE WITH THE CHANGES THAT WILL'
250 PRINT 'RESULT FROM YOUR DECISION?'
260 ENTER 30,C,C$
270 PRINT
280 PRINT '4. ARE REQUIRED RESOURCES AVAILABLE?'
290 ENTER 30,C,C$
300 PRINT
310 PRINT '5. DOES PAST PERFORMANCE SUGGEST A SUCCESSFUL OUTCOME?'
320 ENTER 30,C,C$
330 PRINT
154

340 PRINT '6. IS THE DECISION COMPATIBLE WITH YOUR CAPACITY TO ASSUME RISK?
350 ENTER 30,C,C$
380 PRINT '7. IS THE DECISION COMPATIBLE WITH YOUR WILLINGNESS TO ASSUME RISK?
400 ENTER 30,C,C$
420 PRINT '8. ARE TARGETS, TIMETABLES, TECHNIQUES, MEETINGS OR WHATEVER IS NEEDED TO IMPLEMENT YOUR DECISION DEFINED AND DOCUMENTED?
450 ENTER 30,C,C$
460 PRINT '20'7
470 PRINT 'IF YOU ANSWERED IN THE AFFIRMATIVE FOR EACH QUESTION ABOVE YOU CAN FEEL QUITE CONFIDENT THAT YOU HAVE MADE A 'GOOD' DECISION.
500 PRINT 'EACH TIME YOU ANSWERED IN THE NEGATIVE YOU IDENTIFIED A WEAKNESS IN YOUR DECISION. YOU MAY WANT TO USE SELECTED PHASES OF DECAID TO ELIMINATE THE WEAKNESS.'
550 PRINT 'BEHAVE'
600 ENTER 15,A0,A1
610 CHAIN '*IDSF'
650 END

BEHAVE
10 DIM B10J
20 PRINT '20'7
30 PRINT 'BEHAVE'
40 PRINT
50 ENTER 4,A0,A1
60 PRINT 'WELCOME TO BEHAVE. BEHAVE IS PART OF ALTEVA, THE ALTERNATIVE EVALUATION PHASE OF DECAID. IT ATTEMPTS TO HELP YOU ANALYZE THE BEHAVIORAL ASPECTS OF YOUR DECISION ALTERNATIVES.'
70 PRINT 'HINT AND STOP ARE NOT AVAILABLE IN BEHAVE.'
80 PRINT 'YOU MAY ENTER MULTIPLE LINES OF INPUT IN BEHAVE. STRIKE THE RETURN KEY TWICE TO MOVE ON TO THE NEXT QUESTION.'
90 PRINT
100 PRINT 'WHAT ALTERNATIVE DO YOU WANT TO EVALUATE?'
110 ENTER 60,A0,A1
120 PRINT
130 PRINT
140 PRINT 'WHAT WILL MEMBERS OF YOUR ORGANIZATION PERCEIVE AS THE CONSEQUENCES OF THIS ALTERNATIVE?'
150 PRINT
160 PRINT
170 ENTER 60,A0,A1
180 PRINT
190 ENTER 60,A0,A1
200 PRINT 'WHAT EFFECT WILL THIS ALTERNATIVE HAVE ON THE MOTIVATION OF MEMBERS OF THE ORGANIZATION?'
210 PRINT
220 PRINT
230 PRINT
240 ENTER 60,A0,A1
250 PRINT
CHOICE

10 DIM J$(10)
20 DIM I$(10)
30 DIM G$(10)
40 REM STRING VARIABLES FOR ALTERNATIVE 1.
50 DIM A$(70),B$(70),C$(70)
60 REM STRING VARIABLES FOR ALTERNATIVE 2.
70 DIM D$(70),E$(70),F$(70)
80 REM STRING VARIABLES FOR PRO AND CON ALTERNATIVE 1.
90 DIM W$(255),X$(255)
100 REM STRING VARIABLES FOR PRO AND CON ALTERNATIVE 2.
110 DIM Y$(255),Z$(255)
120 J=0
130 ENTER 60,A0,A1
140 PRINT '20
150 PRINT '20
160 PRINT 'CHOICE*
170 PRINT
180 PRINT 'THIS ROUTINE INPUTS PRO AND CON ARGUMENTS RELEVANT TO EACH OF YOUR REMAINING ALTERNATIVES. THIS IS THE CHOICE PHASE OF DECAID AND DECAID ASSUMES THAT YOU HAVE NARROWED YOUR SEARCH FOR A DECISION TO TWO ALTERNATIVES.'
190 PRINT
200 PRINT 'ARE YOU READY TO EXECUTE CHOICE?'
210 INPUT G$
220 G$=UFS$(G$)
230 IF G$="N" THEN 2270
240 IF G$="NO" THEN 2270
250 PRINT
260 ENTER 40,A0,A1
270 PRINT '20
280 PRINT */HINT AND //STOP ARE NOT AVAILABLE IN CHOICE.*
PRINT '20'7
PRINT
PRINT "YOU ARE ENTERING CHOICE, THE CHOICE PHASE OF DECAID."
PRINT
PRINT
PRINT "WHAT IS YOUR FIRST ALTERNATIVE?"
PRINT
ENTER 255,A,A$
A$=UP$(A$)
PRINT
ENTER 255,B,B$
B$=UP$(B$)
IF B<4 THEN 490
PRINT
ENTER 255,C,C$
C$=UP$$(C$)
PRINT
J=1
PRINT
PRINT '20'
PRINT 'FIRST ALTERNATIVE'
PRINT A$
PRINT B$
PRINT C$
PRINT
PRINT USING 590
IMAGE "WHAT ARGUMENTS SUPPORT ADOPTION OF THIS ALTERNATIVE?"
PRINT
FOR N=1 TO 15
PRINT
PRINT 'PLEASE RESTRICT INPUT FOR PRO AND CON ARGUMENTS TO'
PRINT "15 CHARACTERS. THIS IS NECESSARY FOR DISPLAY PURPOSES."
PRINT
PRINT '20'
PRINT 'ENTER PRO ARGUMENT
ENTER 255,U,WJ,J+15
WJ=UP$(WJ)
IF WJ<3 THEN 760
J=J+15
NEXT N
K=1
PRINT
PRINT '20'
PRINT 'FIRST ALTERNATIVE'
PRINT A$
PRINT B$
PRINT C$
PRINT
PRINT USING 850
IMAGE "WHAT ARGUMENTS OPPOSE ADOPTION OF THIS ALTERNATIVE?"
PRINT
FOR M=1 TO 15
PRINT
PRINT 'ENTER CON ARGUMENT
ENTER 255,X,X[K,K+15]
X$=UP$(X$)
920  PRINT  
930  IF X<3 THEN 970  
940  K=K+15  
950  PRINT '18'18'18'11  
960  NEXT M  
970  PRINT  
980  PRINT '20  
990  PRINT *WHAT IS YOUR SECOND ALTERNATIVE*  
1000  PRINT  
1010  ENTER 255,D,D$  
1020  D$=UPS$(D$)  
1030  PRINT  
1040  ENTER 255,E,E$  
1050  E$=UPS$(E$)  
1060  IF E<4 THEN 1100  
1070  PRINT  
1080  ENTER 255,F,F$  
1090  F$=UPS$(F$)  
1100  PRINT  
1110  L=1  
1120  PRINT  
1130  PRINT '20  
1140  PRINT *SECOND ALTERNATIVE*  
1150  PRINT D$  
1160  PRINT E$  
1170  PRINT F$  
1180  PRINT  
1190  PRINT USING 590  
1200  PRINT  
1210  FOR D=1 TO 15  
1220  PRINT  
1230  PRINT *ENTER PRO ARGUMENT #*0  
1240  PRINT  
1250  ENTER 255,Y,Y$[L,L+15]  
1260  Y$=UPS$(Y$)  
1270  PRINT  
1280  IF Y<3 THEN 1320  
1290  L=L+15  
1300  PRINT '18'18'18'11  
1310  NEXT D  
1320  L1=1  
1330  PRINT  
1340  PRINT '20'7  
1350  PRINT *SECOND ALTERNATIVE*  
1360  PRINT D$  
1370  PRINT E$  
1380  PRINT F$  
1390  PRINT  
1400  PRINT USING 850  
1410  PRINT  
1420  FOR P=1 TO 15  
1430  PRINT  
1440  PRINT *ENTER CON ARGUMENT #*P  
1450  PRINT  
1460  ENTER 255,Z,Z$[L1,L1+15]  
1470  Z$=UPS$(Z$)  
1480  PRINT  
1490  IF Z<3 THEN 1530  
1500  L1=L1+15  
1510  PRINT '18'18'18'11'7  
1520  NEXT P  
1530  PRINT
1540 PRINT "YOU HAVE FINISHED ENTERING YOUR ARGUMENTS. DECAID"
1550 PRINT "YOU WILL ATTEMPT TO PRESENT THE INFORMATION IN A FORM"
1560 PRINT "THAT HELPS YOU DEVELOP A RATIONAL I FOR YOUR CHOICE."
1570 PRINT
1580 PRINT
1590 PRINT "ALTERNATIVE 1"
1600 PRINT
1610 PRINT A*
1620 PRINT B*
1630 PRINT C*
1640 PRINT
1650 PRINT "ALTERNATIVE 2"
1660 PRINT
1670 PRINT D*
1680 PRINT E*
1690 PRINT F*
1700 ENTER 45*A0>A1
1710 1J=1
1720 PRINT "20"
1730 PRINT "ALTERNATIVE 1",27X,"ALTERNATIVE 2"
1740 PRINT USING 1750
1750 PRINT
1770 PRINT USING 1780
1780 FOR I=1 TO 15
1790 PRINT W4[J1,J1+14];SPA(1);X;W4[J1,J1+14];SPA(1);W4[J1+14];SPA(1);W4[J1+14]
1800 J1=J1+15
1810 IF LEN(W#)<J1 THEN 1830
1820 GOTO 1860
1830 IF LEN(W#)<J1 THEN 1850
1840 GOTO 1860
1850 IF LEN(W#)<J1 THEN 1870
1860 NEXT I
1870 IF LEN(#)<J1 THEN 1890
1880 GOTO 1860
1890 PRINT
1900 IF J=1 THEN 2190
1910 PRINT "=================================================================================
1920 PRINT
1930 PRINT "ANALYSIS 1"
1940 PRINT "BALANCE PRO AND CON ARGUMENTS FOR EACH ALTERNATIVE."
1950 PRINT
1960 PRINT "WHICH ALTERNATIVE HAS MORE SUPPORT AND LESS OPPOSITION?"
1970 ENTER 255*N1*N
1980 IF N=1 THEN 2020
1990 IF N=2 THEN 2110
2000 PRINT "PLEASE ENTER A 1 OR A 2."
2010 GOTO 1960
2020 PRINT "18'18'18'18'18'18'18'11'7"
2030 PRINT
2040 PRINT "ANALYSIS 2"
2050 PRINT
2060 PRINT "COMPARE THE PRO ARGUMENTS OF ALTERNATIVE 1 WITH THE PRO"
2070 PRINT "ARGUMENTS OF ALTERNATIVE 2. MAKE THE SAME COMPARISON FOR"
2080 PRINT "THE CON ARGUMENTS."
2090 ENTER 60*X1*X
2100 PRINT
2110 PRINT
2120 PRINT "18'18'18'18'18'18'18'11'7"
2130 PRINT "IN RETROSPECT -- HAD YOU MADE A CHOICE BEFORE YOU ENTERED"
2140 PRINT "THIS PHASE IN DECAID?"
2150 INPUT I$
2160 I$=UP$(I$
2170 IF I$="YES" THEN 2290
2180 PRINT
2190 PRINT "DO YOU WANT TO REDISPLAY YOUR ARGUMENTS?"
2200 INPUT J$
2205 J$=UP$(J$
2210 IF J$="YES" THEN 2320
2220 IF J$="Y" THEN 2320
2240 GOTO 2270
2250 GOTO 2020
2260 STOP
2270 CHAIN "$IDSF"
2280 STOP
2290 PRINT "YOUR CHOICE PROCESS MAY BE BIASED. RUN THE AUDIT"
2300 PRINT "ROUTINE."
2310 GOTO 2270
2320 J=1
2330 GOTO 1580
2340 END

LESSON NAME =DECAID
VERSION NUMBER 21

CURRENT LESSON OPTIONS
ANSWER TYPE = STRING
NO TIMEOUTS TO BE USED
ALLOW DEMO? YES
AUTO-UPSHIFT? YES
REMOVE BLANKS? YES
ALLOW //TSB? YES
ALLOW //CALC? YES
ALLOW //GOTO? YES
AUTOMATIC QUESTION NUMBERS? NO
REDISPLAY? YES
TRIALS = 2
RESPONSE FILENAME= DECRE
STATISTICS FILENAME= DECESTA
TIME = 180

SECTION # 1

TEXT:
1 DECAID
2
3 ""WELCOME."
4 \\\\INTRO,10

SECTION # 2

SECTION OPTIONS:
--- KEYWORD

"WELCOME.",

\\\\INTRO,10
TEXT:
1
2

QUESTION:
3 (A2) DO YOU WANT AN EXPLANATION OF DECAID COMMANDS?

CORRECT ANSWER GROUP
4 Y
5 YES
6 A
7 T

REPLY FOR THIS GROUP:
8

WRONG ANSWER GROUP:
9 N
10 NO

REPLY FOR THIS GROUP:
11
12 **BRANCH- 4

REPLY TO UNEXPECTED ANSWER:
13 PLEASE TYPE YES OR NO.
14 **BRANCH- 2

FAILURE MESSAGE:
15 PLEASE TYPE YES OR NO.
16 **BRANCH- 2

SECTION # 3

SECTION OPTIONS:

KEYWORD

TEXT:
1 \\INTRO2,10

QUESTION:
2 (A3) ARE YOU PREPARED TO BEGIN THE DECAID DECISION PROCESS?

CORRECT ANSWER GROUP
3 Y
4 YES
5 A
6 T

REPLY FOR THIS GROUP:
7 GOOD.

WRONG ANSWER GROUP:
8 N
9 NO
Easton (1973) states: "The decision process begins with the perception of the need for change. There may be an intense dissatisfaction with the existing state of affairs or merely an urge for the improvement of a good condition. ...someone, somewhere, must feel and transmit pressure for a change in the status quo."

Question:
9 (A4) Have you identified a decision situation which demands, or appears to demand action?

Correct answer group:
11 Y
12 YES
13 A
14 T

Reply for this group:
15 Y
16 Y
17 Y
18 Y
19 Y
20 Good. That is the first step in any decision process.
21 Marvin 1971 p. 136

Wrong answer group:
22 N
23 NO

Reply for this group:
24 A decision situation must be identified before you can use Decaid.
25 Decaid.
26 **Branch- 21
REPLY TO UNEXPECTED ANSWER:
27 PLEASE TYPE YES OR NO.
28 **BRANCH- 4

FAILURE MESSAGE:
29 PLEASE TYPE YES OR NO.
30 **BRANCH- 4

HINT # 1
31 MARVIN OFFERS THE FOLLOWING ADVICE RELEVANT TO IDENTIFYING
32 YOUR DECISION SITUATION: ‘...DON'T CONFUSE PROBLEMS WITH
33 OPPORTUNITIES. SOME BECOME SO SUPERSENSITIVE TO PROBLEMS
34 THAT THEY HAVE NO TIME TO SPOT OPPORTUNITIES... GOOD DECISIONS
35 ARE BASED ON THE ABILITY TO DETERMINE THE MOST WORTHWHILE
36 THINGS TO DO.
37 ***
38 ***P. 132

HINT # 2
39 Uris (1970) LISTS THE FOLLOWING AS ESSENTIAL ELEMENTS OF
40 DECISION MAKING:
41 1. A situation that demands, or seems to demand action;
42 2. Time pressure, created by a degenerating of circumstances;
43 3. Lack of complete information;
44 4. Uncertainty, suggesting a risk for any decision made;
45 5. Likelihood of costly consequences if the decision is wrong;
46 6. Likelihood of benefits of an effective decision;
47 7. The existence of two or more alternative actions.
48 ***Uris 1970 p. 35

SECTION # 5

SECTION OPTIONS:
KEYWORD

TEXT:
1 ***
2 ***
3 ***
4 ***
5 ***

QUESTION:
6 (A4) WOULD YOU CATEGORIZE YOUR CURRENT DECISION SITUATION AS
7 A PROBLEM OR AS AN OPPORTUNITY?

CORRECT ANSWER GROUP
8 #P
9 #PROBLEM#

REPLY FOR THIS GROUP:
10 THE PROBLEM SOLVING ROUTINE IN DECAID IS INCOMPLETE. YOU
11 YOU SHOULD EVALUATE PLAUSIBLE CAUSES OF YOUR PROBLEM IN
12 THE CONTEXT OF THE QUESTIONS IN PROBSL, BUT DON'T LIMIT YOURSELF.
13 **BRANCH- 6

CORRECT ANSWER GROUP
14 #OPPORTUNITY#
15 #OPPORTUNITY#
16 #
REPLY FOR THIS GROUP:
17 YOU SHOULD PROCEED SLOWLY. YOU WILL PROCEED THROUGH THE
18 FOLLOWING STEPS: DEFINITION OF YOUR DECISION QUESTION;
19 EVALUATION OF YOUR INFORMATION RESOURCES; SELECTION OF
20 RELEVANT OBJECTIVES; GENERATION OF ALTERNATIVE ACTIONS;
21 EVALUATION OF YOUR POSSIBLE ACTIONS; CHOICE OF AN ACTION;
22 A NEW ROUTINE BASED ON THE VROOM-YETTON MODEL HAS RECENTLY
23 BEEN ADDED.
24 "BRANCH- 7

CORRECT ANSWER GROUP
25 *NEITHER*
26 *DON'T KNOW*

REPLY FOR THIS GROUP:
27 REVIEW YOUR DECISION SITUATION. DECAD WILL TAKE YOU
28 THROUGH A STANDARD DECISION MAKING SEQUENCE. IF YOU FIND
29 UNRESOLVED PROBLEMS, STOP AND THINK.
30 "BRANCH- 7

REPLY TO UNEXPECTED ANSWER:
31 I DON'T RECOGNIZE YOUR ANSWER, BUT YOU WILL CONTINUE
32 ON A STANDARD DECAD SEQUENCE. USE THE "STOP COMMAND
33 IF YOU ARE HAVING PROBLEMS OR ARE JUST PLAIN BORED.
34 "BRANCH- 7

HINT #1
35 A PROBLEM INVOLVES A DEVIATION OF PERFORMANCE FROM THE
36 NORM OR EXPECTED BEHAVIOR OF A PERSON OR SYSTEM. AN
37 OPPORTUNITY IS A CHANCE TO INCREASE YOUR EXPECTATIONS
38 OR STANDARDS AND THEREFORE A CHANCE TO INSTITUTE NEW
39 POLICIES OR ACTIONS.

SECTION # 6

SECTION OPTIONS:
  KEYWORD

TEXT:
... 1 \PROBSL\*10
2 $$$
3 $$$
4 $$$

QUESTION:
5 DO YOU HAVE A SOLUTION FOR YOUR PROBLEM? DO YOU
6 KNOW WHAT THE CAUSE OF THE PROBLEM IS? ARE YOU
7 READY TO PROCEED WITH DECAD AND DETERMINE WHAT
8 ACTION YOU WILL TAKE TO REMOVE OR ELIMINATE YOUR
9 PROBLEM SITUATION?

CORRECT ANSWER GROUP
10 "YES"
11 "Y"
12 "A"
13 "P"
REPLY FOR THIS GROUP:
14 GOOD.
15 DECALD WILL USE THE FOLLOWING STRATEGY:
16 1) DEFINE AN ACCURATE DECISION QUESTION
17 2) DETERMINE APPROPRIATE DECISION PROCESS
18 3) SELECT RELEVANT ORGANIZATIONAL OBJECTIVES
19 4) GENERATE ALTERNATIVE ACTIONS
20 5) EVALUATE ALL POSSIBLE ACTIONS
21 6) SELECT FROM THE TWO "BEST" ALTERNATIVES
22 YOUR CHOICE
23 7) AUDIT YOUR DECISION PROCESS

CORRECT ANSWER GROUP
24 *N*

REPLY FOR THIS GROUP:
25 YOU MUST REANALYZE YOUR SITUATION BEFORE CONTINUING WITH DECALD.
26 ***BRANCH- 17

REPLY TO UNEXPECTED ANSWER:
27 YOU ARE BEING BRANCHED TO THE SIGN OFF ROUTINE.
28 ***BRANCH- 17

HINT # 1
29 PROBLEM SOLVING IS BUT A PART OF THE DECISION MAKING
30 PROCESS, ONCE YOU HAVE DETERMINED THE CAUSE OF A
31 PROBLEM YOU MUST DECIDE WHAT ACTION YOU WILL TAKE
32 TO RESOLVE THE SITUATION.

SECTION • 7

SECTION OPTIONS!

KEYWORD

TEXT:
1 $$$
2 $$$
3 $$$
4 $$$

QUESTION:
5 GIVEN A RATING SCALE WHERE (1) MEANS VERY SIGNIFICANT,
6 (3) MEANS SIGNIFICANT! AND (5) MEANS INSIGNIFICANT,
7 (AS) THEN HOW SIGNIFICANT IS YOUR DECISION SITUATION?

CORRECT ANSWER GROUP
8 #1#
9 #0
10 VERY

REPLY FOR THIS GROUP:
11 YOU BELIEVE YOUR SITUATION IS VERY IMPORTANT, YOU ARE
12 BEING BRANCHED DIRECTLY TO QUEST - THE QUESTION DEFINITION
13 PHASE OF DECALD, ORGANIZE YOUR INFORMATION.
14 )))QUEST:1
165

WRONG ANSWER GROUP:
15  *3*
16  SIGNIFICANT

REPLY FOR THIS GROUP:
17  YOU DON'T SEEM CERTAIN THAT YOUR DECISION SITUATION IS IMPORTANT
18  TO YOUR ORGANIZATION. IF YOU HAVE DOUBTS ABOUT YOUR PRIORITIES
19  YOU SHOULD STOP AND THINK. USE THE STOP COMMAND IF YOU WANT TO
20  REASSESS YOUR PRIORITIES.
21  **BRANCH- 8

WRONG ANSWER GROUP:
22  *5*

REPLY FOR THIS GROUP:
23  YOU SHOULD NOT USE DECAILD TO HELP RESOLVE THIS DECISION
24  SITUATION. YOU ARE WASTING YOU TIME AND DECAILD'S TIME.
25  YOU ARE BEING BRANCHED TO THE SIGN OFF ROUTINE.
26  **BRANCH- 13

REPLY TO UNEXPECTED ANSWER:
27  PLEASE TYPE 1,3 OR 5.
28  **BRANCH- 7

FAILURE MESSAGE:
29  PLEASE TYPE 1,3 OR 5.
30  **BRANCH- 7

HINT #1
31  A VERY SIGNIFICANT DECISION SITUATION HAS IMPORTANT
32  CONSEQUENCES FOR YOUR ORGANIZATION. YOU PERCEIVE
33  LARGE BENEFITS FROM A "GOOD" DECISION OR NUMEROUS
34  DISADVANTAGES OR COSTS FROM NO DECISION OR A "BAD"
35  DECISION.

SECTION #8

SECTION OPTIONS:
  KEYWORD

TEXT:
1  IT IS OFTEN SAID THAT AT LEAST HALF (SOME SAY 90%) OF THE
2  DECISION MAKING TASK INVOLVES DEFINING PRECISELY WHAT THE
3  DECISION QUESTION IS. DEFINING AN INAPPROPRIATE DECISION
4  QUESTION MEANS THAT YOU HAVE COMMITTED AN ERROR OF THE THIRD
5  TYPE. DECAILD ATTEMPTS TO HELP YOU AVOID THIS ERROR.
6  QUESTION DEFINITION IS A DIVERGENT ACTIVITY -- FIND
7  CREATIVE, INTUITIVE ALTERNATIVE DECISION QUESTIONS.
8  DON'T RESTRICT THE POSSIBILITIES UNTIL YOU HAVE CONSIDERED
9  THEM.
10  ***
11  ***Horton 1970 p. 70

QUESTION:
12  (A6) HAVE YOU STATED AND DEFINED A DECISION QUESTION?
CORRECT ANSWER GROUP
13 • Y
14 YES
15 • A
16 • T

REPLY FOR THIS GROUP:
17 •
18 •

WRONG ANSWER GROUP:
19 • N
20 • NO*
21 • NO

REPLY FOR THIS GROUP:
22 YOU ARE BEING BRANCHED TO QUEST -- THE QUESTION
23 DEFINITION PHASE OF DECAID.
24 )))QUEST,1

WRONG ANSWER GROUP:
25 • MAYBE
26 • GUESS*
27 MAYBE*
28 • MAYBE*

REPLY FOR THIS GROUP:
29 YOU ARE UNCERTAIN ABOUT THE STATUS OF YOUR DECISION
30 QUESTION. DECAID IS BRANCHING YOU TO QUEST -- THE
31 QUESTION DEFINITION PHASE.
32 )))QUEST,1

REPLY TO UNEXPECTED ANSWER:
33 PLEASE TYPE YES OR NO.
34 **BRANCH- 8

FAILURE MESSAGE:
35 PLEASE TYPE YES OR NO.
36 **BRANCH- 8

HINT 1
37 A DECISION QUESTION CATEGORIZES THE SUBJECT OF
38 YOUR DECISION SITUATION. IT IS WRITTEN IN THE
39 ACTIVE VOICE AND AN ACTION IS USUALLY STATED OR
40 IMPLIED.

SECTION * 9

SECTION OPTIONS:
KEYWORD

TEXT:
1 •
2 \DEFIN2,10
QUESTION:
3 (A7) IS YOUR DECISION QUESTION CORRECTLY ENTERED IN DECAID’S MEMORY?

CORRECT ANSWER GROUP
5 YES
6 $Y
7 $A
8 $P

REPLY FOR THIS GROUP:
9 GOOD. YOUR DECISION QUESTION WILL BE REDISPLAYED AT APPROPRIATE POINTS IN THE DECISION PROCESS.

CORRECT ANSWER GROUP
11 NO
12 $N

REPLY FOR THIS GROUP:
13 PLEASE RE-ENTER YOUR QUESTION. YOU MAY USE 65 CHARACTERS IN YOUR RESPONSE.
15 /*BRANCH-9 */

REPLY TO UNEXPECTED ANSWER:
16 PLEASE CONTINUE. IF YOU FIND THAT YOUR DECISION QUESTION IS IMPROPERLY DEFINED TYPE //GOTO-7. THIS COMMAND WILL ALLOW YOU TO RETURN TO THE QUESTION WHICH ENTERS YOUR DQ IN DECAID’S MEMORY.

FAILURE MESSAGE:
20 PLEASE CONTINUE.

SECTION ♦ 10

SECTION OPTIONS:
KEYWORD

TEXT:
1 BEFORE YOU ARE BRANCHED TO THE NEXT PHASE OF THE DECISION MAKING PROCESS, DECAID WANTS YOU TO CONSIDER THE POSSIBILITY THAT YOU HAVE DEFINED YOUR DECISION QUESTION INACCURATELY. ALTHOUGH YOU BELIEVE THAT YOUR ANALYSIS IS CORRECT, DON’T MAKE AN ERROR — PLEASE REEVALUATE YOUR INFERENCES AND REASONING.
6 $$$

SECTION ♦ 11

SECTION OPTIONS:
KEYWORD

TEXT:
1 $$$
2 $$$

QUESTION:
3 ON A SCALE WHERE 100% INDICATES CERTAINTY AND 0% INDICATES UNCERTAINTY ....
5 (A11) HOW CERTAIN ARE YOU THAT YOU HAVE DEFINED THE DECISION QUESTION WHICH BEST CHARACTERIZES YOUR DECISION SITUATION?
CORRECT ANSWER GROUP
7 CERTAIN
8 100
9 99.9
10 $$$

REPLY FOR THIS GROUP:
11 YOU MAY BE OVERCONFIDENT. DON'T ASSUME TOO MUCH.

CORRECT ANSWER GROUP
12 99
13 98
14 97
15 96
16 95

REPLY FOR THIS GROUP:
17 YOU SEEM CONFIDENT THAT YOUR DECISION QUESTION IS APPROPRIATE.
18 YOU MAY WANT TO ASK YOURSELF WHAT JUSTIFIES YOUR CONFIDENCE.

CORRECT ANSWER GROUP
19 90
20 85
21 80
22 75

REPLY FOR THIS GROUP:
23 ALTHOUGH YOU ARE CONFIDENT THAT YOUR DECISION QUESTION IS APPROPRIATE, YOU ADMIT THAT IT MAY BE INCORRECT. YOU SHOULD PROBABLY USE QUEST.

REPLY TO UNEXPECTED ANSWER:
26 YOU SEEM LESS THAN CERTAIN ABOUT YOUR CURRENT DECISION QUESTION'S APPROPRIATENESS. YOU MAY COMMIT AN ERROR OF THE THIRD KIND -- THE ERROR OF SOLVING THE WRONG PROBLEM OR OF DECIDING A QUESTION THAT DOESN'T ADDRESS APPROPRIATELY THE OPPORTUNITY OR PROBLEM IN YOUR DECISION SITUATION -- YOU SHOULD GO SLOWLY AT THIS POINT. DON'T WASTE YOUR TIME, MISS AN OPPORTUNITY OR INCUR NEEDLESS COSTS.

FAILURE MESSAGE:
36 YOU ARE BEING BRANCHED TO QUEST -- THE QUESTION DEFINITION PHASE OF DECAID.

HINT # 1
39 HOW CONFIDENT ARE YOU THAT YOU DECISION QUESTION ACCURATELY CHARACTERIZES YOUR DECISION SITUATION?
41 $$$

SECTION # 12

TEXT:
1 QUEST IS THE NAME OF THE QUESTION DEFINITION PHASE OF DECAID.
2 \REM(Rect 10)
QUESTION:
3 (A10) DO YOU WANT TO USE QUEST TO EVALUATE YOUR DECISION SITUATION?

CORRECT ANSWER GROUP
5 YES
6 Y
7 A

REPLY FOR THIS GROUP:
8 BRANCHING ......
9 ))))QUEST,1

WRONG ANSWER GROUP:
10 NO
11 N
12 N
13 NEGATIVE

REPLY FOR THIS GROUP:
14 OK,
15 BRANCH- 20

REPLY TO UNEXPECTED ANSWER:
16 WELL, YOU ARE BEING BRANCHED TO QUEST.
17 ))))QUEST,1

FAILURE MESSAGE:
18 PLEASE USE QUEST.
19 ))))QUEST,1

SECTION #: 13

SECTION OPTIONS:
KEYWORD
1 TRIALS = 2

TEXT:
2 YOU ARE ENTERING THE DECAID SIGN OFF ROUTINE.
3 \\

QUESTION:
4 (A11) ARE YOU HAVING DIFFICULTY USING DECAID?

CORRECT ANSWER GROUP
5 $Y
6 $A
7 $P

REPLY FOR THIS GROUP:
8 WELL... DON'T GET DISCOURAGED.

CORRECT ANSWER GROUP
9 $N
10 $$$
11 $$$
REPLY FOR THIS GROUP:
12 GOOD. I HOPE YOU UNDERSTAND WHAT PROMPTED DECAID TO
13 SEND YOU TO THE SIGN OFF ROUTINE. IF YOU THINK THE
14 BRANCH WAS INAPPROPRIATE, PLEASE NOTE THE QUESTION YOU WERE ASKED
15 PRIOR TO THE BRANCH, THEN DISCUSS THE PROBLEM WITH DANIEL POWER.
16 **BRANCH- 16

REPLY TO UNEXPECTED ANSWER:
17 PLEASE TYPE YES OR NO.

FAILURE MESSAGE:
19 PLEASE CONTINUE.

SECTION # 14

SECTION OPTIONS:
KEYWORD

TEXT:
1 $$$
2 $$$

QUESTION:
3 (A12) HAVE YOU READ THE DECAID STUDENT MANUAL?

CORRECT ANSWER GROUP
4 Y
5 A
6 P

REPLY FOR THIS GROUP:
7 GOOD. IF YOU NEED HELP, DISCUSS YOUR QUESTIONS ABOUT DECAID WITH
8 DAN POWER. IF YOU ARE HAVING PROBLEMS WITH THE TERMINAL
9 ASK A MONITOR.

WRONG ANSWER GROUP:
10 N
11 $$$

REPLY FOR THIS GROUP:
12 YOU SHOULD READ THE DECAID MANUAL BEFORE YOU PROCEED.
13 $$$
14 **BRANCH- 16

REPLY TO UNEXPECTED ANSWER:
15 THE DECAID STUDENT MANUAL IS AN IMPORTANT INFORMATION
16 RESOURCE. IF YOU HAVE QUESTIONS ASK DAN POWER.

FAILURE MESSAGE:
17 PLEASE CONTINUE.

SECTION # 15

SECTION OPTIONS:
KEYWORD
TEXT:
1 
2 

QUESTION:
3 (A13) HAVE YOU USED THE //HINT COMMAND?

CORRECT ANSWER GROUP
4 #Y
5 #A
6 #P

REPLY FOR THIS GROUP:
7 GOOD. I HOPE THAT THE INFORMATION WAS INFORMATIVE AND
8 HELPFUL.

WRONG ANSWER GROUP:
9 #N
10 

REPLY FOR THIS GROUP:
11 THE //HINT COMMAND OFTEN PROVIDES INFORMATION USEFUL IN
12 ANSWERING DECAID QUESTIONS. CONSIDER USING THIS OPTION
13 IN THE FUTURE.
14 **BRANCH- 16

REPLY TO UNEXPECTED ANSWER:
15 OK.

FAILURE MESSAGE:
16 PLEASE CONTINUE.

SECTION # 16

SECTION OPTIONS:
KEYWORD

TEXT:
1 A NEGATIVE RESPONSE TO THIS QUESTION TERMINATES FUTURE ACCESS
2 TO THE DECAID SYSTEM. AN AFFIRMATIVE RESPONSE CONTINUES YOUR
3 USER NUMBER, IF YOU ARE ENTERED AS A REGULAR DECAID USER.

QUESTION:
4 DO YOU WANT TO CONTINUE AS A DECAID USER?

CORRECT ANSWER GROUP
5 #Y
6 #A
7 #P

REPLY FOR THIS GROUP:
8 OK.

WRONG ANSWER GROUP:
9 #N
REPLY FOR THIS GROUP:
10 YOU ARE BEING TERMINATED AS A DECAID USER.
11 **BRANCH- 91

WRONG ANSWER GROUP:
12 $D
13 $M
14 $$$ *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***
15 $$$ *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***

REPLY FOR THIS GROUP:
16 YOU ARE BEING MAINTAINED AS A DECAID USER.
17 $$$
18 **BRANCH- 17

REPLY TO UNEXPECTED ANSWER:
19 YOU WILL CONTINUE AS A DECAID USER.
20 $$$ *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***
21 **BRANCH- 17

FAILURE MESSAGE:
22 DECAID ASSUMES YOU WANT TO CONTINUE AS A DECAID USER.

SECTION * 17

SECTION OPTIONS:
  KEYWORD

TEXT:
1 $$$

QUESTION:
2 (A15) ARE YOU READY TO SIGN OFF.

CORRECT ANSWER GROUP
3 $$$
4 $$$
5 $$$

REPLY FOR THIS GROUP:
6 PLEASE USE THE STOP COMMAND IN RESPONSE TO THE NEXT
7 QUESTION.

WRONG ANSWER GROUP:
8 $N

REPLY FOR THIS GROUP:
9 OK.
10 **BRANCH- 2

WRONG ANSWER GROUP:
11 $Y
12 $A
13 $P
REPLY FOR THIS GROUP:
14 PLEASE USE THE STOP COMMAND IN RESPONSE TO THE NEXT
15 QUESTION.
16 **BRANCH- 19

REPLY TO UNEXPECTED ANSWER:
17 **BRANCH- 19

FAILURE MESSAGE:
18 **BRANCH- 19

SECTION # 18

TEXT:
1 !!!!RESTART TEXT FOLLOWS
2 DECAID SIGNED ON.
3 """"WELCOME BACK,"",
5 \\
6 *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***

SECTION # 19

SECTION OPTIONS:
   KEYWORD

TEXT:
1 PHASE CONTROL.
2
3 *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***
4 TYPE //STOP AT THIS POINT IF YOU WANT A PROGRAMMED
5 EXIT FROM THE DECAID SEQUENCE.

QUESTION:
6 (A17) PHASE? *

CORRECT ANSWER GROUP
7 1
8 QUEST

REPLY FOR THIS GROUP:
9 )>)QUEST,1

WRONG ANSWER GROUP:
10 2
11 QUESTION EVALUATION

WRONG ANSWER GROUP:
12 *
13 3
14 ***
REPLY FOR THIS GROUP:
15 $$$

WRONG ANSWER GROUP:
16 $$$
17 4

REPLY FOR THIS GROUP:
18 $$$

WRONG ANSWER GROUP:
19 5
20 $$$

REPLY FOR THIS GROUP:
21 $$$

WRONG ANSWER GROUP:
22 6
23 $$$

REPLY FOR THIS GROUP:
24 $$$

WRONG ANSWER GROUP:
25 7
26 $$$

REPLY FOR THIS GROUP:
27 $$$

WRONG ANSWER GROUP:
28 8
29 $$$

REPLY FOR THIS GROUP:
30 $$$

WRONG ANSWER GROUP:
31 9
32 $$$

REPLY FOR THIS GROUP:
33 $$$

WRONG ANSWER GROUP:
34 10
35 $$$
REPLY FOR THIS GROUP:
   36 ***

WRONG ANSWER GROUP:
   37 $$$ *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***
   38 $$$ *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***
   39 $$$ *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***

REPLY FOR THIS GROUP:
   40 $$$ *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***
   41 $$$ *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***

WRONG ANSWER GROUP:
   42 $$$ *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***
   43 $$$ *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***
   44 $$$ *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***

REPLY FOR THIS GROUP:
   45 $$$ *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***
   46 $$$ *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***

REPLY TO UNEXPECTED ANSWER:
   47 **BRANCH- 2

FAILURE MESSAGE:
   48 **BRANCH- 2

SECTION • 20

SECTION OPTIONS:
   KEYWORD

   TEXT:
      1 $$$

   QUESTION:
      2 (A18) DO YOU WANT TO CONTINUE?

   CORRECT ANSWER GROUP
      3 *Y
      4 *A
      5 *P

   REPLY FOR THIS GROUP:
      6 )))QUEST,14

   WRONG ANSWER GROUP:
      7 *N

   REPLY FOR THIS GROUP:
      8 **BRANCH- 16
REPLY TO UNEXPECTED ANSWER:
9 $$$
10 **BRANCH- 13

FAILURE MESSAGE:
11 $$$
12 **BRANCH- 13

SECTION # 21

SECTION OPTIONS:
KEYWORD

TEXT:
1 DECISION IDENTIFICATION.
2
3 (PROGRAMMING IS NOT COMPLETE.)

QUESTION:
4 (A19) IS YOUR DOMAIN OF RESPONSIBILITY UNDER CONTROL?

CORRECT ANSWER GROUP
5 $Y
6 $A
7 $P

REPLY FOR THIS GROUP:
8 YOU DON'T NEED DECAID AT THIS TIME.
9 **BRANCH- 17

WRONG ANSWER GROUP:
10 $N

REPLY FOR THIS GROUP:
11 DETERMINE WHAT THE DISCREPANCY IS BETWEEN -- WHAT IS
12 AND WHAT SHOULD BE. IF ACTUAL PERFORMANCE IS GREATER
13 THAN EXPECTED YOU HAVE AN OPPORTUNITY. IF LESS THEN
14 YOU HAVE A PROBLEM. USE QUEST TO HELP DEFINE YOUR
15 DECISION QUESTION IF YOU HAVE FURTHER DIFFICULTY.
16 **BRANCH- 4

REPLY TO UNEXPECTED ANSWER:
17 **BRANCH- 13

FAILURE MESSAGE:
18 **BRANCH- 13

NO BRANCHING SPECIFIED

DECG02
10 ENTER 6$AO$A1
30 PRINT "D E C G O L"
40 PRINT
50 PRINT "YOU ARE ENTERING DECGOL, THE GOAL EVALUATION PHASE OF DECAID."
IT IS IMPORTANT TO IDENTIFY WHICH ORGANIZATIONAL OBJECTIVES SHOULD BE CONSIDERED RELEVANT TO EACH INDIVIDUAL DECISION QUESTION.

CHARACTERISTICS OF OBJECTIVES

1. OBJECTIVES SHOULD SPECIFY A DESIRED PERFORMANCE.
2. OBJECTIVES SHOULD BE MEASURABLE.
3. OBJECTIVES SHOULD BE DYNAMIC.
4. OBJECTIVES SHOULD SPECIFY THE CONDITIONS UNDER WHICH THEY WILL BE MET.

CONSIDER BOTH SHORT AND LONG RUN GOALS.

(CD) CAN YOU LIST WHAT GOALS ARE RELEVANT TO YOUR DECISION QUESTION?
SECTION 2

SECTION OPTIONS:
KEYWORD

TEXT:
1 $$$

QUESTION:
2 CAN YOU ASSIGN PRIORITIES TO THESE GOALS OR ARRANGE THEM IN
3 A HIERARCHY?

CORRECT ANSWER GROUP
4 Y
5 A

REPLY FOR THIS GROUP:
6 $$$
7 **BRANCH- 3

WRONG ANSWER GROUP:
8 N

REPLY FOR THIS GROUP:
9 $$$
10 **BRANCH- 4

HINT 1
22 ONE CAN APPROACH THE TELEOLOGICAL BEHAVIOR OF SYSTEMS FROM THREE
23 TIME HORIZONS: THE VERY LONG RANGE IS THE LEVEL OF IDEALS; THE
24 LONG RANGE IS THE LEVEL OF OBJECTIVES; AND THE SHORT RANGE IS
25 THE LEVEL OF GOALS.
REPLY TO UNEXPECTED ANSWER:
11 PLEASE ANSWER YES OR NO.
12 **BRANCH- 2

FAILURE MESSAGE:
13 **BRANCH- 4

HINT # 1
14 PRIORITIES ARE IMPORTANT IN ANY EVALUATION. A PRIORITY
15 INDICATES THE IMPORTANCE OF A GOAL OR OBJECTIVE. YOU
16 SHOULD ATTEMPT TO ASSESS ORGANIZATIONAL PRIORITIES.

SECTION # 3

TEXT:
1 GOAL ANALYSIS

QUESTION:
2 WHAT GOAL ARE YOU ANALYZING?

CORRECT ANSWER GROUP
3 ***
4 **BRANCH-6
5 **BRANCH-6

REPLY FOR THIS GROUP:
6 ***
7 **BRANCH- 6

REPLY TO UNEXPECTED ANSWER:
8 ***
9 **BRANCH- 6

FAILURE MESSAGE:
10 ***
11 **BRANCH- 6

SECTION # 4

TEXT:
1 ***

QUESTION:
2 CAN YOU COMBINE OR RECONCILE YOUR GOALS?

CORRECT ANSWER GROUP
3 YES
4 Y

REPLY FOR THIS GROUP:
5 ***
6 **BRANCH- 2

WRONG ANSWER GROUP:
7 NO
8 N
REPLY FOR THIS GROUP:
  9 ***
 10 **BRANCH- 5

REPLY TO UNEXPECTED ANSWER:
 11 PLEASE TYPE YES OR NO.

FAILURE MESSAGE:
 12 ***
 13 **BRANCH- 5

HINT ♦ 1
 14 ***
 15 ***

SECTION ♦ 5

TEXT:
  1 ***

QUESTION:
  2 (DS) DO YOU WANT TO REFORMULATE YOUR GOALS?

CORRECT ANSWER GROUP
  3 YES
  4 Y

REPLY FOR THIS GROUP:
  5 AGAIN ....
  6 **BRANCH- 14

WRONG ANSWER GROUP:
  7 NO
  8 N

REPLY FOR THIS GROUP:
  9 )))ALTGEN,1
 10 **BRANCH- 91

REPLY TO UNEXPECTED ANSWER:
 11 PLEASE TYPE YES OR NO.

FAILURE MESSAGE:
 12 **BRANCH- 91

HINT ♦ 1
 13 ***

SECTION ♦ 6

QUESTION:
  1 WHAT PRIORITY HAVE YOU ASSIGNED THIS GOAL?
  2 1 = HIGH 2 = LOW 3 = NO PRIORITY
CORRECT ANSWER GROUP
3 1
4 HIGH

REPLY FOR THIS GROUP:
5 THESE GOALS ARE MUST GOALS. AN
6 ALTERNATIVE MUST FURTHER THE ACCOMPLISHMENT OF THESE
7 GOALS IF IT IS TO BE SELECTED AS YOUR FINAL DECISION.

CORRECT ANSWER GROUP
8 2
9 LOW

REPLY FOR THIS GROUP:
10 THESE GOALS ARE OFTEN CALLED WANT GOALS.
11 YOU SHOULD LOOK AT THEM AS SECONDARY BENEFITS. IT IS
12 NICE IF YOU ACHIEVE THEM, BUT CERTAINLY NOT ESSENTIAL.

CORRECT ANSWER GROUP
13 3

REPLY FOR THIS GROUP:
14 WHY DID YOU INCLUDE THIS "GOAL" IN
15 YOUR LIST? YOU SHOULD ELIMINATE IT FROM FURTHER
16 CONSIDERATION.
17 **BRANCH- 2

REPLY TO UNEXPECTED ANSWER:
18 ANSWER 1 OR 2 OR 3.

FAILURE MESSAGE:
19 **BRANCH- 5

HINT # 1
20 $$$
21 $$$

SECTION # 7

TEXT:
1 IT IS IMPORTANT THAT A GOAL DESCRIBE THE PERFORMANCE DESIRED
2 —CONDITIONS UNDER WHICH IT MUST BE PERFORMED— A STANDARD.

QUESTION:
3 CAN YOU QUANTIFY YOUR GOAL?

CORRECT ANSWER GROUP
4 YES
5 Y

WRONG ANSWER GROUP:
6 NO
7 N

REPLY FOR THIS GROUP:
8 **BRANCH- 9
REPLY TO UNEXPECTED ANSWER:
9 PLEASE TYPE YES OR NO.

FAILURE MESSAGE:
10 **BRANCH- 3

HINT # 1
11 $$$
12 $$$
13 $$$

SECTION # 8

QUESTION:
1 RESTATE YOUR QUANTIFIED GOAL.
2 WHAT IS YOUR NEW GOAL STATEMENT?

CORRECT ANSWER GROUP
3 $$$

REPLY FOR THIS GROUP:
4 **BRANCH- 12

REPLY TO UNEXPECTED ANSWER:
5 **BRANCH- 12

FAILURE MESSAGE:
6 **BRANCH- 3

SECTION # 9

TEXT:
1 $$$

QUESTION:
2 CAN YOU CREATE A QUALITATIVE TARGET OR STANDARD AS A RESTATEMENT OF YOUR GOAL?

CORRECT ANSWER GROUP
4 YES
5 Y

REPLY FOR THIS GROUP:
6 $$$

WRONG ANSWER GROUP:
7 NO
8 N

REPLY FOR THIS GROUP:
9 **BRANCH- 11

REPLY TO UNEXPECTED ANSWER:
10 $$$
11 **BRANCH- 11
FAILURE MESSAGE:
  12 **BRANCH- 11

HINT # 1
  13 ***
  14 ***

SECTION # 10

QUESTION:
  1 WHAT IS YOUR TARGET?

CORRECT ANSWER GROUP
  2 ***

REPLY FOR THIS GROUP:
  3 **BRANCH- 12

REPLY TO UNEXPECTED ANSWER:
  4 **BRANCH- 12

FAILURE MESSAGE:
  5 **BRANCH- 12

HINT # 1
  6 ***

SECTION # 11

QUESTION:
  1 WHAT ARE YOU TRYING TO ACCOMPLISH?

CORRECT ANSWER GROUP
  2 ***

REPLY TO UNEXPECTED ANSWER:
  3 **BRANCH- 12

FAILURE MESSAGE:
  4 **BRANCH- 12

SECTION # 12

QUESTION:
  1 IS THIS OBJECTIVE BOTH REALISTIC AND DESIRABLE?

CORRECT ANSWER GROUP
  2 YES
  3 Y

REPLY FOR THIS GROUP:
  4 ***

WRONG ANSWER GROUP:
  5 NO
  6 N
REPLY FOR THIS GROUP:
  7 YOU SHOULD EITHER REFORMULATE OR
  8 ELIMINATE THIS OBJECTIVE FROM CONSIDERATION.

REPLY TO UNEXPECTED ANSWER:
  9 PLEASE TYPE YES OR NO.

SECTION # 13

QUESTION:
  1 DO YOU WANT TO EVALUATE ANOTHER GOAL?

CORRECT ANSWER GROUP
  2 YES
  3 Y

REPLY FOR THIS GROUP:
  4 **BRANCH- 3

WRONG ANSWER GROUP:
  5 NO
  6 N

REPLY FOR THIS GROUP:
  7 }){ALTGEN+1

REPLY TO UNEXPECTED ANSWER:
  8 }){ALTGEN+1

SECTION # 14

SECTION OPTIONS:
  KEYWORD

TEXT:
  1 $$$

QUESTION:
  2 DO YOU WANT TO CONTINUE THE DECAID PROGRAM?

CORRECT ANSWER GROUP
  3 $Y
  4 $A
  5 $P

REPLY FOR THIS GROUP:
  6 ALLRIGHT, BUT YOU MUST ATTEMPT TO LIST AND EVALUATE
  7 APPROPRIATE GOALS

WRONG ANSWER GROUP:
  8 $N
  9 $$$
SECTION OPTIONS:

SECTION 15

KEYWORD

TEXT:

SPECIFYING GOALS IS AN IMPORTANT PART OF THE DECISION PROCESS.

GOALS ARE OFTEN CLASSIFIED IN THREE CATEGORIES--

ENVIRONMENTAL

ORGANIZATIONAL

PERSONAL

QUESTION:

HAVE YOU THOUGHT ABOUT WHAT GOALS MAY BE RELEVANT TO

THIS SITUATION?

CORRECT ANSWER GROUP

Y

A

P

REPLY FOR THIS GROUP:

GOOD.

WRONG ANSWER GROUP:

N

REPLY FOR THIS GROUP:

DO SO NOW.

REPLY TO UNEXPECTED ANSWER:

PLEASE TYPE YES OR NO.

FAILURE MESSAGE:

PLEASE TYPE YES OR NO.

HINT 1

18 

19 

20 

18 

19 

20 

18 

19 

20
SECTION • 16

SECTION OPTIONS:
  KEYWORD

TEXT:
  1 $$$

QUESTION:
  2 HAVE YOU TALKED WITH OTHER PEOPLE ABOUT WHAT
  3 GOALS MIGHT BE RELEVANT?

CORRECT ANSWER GROUP
  4 *Y

REPLY FOR THIS GROUP:
  5 TRY TO INCORPORATE THEIR IDEAS WITH YOURS.
  6 **BRANCH- 1

WRONG ANSWER GROUP:
  7 *N

REPLY FOR THIS GROUP:
  8 WELL YOU MAY NEED TO TALK WITH YOUR COLLEAGUES.
  9 **BRANCH- 1

REPLY TO UNEXPECTED ANSWER:
  10 PLEASE TYPE YES OR NO.

FAILURE MESSAGE:
  11 PLEASE TYPE YES OR NO.

NO BRANCHING SPECIFIED

LESSON NAME = DECINF
VERSION NUMBER 23

CURRENT LESSON OPTIONS

ANSWER TYPE = STRING
NO TIMEOUTS TO BE USED

ALLOW DEMO? YES
AUTO-UPSHIFT? YES
REMOVE BLANKS? YES
ALLOW //TSB? YES
ALLOW //CALC? YES
ALLOW //GOTO? YES
AUTOMATIC QUESTION NUMBERS? NO
REDISPLAY? YES
TRIALS = 2
RESPONSE FILENAME= DECIN1
STATISTICS FILENAME= DECIN2
TIME = 180
SECTION 1

TEXT:
1 YOU ARE ENTERING THE INFORMATION EVALUATION PHASE OF
2 DECAID.

QUESTION:
3 (C1) DO YOU NEED ADDITIONAL INFORMATION TO COMPLETELY
4 ANALYZE YOUR DECISION QUESTION?

CORRECT ANSWER GROUP
5 NO
6 N

REPLY FOR THIS GROUP:
7 DON'T ASSUME YOU KNOW THE FACTS, ASK THE RIGHT QUESTIONS.

WRONG ANSWER GROUP:
8 YES
9 Y

REPLY FOR THIS GROUP:
10 YOU MAY NEED MORE FINANCIAL DATA, FACTS ABOUT THE ORGANIZATION,
11 FACTS ABOUT WHAT INTEREST GROUPS ARE EFFECTED AND HOW, ETC.
12 **BRANCH- 3

REPLY TO UNEXPECTED ANSWER:
13 **BRANCH- 3

FAILURE MESSAGE:
14 PLEASE RESPOND WITH YES OR NO.

HINT # 1
15 INFORMATION INCLUDES BOTH FACTS AND OPINIONS.
16 $$$
17 $$$
18 $$$

SECTION 2

TEXT:
1 ) ) ) ROUTIN*1

QUESTION:
2 HAVE YOU RESOLVED SIMILAR QUESTIONS?

CORRECT ANSWER GROUP
3 YES
4 Y

REPLY FOR THIS GROUP:
5 **BRANCH- 6

WRONG ANSWER GROUP:
6 NO
7 N
REPLY FOR THIS GROUP:
  8 **BRANCH- 7

REPLY TO UNEXPECTED ANSWER:
  9 BRANCH-
  10 **BRANCH- 7

FAILURE MESSAGE:
  11 PLEASE RESPOND YES OR NO.

HINT # 1
  12 REASONING BY USE OF ANALOGY IS VALID IN SOME CASES.
  13 DON'T AUTOMATICALLY EXCLUDE YOUR PAST EXPERIENCES.

SECTION # 3

TEXT:
  1 $$$
  2 $$$
  3 $$$
  4 $$$

QUESTION:
  5 CAN YOU AFFORD THE COST ASSOCIATED WITH POSTPONING
  6 A DECISION UNTIL ALL NECESSARY AND PERTINENT INFORMATION IS
  7 AVAILABLE?

CORRECT ANSWER GROUP
  8 YES
  9 Y

REPLY FOR THIS GROUP:
  10 $$$
  11 **BRANCH- 4

WRONG ANSWER GROUP:
  12 NO
  13 N

REPLY FOR THIS GROUP:
  14 **BRANCH- 2

REPLY TO UNEXPECTED ANSWER:
  15 **BRANCH- 2

FAILURE MESSAGE:
  16 RESPOND YES OR NO.

HINT # 1
  17 THE COST OF OBTAINING ADDITIONAL INFORMATION
  18 IS DIFFICULT TO CALCULATE AND CONVERSELY THE
  19 VALUE OF EITHER ADDITIONAL OR PERFECT INFORMATION
  20 IS ALWAYS A BEST ESTIMATE.
  21 USE THE TUTORIAL SEERIES ON THE VALUE OF PERFECT
  22 INFORMATION.
SECTION # 4

QUESTION:
1 WHAT IS THE COST OF POSTPONING THIS DECISION?

CORRECT ANSWER GROUP
2 $$$

REPLY TO UNEXPECTED ANSWER:
3 $$$

FAILURE MESSAGE:
4 $$$

HINT # 1
5 THE OPPORTUNITY COST IS THE COST OF FOREGOING YOUR
6 NEXT BEST ALTERNATIVE.
7 $$$
8 $$$
9 $$$

SECTION # 5

QUESTION:
1 DO YOU WANT TO POSTPONE YOUR DECISION?

CORRECT ANSWER GROUP
2 YES
3 Y

REPLY FOR THIS GROUP:
4 YOU SHOULD SCHEDULE A DEFINITE TIME IN THE FUTURE
5 WHEN YOU WILL AGAIN CONSIDER THIS QUESTION.
6 $$\text{DECAY,}15$
7 $$\text{BRANCH-}91$

WRONG ANSWER GROUP:
8 NO
9 N

WRONG ANSWER GROUP:
10 ~
11 NO
12 N
13 $$$

REPLY FOR THIS GROUP:
14 $$\text{BRANCH-}2$

REPLY TO UNEXPECTED ANSWER:
15 $$\text{BRANCH-}2$

FAILURE MESSAGE:
16 RESPOND YES OR NO.
SECTION # 6

QUESTION:
1 WHAT WAS YOUR PREVIOUS DECISION?

CORRECT ANSWER GROUP
2 

REPLY FOR THIS GROUP:
3 

REPLY TO UNEXPECTED ANSWER:
4 

FAILURE MESSAGE:
5 

SECTION # 7

QUESTION:
1 (C7) HAVE OTHERS ANSWERED SIMILAR DECISION QUESTIONS?

CORRECT ANSWER GROUP
2 YES
3 Y

REPLY FOR THIS GROUP:
4 

WRONG ANSWER GROUP:
5 NO
6 N

REPLY FOR THIS GROUP:
7 

REPLY TO UNEXPECTED ANSWER:
8 CAN YOU ANSWER YES OR NO?

FAILURE MESSAGE:
9 PLEASE RESPOND YES OR NO.

SECTION # 8

QUESTION:
1 (C8) WHAT IS YOUR CURRENT EVALUATION OF THOSE DECISIONS?
2 3 4 
3 VERY FAVORABLE

4 VERY UNFAVORABLE
CORRECT ANSWER GROUP:
4 11
5 1
6 2
7 FAVORABLE

REPLY FOR THIS GROUP:
8 $$$BRANCH- 12

WRONG ANSWER GROUP:
9 3
10 4
11 5
12 UNFAVORABLE

REPLY FOR THIS GROUP:
13 $$$BRANCH- 91

REPLY TO UNEXPECTED ANSWER:
14 $$$BRANCH- 91

FAILURE MESSAGE:
15 TYPE A NUMBER 1 - 5.

SECTION # 9
QUESTION:
1 WHAT DECISION WAS MADE?

CORRECT ANSWER GROUP
2 $$$

REPLY TO UNEXPECTED ANSWER:
3 $$$BRANCH- 10

FAILURE MESSAGE:
4 $$$BRANCH- 10

SECTION # 10
QUESTION:
1 (C10) HOW EFFECTIVE WERE PAST DECISIONS?

CORRECT ANSWER GROUP
2 1
3 2
4 3
5 EFFECTIVE

WRONG ANSWER GROUP:
6 4
7 5
8 NOTEFFECTIVE
9 INEFFECTIVE
REPLY FOR THIS GROUP:
10 **BRANCH- 91

REPLY TO UNEXPECTED ANSWER:
11 USE A SCALE FROM 1 TO 5 WITH 1 (VERY EFFECTIVE) --- 5 (INEFFECTIVE).

FAILURE MESSAGE:
13 **BRANCH- 91

HINT # 1
14 EFFECTIVENESS IS A MEASURE WHICH INDICATES IF THE DECISION
15 SATISFACTORILY RESOLVED THE INTENDED QUESTION.

SECTION # 11

QUESTION:
1 HOW EFFICIENT WAS THE SOLUTION?
2 1 (VERY EFFICIENT) 2 3 4 5 (VERY INEFFICIENT)

CORRECT ANSWER GROUP
3 1
4 2
5 EFFICIENT

WRONG ANSWER GROUP:
6 3
7 4
8 5
9 INEFFICIENT

REPLY FOR THIS GROUP:
10 **BRANCH- 91

REPLY TO UNEXPECTED ANSWER:
11 **BRANCH- 91

FAILURE MESSAGE:
12 ENTER A NUMBER BETWEEN 1 AND 5.
13 **BRANCH- 11

HINT # 1
14 ***
15 ***
16 ***

SECTION # 12

QUESTION:
1 DO YOU WANT TO SEARCH FOR NEW DECISION
2 ALTERNATIVES?

CORRECT ANSWER GROUP
3 YES
4 Y
REPLY FOR THIS GROUP:
  5 **BRANCH- 91

WRONG ANSWER GROUP:
  6 NO
  7 N

REPLY FOR THIS GROUP:
  8 ))))DECAID+15
  9 **BRANCH- 91

REPLY TO UNEXPECTED ANSWER:
  10 **BRANCH- 91

FAILURE MESSAGE:
  11 \

DESTINATION FILENAME= DECGOL

DEFIN2

10 FILES define.y104
20 DIM IN[2],N$[70]
30 DIM N$[70]
40 PRINT '207'
50 PRINT 'WHAT IS YOUR DECISION QUESTION?'
60 PRINT
70 ENTER #1
80 INPUT N$
90 N$=UPS$(N$)
100 IF N$="/HINT" THEN 260
110 IF N$="/STOP" THEN 290
120 IF END #1 THEN 160
130 READ #1,II,N$
140 IF I <> II THEN 130
150 READ #1,1
160 IF END #1 THEN 240
170 PRINT
180 PRINT "THE FOLLOWING INFORMATION IS STORED IN DECAID'S MEMORY."
190 PRINT
200 PRINT N$
210 PRINT #1,II,N$
220 CHAIN "*IDSF"
230 STOP
240 PRINT 'NOTIFY YOUR PROCTER.'
250 CHAIN "*IDSF"
260 PRINT 'HINT IS NOT AVAILABLE.'
270 PRINT
280 GOTO 50
290 END
GUIDE

10 ENTER 6*A0:A1
20 PRINT '20'7
30 PRINT 'G U I D E'
40 PRINT
50 PRINT 'WELCOME TO GUIDE. THIS ROUTINE IN THE ALTERNATIVE'
60 PRINT 'EVALUATION SECTION OF DECAID HELPS YOU ESTABLISH'
70 PRINT 'GUIDELINES TO GOVERN YOUR DECISION MAKING.'
80 PRINT
85 PRINT 'HINT AND //STOP ARE NOT AVAILABLE IN GUIDE.'
90 PRINT
95 PRINT
100 PRINT '20'7
110 PRINT '1. WHAT RESOURCES ARE AVAILABLE FOR USE IN RESOLVING THIS'
120 PRINT 'DECISION SITUATION?'
130 ENTER 255*C*C$.
140 PRINT
150 PRINT '2. WHAT CONSTRAINTS ARE IMPOSED BY YOUR SUPERIORS, SUBORDINATES,'
160 PRINT 'COMPETING INTEREST GROUPS, ETC. ON YOUR DECISION?'
170 ENTER 255*C*C$
180 PRINT
190 PRINT '3. WHAT TRADEOFFS ARE FEASIBLE?'
200 ENTER 255*C*C$
210 PRINT
220 PRINT '4. WHAT IS THE OPTIMUM TIMING FOR THIS DECISION?'
230 ENTER 255*C*C$
240 ENTER 6*A0:A1
250 PRINT '20'7
260 CHAIN '*IDSF'
270 END

IDEAS

5 DIM Z$[101]
10 ENTER 6*A0:A1
20 PRINT '20'7
30 PRINT 'I D E A S'
40 PRINT
50 PRINT 'YOU ARE ENTERING IDEAS, A ROUTINE IN QUEST.'
60 PRINT 'IDEAS ATTEMPTS TO HELP YOU AVOID THE ERROR OF'
70 PRINT 'HAVING SOLVED THE WRONG PROBLEM REPRESENTATION,'
80 PRINT 'WHEN YOU SHOULD HAVE SOLVED THE RIGHT PROBLEM,'
90 PRINT 'CHosen THE RIGHT REPRESENTATION.'
100 PRINT
110 PRINT 'THIS ERROR IS CALLED THE ERROR OF THE THIRD KIND.'
120 PRINT
130 PRINT 'HINT AND //STOP ARE NOT AVAILABLE IN IDEAS.'
140 PRINT 'DO YOU WISH TO CONTINUE THE IDEAS ROUTINE?'
150 ENTER 6*A0:Z$
160 Z$=UPS$(Z$)
170 IF Z$="NO" THEN 450
180 IF Z$="N" THEN 450
190 PRINT
200 PRINT
COMPLETE THE FOLLOWING STATEMENTS WITH REFERENCE TO YOUR DECISION SITUATION.

ENTER 6

THERE IS USUALLY MORE THAN ONE WAY OF LOOKING AT A QUESTION. IF I WERE A PSYCHOLOGIST I MIGHT DEFINE MY SITUATION AS . . .

ENTER 255,C,C$

IN 10 YEARS WHEN I LOOK BACK ON THIS SITUATION I KNOW THAT I WILL SAY MY DECISION QUESTION WAS . . . .

ENTER 255,C,C$

IF I COULD TURN MY SITUATION AROUND, I KNOW THAT I WOULD SAY THAT THE QUESTION IS . . .

ENTER 255,C,C$

PUT ANOTHER WAY THIS SITUATION COULD BE LIKENED TO . . .

ENTER 255,C,C$

DECAID IS A DECISION AID SYSTEM.

YOU WILL RESPOND TO DECAID QUESTIONS AND DECAID WILL COMMENT ON YOUR ANSWERS AND INSTRUCT YOU IN THE FUNDAMENTALS OF THE DECISION MAKING PROCESS.

DECAID OFTEN PAUSES AFTER DISPLAYING TEXT MATERIALS OR AFTER READING INFORMATION YOU HAVE TYPED. IF YOU FINISH READING THE TEXT OR IN GENERAL WANT TO PROCEED, PRESS THE 'RETURN' KEY ON YOUR TERMINAL KEYBOARD.

IF YOU WISH TO STOP USING DECAID BEFORE YOU COMPLETE A STANDARD DECISION PROCESS SEQUENCE, YOU SHOULD TYPE //STOP IN RESPONSE TO ANY DECAID QUESTION.

USE THE 'CONTROL H' CONVENTION FOR CORRECTING TYPING ERRORS.

ASK A PROCTOR OR MONITOR IF YOU NEED HELP.
50 PRINT
60 PRINT SPA(5)="//STOP";SPA(15);"THIS COMMAND RETURNS CONTROL"
70 PRINT "OF YOUR WORK STATION TO EITHER THE INSTRUCTIONAL MANAGEMENT FACILITY (IMF)"
80 PRINT "OR THE HP OPERATING SYSTEM. IF YOU HAVE A DECAID USER NUMBER"
90 PRINT "AND IF YOU ARE NOT USING THE TEST RUN MODE, WHEN YOU ISSUE THIS"
100 PRINT "COMMAND YOUR POSITION IN THE DECAID SEQUENCE WILL BE NOTED BY"
110 PRINT "THE IMF ADMINISTRATIVE PROGRAM. THIS NOTE IN YOUR FILE ALLOWS"
120 PRINT "DECAID TO RETURN YOU TO THAT POINT IN THE SEQUENCE WHEN YOU"
130 PRINT "AGAIN SIGN ON THE DECAID SYSTEM."
140 PRINT
150 PRINT SPA(5)="//COMMENT";SPA(12);"ANYTHING YOU TYPE AFTER THE COMMENT"
160 PRINT "COMMAND IS STORED IN THE DECAID RESPONSE FILE. USE THIS COMMAND"
170 PRINT "TO NOTIFY THE AUTHOR OF DECAID ABOUT PROBLEMS."
180 PRINT
190 PRINT SPA(5)="//HINT";SPA(15);"DECAID SUPPLIES QUOTATIONS, INSTRUCTIONAL"
200 PRINT "COMMENTS AND INTERPRETATIONS OF QUESTIONS IN RESPONSE TO THIS"
210 PRINT "COMMAND. IF A HINT HAS NOT BEEN STORED, THE MESSAGE 'NOT AVAILABLE'"
220 PRINT "IS DISPLAYED. IF YOU BELIEVE A HINT IS NEEDED AT THAT POINT PLEASE"
230 PRINT "TYPE THE COMMENT COMMAND AND FOLLOW THAT WITH THE QUESTION IDENTIFIER"
240 PRINT "WHICH PRECEDES THE QUESTION AND THEN TYPE THE PHRASE 'NEEDS HINT'."
250 PRINT
260 ENTER 45,A,B
270 PRINT '20'7
280 CHAIN "*IDSF" 290 END
300 PROB
310 SL
320 PROBSL
330 10 PRINT "P R O B S L"
340 20 ENTER 45,A0,A1
350 30 PRINT
360 40 PRINT '18'20'7
370 50 PRINT "BEFORE YOU CAN STATE YOUR DECISION QUESTION"
380 60 PRINT "YOU MUST CLARIFY THE SITUATION YOU ARE TRYING TO"
390 70 PRINT "RESOLVE. YOU MUST TAKE INTO CONSIDERATION THE"
400 80 PRINT "CIRCUMSTANCES, FIND OUT WHAT'S WRONG, AND WHY IT'S"
410 90 PRINT "WRONG."
420 PRINT
430 100 PRINT "//HINT AND //STOP ARE NOT AVAILABLE IN PROBSL."
440 PRINT
450 110 PRINT "NOW, LET'S TRY TO DISCOVER THE CAUSE OF YOUR PROBLEM."
460 PRINT
470 120 PRINT "WHAT FACTORS HAVE BROUGHT IT ABOUT?"
480 PRINT
490 130 ENTER 60,A0,A1
500 140 PRINT
510 150 PRINT "WHY DOES IT PERSIST?"
520 PRINT
530 160 ENTER 60,A0,A1
540 170 PRINT
550 180 PRINT "WHAT PARTIES HAVE VESTED INTERESTS IN THIS SITUATION?"
PRINT "WHAT STAKES DO OTHER PEOPLE HAVE IN HOW YOU RESOLVE THE PROBLEM?"
PRINT "ARE THEIR DISCREPANCIES IN THE FACTS?"
PRINT "ARE THEIR VESTED INTERESTS INVOLVED?"
PRINT "ARE ANY OF YOUR POLICIES OR PROCEDURES THE CAUSE OF THE PROBLEM?"
PRINT "MAKE CERTAIN YOU HAVE IDENTIFIED THE PROBLEM CORRECTLY BEFORE YOU TRY TO SOLVE IT."

ATTEMPT TO DETERMINE THE CAUSE OF YOUR PROBLEM.
TYPE THE NUMBER 1 WHEN YOU ARE READY TO PROCEED.

INPUT Z
IF Z=1 THEN 700
GOTO 640
CHAIN **IDSF'
END

QUEST3

5 DIM B$[13]
10 ENTER 6+A0,A1
20 PRINT '20'
30 PRINT 'Q U E S T'
40 PRINT
50 PRINT 'YOU ARE ENTERING QUEST, THE DECISION DEFINITION PHASE'
60 PRINT 'OF DECAID.'
70 PRINT
80 ENTER 6+A0,A1
90 PRINT '20'
100 PRINT 'THE MOST COMMON SOURCE OF MISTAKES IN MANAGEMENT DECISIONS'
110 PRINT 'IS THE EMPHASIS ON FINDING THE RIGHT ANSWER RATHER THAN ON'
120 PRINT 'FINDING THE RIGHT QUESTION. THIS CAN CAUSE AN ERROR OF'
125 PRINT 'THE THIRD KIND.'
130 ENTER 10+A0,A1
500 DIM A$803
510 DIM C$803
520 ENTER 40+A0,A1
PRINT "NOW ATTEMPT TO CATEGORIZE YOUR DECISION SITUATION."
PRINT
PRINT "WHAT PHRASE BEST DESCRIBES THE SITUATION WHICH MOST NEEDS CHANGING IN YOUR AREA OF RESPONSIBILITY?"
INPUT At
At=UPSt(At)
IF At="/HINT" THEN 576
IF At="/STOP" THEN 730
GOTO 580
576 PRINT "EXAMPLES MIGHT INCLUDE 'SLOW PRODUCTION' 'HIGH COST' ETC."
577 PRINT
578 GOTO 540
580 PRINT
590 PRINT "ALTHOUGH "A" MAY DESCRIBE YOUR SITUATION,"
600 PRINT "ANOTHER PHRASE OR WORD WHICH DESCRIBES THE SITUATION WHICH MOST NEEDS CHANGING IS?"
610 PRINT
INPUT Ct
Ct=UPSt(Ct>
620 PRINT "YOU ENTERED THE FOLLOWING PHRASES."
A",At
B",Ct
681 PRINT "REMEMBER YOUR DECISION QUESTION IS!"
45 PRINT
50 ENTER #1
55 IF END #1 THEN 110
60 READ #1;I;II;NI$
80 PRINT N1$
85 PRINT
90 CHAIN "#idsf"
100 STOP
110 PRINT "NOTIFY THE PROCTER."
115 CHAIN "#idsf"
120 END

' REMEM
10 FILES DEFINE.Y104
20 DIM I(2);N$70
30 DIM N$70
35 PRINT
40 PRINT "REMEMBER YOUR DECISION QUESTION IS!
45 PRINT
50 ENTER #1
55 IF END #1 THEN 110
60 READ #1;I;II;NI$
80 PRINT N1$
85 PRINT
90 CHAIN "#idsf"
100 STOP
110 PRINT "NOTIFY THE PROCTER."
115 CHAIN "#idsf"
120 END

REMEN
Lesson name = QUEST

Version number 77

Current lesson options

Answer type = STRING
No timeouts to be used

Allow demo? YES
Auto-upshift? YES
Remove blanks? YES
Allow //TSB? YES
Allow //CALC? YES
Allow //GOTO? YES
Automatic question numbers? NO
Redisplay? YES
Trials = 2
Response filename = QUEST1
Statistics filename = QUEST2
Time = 180

Section # 1

Section options:
Keyword

Text:
1 \\quest3,10
2 \\why1,10
3 $$$
4 $$$

Question:
5 (B1) Now --- what phrase or word best describes the
6 main topic of interest in your decision situation?

Correct answer group
7 #NO
8 #KEY
9 #DON'T*
10 $$$

Reply for this group:
11 $$$

Correct answer group
12 $$$
13 $$$

Reply for this group:
14 **Branch- 3

Reply to unexpected answer:
15 **Branch- 3
FAILURE MESSAGE:
16 PLEASE CONTINUE
17 $$BRANCH- 3

HINT # 1
18 THE KEY TERM IS PROBABLY A NOUN. THE KEY TERM WILL BE A
19 CLASS WORD WHICH CATEGORIZES YOUR PROBLEM OR OPPORTUNITY.

HINT # 2
20 $$$

SECTION # 2

SECTION OPTIONS:
KEYWORD

TEXT:
1 $$$

QUESTION:
2 DO YOU WANT TO CONTINUE THE DECAID PROGRAM?

CORRECT ANSWER GROUP
3 $Y
4 $A
5 $$$

REPLY FOR THIS GROUP:
6 OK, TRY AGAIN.
7 $$BRANCH- 1

WRONG ANSWER GROUP:
8 $N
9 NO
10 $$$
11 $

REPLY FOR THIS GROUP:
12 )))decaid,13
13 $$BRANCH- 91

REPLY TO UNEXPECTED ANSWER:
14 PLEASE TYPE YES OR NO.
15 $$BRANCH- 2

FAILURE MESSAGE:
16 PLEASE TYPE YES OR NO.
17 $$BRANCH- 2

SECTION # 3

SECTION OPTIONS:
1 TRIALS = 1

, KEYWORD
SECTION 4

SECTION OPTIONS:

KEYWORD

TEXT:

WORD CHOICE IS IMPORTANT WHEN YOU CREATE A DECISION QUESTION. ASK YOURSELF ABOUT THE IMPLICATIONS OF THE PHRASE YOU HAVE SELECTED.

QUESTION:

4 (B4) ARE YOU CONFIDENT YOU HAVE APPROPRIATELY IDENTIFIED YOUR DECISION SITUATION?

CORRECT ANSWER GROUP

6 #Y@#

7 #AFFIRM

REPLY FOR THIS GROUP:

8 $$$

failure message:

UNDERSTANDING YOUR DECISION SITUATION IS ESSENTIAL IF YOU SEEK TO MAKE A RATIONAL DECISION.

HINT # 1

MEANING IS OFTEN DIFFICULT TO CLARIFY AND EXPLAIN, BUT IT IS IMPORTANT THAT YOU CREATE A BOUNDARY FOR YOUR DECISION SITUATION.

DEFINING YOUR KEY TERM HELPS CREATE A BOUNDARY FOR YOUR DECISION.
CONNOTATION IS THE IMPLICATION A WORD STIMULATES.

DENOTATION IS THE MEANING ASSOCIATED WITH A WORD.

SECTION OPTIONS:
1 TRIALS = 2
2 COUNTER = 3

TEXT:
3 \\ideas, 10
4 $$$
5 $$$

QUESTION:
6 (B5) CAN YOU SPECIFY YOUR DECISION QUESTION?

CORRECT ANSWER GROUP
7 #A
8 #Y

REPLY FOR THIS GROUP:
9 GOOD. IT IS IMPORTANT THAT YOU DO SO IN YOUR DECISION PROCESS.
WRONG ANSWER GROUP:

14 $$$ *** (NEW LINE ADDED BY UTILITIES PACKAGE) $$$
15 $$$ *** (NEW LINE ADDED BY UTILITIES PACKAGE) $$$
16 $$$ *** (NEW LINE ADDED BY UTILITIES PACKAGE) $$$

REPLY FOR THIS GROUP:
17 BRANCHING IS INCOMPLETE AT THIS POINT.
18 **BRANCH- 1

REPLY TO UNEXPECTED ANSWER:
19 $$$

FAILURE MESSAGE:
20 **BRANCH- 1

HINT # 1
21 $$$
22 $$$

SECTION # 6

SECTION OPTIONS:
KEYWORD

TEXT:
1 $$$
2 \\\DEFIN2,10

QUESTION:
3 (B4) IS YOUR DECISION QUESTION CORRECTLY ENTERED?
4 $$$
5 $$$

CORRECT ANSWER GROUP
6 *N

REPLY FOR THIS GROUP:
7 #" 8 *N 9 **BRANCH- 6

WRONG ANSWER GROUP:
10 Y

REPLY FOR THIS GROUP:
11 **BRANCH- 7

REPLY TO UNEXPECTED ANSWER:
12 **BRANCH- 6

FAILURE MESSAGE:
13 $$$
HINT # 1

A DECISION QUESTION IS A CLEAR, CONCISE STATEMENT OF A PROBLEM OR AN OPPORTUNITY THAT MUST BE EVALUATED BEFORE ANY ACTION CAN BE TAKEN.

SECTION # 7

SECTION OPTIONS:

KEYWORD

TEXT:

1

QUESTION:

2 IS YOUR DECISION QUESTION WRITTEN FROM AN ORGANIZATIONAL PERSPECTIVE?

CORRECT ANSWER GROUP

4

5

REPLY FOR THIS GROUP:

6 $$BRANCH- 8

WRONG ANSWER GROUP:

7 $$BRANCH- 8

REPLY FOR THIS GROUP:

9 WELL, IT SHOULD BE. PLEASE REENTER YOUR DECISION QUESTION.

10 $$BRANCH- 6

REPLY TO UNEXPECTED ANSWER:

11 TYPE YES OR NO.

12 $$BRANCH- 7

FAILURE MESSAGE:

13 TYPE YES OR NO.

14 $$BRANCH- 7

HINT # 1

AN ORGANIZATIONAL PERSPECTIVE IMPLIES THAT THE QUESTION USES THE ORGANIZATION AS THE SUBJECT OF THE QUESTION.

SECTION # 8

SECTION OPTIONS:

KEYWORD

TEXT:

1 EVALUATION OF WORD CHOICE

2 FOCUSING ON WORD CHOICE MAY CLARIFY YOUR SITUATION.
QUESTION:
3 CAN YOU REPLACE ANY OF THE WORDS IN YOUR DECISION QUESTION WITH MORE CONCRETE WORDS?

CORRECT ANSWER GROUP
5 #Y
6 ###
7 ###
8 ###

REPLY FOR THIS GROUP:
9 **BRANCH- 6

WRONG ANSWER GROUP:
10 #N
11 ###

REPLY FOR THIS GROUP:
12 **BRANCH- 9

REPLY TO UNEXPECTED ANSWER:
13 TYPE //HINT WHEN THE QUESTION IS REDISPLAYED, THEN TYPE EITHER YES OR NO.

FAILURE MESSAGE:
15 CONTINUE ...

HINT # 1
16 A CONCRETE WORD IS IN APPOSITION TO AN ABSTRACT WORD. A CONCRETE
17 WORD DEALS WITH OBJECTS, PLACES
18 OR THINGS RATHER THAN WITH CONCEPTS. CONCRETENESS IS IMPORTANT
19 BUT DON’T SACRIFICE ACCURACY.

SECTION # 9

SECTION OPTIONS:
KEYWORD

TEXT:
1 ###
2 ###

QUESTION:
3 DOES YOUR DECISION QUESTION CONTAIN EMOTIVE OR LOADED WORDS?

CORRECT ANSWER GROUP
4 #Y
5 #A

REPLY FOR THIS GROUP:
6 **BRANCH- 11

WRONG ANSWER GROUP:
7 #N
8 ###
REPLY FOR THIS GROUP:
9 **BRANCH- 10

REPLY TO UNEXPECTED ANSWER:
10 ***

FAILURE MESSAGE:
11 FINE.

HINT # 1
12 AN EMOTIVE WORD MAY INDICATE BIAS
13 IN YOUR PERCEPTION OF YOUR DECISION QUESTION, ATTEMPT TO
14 REPHRASE YOUR DECISION QUESTION.

SECTION # 10

SECTION OPTIONS:
KEYWORD

TEXT:
1 EVALUATION OF STRUCTURE AND LOGIC

QUESTION:
2 CAN YOU REPHRASE YOUR DECISION QUESTION IN AN INVERTED
3 OR ALTERED SEQUENCE?

CORRECT ANSWER GROUP
4 #Y
5 #A
6 ***  *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***
7 ***  *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***

REPLY FOR THIS GROUP:
8 **BRANCH- 11

WRONG ANSWER GROUP:
9 #N
10 ***

REPLY FOR THIS GROUP:
11 **BRANCH- 12

REPLY TO UNEXPECTED ANSWER:
12 TYPE YES OR NO.
13 **BRANCH- 10

FAILURE MESSAGE:
14 CONTINUE...
15 ***
16 **BRANCH- 12

HINT # 1
17 INVERTER WORD ORDER OR THE ADDITION OF A QUESTION WORD (WHO, ETC.)
18 CAN CLARIFY THE DECISION QUESTION IN SOME INSTANCES.
SECTION 11

SECTION OPTIONS:
  KEYWORD

TEXT:
  1 \\

QUESTION:
  2 (B11) IS YOUR DECISION QUESTION CORRECTLY ENTERED?

CORRECT ANSWER GROUP
  3 ***

CORRECT ANSWER GROUP
  4 #Y
  5 #A
  6 *** *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***

REPLY FOR THIS GROUP:
  7 *** *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***
  8 *** *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***
  9 **BRANCH- 12

CORRECT ANSWER GROUP
  10 #N
  11 ***
  12 ***

REPLY FOR THIS GROUP:
  13 *** *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***
  14 *** *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***
  15 **BRANCH- 11

REPLY TO UNEXPECTED ANSWER:
  16 FINE. WE WILL PROCEED TO CHECKLIST NUMBER 2.

FAILURE MESSAGE:
  17 OK,

HINT # 1
  18 ***

SECTION 12

SECTION OPTIONS:
  KEYWORD

TEXT:
  1 ***

QUESTION:
  2 IS YOUR DECISION QUESTION SIMPLE AND DIRECT?

CORRECT ANSWER GROUP
  3 #Y
  4 #A
  5 *** *** (NEW LINE ADDED BY UTILITIES PACKAGE) ***
REPLY FOR THIS GROUP:
   6 **BRANCH- 13

WRONG ANSWER GROUP:
   7 N
   8 $$$

REPLY FOR THIS GROUP:
   9 PLEASE REENTER YOUR DECISION QUESTION.
   10 **BRANCH- 11

REPLY TO UNEXPECTED ANSWER:
   11 AGAIN.
   12 **BRANCH- 12

FAILURE MESSAGE:
   13 TYPE YES OR NO.
   14 **BRANCH- 12

HINT # 1
   15 A SIMPLE AN DIRECT DECISION QUESTION WILL AID IN FURTHER ANALYSIS
   16 AND YOUR ABILITY TO DISTILL YOUR DECISION SITUATION TO A SIMPLE
   17 AND DIRECT QUESTION INDICATES GREATER
   18 COMPREHENSION OF THE DECISION SITUATION.

SECTION # 13

SECTION OPTIONS:
   KEYWORD
   TEXT:
   1 $$$

QUESTION:
   2 IS YOUR DECISION QUESTION NARROW AND SPECIFIC?
   3 $$$

CORRECT ANSWER GROUP
   4 Y
   5 A

REPLY FOR THIS GROUP:
   6 FINE. YOU HAVE COMPLETED QUEST, A DIVERGENT PHASE IN DECAID.

WRONG ANSWER GROUP:
   7 N
   8 $$$

REPLY FOR THIS GROUP:
   9 YOU MUST REEVALUATE YOUR USE OF DECAID,
   10 YOU HAVE DEFINED,
   11 **BRANCH- 2

REPLY TO UNEXPECTED ANSWER:
   12 TYPE YES OR NO.
   13 **BRANCH- 13
FAILURE MESSAGE:
14 TYPE YES OR NO.
15 ***BRANCH- 13

HINT # 1
16 DOES YOUR QUESTION FOCUS ON A SINGLE OBJECT?

SECTION # 14

SECTION OPTIONS:
KEYWORD

TEXT:
\"\\VRMYET,10
2 $$$
3 $$$
4 $$$

QUESTION:
5 ARE YOU PREPARED TO CONTINUE THE DECAID SEQUENCE?
6 $$$

CORRECT ANSWER GROUP
7 *Y
8 *A
9 *P

REPLY FOR THIS GROUP:
10 FINE, YOU HAVE COMPLETED QUEST - A DIVERGENT PHASE
11 IN DECAID AND YOU ARE BEING BRANCHED TO GOALS A
12 SECOND DIVERGENT PHASE. DON'T RESTRICT YOUR CONSIDERATIONS.
13 IN GOALS YOU SHOULD TAKE CARE TO AVOID PREMATURE CLOSURE.
14 DON'T CLOSE ON A GOAL SET WITHOUT REALIZING THAT YOU MAY
15 NEGLECT IMPORTANT GOALS.

WRONG ANSWER GROUP:
17 *N
18 $$$

REPLY FOR THIS GROUP:
19 )))DECAID,13

REPLY TO UNEXPECTED ANSWER:
20 PLEASE TYPE YES OR NO

FAILURE MESSAGE:
21 PLEASE TYPE YES OR NO

HINT # 1
22 $$$
23 $$$
LESSON NAME = ROUTIN
VERSION NUMBER 84

CURRENT LESSON OPTIONS

ANSWER TYPE = STRING
NO TIMEOUTS TO BE USED

ALLOW DEMO? YES
AUTO-UPSHIFT? YES
REMOVE BLANKS? YES
ALLOW //ISE? YES
ALLOW //CALC? YES
ALLOW //GOTO? YES
AUTOMATIC QUESTION NUMBERS? NO
REDISPLAY? YES
TRIALS = 2
RESPONSE FILENAME = ROUT1
STATISTICS FILENAME = ROUT2
TIME = 180

SECTION # 1

SECTION OPTIONS:
KEYWORD

QUESTION:
1 (E1) IS THIS DECISION QUESTION ROUTINE OR RECURRING?

CORRECT ANSWER GROUP
2 #YES#
3 #AFFIRM
4 $Y$
5 $POSIT$

REPLY FOR THIS GROUP:
6 REVIEW ALL APPLICABLE DECISIONS AND THEIR OUTCOMES.

CORRECT ANSWER GROUP
7 MAYBE
8 #POSS
9 #PROB

REPLY FOR THIS GROUP:
10 ATTEMPT TO LIST AND GENERALIZE SIMILAR PAST DECISION SITUATIONS.

CORRECT ANSWER GROUP
11 NO
12 $NO$
13 $N$

REPLY FOR THIS GROUP:
14 $$BRANCH-3$$

REPLY TO UNEXPECTED ANSWER:
15 YOU APPARENTLY MISUNDERSTOOD THE QUESTION OR YOUR
16 ANSWER WAS NOT RECOGNIZED.
17 $$BRANCH-1$$
FAILURE MESSAGE:
18 )))DECAID,11
19 ***BRANCH- 91

HINT # 1
20 THE DECISION LITERATURE SUGGESTS TWO-DECISION SITUATIONS
21 WHICH ARE VARIOUSLY CALLED PROGRAMMABLE AND WICKED OR
22 ROUTINE AND NONROUTINE. THIS QUESTION HELPS YOU RECOGNIZE
23 THE DISTINCTION AND ITS IMPLICATIONS.

HINT # 2
24 $$$
25 $$$
26 $$$

SECTION # 2

SECTION OPTIONS:

KEYWORD

TEXT:
1 $$$
2 $$$

QUESTION:
3 ASSUMING THEN THAT THIS DECISION QUESTION IS
4 A FAIRLY ROUTINE OCCURANCE -- ARE APPROPRIATE
5 DECISION CRITERIA ESSENTIALLY DEFINED?

CORRECT ANSWER GROUP
6 *Y*
7 *YES*
8 *AFFIR
9 *POS

REPLY FOR THIS GROUP:
10 $$$
11 $$$
12 ***BRANCH- 4

CORRECT ANSWER GROUP
13 *MAYBE
14 *POSSIB

REPLY FOR THIS GROUP:
15 ATTEMPT TO CLARIFY DECISION CRITERIA.
16 ***BRANCH- 4

CORRECT ANSWER GROUP
17 *N*
18 *NE
19 *NO

REPLY FOR THIS GROUP:
20 ATTEMPT TO DEFINE A SET OF DECISION CRITERIA.
21 ***BRANCH- 4
WRONG ANSWER GROUP:

22 $$$
23 $$$

REPLY FOR THIS GROUP:
24 $$$

REPLY TO UNEXPECTED ANSWER:
25 $$$
26 $$BRANCH- 1$$

FAILURE MESSAGE:
27 $$DECAYDECAID:11$$
28 $$BRANCH- 91$$

HINT # 1
29 $$$
30 $$$

HINT # 2
31 $$$
32 $$$
33 $$$

SECTION # 3

SECTION OPTIONS:
  KEYWORD

TEXT:
1 DON'T JUMP TO CONCLUSIONS ABOUT YOUR DECISION QUESTION.

QUESTION:
2 (E3) ARE YOU AWARE OF ANY ANALOGOUS DECISIONS SITUATIONS
3 OR SIMILAR DECISION QUESTIONS?
4 $$$
5 $$$

CORRECT ANSWER GROUP
6 $Y$
7 $YES$
8 $AFFIR$
9 $POSSIT$

REPLY FOR THIS GROUP:
10 ATTEMPT TO GENERALIZE FROM THAT ANALOGOUS SITUATION,
11 CARE MUST BE EXERCISED AT THIS POINT.

CORRECT ANSWER GROUP
12 $N$
13 $NO$
14 $NE$

REPLY FOR THIS GROUP:
15 ASSUME THAT YOUR DECISION QUESTION IN NOT PROGRAMMABLE.
16 $$BRANCH- 5$$
WRONG ANSWER GROUP:
17 $$$
19 $$$

REPLY FOR THIS GROUP:
19 $$$
20 **BRANCH- 9

WRONG ANSWER GROUP:
21 $$$
22 $$$
23 $$$

REPLY FOR THIS GROUP:
24 $$$
25 **BRANCH- 6

REPLY TO UNEXPECTED ANSWER:
26 WELL LET'S GO BACK. WE WANT TO DETERMINE IF
27 YOUR DECISION PROBLEM IS PROGRAMMABLE.
28 **BRANCH- 1

FAILURE MESSAGE:
29 )))DECAID,15
30 **BRANCH- 91

HINT # 1
31 $$$
32 $$$

HINT # 2
33 $$$
34 $$$
35 $$$

SECTION # 4

SECTION OPTIONS:
KEYWORD

TEXT:
1 ASSUME THAT YOUR DECISION PROBLEM IS PROGRAMMABLE.

QUESTION:
2 $$$
3 (E4) DO DECISION RULES OR MODELS EXIST WHICH
4 CAN BE APPLIED TO SOLVE THIS DECISION QUESTION?

CORRECT ANSWER GROUP
5 0Y0
6 0YES0
7 0POSSIT
8 0AFFIR
REPLY FOR THIS GROUP:
9  APPLY THE APPROPRIATE DECISION RULES OR MODELS.
10  )))DECINF,10
11  $$\text{BRANCH- 91}

CORRECT ANSWER GROUP
12  MAYBE*
13  #DON'T KNOW*
14  KNOW

REPLY FOR THIS GROUP:
15  PLEASE CONSULT THE PROGRAM LIBRARY.
16  $$\text{BRANCH- 4}

CORRECT ANSWER GROUP
17  #NE*
18  #NO
19  #NE

REPLY FOR THIS GROUP:
20  YOU SHOULD CONSULT THE OPERATIONS RESEARCH DEPARTMENT.
21  )))DECAID,15
22  $$\text{BRANCH- 91}

WRONG ANSWER GROUP:
23  $$$
24  $$$

REPLY FOR THIS GROUP:
25  $$$
26  $$\text{BRANCH- 6}

REPLY TO UNEXPECTED ANSWER:
27  DECAID WILL LOOP BACKWARD.
28  $$\text{BRANCH- 1}

FAILURE MESSAGE:
29  )))DECAID,11
30  $$\text{BRANCH- 91}

HINT # 1
31  $$$
32  $$$

HINT # 2
33  $$$
34  $$$
35  $$$

SECTION #  5

SECTION OPTIONS:
  KEYWORD
QUESTION:
4 HAVE YOU IDENTIFIED ANY SECONDARY DECISION QUESTIONS?

CORRECT ANSWER GROUP
5 ♦YES*
6 ♦AFFIR

REPLY FOR THIS GROUP:
9 AFTER ANALYZING THE MAJOR DECISION QUESTION WHICH YOU HAVE
10 SPECIFIED YOU MAY WISH TO INVESTIGATE OTHER QUESTIONS.
11 >>>DECGOL+1

CORRECT ANSWER GROUP
12 ♦NO
13 ♦NE

REPLY FOR THIS GROUP:
15 AS YOU PROCEED YOU MAY DISCOVER SECONDARY QUESTIONS.
16 >>)DECGOL+1
17 WHICH ARE LINKED WITH THE CURRENT DECISION QUESTION.
18 IF YOU DISCOVER SUCH SECONDARY QUESTIONS YOU MAY WISH TO
19 USE DA TO HELP YOU ANALYZE THEM.

WRONG ANSWER GROUP:
20 MAYBE
21 ♦NE

REPLY FOR THIS GROUP:
25 GIVE THIS QUESTION MORE THOUGHT YOU MAY BE ABLE
26 TO MAKE A CATEGORICAL YES OR NO STATEMENT.

REPLY TO UNEXPECTED ANSWER:
27 GIVE THIS QUESTION MORE THOUGHT YOU MAY BE ABLE
28 TO MAKE A CATEGORICAL YES OR NO STATEMENT.

FAILURE MESSAGE:
29 TRY AGAIN -- IF YOU GET STUCK HERE TYPE //STOP
30 ♦BRANCH- 10

HINT #: 1
31 A SECONDARY QUESTION IS
32 ♦NE

HINT #: 2
35 ♦NE

DESTINATION FILENAME: QUEST
WHY1

500 DIM A$[20]
510 DIM C$[80]
520 ENTER 40,A0,A1
530 PRINT '207
540 PRINT 'WHAT PHRASE BEST DESCRIBES THE SITUATION WHICH MOST'
550 PRINT 'NEEDS CHANGING IN YOUR AREA OF RESPONSIBILITY?'
560 INPUT A$
570 A$=UP$$(A$)
580 PRINT
590 PRINT 'ALTHOUGH 'A$$' MAY DESCRIBE YOUR SITUATION,'
600 PRINT 'ANOTHER PHRASE OR WORD WHICH DESCRIBES THE SITUATION'
605 PRINT 'WHICH MOST NEEDS CHANGING IS?'
610 PRINT
620 INPUT C$
630 C$=UP$$(C$)
640 PRINT
650 PRINT 'YOU ARE FOCUSING YOUR ATTENTION ON IDENTIFYING THE'
660 PRINT 'RIGHT QUESTION. THIS IS IMPORTANT.,'
670 PRINT
680 PRINT 'NOW, WHICH PHRASE BEST DESCRIBES YOUR DECISION SITUATION?'
681 PRINT A$
682 PRINT C$
683 PRINT
684 PRINT
690 PRINT
700 ENTER 90,A0,A1
710 PRINT 'CONTINUING ....'
720 CHAIN '*IDSF'
730 STOP
740 END


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