

ORID + Strategic Questioning

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The Art of Focused Conversation

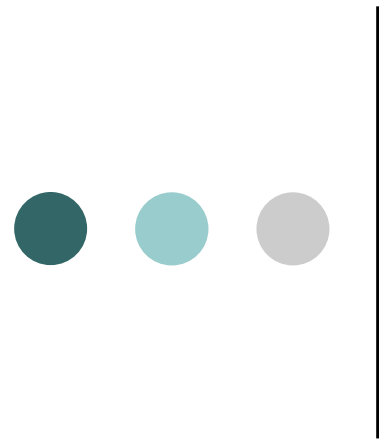
Source:

Brian Stanfield for The Canadian Institute of Cultural Affairs (ed.)
(2000) *The Art of Focused Conversation: 100 ways to access
group wisdom in the workplace*, New Society Publishers



ORID

OBJECTIVE	Facts	e.g. What did the speaker say or do?
REFLECTIVE	Reaction	e.g. Where have you seen something like this before?
INTERPRETIVE	Implications	e.g. Why do you think it happened?
DECISIONAL	Actions	e.g. How might this principle be used?



Strategic Questioning

Source:

Fran Peavey (2003 Strategic Questioning: An Experiment in
Communication of the Second Kind

http://www.crabgrass.org/site/strategic_1.html [Accessed 27 July 06]



A useful micro-process for
dialogue, deliberation, community
engagement

- Background—its origins, case studies
- Experiential—the practice of SQ



Based on two big ideas:

- Questions are as powerful as answers (and opinions) in the creation of change.
- There is an art to asking refined & powerful questions. This can be learnt and practised.



We are all resistant to change:

Faced with the choice between changing one's mind and proving that there is no need to do so, almost everyone gets busy on the proof.

John Kenneth Galbraith



Strategic questioning in practice...

...in a decision-making assembly.



Not new...

Familiar to those with experience in counselling or communication.

What is distinctive is its application to social change and the structure—and its refinement through eleven levels of questioning.



Seven key features...

- ...a SQ creates motion
- ...a SQ creates options
- ...a SQ digs deeper
- ...a SQ avoids “why”
- ...a SQ avoids “yes” or “no” answers
- ...a SQ is empowering
- ...a SQ asks the unaskable questions



Rules

1. Avoid “why” questions
2. Do not use compound questions
3. Avoid “yes” or “no” responses
4. Don’t lead or manipulate
5. Check your own assumptions
6. Must have more than two alternatives



Eleven levels of questioning

1. **Focus** questions
2. **Observation** questions
3. **Analysis** questions
4. **Feeling** questions



Eleven levels of questioning (cont'd)

5. **Visioning** questions
6. **Change** questions
7. **Considering all the alternatives**
8. **Considering the consequences**
9. **Considering the obstacles**
10. **Personal inventory & support questions**
11. **Personal action** questions



Case study: Lismore City Council

How do local government decision makers respond to public participation?



Focus questions

These questions identify the concept and the key facts.

What aspects of...concern you?

What do you think about...?

How has...affected you?

What are you most concerned about in relation to...?



Case study questions

What are the qualities of good leadership?

In what ways do you believe that you, as a councillor or staff member, currently allow the public to participate in decision making?



Analysis questions

Focus on meaning...how the person thinks about this. Still information gathering.

What do you think about...?

What are the reasons for...?

What is the relationship of...to.....?



Case study questions

What does the phrase 'community consultation' mean to you?

Do you think of yourself as a community leader?



Feeling questions

Concerned with emotions which can interfere with thinking, trust & imaginations.

What sensations do you have in your body when you think or talk about...?

How do you feel about...?

How has the existence of...affected your own physical or emotional health?



Case study questions

Feeling questions

How do you feel about community consultation?

What emotions or feelings, if any, does the notion create, either positive or negative?

If you think of involving others in consultation, in areas where you would be reluctant to share the decision making, what reactions do you have to this?



DIGGING DEEPER

Visioning questions

Identifying one's ideals, dreams and values.

How would you like it to be?

What is the meaning of...in your life?



Case study questions **Visioning** questions

What would be your ideal of public participation in decision making?

What would it mean to the average resident?



Change questions

How to move from the present to a more ideal situation.

What exactly needs to change here?

What will it take to bring the current situation toward the ideal?

How might those changes come about? Name as many ways as possible.

What are the changes you have seen or read about?



Case study question **Change** question

In what ways could you, in your current position, share your influence with others in the community, ways you are not doing now?



Consider the consequences

Explore the consequence of each alternative for personal, social, environmental or political consequences.

How would your first alternative affect others?

What would be the general effect of this alternative?

How would you feel about doing (the alternative)?

What would be the political effect if you did...?



Case study question

Consider the consequences

What would be the consequences of...for residents, and for you?



Personal Action questions

Specifics: how and when. An action plan begins to emerge.

Who do you need to talk to?

How can you find others who are working on this?



Case study question

Personal Action questions

Is there a single first step you could take to help the community have a greater share of influence?



In summary:

Expand your questioning repertoire by using all eleven levels

Remember the rules:

1. Avoid “why” questions
2. Do not use compound questions
3. Avoid “yes” or “no” responses
4. Don’t lead or manipulate
5. Check your own assumptions
6. Must have more than two alternatives



How might SQ be used?



Your turn!



Your task is to...

Work in small groups, asking SQs which you will create using the two-page leaflet to guide your way.



Keep a record of your questions

Each questioner should note the questions asked by the other questioner.

Not the questions that work, that dig deeper, in your opinion.



You'll be working in groups of three

One person adopting a role and being questioned.

Two people taking turns to think of questions and to note the questions being asked.

Everyone can later consider which questions really worked.