**Intervision session**

**T2.B1 Effective Interaction within your Research Team**

Purposes:

* Discussing learning situations at work Number of participants: 3 to 6
* Receiving collegial consultation Timeframe: 60 to 75 minutes

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| **Inventory of work related questions**  **(every participant thinks of a work related question to bring in)** | **Step 1**  **5 minutes** |
| Criteria for questions:  ♣ A question focused on becoming a scientific professional  ♣ A problem within the personal working environment  ♣ A problem within the circle of influence |

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| **Selection of a work related question**  **(the participants choose the question for the intervision)** | **Step 2**  **3 minutes** |
| Criteria for selection:  ♣ Urgency  ♣ Recognition  ♣ Challenge |

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| **Formulation of the work related question**  **(the questioner gives a brief explanation of the problem)** | **Step 3**  **2 minutes** |
| Answering the following questions:  ♣ What am I facing?  ♣ Which concerns / issues / dilemmas do I experience?  ♣ What bothers me about it? |

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| **Clarification of the work related question**  **(the participants ask clarifying questions)** | **Step 4**  **20 minutes** |
| Each participant asks one question. This question should be open or informative, without suggestions for a solution. Examples: ♣ What is the problem exactly? ♣ What is the effect on you? How do you notice? ♣ What is the history of the problem? ♣ What has been tried to solve it? ♣ Who are the actors in the problem? ♣ When and where is the problem actual, and when and where is it absent? ♣ What is the worst thing that could happen if the problem will not be solved? ♣ What is the consequence for you if that would happen? ♣ What is the "reward" for solving the problem? ♣ What requirements should the solution meet? ♣ How does the "ideal" solution look like? |

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| **Analysis of the work related question**  **(the participants analyse the work related problem, the questioner listens)** | **Step 5 10 minutes** |
| ♣ Free associations and interpretations of the participants, as if the questioner is  not present. The subject: What could be the case here?  ♣ The questioner listens; (s)he sits aside, as if (s)he was in another room. |

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| **Formulation of advices**  **(the participants formulate their advices, the questioner listens)** | **Step 6**  **10 minutes** |
| The questioner stays aside; he looks and listens. The advices should be:  ♣ Specific: short, clear and compact. ♣ One participant writes the advices briefly on a flip-over. |

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| **Choosing an advice**  **(the questioner chooses the advice (s)he wants to use)** | **Step 7 5 minutes** |
| ♣The questioner starts with a brief reformulation of the work related problem. ♣ (s)He reads all the given advices. ♣ And (s)he chooses one advice. |

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| **Defining actions**  **(the questioner formulates her/his concrete next step)** | **Step 8**  **3 minutes** |
| Answering the following questions:  ♣ How are you going to handle it? ♣ What are you going to do exactly? ♣ With whom? When? Where? How? ♣ What are most important factors for success or failure? |

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| **Evaluation**  **(all participants reflect on the intervision)** | **Step 9 2 minutes** |
| ♣ What general conclusions can you draw? ♣ How does this method of intervision work for you? ♣ Do we make appointments for the future? |

**Notes to take to heart:**

* There should be an equal relationship between the participants.
* Safety, honesty, trust and respect are conditions for a positive learning environment.
* You don’t necessarily need a facilitator, when the participants are experienced with the method.
* However, there should always be one participant to keep track of time.
* When asking questions, try to avoid “Why?” and “How come?” questions.
* Only choose one aspect of a work related problem.
* Use open questions, which the questioner can answer freely.
* Ask for specific examples and clarifications.
* Listen without prejudice, listen to understand.
* Note non-verbal signals.

***The answer is within the questioner him/herself. Asking questions helps him/her to formulate his/her own answer. Don’t try to think for him/her, (s)he can think for him/herself.***