




Ground Rules Of Brainstorming

Solicit quantity

Everyone participates



3. Welcome exaggeration

Build on ideas

No criticism or evaluation

Record ideas

Bridge Builder
A Guide for Watershed Partnerships

Wilderness Survival: A Consensus-Seeking Task

In the decision-by-consensus process, each group member is asked to:

- prepare his / her own position
- express opinion
- listen to feelings and opinions of other group members
- avoid conflict-reducing techniques such as voting or compromising and realize that differences of opinion are helpful

Goals:

- To teach effective consensus-seeking behaviors in task groups.
- To explore the concept of synergy as it relates to outcomes of group decision making.

Group Size:

- 5 to 12 participants. Several groups may be directed simultaneously in the same room. (Synergistic outcomes are more likely to be achieved by smaller groups, i.e., 5 to 7 participants.)

Time required:

- Approximately 1 1/2 hours.

Materials:

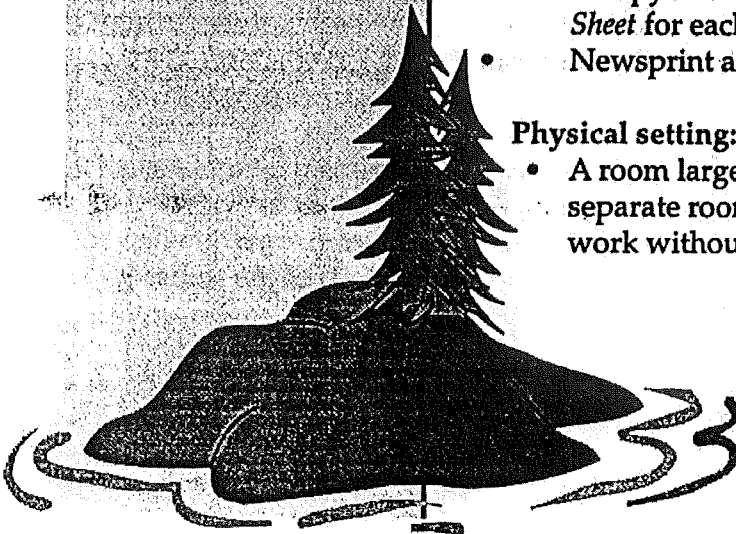
- A copy of the *Wilderness Survival Work Sheet* for each participant.
- A pencil for each participant.
- A copy of the *Wilderness Survival Group Briefing Sheet* for each participant.
- A copy of the *Wilderness Survival Answer and Rationale Sheet* for each participant.
- Newsprint and felt-tipped markers.

Physical setting:

- A room large enough for the entire group to meet and separate rooms or areas in which task groups can work without distracting each other.

Process:

1. The facilitator briefly introduces the activity by explaining its purpose, outline, and origin.



2. The facilitator distributes copies of the *Wilderness Survival Work Sheet*. Participants complete the work sheet individually. (Approximately 10 minutes.)
3. Groups are formed, and copies of the *Wilderness Survival Group Briefing Sheet* are distributed to all participants.
4. After participants have read the briefing sheet silently, the facilitator briefly discusses its contents.
5. Groups work separately on the consensus-seeking task. (Approximately 30 minutes.)
6. When all groups have completed their task, the entire group reassembles, with the members of each work group seated together.
7. The statistics for all groups are posted on a chart such as the following:

Outcome	Group	Group II	Group III
Range of Individual Scores			
Average of Individual Scores			
Score for Group Consensus			

8. Groups discuss their consensus-seeking process and outcomes. The focus should be on behaviors that help or hinder group productivity.
9. Each participant receives a copy of the *Wilderness Survival Answer and Rationale Sheet*. The facilitator announces (and posts) the correct answers, and each participant scores his own work sheet. A volunteer in each group scores the group's solution and compares the average for the individual scores within the group.
10. The facilitator leads a total-group discussion of the process and outcomes; discussions may be included of leadership, compromise, decision-making strategies, psychological climate, roles and applications of the techniques learned.

Source:

Reproduced from *The 1976 Annual Handbook for Group Facilitators*; John E. Jones and J. William Pfeiffer, editors; San Diego, California. University Associates, Inc., 1976.

Bridge Builder
A Guide for Watershed Partnerships

Wilderness Survival
Worksheet
Handout 1

Here are 12 questions concerning personal survival in a wilderness situation. Your first task is to individually select the best of the three alternatives given under each item. Try to imagine yourself in the situation depicted. Assume that you are alone and have a minimum of equipment, except where specified. The season is fall. The days are warm and dry, but the nights are cold.

After you have completed this task individually, you will again consider each question as a member of a small group. Your group will have the task of deciding, by consensus, the best alternative for each question. Do not change your individual answers, even if you change your mind in the group discussion. Both the individual and group solutions will later be compared with the "correct" answers provided by a group of naturalists who conduct classes in woodland survival.

**Your
Answer**

**Your
Group's Answer**

1. You have strayed from your party in trackless timber. You have no special signaling equipment. The best way to attempt to contact your friends is to:
 - a. call "help" loudly but in a low register.
 - b. yell or scream as loud as you can.
 - c. whistle loudly and shrilly.

2. You are in "snake country." Your best action to avoid snakes is to:
 - a. make a lot of noise with your feet.
 - b. walk softly and quietly.
 - c. travel at night.

**Your
Answer**

**Your
Group's Ansv**

3. You are hungry and lost in wild country. The best rule for determining which plants are safe to eat (those you do not recognize) is to:
- try anything you see the birds eat.
 - eat anything except plants with bright red berries.
 - put a bit of the plant on your lower lip for five minutes: if it seems all right, try a little.
4. The day becomes dry and hot. You have a full canteen of water (about one liter) with you. You should:
- ration it - about a cupful a day.
 - not drink until you stop for the night, then drink what you think you need.
 - drink as much as you think you need when you need.
5. Your water is gone; you become very thirsty. You finally come to a dried-up watercourse. Your best chance of finding water is to:
- dig anywhere in the stream bed.
 - dig up plant and tree roots near the bank.
 - dig in the stream bed at the outside of a bend.
6. You decide to walk out of the wild country by following a series of ravines where a water supply is available. Night is coming on. The best place to make camp is:
- next to the water supply in the ravine.
 - high on a ridge.
 - midway up the slope.
7. Your flashlight glows dimly as you are about to make your way back to your campsite after a brief foraging trip. Darkness comes quickly in the woods and the surroundings seem unfamiliar. You should:
- head back at once, keeping the light on, hoping the light will glow enough for you to make out landmarks.
 - put the batteries under your armpits to warm them, and then replace them in the flashlight.
 - shine your light for a few seconds, try to get the scene in mind, move out in the darkness, and repeat the process.

**Your
Answer**

**Your
Group's Answer**

8. An early snow confines you to your small tent. You doze with your small stove going. There is danger if the flame is:
- a. yellow.
 - b. blue.
 - c. red.
9. You must ford a river that has a strong current, large rocks, and some white water. After carefully selecting your crossing spot, you should:
- a. leave your boots and pack on.
 - b. take your boots and pack off.
 - c. take off your pack, but leave your boots on.
10. In waist-deep water with a strong current, when crossing the stream, you should face:
- a. upstream.
 - b. across the stream.
 - c. downstream.
11. You find yourself rim rocked; your only route is up. The way is mossy, slippery rock. You should try it:
- a. barefoot.
 - b. with boots on.
 - c. in stocking feet.
12. Unarmed and unsuspecting, you surprise a large bear prowling around your campsite. As the bear rears up about 10 meters from you, you should:
- a. run.
 - b. climb the nearest tree.
 - c. freeze, but be ready to back away slowly.

Bridge Builder
A Guide for Watershed Partnerships

Wilderness Survival

Group Briefing Sheet

Handout 2

Decision by consensus is a method of problem solving and decision making in groups in which all the parties involved actively discuss the issues surrounding the decision. The group then pools the knowledge and experience of all its members. Any final decision must be supported by each member of the group. The ideas and feelings of all the members are integrated into a group decision, thus allowing several people to work together on a common problem, rather than producing a "we-they" standoff.

As you might imagine, decision by consensus is usually difficult to attain and will consume more time than other methods of deciding an issue. As the energies of the group become focused on the problem at hand (rather than on defending individual points of view), the quality of the decision tends to be enhanced. Research indicates, in fact, that this approach to problem solving and decision making results in a significantly higher-quality decision than other methods such as the use of majority power (voting), minority power (persuasion), and compromise.

In the decision-by-consensus process, each group member is asked to:

1. Prepare his/her own position as well as possible prior to meeting with the group (but to realize that the task is complete is incomplete and that the missing pieces are to be supplied by the other members of the group.)
2. Recognize an obligation to express his/her own opinion and explain it fully, so that the rest of the group has the benefit of all members' thinking.
3. Recognize an obligation to listen to the opinions and feelings of all other group members and to be ready to modify one's own position on the basis of logic and understanding.
4. Avoid conflict-reducing techniques such as voting, compromising, or giving in to keep the peace and to realize that differences of opinion are helpful; in exploring differences, the best course of action will make itself apparent.

You have just completed an individual solution to *Wilderness Survival: A Consensus-Seeking Task*. Now your small task group will decide on a group solution to the same dilemmas. Remember, decision by consensus is difficult to attain, and not every decision may meet with everyone's unqualified approval. There should be, however, a general feeling of support from all members before a group decision is made. Take the time you need to listen for understanding, consider all members' views, make your own view known, and be reasonable in arriving at a group decision.

Bridge Builder
A Guide for Watershed Partnerships

Wilderness Survival
Answers and Rationales
Handout 3

Here are the recommended courses of action for each of the situations on the *Wilderness Survival Work Sheet*. These answers come from the comprehensive course on woodland survival taught by the Interpretive Service, Monroe County (New York) Parks Department. These responses are considered to be the best rules of thumb for most situations; specific situations, however, might require other courses of action.

1. (a) Call "help" loudly in a low register. Low tones carry farther, especially in deep woodland. There is a much better chance of being heard if you call loudly but in a low key. "Help" is a good word to use, because it alerts your companions to your plight. Yelling or screaming would not only be less effective, but might be passed off as a bird call by your friends far away.
2. (a) Make a lot of noise with your feet. Snakes do not like people and will usually do everything they can to get out of your way. Unless you surprise or corner a snake, there is a good chance that you will not even see one, let alone come into contact with it. Some snakes do feed at night, and walking softly may bring you right on top of a snake.
3. (c) Put a bit of the plant on your lower lip for 5 minutes; if it seems all right, try a little. The best approach, of course, is to eat only those plants that you recognize as safe. But when you are in doubt and very hungry, you may use the lip test. If the plant is poisonous, you will get a very unpleasant sensation on your lip. Red berries alone do not tell you much about the plant's edibility (unless, of course, you recognize the plant by the berries), and birds just do not have the same digestive systems we do.
4. (c) Drink as much as you think you need when you need it. The danger here is dehydration, and once the process starts, your liter of water will not do much to reverse it. Saving or rationing will not help, especially if you are lying unconscious somewhere from sun stroke or dehydration. So use the water as you need it, and be aware of your need to find a water source as soon as possible.
5. (c) Dig in the stream bed at the outside of a bend. This is the part of the river or stream that flows the fastest, is less silted, deepest and the last part to go dry.

6. (c) Midway up the slope. A sudden rain storm might turn the ravine into a raging torrent. This has happened to many campers and hikers before they had a chance to escape. The ridge line, on the other hand, increases your exposure to rain, wind and lightning should a storm break. The best location is on the slope.
7. (b) Put the batteries under your armpits to warm them, and then replace them in the flashlight. Flashlight batteries lose much of their power, and weak batteries run down faster in the cold. Warming the batteries, especially if they are already weak, will restore them for a while. You would normally avoid night travel, of course, unless you were in open country where you could use the stars for navigation. There are just too many obstacles (logs, branches, uneven ground, and so on) that might injure you — and a broken leg, injured eye, or twisted ankle would not help your plight right now. Once the sun sets darkness falls quickly in wooded areas. It would usually be best to stay at your campsite.
8. (a) Yellow. A yellow flame indicates incomplete combustion and a strong possibility of carbon monoxide build-up. Each year many campers are killed by carbon monoxide poisoning as they sleep or doze in tents, cabins, or other enclosed spaces.
9. (a) Leave your boots and pack on. Errors in fording rivers are a major cause of fatal accidents. Sharp rocks or uneven footing demand that you keep your boots on. If your pack is fairly well balanced, wearing it will provide you the most stability in the swift current. A waterproof, zippered backpack will usually float, even when loaded with normal camping gear; if you step off into a hole or deep spot, the pack could become a life-saver.
10. (b) Across the stream. Errors in facing the wrong way in fording a stream are the cause of many drownings. Facing upstream is the worst alternative; the current could push you back and your pack would provide the unbalance to pull you over. You have the best stability facing across the stream, keeping your eye on the exit point on the opposite bank.
11. (c) In stocking feet. Here you can pick your route to some degree, and you can feel where you stepping. Normal hiking boots become slippery, and going barefooted offers your feet no protection at all.
12. (c) Freeze, but be ready to back away slowly. Sudden movement will probably startle the bear a lot more than your presence. If the bear is seeking some of your food, do not argue with him; let him forage and be on his way. Otherwise, back very slowly toward some refuge (trees, rock outcrop, etc.)

Effective Communication Requires:



- **EFFECTIVE SPEAKING:** Speaking that is:

- Clear
- Non-Threatening
- Has positive tone and body language
- Not defensive
- Has "soft" eye contact
- Utilizing honest questions



- **EFFECTIVE LISTENING = Safe Listening:** Listening that is:

- Non-Threatening
- Patient
- Responsive
- Listening to understand, not to reply
- Looking for good points/ideas
- Looking for positions of agreement
- Not defensive
- Uses soft eye contact



- **EFFECTIVE FEEDBACK RESPONSE:** Feedback that is:

Positive and non-threatening
Clear and specific
Utilizing honest questions
Attempting to clarify and reach common understanding



Listening Skills

Most of our problems in working with people result from differences in thinking. The first step in solving these problems is to understand the other person's way of thinking. The second step is to acquaint the person with your way of thinking. The techniques of listening, if used effectively, enable us to achieve the first step.

But what is meant by listening techniques? Don't we all listen? Surprisingly enough, there is considerable room for improvement in most people's listening behavior. Why is this? Because effective listening, or as it is usually called, active listening, involves trying to understand: (1) the words people use; (2) the different meanings words can have for people; and (3) people's feelings and actions as well as their words. This calls for conscious effort on the part of the listener.

Purposes of Active Listening

Active listening is an invaluable aid in any situation involving communication. The first purpose of active listening is to understand what a person is saying, thinking and feeling. We have all had experiences in using words which were not really communicating what we were thinking or feeling. And yet it was our thoughts and feelings which we are trying to make another person understand.

The techniques of active listening are strong tools for helping another person find the right words to express his or her thoughts and feelings. Thus, one purpose of the use of these techniques is to help a person be a better communicator, to be understood. In effect, we are providing the chance to influence us, perhaps to change our attitudes and behavior.

The second purpose of active listening is to help a person understand himself/herself better. In the process of explaining thoughts and feelings, aided by the techniques of active listening, the person often comes to a better understanding

of the problem issue. For example, important facts not originally considered may surface. In short, we are providing a chance to change attitudes and behavior.

Both of these purposes of active listening are present any time we use these techniques. In using them, we are structuring an atmosphere which provides opportunities for a person to influence the attitudes and behavior of others as well as to take responsibility for altering their own.

Uses of Active Listening

- To convey interest in what the other person is saying.
- To encourage the individual to expand further on this thinking.
- To help the individual clarify the problem in his/her own thinking.
- To get the individual to hear what they said in the way it sounded to others.
- To pull out the key ideas from a long statement or discussion.
- To respond to a person's feelings more than to words.
- To summarize specific points of agreement and disagreement as a basis for further discussion.
- To express a consensus of group feeling.

Examples of Listener's Responses

- I see!
Uh-huh.
- Yes, go on.
Tell us more.
- Then the problem as you see it...

This is the decision then, and the reasons are...
If I understand you correctly you are saying that we should...
- Your major point is...
You feel that we should...
- You feel strongly that...
• You do not believe that...
- We seem to be agreed on the following points..., but we seem to need further clarification on these points...

As a result of this discussion, we as a group seem to feel that...

Suggestions for Active Listening

- Demonstrate interest in what the speaker is saying. Look directly at the speaker and lean slightly in their direction so as to assume a listening pose. Use facial expressions and gestures (nod head) to indicate that you are listening and understand what the other person is trying to put across.
- Be aware of the speaker's feelings as well as words. Watch the speaker's actions and facial expressions.

- 7
- **Remain neutral.** Do not take sides. If two or more members of the group take different views on a subject, be objective and listen for the major ideas on each side. Try to understand where the disagreement really lies. Summarize points of agreement and try to get the people involved to reconcile their disagreements. Get other members of the group to help bring about understanding of different points of view, even though reconciliation may be impossible.
 - **Listen for group consensus.** Unanimity, though desirable, is not essential in group discussion. Instead we strive for consensus of the group's thoughts. Summarize the discussion with common elements of agreement, but also recognize adverse opinion which is strongly expressed.
 - **Avoid personal evaluations.** Do not reflect your own opinions with respect to ideas that are brought up in the group. If an idea is to be evaluated, get the group as a whole to make the evaluation.
 - **Do not be placed on the defensive.** Avoid becoming entangled in debates with one or more group members. Keep issues in the group and let the group members settle them among themselves. Listen to what is going on and from time to time summarize major points until the real issue is identified.
 - **Do not be a partial listener.** People tend to hear pretty much what they want to hear. Be alert so that your own opinions do not prejudice your listening. Listen for all sides of the issue and be aware of the feelings that are expressed along with the words.

Source: N.I.C. (National Information Center) TR109

Bridge Builder
A Guide for Watershed Partnerships

Listening Techniques

Types	Purpose	Possible Responses
1. Clarifying	<ol style="list-style-type: none"> 1. To get at additional facts. 2. To help the person explore all sides of a problem. 	<ol style="list-style-type: none"> 1. Can you clarify this? 2. Do you mean this? 3. Is this the problem as you see it now?
2. Restatement	<ol style="list-style-type: none"> 1. To check our meaning and interpretation with the other. 2. To show you are listening and that you understand what the other has said. 	<ol style="list-style-type: none"> 1. As I understand it, your plan is . . . 2. Is this what you have decided to do . . .? and the reasons are . . .
3. Neutral	<ol style="list-style-type: none"> 1. To convey that you are interested and listening. 2. To encourage the person to keep talking. 	<ol style="list-style-type: none"> 1. I see. 2. I understand. 3. That is a good point.
4. Reflective	<ol style="list-style-type: none"> 1. To show that you understand how the other feels about what (s)he is saying. 2. To help the person evaluate and temper his or her own feelings as expressed by someone else. 	<ol style="list-style-type: none"> 1. You feel that . . . 2. It was shocking as you saw it. 3. You felt you didn't get a fair hearing.
5. Summarizing	<ol style="list-style-type: none"> 1. To bring all the discussion into focus in terms of a summary. 2. To serve as a spring board to discussion of new aspects of the problem. 	<ol style="list-style-type: none"> 1. These are the key ideas which you have expressed . . . 2. If I understand how you feel about the situation . . .

Giving Clear Directions

1. Choose an activity that your group can accomplish successfully. Consider time and ability.
2. In preparing for the activity, identify the steps that are to be taken and the order in which they are to be taken. Write directions for any group activity you plan to use.
3. Get the attention of the entire group.
4. Make sure that everyone can see you and hear you.
5. Tell the group the purpose of the activity.
6. Be sure that you have all the necessary materials. Distribute them expeditiously, e.g. from both sides. Don't walk around handing materials to each person individually.
7. Decide very carefully when to state each step, e.g., if the large group is to divide into smaller groups, decide whether you want them to do that before proceeding with any other direction.
8. Read faces to see if people are understanding. Ask if there are questions. You may need to do this at several points.
9. Circulate after the activity starts to make sure people understand.
10. When the meeting is over take some time to evaluate your own performance.

The Facilitator

The Facilitator

- ✓ Is a neutral servant of the group
- ✓ Does not dominate the group by constantly evaluating ideas
- ✓ Focuses energy of the group on a common task
- ✓ Suggests alternative methods and procedures
- ✓ Remains patient and flexible
- ✓ Protects individuals and their ideas from attack
- ✓ Encourages people to participate
- ✓ Keeps the group on time, beginning and ending as scheduled
- ✓ Helps the group find win / win solutions
- ✓ Coordinates pre- and post-meeting logistics

Specific Techniques:

- ✓ Clearly define your role
- ✓ Get agreement on a common problem and process before beginning
- ✓ Boomerang questions back to group members
- ✓ Be positive -- compliment the group
- ✓ Don't talk too much
- ✓ Support the recorder
- ✓ Don't be afraid to make mistakes
- ✓ Help to educate the group

Dyan Oldenburg, 1402 Third Ave. #1215, Seattle, WA 98101. Adapted from *How to Make Meetings Work*.

Bridge Builder
A Guide for Watershed Partnerships

The Roles People Play in Meetings

Role of the Facilitator

- Make sure everyone knows each other before the meeting starts.
- Help plan the agenda (involve others in the planning).
- Keep the group on the agenda.
- Encourage people to participate.
- Summarize discussion and take proposals from group.
- Make sure the group is fully behind the decisions being made.
- Stay neutral.
- Protect individuals and their ideas from attacks.

Role of the Recorder

- Record agenda items or agreed-upon procedures.
- Record all proposed solutions.
- Record group decisions.
- Record all ideas when brainstorming, without modification (at least without checking).
- Keep the record visible.
- Make sure notes are written up, if needed.

Role of the Participant

- Share ideas and opinions.
- Do not interrupt.
- Listen thoughtfully.
- Help facilitator focus the discussion.

From Institute for Conservation Leadership: Meetings that Work.

The Magic Twelve for Retaining Volunteers

1. Let them know they are appreciated.
2. Make sure that they feel a sense of achievement.
3. Afford opportunities for advancement.
4. Insure that being a volunteer implies status.
5. Offer rewards.
6. Provide good leadership.
7. Challenge them with interesting, varied, and important jobs.
8. Offer personal security — a friendly atmosphere.
9. Remember that acceptance is important.
10. Assure that there are opportunities for personal development.
11. Be imaginative in offering fringe benefits.
12. Provide good working conditions.

Reference List of Materials Cited In This Section

"Moving Forward at Every Meeting" By Kent Tracey & Matt Jarvis

Materials and Handouts included in participant's binder:

"Example of Paired Weighting", page 115, Bridge Builder - "A Guide for Watershed Partnerships" available through CTIC.

"Nominal Group Technique", page 106, Bridge Builder - "A Guide for Watershed Partnerships" available through CTIC.

"Action Register" from power point handout from "Moving Forward at Every Meeting".

"Running Public Meetings", Social Science Institute, USDA-NRCS.

"Running Effective Meetings", Social Science Institute, USDA-NRCS.

"Dealing with Difficult People", Social Science Institute, USDA-NRCS.

"Conflict Management", Social Science Institute, USDA-NRCS.

"Prioritizing Issues and Concerns", Social Science Institute, USDA-NRCS.

"Ground Rules of Brainstorming", page 19, TQM Case Book, Total Quality Management: Roadmap to Problem Solving.

"Wilderness Survival", page 26-33, Bridge Builder - "A Guide for Watershed Partnerships" available through CTIC.

"Effective Communication Requires", page 2-26, Team Building Training, USDA-NRCS 1998.

"Listening Skills", page 121-124, Bridge Builder - "A Guide for Watershed Partnerships" available through CTIC.

"Giving Clear Direction", page 129, Bridge Builder - "A Guide for Watershed Partnerships" available through CTIC.

(Continued on back)

"The Facilitator", page 128, Bridge Builder - "A Guide for Watershed Partnerships" available through CTIC.

"The Roles People Play in Meetings", page 127, Bridge Builder - "A Guide for Watershed Partnerships" available through CTIC.

"The Magic Twelve for Retaining Volunteers", page 132, Bridge Builder - "A Guide for Watershed Partnerships" available through CTIC.

Web site for the Social Sciences Institute, USDA-NRCS:

<http://people.nrcs.wisc.edu/socsciinstitute/>

AUG 9 11 30 AM '01