

**BRIEF**            *Check-In* Guidelines

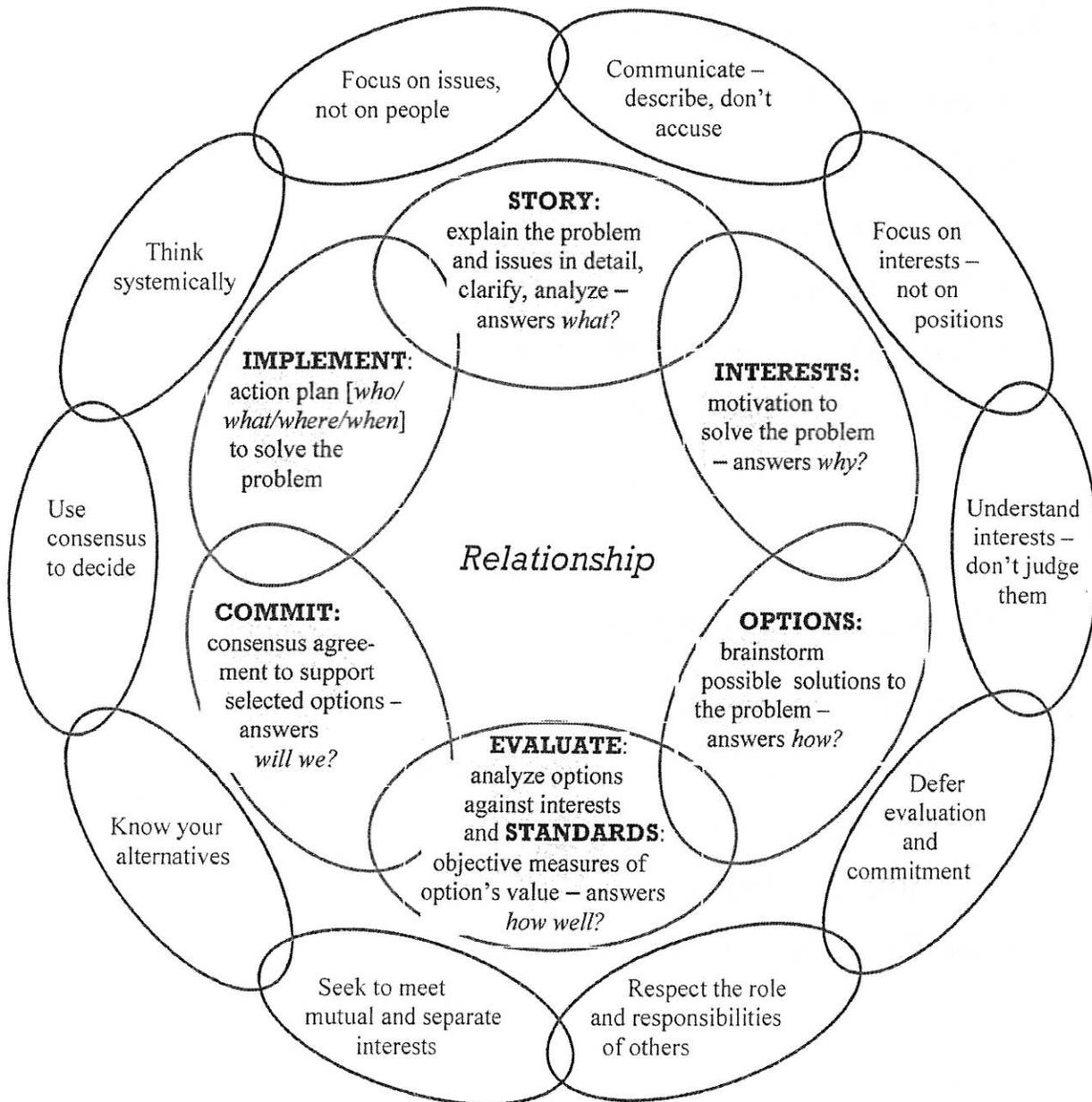
- Who am I?
- How am I?
- Possible time constraints...
- Who is absent?
- What are the issue/elephants?
- What are my expectations?

**DE-BRIEF** *Check-Out* Guidelines

- Feedback on session
- What went well? What would I change?
- Concerns for next time?
- Summarize content
- Draft communication to constituents

## Components of an Interest-Based Agreement Process

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An Interest-Based Agreement Process has six primary *components* — story, interests, options, standards and evaluation, commitment and implementation  
Adapted from a model developed by Ron Wilson from the Oregon School Boards Association.

## STATING ISSUES Guidelines

1. State issue, not position or interests (see definitions).
2. State issue in open ended question format.
3. Do not use leading (yes/no) questions format
4. Use non-judgmental language in the question
5. Try to state question to allow as many variables as possible. (Avoid "Fixed Pie Syndrome.")
6. There may be a need to adjust a stated issue after other issues have been stated and interests have been identified.
7. Stated issues should be understood by all.
8. Save stated issues in written form.

## BRAINSTORMING OPTIONS

### Guidelines

1. Before beginning brainstorming options make sure all members can view issue, interests and standards.
2. **Record each idea.**  
Option: Have each participant write options on piece of paper, go around room getting options one at a time, then #3.
3. **Use freewheeling imagination.**  
Let your mind work freely. Don't prevent ideas from emerging by rigidly adhering to logical thinking. Don't feel bound by budget, time, staff or other resource constraints. Share mental images, synonyms, play-on-words, free associations, farfetched ideas.
4. **Build on others' ideas.**  
Combine, expand, hitchhike, piggyback.
5. **Aim for quantity.**  
The more ideas you can bring out, the better. Don't worry about duplications. You are not aiming for quality at this point, only quantity.
6. **Don't critique ideas.**  
Don't take time to evaluate ideas; it interrupts the flow of ideas. Evaluating ideas is another, later stop in the process. Don't kill or discourage contributions with judgmental remarks such as *That is ridiculous!* Or *We've already tried that!* Or *Who every heard of that?*
7. **There may be a lull in the action, be patient, members may need time to reflect and then generate more options.**
8. **Save list of options on written form.**

## INTEREST BASED BARGAINING PROCESS

- Preparation (Including surveys, Group norms, process agreement)
- Identification of Issues (By each team and jointly for clarification and combining)
- Tell the story
- Identification of Interests
- Identify and Agree on Standards
  - Decide on importance
- Brainstorm Options
- Evaluate Options Against Interests (and Standards)
- Create a “straw design”
  - Various processes to use
- Agree on an Option or Options as a Resolution - Conditioned on the Whole (TACOW)
- Write Language and TA - Conditioned on the Whole (TACOW)
- Continue with Each Issue – TA the Whole Package
- Ratify the Contract
- Evaluate the Process
- Celebrate

## DEFINITIONS

- Issue:** Topic or subject of discussion. (What?)
- Interest:** Concerns, needs, fears, or desires relative to a problem or issue. (Why?)
- Position:** A single answer or solution to a problem, one that the other party frequently cannot accept. (How must we do it?)
- Options:** Possible solutions that can satisfy an interest raised by either party. (How could we do it?)
- Standards:** Objective criteria against which options can be measured, compared, and judged.
- Alternative:** What you can do on your own without agreement of the other party.

# Ladder of Inference

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*The automatic and unconscious process of forming beliefs*

Take action	We make decisions and take actions based on the rapid, unconscious reasoning process that just occurred. Our actions are visible to others – our reasoning behind them is not.
Adopt or support beliefs	We adopt beliefs based on our generalizations. These beliefs influence the data we select. We tend to select data to support our beliefs and ignore other data.
Make generalizations	We make generalizations about things we have not directly observed, based on our conclusions about the person or event.
Draw conclusions	We reach conclusions based on the meanings we have added.
Add meaning	We attach meaning to the data we have selected based on our cultural and personal history.
Select data	We selectively acknowledge only certain data. This selection is influenced by our belief systems.
Observe event	The actual event - visible to any observer.