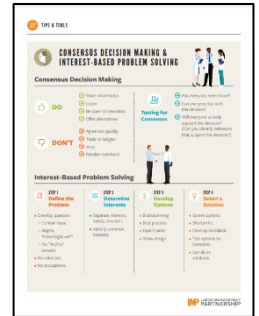# Facilitator Guide

This guide is designed to support LMP Methods presentations being provided by skilled LMP facilitators. The video and activities which are part of this booster package are designed to support an introduction or refresher on interest-based problem solving with limited exposure to consensus decision making methods.

Recommended handout

Before (or immediately after) watching the video, provide participants with the **Consensus Decision Making and Interest-Based Problem Solving job aid**. It covers the information shared during the video and includes additional tips and hints to support participants in learning the processes.

Optional activities

Depending on the length of your training session, you may want to incorporate additional activities after watching the video. The following activities are designed to reinforce the information in the video and can be facilitated virtually or in-person.

Select the activities which best suit your needs:

Activities	Time required
Knowledge polling questions	10 min
Reflection questions	15 min
IBPS scenario activities	25 to 30 min per scenario
CDM scenario activities	15 to 20 min per scenario

Knowledge polling questions

After watching the video, ask questions to increase and check for retention in a fun way. Use your preferred polling tool and any 3 of the following questions to create an interactive poll. When selecting polling questions, consider how they complement any reflection questions you may also decide to use, to avoid redundant discussions.

Note: This activity requires advanced preparation based on the polling tool that you will be using. Answers are in bold. Multiple choice questions have a single bolded answer. Multiple response questions have more than one bolded answer and state "Select all that apply."

1. What does IBPS stand for?
    a. **Interest-based problem solving**
    b. Intuition-based process solutioning
    c. International bargaining problem solving
    d. Interest bargaining process steps
2. What are the steps of IBPS in the correct order?
    a. Determine interests > Define the problem > Develop options > Select a solution
    b. Define the problem > Develop options > Determine interests > Select a solution
    c. **Define the problem > Determine interests > Develop options > Select a solution**
    d. Define the problem > Develop options > Select a solution

3. Which of the following statements are true? (Select all that apply.)
    a. IBPS starts with a solution the majority votes on.
    b. **In IBPS, everyone's contribution is valued.**
    c. **In IBPS, multiple solutions and creativity are encouraged.**
    d. **IBPS is often paired with consensus decision making.**
4. In consensus decision-making, everyone must agree on the best answer. T/**F**
5. Consensus decision-making is used during the IBPS process. **T**/F
6. Choose the 3 questions that check for consensus.
    a. **Will everyone actively support the decision?**
    b. **Has everyone in your group been heard?**
    c. Is there a majority that agrees with this?
    d. **Can everyone live with the decision?**
    e. Is there another solution we need to consider?
    f. Was discussion encouraged?

Reflection questions

After participants watch the video, facilitate a group discussion posing up to 3 of the following refection questions. When selecting reflection questions, consider any polling questions that you've chosen to avoid redundant discussions.

1. What are the steps of IBPS (interest-based problem solving)?

    The steps are as follows:

    1. Define the problem.
    2. Determine interests.
    3. Develop options.
    4. Select a solution.

2. Why do you think IBPS (interest-based problem solving) is important and why do you think we use it here at KP?

    Possible responses may include the following:

    - IBPS helps ensure that we focus on everyone's key interests and everyone's contribution is valued.
    - IPBS enhances our communications.
    - IBPS helps maintain productive and respectful working relationships.

3. Why are the 2 methods, IBPS (interest-based problem solving) and CDM (consensus decision making), paired together?

    Possible responses may include the following:

    - IBPS requires consensus to be reached at each step.
    - Focusing on interests and concerns helps reach consensus on the issue or problem.
    - When problem solving, CDM encourages that everyone's voice is heard.

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4. Although the IBPS (interest-based problem solving) steps have a specified order, in what circumstances might you revisit one or more steps of IBPS?

   Possible responses may include the following:

   - When you want to refine a particular step, it is perfectly normal to revisit and go back to a previous step.
   - This can occur as new information is discovered or when something was not defined completely or accurately in a previous step.
   - If the group appears to be getting stuck in a particular step, it can also be beneficial to recognize the situation and give yourself permission to move to the next step with the understanding that you will revisit the previous step, if necessary.

5. For IBPS (interest-based problem solving) and CDM (consensus decision making) to be successful, what type of mindset do you need to have?

   Possible responses may include the following:

   - A "partnership" mindset is required to solve the problem in consensus, taking into account common interests.
   - Have an attitude of "your problem is my problem, and my problem is your problem."

6. Why is it important to confirm consensus by asking the 3 questions?

   Possible responses may include the following:

   - It allows for the inclusion of a wide variety of voices and perspectives.
   - It helps ensure that standout concerns have been resolved or addressed in the final solution.
   - The question "Can everyone live with the decision?" acknowledges that the solution might not be your first choice and confirms that it's one you can live with.
   - The question "Will everyone actively support the decision?" helps confirm that all parties will support the solution outside of the room and ensures successful implementation of that solution.

7. What are some of the benefits of using IBPS (interest-based problem solving) and CDM (consensus decision making)?

   Possible responses may include the following:

   - More creative thinking and problem-solving
   - Better solutions
   - Faster implementation
   - Increased engagement because everyone is helping to find a solution
   - Increased team commitment
   - Better relationships

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8. What types of behaviors do you think support CDM (consensus decision making)?

   Possible responses may include the following:

   - Listening actively
   - Focusing on key interests
   - Being prepared to offer potential solutions or options
   - Being open to new ideas
   - Ensuring everyone is heard
   - Showing respect to others

9. What does it look like when someone is actively supporting a decision made outside of the meeting?

   Possible responses may include the following:

   - The person is actively working on completing assigned action items.
   - The person proactively communicates and uses agreed upon talking points outside of the meeting.
   - When asked, the person speaks highly of the decisions agreed to in the meeting.

IBPS scenario activities

Due to the limited IBPS exposure which the video has provided, when selecting one of these activities, be prepared to guide learners through the IBPS process and encourage them to check for consensus regularly. It can be helpful to have a co-facilitator for each group.

1. Group your participants (groups of 4-6 people are ideal).
2. Provide your participants with the Learner Worksheet.
3. Review the worksheet with the learners and assign your participants one of the following problem-solving statements:
   - How might we decide a location for our vacation?
   - How might we educate employees on new equipment?
4. Ask them to work through the IBPS process using the framework in the Learner Worksheet. Allow 20 minutes for this activity.
5. Debrief and review the scenario using the answer sheets for the associated problem-solving statement on the following pages.

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IBPS scenario activity (answer sheet): Vacation

Review the table below for potential responses to the IBPS steps.

Steps and tips to apply	Notes for the facilitator and possible participant responses
Define the problem	
The problem statement should meet the following criteria: • Begin with "How might we?" • Must be open-ended (Can't be answered with a yes or no.) • Does not contain a solution • Does not accuse or use inflammatory language • Use consensus to agree on the problem statement	The problem statement has been identified for you, but the key to a well-written problem statement is that it allows for multiple solutions and is inclusive of everyone's idea of the problem: How might we decide a location for our vacation? Remind learners that under normal circumstances, you'd check for consensus using the 3 questions at this point.
Determine interests	

• Develop your list of interests (**why** you want it).
   o If a position (what you want) is stated, ask why, so that you can identify the interest.
• Reach consensus on common interests.
   o Has everyone in your group been heard?
   o Will everyone actively support the decision?
   o Can everyone live with the decision?
	Here is where the group identifies needs, concerns, and qualities. Some examples are as follows:
	• Affordable/budget-friendly
	• Fun
	• Quiet
	• Family-friendly
	• Offers nightlife
	• Appealing location (beach, mountains, exotic)
	
	Ensure the group checks for consensus.

Develop options	
• Brainstorm. • Consider best practices. • Ask a subject matter expert. • Draft simple proposals to generate discussion.	This is a free-form brainstorm activity that could include locations like the following: • Hawaii • Pacific Crest Trail • Monterey, CA • East Coast • France • Disneyland
Select a solution	

• Shorten the list. (Remove duplicates and unrealistic solutions.)
• Based on the group's interests, determine which solutions best meet your group's needs.
• Use consensus to select the group's top choice (only select one).
   o Has everyone in your group been heard?
   o Will everyone actively support the decision?
   o Can everyone live with the decision?
	When you shorten the list and select a solution, make sure that the participants are checking their brainstorm list against the interests list that was identified for their group.
	
	Ensure that the group uses consensus decision-making to select the group's choice.

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IBPS scenario activity (answer sheet): Training
Review the table below for potential responses to the IBPS steps.

Steps and tips to apply	Notes for the facilitator and possible participant responses
Define the problem	
The problem statement should meet the following criteria: • Begin with "How might we?" • Must be open-ended (Can't be answered with a yes or no.) • Does not contain a solution • Does not accuse or use inflammatory language • Use consensus to agree on the problem statement	The problem statement has been identified for you, but the key to a well-written problem statement is that it allows for multiple solutions and is inclusive of everyone's idea of the problem: How might we educate employees on new equipment? Remind learners that under normal circumstances, you'd check for consensus using the 3 questions at this point.
Determine interests	

• Develop your list of interests (**why** you want it).
  ○ If a position (what you want) is stated, ask why, so that you can identify the interest.
• Reach consensus on common interests.
  ○ Has everyone in your group been heard?
  ○ Will everyone actively support the decision?
  ○ Can everyone live with the decision?
	Here is where the group identifies needs, concerns, and qualities. Some examples are as follows:
	• Worker and patient safety
	• Reduced injuries
	• Competency and reinforcement
	• Delivery solutions (In-person, virtual, web-based)
	• Training accessibility and affordability
	• Alignment to existing processes
	
	Ensure the group checks for consensus.

Develop options	
• Brainstorm. • Consider best practices. • Ask a subject matter expert. • Draft simple proposals to generate discussion.	In the real world, you may want to include best practices of other departments or use a straw design to explore options. As a result, possible options could include the following: • Mentoring program • Guest trainer from the equipment supplier • KP Learn web-based training session • Just-in-time training session • Practice or simulation lab • In-person or virtual live training
Select a solution	

• Shorten the list.
(Remove duplicates and unrealistic solutions.)
• Based on the group's interests, determine which solutions best meet your group's needs.
• Use consensus to select the group's top choice (only select one).
  ○ Has everyone in your group been heard?
  ○ Will everyone actively support the decision?
  ○ Can everyone live with the decision?
	When you shorten the list and select a solution, make sure that the participants are checking their brainstorm list against the interests list that was identified for their group.
	
	Ensure that the group uses consensus decision-making to select the group's choice.

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CDM scenario activities

Due to the limited IBPS exposure which the video has provided, be prepared to moderate this activity. It can be helpful to have a co-facilitator for each group.

1. Group your participants (4 to 6 people per group is ideal) and assign each group one of the following two questions:
   a. What song best represents the year 2020?
   b. If given $5,000, what 3 things would your team most like to purchase?

2. Provide the groups with the following instructions and give each group 10 minutes to complete the activity.

   Learner instructions:

   a) In your group, brainstorm and write down a list of potential answers to the assigned discussion question.
   b) Individually identify and rank your top three choices and be prepared to explain your choices if asked.
   c) As a group, choose and rank the group's top 3 choices and check for consensus.
   d) Be prepared to share your group's top three choices.
   e) Ask the groups to brainstorm and write down a list of potential responses to the assigned question.

3. Reconvene and have each group share their top three choices.

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