Designing Human Discourse:
Structuring Meetings to Enhance Collaboration and Engagement

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Introduction:

Academic leadership positions require us to participate in and often to lead committees and groups of individuals, yet this task is often challenging and frustrating for both the group leaders and the participants. Unfortunately, although faculty are taught to organize agendas and even to manage time for meetings, little education and training is devoted to designing and managing the internal **process** of a meeting. In fact, significant research in group process and management has developed a body of knowledge and skills in "intentional design" that can be applied in our work settings when we are called to lead a group of individuals. These designs are specific to the task at hand, and actively engage group members to better accomplish the purpose of the meeting. This approach has been successfully used in the University of Virginia Department of Family Medicine for over ten years with outstanding results.

The Enclosed Materials:

The purpose of this set of materials is to provide you with some ideas and methods to help you become more effective at running meetings in your role as a faculty member.

"Running" Meetings:

Many academic leaders may say that they know how to organize meetings, yet in our experience, this means developing an agenda and "running" the meeting. This usually results in the leader talking a lot and pushing through the agenda against significant time constraints. Often, participants are placed in a passive role and everyone leaves the meeting wondering what, if anything has been accomplished. It can also create a vicious cycle where participants feel less and less inclined to attend meetings because they feel like it is a waste of time, particularly with the added time pressures associated with our current health care environment. Occasionally, a meeting approach with passive participants is preferred because the leader is coercive and in fact does not really want others' ideas and comments. However, it may also be due to lack of knowledge, training, and planning pertaining to the meeting design and process.

A key value in designing and facilitating good process is the desire to **engage** participants actively in the process. Human beings engage when they are involved and have a stake in the meeting outcome through their participation. Their ideas are heard and included in the process and outcomes. By using a few simple strategies to work effectively with groups, it is possible to engage the meeting participants and in the process develop stronger outcomes. Designing and facilitating a group or committee is analogous to designing a session for presenting at an STFM conference. It requires forethought and planning of the approach to achieving your desired ends.

Intentional Design- Organizing the Group Process

The first important step to planning a meeting often does not get done-- taking the necessary **time** to plan the meeting. Meeting chairs may develop an agenda, thinking this is adequate planning for a meeting. However, the meeting agenda only defines “what” will be addressed in the session. Obviously, defining this information is important, yet it is insufficient for systematic success. Taking time actually means designing the **process** of the meeting in addition to the content. In addition, different agenda items may require a different process. Taking time to design “how” you will facilitate the group addressing the agenda is an important step. Most of us would not conduct an STFM seminar without having objectives and a design for achieving those objectives. The same approach can be applied to any meeting or group process for which you are responsible.

Before designing the process that you will use in a meeting, there are a series of questions that you will find helpful in putting together a workable approach. The questions are intended to help you target your desired outcome for the meeting while actively engaging the participants. A key element of process design for meetings is to harness the personal and intellectual talent of each individual participant. The approach is called “intentional design” and was developed by Dr. Rod Napier, an organizational psychologist with extensive experience working with groups in organizations. Use your answers to these questions to guide your design.

Checklist for Planning a Meeting

1. <u>*Past Experience*</u> What is the past history and experience of this group? What are their successes and are their failures? What are their expectations to accomplish certain tasks and for the type of meeting? How engaged and committed are these individuals to the work of the group (are participants ready to learn and work together)? Is there unfinished business (tasks or process) that needs to be completed before moving forward?
2. <u>*Cultural Norms*</u> What are the cultural norms that will facilitate or limit the ability of the group to accomplish its work? Are there patterns or styles of communication that are repeatedly used and expected? Are members of the group/meeting expected to act or respond in certain ways? Are there expectations for use of presentation materials? Are people safe to honestly express themselves intellectually and emotionally?
3. <u>*Meeting Type*</u> Why is the meeting being held and why are these particular participants in the room? Is it for solving a problem? Is it to make a decision? Is it for discussion of an issue? Is it for information sharing? (If information sharing is there an effective way to accomplish this without a meeting?) Or is it for finishing or completing previous tasks or processes?
4. <u>*Outcomes*</u> What are your desired outcomes for the meeting? What would outstanding success look like to you? Is there sufficient time allotted to achieve these outcomes? Do you have specific product or process outcomes in mind?

5. *Design Strategies** Answer the following tough questions of design:
    A. Who should be there and are their roles clear?
    B. What is the time available and how can you use it effectively?
    C. How does the time of day or day of the week affect your design?
    D. How can the physical layout of the room influence your design? Can you change the arrangement of the room to support your design and outcome?
    E. What level of participation and collaboration do you want to occur?
    F. How will you begin the meeting? How will you end the meeting?
    G. How will you maintain the energy and focus of the group?
    H. Is there room for humor, breaks, play?
    I. Does your design anticipate potential "difficult" people and consider how to deal with them in advance?
    J. Does the order of each agenda account for the development of the meeting process and mood?
    K. What do you project as the consequence of each of your design strategies?

    **Note: There are specific designs available for problem-solving, decision-making, information-gathering, developing consensus.*

6. *Leader's Role* Is you role as leader of the meeting understood and accepted by the participants? If not, is there anything that you can do about this prior to the meeting?
7. *Action Plans* How will you track outcomes of the meeting? How will you assure accountability for follow through? Is there a specific deadline for reporting and accomplishment of tasks?
8. *Evaluation* How will you evaluate the effectiveness of the meeting? How will you get feedback about your design and leadership that you can use to improve future meetings?
9. *Overall considerations*

    Remember that breaking up the meeting participants into small groups of three to five members encourages participation by even the most reticent of meeting attendees.

    Establishing a safe environment may take time, especially if there is a history of retribution for saying or doing the "wrong" thing.

    Systematically tracking the work of the meeting in a way that assures accountability by the leader is essential. This requires reporting back to the group at a future time.

    Remember to celebrate success and accomplishment. It is often easy to move to the next problem or issue without recognizing the work that goes into each success.

    Don't forget to evaluate each meeting. A simple whip around (ending the meeting by giving each group member an opportunity to give feedback about the meeting) can identify strengths of the meeting and suggestions for improvement, and goes a long way to improving performance. By using the suggestions next time, the group leader can establish credibility.

Meeting Design Worksheets:

The following worksheets can be used to guide group facilitators through the design process. Each of these approaches has been utilized extensively in our department and we have achieved great success with them. It should be noted that this information is not original to the University of Virginia. It is included in materials developed by Rod Napier and Edward de Bono. References for each are included at the top of each worksheet. Many more design options are also available. Please refer to the “Suggested References” page at the end of these materials.

Collapsing Consensus. This approach is used to solicit input and to achieve common ground. Everyone is engaged and participants work collaboratively.

Las Vegas Voting. This approach is used to determine priority when a list of ideas has already been generated.

Search Conference. This approach allows the facilitator to gather information from a large group of people in a short period of time.

Six Hat Thinking. This approach allows the facilitator to explore all aspects of a complex issue and provides a defined framework for doing so. This approach can be particularly helpful if the issue includes a strong emotional component.

Walkabout Brainstorming. This approach is particularly useful in the early part of a planning process. It provides a means to stimulate thinking and to generate ideas.

Design Approach: ***Collapsing Consensus***
Rod Napier, Clint Sidle, Patrick Sanaghan, High Impact Tools and Activities for Strategic Planning, McGraw Hill, 1998.

Purpose: This approach is used to solicit input and build gentle consensus in an efficient and effective manner.

Synopsis: Consensus is a word that is thrown around a lot, yet very rarely achieved. True consensus is rare because it takes a great deal of time, a great deal of trust between group members, effective listening skills, and the ability to manage conflict when it arises. This design creates the opportunity for people to gather together, share ideas, and most importantly, seek common ground. This design is an energizing process that maximizes individual participation and allows participants to work collaboratively.

Materials Needed:
Newsprint and easels
Markers
Tape
Timer

Goals:
1. Solicit input from a group.
2. Identify common ground.
3. Establish priorities

The Activity: (This activity works best with groups of 10-50 people. The following example assumes a group of 50 and can be adapted accordingly.)

1. The main goal of this design is to seek common ground and not achieve true consensus. The facilitator might engage participants in a short discussion about their understanding of consensus and let participants know that this design blends a consensus “type” model with a form of majority voting. Participants are supported in their efforts to explore ideas together, compromise, and collaborate.

2. Use a counting-off method from 1-10 to put people into 10 groups of 5 participants each.

3. Give each small group 7 minutes to come up with at least 10 ideas on a given topic or question. Examples:

   “How can we improve communication within our department?”
   “What organizational problems currently cause you the greatest concern?”

4. After each group has generated at least 10 ideas on the focus question, allow them 5 minutes to reduce the list to the best 5 ideas. This means the ideas that, if truly implemented, listened to, or acted upon, would have the greatest impact.

5. Have each group of 5 combine with another group.

6. In these larger subgroups, the goal is to share each group's best ideas and agree upon the best 5 ideas in the larger group. Allow 10-15 minutes for this task. It is important to suggest that groups look for common ideas first and then agree upon the other ideas. Also, caution the group against lumping ideas together.

7. Using a round robin approach, take one idea from each group and put it on newsprint or a board in front of the room. Prioritize the list as it is created by putting a check next to any idea that another group has on its list. This process usually takes two to three rounds for all of the ideas to be listed and prioritized. You are likely to end up with a list of approximately 15-20 ideas, and 4 or 5 that are the most agreed upon.

A few extra tips you might consider:

- Have each group identify a recorder before you begin the exercise.
- Circulate among the groups to ensure they are on task and that no one person is "hogging" the show.
- Whenever possible, start with small groups (3-4 participants). Remember that each small group will merge with another group, and if the new group is too large, it will affect the participants' ability to provide input.
- With contentious groups, it may be difficult for them to reach agreement on their best ideas. Don't let them get stuck. Intervene if appropriate and, if necessary, bend the rules (e.g. instead of best 5 ideas let them provide their best 6).

Design Approach: ***Las Vegas Voting***
Rod Napier, Clint Sidle, Patrick Sanaghan, High Impact Tools and Activities for Strategic Planning, McGraw Hill, 1998.

Purpose: This approach is used to determine action once a series of ideas have been generated.

Synopsis: Too often in planning efforts, people generate long lists of ideas that never get implemented. The most critical step after generating ideas is to determine where to begin **action**. Las Vegas Voting is very helpful in defining next steps because it creates a sense of priority.

People seem to enjoy this type of voting process for several reasons:

- Everything is out in the open and, therefore, it feels very democratic.
- Participants feel that they have some real influence in determining what issues get addressed.
- It allows participants to see other points of view and find out the degree of interest in an idea.

Materials Needed: Newsprint and easels
Markers
Sticky dots (optional)

Goals: To determine the best or priority ideas from a long list of ideas.

The Activity: (This activity works best with 30-35 people or less)

1. List all the ideas to be voted upon on the newsprint so everyone can see them. Make sure the ideas are understood by all before the voting begins.

2. Tell participants they have 5 votes to distribute among the ideas as they choose. This means they can put one, two, three, or all of their votes on one particular item if they want or they can spread them around as they prefer.

3. Have participants come up to the newsprint (as a group) and place their chosen number of sticky dots (or a check mark with a marker) next to the items they are selecting. Remind participants they have only 5 votes total for the whole process.

4. After the voting is completed, tally the votes and prioritize the list according to frequency. Focus on the top 3 or 4 items.

Design Approach: ***Search Conference***
Rod Napier, Clint Sidle, Patrick Sanaghan, High Impact Tools and Activities for Strategic Planning, McGraw Hill, 1998.

Purpose: This approach enables large numbers of people to discuss important organizational issues in a short period of time.

Synopsis: In any planning process, the ability to diagnose an organization's issues is a key element to a successful strategic plan. Unfortunately, many organizations use only traditional tools (questionnaires, small focus groups) to try to uncover what is on people's minds.

Many leaders and administrators want to involve employees and other stakeholders in diagnosing issues and discussing potential strategies. Their dilemma is that they are not sure how to accomplish this in focused and efficient ways. They fear the chaos, disagreement, and waste of time that can easily be the result when large numbers of people are gathered to discuss issues.

The Search Conference activity provides a successful way to engage large groups of people in a productive, collaborative, and highly participative manner. It allows for full participation of all participants and provides the structure necessary for the discussion to stay focused and on track. The activity stimulates thinking, develops listening skills, fosters collaboration, and identifies common ground.

This design takes approximately 2 hours.

Materials Needed:
Large comfortable room
Chairs that are movable
Paper and pens (enough for each participant)
Newsprint and easels
Markers
Tape

Goals:
1. Gather information from all participants in a relatively short period of time.
2. Prioritize information and develop common ground.
3. Identify organizational issues to be addressed.
4. Ensure the full participation of all participants in the diagnostic activity.

The Activity: (This example uses 48 participants and 6 questions as a model)

1. Prior to the meeting, the facilitator must decide the important questions that need to be discussed by the participants. The questions will create the heart of the interview design. The following are some sample questions:

"Please identify at least three things this department does well, and, in your opinion, should continue to do."
"From your perspective, what are three things that limit the effectiveness of this department?"
"If you were Chair, what are three things you would try to change immediately in order to improve organizational effectiveness?"

Each question should be printed at the top of a piece of paper, leaving plenty of room for participants to take notes on the paper. In this model, 8 pieces of paper will be needed for each question.

2. Prior to the meeting, arrange the chairs in pairs of rows facing one another, with the number in each row determined by the number of questions to be discussed. In our example, we have 6 questions for 48 participants. In this case, there would be 4 Row A's and 4 Row B's.

Questions:	#1	#2	#3	#4	#5	#6
ROW A	X	X	X	X	X	X
ROW B	O	O	O	O	O	O
Questions:	#1	#2	#3	#4	#5	#6

If you have some extra participants, you can put them at the end of ROW A since this row will not move during this activity.

3. Have participants sit in the chairs. Make sure there is a piece of paper on each seat with one question printed at the top of the page that is his/her question for the ENTIRE exercise. Specifically, questions 1 through 6 will each be placed in one of the seats of each row.

4. At the facilitator's signal, the person in ROW A will ask his/her question to the person sitting across in ROW B. Participants should take notes regarding what the interviewees say and can probe to make sure they understand the responses. They are only seeking responses and are not to comment or try to affect the response. At the end of 3 minutes, the facilitator asks participants to switch roles, with the person in ROW B now asking their question to the person across from him/her in ROW A.

5. After the second 3 minutes have elapsed (6 minutes total for the two questions), the facilitator signals for participants to “switch.” At this point, participants in ROW B are asked to move to one seat to the right and the person at the end of the row rotates to the beginning chair. The People in ROW A remain stationary.

ROW A X X X X X X

ROW B → O → O → O → O → O → O

6. Now each person has another person to interview regarding his/her question and the opportunity to be interviewed on another question. This process continues until all participants have been interviewed on all the questions. At the completion of this portion, each participant will have interviewed 6 other people.

7. The next step is to have all participants sit quietly with their data for about 10 minutes and organize their information. They are to look for ***Truths***, ***Trends***, and ***Unique Ideas***. Truths are defined as those answers they received from most people they interviewed. Trends represent answers that were given consistently by at least half of the persons interviewed. Unique Ideas are ideas that were communicated by one individual, but represent a different or unique approach, perspective, or idea.

8. After individuals have organized their information into Truths, Trends, and Unique Ideas, have participants join with others who have the same question. In our model, you would identify 6 stations (one for each question) throughout the room, and have 8 participants at each station.

Q.1 XOXOXOXO

Q.2 XOXOXOXO

Q.3 XOXOXOXO

Q.4 XOXOXOXO

Q.5 XOXOXOXO

Q.6 XOXOXOXO

9. The facilitator asks each of the smaller groups to pool their information and reach agreement as a group on the Truths, Trends, and Unique Ideas for their question. (They should remember that each small group of 8 now represents the input of all the participants for their particular question). Their goal in the next 30 minutes is to discuss the information and put the Truths, Trends, and Unique Ideas for their question on newsprint.

   When participants are working, make sure that each group identifies: one **presenter** who will present the group's information to the larger audience; one **recorder** whose job is to capture the group's information on newsprint; one **timekeeper** who will remind the group about the time left for the task (about every 10 minutes); and one **facilitator** whose job is to keep the group on the task at hand and insure everyone's participation. Having these specific roles defined and people identified enables the group to self-manage.

   Because the Search Conference is about surfacing issues and trying to solve problems, we always encourage groups to err on the side of disclosing information.

10. The most important instruction to give is for the group to prepare a presentation of its data for the larger audience. They must pick a spokesperson who will represent the issues to the larger audience clearly and concisely.

11. After all presentations, the facilitator can lead a short discussion about participant's reactions to the information presented. This helps bring closure to the activity (10-15 minutes).

12. Participants need to know where all of this valuable information will go. They have worked hard and generated quality data. The facilitator needs to be able to explain to them what the next steps will be. We suggest that wherever the information goes (senior management, planning group, steering committee), everyone present should receive a copy of the information.

A few extra tips you might consider:

- Have participants help you create the questions.
- The quality of the questions is a key element in this activity. Questions should be engaging and tough.
- Do not attempt to run this activity if someone is missing from one of the chairs. Either cut out a question from all the groups or get someone to sit in the empty chair.

- Logistics is another key element of this design. Make sure you have everything well organized:
  - Have enough paper and pens for all of the participants.
  - Make sure the stations and easels are set up before participants with the same question get together.
  - Make sure that before the small groups begin their work, they have identified the self-managed roles (presenter, recorder, timekeeper, and facilitator).
- Interviewers must be clear on their roles. The goal is to LISTEN and accurately record respondents' opinions. DURING THE INTERVIEW, PARTICIPANTS MUST RESIST THE URGE TO DISCUSS AND DEBATE IDEAS BEING SHARED.

Design Approach: ***Six Hat Thinking***
Edward de Bono, Value Based Management
http://www.valuebasedmanagement.net/methods_bono_six_thinking_hats.html

Purpose: This approach can be used to explore multiple perspectives associated with complex issues and/or address challenging issues that may contain an emotional element.

Synopsis: Organizations often must deal with complex issues. Inherent in these issues are multiple perspectives from those individuals who are either involved or have a stake in the outcome. When trying to discuss complex issues as a large group, the discussion can often degrade as individuals try to press their personal perspectives onto other participants and/or ineffective heated arguments with many points swirling and little summary or sense of direction or shared understanding. The Six Hat approach provides a mechanism to address complex issues in an organized manner. There is opportunity and acknowledgement of all aspects of the issue, including the emotional component. Once the information is publicly identified, it is then possible to determine how to proceed.

The primary benefits of this approach are as follows:

- Participants can express their opinions without risk
- Participants may become more aware of multiple perspectives
- This process provides "rules" for thinking about a complex problem/issue
- This process focuses participant thinking
- Creative ideas can be discussed
- Communication is improved
- Emotions can be openly discussed
- Decision-making is improved

This design works best with groups up to 40 people. Using this framework, it usually is possible to identify key elements of a complex issue within 50-60 minutes.

Materials Needed: Large writing area in front of the group that is visible to all, e.g. black board, white board, Smart[tm] board, or overhead projector.

Goals:

1. Help individuals gain a greater understanding of an issue from multiple perspectives.
2. Fully engage members of the team, staff, or department in discussing issues.
3. Create a structured opportunity to challenge an idea and/or to discuss potentially emotional topics.

The Activity:

1. Prior to the meeting, the facilitator should clearly identify the topic/issue to be discussed by the group (blue hat – see below). If needed, this can also be done by the group at the beginning of the meeting.

Some sample topics:

"Faculty doing OB are working harder than those who don't do OB." Translated to: "Creating an equitable compensation schedule for obstetric and non-obstetric department faculty"

"Some people cover a lot and others not at all." Translated to: "Developing a system to assure that all faculty share equitably in coverage for unexpected events that result in needs for precepting, inpatient coverage, and call coverage."

2. This approach uses a primary facilitator who is tasked with soliciting and writing participant responses in front of the group. The facilitator follows a structure defined by 6 colored "hats," each representing a perspective that should be adopted by participants when wearing that particular "hat." The discussion of each "hat" should be clearly identified and defined prior to soliciting responses from participants. A primary challenge to the facilitator is monitoring the group and allowing participants to respond ONLY according to the perspectives of the hat being discussed at that moment. Responses related to other hats are to be deferred and not discussed until the appropriate time. The facilitator should try to solicit all information from the group pertaining to each hat. Only one hat should be discussed at a time.

3. The six hats are as follows:

    Blue Hat – Design
    This hat is used to precisely define the problem/issue at hand. This may be done by the facilitator prior to the meeting or, if appropriate, by the group at the beginning of the meeting.

    White Hat – Facts and Information
    Use this hat to identify the current situation via available facts. The facilitator should write the name of the hat and its color at the top of the board, explain that the group is ONLY to address factual information, and solicit this information from the participants. As participants identify facts, they are listed on the board in front of the group. All facts related to the issue are to be solicited and participants should be asked if there is any additional information

that is needed for moving ahead. They should also be asked how and where additional information can be obtained.

Red Hat- Emotions
Use this hat to identify emotions associated with the issue under discussion. The facilitator moves to a new section of the board and asks participants to identify how they feel about the issue. All feelings are solicited and written in front of the group. We have found that participant emotions may vary widely across individuals. All feelings are noted and none are to be critiqued by any other group members.

Black Hat – Barriers
Use this hat to identify the barriers and impediments to resolution of the issue. On another section of the board, the facilitator asks the participants, "What are the barriers?" This hat is meant to identify areas that have a critical impact on resolution of the issue.

Yellow Hat – Benefits
The yellow hat identifies the benefits of changing the current situation. The facilitator asks the group, "What will be improved as a result of making a change?" These responses are listed in a new section of the board.

Green Hat – Creativity
This hat is used to think outside of the box and without bounds regarding potential solutions. The facilitator asks, "What steps will help create resolution?" This hat provides an opportunity to present new and creative ideas. Participants must NOT be allowed to critique anyone else's perspective. This is an opportunity for open expression of solutions, some of which may be a vastly different way of thinking than others are used to and could be perceived as disconcerting. All possibilities are to be listed.

4. Once all of this information has been collected, this information is available for any relevant committees/decision- makers/working groups to develop a subsequent plan. It is critical during this aspect of the process that accountability is defined and a timetable is identified and both stated clearly in front of the larger group so everyone has a shared understanding of the expectations.

Design Approach: ***Walkabout Brainstorming***
Rod Napier, Clint Sidle, Patrick Sanaghan, High Impact Tools and Activities for Strategic Planning, McGraw Hill, 1998.

Purpose: This approach stimulates thinking, generates ideas, and identifies priority themes.

Synopsis: When planning, organizations are often challenged by the need to stimulate thinking and generate ideas on a broad range of topics. If you simply gather "employees" and ask what they think about a topic, you may be met with blank stares, or the result may be a discussion dominated by a few participants. This design taps the resources of all the participants in the group and creates fluid, engaging communication.

Walkabout Brainstorming works best with groups of between 10 and 40 people and takes approximately 40 minutes although a "turbo" version can be completed in less time with fewer questions (e.g. 3 questions).

Materials Needed: Newsprint and easels (one for each topic area)
Markers
Tape
Timer

Goals: 1. Create and gather data from a number of people in a relatively short amount of time.
2. Fully engage members of the team, staff, or department in sharing ideas.
3. Identify areas of strong agreement among participants.
4. Inform all participants about what others are thinking involving critical issues.

The Activity: (This example uses a group of 36 participants and 6 planning questions as the working model)

1. In advance of the session, have the planning group and/or group facilitator identify topic areas for which input is desired. Six questions is the suggested limit for this design.

Some sample questions might be:
"What are the greatest sources of tension within the department?"
"What challenges do we face in the next year that we will need to manage well?"
"What external threats are present in the environment that make you nervous?"
"What can the clinic do to improve patient satisfaction?"

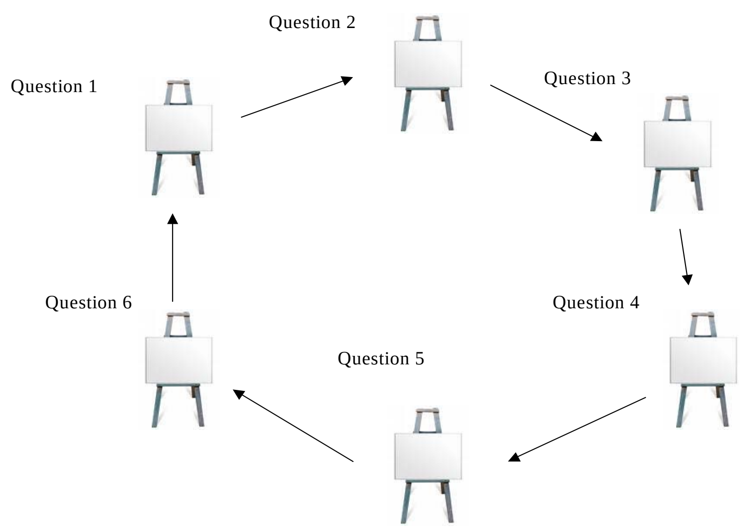
2. Create a separate station for each question with newsprint and an easel at each station. There should be one topic or focus question written at the top of each station's newsprint. Make sure you number each question. In this example, (using 6 questions) the questions will be numbered 1 through 6.

3. Break the large group of 36 into 6 smaller groups of 6 participants each, by having group members count off from 1 through 6.

4. Have group members stand in front of the newsprint station that corresponds to their personal number. (Example: In the counting off, if you are a number 4, go to station 4.)

5. Let participants know that their goal is to read the focus question and brainstorm, as a group, all their responses to the question, listing their ideas on the newsprint. Each group is given 3 minutes to brainstorm ideas.

6. Call "time" at the end of 3 minutes and ask each small group of 6 to move to the next station to their right.



7. At the next station, the group then reviews the previous input, places a check mark next to items with which they agree, and adds their own additional ideas to the list.

8. This process continues until all the groups have brainstormed ideas. After participants have given their input on the 6 questions, have the small groups return to their original station. Much of the information they see will be new to them. Give them 2 minutes to indicate their agreement with the new ideas. Then give each group 2-3 minutes to create a short presentation of the top 5 or 6 ideas regarding their question. Their goal is not to report back all the information, just the 5 or 6 most important ideas that will be easily noticeable by counting the check marks.

9. The final process is for each group to give a one minute presentation that conveys the top agreed-upon ideas for each question.

Suggested References

Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Processes by Andre L. Delbecq, Andrew H. Van De Ven, David H. Gustafson, and Andrew Van De Ven Delberg 1986

Napier R, Sidle C, Sanaghan P. High Impact Tools and Activities for Strategic Planning: Creative techniques for facilitating your organization's planning process. New York: McGraw Hill, 1998.

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Sanaghan P, Napier R. Intentional Design and the Process of Change: Strategies for successful change. Washington, DC: National Association of College and University Business Officers, 2002.

VanGundy A. 101 Great Games and Activities. San Francisco, CA: Jossey-Bass/Pfeiffer, 1998.

All of these are available on Amazon and are excellent resources to have at your fingertips if you regularly conduct meetings.