

Active Listening

The aim is a deeper understanding and focus on the other person's story

- Spend more time listening than talking
- Focus on what is being said
- Ask open-ended questions
- Paraphrase (repeat what you heard)
- See things from the speakers world view and respect his/her opinion

Most importantly: Do not give advice! Make your colleague think!

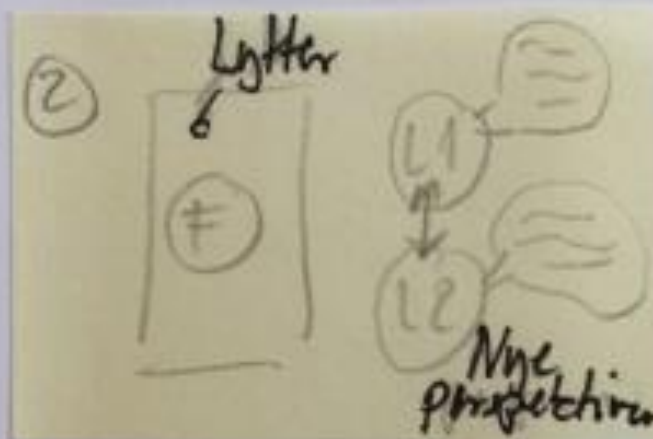
Peer Support: a quick way of supporting each other



One is telling (F).

Two are listening (L). The listeners are allowed to ask clarifying questions, but **only** that.

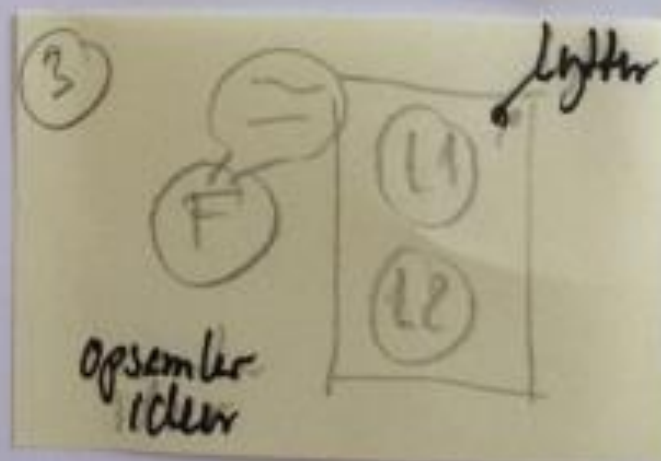
The 'telling' person talks for 5 minutes.



The 'telling' person (F) only listens.

The two listeners (L) discuss what they have heard and what kind of thoughts/ideas that comes to them. Their job is **to open up for new** perspectives on the issue.

They discuss for 10 minutes.



The person (F) who talked in the first place now reflects on the new perspectives on his/hers own and ends up with an idea about how to proceed.

3 minutes.

Productive Collegial Collaboration: helping each other when developing presentation

A general explanation:

The method consists of 6 steps. 1) Prepare a presentation, roughly. 2) Meet with your colleague and present the presentation. 3) You and your colleague talk about the presentation. REMEMBER: It's not about evaluating the presentation. It's about developing/qualifying the presentation. Therefore, be **active listeners¹**, and ask investigating and/or clarifying questions that stimulates reflection. 4) A new presentation is made. 5) Performance of the presentation which might be observed by your colleagues. 6) A follow-up talk. The presenter tells about his/hers experiences with the presentation. If the colleague did observations, then they might have some comments of interest of the presenter. Otherwise, the intension is to reflect on what worked out well and what needs to be changed. It's about qualifying the presentation in an appreciative way.

Concrete instruction

Step 1: Gather in '3 groups of 4' and '1 groups of 3'. Again, mix up.

Step 2: Decide who's presentation you are going to work on. The owner presents the presentation, shortly. Now, talk about the presentation in the group. REMEMBER: It's not about evaluating the presentation. It's about qualifying the presentation. Therefore, be active listeners, and ask investigating and/or clarifying questions that stimulates reflection. (40min)

Step 3: Help the owner of the presentation to redesign the presentation. Max length: 5 minutes. (20min)

Step 4: Plenum: four presentations are held.

Step 5: A follow-up talk in groups. The presenter tells about his/hers experiences with the presentation. The colleague gives concrete and constructive feedback. The intension is to reflect on what worked out well and what needs to be changed. It's about qualifying the presentation in an appreciative way. (20min)

Point: This method can also be used when developing teaching.

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Sharing and Responding: Feedback on Pieces of Text

A general explanation:

The method consists of 7 steps. 1) A meeting has been set up. 2) Two participants forward their pieces to the group with a note saying what they particularly want to focus on regarding **'Sharing and Responding'**. Keep it simple. Choose one approach from the 'Sharing and Responding'-list. 3) The members of the group prepare before coming to the meeting. 4) On the meeting, the first presenter presents hers/his piece. 5) The members of the group are being **active listeners²**. At this point, their job is not to be able to explain anything on behalf of the presenter. The job is to get as good grasp on the piece as possible. To understand the piece from the perspective of the presenter. 6) Following the **rules of constructive feedback³** members now reply on the presenters wishes for feedback using the technique for Sharing and Responding. The presenter is the one who takes the initiative in the progress of the discussion of the chosen points of focus. 7) Finally, the presenter sums up on how she/he will move forward.

Concrete instruction

You have been asked to read a piece of text written by NN. Now, we are going to respond on the shared piece. The process is as follows:

- Step 1: NN presents his/hers piece. We are being active listeners. No explanations are allowed.
- Step 2: NN tells us with which focus he/she wants us to respond according to 'sharing and responding'.
- Step 3: He/she is the one that takes initiative to make progress in discussion.
- Step 4: We respond accordingly to the chosen focus and rules of formative feedback.
- Step 5: NN sums up on how he/she will move forward.

² The aim is a deeper understanding and focus on the other person's story

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³ Rules of constructive feedback: Concrete - precise, specific. Constructive - pointing forward. Critical - not superficial. Caring - with respect. Authentic - be honest.

Evaluation

We have been working on various topics

- inclusion / exclusion
- mapping HERDs departments and your competencies
- getting closer as colleagues
- 'best practice' for spontaneous co-operation (Quick Support)
- criteria for nice presentations

We have tried out several Δ ways of working together as colleagues

- Active Listening
 - Peer Support
 - Productive Collegial Collaboration
 - Sharing & Responding, giving constructive feedback on pieces
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Is there anything that you have found surprising? (Please elaborate)

What have been the main messages, do you think? (Please elaborate)

What do you find useful and why? (Please elaborate)

How can you incorporate your new knowledge and skills in your future work? (Please elaborate)