INTEREST BASED BARGAINING TRAINING

Presented by:
Board of Personnel Appeals
Collective Bargaining Unit

Montana Department of
LABOR & INDUSTRY
Employment Relations Division
Ice Breaker

Brain Power

What are your expectations?
Trust Exercise

Conflict is Healthy!
Conflict is like pain
- Don’t have to like it
- But it serves a purpose
- Tells you that something needs fixing
- So fix it

Don’t view negotiations as a sign of (or penalty for) failure...
look at it as an opportunity for improvement

The Labor Management Relationship
- Just what is it, anyway?
- What is the union representative’s role?
- What is the supervisor’s role?

Who is responsible for improving the relationship?
The Marriage

Similarities?
• Long term
• Know secrets about each other
• Share collective memory of their joint past history

The big difference?
YOU CAN'T GET A DIVORCE!!!
• Even if the people change, the “units” are still in the relationship

The Press Conference

Interest Based Bargaining
A training program to increase your ability to bargain more effectively by turning face-to-face confrontation into side-by-side problem solving.

Goals – Participants will be given:
• An overview of the IBB process
• An opportunity to experience the process
What is Labor/Management Cooperation?

**PHILOSOPHY**

Espousing mutual interests in the operation of an organization in accordance with the values of a democratic society.

**ATTITUDE**

That values and nurtures an open climate conducive to mutual sharing of information and the building of trust.
PROCESS
Providing a vehicle for participation in problem solving and decision making to improve the effectiveness of the organization and to enhance the quality of work life.

Principles of an Effective Relationship
Purpose – build a relationship to:
- Survive changes in key people
- Survive differences over substance
- Survive mistakes, problems and surprises

Principles – an effective relationship involves:
- "ACBD" – Always Check Before Doing
  Always Consult Before Deciding
- Active Listening

The Three Ring Circus - Power, Rights, Interests
### Structural Overview

- **Collective Bargaining**
  - (at overall context)
- **Part(s) of Collective Bargaining**
  - (negotiating steps)
- **Communicating**
  - (day-to-day interactions)
- **BOP/UP/Balance**
  - (position, goal, balance)
- **Communicating Understanding**
- **Collaborating**
- **Interest-Based Problem Solving**

### Harvard Negotiations Exercise

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<thead>
<tr>
<th>Round</th>
<th>Your Choice</th>
<th>Group's Pattern</th>
<th>Your Payoff</th>
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Problem Solving Process

✓ To avoid overt or subtle domination of the team by high status persons or strong personalities.
✓ To generate a large number of potential solutions.
✓ To generate ways to discuss and analyze ideas without threatening those who presented the ideas.
✓ To set priorities among possible solutions in a way that is consistent with consensus decision making.
✓ To set personal responsibilities for follow-up actions, and to share these responsibilities.

Interest-Based Problem Solving
the P.A.S.T. Model

Based on PRINCIPLES, ASSUMPTIONS, STEPS, AND TECHNIQUES which trained problem solvers to use to achieve positive results for both parties.

PRINCIPLES

✓ Focus on issues not personalities
✓ Focus on interests not positions
✓ Create options to satisfy both mutual and separate interests
✓ Evaluate options with standards, not power
ASSUMPTIONS

- Decision makers approve the process
- Both parties have the right to exist
- Every interest is legitimate
- Both parties can have their interests met
- Problem solving enhances relationships
- Parties should help each other
- Open discussion expands mutual interests and options
- Standards can replace power relative to solutions
- Solutions are more durable and sustainable

STEPS

Identify issues
Identify interests
Develop options
Develop standards
Apply standards to options
Achieve a mutual gain agreement

TECHNIQUES

- Consensus
- Brainstorming
- Idea Charting

Understanding Differences
Effective Communications
WORKING STYLES

Traditional Problem Solving Negotiations

Focus on a limited pie

LIMITED PIE IMPLICATIONS
• Every slice I get is one less for you
• What I win – you lose

Interest-Based Problem Solving Attempts to Expand the Pie By

➢ Helping each other
➢ Sharing interest information
➢ Discovering differing value
➢ Creating many options
ISSUE

Who gets the orange?

POSITIONS

John  "I want it!"
Bob   "I've got to have it!"
Tom   "I need it now!"
Steve "Let me have it!"
Joe   "Give it to me now!"

INTERESTS

John  Juggling
Bob   Orange Juice
Tom   Seeds
Steve Peeling
Joe   Pulp
ORANGE IMPLICATIONS

Positions are mutually exclusive.

Interests are not mutually exclusive

Position taking precludes
Discovery of mutual interest
Interests and options

Example:

POSITION
I must have work
hours from 8:30
A.M. to 3:00 P.M.

INTEREST
I am concerned
about my child, who
will be home alone
after school until I
get home.

What's the Difference?

POSITION
One party's proposed
solution to an issue;
THE HOW

INTEREST
One party's concern,
need, desire, fear or
hope behind an issue;
THE WHY
Exercise A
Distinguishing Position Statements from Interest Statements

Telling the Story

Explain the Problem and Issues in Detail
- What happened
- When did it happen
- Who is involved
- How does it affect us
- How does it make us feel
During the Story...

- Honor Perceptions of Others
- Describe, don't Characterize or blame
- Seek Perceptions, Texture, Background
- Record for Group Memory
- Clarify

Exercise: Information Sharing

Understanding: Seek first to understand before seeking to be understood.
Respect: Accept other parties as equal partners in the relationship.
Trust: Be wholly trustworthy, yet not wholly trusting.
Emotion: Make decisions based on reason not emotion.
Focus: Separate relationship and content issues.
Process: Use an interest-based strategy
Sender: must think through the intended message, then speak... articulate thoughts to be easily understood to avoid losing the value of the message.

Message: is of lesser (or no) value if conveyed in words or manner that the receiver cannot understand.

Medium: must be conveyed through an appropriate medium.

Receiver: must be ready for the message. Must be focused (not thinking of anything else). Must process the message and not just hear the words.

Feedback
The Most Important Part!

Feedback is how people know they are communicating; without it, the sender doesn't know if:

- The receiver got the message.
- The receiver understood the message.
- The receiver agrees or disagrees with the message.
- The receiver will react or respond.
I know you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant...

Communication

Perceptions & Paradigms

- Perceptions – Your reality
- Paradigms – Your way of thinking
**Perceptions**

Your perception is how you see and hear things.

Your perception influences what you hear and affects how you respond.

Some Factors:
- Age
- Gender
- Ethnicity
- Culture
- Personal History

**Paradigms**

A framework in which you understand things.

Paradigms include the way organizations and groups believe how they understand things.

For reference, some of these techniques are seen in

*The Seven Norms of Collaborative Work*

**Pausing:** Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion and decision-making.

Using a paraphrase starter that is comfortable for you “So...” or “As you are...” or “You’re thinking...” and following the starter with a paraphrase assists members of the group to hear and understand each other as they formulate decisions.

**Paraphrasing:** Using gentle open-ended probes or inquiries such as “Please say more...” or “I’m curious about...” or “I’d like to hear more about...” or “Then, you’re saying...” increases the clarity and precision of the group’s thinking.

**Probing:**

**Putting Ideas on the table:** Ideas are the heart of a meaningful dialogue. Label the intention of your comments. For example, you might say “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...”
Meaningful dialogue is facilitated when each group member is conscious of self and of others and is aware of not only what she/he is saying but how it is said and how others are responding. This includes paying attention to learning style when planning for, facilitating, and participating in group meetings. Responding to others in their own language forms is one manifestation of this norm.

Presuming positive presuppositions: Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put-downs. Using positive presuppositions in your speech is one manifestation of this norm.

Pursuing a balance between advocacy and inquiry: Pursuing and maintaining a balance between advocating a position and inquiring about one's own and others' positions assists the group to become a learning organization.

Active Listening
The Four Stages

1. Sensing—hearing the message
2. Understanding—interpreting the message
3. Evaluating—appraising the message
4. Responding—doing something about the message

Active Listening Test
COMMUNICATION THAT WORKS | POSITIVE EFFECTS
---|---
Active listening & With an open mind & Encourages participation and positive feelings
- For feelings as well as information & Provides a chance to vent
- Striving for understanding & Improves communication
- Acknowledge the speaker is heard before responding & Develops positive feelings and better relationships
Clarity and focus & Helps transition in situations of change
Depersonalization & Consensus decision-making
Create common ground & Collaborative attitude

Communication That Does NOT Work
- Interrupting
- Logic/reasoning
- Overreacting
- Redirecting responsibility
- Rehearsing responses
- Controlling/closed minded
- Avoidance
- Hopefulness or mind reading
- Assuming others think like you
- Criticizing the message
- Pulling rank coercion
- Pretending to listen

Negative Effects
- Bad Communications
- Misunderstanding
- Bad relationships
- Hurt feelings
- Lack of consensus
- Status quo
Non-Verbal Communication

What to look for:
- Open posture
- Attentive attitude (the nod)
- Positive signals

What to look out for:
- Folded arms
- Hands covering mouth
- Hands at the ear, nose, mouth, throat
- Praying hands
- Clenched fists
- Hands behind head
- Hands over face
- Others???

Exercise F

A Position Statement
- Focuses on a particular solution,
- Makes a demand, and
- Sets up confrontation before the problem had been clearly defined.

An Interest Statement
- Focuses on the problem,
- Articulates one of a range of needs, and
- Establishes a climate and common language so the real issue/problem can be understood, discussed and negotiated.
Converting Positions to Interests

If a demand, solution, proposal, or position appears on your interest list, convert it to an interest by asking what problem it is trying to solve or what concern it is intended to address. Determined best by review of THE STORY......

Identify Interests (not positions)

Intangible motivations: needs, desires, concerns and fears

Discover by asking: WHY???

Are behind your positions

Focusing on interests, not positions, leads you to choices or options that could never be considered if you focused on your concrete positions.

Exercise B

Developing Interest Statements
Developing Options

- Leads to choices otherwise never may have been considered
- Not rigid objectives
- To satisfy most, if not all, interests

Options are developed through a process called "Brain Storming".

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BRAINSTORMING

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Rules of Brainstorming

- Always review rules before brainstorming
- Everyone has the opportunity to suggest
- Record for group memory
- Be free-wheeling: use imagination – take risks
- Combine, expand hitch-hike ideas

- Understand IDEAS not offers/proposals
- Go for quantity and variety
- Make no criticism
Standards/Criteria

- Area Standard
- Ratifiable
- Cost Effective
- Understandable

Must be set by consensus

Exercise C
Developing Options Based on Interests

Consensus Decision-Making
Definition of Consensus

A group reaches consensus when all members agree upon a single alternative, and each group member can honestly say:

I believe that you understand my point of view and that I understood yours.

Whether or not I prefer this decision, I support it because:
- it was reached fairly and openly, and
- it is the best solution for us at this time.

70% rule...

Our Definition....

"A decision everyone can live with."
Creating Consensus

- Listen actively
- Listen to ALL ideas
- Yield to reason not to pressure
- Encourage participation
- Share information
- Combine ideas creatively
- Look for mutual gains approaches

**BUT DON'T**

- Horse Trade
- Change your mind to get along
- Argue for an idea just because it's yours

Consensus Exercise

Benefits of Consensus

- Builds trust
- Build ownership of decisions
- Builds support and lessens opposition
- Eases implementation of changes
- Is very powerful
Obstacles to Consensus

Loss of focus: re-focus issue, broadening perspective
Stalemates: combine options
Blockers: Ask what group can do to address concerns

Testing for Consensus

- Has everyone been heard?
- Is there anyone who can’t live with the proposed solution?

Dissenter obligations:
- Explain why and
- Propose solution building on or modifying proposed solution

Another Simple Test

No one just gives in;
No one gets all they want;
Not always a compromise;
But the best solution for us at this time.
You can’t always get what you want,
But if you try sometimes...
You just might find...
You get what you need.

~Mick Jagger

Considerations for
Effective IBPS Strategies

While preparing for and carrying out an IBPS strategy for negotiations, the parties should consider:

- Building and maintaining understanding and support of an interest-based strategy among constituents.
- Helping constituents understand interests— their own and the other parties’.
- Communicating during the process (no written proposals as markers of progress).
- Dealing with the perceptions that the process “takes too long.”
- Maintaining clarity on organizational interests as well as constituents’ interests.
- Analyzing options for unintended consequences.
- Moving from conceptual agreements to effective agreement or policy language.
- Dealing with questions of trust, possible perceptions of collusion with other parties.
- Maintaining balance in focusing on relationship and content issues.
Problem Solving Process

1. Define and frame the issue.

2. Exchange data and interests.
   2.1 Identify available data
   2.2 Identify other data readily obtainable that is needed and how it will be collected.
   2.3 List the interests – the concerns and needs that must be addressed when solving this problem.


4. Evaluate options based on your criteria:
   The identified interests of the parties.

5. Select solution based on mutual gain after test for consensus.
   5.1 What interest is not met?
   5.2 How can the solution be modified to meet this interest and other interests as well?

6. Closure
   6.1 “That’s the Deal” – Write it up
   6.2 Contingent Agreement
   6.3 Set aside – But with an understanding of where the parties disagree.
Review of Committee Forms

Establish Ground Rules

- Procedural and substantive
- Consider: including dates, times and length of the meetings
- No discussion of active grievances
- Party submitting item to provide brief neutral explanation
- Decision of Committee is joint product (not labor or management)
- Suggestion... (see examples)

The IBB Committee (Who?)

- The normal bargaining team from management and labor.
- Key (top) management and labor leadership so "stakeholders" are represented.
- Trained, capable people willing/able to make decisions.
When and Where

When:
- Regular meetings (e.g. monthly)
- Regular time (suggestion – 3 hours max.)
- Start on time
- End on time
- This is business

Where:
- Regular location
- Adequate facilities to conduct meetings (including proper equipment)
- Free of distractions
- This is business

Chairing the Committee

- Establish how will be done in ground rules (Labor and Management rotate, alternate meetings; 3rd party approved by Committee, etc.)
- Chairperson's role: Distribute agenda keep meetings on track and follow agenda, provide ground rule reminders, add element of neutrality
- Some suggestions for effective facilitation

The Agenda

- Developed jointly by parties by consensus
- Prepared and distributed in advance
- Allow for discussion and resolution of items out of "priority" order
Record Keeping

- Keep accurate notes
- Distribute for comment and review prior to subsequent meeting
- Approve
- Post notes or develop newsletter/bulletin to keep all members of management and union informed (20/60/20)

IBB Team Notebook(s)

- Still an obligation to maintain bargaining notes
- Each team and the committee should have identical notebooks
- Issues should be kept separate from meeting notes
- Notebooks should be updated at the beginning of each meeting

Discussion & Resolution

- Select and prioritize issues by consensus
- Define and analyze issues (Tell the story)
- Use a problem solving process (IBPS)
- Select best solution by consensus
- Plan communication and implementation
- What if no resolution? Check the "Obstacles to Consensus" suggestions
WIN AS MUCH AS YOU CAN

TALLY SHEET

Instructions:

1. Prepare two sheets of paper. Mark one sheet with an “X” and the other with a “Y”.
2. For each of the ten successive rounds, play either the “X” or “Y” at the same time the other members of your group play.
3. Keep score each round on the score sheet (other side of sheet):
   a: Write down your own choice “X” or “Y”.
   b: Write down the pattern of choices of your group (E.g., 2X, 2Y).
   c: Write down your payoff for the round.
   d: Write down your cumulative payoff.
4. You must play each of the ten rounds.
5. Just before you play rounds 5, 8, and 10, you may confer with the other players in your group, before making your decision whether to play an “X” or a “Y”. You may not talk before playing the first four rounds, or before playing rounds 6, 7, or 9.
6. Rounds 5, 8, and 10 are bonus rounds. Payoffs should be increased as follows: Round 5 –times 3; Round 8 – times 5; Round 10 – times 10.

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<th>PAYOFF SCHEDULE</th>
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<td>4X’s: Lose 1 each</td>
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<td>3X’s: Win 1 each</td>
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<td>1Y: Lose 3</td>
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<td>2 X’s: Win 2 each</td>
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<td>2 Y’s: Lose 2 each</td>
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<td>1 X: Win 3</td>
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<td>3 Y’s: Lose 1 each</td>
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<td>4 Y’s: Win 1 each</td>
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**SCORESHEET**

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<tr>
<th>ROUND</th>
<th>YOUR CHOICE (CIRCLE ONE)</th>
<th>GROUP’S PATTERN OF CHOICES</th>
<th>YOUR PAYOFF</th>
<th>YOUR BALANCE</th>
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<tr>
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<td>X Y</td>
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<td>8 (BONUS)</td>
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<td>10 (BONUS)</td>
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**PAYOFF SCHEDULE**

| 4X’s: Lose 1 each | 3X’s: Win 1 each | 1Y: Lose 3 | 2 X’s: Win 2 each | 2 Y’s: Lose 2 each | 1 X: Win 3 | 3 Y’s: Lose 1 each | 4 Y’s: Win 1 each |
WIN AS MUCH AS YOU CAN

GROUP TALLY SHEET

<table>
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<tr>
<th>TEAM</th>
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Your Working Styles

The purpose of this quiz is to get some idea of your dominant working style. There are no "wrong" answers in the quiz, and several of the choices may appeal to you because your style is a combination of styles. For the purposes of this quiz, please read each statement and order your responses “1”, “2”, “3” and “4”. With “1” being the response that best describes you and “4” being the response that least describes you.

1. When performing a job, it is most important to me to:
   a. _______ do it correctly, regardless of the time involved.
   b. _______ set deadlines and get it done.
   c. _______ work in a team, cooperatively with others.
   d. _______ demonstrate my talents and enthusiasm.

2. The most enjoyable part of working on a job is:
   a. _______ the information you need to do it.
   b. _______ the results you achieve when it is done.
   c. _______ the people you meet or work with.
   d. _______ seeing how the job contributes to future progress.

3. When I have several ways to get a job done, I usually:
   a. _______ review the pros and cons of each way and choose.
   b. _______ choose a way that I can begin to work on immediately.
   c. _______ discuss ways with others and choose the one most favored.
   d. _______ review the ways, follow my “gut” sense about what will work best.

4. In working on a long term job, it is most important to me to:
   a. _______ understand and complete each step before going to the next step.
   b. _______ seek a fast, efficient way of completing it.
   c. _______ work with others in a team on it.
   d. _______ keep the job stimulating and exciting.

5. I am willing to take a risky action if:
   a. _______ there are facts to support my action.
   b. _______ it gets the job done.
   c. _______ it will not hurt other’s feelings.
   d. _______ it feels right for the situation.
Your Working Styles: Score Sheet

Enter the numbers for each letter and add up the columns.

1. a. _____  b. _____  c. _____  d. _____

2. a. _____  b. _____  c. _____  d. _____

3. a. _____  b. _____  c. _____  d. _____

4. a. _____  b. _____  c. _____  d. _____

5. a. _____  b. _____  c. _____  d. _____

Total  a. _____  b. _____  c. _____  d. _____

Your lowest score is your dominant style.

a. Analytic
b. Driver
c. Amiable
d. Expressive
## Your Working Styles: Characteristics

### High Responsiveness

#### Amiable Style
- Slow at taking action & making decisions
- Likes close personal relationships
- Dislikes interpersonal conflict
- Supports & “actively” listens to others
- Weak at goal setting/self direction
- Ability to gain support from others
- Works slowly & cohesively with others
- Seeks security & a sense of belonging
- Good counseling skills

#### Expressive Style
- Spontaneous actions & decisions
- Likes involvement
- Dislikes being alone
- Exaggerates & generalizes
- Tends to dream, gets others caught up in it
- Excellent jumps from one activity to another
- Works quickly & excitingly with others
- Seeks esteem & a sense of belonging
- Good persuasive skills

### Low Assertiveness

#### Analytical Style
- Cautious actions & decisions
- Likes organization & structure
- Dislikes involvement with others
- Asks many questions about specific details
- Prefers objective, task oriented work environment
- Wants to be right/relies too much on data collection
- Works slowly & precisely, alone
- Seeks security & self-actualization
- Good problem solving skills

#### Driver Style
- Firm actions & decisions
- Likes control
- Dislikes inaction
- Prefers maximum freedom to manage self/others
- Cool & independent, competitive with others
- Low tolerance for feelings/attitudes/advise from others
- Works quickly & impressively alone
- Seeks esteem & self-actualization
- Good administrative skills

### Low Responsiveness
<table>
<thead>
<tr>
<th>YOUR STYLE</th>
<th>ANALYTICAL</th>
<th>AMENABLE</th>
<th>EXPRESSIVE</th>
<th>DRIVER</th>
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<tbody>
<tr>
<td><strong>First</strong></td>
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**Making the Most of Your Working Styles**

1. **For the Analytical**
   - Emphasize detail and accuracy in your presentation.
   - Communicate your vision in clear, specific terms.

2. **For the Expressive**
   - Use humor and storytelling to engage your audience.
   - Encourage questions and feedback from your audience.

3. **For the Amenable**
   - Build rapport and trust with your team.
   - Focus on the positive and supportive aspects of your vision.

4. **For the Driver**
   - Set clear goals and deadlines for your team.
   - Encourage action and results-oriented behavior.

**Tips and Strategies**

- **For the Analytical**
  - Prepare detailed plans and specifications.
  - Involve others in decision-making processes.

- **For the Expressive**
  - Use analogies and metaphors to explain concepts.
  - Encourage creative and collaborative problem-solving.

- **For the Amenable**
  - Build a supportive and inclusive team environment.
  - Focus on the strengths and positive aspects of your vision.

- **For the Driver**
  - Establish clear expectations and goals.
  - Hold regular check-ins and progress reviews.

**Additional Tips**

- **For the Analytical**
  - Use data and research to support your vision.
  - Prioritize tasks and delegate responsibilities.

- **For the Expressive**
  - Use visual aids and storytelling to engage your audience.
  - Encourage feedback and constructive criticism.

- **For the Amenable**
  - Foster a positive and supportive team culture.
  - Focus on the benefits and advantages of your vision.

- **For the Driver**
  - Set clear goals and deadlines for your team.
  - Encourage action and results-oriented behavior.

**Final Thoughts**

- **For the Analytical**
  - Remember to balance detail with the broader picture.
  - Focus on the most critical aspects of your vision.

- **For the Expressive**
  - Use storytelling to connect with your audience.
  - Encourage feedback and constructive criticism.

- **For the Amenable**
  - Build a supportive and inclusive team environment.
  - Focus on the positive aspects of your vision.

- **For the Driver**
  - Set clear goals and deadlines for your team.
  - Encourage action and results-oriented behavior.
EXERCISE A

Distinguishing Positions from Interests

Definitions:

☐ POSITION: One party's solution to an issue

☐ INTEREST: One party's concern about an issue

Directions: Under each issue listed below are two statements. One represents a position on the issue. The other represents an interest on the issue. Place “P” next to the position and an “I” to the interest.

1. Issue: Neighbor who has a dog that barks loudly and very late at night.

   Statements:

   ___ a. I will not put up with your dog barking at night any longer and will file a complaint with law enforcement the next time it happens.
   ___ b. When your dog barks at night it wakes me up and I am unable to get back to sleep for an hour or more. My job is suffering because I am so tired at work the next day.

2. Issue: A Fed Ex Employee who leaves deliveries outside at your house no matter what the weather, and varies between the front and back door.

   Statements:

   ___ a. When you leave a package by my front door I may not find it for days because I don’t use that door, and it is not protected from rain.
   ___ b. The next time you leave a package outside my front door and it rains I am going to complain to your boss and demand the company replace the ruined item if it has rained.

3. Issue: Family members who take dishes to the sink after eating but do not rinse them off or put them in the dishwasher.

   Statements:

   ___ a. I’m not going to cook any more if there are any dishes in the sink when I’m ready to start the next meal.
   ___ b. When the dishes are not at least rinsed off right after being used the food gets dry and hard, has to be soaked off, and makes it very difficult to start making the next meal.
INFORMATION SHARING EXERCISE

Instructions: Each statement below contains the initials of words that make it correct. Find the missing words.

Example: 16=0. In a P. (16=ounces in a pound)

1. 76 = T.L. the B.P.
2. 10 = M. in a C.
3. 3 = N. of R. in a T.R.B.
4. 4 = S. on a P.
5. 2 = P. in a P.
6. 50 = S. on the A.F.
7. 27 = C.F. in a C.Y.
8. 13 = O.S.
9. 5 = S. on a P.
10. 2 = P. for S. in F.
11. 3 = C. in a F.
12. 3 = M. A.D.
13. 4 = S. of the Y.
14. 1000 = N. of M. in a K.
15. 110 = V. in N.H.C.
16. 5 = N. in T.B.
17. 4 = N. of P. in a Q.
18. 36 = I. in a Y.
19. 3 = S. on a T.
20. 4 = N. of S. on a V.
21. 100 = D. C. at W.B.
22. 12 = N. of A.
23. 3 = C.L. in a S.
24. 4 = Y. in a P.T.
25. 25 = N. on a C.
26. 2 = S. of a C.
27. 12741 = P. H. D.
28. 360 = D. in a C.
29. 6 = S. on a C.
30. 32 = N. of T. in a H.
ACTIVE LISTENING EXERCISE:

Listen carefully to the story then answer the eleven questions about the story. Circle “T” if the answer is clearly true, “F” if the answer is clearly false, and “?” if you cannot tell from the story whether the answer is true or false.

STATEMENTS ABOUT THE STORY

1. A man appeared after the owner had turned off his store lights. T F

2. The robber was a man. T F

3. The man who appeared did not demand money. T F

4. The man who opened the cash register was the owner. T F

5. The store owner scooped up the contents of the cash register and ran away. T F

6. Someone opened the cash register. T F

7. After the man who demanded the money scooped up the contents of the cash register, he ran away. T F

8. While the cash register contained money, the story does not state how much. T F

9. The robber demanded money of the owner. T F

10. The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded money, and a member of the police force. T F

11. The following events in the story are true: someone demanded money, the cash register was opened, its contents were scooped up, and a man dashed out the store. T F
FINISHED FILES ARE THE RESULT
OF YEARS OF SCIENTIFIC STUDY
COMBINED WITH THE EXPERIENCE
OF MANY YEARS OF EXPERTS
EXERCISE B
Converting Positions to Interests

Definitions:
□ INTEREST: One party’s concern about an issue
□ POSITION: One party’s solution to an issue

Directions: Listed below are issues involving two parties. In each situation, both parties have taken a position. Convert those positions into a list of possible interests these positions might express.

1. Issue: Family deciding how to spend $35,000 inherited money.

Wife’s position: I must have money in savings and a place to live with at least three bedrooms before we can have children.

Wife’s interests:

Husband’s position: Now, we will finally be able to enjoy some of our time off and do some traveling before we have children.

Husband’s interests:

2. Issue: A customer complaining about a meal that has already been eaten.

Customer’s position: I will not pay for the meal as the food was not cooked correctly.

Customer’s interests:

Waitress’ position: You must pay for the food you have already eaten.

Waitress’ interests:
EXERCISE C

Developing Options based on Interests

Definitions:

☐ INTEREST: One party’s concern about an issue.

☐ OPTION: One of several solutions that can satisfy an interest on an issue.

Directions: Listed below are some examples of mutual interests. Below each statement list as many options as you can to satisfy that interest.

1. Mutual Interests:
City Management and the Police Department employees have a mutual interest in establishing a neighborhood watch program.

List as many options as you can to satisfy the interests.

2. Mutual Interests:
Neighbors have a mutual interest in putting up a fence between their properties.

List as many options as you can to satisfy the interests.
Stepping Near the Edge

Below is a short story you are to read. Individually, answer the question that directly follows the story.

In Small Town, USA, all the buildings along main street are two-story, made of bricks and mortar, and have shared walls. The roofs are therefore connected and are flat, which has historically made a great place to view parades and other community events if you knew the owners and could get permission to sit up there. As time passed some of the buildings had not been maintained and the apartment building was vacant for several years.

An investor purchased and renovated the apartment building, located in the center of the block. The front apartment had a window that opened onto a fire escape to the roof. Soon after renting this apartment investor learned that the 25-year-old male tenant and his guests had been entertaining on the roof. When investor tried to seal the window, the fire inspector notified him that he could not do so. Investor decided to evict the tenant and not rent the apartment at all. Rather than move out of the apartment, tenant agreed to sign a stipulation that he and his guests were to use fire exit to the roof for an emergency exit only and that he could be evicted immediately if this was violated. Within weeks tenant and his guests were on the roof again, but only after the bars had closed.

One Saturday tenant was on the roof with several guests, including a 17-year-old girl. She crossed over the top of two other buildings to the hardware store, where she stepped near the edge of the roof, causing it to break away from the building. She fell to the sidewalk below. At the hospital it was determined that her blood alcohol content was .21. After six days of intensive care and treatment, the girl died, leaving medical bills in excess of $250,000. It is alleged that the owner of the hardware store was negligent in maintaining the building, which was the reason the edge broke away from the building.
Mother knew her daughter had been “partying” frequently for several weeks, but considered this normal for a high school senior. The night of the accident Mother thought her daughter was staying with friends and was not aware of the friendship with tenant.

Dad had not had much contact with his daughter since the divorce three years earlier. H would never have condoned his daughter drinking; his being more strict than Mother was one of the reasons for the lack of contact.

The hospital learns that there is no insurance to pay the outstanding bill, so looks to the parents for payment. Mother works for minimum wage and has no separate insurance, but daughter had been covered by Step-father’s insurance as a child residing in his home. Dad has insurance for himself but did not cover daughter because of the Step-father’s insurance. Mother and Step-father had been separated for more than six months prior to the fall and when the insurance company learned these facts coverage was denied.

In what order do you hold the principals (investor, tenant, girl, owner, mother and father) responsible for this tragedy.

INDIVIDUAL RANKING

1.____________ 2. __________ 3. __________ 4. __________ 5. __________ 6. __________

GROUP RANKING

1.____________ 2. __________ 3. __________ 4. __________ 5. __________ 6. __________
BOARD OF
PERSONNEL APPEALS

Interest Based Negotiations
Cheat Sheet

DEFINITIONS

ISSUE: topic or subject of negotiation

POSITION: often in the form of a demand, preclude exploration of mutual
interests, often mutually exclusive; the how

INTEREST: concerns, needs, desires behind the issue; the why

OPTION: potential solutions that satisfy the interests

STANDARDS: objective criteria to compare and judge options

PREPARE FOR NEGOTIATIONS

➢ Educate constituents
➢ Seek information
➢ List issues and interests

OPEN NEGOTIATIONS

➢ Share and discuss the issues
➢ Develop joint issues

NEGOTIATE WITH “IB” PROCESS

➢ Jointly select an issue
➢ Develop the story through perspectives
➢ Record information (flip chart/projector)
➢ Develop interests
➢ Discuss and clarify interests
➢ Identify mutual interests
➢ Brainstorm options that satisfy one or more interests; other interests, clarify options
➢ Propose possible standards
➢ Clarify each proposed standard
➢ Reach consensus on standards
➢ Discuss each option
➢ Amend, combine, develop new options
➢ Apply standards/interests to options
➢ Eliminate options which meet few or none of the standards/interests (banana splits)

➢ Combine options that meet standards/interests
➢ Reach consensus on the solution
➢ Draft the solution
➢ Check consensus on written solutions

SUMMARY OF P.A.S.T
PROBLEM SOLVING

P.A.S.T problem solving is based on Principles, Assumptions, Steps, and Techniques used to achieve positive results for both sides.

Principles

✓ Focus on Issues, Not Personalities
✓ Focus on Interests, Not Positions
✓ Create Options to Satisfy Both Mutual and Separate Interests
✓ Evaluate Options with Standards, Not Power

Assumptions

✓ Cooperative Problem Solving Enhances Relationships
✓ Parties Should Help Each Other Win
✓ Open Discussion Expands Mutual Interests and Options
✓ Standards Can Replace Power in Outcome

Steps

✓ Prepare for Interest-Based Problem Solving
✓ Identify Issues (develop the story)
✓ Identify Interests
✓ Develop Options
✓ Develop Standards
✓ Judge Options with Standards/Interests
✓ Achieve Resolution

Techniques

✓ Brainstorming
✓ Consensus Building
✓ Problem Solving
✓ Idea Charting
✓ Others

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