Educational Development Consulting Cycle

TRUSTING

- Establish a Good Relationship
- Demonstrate Empathy and Respect
- Informally Assess Needs
- Be Present and Genuine
- Develop Rapport and Trust
- Get to Know the Person

Educational developers committed to promoting effective teaching and learning practices often make the same error we advise faculty members to avoid: focusing on content (solutions, knowledge, resources) over process (listening, learning, supporting) in consultations with faculty members.

The consulting cycle requires an initial establishment of a trusting relationship with a faculty member. The rest of the cycle focuses on building a collaborative environment that is nonjudgemental focusing on the faculty member's capabilities situated within the context and culture of the situation. These four phases rotate around from Exploring to Inquiring to Actioning to Celebrating—and back to Exploring again as the consulting relationship continues.

EXPLORING

- Explore—Ask Questions *
- Seek to Understand Person
- Inquire about Problem or Situation
- · Take Note of Details
- · Listen Deeply
- Affirm Positive Actions/Ideas

INQUIRING

- Ask More Questions *
- Inquire about Stories of Experiences—what worked, what didn't work
- Pose Ideas or Questions for Reaction
- Seek to Identify Problem, Issue or Cause
- · Listen Deeply

ACTIONING

- Ask Questions about Action-Related Items *
- Suggest New Strategies / Ideas to Implement
- Co-Design New Teaching and Learning Experience
- Set Goals and Next Steps
- Encourage Trying Something New /Taking Risks

CELEBRATING

- Ask Questions about What Happened and Why *
- Listen to Stories, Results, Outcomes, Themes
- Provide Encouraging Feedback
- Celebrate Accomplishments
- Support Next Steps

