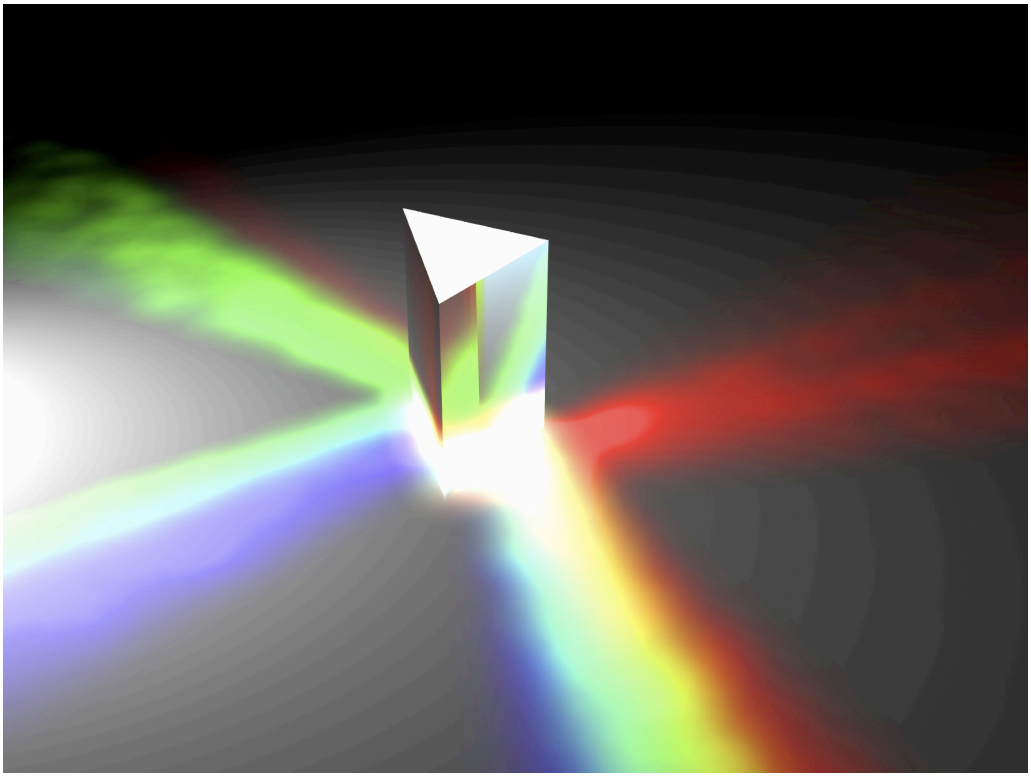
COLLABORATIVE EDGE DECISION MAKING



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Collaborative Edge Decision Making Method

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> "In a Gallup Organization survey performed for the American Society of Quality Control, eight out of ten full-time workers reported being involved in some kind of team activity in their workplace. Two-thirds of them said their work with teams is part of their normal job, not additional duties. Eighty-four percent said they are involved in more than one team project at a time."(Pincus, 1996, I-1-32)

Creative Edge Focusing ™

All of us spend a tremendous amount of time in decision making meetings, yet we have received little training on how to participate in task-oriented meetings. Responding to the increasing reliance upon team-oriented activity in the work place, educational programs in business schools are relying more and more upon group-based project assignments as classroom experiences. Yet students are usually given little instruction on how to participate in successful group problem-solving and name their group experiences as among the most frustrating in their education. Pincus (1996) includes learning interpersonal skills for group participation as part of the basic curriculum for beginning accounting students.

Creative Edge Focusing ™ works with business schools, organizations, and corporations to bring core skills of Intuitive Focusing and Focused Listening to all levels of organizations.

Core Skills: Intuitive Focusing and Focused Listening

Intuitive Focusing, based upon Eugene Gendlin's *Focusing* (Bantam, 1981), is a predictable, step-wise procedure for turning "intuitions" and "hunches" into "Ahah!" experiences. Right-brain "intuition" and left-brain "symbolizing" work together at The Creative Edge, the murky, unclear "intuitive feel"of problems and solutions. Intuitive Focusing helps us to reflect before acting, allowing for the creation of new ideas, action possibilities and solutions.

Research with the Myers Briggs Type Indicator (MBTI) has shown, for instance, that, while the majority of employees in tax firms are high on Sensation (objective data gathering), partnership positions in tax firms are most likely to be occupied by people high on Intuition. Malcolm Gladwell in his best-selling *Blink* reminds us that many important decisions are made,

not with left-brain logical thinking but through right-brain "intuitions" and "hunches." Intuitive Focusing teaches specific steps for accessing "intuition" and articulating it into creative ideas and problem solutions.

Focused Listening**,** based upon Carl Roger's empathic or reflective listening, is the most powerful human tool we can have for understanding others. Focused Listening teaches us to reflect the other before reacting, creating the possibility for understanding rather than polarizing argument. Focused Listening can also help another to articulate innovative solutions from The Creative Edge and is the ideal "customer relations" skill.

Creative Edge Pyramid of Skills and Methods

The Creative Edge Pyramid applies Listening and Focusing to creative problem solving through specific methods at the following levels of organization. Each method can be used alone, but Creative Edge Organizations include application of the core skills for creative problem solving at all levels and at home as well as at work:

Focusing Alone or with a CE Coach
Focusing Partnerships For Ongoing Creativity
Interpersonal Focusing To Facilitate Conflict Resolution
Focusing Groups/Teams For Ongoing Creative Problem Solving
Focusing Communities To Encourage Diversity and Mutual Support
Collaborative Edge Decision Making For Efficient, Win/Win Meetings
Creative Edge Organizations Which Build Motivation From The Bottom Up

The present article introduces one of the seven specific methods, Collaborative Edge Decision Making. The complete Creative Edge Focusing ™ model is presented at www.cefocusing.com .

Collaborative Edge Decision Making Method

Collaborative Edge Decision Making is a method of task-oriented problem-solving which maximizes the creativity of decisions by including all viewpoints on an issue while honoring the need for structured, time-limited meetings and hierarchical decision making when necessary. Intuitive Focusing and Focused Listening skills are incorporated to allow access to the fresh, innovative problem-solving which comes from the right-brain, "intuitive feel," or Creative Edge, of problems. They are also used for the creative resolution of interpersonal conflicts which arise during discussions.

The Collaborative Decision-Making Method can be taught in Business Schools to prepare

students for collaboration in group and team settings and can be taught in the work place.

If you want to skip the theory and go directly to a simple protocol you can start applying at decision making meetings immediately, go to page 7, **USING THE COLLABORATIVE EDGE DECISION MAKING METHOD.**

BASIC PRINCIPLES

1. Creating At The Edge

The basic assumption of the Creative Edge Focusing ™ model is that problems hold within them their own solution, and that access to these implied solutions is through the "right-brain," intuitive "feel of the whole thing", which Dr. McGuire calls the Creative Edge.

Intuitive Focusing, a Core Skill of the Creative Edge Focusing ™ model, integrates left- and right-brain problem-solving. Intuitive Focusing is a process of going back and forth between the preverbal "intuitive feel" (right-brain) and "symbolizations" (left-brain). Intuitive Focusing is based upon Eugene Gendlin's *Focusing* Bantam, 1981) and his Philosophy of Implicit Meaning (www.focusing.org).

Through a series of steps, Intuitive Focusing makes "Ah,hah!" experiences predictable rather than accidental. Careful articulation at the Creative Edge, the "intuitive feel," leads to bodily felt insights called Paradigm Shifts. When a paradigm shifts, as when a kaleidoscope turns, the whole situation looks new, and innovative ideas, solutions, and action steps spontaneously arise.

Focused Listening by another, the other Creative Edge Focusing Core Skill, aids the symbolizing process by allowing the Focuser to "check" his or her words against the Creative Edge and to continue articulating new symbolizations from the "intuitive feel" until the exactly-right symbolizations are found which facilitate a Paradigm Shift. The Listener says back what the Focuser has actually said, as well as non-verbal nuances, and uses Focusing Invitations to encourage the Focuser to pay attention to the Creative Edge, or "intuitive feel" of "the whole thing."

2. "No interruptions" and Turn-Taking Rules

Access to Creative Edge intuitions during decision making meetings relies upon quiet moments for internal reflection. The usual aggressive/competitive model of group discussion

precludes access to the Creative Edge. The bottom line of Collaborative Edge Decision Making is the "No Interruption" rule, which creates the quiet space necessary for group members to speak from the intuitive Creative Edge, thus maximizing innovative thinking.

Similarly, the Turn-Taking rule, where participants simply indicate the wish for a turn to a process monitor and get on a list, reduces the need to aggressively compete for a turn. This allows participants to actually listen to what other participants are saying and to articulate their own thinking freshly from The Creative Edge.

3. Conflict is Creative

In an argument or disagreement between two participants, it is assumed that the intuitive Creative Edge of each person holds information crucial to high quality and high motivation decisions for the group. The Interpersonal Focusing method, using equal turns of Intuitive Focusing, facilitated by Focused Listening, allows access to each individual's Creative Edge during group conflict situations.

4. Win/Win Decisions

When the Collaborative Edge Decision Making method outlined below is used, and group members have the opportunity to articulate new ideas from their intuitive sense and to hear the ideas and reservations of the others clearly, new, creative solutions that fit everyone's needs "pop up" with surprising ease.

Positions which seemed polar opposites suddenly become part of a totally new third possibility. These are the most creative solutions in terms of objective quality and also the most effective in terms of being carried out, since both sides in a disagreement feel they are getting their needs met. These are not middle-of-the-road compromises but actual fresh, new, totally innovative solutions.

COMBINING HIERARCHY AND COLLABORATION

Hierarchical and collaborative models of decision making both have strengths and weaknesses. Hierarchical models can breed apathy and alienation, and the absenteeism, low productivity, and carelessness which can result. Collaborative models can lead to an inability to reach conclusions and to carry out effective action and can degenerate into power struggles over

leadership. The Collaborative Edge Decision Making Method combines the benefits of both collaboration and hierarchy:

1. Benefits of Collaboration

Collaboration, where people work together as equal colleagues toward a common goal, has the following benefits compared to strict, hierarchical, top-down decision making:

(a) The equal hearing of every viewpoint and the contribution of each person's unique expert knowledge can lead to win/win decisions which are more inclusive and creative;

(b) Egalitarian expression of disagreement can address weaknesses, producing decisions that are objectively higher in quality;

(c) When participants have a say in decisions affecting them, even when they do not get all of what they want, they experience greater "ownership" of decisions and become more willing and motivated to carry the decisions out;

(d) Working together toward a common goal also produces feelings of friendship and collegiality which lead to greater enjoyment in working together and greater commitment to the group and the organization itself.

2. Benefits of Hierarchy

In most business settings, clear, hierarchical lines of authority and responsibility insure that:

(a) Decisions can be made within prescribed time limits;

(b) Specialized expertise of individuals can be utilized effectively;

(c) An overview of the entire organization's objectives and projects can be developed by executives, in communication with any advisory Boards and shareholders. This overview can be communicated to managers, who can organize the efforts of work groups toward accomplishing these over-all objectives.

(d) "The buck stops here." Clear lines of responsibility, and the accompanying power and authority needed to take responsibility, are established.

3. Coordinated Collaboration Component

In pure consensual decision making, a decision is not made until everyone in the group feels able to go along with it. At the very least, dissenting group members have to be willing to say, "I'm not willing to participate in the project that way, but it's okay with me if you three want to carry it out, "or, "I think there's a better way to be found, but I'm willing to go along as long as we review the outcome in a month" or some such qualified assent.

If someone is not able to agree in any way, it is assumed that the decision is flawed, some piece of information needed for problem-solving is missing, or not yet articulated, and the group will benefit from spending more time sitting with the decision until an acceptable solution arises. Committees can be formed to gather more information, and group members can spend time individually or in pairs using Intuitive Focusing to look for innovative solutions.

However, in many situations within an organization, decisions have to be made on a timetable and passed along to other collaborative teams or up the hierarchy. Using the **Coordinated Collaboration** approach of the Collaborative Edge Decision Making method**,** a **Coordinator or Project Manager** can set time limits for Collaborative Decision Making and be empowered to make final decisions when the time limits are up and take these to other levels. Coordinated Collaboration allows the benefits of collaboration within the time limits and structured responsibility of hierarchical organization, capitalizing upon the best of both models.

5. Shared Leadership Component at Decision Making Meetings

Rather than depending upon the skill of a naturally talented chairperson, being held captive by the caprice of a bad one, or suffering from the chaos and anarchy of "the leaderless group," in the Collaborative Edge Decision Making method , the skill of leadership is broken down into a number of tasks which are then assigned to various group members. No one person carries the onus of staying on top of all aspects of the task, and all group members come to feel responsible for contributing to good group process.

The five task roles can be rotated among group members from meeting to meeting, or, with group agreement, certain members can specialize in a particular task. In a more hierarchical setting, the supervisor or coordinator may take the role of agenda keeper each meeting. In a different group, a person too shy to be process monitor may be a very assertive time-keeper, and so on. However, in general, it is a good idea to keep rotating the roles in order to insure equality

of ownership and responsibility. As everyone shares the tasks involved in group leadership, everyone will also take ownership of the group process and more actively participate in decision making.

6. Creative Edge Impasse Resolution Component

According to the Creating At The Edge principles, the solutions to problems are implicit in the intuitive "feel of the whole thing," the Creative Edge. Similarly, conflicts and arguments hold within them important information for decision making, accessed through the Creative Edge "intuitions" of the participants.

Intuitive Focusing and Focused Listening are the Core Skills for articulating innovative solutions from the Creative Edge. So, when decision making breaks down at meetings, the way out of the impasse can be found through turning to a variety of approaches which use the Listening and Focusing skills and the Interpersonal Focusing method to facilitate the creation of new solutions, and Paradigm Shifts, out of the Creative Edge intuitions of participants.

USING THE COLLABORATIVE EDGE DECISION MAKING METHOD

1. Coordinated Collaboration

If needed, a Coordinator or Project Manager will volunteer or be assigned to oversee a project:

(a) The Coordinator will establish a **timeline** including more than one time-limited period for Collaborative Edge Decision Making. At the end of each time-limited period, the Coordinator will take responsibility for putting the collaborative group's "product," up to that point, into a **comprehensive report** which captures the points of agreement while maintaining the many facets of Creative Edge input which are still up in the air.

(b) Then, the Coordinator passes this input before the collaborating group again, for another time-limited period of Collaborative Edge Decision Making, repeating this process until the time-limit for collaboration is up.

(c) At this point, the Coordinator formulates the **final report**, including making remaining essential decisions, attempting as best as possible to maintain the spirit, or Gestalt, of the group's collaborative effort.

2. Shared Leadership at Decision-Making Meetings

The following tasks are assigned to, or volunteered for by, group members :

(1) Agenda Keeper: This person collects items for the meeting agenda, both before the meeting and at the beginning. S/he, with the participation of group members, prioritizes the list and assigns time limits for each item, keeping within the total time allotted for the meeting. A typical agenda might look like this:

Total Time Possible: 60 minutes
1. Announcements:
   Sue -- 1 minute
   Dan -- 2 minutes
   Sally --1 minute

2. Short topics:
   a. Who will follow up on Telephone Survey? 3 minutes
   b. Report on Cost Research -- Sue 5 minutes
   c. Problem with Cash Flow -- Dan 7 minutes

3. Longer topics:
   a. Clarification of Project Goal 15 minutes
   b. Criteria for Compensation Benefits 15 minutes

49 minutes alloted - 11 minutes leeway

The agenda keeper is then responsible for keeping the content of the meeting on task and for moving to the next item when time demands, or helping the group to renegotiate time limits.

(2) Process monitor: While the agenda keeper keeps the content of the meeting on track, the process monitor watches out for the process: how group members treat each other. The process monitor:

(a) Reminds group members not to interrupt each other and actively stops interruption if it happens: "Oops, Sue. You're interrupting. Wait until Dan finishes. I'll put you down for a turn."

(b) Keeps a list of members waiting for a turn to speak. When an issue becomes heated, and several people start jumping in at once, aggressively competing for turns, the process monitor stops the interruptions and starts a list of people waiting for a turn. Group members need only hold up their finger, and they will be added to the list. Instead of competing for turns, they can then turn their energy toward listening to the others' ideas.

(c) Reminds group members to use the Creative Edge Listening skill and the Interpersonal

Focusing method to resolve conflicts and arguments.

(3) Alternate Process Monitor: This person takes on the same tasks as the Process Monitor at times when the Process Monitor becomes involved in the discussion as a participant and no longer can serve as an objective monitor. At these times, the Alternate takes over, until the Process Monitor is uninvolved enough to take the role again.

(4) Time keeper: The time keeper has a watch firmly displayed and:

(a) Notifies the group when they have a few minutes left on a topic and when the time limit for a topic has expired.

(b) Insists that the group either renegotiate time allotment by agreement or move on to the next topic. In order to add time to a topic, the group must agree either to subtract it from another topic, extend the total meeting time, or take the time from any built-in leeway. Like a double-entry accounting system, time cannot be added unless it is taken away from somewhere else or the total time extended. Enforcing the time limit is a major factor in increasing productive decision making and the willingness to find the compromises essential to win/win decision making.

(c) Enforces a three-minute maximum for any uninterrupted speaking turn, gently telling a group member, "Your three minutes are up." When the three-minute maximum is laid down as a group norm, reminding a long-winded speaker becomes a matter of course, rather than an issue of humiliation.

(5) Recorder: The recorder is responsible for keeping written minutes of the meeting which record attendance, each agenda item, important points in the discussion, and the decision reached on each agenda item. The title Recorder places necessary emphasis on this person's active role in making sure that the group reaches clear decisions that can be recorded. Before the group moves to another item, the recorder is responsible for:

(a) Asking someone to state the decision, if it has not been made clear.

(b) If there is no agreed-upon decision, the recorder will make that clear to the group and ask if they want "No decision" entered or to allot more time to make a decision. Sometimes at this point problematic decisions can be referred to individuals or

committees who will collect needed information and return to the group with it.

(c) In any event, the recorder must make an entry about the decision reached on each item.

Without an active recorder, groups can drift from discussion to discussion, never reaching clear, recordable decisions. The recorder's job is to make sure that decisions get made clearly, as well as recording them.

SEE APPENDIX 1. FOR HANDOUTS TO DISTRIBUTE AT EACH MEETING TO REMIND PARTICIPANTS OF ROLES AND RESPONSIBILITIES: A ONE-PAGE HANDOUT SUMMARIZING SHARED LEADERSHIP ROLES (ONE FOR EACH PARTICIPANT) AND A HANDOUT SUMMARIZING EACH ROLE AND ITS RESPONSIBILITIES (EACH GIVEN TO THE PERSON HOLDING THAT ROLE)

3. Creative Edge Impasse Resolution

The Shared Leadership roles and rules at meetings will organize and speed most task-oriented meetings quickly through an agenda with clear-cut decisions reached and recorded. However, sometimes a group is stymied by a particular problem, and no progress can be made. At these times, any of the following procedures can be used to break the log jam by tapping into the innovative and creative solutions implicit in the Creative Edge "intuitions" of each participant:

(a) Group Intuitive Focusing Exercise:

When discussion is heated, and people are being pulled into emotional argument, a silent moment to get back in touch with the real reasons behind the argument can often shed new light on the situation. Someone in the group can suggest Group Intuitive Focusing, and the Process Monitor or a willing other can lead the group in the exercise.

Basically, members are invited to close their eyes, or stare off into space, for a moment while they come in touch with their breathing as a way of centering. Then, the facilitator will suggest an open-ended question participants can ask of themselves, like "What about this issue is so troubling to me?" or "Why am I so upset about her position?" or "What would I really like to see happen here?"

Instead of answering immediately from their already-known intellectualizations, participants

are encouraged to use Intuitive Focusing**,** waiting silently for a minute or two, coming in touch with the Creative Edge, the whole, vague, bodily intuitive "feel" of the issue, and only then silently trying to find words or an image to capture the "feel of it all."

(b) Creative Edge Round Robin:

After a Group Intuitive Focusing exercise, or at any other time during the meeting, the process monitor can lead the group in going around in a circle, each group member having an uninterrupted minute or two to describe what came up during Focusing or simply their thoughts at the moment. A round of hearing this fresh, nonlinear creative and intuitive thinking about the issue will usually lead to new possibilities for problem-solving.

Although similar to traditional "brain-storming" methods (which can, of course, also be used productively), the Creative Edge Round Robin differs in that no interruptions are allowed. The safety from interruption allows participants to speak from the Creative Edge, the right-brain, preverbal intuitive "feel" of the issue, increasing the likelihood of creative, innovative problem-solving.

Even when traditional "brain-storming" is used, a short pause for group Intuitive Focusing, followed by a Round Robin, can allow maximum benefit from the brain-storming by assuring that group members fully articulate the new "intuition" created by the brain-storming.

(c) Creative Edge Focusing Partnership Break-out

When the problem-solving process is stuck, particularly when everyone wants to talk at once, participants can pair up, spread out in whatever space is available, and share longer turns using the Focusing Partnership method. First, one person, as the Focuser, pays attention to his or her intuitive "feel" of the whole situation, while the other uses the Focused Listening skill to help the Focuser explicate the Creative Edge, for five or ten minutes or one-half of whatever time has been set by the group, then the two switch roles. Each person has time to try to clarify his or her whole gut sense, the Creative Edge, of the situation and, again, from this nonlinear, intuitive thinking, new possibilities for solutions arise.

The Focusing Partnership Break-Out can also be into triads or small groups, as long as each person has an equal turn as Focuser and Listener.

After the Break-out, participants can then come back to the larger group and use The Round

Robin structure, going in a circle, each person having a chance to share his or her new understanding without interruption. As participants "hear" each other's Creative Edge thinking, instead of arguing, new win/win solutions, a third-way, often become obvious.

(d) Interpersonal Focusing method

When it becomes clear that two members in the group meeting are attacking each other and arguing, usually out of lack of understanding, the group moves into the Interpersonal Focusing method, using the equal exchange of Listening/Focusing turns for conflict resolution:

1. Each person in the conflict has a three to five minute turn to clarify his/her position, with the other person in the conflict, the process monitor, or another group member using the Focused Listening skill to facilitate Intuitive Focusing.
2. Then, the other person gets a chance for Intuitive Focusing for an equal time, again with Focused Listening facilitation.

The Interpersonal Focusing method is continued until a win/win solution to the conflict arises. This often happens with surprising speed once the Listening/Focusing turn structure allows each person to be heard clearly.

(e) The "Other Room"

The "Other Room" concept simply reminds group members to realize that certain aspects of the decision-making do not have to be done by the group as a whole during the meeting:

1. If it becomes clear to the Process Monitor or other group members that a conflict between two group members is related to a longer-term personality conflict between the two, rather than to differing views about the present problem-solving task, then Interpersonal Focusing between the two can be arranged outside of the group decision-making time or, right then, in another room.
2. Gathering information can be delegated to a committee which will report back to the group
3. Group members can arrange to meet for Creative Edge Focusing Partnership sessions on the issue outside of the group meeting time.

CONCLUSION

In the Collaborative Edge Decision Making method, the Shared Leadership roles and rules guarantee efficient and productive decision making meetings. Creative Edge Impasse Resolution, by incorporating the Intuitive Focusing and Focused Listening skills, allows access to the innovation and creativity inherent in The Creative Edge of intuitions and conflicts. Using a Coordinator or Project Manager for Coordinated Collaboration combines the advantages of collaboration, including high objective quality of decisions, high motivation, and increased feelings of commitment to the work group and organization as a whole, with the benefits and needs of hierarchical organization.

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APPENDIX ONE

HANDOUTS FOR MEETING PARTICIPANTS

1. The five Shared Leadership Roles should be appointed or volunteered for at the beginning of every decision making meeting, regardless of how small and insignificant a meeting may seem. The smallest issues can blow up into big conflicts, and it is important that the roles and rules and norms be in place in case that happens!!!

2. The Handouts provide visual cues reminding everyone that the Collaborative Edge Decision Making process is in place, with its "No Interruption," Turn-Taking, and use of Intuitive Focusing and Focused Listening to protect innovative thinking from The Creative Edge and to find The Creative Edge in interpersonal conflict .

3. They also remind and teach Role holders of their appointed tasks.

4. Xerox enough copies of the first page, "Shared Leadership At Decision Making Meetings: Summary of the Five Roles" to hand out to every group member.

5. Xerox one copy of each of the other pages, each of which describes one of the five roles. Each person who volunteers for a role receives the handout for that role.

6. You might want to laminate the Handouts for continuing use.

Shared Leadership: Summary of Five Roles © Creative Edge Focusing, 2007, www.cefocusing.com

1. Agenda Keeper:

(a) Collects items for the agenda

(b) Prioritizes items in collaboration with members and sets time limits for each

(c) Keeps discussion on topic and moving according to time agreed, or assists in the renegotiation of time limits.

2. Process Monitor:

(a) Gives attention to how members treat each other

(b) Reminds group members not to interrupt each other and actively stops interruption if it happens

(c) Keeps a list of members waiting for a turn to speak.

(d) If several people start jumping in at once, (s)he stops the interruptions and starts a list of people waiting for a turn.

(e) Reminds group members to use the Creative Edge Listening skill and the Interpersonal Focusing method to resolve conflicts and arguments.

3. Alternate Process Monitor:

(a) Takes on the same tasks as the Process Monitor when (s)he becomes involved in the discussion as a participant.

4. Time keeper:

(a) Notifies the group when they have a few minutes left on a topic and when the time limit for a topic has expired

(b) Keeps a watch/clock clearly displayed

(c) Insists that the group either renegotiate time allotment by agreement or move on to the next topic. (See also **Agenda Keeper** (c))

(d) Gently enforces a three-minute maximum for any uninterrupted speaking turn,

5. Recorder:

(a) Keeps written minutes of the meeting, recording attendance, each agenda item, important points in discussion, and the decision reached on each item.

(b) Ensures clarity of decision on each agenda item before the group moves on.

(c) Indicates clearly where there is no agreed-upon decision, and ask if the group wants "No decision" entered or to allot more time to make a decision.

ROLE 1: Agenda Keeper

(a) Collects items for the agenda

(b) Prioritizes items in collaboration with members and sets time limits for each item

(c) Keeps discussion on topic and moving according to time agreed, or assists in the renegotiation of time limits.

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ROLE 2: Process Monitor

(a) Gives attention to how members treat each other

(b) Reminds group members not to interrupt each other and actively stops interruption if it happens

(c) Keeps a list of members waiting for a turn to speak.

(d) If several people start jumping in at once, (s)he stops the interruptions and starts a list of people waiting for a turn.

(e) Reminds group members to use the Creative Edge Listening skill and the Interpersonal Focusing method to resolve conflicts and arguments.

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ROLE 3: Alternate Process Monitor

Takes on the same tasks as the Process Monitor when (s)he becomes involved in the discussion as a participant and no longer can serve as an objective monitor.

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ROLE 4: Time Keeper

(a) Notifies the group when they have a few minutes left on a topic and when the time limit for a topic has expired

(b) Keeps a watch/clock clearly displayed

(c) Insists that the group either renegotiate time allotment by agreement or move on to the next topic. (See also **Agenda Keeper** (c))

(d) Gently enforces a three-minute maximum for any uninterrupted speaking turn.

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ROLE 5: Recorder

(a) Keeps written minutes of the meeting, recording attendance, each agenda item, important points in the discussion, and the decision reached on each agenda item.

(b) Ensures clarity of decision of each agenda item before the meeting moves on to the next

(c) Indicates clearly where there is no agreed-upon decision, and asks if the group wants "No decision" entered or to allot more time to make a decision.

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