Guidelines for Demonstrating Effective *Wall of Wonder Workshops*

for Certification Candidates and their Mentors, Observers and Assessors

General

❑ All Wall of Wonder workshops included as evidence of work are face-to-face and not virtual.

Content Includes

❑ A topic area
❑ Rational and Experiential Aims
❑ Minimum of 3 levels of data
❑ An appropriate visual design that enables one to see the distinctions between levels (i.e., different colored cards, masking tape between rows)
❑ Marked major shifts and turning points and given names to those time periods, including a future projection of time
❑ Identified important trends, patterns and relationships between 3 levels of data
❑ The number of years represents a sufficient passage of time to assess trends and patterns
❑ There is a clear resolve to reflect on their understanding of their organization and world as a result of participating in this exercise.

The Facilitator Process Demonstrates …

❑ Generation of a sufficient number of cards to see relationships between events that occurred over the period of time.
❑ Identification of turning points and naming the time periods.
❑ Individuals given sufficient quiet time to generate enough data.
❑ Clear instructions on how to write each data card, including an estimated date.
❑ The data cards identify specific events at each level.
❑ The process contains questions that enable the group to articulate relationships horizontally inclusive of all levels (i.e., trends).
❑ Demonstrates neutrality in inviting both positive and negative events along the timeline.
❑ Demonstrates evidence of time spent in reflection that meets the rational and experiential aim.

Documentation

❑ Attractive (could be a photo or a typed up document)
❑ Inclusive of time period titles and trends
❑ Matches the rational and experiential aims
❑ Includes enough context to be understood

Examples of Assessor Questions for Evidence of Competence

❑ What do you do when …….?
❑ What are some keys to facilitating the Wall of Wonder effectively?
❑ What are other situations where you might use this tool?
❑ How do you talk about consensus as a part of this process?
❑ What are all the things you might do differently from other methods in preparing for the Wall of Wonder?
❑ How can you support an in-depth dialogue and reflection of the data, positive/negative events and identification of the trends?

❑ What are keys to creating effective consensus using this methodology?

Rating Scale

❑ 3 = met well-established rational and experiential aims, evidence of reflection on the data, at least 3 levels represented
❑ 4 – 5 = all of the items listed in content section are represented