

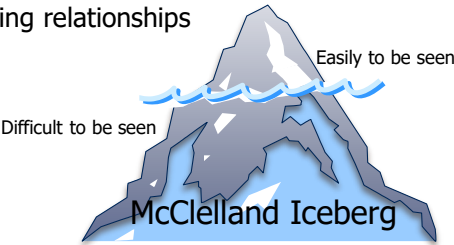
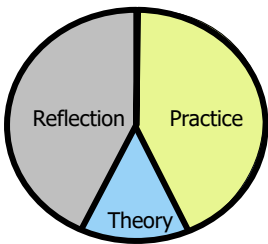
Effective interaction within your research team

Welcome!

Sandra de Koning

Introduction

- Who am I?
- What to expect from this course
 1. How to be in charge of your own situation
 2. How to have influence in your research team
 3. How to manage your working relationships
- Confidentiality
- Commitment
- Digital workbook



Program of the course

Today Part one 9:15 – 12:30
 Lunch & Preparation
 Part two 13:30 – 16:45

In between Preparation

Next week Part three 9:15 – 12:30
 Lunch & Preparation
 Part four 13:30 – 16:45

Intervision session (split group)
 09:00 – 11:00 **or** 11:00 – 13:00
 could be online if preferred

Invitation to interact with each other as much as possible 😊

Meet your colleague - 10 min in pairs

a. Meet another participant and interview each other **very briefly (3 minutes max)** using the following questions

- 1. Who are you (name, faculty, PhD year)?
- 2. How would you describe the current interaction within your research team?
- 3. What do you want to learn in this course?

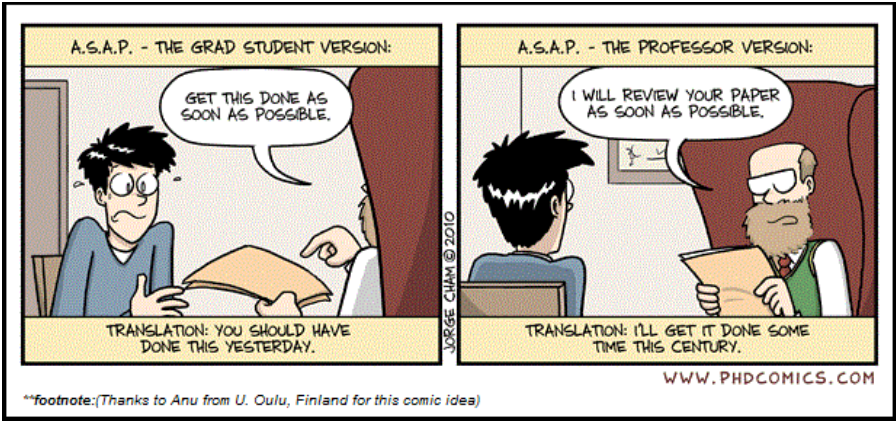
b. Make notes of the answers of your colleague

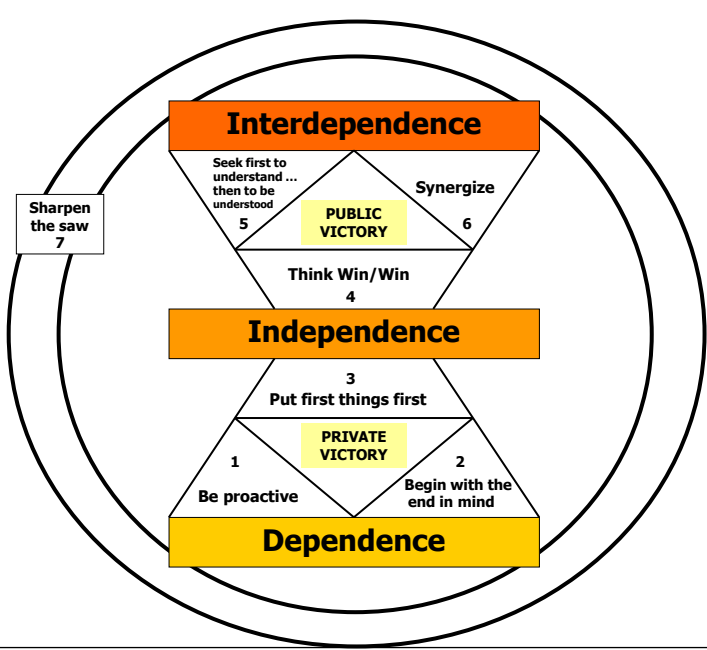
c. Introduce your colleague to the group in 30 seconds (!)

Theoretical framework

The 7 habits of highly effective people

To manage or to be managed ...



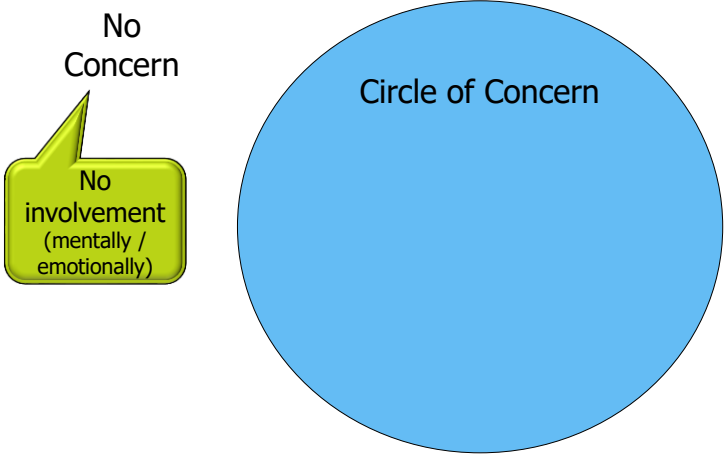


Analysis of your current situation

Concern – definition

anything in your working environment
on which you spend time and/or energy,
in which you have mental or emotional involvement.

Circle of Concern





Concerns – Braindump exercise

- This brain dump focusses on all aspects - anything and anyone - in your working environment that is consuming some of your time and/or energy
- Listen to the questions and write down everything that comes up in your mind



Concerns – Braindump exercise

Part A

When you think of your interaction with your daily supervisor, what things are

- frustrating
- irritating
- making you mad
- making you feel stressed
- making you anxious
- making you feel sad
- you worried about
- or are bothering you?



Concerns – Braindump exercise

Part A

When you think of your interaction with your daily supervisor,
what things are

- hopeful
- enjoyable
- encouraging
- making you feel happy
- or making you feel proud?



Concerns – Braindump exercise

Part A

When you think of your interaction with your daily supervisor,
what other things are consuming your time and/or energy in
any way at this moment?

Concerns – Braindump exercise

Part B

When you think of your interaction with your promoter, what things are

- frustrating
- irritating
- making you mad
- making you feel stressed
- making you anxious
- making you feel sad
- are you worried about
- or are bothering you?

Concerns – Braindump exercise

Part B

When you think of your interaction with your promoter, what things are

- hopeful
- enjoyable
- encouraging
- making you feel happy
- or making you feel proud?



Concerns – Braindump exercise

Part B

When you think of your interaction with your promoter, what other things are consuming your time and/or energy in any way at this moment?



Concerns – Braindump exercise

Part C

When you think of your interaction with your colleagues, what things are

- frustrating
- irritating
- making you mad
- making you feel stressed
- making you anxious
- making you feel sad
- you worried about
- or are bothering you?

Concerns – Braindump exercise

Part C

When you think of your interaction with your colleagues, what things are

- hopeful
- enjoyable
- encouraging
- making you feel happy
- or making you feel proud?

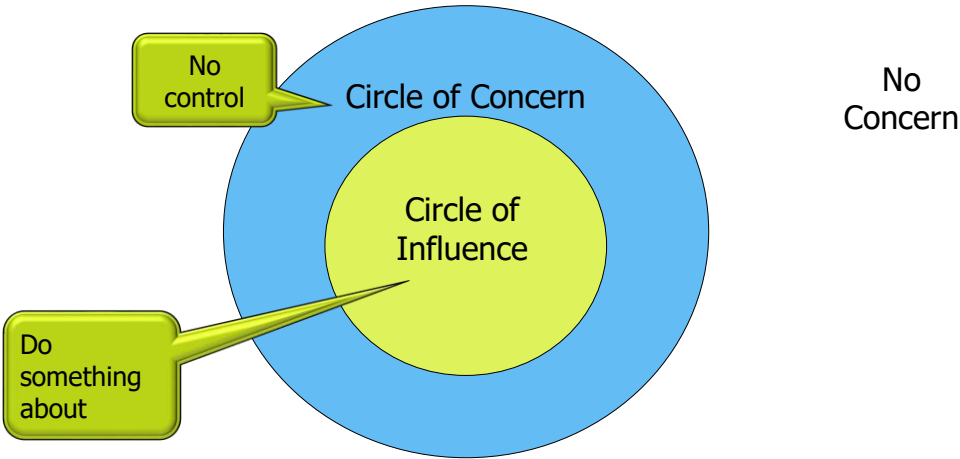
Concerns – Braindump exercise

Part C

When you think of your interaction with your colleagues, what other things are consuming your time and/or energy in any way at this moment?

Put all your concerns op separate post-its

Circle of Concern / Circle of Influence

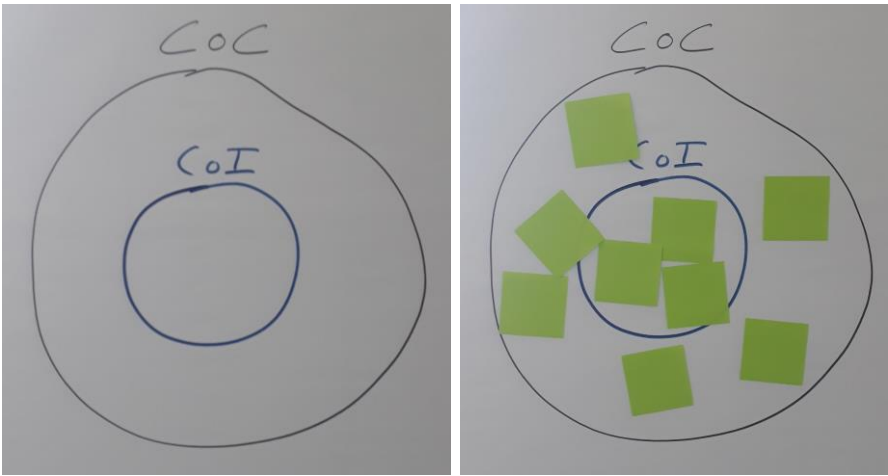


Circle of Concern/Circle of Influence

- individual

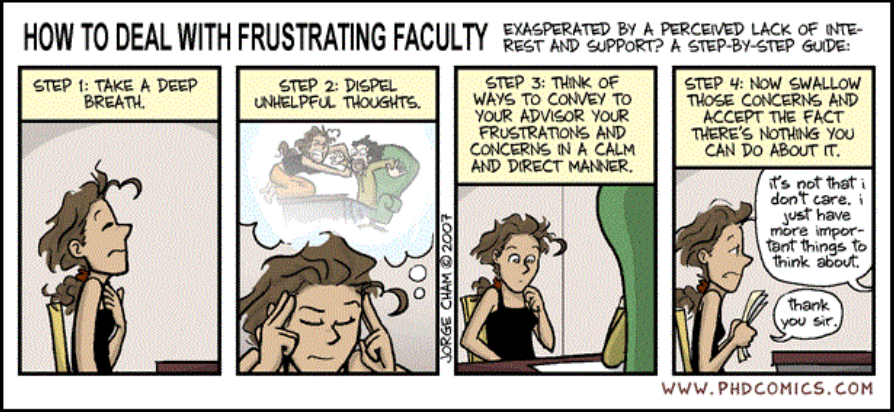
- a. The big circle is your Circle of Concern, containing all your concerns
- b. The inner circle is your Circle of Influence, containing all your concerns you can do something about
- c. Put the concerns that you have influence on in your CoI
- d. Put the concerns that you have no influence on in your CoC

Flip & Post-its arrangement



Break

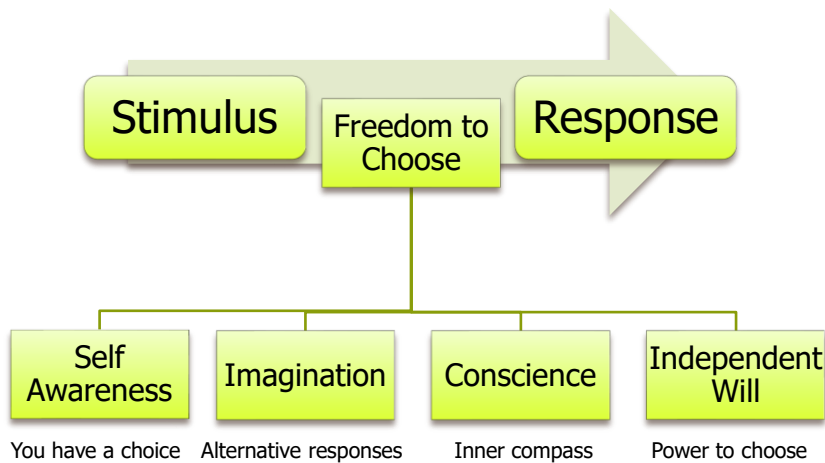
Start again at 11:00



Habit 1

Be proactive

Proactive model



Proactive or reactive?

"Nobody really inspires me."

(PhD Anonymous)

Proactive or reactive?

"I have not failed. I have just found 10,000 ways that won't work."

(Thomas Edison - on attempting to make an incandescent light bulb)

Proactive or reactive?

"His feedback is not useful."

(PhD Anonymous)

Proactive or reactive?

"I don't want to meet my supervisor, I have nothing new."

(PhD Anonymous)

Proactive or reactive?

"My promoter is too busy. I can't change that."

(PhD Anonymous)

Reactive / Proactive language

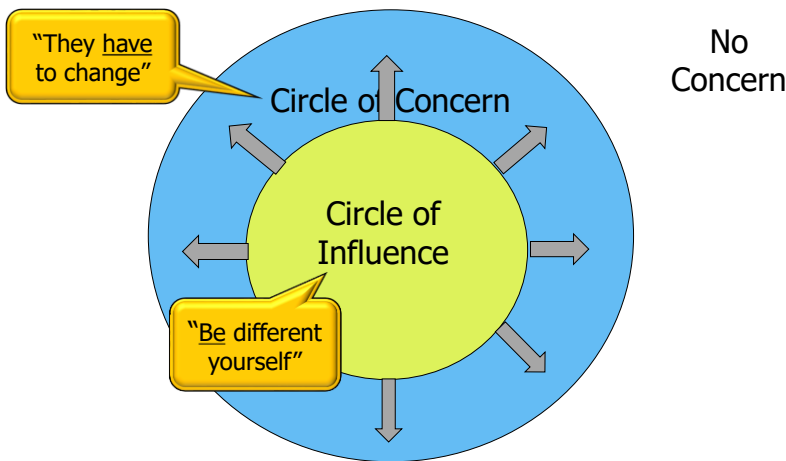
Reactive language	Proactive language
<ul style="list-style-type: none">• There's nothing I can do• That's just the way I am• He makes me so mad• They won't allow that ...• I have to do it that way• I can't• I must• If only• I've never been good at communication	<ul style="list-style-type: none">• Let's look at my alternatives• I can choose a different approach• I decide how to act on my feelings• I can create ...• I will choose an appropriate response• I choose• I prefer• I will do it• How can I improve my skills and enjoy the meeting?

Proactive / Reactive language

- 15 min in pairs

- a. Pick an important concern from your Circle of Concern. Describe it to your colleague
 - b. Together examine the language you use in describing your concern: can you find any proactive / reactive language?
 - c. If the language is reactive, how can you make it proactive?
 - d. Does changing the language have any effect on the position of your concern (CoC or CoI)?
- If both ready:
- e. What examples of proactive or reactive language do you often hear within your own research team?

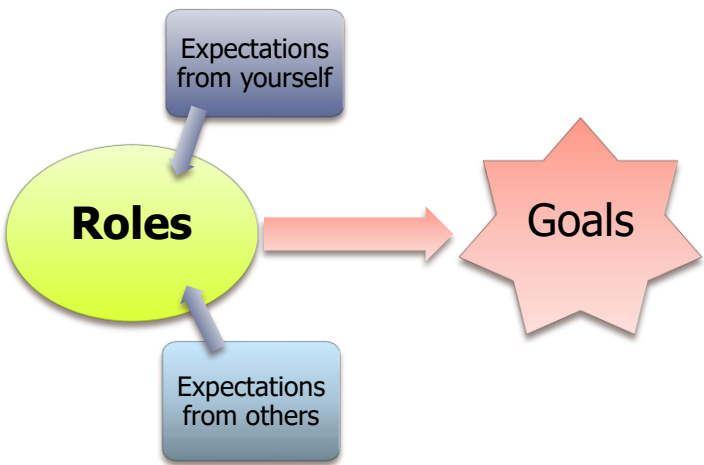
Expanding your Circle of Influence



Habit 2

Begin with the end in mind

Roles, expectations and goals



Define your roles, expectations and goals

– 20 min in pairs

- a. Look at your concerns within your CoI/CoC
- b. Discuss the next questions, switch roles after 10 min

1. What (three) roles do I have as a PhD-candidate?

For each role:

2. What expectations do I have of myself?

3. What expectations do others have of me?

4. What difference in expectations could there be?

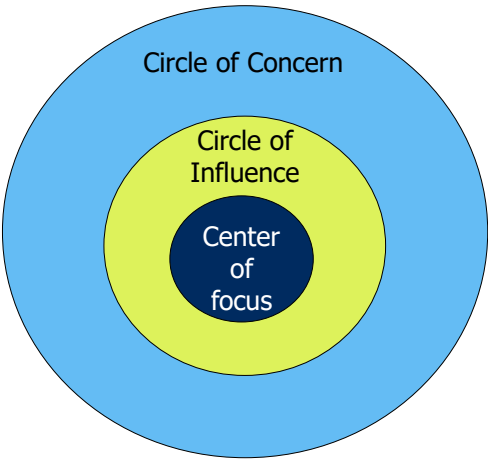
5. What long term goals do I want as a direction for this role?

Habit 3

Put first things first

Circle of Influence / Center of focus

What is your center of focus concerning the interaction in your research team?



Define your priority in interaction

– 10 min individual

a. *Take another look at your concerns and at your goals*

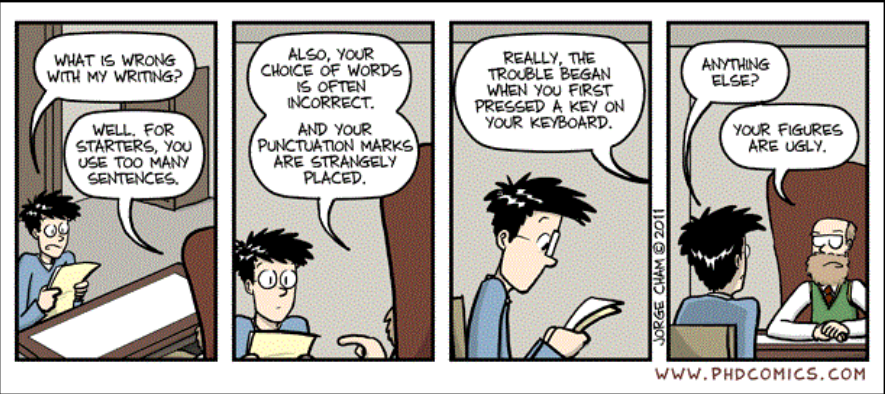
Regarding your concerns you have influence on
and the goals that are important to you:
Which concern is most important to tackle?

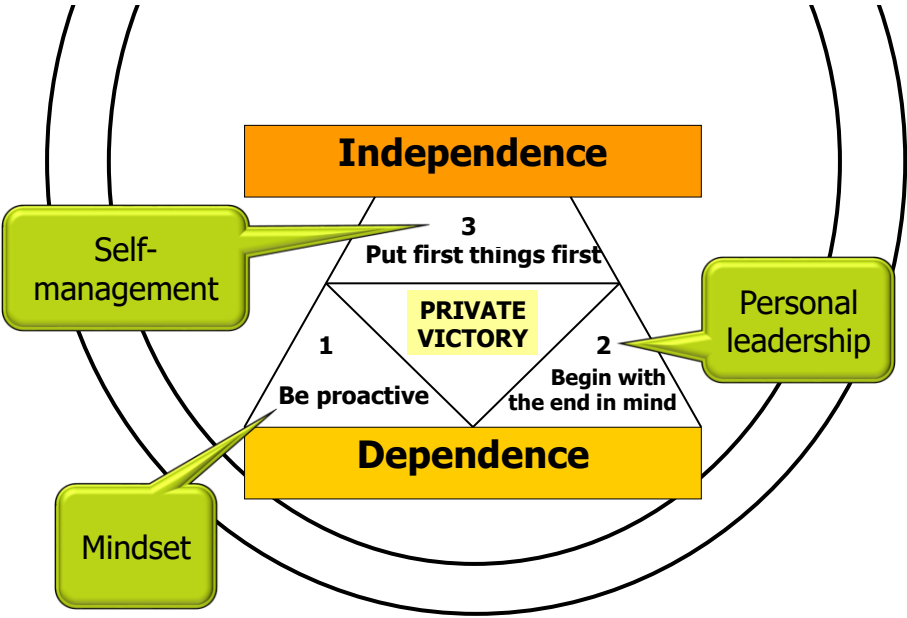
Preparation Part Two

- 1. Theory Emotional Bank Account
- 2. Questions Emotional Bank Account
- 3. Take home: Theory Proactivity

End part one

Start again at 13:30



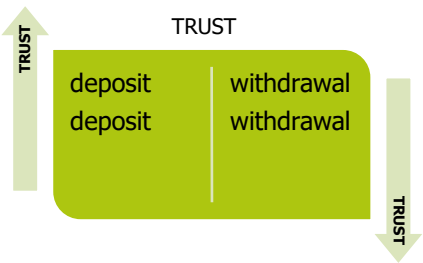


Emotional Bank Account

From independence to interdependence

Emotional Bank Account

- Balance of the amount of trust between two people
- Making deposits and withdrawals
- Building reserves or debts



Emotional Bank Account

Deposits

- Understanding the individual
- Attending to the little things
- Keeping commitments
- Clarifying expectations
- Showing personal integrity
- Apologizing sincerely when you make a withdrawal

Withdrawals

- Doing more talking than listening
- Being rude and unkind
- Breaking commitments
- Creating wrong expectations
- Gossiping
- Being arrogant

Emotional Bank Account

– 20 min in pairs

a. Part A

1. Share your example of a deposit you made in your working environment.

2. Share your example of a deposit you received from someone in your working environment.

3. Share what happens to you when someone makes a withdrawal

b. Part B

4. For each of the six categories, together think of and discuss a deposit you could make in your working environment.

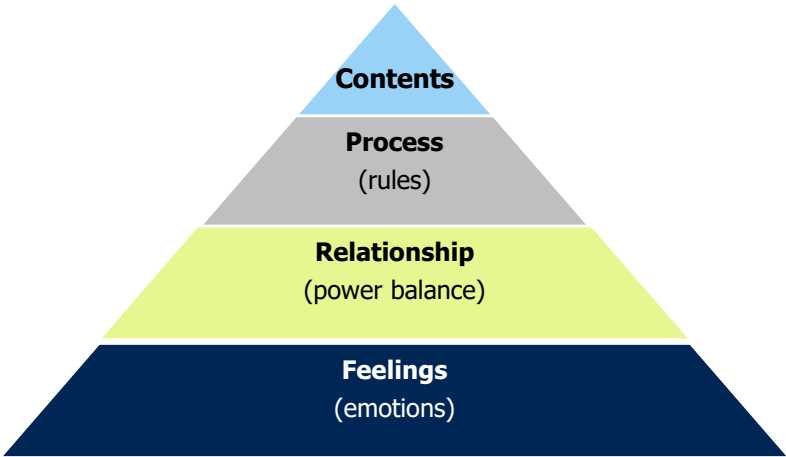
5. How does this relate to (one of) your concerns?

Effective communication

Communication levels

Basic Rules

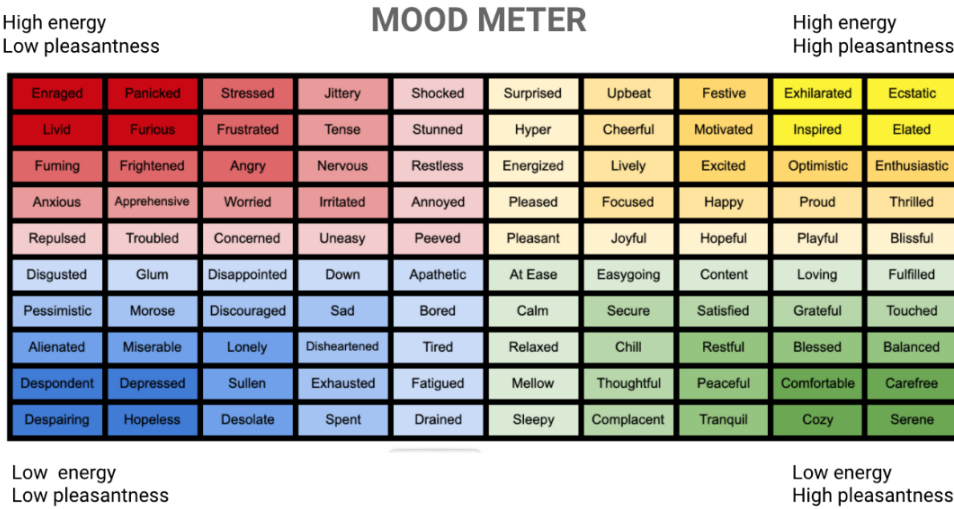
Communication levels



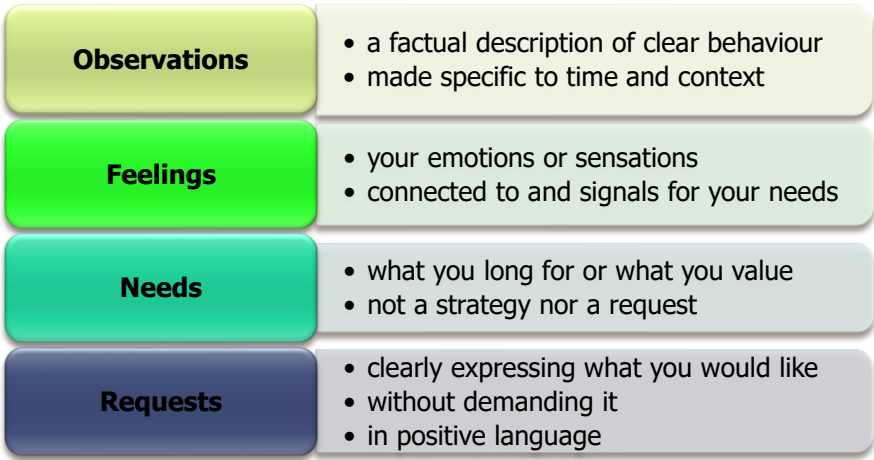
Basic emotions and their functionality



By Marc Brackett – Permission to feel



Non-violent communication



Basic rules of communication

1. Describe observable behaviour

FACTS

'*I see ...*'

'*I hear ...*'
2. Describe how it EFFECTS you

'*I feel ...*'

'*I experience ...*'
3. Ask for a REACTION

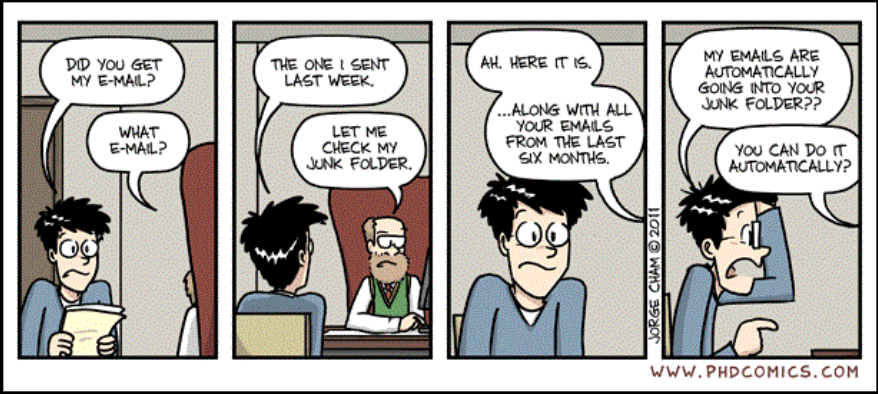
'*How do **you** feel about this ?*'

'*What is **your** reaction ?*'
4. Describe the alternative your REQUEST

'*Would **you** be willing ... ?*'

'*Could **we / you** ... ?*'

Break



Addressing a topic

Effective Communication

'Addressing a topic'

– 30 min in pairs

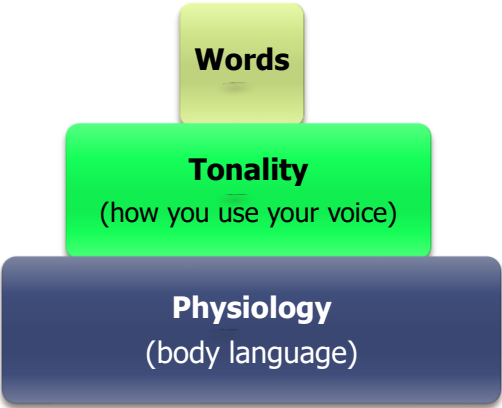
- a. Choose a topic that you find difficult to address (see CoF and reflection exercise)
- b. How would you formulate this message using the four basic rules of communication?
- c. Write your message down
- d. Practice your message with your colleague 'being' the receiving party

'Addressing a topic' – practice role play

Role playing = practicing new behaviour in a safe environment.
PhD is his-/herself, colleague behaves as asked.

- a. *Sharing of cases*
- b. *One case will be 'played' in the group*
- c. *The volunteer will be her-/himself and will choose someone to represent the other party*
- d. *The two will play the real situation*
- e. *Others will observe to give feedback afterwards*

Verbal and non-verbal aspects



Basic rules of observation

a. *Observe facts i.e. actual observable behaviour*

1. Verbal: what do you hear the person saying? (plus tonality)

2. Non-verbal: what do you see the person doing? (gestures, body language and position)

3. What is the effect on the other person?

b. *Note moments that attract your attention as literally as possible*

c. *Afterwards suggest a possible alternative*

Reflection day one – 10 min individual

1. What have you learned today about the interaction within your research team?

2. What would you like to change concerning the interaction within your research team?

3. What specific topic do you need to address (with your supervisor, promoter, colleague, ...)?

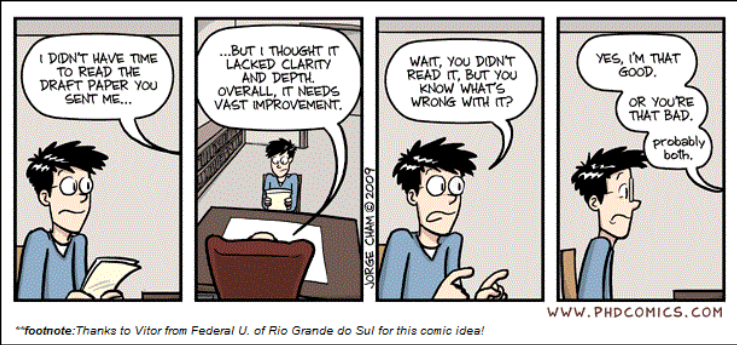
4. Prepare your case for the coming week

Share your reflections with the group

Preparation Part Three

- 1. Prepare and execute your case
- 2. Theory Think Win/Win
- 3. Save your CoC/CoI and bring it with you next week

End part two See you next Friday 9:15



Effective interaction within your research team

Welcome again!

Sandra de Koning



Challenge yourself

KLEUR!

Program of the course

Last week Part one 9:15 – 12:30
 Lunch & Preparation
 Part two 13:30 – 16:45

Prepare & execute case

Today Part three 9:15 – 12:30
 Lunch & Preparation
 Part four 13:30 – 16:45

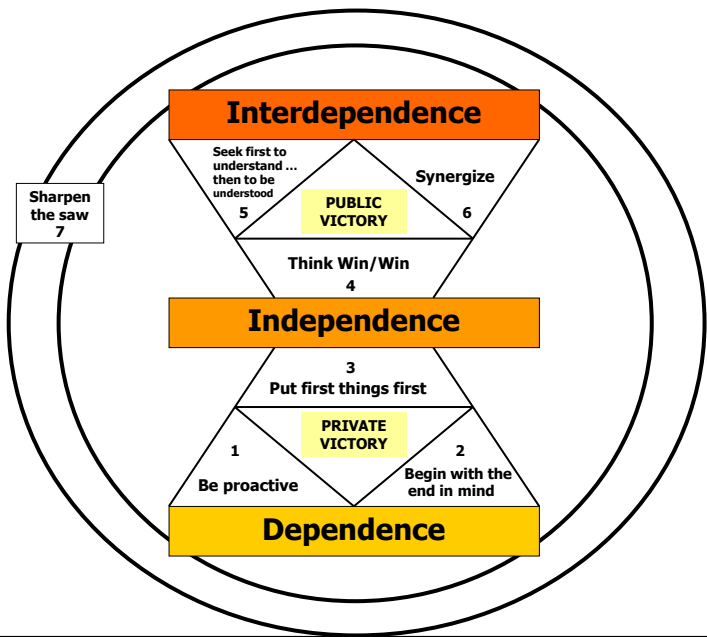
Next week Intervision session (split group)
 09:00 – 11:00 **or** 11:00 – 13:00
 could be online if preferred

Invitation to interact with each other as much as possible 😊



Challenge yourself

KLEUR!



Review CoC / CoI

– 10 min individual

- a. Have a look at your Circle of Influence and Circle of Concern
- b. Ask yourself what has changed
- c. Adjust if you want
- d. Discuss your adjustments with your colleagues

Habit 5

Seek first to understand ...
then to be understood

Autobiographical reactions

We **evaluate**

- agree or disagree

We **probe**

- ask questions from our own frame of reference

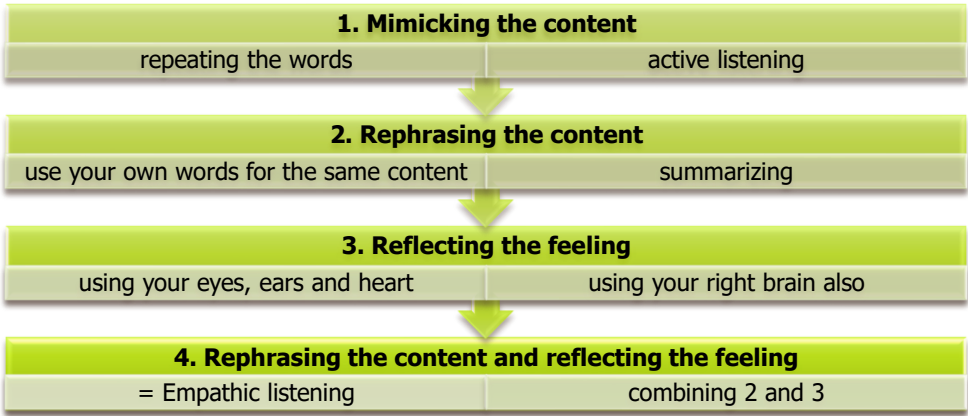
We **advise**

- give counsel based on our own experience

We **interpret**

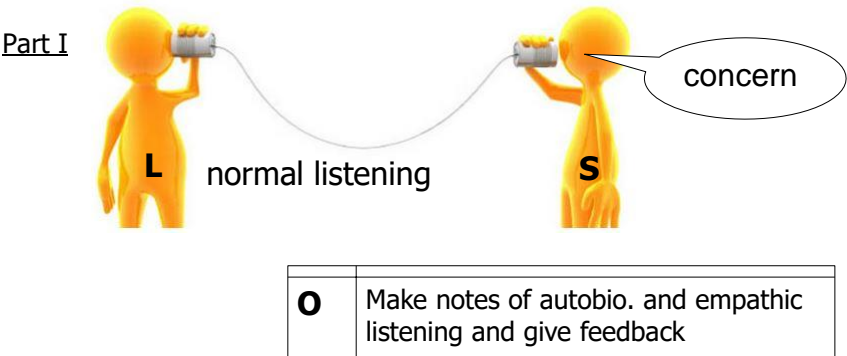
- try to explain based on our own motives

Empathic listening



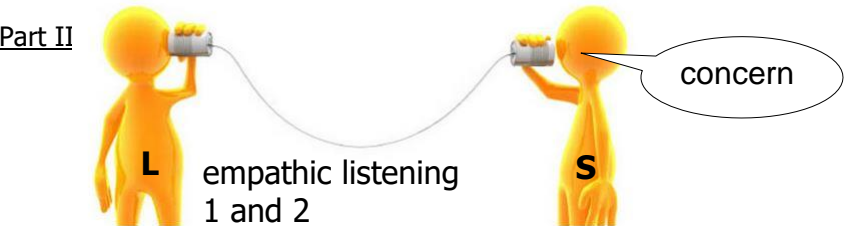
Empathic listening – 30 min in groups of three

Three roles: Speaker, Listener, Observer. You change roles twice.



Empathic listening – part II

Change roles



O	Make notes of autobio. and empathic listening and give feedback
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Empathic listening – part III

Change roles



O	Make notes of autobio. and empathic listening and give feedback
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Break

Start again at 11:00

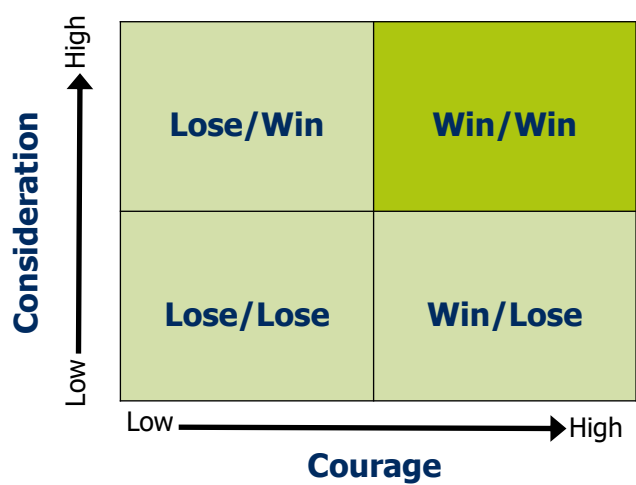
A four-panel comic strip featuring a female graduate student. Panel 1: She says, "THE THING IS, THERE ARE NO OFFICIAL RULES OR GUIDELINES FOR GRAD STUDENTS TAKING VACATION." Panel 2: A male professor replies, "YOU'RE NOT REALLY A STUDENT, SO YOU DON'T GET BREAKS." Panel 3: She responds, "AND YOU'RE NOT REALLY AN EMPLOYEE, SO THERE'S NO PAID VACATION." Panel 4: He asks, "SO WHAT DO I GET THEN?" and she replies, "EXPLOITED, MOSTLY." The comic is signed "JORGE CUAM © 2009" and "WWW.PHDCOMICS.COM".

TU Delft

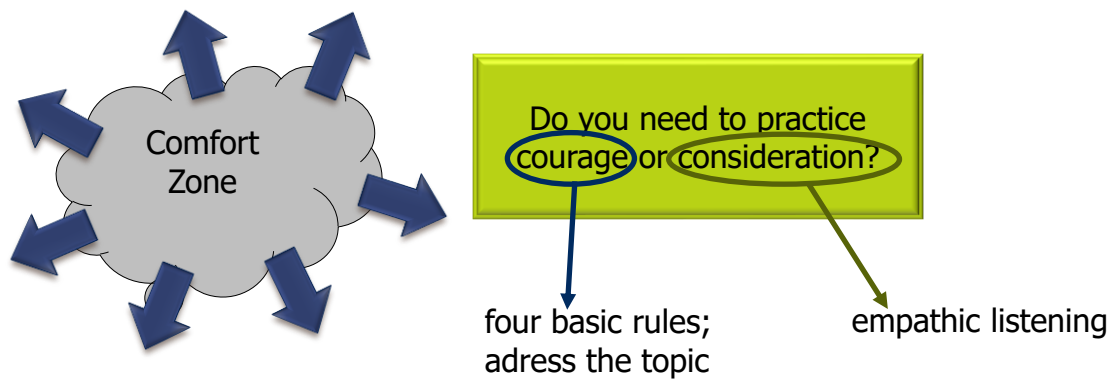
Habit 4

Think Win/Win

Think Win/Win



Out of your Comfort Zone -> Courage or Consideration?



'Win/Win' roleplay

- 40 min in groups of three

Role playing = practicing new behaviour in a safe environment.
PhD is his-/herself, colleague behaves as asked.

- a. *Sharing of cases*
- b. *You will all play your case in the group of three*
- c. *You will choose one of the others to represent the other party*
- d. *The third one will observe to give feedback afterwards*
- e. *You will play the real situation, when stuck you can 'pause' and ask for tips, you can try several times*
- f. *The observer needs to watch the time*

Basic rules of communication

- 1. Describe observable behaviour **FACTS**

' **I** see ... ' ' **I** hear ... '
- 2. Describe how it **EFFECTS** you

' **I** feel ... ' ' **I** experience ... '
- 3. Ask for a **REACTION**

' How do **you** feel about this ? ' ' What is **your** reaction ? '
- 4. Describe the alternative your **REQUEST**

' Would **you** be willing ... ? ' ' Could **we / you** ... ? '

Basic rules of observation

a. Observe facts i.e. actual observable behaviour

1. Verbal: what do you hear the person saying? (plus tonality)
2. Non-verbal: what do you see the person doing? (gestures, body language and position)
3. What is the effect on the other person?

b. Note moments that attract your attention as literally as possible

c. Afterwards suggest a possible alternative

Reflection on your interaction

■ 10 min individual

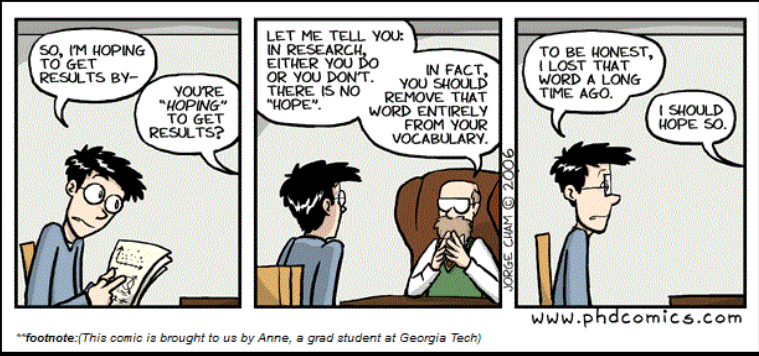
1. What have you learned from the habits 'think win/win' and 'empathic listening'?
2. How could this help you to interact more effectively within your research team?
3. Check your CoI/CoC, do you see any changes?
4. What concerns are left that you haven't found an approach for yet?

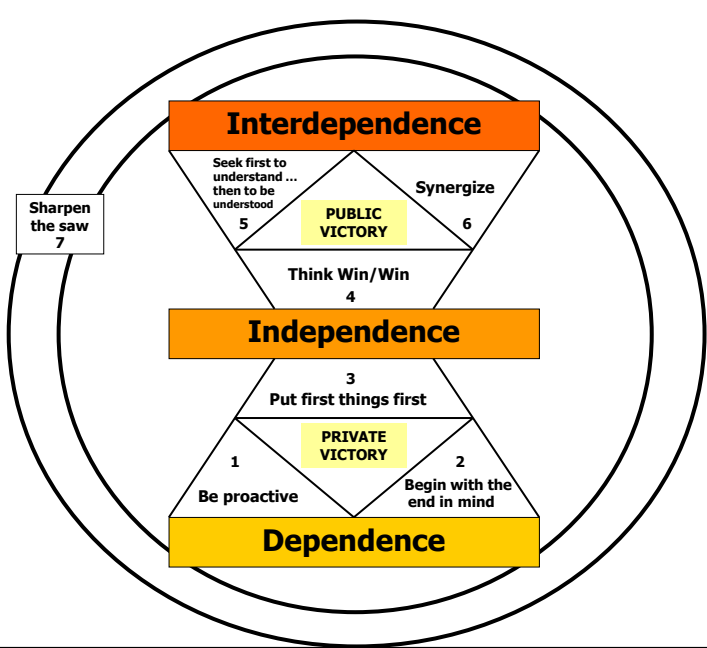
Preparation Part Four

- 1. Theory Synergy
- 2. Examples Synergy
- 3. Take home: Theory Renewal

End part three

Start again at 13:30

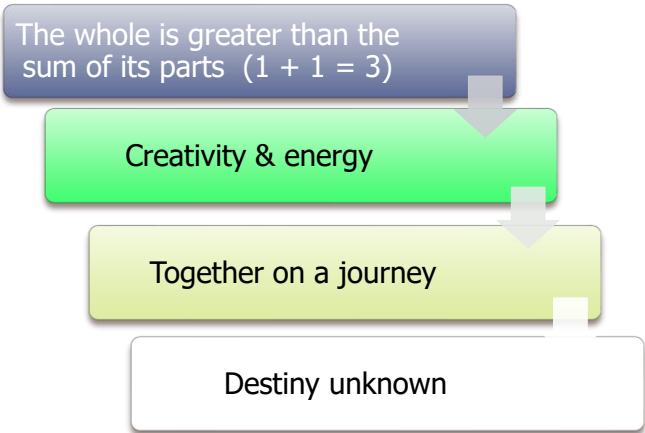




Habit 6

Synergize

Synergy is



The best place to find synergy is 'at the edges', where people with divergent strengths and viewpoints cluster

Conditions for synergy – 40 min in two groups

a. Discuss

1. How could you define synergy in a research environment?

2. What do you consider to be characteristics of a synergistic research result?

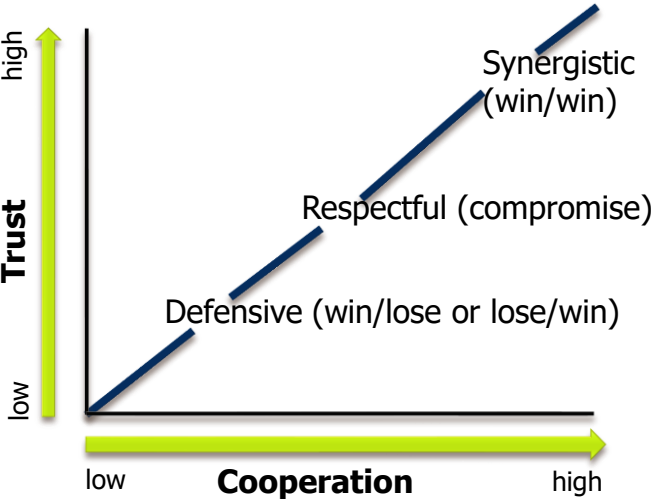
3. What conditions are needed within a research team to foster such a synergy?

4. What can *you* do as a PhD-candidate to foster synergy in *your* research team?

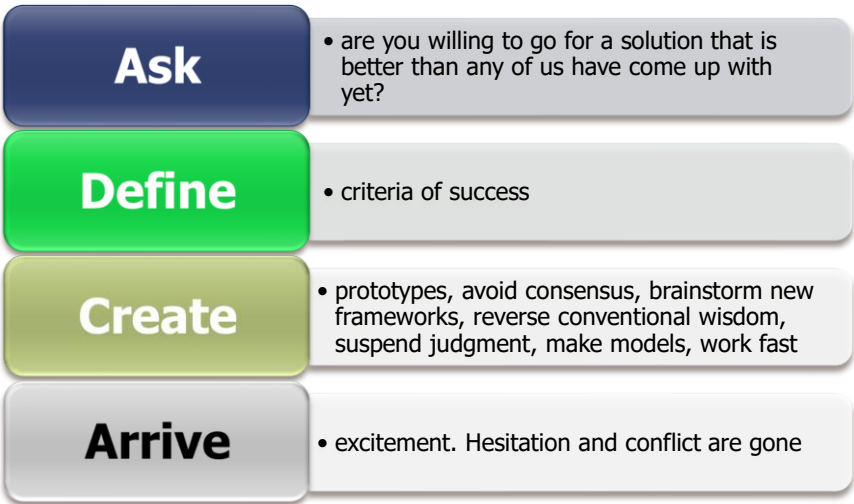
b. Show us your main conclusions in a creative way, making use of the qualities & differences of each of you

c. On a scale 1→10: how synergistic was the team-discussion?

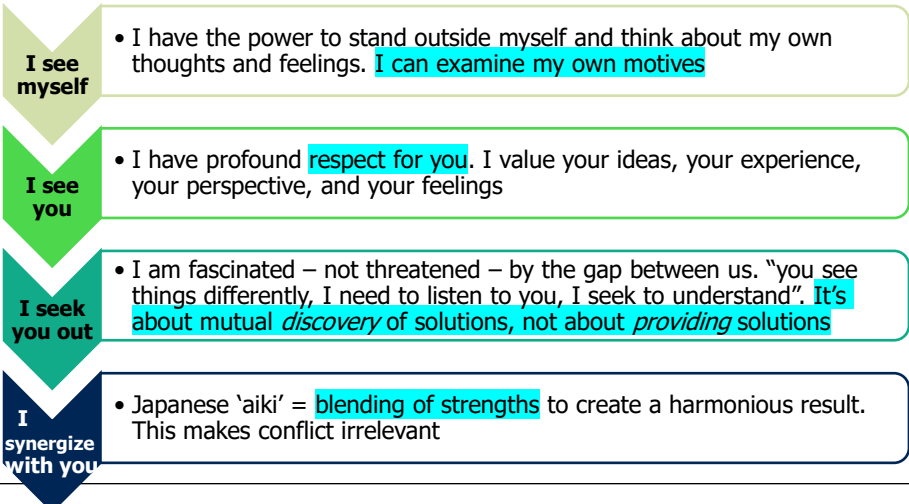
Synergy and communication



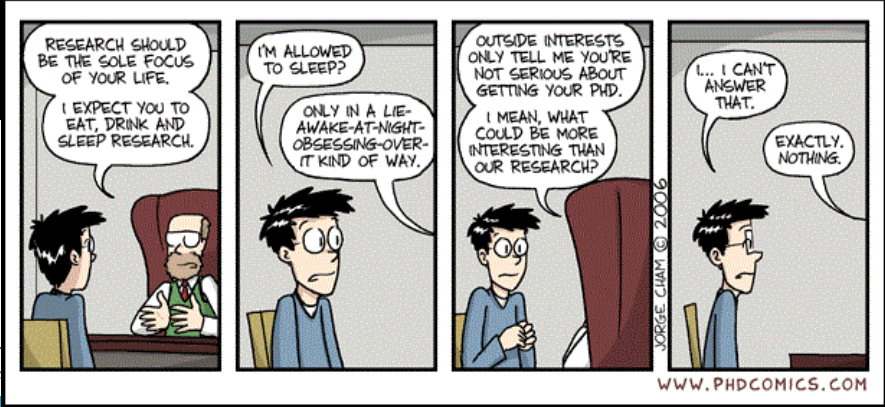
Synergize – The process of synergy



Synergize – 3rd Alternative thinking four paradigms



Break



TU Delft



TU Delft

Challenge yourself

KLEUR!



Intervision

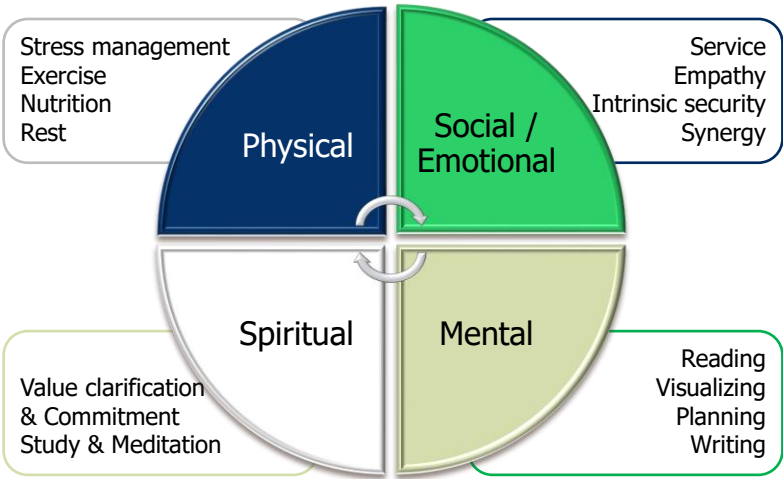
- Purposes of intervision
 - a. Discussing learning situations at work
 - b. Receiving collegial consultation
- Two groups next week
- Bringing in a concern that you haven't found an approach for yet
- Or something else work related that you would like to receive advice on



Habit 7

Sharpen the saw

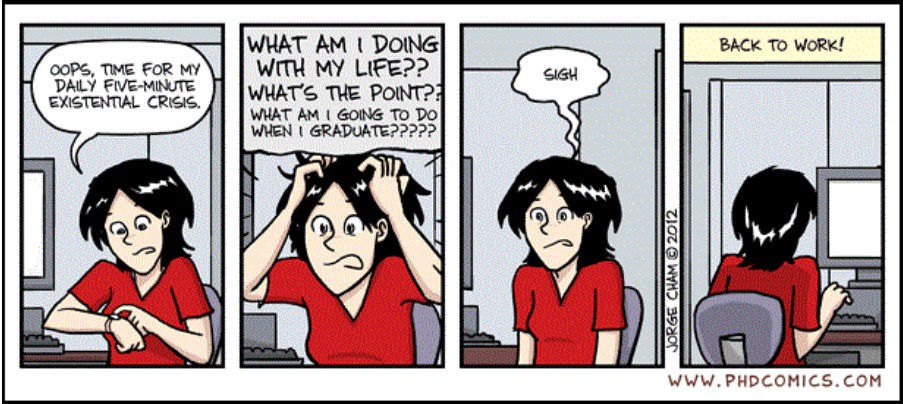
Renewal



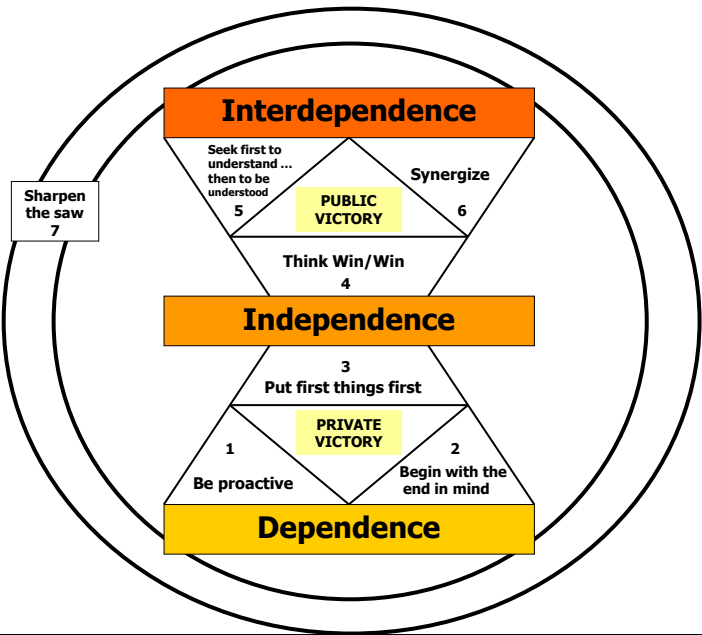
Sharpen the saw

– 15 minutes in pairs

Discuss:
What part needs more attention? Exchange ideas to sharpen your saw



Wrap up and conclusion



Conclusion and evalution

Share with the group:

- 1. What was your learning goal in this course?
- 2. What did you reach / have you learned?
- 3. How will this show within your research team?
- 4. Two words about this course?

Effective interaction within your research team

See you next Wednesday!

Sandra de Koning

Start at 9:00 (or 11:00)