

ATTACHMENT 1- Role Play Assignment

Directions: Using what you just learned about strategic planning, work through the following situation by utilizing:

- Brainstorming
- Nominal Group Technique
- 100 Votes
- Multivoting

When the group has completed the assignment, elect one spokesperson to discuss a summary to the lead facilitator.

Address this Situation

Your organization has received \$1 million to implement educational needs in this county. Following the methods of Brainstorming, Nominal Group Technique, 100 Votes/Multivoting; decide how the organization should spend the money for education.

ATTACHMENT 2-

100 Votes (adapted from *Strengthening Extension Advisory Leadership 2003 (SEAL) Curriculum*)

Once groups generate a lot of ideas or have a list of several possibilities, they are faced with the problem of setting priorities and coming to an agreement on the most important items or options. With this technique each participant has the ability to cast their 100 votes by dividing them up to indicate a priority among the items. They can also support other items they feel are of lower priority with fewer votes. The total votes for each item indicate a degree of importance for the group. The participants use this information in setting priorities. You should use 100 votes when you have a list of options and need to set priorities and when you want an indication of the priorities of the group.

Guidelines for Conducting the 100 Votes Activity:

1. **Brainstorm a list of options.** The *Brainstorming* activity is an excellent way of generating possible solutions to a problem or options in a decision-making process.
2. **Review the list from a Brainstorming activity.** Once you have completed the list, clarify ideas, merge similar ideas, and make sure everyone understands the options.
3. **Ask participants to Vote.** Each participant may allocate their 100 votes in any manner they wish and for any number of items they wish. If they feel strongly about one or two items they might want to give them 25 votes each. An item or two they feel worth considering but not a high priority might receive 10 points each and two items that are good but not the most important might receive 15 votes each. If there are items the participant feels shouldn't be considered, they would not receive any votes. The major consideration should be that the highest priority options receive the most votes. Voting takes place by participants physically writing the number of votes they are casting on the paper by the item. Make sure all items are posted where participants can see them and cast their votes.
4. **Total the votes for each item.** Add the votes cast for each item and the number of people who voted for that item. Write both on the paper by that item. (5/125 means five people cast a total of 125 votes) Circle the total for easier identification.
5. **Review the voting and items which are the highest priority.** Ask participants to review the data they generated and reflect on the outcome. What should be the cut off? What does the data tell you in terms of high priorities? How does the number of people voting for an item influence the priorities versus the total number of votes?
6. **Select priorities.** Ask participants to discuss how they feel regarding the outcome of the voting. Do they feel it reflects the priorities from the group as a whole? Decide as a group where the cut-off should be in the list of priorities.

ATTACHMENT 3- Multivoting

(adapted from *Strengthening Extension Advisory Leadership 2003 (SEAL) Curriculum*)

By design, *Brainstorming*, generates a long list of ideas. However, also by design, many are not realistic or feasible. The *Multivoting* activity allows a group to narrow their list or options into a manageable size for sincere consideration or study. It will not help the group make a single decision but can help the group narrow a long list of ideas into a manageable number that can be discussed and explored. It allows all members of the group to be involved in the process and ultimately saves the group a lot of time by allowing them to focus energy on the ideas with the greatest potential. Multivoting is used when the group has a long list of possibilities and wants to narrow it down to a few for analysis and discussion or when a selection process needs to be made after *brainstorming*.

Guidelines for Conducting the *Multivoting* Activity:

1. **Brainstorm a list of options.** Conduct the *Brainstorming* activity to generate a list of ideas or options.
2. **Review the list from the Brainstorming activity.** Once you have completed the list, clarify ideas, merge similar ideas, and make sure everyone understands the options. **Note:** at this time the group is not to discuss the merits of any idea, just clarify and make sure everyone understands the meaning of each option.
3. **Participants vote for the ideas that are worthy of further discussion.** Each participant may vote for as many ideas as they wish. Voting may be by show of hands or physically going to the list and marking their choices or placing a dot by their choices. If they so desire, participants may vote for every item.
4. **Identify items for next round of voting.** Count the votes for each item. Any item receiving votes from half the people voting is identified for the next round of voting. For example, if there are 12 people voting, any item receiving at least six votes is included in the next round. Signify the items for the next vote by circling or marking them with a symbol, i.e., all items with a star by the number will be voted on the next round.
5. **Vote again.** Participants vote again, however this time they may only cast votes for half the items remaining on the list. In other words, if there are 20 items from the last round that are being voted on, a participant may only vote for ten items.
6. **Repeat steps 4 and 5.** Participants continuing voting and narrowing the options as outlined in steps 4 and 5 until there is an appropriate number of ideas for the group to analyze as a part of the decision-making or problem solving process. Generally groups need to have three to five options for further analysis.
7. **Discuss remaining ideas.** At this time the group engages in discussing the pros and cons of the remaining ideas. This may be done in small groups or the group as a whole.
8. **Proceed with appropriate actions.** At this point the group goes to the next steps. This might be making a choice of the best option or identifying the top priorities.