Strategies and Tools for Group Processing

2006

Strategies and Tools

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Team Building

Team Resume

1. Choose a recorder.
2. Follow the directions below to create a team resume.
    - List every position members of your team have held in the field of education.
    - List every job members of your team have held outside of the field of education.
    - Calculate the total number of years of work experience of your team. Include work both in and out of the field of education.
    - List the strengths each individual in your team brings to the group.
3. Post your team's resume.

Graffiti Chart

Give each team member a piece of chart paper. Each person will create a poster that tells who they are.

Directions for the poster:

1. Put your name in the center in graffiti style.
2. Under your name, write an adjective that describes the way you want others to describe you.
3. Across the top, draw two things you do in your job. (Use pictures, not words.)
4. Across the bottom, draw three things about your family.
5. The poster can be illustrated with pictures, song lyrics, poems, etc.
6. When you have finished your poster, tape it to your shoulders so that it hangs down your front.
7. Walk around and get to know your team members. Feel free to ask questions about their posters
8. The team should be given time so that each member can read everyone else's poster, ask questions, compare similarities, and get to know one another.

Collaborative Career Map

1. *Individual reflection:* Think of events and times in your life that led you to where you are today in your career
2. *Directions:* Pair up within the team. Drawing will be done in pairs and sharing at the end with the whole team. One person will share with partner about significant events in his/her career life while the partner draws a representation of the life with all-important details mentioned. (It can be a road map, spiral, timeline, trail map, etc. The person doing the drawing chooses how s/he would like to represent what the person is saying. The purpose of this activity is not art but rather communication and collaboration.
3. *Pairs:* Each person will have 10 minutes to complete his/her partner's career map. When time is up, the first partner will switch and the process will be repeated with the other partner.
4. *Round robin:* Pairs reunite with team and briefly share what they learned/represented about their partner's life.
5. *Reflection:* 1) Was it difficult to draw your partner's life? Why? 2) How could you tell your partner was trying to draw what you said? 3) How could sharing your life map be difficult for some of us? 4) Did you realize afterwards that you left out important details on your map?
6. *Conclusion:* Present partner with their life/career map.

Information Gathering and Sharing

Parking Lot

Round robin/In-turn Response:
Team members take turns, in sequence, stating answers or ideas. Individuals may pass on any round, and then may reenter the round robin when they have additional answers or ideas.

Rallyrobin:
Form pairs within team and take turns with a partner sharing ideas back and forth. Afterwards, the team discusses which ideas were common to the pairs and which ideas where unique

TTYP (Turn to Your Partner):
Team members pair up to briefly share, reflect, dialog about a question, idea, problem, etc. Participants can then share with the large group, reflect in their journals, or move on.

Think–Pair–Share–Square:
Form pairs in which partners privately think about what was read, discussed, presented, etc. and then discuss their responses with one another. Pairs then join another pair, creating a square, to again share their responses. Squares report out to the total group.
*VARIATION***:** Form pairs and then combine pairs to form groups of 4, then 8, then 16, etc. Each time a new group in formed, only the common responses (key points in common) are brought to the next grouping.

4S Brainstorming:
In this form of brainstorming, 4 individuals are assigned specific roles to help move the process along and to produce a maximum number of responses. Four roles:

1) Speed (accelerator—"Let's get more ideas, only two minutes left.")
2) Suspend Judgment (acceptor—"All ideas are OK, write that one down.")
3) Silly (exaggerator—"We need some silly ideas.")
4) Synergy (connector/recorder—"What ideas are connected to that?")

Jigsaw:
This strategy allows team members to process a large amount of materials without having to read or become and expert on all of it. Individuals are assigned a portion of an article or a separate article. They are responsible for sharing the main points with the rest of the team so that the team members can gain an understanding. Avoid sectioning an article if there are not logical breaking points. (The middle or end of some articles do not make sense if you have not read the beginning.)
*VARIATION: Expert groups***:** Individuals who were assigned the same section first meet to discuss their section for a better understanding. Individuals then return to the total group to share.

Roundtable:
One paper and pencil are systematically passed around the group. Each member writes an idea and then passes it to the person on their left who then writes an idea. Utilizing different colors for each person reinforces that all team members are contributing equally.

Three-Step Interview:
Step 1. Team members form pairs; one is the interviewer and the other is interviewee.
Step 2. The team members reverse roles.
Step 3: Team reforms with all team members to do a Round Robin. Each one in turn shares with the team what he/she learned in the interview.

Paired Verbal Fluency:
This strategy is used to get team members verbally active prior to studying, discussing, or analyzing a topic. It activates prior knowledge and/or experiences before holding a group discussion. Team members pair up and decide who will be person A and who will be person B. The facilitator assigns the topic/question to be discussed in turn. Pairs listen carefully to each other and during their turn they don't repeat anything that has already been said. Participants can continue the same thought when turns switch or they can change to a new one.

Round One:

Facilitator:	GO
Person A:	Talks for 60 seconds
Person B:	Listens—No talking
Facilitator:	SWITCH
Facilitator:	GO
Person B:	Talks for 60 seconds
Person A:	Listens—No talking
Facilitator:	STOP

Round Two:

Facilitator:	SWITCH
Person A:	Talks for 45 seconds
Person B:	Listens—No talking
Facilitator:	SWITCH
Facilitator:	GO
Person B:	Talks for 45 seconds
Person A:	Listens—No talking
Facilitator:	STOP

Round Three:

Facilitator:	SWITCH
Person A:	Talks for 30 seconds
Person B:	Listens—No talking
Facilitator:	SWITCH
Facilitator:	GO
Person B:	Talks for 30 seconds
Person A:	Listens—No talking
Facilitator:	STOP

Paired Reading/Read & Explain Pairs:
This activity helps to read and understand articles/data more effectively as pairs than as individuals.

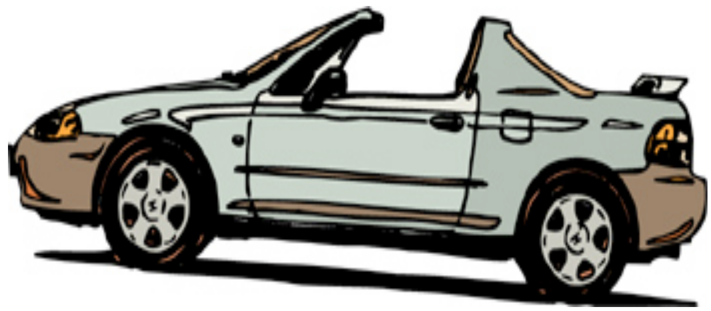
- Read headings to gain an overview.
- Partners each read the 1st section under a heading silently.
- One partner summarizes, in own words, what they read.
- The other partner listens for accuracy, adds additional information, relates information to previous knowledge.
- Partners read next section and switch roles for #3 and #4 above.
- Continue this pattern until the article or data is completed.

Say Something:

- Chunk reading material
- After each chunk, turn to your shoulder buddy and "Say Something."
    - Could be a comment, reflection, idea, or connection.

A **Parking Lot** is a place where group participants can anonymously communicate with facilitators or group leaders.

Parking Lot



+ What is going well?	**▲** What need improvement?
? What question do you have?	**I/O** What are the issues or observations?

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Baggage Claim

Purpose: Getting to know you; getting to know you better

Group Size: 12-40

Estimated Time: 5-10 minutes

Props: *Baggage cards, one per participant*

In this activity, people will find things out about each other before putting faces to names. It's best used with people who don't know one another well because this gets them moving around and meeting each other.

Instructions:

1. Pass out cards to participants and ask them to "pack their bags" by filling in the blanks.
2. Ask participants to walk around the room, shaking hands and introducing themselves to other participants in the following ways:
   - The first time each person shakes hands with another person, both participants will introduce themselves and tell each other what is in their bags (based on the information they wrote on the card).
   - The pair will then exchange "bags" and move on to greet other participants.
   - As they greet other participants, they will shake hands and introduce themselves but explain that they have the wrong "bags." They will then proceed to tell each other who their "bags" belong to and what's in them, using the information on the cards they have in their hands.
   - After each meeting, they will "trade bags" and then move on to another participant.
3. At the end of three minutes, ask participant to stop.
4. If the group has twenty or fewer participants, you can ask participants to read the name of the person whose card they are holding, introduce that person by what's in their bag, and return the card to that person so that everyone will eventually be holding their own "baggage" again.

Variation:
If it is a small group, have participants "guess who" as each card is read.
Tips:
If you collect the cards, you may use them for drawings and door prizes.

Baggage Claim

Please "fill the bag" with five interesting facts about your life.

People Search
Procedure

1. Personalize an entry in the 1st box…
   a. your expectations
   b. your burning question
   c. your level of energy/enthusiasm for topic

2. Give sentence stem for remaining boxes that move your objectives, goals along.

3. Set a time limit for how long they have to meet/greet, ask/record responses that complete, respond to, or give an example of the items in the sentence stems.

4. Debrief in large group the information gained by sampling and/or asking for volunteers.

5. Ask, “What did you learn from this opportunity?”

People Search

Find someone who:

______________________	______________________
______________________	______________________
______________________	______________________

PMI – Plus-Minus-Interesting

Thinking – Reasoning Skill

Purposes

To help students evaluate and extend understanding about facts, concepts, thinking processes, and cooperative interactions.
To encourage students to investigate and examine all sides of an issue.

Vocabulary

Plus – a benefit
Minus – a drawback
Interesting Question – a question or comment
Inquiry – the act of investigating or finding out about something
Evaluate – to weigh, value, judge importance, or assess
Play Devil's Advocate – to argue for a position whether or not you agree with it, for the sake of argument

Thinking Skills

Evaluating, Inquiring

Steps to PMI

Step 1

Draw a PMI frame on the board or overhead. Label each column and explain the term and its use. Explain that "plus" comments will show what students see as positives, "minus" what comments will show they see as negatives, and "interesting questions" will show what they would like to know about the topic or its pluses and minuses.

Step 2

Above the PMI frame on the board or overhead, write the topic for discussion.

Step 3

Once you have a topic, one with which your students are familiar, assign roles for small group work, review the cooperative guidelines, and distribute one blank PMI per trio. Allow the groups three to five minutes for listing the pluses of the topic. Repeat the procedure for the minuses.

Step 4

After the minus list time is up, give the opportunity for each group to ask the interesting questions.

Step 5

After each group has finished its question list, invite on plus, one minus, and one question from each group.

Step 6

After reviewing the procedures, ask students to explain when and where they might use a PMI, how it can help their thinking in school and outside school, and what the advantages of using a PMI are.

Name____ Class____________________

P (+)
M (-)
I (?)

Created by Edward de Bono, Source: The Cooperative Think Tank II

The SQRRR Study Technique
Content Area Reading

S urvey

1. Look over the title, subtitles, pictures and captions, introduction, summary, and maps and charts.
2. Read through to get the general idea of the material. This gives you an idea of what to expect.

Q uestion

1. Turn the subtitle into a question.
2. The question will help you concentrate on the subject you are reading.
3. Set a purpose of studying this part of the material.
4. Work on one subtitle at a time.

R ead

1. Keep the question in mind as you read the selection.
2. Read to answer the question made from the subtitle.
3. Take brief notes if it helps you to remember or understand.
4. The answers you find will be the important facts and details.

R ecite

1. Go back and ask the question again. Can you answer? If not, skim to find the answer again.
2. Reciting helps you remember what information was important.
3. Use your notes if necessary.
4. Recite the answer in your own words.

R eview

1. Reread all the headings and try to remember the answer to the question made from each heading.
2. Look over your notes and recite all the major points in the selection.
3. Class discussion can also serve as a review.
4. Review periodically – once every week.

☺ The SQ3R Routine won't work…Unless you model and teach it! ☺

☺
Survey
☺

Questions	Read	Recite	Review

Cooperative Strategies for Sharing with Multiple Groups

Share and Compare:
Each team shares best answer(s) with team next to them.

Chart Paper Sharing:
One representative from each team simultaneously goes to chart paper and posts team's answers/comments. The ideas of one team impacts the discussion of others.

Carbon Sharing:
Teams record answers using carbon paper. Copies are then given to other teams to examine and/or comment on.

Roam the Room:
Individuals roam the room to view the products of other teams or individuals. Return and share through use of Round robin what individuals have learned.

Roving Reporters/Scouting:
One team member moves around the room gathering information and reports back to their team any ideas that might be useful.

Gallery Tour:
Individuals move around the room as a team to look over, discuss, and give feedback on the products of other teams. Products can be displayed on walls or on tables. A blank feedback sheet is placed by the product so teams can give each other feedback.
VARIATION: Team members use Post-Its™ to provide feedback. (e.g. blue-resources, yellow-positive feedback, pink-clarifying questions, additional questions). The team must leave one of each color at each stop. Individuals must leave one of each color sometime during the process.

One Stay, Rest Stray:
Members of the team rotate to another table while Team Member One stays to explain product to visiting team. After team members return, Team Member Two stays back while the others rotate to another team. Team Members Three and Four each need a turn staying back and explaining. Team members then discuss the differences among the products they have seen and use the information to improve their own.
VARIATION: When a team member has visited another team, he/she reports back and explains what he/she has seen.

Pass It Along:
Group 1 creates/writes short letter, report or highlights of their work and sends it to Group 2. Group 2 adds their information and sends Group 1 + Group 2 on to Group 3. Group 3 adds on and sends everything on to Group 4. Group 4 sends everything on to Group 1. Group 1 removes their original information and adds updates before sending everything on to Group 2. Continue repeating process with each group removing their old information and adding new.

Off to College:
Teams are numbered off. Like numbers form groups (go to college) to become "experts". Return to home team to share.

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Communication Regulators

Talking Chips:
Each person is given a number of markers. Each time a person wants to talk, a chip is placed in the center of the table. When an individual's chips are all in the center of the table, s/he cannot talk again until everyone's chips are all in the center. The chips are then retrieved and redistributed to begin again.
VARIATION: Colored Chips: Each person is given a number of colored chips to facilitate reflection. For example, after five minutes there might be 7 red chips, 5 blue chips, 3 green chips, and no yellow chips. Discussion: "How equal was your participation and what do you need to do to ensure that it is equal?" The chips serve as a visual reminder of the number of turns each member takes in participating in conversation.

Yarn—Yarn:
The structure provides a record of interaction patterns. Each time a team member wants to talk, he/she must wrap the yarn around his/her finger. At the end of the conversation, the visual should provide information for reflection on who did the most/least amount of talking.

Paraphrase Passport:
After someone has contributed an idea, another person must correctly restate that idea before contributing his/her own idea.

Ideas adapted from:
Kagan, Spencer. (1992). *Cooperative Learning*. San Juan Capistrano, CA: Kagan Cooperative Learning.

Bennett, Barrie; Rolheiser-Bennett, Carol; and Stevahn, Laurie. (1991). *Cooperative Learning: Where Heart Meets Mind*. Toronto, Ontario, Canada: Educational Connections.

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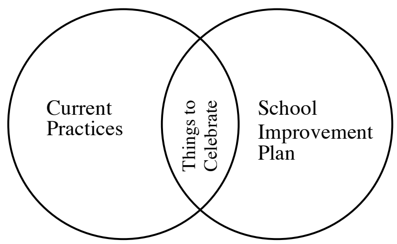
Graphic Organizers

Mind Mapping or Visual Representations:
This process involves a minimum of words to share your ideas. Instead, individuals use images, pictures, diagrams, graphs, etc. to summarize and share information.

Venn Diagram:
The Venn Diagram is a graphic organizer used to compare and contrast information. In one "ring" of the Venn, list the unique characteristics of a subject; in the other "ring" list the unique characteristics of another subject. The common characteristics are place in the intersecting center.
Sample: Use the Venn Diagram to do a gap analysis of current practices and school improvement planning. This could help to determine what to abandon (ring #1 only), what plans to develop (ring #2 only), and what to celebrate (intersection.)



PCI:
Keeping your innovation, study topic, or plan in mind, complete the three sections of the PCI chart using individual reflection or pair/team interviews.
P—Positives—What is working? What do you want to continue? What do you like? Etc.
C—Concerns—What is not working? What are problems you are having? What are your concerns?
I—Interesting insights— AHAs, things to think about, realizations, etc.
The "P" you celebrate; the "I" gives you food for thought, and the "C" you develop into action plans. (Items in the other two columns might give you possible strategies for your plan.)

KWL:
Keeping your innovation, study topic, or plan in mind, complete the three sections of the KWL chart using individual reflection or pair/team interviews.
K—KNOW—What do you *know* about the issue/topic?
W—WANT TO KNOW— What do you *want to know* about the issue/topic?
L—LEARNED— What have you *learned* about the issue/topic?
VARIATION: Add an "H" to the chart and answer the question, "How will I find out?"

What? So What? Now What?
Keeping your innovation, study topic, or plan in mind, complete the three sections of the KWL chart using individual reflection or pair/team interviews.
WHAT?—What have you learned?
SO WHAT?—What difference does it make?
NOW WHAT?—What can you do with this information?

PCI

P Positives	C Concerns	I Interesting Insights

K-W-L Strategy Sheet

K Know	W Want to know	L Learned

K-W-H-L Strategy Sheet

K Know	W Want to know	H How will I find out	L Learned

What **What have you learned?**	**So What** **What difference does it make?**	**Now What** **What can you do with this information?**

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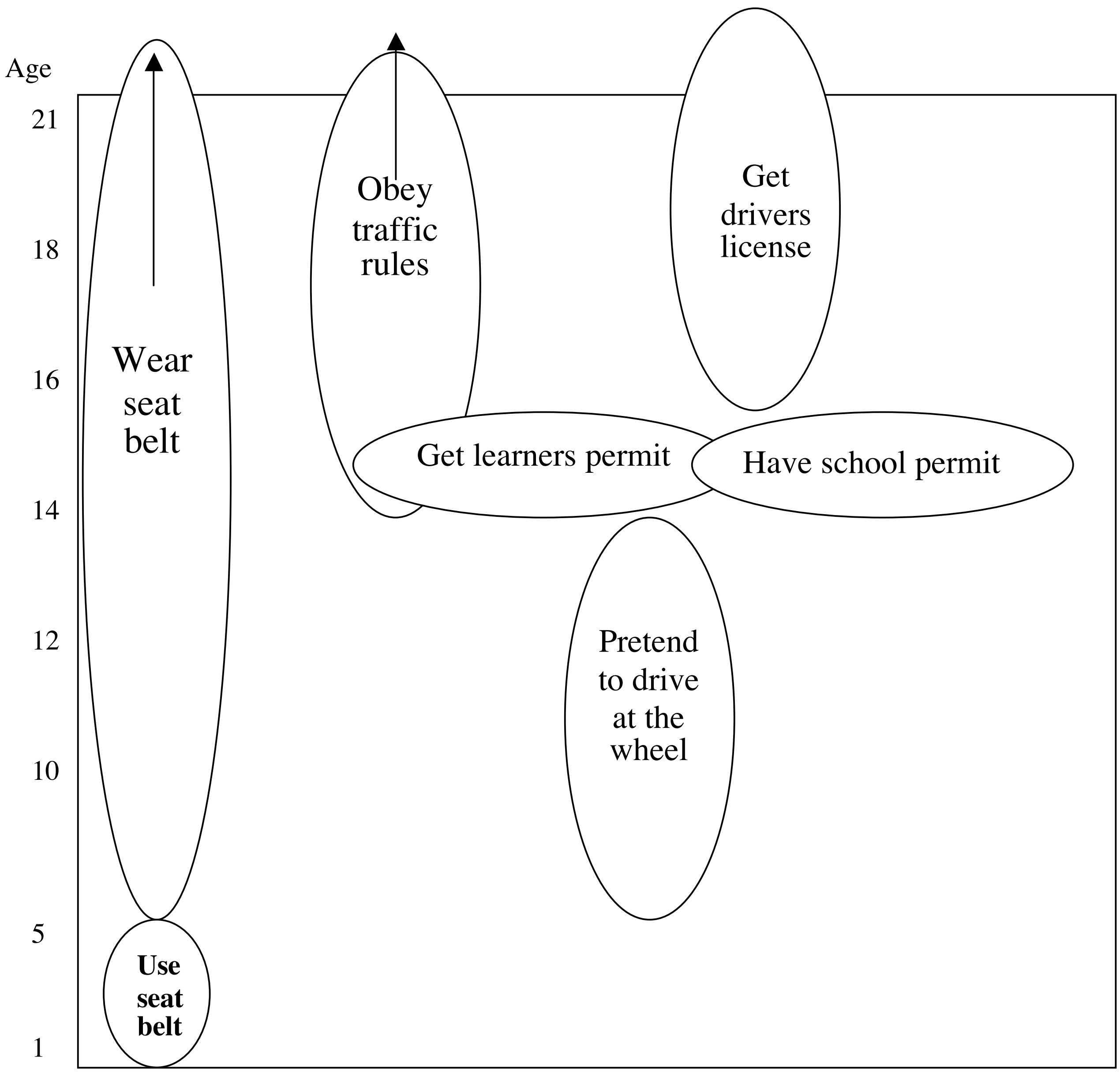
Bubble Process
(a chart of interrelationships)

1) A topic is chosen and clearly stated such as: **"What do we need to know about car safety?"**
2) All team members brainstorm ideas relating to the stated question or topic.
3) A Box or rectangle is drawn to allow for "boundary lines" for the bubble chart.
4) Begin adding circles for each of the brainstormed ideas.
5) Interconnect circles if they have a relationship to each other.
6) The more circles there are, the more detailed your project becomes.



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Right Angle

1. Topic
   Select topic. Individuals can bring information/ideas to session or read an article in session for information.
   TOPIC:______________________________

2. Facts
   - If using an article, either use Roundrobin or Jigsaw as strategies to share with the group the necessary facts. Think about the main ideas. What are the facts that we need to remember or think about as most important?
   - If using a handout, complete the facts individually as you are reflecting or reading the article.
     If using chart paper, recorder records the facts as verbally shared with the group.

3. Implication
   What meaning do we get from these facts?
   The groups needs to come to consensus and state in one or two sentences the meaning gained from sharing the facts.

4. Application
   What will we do with this information? This is really a first step in action planning. What do we want to do with the information that we have just read and shared?

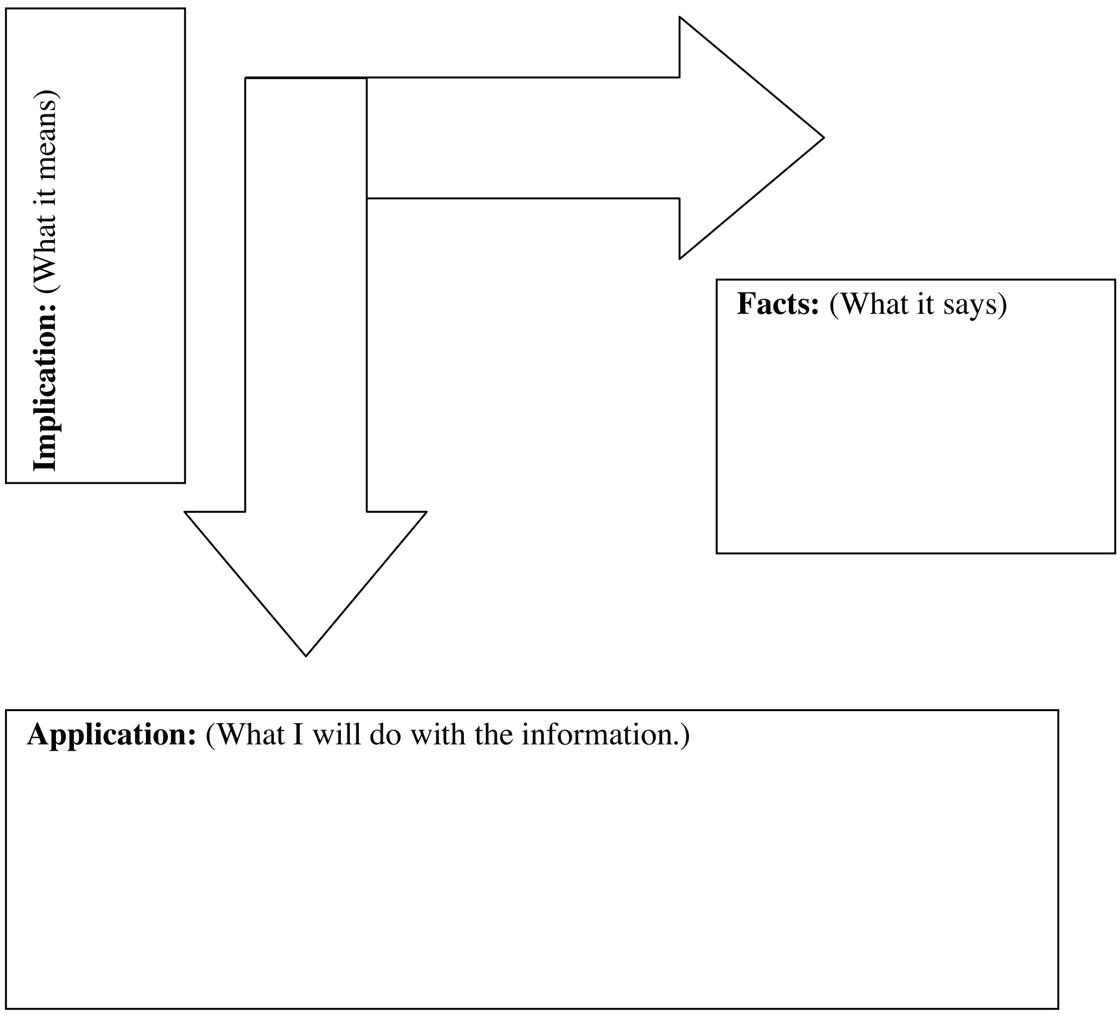
   Use Roundrobin as the strategy to get input from each team member.
   Try to get at least one idea from each team member of an action to take based on the information and meaning gained from the article, video, or ideas.

Bellanca, James. (1990) *The cooperative think tank: Graphic organizers to teach thinking in the cooperative classroom*. Palatine, IL: Skylight Publishing.

Right Angle

Purpose: To organize thinking from facts to application

Topic: ____



The Gathering Grid

Name:	Name:	Question Category	Name:	Name:
		Who?		
		What?		
		Where?		
		When?		
		How?		

1. Develop Grid
   - Use handout with grid
   - Develop grid on chart paper

Criteria or question category go in the center to help focus
Columns added—one per person
Rows added according to number of criteria or questions
Write the name of each person in top box—one name per box (same row as category title)
Can use basic "w" questions or develop specific questions.

2. Complete the Grid
   - If using the handout, use Roundrobin as the structure with the roles of facilitator and recorder. Facilitator reads the question and each person gives his/her response and recorder writes comments under his/her name in appropriate box (same row as question given). *Do one question at a time* with input from each person. When the row is completed, facilitator needs to guide the discussion noting similarities and differences in comments made by each individual.
   - If using chart paper, facilitator reads the question and then each person reflects in writing their response on a post-it. When each person has completed his/her response for one specific question, then each post-it is put up by the individual as he/she verbally shares with the group. When the row is completed, facilitator needs to guide the discussion noting similarities and differences in comments made by each individual. Then proceed with one question at a time with one post-it comment from each individual. Reflect in writing and then verbally share.

Bellanca, James. (1990) *The cooperative think tank: Graphic organizers to teach thinking in the cooperative classroom*. Palatine, IL: Skylight Publishing.

The Gathering Grid

Topic:

Name	Name	Question Category	Name	Name

Procedure for Four Corners

Label Corners: Strongly Agree, Agree, Disagree, Strongly Disagree.
Place strongest opinions in diagonal corners, the furthest apart…

Hand Out List of issues or belief statements, be clear that they MAY NOT put their names on them…have them privately label each statement w/code: **SA**=Strongly Agree, **A**=Agree, **D**=Disagree, **SD**=Strongly Disagree

Collect, shuffle and redistribute, telling people that they must put it back in the mix if they recognize it to be their own…

Tell them that when they move to a corner, they must meet and greet one another (handshake, names, etc.) and subgroup themselves into groups of no more than five so that they will be part of the discussion…

Once they have done that, then they will have one or two minutes to brainstorm that issue from that perspective—whether it agrees with their thinking or not.

The must **appoint** a spokesperson that will share their groups thinking when called upon…

Call Off the number of the item or the issue and have them move to the corner that represents the person whose paper they are carrying…

Lead the discussion by moving back and forth from group to group, keep the talk positive. Record their responses…

Once the issues have been openly talked through, then have the group try to summarize or generate their beliefs about the issue and what actions should be taken.

CODE:

SA = Strongly Agree **A** = Agree **D** = Disagree **SD** = Strongly Disagree

Issues

Enter Code

_______ 1.

_______ 2.

_______ 3.

_______ 4.

_______ 5.

_______ 6.

_______ 7.

_______ 8.

_______ 9.

_______10.

How Do I Learn To Do It?

Experts who study how people teach and learn effectively identify six steps that make learning to do something new, clear and easy. You will have the benefit of learning more efficiently if you know what to look for, why you might be confused, and what kind of help to as for.

Directions: *Complete the flowchart on the left to record why each of the steps in learning a new skill is important.*

Step 1
Identify when you have learned something like this before. Connecting new learning to something you already know makes it easier and less confusing to learn the new skill. You are more confident that you will be able to do the new activity because you remember how well you can already do something similar.

Step 2
Listen for the "objective" that describes what you are about to learn. By understanding at the beginning what the lesson is about, you keep the purpose of the lesson in mind and connect the rest of the lesson to it. If you miss hearing the objective, you may almost follow the steps that the teacher is explaining, but not really understand what the process if for.

Step 3
Be sure that you follow carefully the explanation or demonstration that the teacher shows you. If you misunderstand any step, you may not be able to do the process. Check yourself to be sure you understand why, as well as how, each step in the process is done.

Step 4
Did you practice the process enough while the teacher could help you? Although you think you understand how to do something at the time, you may later find out that you misunderstood or cannot remember how to do one of the steps.

Step 5
Can you do the process accurately and quickly? Teachers assign the number of practice problems necessary for most students to do the task fast and well. Only you know whether you do the process quickly and accurately enough.

Step 6
When will you use the process again? Expecting to use it helps you realize how well you understand it now and reminds you of the process when you are asked to use it again.

How Do I Learn To Do It?

Why Is It Important To Know?

↓

Example

↓

What Am I Learning?

↓

When Have I Learned Something Like This Before?

↓

How Is It Done?

↓

Can I Do It?

↓

Can I Do It Faster and Well?

↓

Do I Know When To Use It Again?

Team Discussion Organizers

Stems:

Stems are sentence starters. The most powerful stems will cause reflection and promote integration of new information with prior knowledge, experience, or understandings.

Samples:

One thing I want to remember is ___________________.
One question I am asking myself right now is _________________.
One significant discovery I made is ___________________.
When I leave this meeting, one thing I am going to try is ________________.
One question that is still unanswered for me is ___________________.

Trio (3—2—1)

This strategy can be used at the end of a discussion to pull things together and give future direction. Participants are asked to write/share 6 pieces of information. The headings attached to each number can be changed as appropriate to group needs, timeframe, discussion topic, etc. This strategy is also good for journaling or reflection at the end of a discussion or meeting.

Samples:

3	recollections	3	books or resources you've used
2	observations	2	new things you found out
1	insights	1	thing you found difficult
3	important ideas you want to remember	3	interesting things you found out about
2	things you would like to know more about	2	ways you might use this information
1	idea that you are looking forward to trying	1	thing you want to be sure to tell a friend

3—2—1+1

A similar strategy after completion of the 3-2-1 process is to have participants get up and find someone new to "Add one" to their listing from someone else.

Give One to Get One

This strategy works great as a review exercise for bringing the group back on track or to just review newly introduced concepts. Participants write down one thing that they have learned/will apply, etc. on a note card. At the signal, participants move about the room exchanging cards. At the next signal, they return to home base and share what they have learned from their travels about the room.

Defining Your Purpose:

Quite often team discussions can become endless without a defined purpose and known outcome. To be successful, the purpose should be stated as a verb and the outcome as a noun. The verbs and nouns that you use should be clear, concise, and focused enough to be doable.

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S.W.O.T. Analysis

S.W.O.T. *is an analysis mechanism to look at strengths, weaknesses, opportunities, and threats.*

Sample

The process was used after team meetings or class meeting to analyze and improve how they operated as a functioning group.

Strengths, weaknesses & threats

"Did we get through the agent? If not, why not?"

- confusion as to our goal
- communication problems
- lack of information
- lack of motivation
- interference of some kind—emergency, personal problem, team member called away…?"

"Did everyone have the opportunity to participate in the discussion? If not, why not:

- lack of adequate notification of agenda items and/or time to prepare
- one or two team members did all the talking and the rest felt closed out
- lack of time
- lack of interest or reluctance to disagree; unsureness about how others would react
- factions and emotion disrupted flow of communication?

Were necessary group task and maintenance roles operating freely to promote ease in problem solving and intercommunications? If not, why not?"

- confusion as to role
- competition and lack of role stability
- negativism and introduction of personalities?

Opportunity

"What kind of first aid would be most helpful in getting us back on the track?"

- help in understanding our goals
- help in practicing human relations techniques
- help in discovering the positive behaviors inherent in the various roles (through role playing) and practice in using them to build harmony and role stability
- help in improving techniques of observation as a means of enhancing our effectiveness as a group, especially in areas such as planning and problem solving
- a team in-service program
- personal in-service programs
- the services of an objective troubleshooter from outside the team—perhaps the school principal or Curriculum Coordinator

S.W.O.T. Analysis

Strengths:	Weaknesses:
Opportunities:	Threats

Continuous Improvement Tools

Affinity Diagram

Affinity diagram is a planning tool that is used when you are trying:

- Add structure to a large or complicated issue
- Break down a complicated issue into easy-to-understand categories
- Gain agreement on an issue or situation

Step 1: State the issue or problem to be worked on
- Set a time limit for the session (45–60 minutes)
- State a clear, objective problem that all agree to

Step 2: Generate ideas for the issue in question (index cards/post-its)
- Each participant thinks of ideas and writes them individually on cards
- List one idea per card

Step 3: Collect the cards or post-its
- Collect all cards, mix them up, and then spread them out on a flat surface

Step 4: Arrange the cards or post-its into related groups
- All participants should pick out cards that list related ideas and set them aside. Repeat until all cards have been placed in groupings.
- Process takes about 15 minutes and work best when conversation between participants is not allowed.

Step 5: Creates a title or heading for each group
- Develop a title or heading that best describes them of each group of cards.
- Headings should be one to three words.
- Groups that are similar should be placed next to each other.
- May wish to combine similar groups into one large group.
- Continue until there is agreement from team on grouping of cards.

Step 6: Wrap the session
- Major groups have been identified
- Assignments have been made pertaining to results

Chang, R. and Niedzwiecki, M. *Continuous Improvement Tools: Volume 1*. Irvine, CA: Richard Chang Associates, Inc. Publications Division, 1993.

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Force Field Analysis 1

Force Field Analysis is an analysis tool that is used when you are trying:

- To identify "roadblocks" to reaching the goal
- To identify possible causes and solutions to a problem or an improvement opportunity
- To achieve goal but team seems to be "stalled"

Step 1: Describe the current situation. Is this definition agreed to by all involved?

Step 2: Review the data supporting the definition of current situation.

Step 3: Review the goal statement on action plan. Is there agreement on it?

Step 4: Determine driving and restraining forces

Helping: actions, skills, procedures, culture, people, etc. that help move you toward your goal.

Hindering: actions, skills, procedures, culture, people, etc. that can keep you from reaching your goal.

Force Field Analysis

Helping	Hindering

Chang, R. and Niedzwiecki, M. (1993). *Continuous improvement tools, Vol. 1*. Irvine, CA: Richard Chang Associates, Inc.

An example of how to use the Force Field Analysis for problem solving about behavior issues is:

Action Guide #3—Schools
Critical Element 19: Developing and Teaching Behavioral Guidelines

The development and instruction of general behavioral norms and expectations will provide overarching principles to guide the learning of specific behaviors. The behavioral guidelines will support a safe, positive, learning environment.

Question: What are the behaviors and that help/hinder learning in the classroom?

Helping	Hindering
▪ Follow body basics (keep hands and feet to yourself) ▪ Follows directions ▪ Take care of equipment ▪ On time ▪ Listen when others are speaking ▪ Use proper language	▪ Tattling ▪ Unresolved conflicts ▪ Playground problems that are carried over into the classroom after recess

Focus: Conflict

Question: If we put more energy into helping side, will it affect the hindering side? If we continue to promote listening when others are speaking and using proper language as part of the training in conflict resolution skills, will the problems listed on the hindering diminish?

Force Field Analysis 2

Steps:

- On paper list (individually) six forces which impact positively on this (a given) situation.
  - For example: list six things which keep us from nuclear confrontation.
- Below these, list six forces which impact negatively on this situation. For example: list six things impelling us toward nuclear confrontation.
- The leader calls on each person and elicits one positive force from each person.

  Ground Rule #1: Do not evaluate the ideas.

  Ground Rule #2: Only the discussion leader may interact with the listener—and he may only ask clarifying questions designed to catch the meaning of the idea.

  Ground Rule #3: Have a recorder list the ideas where they can be kept on display.

☞ **Note:** If someone's ideas are seemingly unrelated or diametrically opposed to the discussion leader's views, they still should be listed. (Reserve judgment!)

This process may continue: A) until new ideas emerge, or B) until each person has had an opportunity to suggest one or two.

- Next, the discussion leader elicits a similar response from the group with respect to forces which are negative. The procedure is the same.
- At this time, two lists should exist: 1) Forces against, and 2) Forces for.
- Give each person two votes. Ask them to vote for the two forces (in the negative column) which have the greatest potency to keep an initiative from being successful.

__ *Tabulate the votes (Show of hands, calling out numbers, post its, etc.)*

- Using the form on the back of this page, or a facsimile, list the most potent positive and negative forces operating.
- Give each person two votes. Ask each to identify the two most potent negative forces.
- Tabulate the votes.
- If time permits, break the group up into team of 3 people. Ask them to identify 3 ways in which the key negative force (the one getting the most votes) can be overcome.
- List their solutions.

Force Field Analysis

Problem:

____

____

____

____

____

Forces Operating Against the Solution of the Problem

1.

2.

3.

4.

5.

6.

Forces Which Are Potential Allies in Solving the Problems

1.

2.

3.

4.

5.

6.

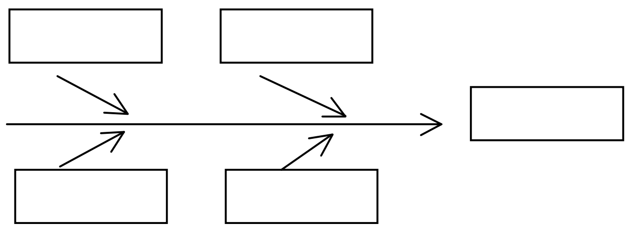
Cause and Effect Diagram

Cause and Effect diagram (also known as Fishbone diagram) is an analysis tool used to:

- Categorize potential causes of a problem or issue
- Analyze what is really happening in a process
- Teach teams and individuals about new processes or procedures

Step 1: Prepare for the Cause and Effect session

- Recorder creates a flip chart (refer to diagram)



- Provide time limit to session (60 minutes)

Step 2: Identify the effect

- Effect refers to the issue (problem) you are trying to change.
- Recorder writes the effect in the box on the right side of diagram.

Step 3: Identify the major cause categories

- Major causes are identified and boxes labeled.
- Possible categories:
  methods, machines, materials, people
  place, procedure, people, policies
  surroundings, suppliers, systems, skills

Step 4: Brainstorm potential causes for the problem

- Brainstorm ideas, agree as a group where to place on diagram OR individual write on post-its share with group and agree before placing on flip chart.
- May list a possible cause under more than one major category

Step 5: Review each major cause category

- Look for causes that appear in more than one category
- Circle "most likely causes"
- Ask question: "Why is this a cause?"
- Record answers to "why?"

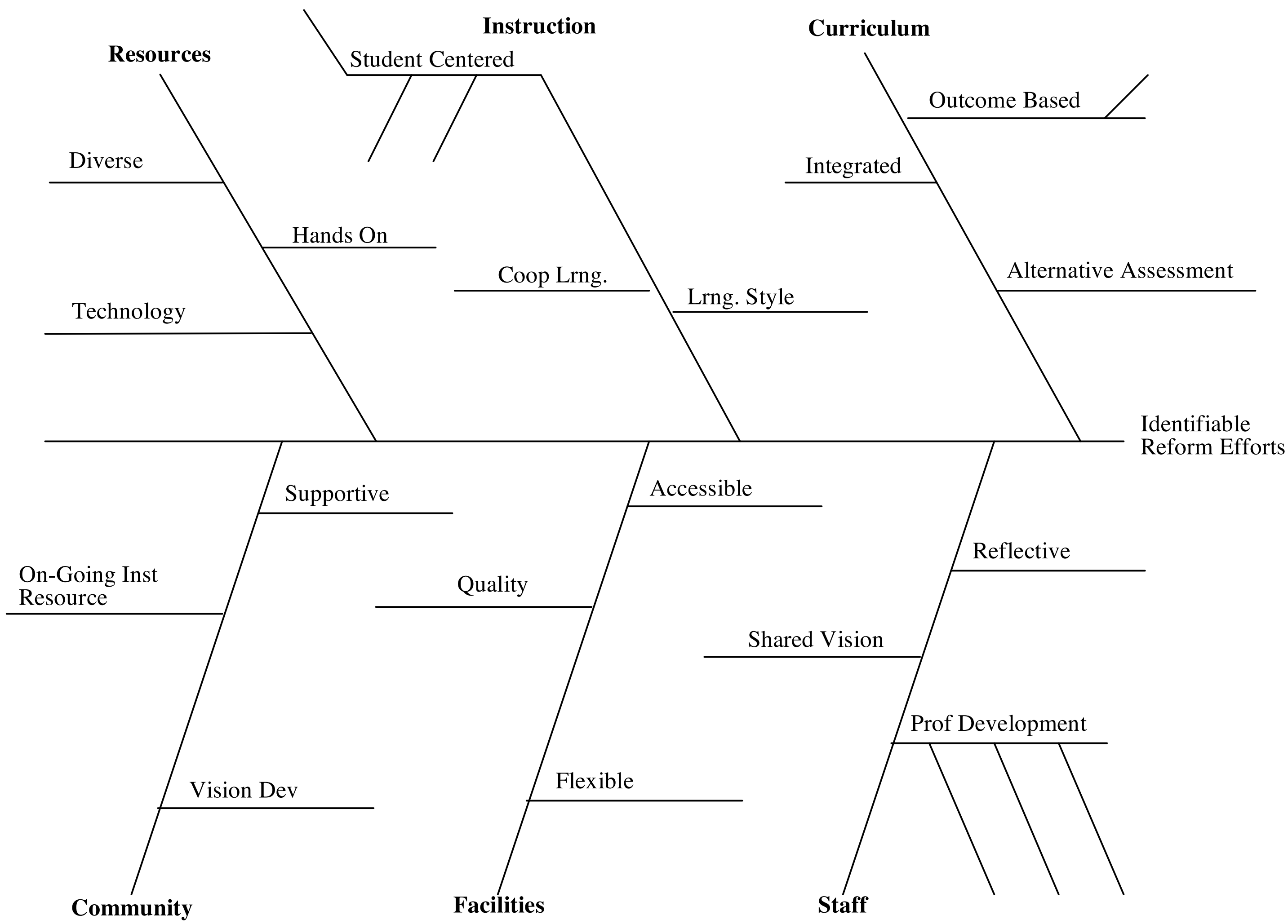
Step 6: Reach an agreement on most probable cause(s)

- Narrow list down from the "most likely causes" to the "most probable causes"

Step 7: Wrap up the Cause and Effect session

- "Most probable causes" have been identified
- Assignments to gather data to prove/disprove "most probable causes"

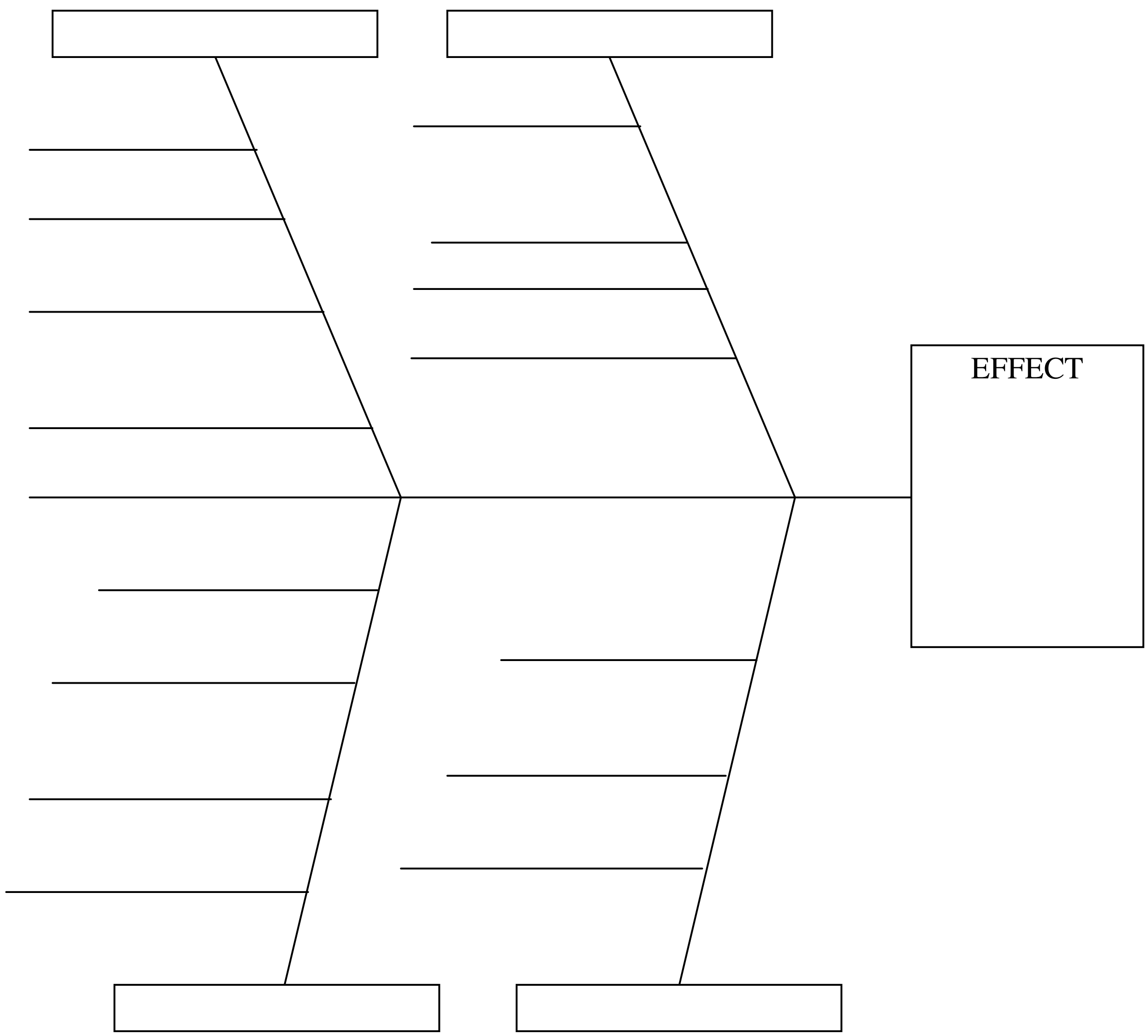
Sample



Chang, R. and Niedzwiecki, M. *Continuous Improvement Tools: Volume 1*. Irvine, CA: Richard Chang Associates, Inc. Publications Division, 1993.

Name:_______________________________________ Class_________________________________

The Fish Bone



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Five Whys

What? **The Five Whys?** are simply a process of asking Why? at least five time in a row to detect the root cause or meaning of a particular problem or situation.

Where? **The Five Whys?** are used any place there is a human factor present. Cut through layers of bureaucracy to find the true meaning.

When? **Asking Why?** is necessary when people do not truly understand the situation or when a deeper understanding is necessary.

Why? **The Five Whys?:**

- Cause people to use higher order thinking skills
- Cut through layers of bureaucracy to find the true meaning
- Cause people to challenge their current situation or problem

Example: ➢ **Discussion about implementing "Block Scheduling"**

Q. Why isn't more time being spent working collaboratively?

A. There is not enough time in class.

Q. Why isn't there enough time in class?

A. There is too much material to cover.

Q. Why is there too much material to cover?

A. We keep adding, but don't abandon things in our curriculum.

Q. Why do we keep adding, but we don't abandon things in our curriculum?

A. We don't know what's important to keep and/or throw out.

Q. Why don't we know what's important to keep and/or throw out?

A. We don't coordinate with other teachers very well between and within grade levels.

Team consensus was reached: a process to help articulate curriculum content between and within grade levels was the first thing that needed to be worked on (root cause of the problem). This step is needed if block scheduling is implemented or not. An external person to facilitate the process will need to be identified and in-service time will be used to implement a process for sorting and selecting the content to be taught at each grade level throughout the district.	In addition, survey responses indicate that collaborative work is perceived as something else to do instead of a process for accomplishing work. The group will ask that people share and continue to focus on <u>building in</u> collaborative work practices. At least 5 minutes will be dedicated to this topic at all grade-level meetings and faculty meetings. The team will continue to monitor time spent in collaborative work once each trimester.
➢ **Theory Statements:** If, we improve the process to select and abandon content, then more time will be available for collaborative classroom activities. If, we promote ideas about how to build in collaborative classroom activities, then more time will be spend on collaborative activities in the classroom.	

Five Whys

Process
1. Identify a problem, situation or concept to be studied.
2. Ask why? this particular condition exists.
3. Each time the question Why? is answered ask Why? again.
4. Continue to ask Why? until everyone involved is satisfied they have arrived at the root cause.

?

?

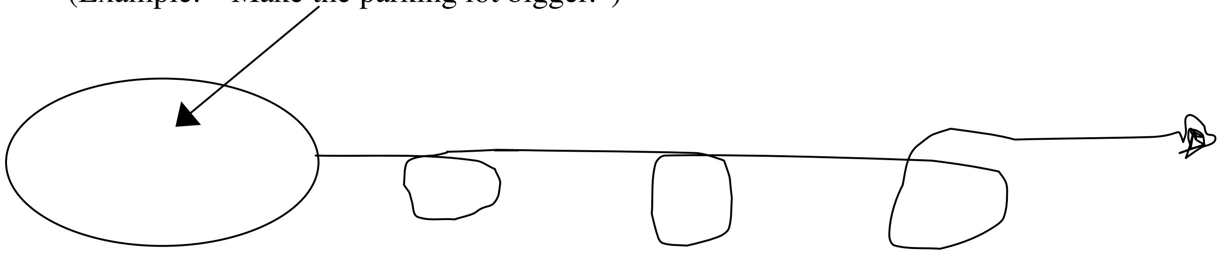
?

?

?

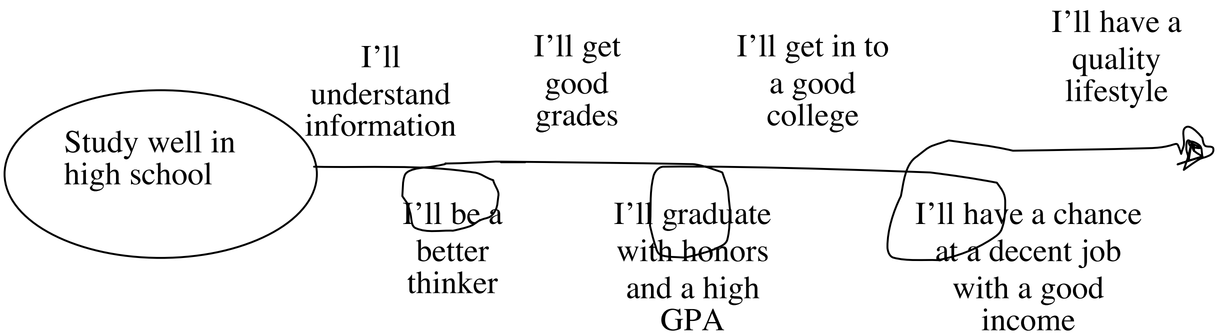
If…Then

1. Write your problem or situation in the first circle.
   (Example: "Make the parking lot bigger.")



2. In your mind reword the first statement as an "If…" statement (example: "If we make the parking lot bigger"…) and then think what would happen "then" (example: then there would be more space to park.) Put this statement on the first line.

3. Continue rewording the statements with "ifs" in the circles and "thens" on the lines until you reach the arrow.



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Consensus Building Tips

What Is It?

To reach consensus is to give permission to go along with the total group. The implication of consensus is that there is general agreement that has been negotiated by the individuals involved. Listening, trust, sharing, and respect are values inherent in the process.

Consensus Means: All group members contribute. Everyone's opinions are heard and encouraged. Differences are viewed as helpful. Everyone can paraphrase the issue. Everyone has a chance to express feelings about the issue. Those who disagree indicate a willingness to experiment for a certain period of time. All members share the final decision. All members agree to take responsibility for implementing the final decision.

Consensus Does NOT Mean: A unanimous vote is sought. The result is everyone's first choice. Everyone agrees (there may only be enough support for the decision to be carried out). Conflict and resistance will be overcome immediately.

Arbuckle, Margaret A. & Murray, Lynn B. (1989*). Building Systems for Professional Growth: An Action Guide.* Andover, MD: The Regional Laboratory for Educational Improvement of the Northeast and Islands.

100% Consensus (A Process to Shape Vision, Clarify Thinking, Develop Consensus)

1. *Establish Topic or Purpose:*
   Clearly define the topic or purpose. You might find that stating it in the form of a question might make brainstorm sharing easier.
2. *Group Scribing of Brainstorming*
   Recorder/scribe records on chart paper every word said during round robin brainstorm.
3. *100% Consensus*
   Using a list from brainstorming, the facilitator, in round robin format, asks for each item: "Is there anyone who objects to this item?" If someone objects to an item, word, phrase, etc. the scribe changes the item, word, phrase, etc. as indicated. This continues as long as there is an objection. (Items, words, phrases, etc. can be changed, returned to original, or changed again until everyone is satisfied—this surfaces any conflict for discussion, resolution, etc.) The process continues until everyone "passes" on each item. Do not try to put a time limit on this—do it until it is done, not with economy of time in mind.
4. *Inclusive Connecting Statement*
   Volunteers, or scribes from each group if you have multiple groups, take the list(s) and create an inclusive, extensive narrative using all the words in the list(s). Meaning should be retained although tense, person, etc. may be changed to read smoothly.

Public Minutes:

- Have someone act as a recorder who writes the exact words of participants so everyone can see them on chart paper.
- Public minutes provide everyone access to all ideas being considered at all times rather than just the recorder. It also saves time to have the ideas all easily visible to everyone rather than to have the recorder continually reading them back to everyone.
- This strategy encourages people to be concise in their comments when they realize everything they say has to be written down.

Individual Reflection:

- Give everyone at least 1–2 minutes to jot down their ideas before sharing orally; this ensures that everyone has had an opportunity to get their ideas down rather than just going the direction of the ideas shared by the first one or two people.
- Individual reflection time gives those who are internal processors (need to reflect quietly on ideas)—as opposed to external processors (need to say ideas)—an opportunity to be active participants once the oral sharing begins.
- This strategy gives people an opportunity to get their ideas into a concise format before sharing orally.

Operational Definition

Round Robin Sharing:

- Go around the table and give each person an opportunity to share an idea before moving to the next person; this is more structured than brainstorming where ideas are thrown out at random by anyone.
- Anyone can pass at any time.
- Round robin sharing gives everyone a chance for input rather than letting those who are more verbal dominate the idea generation.

Clear Out Voting:

- Clear out voting is way to narrow the list to the ideas most of the people in the group prefer.
- The facilitator reads each item on the list and each participant holds up an open hand if they want to keep the item on the list or a closed fist if they want the item dropped. Items with more than half the group showing closed hands are crossed off with a single line.
- It is a good idea to make the statement that all of the ideas on the list are important, but you are unable to include them all so you are trying to narrow it to what is manageable at this time.

Weighted or Multi-Voting:

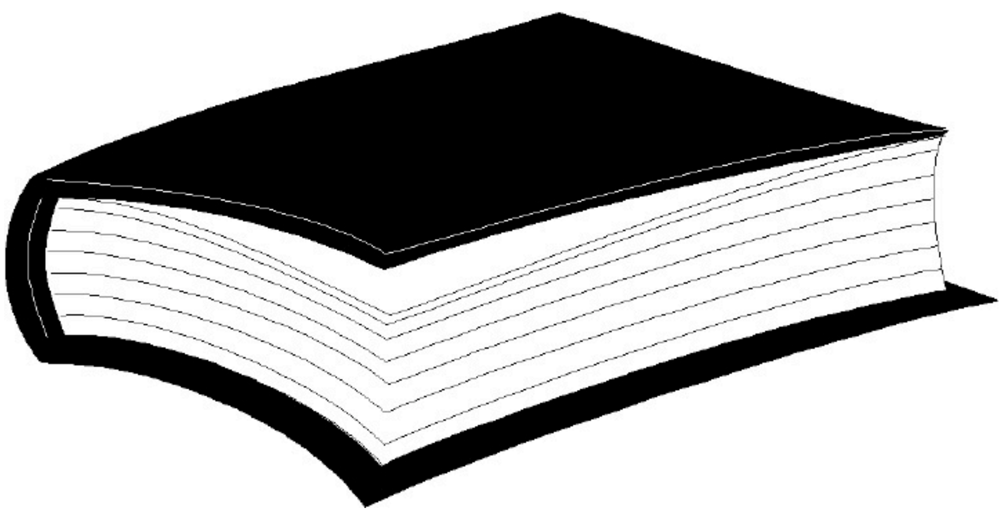
- The facilitator reads each item on the list and each participant holds up 1, 2 or 3 fingers depending on how important that item is to them. Encourage them to limit their "1" choices (least important) and "3" choices (most important) so that you can begin to separate the "vital few" from the "trivial many". For example, on a list of 10 items, encourage them to use a "1" and a "3" only once or twice each.
- Give them a few minutes to scan the list before you begin and determine which items will receive their top and bottom votes.
- Alternate strategy: Give each person a certain number of dots which they can divide up in any way they chose on the list of ideas generated. If you have 10 items on the list, you may want to give them 3–5 dots. They can put all of their dots on one item if it is very important to them, one dot each on separate items, or any combination in between. This is good to use when you are going into a break and need to do something with the information before people come back together again. It is also good when you have several lists coming together from different groups and you want all participants to respond to the combined lists.

Operational Definitions

1. A term or concept to be defined is written on the chalkboard. Each member of a team writes his/her own definition, independent of the other team members.

2. After all team members have written, each person's paper is passed to all other members of the team, one at a time. As each paper is read, key terms are underlined.

3. As a group, the underlined terms are incorporated into one operating definition that is mutually agreed upon. Everyone has had ownership in the definition.



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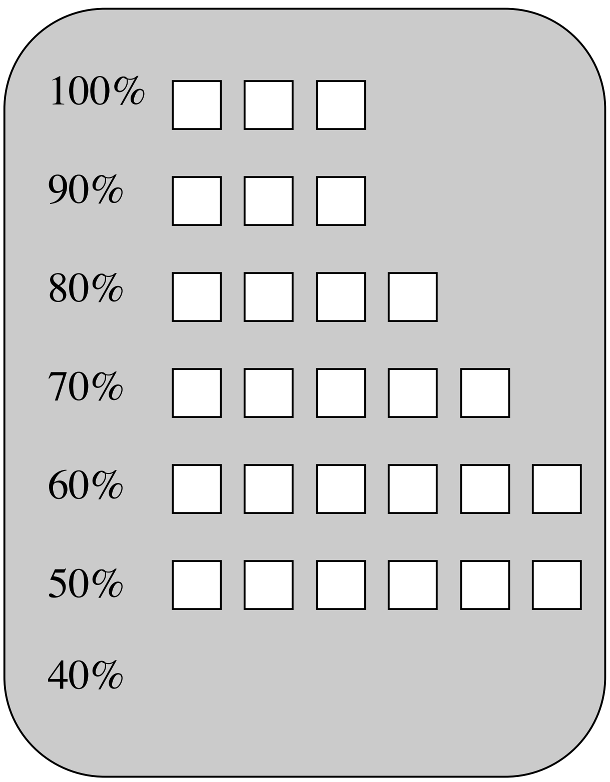
Consensogram

1. Each person in the group is given a 3"x3" sticky note. To assure anonymity, do not put names on the sticky notes.
2. Determine what is going to be measured. (Examples: To what extent do you believe that harassment is a problem? To what extent to you believe that studying is related to school success? To what extent do you believe students should join extracurricular activities?)
   Write the question for everyone to see.
3. Each person writes down (in increments of 10%) what he thinks, feels, or where he stands on an issue. (Keep all answers between 0% and 100%; no negative numbers may be used.)
4. Collect the responses on the sticky notes.
5. Pick a place on a smooth surface and post the responses in the form of a histogram.
6. Discuss the findings.



Variation:

The difference between "perception" and "reality" may be sown through the use of the consensogram.
Questions such as "how many sophomores smoke? Drink? Shoplift?, etc." may be posted.
In the first round, complete the consensogram as described. In the second round, students write "yes" or "no" as their own response to the question. The (reality) answers are then counted and compared to the perceived number of students who smoke, drink, etc.

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Imagineering

1. Clearly state the objective of the Imagineering session (to identify what an individual or team envisions as the "perfect" or ideal project, process, situation, etc).
2. Each person in the group is given 5 minutes to write down as many responses to the stated objective as possible.
3. The team compiles the responses.
4. The team reviews responses for clarity and justification. This process aids in the construction of a shared vision among the members of the team or class; it helps in goal setting to reach the "perfect" state.

Examples:

In my mind a "quality project" would be…
The perfect family situation would have…
My idea of being independent is…
The perfect job would…
An ideal date would be…

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Fist to Five

In the Fist to Five process, once the task force or committee has indicated they are moving in a clear direction, the facilitator simply state the proposal or direction as he or she perceives it at this point. Then the facilitator asked every member of the group to indicate to the rest of the group how he or she feels about that direction based on a scale of fist to five.

Fist to Five simply means the following:

Fist	Signifies “block”—no support
One finger	Very little agreement lent will support the decision
Two fingers	Little agreement
Three fingers	Moderate agreement
Four fingers	High agreement
Five fingers	Complete agreement

In other words, Fist to Five provides a scale, from “no” vote to a “yes” vote, with varying degrees in between. If these are all threes, fours, and fives, the decision has been made by consensus.

Once everyone in the group has indicated how he or she feels, the leader should turn to any blocker and ask, “What part of our current proposal do you object to?” The reason for doing this is two-fold. First, one individual may see a problem that the rest have not seen. If that person holds up a fist and indicates that there is a problem, then it’s possible for others to “see the light,” compromise and save a lot of grief down the road. Secondly, it puts the responsibility or accountability where it rightfully belongs—with the person who has an objection. This forces that person to state openly to the rest of his or her colleagues exactly what he or she objects to and why. This reduces the possibility that the individual will simply object because he or she doesn’t feel well that day or he or she doesn’t like the person who proposed.

Fist to Five has other advantages:

- The leader knows that to implement a decision, the group should have no fewer than 65% in the 3–5 category, as long as there are not 20% organized against that decision. The closer that 3–5 category comes to 80%, the better chance for smooth implementation.
- The process also tells the leader where to invest his or her time. The greatest return will be realized if the leader invests the majority of his or her time with the 3s and 4s. The 4s are already predisposed to the idea and with good support and information, they may become leader or 5s. The 3s, who are neutral on the issue to begin with, again with good support and information, may become 4s. The more who become 4s and 5s, the greater chance there is for a smooth, strong implementation.

Turn to Your Partner (TTYP):

When you have a great deal of information to share or when you want people to internalize a concept before you move on to another concept, it is a good idea to let them talk to someone else about it briefly.

- Ask participants to pair up with 1 other person and take 5 minutes to discuss what they heard, or what was important to them in what they heard, or how they could apply what they heard to their own situation, etc. What you ask them to do depends on the content of what has been shared and where you are going next in the agenda.
- At the end of the 5 minutes you can ask if any one had anything really important that they would like to share with the whole group, but it is not necessary for this strategy to be effective and sometimes takes more time than you want to give. The important part of the strategy is that they can talk about their ideas to someone else, not that they hear all ideas in the room.
- If you are presenting to a group and there seems to be a lot of side-bar conversations going on in the room—it may not be that you have lost their attention. It may be that what you are saying is so important to them that they need the opportunity to process it out loud with someone else. That is a good time to use this strategy.
- When you use it for consensus building, it is a good idea to take time at least every 30 minutes to use this strategy and have people turn to a different partner each time so ideas in the room can begin to build on each other.

Pair-Square:

- Start participants in a small group of 3 or 4 people. Rationale: most people will be more comfortable to share their ideas in a small group, but not too small or they often get "stuck."
- Be sure you have an even number of groups whose combinations will eventually result in 2 groups coming together.

  For example if you have 8 groups:

First combination:	8 Groups 1; 2; 3; 4; 5; 6; 7; 8
Second combination:	4 Groups 1 & 2; 3 & 4; 5 & 6; 7 & 8
Third combination:	2 Groups 1, 2, 3 &4; 5, 6, 7, &8
Third Combination:	1 Group 1, 2, 3, 4, 5, 6, 7, & 8

  It won't work as well if you have 6 groups:

First combination:	6 Groups 1; 2; 3; 4; 5; 6
	3 Groups 1 & 2; 3 & 4; 5 & 6
	? Groups ??

- Be sure to ask each group to appoint a facilitator to keep them on time and on task and a recorder for public minutes. They need to be prepared to take their public minutes with them to the combination groups.
- At each move they need an opportunity to ask for clarification of items. Only the group/person who contributed the item may give the clarification response.
- Push them to reduce their list at each move so that you end up with a reasonable number of items to work with depending on the situation/need.
- Combinations of items can occur if they are the same but discourage combinations to just get to a smaller list because the items lose meaning.

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Reaching Consensus

Your Thinking

1. What are our **current** practices?
2. What are the **beliefs** that support current practices?
3. What are **evidences** that current practices are working/not working?
4. What are the **"suggested"** practices?
5. What are the **beliefs** that support "suggested" practices?
6. What is the best we can hope for if we **don't** explore the "suggested" practices?
7. What is the best we can hope for if we **do** explore the "suggested" practices?
8. Is it **worth** it?
9. What are the **conditions** that would increase the probability of best results?

Title: Six Hat Thinking

White	Allows neutrality Explores facts and figures with NO interpretations or opinions Uses focusing questions… • How much? • How often? • How long? • How many? • Who? • Fact or belief? • Fact or likelihood?		Yellow	Allows positive constructive assessment Explores the benefits & values, & the dreams & visions Uses focusing questions… • What is the objective? • What is the idea based on? • How will it get us (me) closer to the vision? • Who will benefit? • How will it help? • What are the benefits?
Gray	Allows logical negative assessment Explores risks, dangers & inconsistencies with past experiences Not an argument Uses focusing questions… • What are any errors in the facts? • What roadblocks are there? • Is it worth doing? • What risks are there? • Who will be affected negatively?		Red	Allows for the legitimizing of emotions & feelings Explores ordinary emotions such as fears, dislikes, suspicions & complex emotions like hunches, intuitions, senses & aesthetics No need to justify or give reason for feelings or emotions Uses focusing statement… • This makes me feel… • When I think of all this will take I feel… • When I think of what I will have to do to be able to make this idea work, I feel…
Green	Allows for creation of new ideas and responsible changes Explores new approaches, routes, options, choices, avenues, structures, resources, and methods. Uses focusing statements… • The chance for success is greater if we (I)… • What if? • I wonder? • Where could this take us? • How many different ways can we attack the problem?		Blue	Allows control of the thinking & organizes it into action Produces summaries, overviews, conclusions, suggested directions & next step action Uses focusing questions… • What is the first step? • Where do we go from here? • Who do we need to communicate our plan? • Who will be the taskmaster? • What checkpoints or benchmarks or timelines can be proposed?

Six Hat Thinking

Information… What are the facts?

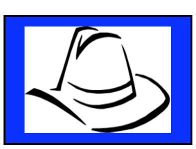
Benefits… What are the good points?

Judgment… What is/could be wrong with this?

Feelings… What new ideas are possible?

Thinking… What do I feel about this?

Creativity… What new ideas are possible?



Decision-Making Strategies

Cooperative Processing

Cooperative processing is a strategy that allows equal opportunities for contributing ideas. Key characteristics include:

- Forced participation/equal opportunity through in-turn response and the pass rule
- The prevention of domination from individuals in the group
- Focusing the group at all times
- Higher degree of efficiency
- Promotes better communication

Role assignments:

Facilitator:

- Starts session & monitors progress
- Provides opportunity for everyone to speak
- Monitors so that each person speaks in turn and only one person speaks at a time

Recorder:

- Records statements
- Does not edit
- Numbers each item

Process:

1) **Individual reflection**
   - Everyone reflects on the question
   - Individuals are encouraged to write down their responses
   - No talking

2) **In-turn response—Individual contributions**
   - Each person states one response only or says, "Pass," as you move in sequence around the group.
   - Participants may re-enter the sequence even though they may have already passed.
   - This process continues until everyone passes or you reach the agreed upon time limit.
   - Do not mention an item already recorded.
   - This is not the time for discussion or clarification.
   - This is an efficient means of gathering information or soliciting opinions of people when no decision need to be made. The process can end here or can continue with additional steps to reach a decision.

3) **In-turn response—Clarification**
   - Examine items for clear understanding.
   - Explanation given only by the person who contributed the item.
   - Clarify only. No discussion!
   - Use in-turn response and pass rule.

4) **Discussion Component—Pro/Con statements**
   - In sequence, participants are able to speak on behalf or against any item. Procedure works best using in-turn response and doing a round(s) for *Pro* and then a separate round(s) for *Con*.
   - No debate!
   - Do not repeat opinion already stated.

5) **Decision/Voting—Clear-out voting**
   - This step helps to reduce the size of the list if necessary.
   - Majority rule.
   - Consider each item.
   - Everyone must vote on each item. *YOU CANNOT PASS***.**
   - Vote at a signal from the facilitator, open hand for YES and closed hand for NO.
   - If the majority votes "no" on an item, it is removed from the list.

6) **Decision/Voting—Weighted voting**
   - Vote by assigning a value to each item.
   - Highest rating is group selection.
   - Vote on each item. *YOU CANNOT PASS.*
   - Conduct final vote by YES/NO, if necessary.

Adapted from:
Cooperative Processing by Norman Public Schools, Norman, OK and I-LEAD (1991)

Prioritizing Grid

Here is a method for taking ten items and deciding which one is most important to you, which is next important, etc.

First list (up to) ten items, or choices, or needs…They do not need to be in order of importance.

1. ________________________	6. ________________________
2. ________________________	7. ________________________
3. ________________________	8. ________________________
4. ________________________	9. ________________________
5. ________________________	10. ________________________

Now compare the items you listed with each of the others using this grid. Circle the preferred one in each pair of rows A through________________________

A	1 2								
B	1 3	2 3							
C	1 4	2 4	3 4						
D	1 5	2 5	3 5	4 5					
E	1 6	2 6	3 6	4 6	5 6				
F	1 7	2 7	3 7	4 7	5 7	6 7			
G	1 8	2 8	3 8	4 8	5 8	6 8	7 8		
H	1 9	2 9	3 9	4 9	5 9	6 9	7 9	8 9	
I	1 10	2 10	3 10	4 10	5 10	6 10	7 10	8 10	9 10

Total time each number was circled—enter these totals in the spaces.

1.______ 2. ______ 3 ______. 4. ______ 5.______ 6. ______ 7.______ 8. ______ 9.______ 10. _____

Relist the items in the order of priority to you, i.e., the item circled most often is first, etc.

1. ________________________	6. ________________________
2. ________________________	7. ________________________
3. ________________________	8. ________________________
4. ________________________	9. ________________________
5. ________________________	10. ________________________

The Decision Maker's Flow Chart

Topic: ____

State the need as a goal.

Need:

List alternatives in each box on this level				
List + for each alternative				
List – for each alternative				

Review above information and come to an agreement on best decision

Ballanca, James. (1992). *The Cooperative Think Tank: II Graphic Organizers to Teach Thinking in the Cooperative Classroom*. Palatine, IL: IRI/Skylight Publishing, Inc.

Paired-Choice Matrix

The Paired-Choice Matrix is used when a number of alternatives are available. You compare the pairs of alternatives until the comparison of pairs produces a single solution (e.g., used when there are eight or more options).

Use the Paired-Choice Matrix when you want to:

- Divide a big decision into smaller, easier to manage decisions.
- Make sure each alternative gets fair and equal consideration.
- Make the best decision when alternatives are similar.

Step 1: Identify the Issue, Options, and Goal

Clearly define the issue and the goal. Collect a list of options to decide from in order to reach the goal.

Step 2: Prepare for the Session

Prepare a chart to serve as a matrix for comparing pairs of options.

	Alternative A	Alternative B	Alternative C	Total
Alternative A	- - - - - - - -	B	C	0
Alternative B	X	- - - - - - - - -	B	1
Alternative C	X	X	- - - - - - - -	1
Total		1	1	

List the options along the top and down the side of the chart in the same order, starting with the first row. Move horizontally across the chart, comparing the first option to every option along the top line, one pair at a time. Indicate the group's choice for each pair in the corresponding box. The process is repeated until each possible pair is compared. The option that gets the greatest number of votes is the final decision.

Step 3: Make Decisions Between Pairs

The facilitator reviews each pair of options and asks for a show of hands regarding the preference. The recorder records whatever choice prevails—not the number of votes. The facilitator repeats the voting for each pair of options above the diagonal line of the chart.

Step 4: Tally Scores of Paired Choices

For each horizontal line, tally the number of times that choice prevailed. Record these numbers on the right side of the chart. Tally the scores for each column as well, recording the scores on the bottom of the matrix. Whichever option has the greatest number of "preferences" is the top choice. If there is a tie, then you could ask for a vote of the best choice or repeat the process with a small chart that includes the short list of options.

Step 5: Discuss and Clarify Results

Review the final choice and discuss what that selection means to the group. Ask the following questions: what, when how, and how much?

Step 6: Wrap Up the Paired-Choice Matrix Session

It's time to wrap up when:

- Decisions are finalized.
- Group understand what and why of the final decision.

Kelly, P. Keith. (1994). *Team decision-making techniques*. Irvine, CA: Richard Chang Associates, Inc.