

DECISION-MAKING: BUILDING CONSENSUS

3-D



Job Performance
Situation 3:
Building Essential
Skills in Facilitation,
Decision-Making, and
Communication

HEAD START
MOVING AHEAD
COMPETENCY-BASED TRAINING PROGRAM



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REFERENCE

This activity develops skill competencies in *decision-making*.

Participants will learn how to recognize when consensus decision-making is indicated. They will be able to provide direction to team members in gathering and presenting supportive documentation and information. They will learn how to generate ideas from others to find a solution. They will gain experience in reviewing and weighing divergent information and feedback, and identifying areas of commonality and disagreement. Finally, they will learn how to identify and overcome barriers to consensus building.

Related skill activities include 3–C, Facilitation: Fundamentals of Leading Meetings; 3–E, Communication: Effective Spoken Communication; 3–F, Communication: Active Listening Skills; and 3–G, Communication: Effective Written Communication.

Sources. Training Guides for the Head Start Learning Community, *Setting the Stage: Including Children with Disabilities*. 1997. U.S. Department of Health and Human Services, Washington, DC. *Consensus Decision-Making: A Facilitator's Guide*. 1993. U.S. Department of Health and Human Services, Total Quality Management, Washington, DC.

OVERVIEW

Building Consensus

Outcomes. Participants who complete this activity will be able to

- use a simple framework for conducting consensus-building discussions
- identify barriers to consensus building
- apply strategies for overcoming these barriers
- provide guidelines on ways to prepare for efficient team meetings
- share team decisions with program staff in an effective way

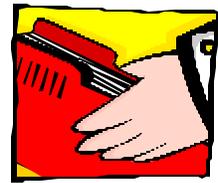
Materials. Newsprint and markers

Components

This activity can be done by one person, an informal group, or a formal workshop. We have provided suggested times, but participants and facilitators may wish to adjust these to their own timetables.

Step 1. Handout: Geri's Story	10 min.
Step 2. Worksheet: Analyzing Geri's Story	25 min.
Step 3. Background Reading: Understanding and Reaching Consensus	15 min.
Step 4. Worksheet: Identifying Barriers to Consensus	25 min.
Step 5. Background Reading: How Review Team Members Can Use the Consensus Process	10 min.
Step 6. Worksheet: Revisiting Ways to Share Decisions	25 min.
Step 7. Summary	10 min.
Suggested total time	2 hrs.

This activity contains 21 pages.



STEP 1. HANDOUT: GERI'S STORY¹

Suggested time: 10 min.

Read the following case, then complete the Step 2 Worksheet.

Geri is a four-year-old girl who was enrolled in Head Start for the first time a month ago. She lives with her mother and older brother. Her mother works part-time on a late-night shift while the children stay with extended family members. Geri is very active and likes to play outdoors. Her behavior is hard to predict. She has bitten other children a number of times. Just last week, while she was playing with dough, she hit the child next to her in the face with a garlic press, threw herself on the floor, and began sobbing. Geri will not talk, and no one knows why. She is still wearing diapers. Several parents of children in Geri's classroom have complained that Geri should be removed from the program. Program staff scheduled a case conference to determine how the program can best serve Geri. To open the discussion, they shared their viewpoints about Geri's participation in the program.

Viewpoint 1 Geri is very creative. She loves to climb and play outdoors. We are trying very hard to help other children welcome her. Their parents don't always understand that, but we are all learning that she has a lot to offer. It isn't always easy accepting her for who she is, but we try everything we can to make sure she participates as much as she can. Over the past month I've seen a lot of progress. The other children are learning to be tolerant and accept her for who she is. I think our hard teamwork is starting to pay off, and it's worth it.

Viewpoint 2 Geri is so sweet. It's really too bad she has so many problems. Her mother is doing the best she can, but you know how things are with those single mothers. I don't think she and her brother even have the same dad. We do everything we can to help. She needs us so very much. She gets confused sometimes, this little one. Like the other day, we had a fire drill. She didn't remember to go to the door, so we just picked her up. Other than that, I don't make any exceptions for her. She has to learn to play by the rules, just like everyone else. I feel sorry for her. She doesn't get very much from home, so she needs us.

¹ Adapted from Training Guides for the Head Start Learning Community, *Setting the Stage: Including Children with Disabilities*, U.S. Department of Health and Human Services, Washington, DC, pp. 42–44.

Viewpoint 3 I don't want to say that having Geri in the program is such a big deal, but it's hard. She doesn't always let you know when she needs something, like to change her diaper. And you can't always stop what you're doing to take care of it. Then there is the behavior. I worry whenever I step out of the classroom. What if Geri hits someone while I'm gone? I'm only one person and it's too much sometimes.

Viewpoint 4 This is not the right place for a child like Geri. We've tried, but it's been hard, because when she gets upset, the biting and tantrums...It puts the other children in danger, and the staff, too. The other day she tried to bite her teacher. We have so many children with special needs in our program these days, it's overwhelming. There are too many, and we aren't stopping to think about what kinds of problems these children have. How can we possibly meet everyone's needs? What happens to the regular children when we get busy with the children with problems? The other children have rights, too.

Viewpoint 5 One of the specialists suggested that Geri might be having some sort of reaction to the food she eats, like an allergy. It seems pretty unusual, but I know it can happen. It takes extra work to be on the lookout for the things we know cause trouble for children. Like Mike—he can't tolerate dairy products.

What do we do with someone like Geri, though, when we aren't sure what the cause is? We just don't have the time or know-how to figure it out. I know she has rights, but I just don't have the time to figure out how to help her.

Viewpoint 6 Some people think Head Start isn't the place for Geri. Even though she's been in the program for a month, they still don't think of her as one of our children. I think they are wrong. Maybe they are prejudiced or afraid. I can understand that, but we have to get over our fears and help the other children, too. The bottom line is that there are laws that protect children like Geri. She has as much right to be in this program as any other child.

STEP 2. WORKSHEET: ANALYZING GERI'S STORY



Suggested time: 25 min.

Begin a discussion about the leader's role in consensus building.

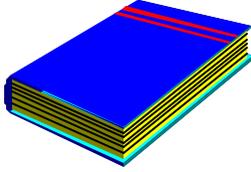
Part I (10 min.) Put yourself in the shoes of the director in "Geri's Story." You are facilitating a discussion to help your staff reach some decisions about Geri's continued participation in the Head Start program. Although you are not typically involved in case conferences, you think that it is important in this case to support your staff by facilitating the discussion. On your own, answer the following questions. Refer back to the Step 1 Handout for examples to illustrate your answers.

1. List some of the issues that team members have raised about Geri's continuing participation in the program.

2. Think of a situation in which you were involved and in which the participants began a discussion with widely divergent views. What steps did you (or another group facilitator) take to resolve the situation? Could the director in "Geri's Story" use any of these strategies?

3. What should the director do next?

Part II (15 min.) If you are part of a small group, discuss your answers with your colleagues.



STEP 3. BACKGROUND READING: UNDERSTANDING AND REACHING CONSENSUS

Suggested time: 20 min.

Study the following reading. Feel free to highlight sections or make notes in the margin.

Skills in leading a group decision-making process are an essential element in the Head Start leader's repertoire. Local grantee leaders use these skills in helping their management teams reach decisions and in supporting the Policy Council in their decision-making. Federal staff use these skills in the day-to-day operations of their organizations. Decision-making is also an integral part of the federal on-site monitoring process, the PRISM (Program Monitoring Review Instrument for Systems Monitoring). Both federal staff and grantee leaders use group decision-making skills in their roles as leaders of Head Start assessment teams.

To lead a group decision-making process, the facilitator needs skills in listening, communication, and facilitation. There are several types of decision-making methods and they vary based on the number of people involved, the ways in which people come to agreement, and the time spent to reach the decision. The continuum of decision-making types are listed and explained below²:

Sole source: One leader decides on behalf of the entire group. This type of decision typically occurs when there is a clear-cut, routine issue or an emergency requiring immediate action. In such a case, the responsibility for the consequences of the decision lies solely with the leader.

Majority vote: More than half the group members agree on a choice. This type of decision may be done anonymously or openly. It is agreed beforehand that majority rules. A potential problem with this type of decision is that those who voted against it may not be committed to its implementation.

Unanimous vote: All group members must agree. The criminal court system in the United States uses this method. Predictably, problems may arise because some feel pressured to make a

² Adapted from Appendix 1-E: Approaches to Decision Making from *Mentoring: A Resource and Training Guide for Educators*. The Regional Laboratory for Educational Improvement, 1994.

decision to end the process and others may block the decision by refusing to agree.

Consensus: Internal discussions occur to find common points of agreement. The decision is a collective agreement in which all members have listened carefully to the opinions in the group, communicated openly with one another, stated their opposition, sought alternatives constructively and arrived at a decision that is agreeable to everyone involved. Consensus allows the participation of all members, is the most time consuming, and is the preferred method of decision-making for important decisions.

I. WHY CONSENSUS?³

Many believe that decisions made by consensus are of higher quality than those arrived through the other means of decision-making. Johnson & Johnson⁴ created a model in which they describe a linear relationship between the number of people in control of the decision-making process and the quality of the decision. They argue that a decision reached by consensus is the highest quality because all members have a chance to resolve conflicts and buy into the decision. Even if everyone does not fully agree to every aspect of the decision reached by consensus, everyone agrees to accept or live with that decision.

Helping a team reach consensus can be a lengthy process. It requires patience and sophisticated group skills on the part of the leader. On the other hand, the rewards of consensus decision-making are substantial:

- Consensus forces a group to deal with everyone's concerns and ideas, so it usually produces a better decision than any other method.
- Teams that have the time to explore different ideas often reach better decisions because more options are considered.
- Consensus may mean coming up with a solution no one has thought of before.
- Although consensus is not the same as total agreement on the part of the team, in a consensus everyone supports the team's decision because they were involved in the process.

II. HOW TO REACH CONSENSUS

The team reflection process described in the facilitation activity provides a simple yet effective framework for leading a group toward consensus.

³ Adapted from *Consensus Decision Making: A Facilitator's Guide*. 1993. U.S. Department of Health and Human Services, Total Quality Management, Washington, DC.

⁴ From David W. Johnson & Roger T. Johnson. *Joining Together: Group Therapy and Group Skills*. 1982.

The facilitation activity addressed ways to overcome obstacles to consensus caused by the blocking behaviors of team members. Often in Head Start, however, consensus is difficult to reach because of the complexity of issues that the team faces and time limitations, not because of challenging team behaviors. When complex issues have to be decided, it is even more important for facilitators to have excellent facilitation skills.

Step 1. Prepare for the Decision

The first step is to prepare to discuss the issue. Preparation requires a well-thought-out agenda. Group members need to have a clear understanding of what needs to be decided. The leader is responsible for preparing the agenda. Although leaders may not have a formal printed agenda, they still need to let group members know

- the decisions that they need to reach
- the order in which the decisions will be made
- the overall time for the meeting

The Step 5 Background Reading provides additional suggestions for leaders of Head Start federal review or self-assessment meetings.

Step 2. Hold a Discussion on the Topic

The process works only when every member maintains an open mind and an open attitude. It involves a number of steps⁵:

- First, the facilitator succinctly states the issue to be resolved and clarifies the goal of the discussion: “We need to determine the effectiveness of the program’s communication system.” Or “We need to decide whether Head Start is the best placement for Geri.”
- If teams have not had time to reflect on the issue before the meeting, the facilitator builds 5 minutes of reflection time into the agenda.
- The facilitator then begins *simple sharing* by inviting each team member to take one minute to share her initial thoughts with the group. The facilitator encourages other members to listen thoughtfully to the ideas presented and refrain from comment or discussion. “As simplistic as it sounds, it can be extremely helpful to move the discussion in a circle around the room rather than have people share their thoughts in a random fashion as ideas and

⁵ Adapted from Consensus Decision Making: A Facilitator’s Guide. 1993. U.S. Department of Health and Human Services, Total Quality Management, Washington, DC.

opinions surface.”⁶ This process can remove anxiety in the group because it guarantees that everyone has a chance to share, even members who typically are reluctant to share their opinions. During the simple sharing, the facilitator’s role is to listen carefully to what team members are saying.

- After all members have spoken, the facilitator encourages others to *listen* to what the team has said by leading a discussion that identifies common themes, differences, and possible alternative actions. During the discussion it helps if members

Focus on interests, not positions. Coming to a meeting with predetermined positions and solutions makes it hard to reach consensus. At the meeting, members must be able to articulate their criteria for making a decision. In this way, solutions are built on the concerns and ideas of all participants.

Discuss each of the ideas, considering the pros and cons. The discussion leader can move the conversation forward by encouraging the group to consider the ideas on the table the property of the group. This allows the group to deal with each idea in relation to the whole instead of as the opinion of the people who contributed it. Not infrequently, the original contributor then feels able to critique his ideas instead of feeling obligated to doggedly defend them.

Track key points on newsprint. Making decisions about the effectiveness of Head Start services and systems requires that the group consider many points of data. The team can clarify its thinking by first eliminating irrelevant information, then sorting data according to the key points of the discussion. If the consensus process is part of a federal review or other assessment meeting, reviewers will want to sort data according to questions on the review instrument they are using. Newsprint notes that list the pros and cons for each decision will also help decision-makers summarize findings in the review report.

Use the following hints to lead a group toward a consensus:⁷

1. Avoid allowing group members to blindly argue for their individual judgments. Allow them to present their position but also encourage them to listen to other members’ reactions and consider them carefully.

⁶ Ibid.

⁷ Adapted from David W. Johnson and Roger T. Johnson. *Joining Together: Group Therapy and Group Skills*. 1982.

2. Make sure that you explain to your group that they should not change their minds only to reach agreement and avoid conflict. Encourage them to support only solutions for which they have some agreement and to yield only to positions that have objective and logically sound solutions.
3. Avoid “conflict-reducing” procedures such as majority vote, tossing a coin, averaging, or bargaining to reach decisions.
4. Encourage group members to voice their differences of opinion, as they are natural and expected. Try to involve everyone in the process. Disagreements actually present a wide range of information and opinions, thereby creating a better chance for quality solutions.
5. Look for the most acceptable alternative for all members. No one should feel like a loser or a winner in the process.
6. Discuss underlying assumptions, listen carefully to everyone, and encourage participation of all.

Step 3. Test for Consensus

Often consensus comes quickly and naturally after a discussion. All that may be required is for one person to say, “It appears we all agree,” and for the group to verbally acknowledge the decision. This is often referred to as a *test for consensus*.

Determine how many people totally agree, totally disagree, or are neutral to the matter. If universal agreement does not exist, some team leaders ask a member from each side of the issue to explain why she holds that opinion. Other leaders invite the entire group to reread the related regulation, performance standard(s), or program policy to bring clarity to the discussion. After all new thoughts are explored; the leader can again test for consensus.

Step 4. Agree on a Decision

Once consensus is reached, it is important for the team leader to summarize the decision: “The communication system is ineffective.” Or “The program can provide services to meet Geri’s needs.” Leaders also need to articulate the reasons for the group decision. This final summation confirms the decision and provides the team members with language that they might use in sharing the decision with program staff.

The way in which team members communicate the group’s decision to others is often as important as the decision itself. To demonstrate their unity, team members need to communicate with one voice. At a minimum, they need to be sure that they communicate the decision accurately and can articulate the rationale behind the decision, especially if it may be an unpopular one. Team members who distance themselves from the decision by disclaiming their role in the consensus process betray

their team and often undermine the implementation of the decision. The Step 5 Background Reading is about communicating the decisions of federal review teams or local self-assessment teams.

III. WHAT TO DO WHEN THE TEAM GETS STUCK

If the simple sharing process reveals a high level of agreement on the team, the next steps (team listening and testing for consensus) can be rather straightforward. If, however, as in Geri's case, the simple sharing reveals substantial disagreement, the facilitator faces a challenge in helping the team agree. In complex situations, however, facilitators can use several techniques to move the team forward. Even though they may not apply to every situation, the facilitator can play a key role in helping the team by using these techniques.

Address One Question at a Time

In trying to reach consensus on a complex issue, teams often are faced with related subissues that cloud the discussion. In the Geri example, team members surfaced a number of these issues during the simple sharing process. The question on the table was, "Is Head Start the correct placement for Geri?" Staff members also indirectly raised concerns about support for staff working with Geri and ways to respond to parental concerns. Sometimes team members clearly signal a subissue by saying, "I also have a question about..." but in most instances it is up to the facilitator to identify issues that may be clouding the discussion.

If a facilitator suspects that the team's progress is being hindered because the team is trying to address too many issues at one time, he can help the process by

- asking the group to confirm that more than one issue needs to be resolved: "I hear you saying that we also need to talk about support for staff who are working with Geri, and about how to address concerns raised by parents. Is this correct?"
- determining the order in which the questions need to be addressed: "If we decide that Head Start truly is the best placement for Geri, we can then talk about how to better support the teachers who work with her."
- creating a "parking lot" for issues still to be addressed. Team members are often reluctant to let go of an issue until they are certain that it will not be lost. One way to assure participants that their issues will eventually be addressed is by recording them on newsprint so that all members of the discussion can see. An issue is crossed off the newsprint when all participants agree that it has been addressed.

Clarify the Facts

Groups can make sound decisions when all members have a clear understanding of the facts. Misunderstandings that stand in the way of team consensus can occur when team members communicate in generalities. Facilitators can help clarify the facts by asking team members to give concrete examples of what they mean and making sure that everyone agrees that the example is an accurate portrayal of the facts.

Check any applicable Regulations

Head Start programs are governed by a myriad of regulations. It is difficult, if not impossible, for team members to remember the nuances of every regulation or government policy; yet poor decisions continue to be made on the basis of what a team member remembers about the regulations. When team members cite government regulations in defending a proposed course of action, the wise facilitator suggests that the group check the regulation before proceeding.

Surface Disagreements on Values and Beliefs

Even when teams agree on the facts to be decided, they will still have difficulty in reaching consensus if they disagree on underlying values and beliefs. Sometimes disagreements on values are clear. For example, in the Geri case, one staff person clearly states that in her view, there are "...so many children with special needs in our program these days, it's overwhelming. There are too many...the other children have rights, too." If she truly believes that the program is neglecting the "regular children" in serving children with special needs, it may be difficult for her to be objective about the right placement for Geri. Although it is unlikely that she will change a deeply held belief during the consensus-building session, it can help the group to know why this staff person is doggedly holding on to her point of view. Group members can then determine how the member's beliefs match their own and evaluate her opinions in light of this information.

Often, however, team members may not readily share their values and beliefs. If the facilitator suspects that a team member's disagreement with a position held by others may be caused by a difference in underlying values, he can invite the team member to surface her values by asking to hear more about the reasons behind the opinion.

Tap into the Expertise of the Group

Most Head Start teams, whether they are program-based or federal review teams, are made up of members with diverse backgrounds and areas of expertise. These members can help the team resolve issues by sharing knowledge or information that they have by virtue of their unique

background or position. In the Geri case, the program's health coordinator might be able to resolve the food allergy issue by sharing what the program has previously done to follow up on the question.

Wise facilitators are aware of the expertise of the team members and call upon them to provide clarifying information or opinions whenever possible.

STEP 4. WORKSHEET: IDENTIFYING BARRIERS TO CONSENSUS



Suggested time: 25 min.

Purpose: To give participants a chance to apply what they have learned about using a consensus process in making decisions.

Part I (10 min.) Refer back to “Geri’s Story” in the Step 1 Handout. Take 10 minutes to answer the following questions on your own.

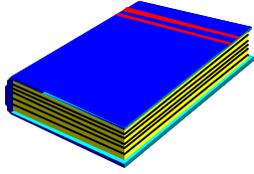
1. In their viewpoints, members gave staff many concrete examples of Geri’s behavior; however, some team members made unsupported statements. Identify at least one unsupported statement and suggest a question that you might pose to that staff person to elicit concrete data.

2. Is there an example of a team member who communicates in generalities? Suggest a question that you might pose to address this tendency and advance the process.

3. In addition to the example provided in the Step 3 Background Reading, what other clues to values and beliefs are apparent in the viewpoints?

4. Suggest a question or comment that, as the local program director, you might make to address the exchanges in “Geri’s Story” and move the discussion toward consensus.

Part II (15 min.) Pairing up with another participant or forming a small group, spend 15 minutes discussing your answers: how you responded and why.



STEP 5. BACKGROUND READING: HOW REVIEW TEAM MEMBERS CAN USE THE CONSENSUS PROCESS

Suggested time: 10 min.

Study the information below. Feel free to highlight sections or make notes in the margin.

I. PREPARING FOR THE CONSENSUS PROCESS

Consensus building takes time. When used in the context of an ongoing work team, such as a Head Start management team, consensus building can be considered an investment. Besides helping you arrive at a good decision for the program, the consensus-building process can help the team clarify its values and build trust among its members.

For more short-lived teams, such as those convened for federal reviews, time considerations are often more important than the long-term benefits of values clarification and trust building. Nevertheless, federal team leaders—and also grantee self-assessment team leaders—can promote time-efficient consensus-building sessions by encouraging team members to use the following techniques.

Refrain from forming opinions about the effectiveness of a program's systems or services until you hear reports from your colleagues at team meetings. Federal review teams are composed of many members to ensure that the team as a whole develops a complete view of the program. Members who make judgments before hearing the perspectives of other team members may become attached to opinions that turn out not to reflect the program's systems and services accurately.

Be open to new or unfamiliar ways of implementing systems and services. Head Start systems and structures vary from one organization to another; something that works well in one program may be ineffective in another. Team members who discount systems because they are different from “how we do it in my program” may make incorrect judgments about the effectiveness of services and systems in the program under review.

Distinguish between facts, inferences, and assumptions before coming to the team meeting. Review teams need complete, accurate information in order to make credible decisions. Facilitators of team meetings should encourage members to provide concrete examples for their statements. When a team member states something that is an assumption or inference, use this as an opportunity to have the team think of ways that they may be

able to either validate or refute the assumption during the remainder of the review.

Identify several concrete examples that illustrate the effectiveness or ineffectiveness of systems or services you are evaluating. A picture paints a thousand words; a good example answers a multitude of questions. Simply labeling a system or service effective or ineffective does not provide fellow team members with the information they need. Team members can assist the decision-making process by sharing several examples that represent typical program practices.

Use multiple sources of data. In order to obtain useful and unbiased information, teams need to use a variety of methods in gathering data. When information offered by a team member is only supported by one source, team leaders should encourage other reviewers to seek validation of the information during the remainder of the review. Leaders should guide their team by using probes like, “Is this information part of a pattern or trend, or is it an isolated incident?” and “What other things do you need to know to make a solid decision on this issue?”

II. SHARING REVIEW TEAM FINDINGS

If you are a team leader on a federal review or leading your program’s self assessment, you play an important role in communicating the results of a consensus-building process to those affected by the decision. It is important that those who are evaluating the program

- speak with one voice about the decision
- are able to articulate the rationale behind the decision
- communicate in language that will show sensitivity to the feelings of those affected by the decision

While communication between those in the decision-making role and those affected by decisions is important for any Head Start situation, they are especially critical for those leading a review or self-assessment. There is no need to wait until the last minute to give feedback; it should occur throughout the process.

Before a review or self-assessment begins—The team leader makes sure that the team has some background information and a general understanding of the program. It may be helpful to provide some history of the program, a summary of program offerings, and information on location classes and staff.

During a review or self-assessment—There are several opportunities to share preliminary results with key personnel. This open line of communication can be beneficial to both the program and the reviewers. Reviewers have a chance to ask questions and gather more specific

information; program staff can provide information to answer any concerns and ensure that questions are clarified.

At the end of a review or self-assessment—The review team shares their observations and conclusions so that program leaders can hear what is being said and use the information to shape their organization’s direction. The information provided should be clear and concise, an expression of facts not emotions, and comprehensive in nature. Effective communicators use language that is concrete, including a specific description of what is seen, heard, or read. For instance, “Policy Council members said that they were never shown a copy of a proposal until they were asked to sign it,” “ or “Equipment at four centers was worn and shabby compared to new equipment at six other sites.” After the review is over, program staff will better understand the strengths and issues related to their program and the impact on services for children and families.

STEP 6. WORKSHEET: REVISITING WAYS TO SHARE DECISIONS



Suggested time: 25 min.

Purpose: to give participants a chance to review a recent Head Start decision in light of what they have learned about sharing decisions with the people affected.

Part I (10 min.) Working individually, answer the following questions. There will be a chance to discuss your answers, if you wish, in Part II.

Think of a recent Head Start decision where you were directly involved in the decision-making process, either as a member of a federal review team or of a local program.

1. How was the decision made?

Sole source _____

Majority vote _____

Unanimous vote _____

By consensus _____

2. How was the decision communicated?

Who carried the message? _____

How was it conveyed (setting, format)? _____

What explanation was given about the process that led up to it?

How was the message worded (hint: Did it include what was seen, heard, read)? _____

Was it clear how the problems impacted services to children and families? _____

Part II (15 min.) A volunteer shares her notes on the experience, including, first, a brief description of the situation and the kind of decision that needed to be made. The volunteer then comments on one or two things she might do differently now, in light of the discussion on sharing review team findings in the Step 5 Background Reading.

If willing, the volunteer then asks other members in the group for their comments or suggestions on additional ways to fine-tune the sharing of information about decisions.



STEP 7. SUMMARY

Suggested time: 10 min.

Key Points

- Reasons for consensus building
- The team reflection process steps
- What to do when the team gets stuck
- Tips for efficient federal review team meetings
- Sharing assessment team findings

Personal Review

What critical things did you learn from this activity?

1. _____

2. _____

3. _____

How will you use your new knowledge and skills in your work?

1. _____

2. _____

3. _____

What else do you think you might need in order to learn to master the skill of building consensus?

1. _____

2. _____

3. _____

4. _____

5. _____

