

## Nominal Group Technique for collaborative action

A short introduction February 2023

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### Nominal Group Technique (NGT)

An efficient and easy method for collaborative work within your team of learners, with a project team, with a community to make sure all voices can be heard.

### You can use it for:

- Defining your challenges
- Collaborative goal setting
- Selecting a preferred alternative

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- Deciding on actions

The NGT supports collaborative thinking for group members who are less vocal then others or there is a need that all participants actively participate. It can also highlight differences of opinion, that otherwise might be not become apparent.

Source: PAR, Theory and Methods, Chevalier and Buckles, 2020, p 119





















### What do you need for NGT?

#### You need a:

- group of people, not too large
- set of post-its or other ways of making notes
- set of writing material
- facilitator / moderator
- work space (room or digital room) with a presentation board

For preparation you need to define the main theme and an agreement on the set time that is allocated for the steps in the process.















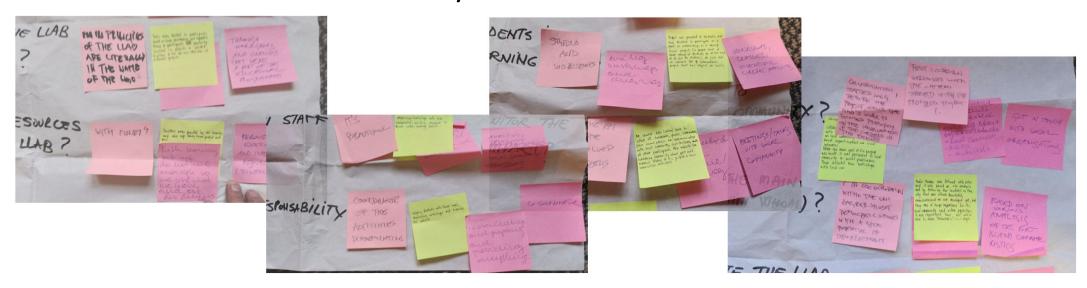




### Step 1 – Stating the Theme



State the problem, question, or issue that is the subject of the brainstorming and ensure that everyone understands.























# Step 2 – noting down and collecting



- Each person silently thinks of ideas that come to mind when considering the problem; writes down as many as possible in a set period of time (5 to 10 minutes).
- Each member states aloud one idea. The facilitator records it on the board.
- No discussion is allowed, not even questions for clarification.
- Continue around the group until all members pass or until an agreed-upon length of time.

PAR, Theory and Methods, Chevalier and Buckles, 2020, p 119



















### Steps 3 Discuss and organise



- Discuss each idea in turn.
- Wording may be changed only when the idea's originator agrees.
- Ideas may be stricken from the list only by unanimous agreement or when there are duplicates.
- Discussion may clarify meaning, explain logic or analysis, raise and answer questions, or state agreement or disagreement.
- With the help of the facilitator the group may also combine
  ideas into categories.
  PAR, Theory and Methods, Chevalier
  and Buckles, 2020, p 119

























- Prioritise the recorded ideas in relation to the original question using multi-voting or list reduction.
- Typically, the solution with the highest total ranking is selected as the final decision.
- One could also include estimating the amount of work required to implement each solution by assigning it a point value; the higher the point value, the more work involved.
- The facilitator summarises the conclusions for the main common ideas and the next step in the process. PAR, Theory and Methods, Chevalier and Buckles, 2020, p 119





















### NGT recap



- a structured method for group brainstorming encouraging contributions from everyone
- facilitates quick agreement on the relative importance of issues, problems, or solutions.
- Team members begin by writing down their ideas, then selecting which idea they feel is best.
- Everyone presents their favourite idea(s); the suggestions are then discussed and prioritised by the entire group using a point system.
- The ratings of individual group members are combined into the final weighted priorities of the group.

PAR, Theory and Methods, Chevalier and Buckles, 2020, p

119























### References

Chevalier, J. M. & Daniel J. Buckles, 2019. Participatory Action Research. Theory and Methods for Engaged Inquiry, Routledge

Website:

https://en.wikipedia.org/wiki/Nominal\_group\_technique







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## Steps for a student group to explore mapping challenges

- 1. Invite students to think of an event/situation that illustrated a meaningful challenge they had/have to face and writes this on a card (possible details on the back).
- 2. Students form groups around similar challenge cards. Those who do not know which group to join, explain what their cards are about, and can be 'adopted' by a group.
- 3. Each group prepares a skit to represent the key challenge that matters most to them.
- Listening to the presentation, students note down what they find the most important after all: the one they first thought of or one they heard. After the presentations the facilitator invites all to join the group that addresses the challenge they consider most important.
- 5. Newly formed groups prepare a pitch on why their challenge should matter greatly to everyone and how they could respond to it.
- After the presentation the facilitator describes recent findings from a refereed journal on the challenges faced by this type of stakeholders. Asks the group to compare and discuss.
- 7. All ends with a brief discussion on have the methods of action inquiry differ from the conventional approach and tools they used before.

PAR, Theory and Methods, Chevalier and Buckles. 2020, p 119





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