Collective feedback process

Consultancy Collaborative

Principled Innovation
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Purpose: a facilitated process that allows us to pause during the design of projects and curriculum, and hear critical and compassionate feedback from our peers and colleagues

Process overview

Set up and pre-work

Day of facilitated process:

Welcome

Challenge overview

Clarifying and probing questions

Group discussion

Reflection

Debrief and next steps

Roles in process

Presenter: this will be the person or team that presents a challenge or dilemma they are facing

Facilitator: the facilitator will be responsible for some set up pre-work and guide the process on the day of

Participants: these will be a diverse group of people to provide critical and compassionate feedback

Recorder: it may be helpful to have a recorder in the room to take notes and capture highlights during conversation

Set up and pre-work

Process set up

The facilitator of the process will:

➔ Identify and invite group of participants (8-10)

➔ Send email and calendar invite to participants explaining process and purpose with any necessary pre-work

➔ Share any helpful pre-work completed by the presenter with the participants ahead of time

➔ Share time length of process (2 hours max)

Presenter pre-work

The presenter will:

- ➔ Identify a challenge or dilemma they are facing in designing a project/program/curriculum
- ➔ Develop background information on the topic and challenge/dilemma including any work complete to date
- ➔ Gather any artifacts or documents that will aid in explaining their work and challenge
- ➔ Frame a focus question for the process

Framing a focus question

Try to pose a guiding question around the challenge or dilemma that gets to the heart of the matter

Critiquing the focus question:
- Is this question important to my role and practice?
- Will this question help to advance my work and team?
- What might I be missing?

Welcome

Welcome

Facilitator will welcome group to the session allowing for introductions of who's in the room, if needed

Facilitator will provide a brief overview of the agenda, objectives for the session, and the participants' role in the process

Overview

Overview

The presenter or presenting team will share information gathered during their pre-work including:

- Challenge/dilemma
- Background details and work completed to date
- Any artifacts or documents
- Focus question to guide session

Clarifying questions

Clarifying questions

Participants are invited to ask clarifying questions about the previously presented information

Clarifying questions are for the person asking them

These are logistical questions with brief, factual answers to help support understanding of the work

- "who, what, when, where, and how" - not "why" questions

The presenter should be able to answer questions quickly and succinctly, often in a phrase or two

Time: 15-20 minutes

Probing questions

Probing questions

Participants will now have the opportunity to ask probing questions

Probing questions are for the person answering them

They ask the presenter "why" (among other things), and are open-ended

They take longer to answer requiring deep thought on the part of the presenter before they speak

Probing questions

Questions should be worded to help the presenter clarify and expand their thinking about the dilemma and/or question presented

Goal: to allow the opportunity for the presenter to learn more about the question they framed or analysis of the dilemma presented

Probing questions

The presenter may respond to the participant group's questions, but there is no discussion by the group of the presenter's responses.

At the end of the allotted time, the facilitator asks the presenter to restate their focus question for the group

Possible probing questions

What structures or supports do we need in place to ensure participation from multiple voices or perspectives?

What kinds of unanticipated issues could emerge and how would we navigate them?

What structures are in place to ensure marginalized voices are heard?

What actions should we take to get to know the community and context in which we are operating?

What could be the established channels for students, faculty, and staff to provide formal feedback about their experiences with this program/curriculum/solution?

Possible probing questions

What credible resources, data, and learning experiences should we seek to deeply inform ourselves on this topic?

What research supports our action to address this change?

What evidence will show us that the solution or decision had a positive impact?

How might the environment (our college) support efforts to strengthen collaboration?

How might we ensure this design process will result in positive growth and transformation for everyone involved?

What are we missing? What else do we need to consider? What are the intended and unintended consequences? Are there other ways to accomplish our goals?

Time: 15-30 minutes

Group discussion

Group discussion

Participant group discusses the dilemma presented in a positive manner that suspends judgement while the presenter listens

When the group talks, it may be helpful for the presenter to pull their chair back slightly away from the group or mute themself if facilitating a virtual session

This protocol asks the group to talk about the presenter in the third person, almost as if they're not there

As awkward as this may feel at first, it often opens up a rich conversation, and it gives the presenter an opportunity to listen and take notes, without having to respond to the group in any way

Group discussion

Participants' job to offer a critical and compassionate analysis of the dilemma or question presented in order to define the issues more thoroughly and objectively

It is not necessary to solve the challenge/dilemma or to offer a definitive answer

After the group has thoroughly analyzed the dilemma, participants may suggest actions the presenter might consider taking and if so, these should be framed as "open suggestions"

Questions to frame the discussion

- What did we hear?
- What didn't we hear that might be relevant?
- What assumptions seem to be operating?
- What questions does the dilemma raise for us?
- What do we think about the dilemma?
- What might we do or try if faced with a similar dilemma?
- What have we done in similar situations?

Time: 5-10 minutes

Reflection

Reflection

Presenter reflects on what they heard and are now thinking, sharing anything that particularly resonated during any part of the process

This is a time for the presenter to talk about what were the most significant comments, ideas, and questions they had while listening to the group

Time: 5-10 minutes

Debrief and next steps

Debrief and next steps

Facilitator leads a brief conversation about the group's observation of the process

This is a key step in bringing the session to a close

This is also an opportunity to identify next steps as a group, including a plan for follow-up

Questions? Comments? Feedback?

Or in need of a facilitator? Contact pi@asu.edu