

Facilitation Cards Guide

Main Purpose of the cards

To help structure facilitation of workshops which aim to develop understanding and skill in the use of open dialogue, including active listening. An invaluable life skill, open dialogue is useful in many contexts, including learning, teamwork and resolving conflict. It can also help develop interdisciplinary cooperation (through understanding and respecting other views as part of the open dialogue process) and paves the way to successful problem solving. The project workshops aimed to build skill and confidence in one-to-one open dialogue but used mainly group work to prepare participants for a one-to-one conversation activity that concluded workshops. The cards raise awareness of sustainable development when the sustainable development cards (set 4) are used as part of a workshop.

Alternative ways of using the cards

- Facilitation of one or more activities, to suit your objectives, rather than a full workshop. You may want to include various activities over several weeks or use the cards just once.
- When working with small groups (colleagues or students) it may help to provide everyone with the relevant cards. For those whose first language is not English it can be particularly helpful to be able to read from the card after listening to a facilitator explain them. In the project team's experience this approach has worked well when delivering short project taster sessions.
- Self-directed learning within teams or interdisciplinary groups for personal development. Put the summary cards aside and refer to them after completing the chosen activities for the relevant sets.

The cards consist of four sets, easily identifiable by colour and/or symbol.

1. Perspectives – golden yellow		2. Open Dialogue – pale blue	
3. Active Listening – deep blue		4. Sustainable Development - green	

Sets 1, 2 and 3 build the skills required to participate in open dialogue and active listening,

Set 4 explores sustainable development by applying the conversation skills from sets 1-3. For those interested in sustainable development these cards will be an integral part of open dialogue workshops, but it would be easy to substitute another topic. Alternatively, this set of cards could be used without sets 1-3 as an introduction to sustainable development.

Each set contains four types of card:

- **Activity Cards: P1, P2, P4, D3, L3, L5, L7, S1, S3, S6** – These workshops are intended to be very much activity led, using cognitive as well as social engagement for learning and reflection that makes the process more meaningful. In project workshops activities were explained by the facilitator and (usually) completed in small groups, shared ideas were recorded on flipchart paper. A whole group sharing of ideas followed. Alternatives include whole group, pair work and use of post-its to create one wall of ideas rather than separate flip charts.
- **Quote Cards: P5, D1, D5, L1, L2** – provide definitions or give more clarity to activities and the thoughts likely to have been raised during them. **'Reflection Points'** on these cards provide an optional opportunity to encourage individual reflection or to consider ideas in more detail through group conversation.
- **Value Cards: D2, L4, L6, S2, S5** – Explain why the knowledge/skill is important, they can be used to highlight this before or after relevant 'Activities'.
- **Summary Cards: P6, D4, L8, S3** – Refer to the summary cards to understand what each set aims to teach/highlight. They are useful to recap or conclude related activities and learning for the set they belong to, ensuring nothing important is missed.

Key objectives and purpose of each card set

Much of the value of all these cards is in making our implicit knowledge explicit and reflecting on it.

Perspectives - a set of six cards

1. Perspectives – golden yellow



Relates to confidence, personal value and appreciation that together we are stronger.

Use these cards to improve receptiveness to open dialogue. Practicing open dialogue is not easy, it requires a change in thinking and an appreciation of why this type of dialogue is useful.

Objectives

- To understand that we all have a unique way of seeing the world.
- To appreciate that sharing knowledge benefits everyone.
- To understand some of the principles behind open dialogue – respect, equality, listening.
- To develop confidence in one-to-one communications.

Open Dialogue – a set of 6 cards

2. Open Dialogue – pale blue



Use these cards to develop an understanding of what open dialogue is and how to prepare for and practice it.

Objectives

- To understand what is meant by the term ‘open dialogue’. (D1, D2)
- To be aware of the ground rules, or guiding principles, that enable this type of dialogue. (D3, D4)
- To understand some of the principles behind open dialogue – respect, equality, listening.
- To appreciate how open dialogue can help build relationships, team and overcome conflict.

Active Listening – a set of 8 cards

3. Active Listening – deep blue



Use these cards to understand the communication process and why listening is a vital part of it.

Objectives

- To appreciate the need to focus on listening as part of open dialogue and
- To be aware that meaning is conveyed by more than just words in face-to-face communications.
- To know how to check understanding and interpretation of what we hear.

Sustainable Development – a set of 6 cards

4. Sustainable Development - green









Use these cards to raise awareness of sustainable development, either as an introduction to the subject or to develop knowledge further through conversation (pairs and groups).

Objectives

- To provide the subject matter and opportunity to practice open dialogue and active listening. (S1, S4, S6 and make use of the sustainability image cards)
- To understand what sustainable development means. (S5)
- To appreciate the importance and relevance of sustainable development to all of us
- To raise awareness of the Sustainable Development Goals (SDGs) and their significance globally. (S3, S4)
- To explore sustainable development themes and learn from others.

A visual orientation of the cards

<p style="text-align: center;">Perspectives: changing perspectives</p> <p>What do you see? Do you see a duck or rabbit? Can you switch between the two images? Summary on P3</p>  <p>NOTE: This exercise works best with a range of 3-6 images. For other images search for optical illusions, a good search is here: https://hubpages.com/art/The-Face-or-a-Smile-30-Similar-but-Wonderful-Optical-Illusions</p> <p style="text-align: right;">P1</p>	<p style="text-align: center;">Perspectives: our unique view</p> <p>Individually imagine a scene where the sun is setting over water What does it look like? (Describe to the whole group) Summary on P3</p>  <p style="text-align: right;">P2</p>	<p style="text-align: center;">Perspectives Summary: seeing and understanding</p> <p>P1 - changing perspectives Usually one image stands out but we may then become aware there is another way of looking at the same picture, revealing a second image. Sometimes we may need someone else to show us one of the images. This is a good way of illustrating that there are different ways of looking at the same thing and that someone else can help us see a perspective we were not aware of.</p> <p>P2 - our unique view We all relate our thoughts to what we know and our own experiences to make sense of things, so even though there are common features (i.e. the sunset and water) what we imagine may look very different. When we listen to someone else describe their vision we become aware of another perspective.</p> <p style="text-align: right;">P3</p>	<p style="text-align: center;">Perspectives Activity: Where does our knowledge about the world come from?</p> <ol style="list-style-type: none"> 1. Think about everything that has shaped who you are and your world view – think about who and what has influenced you? 2. Talk about these influences in small groups and create a list. <p>Reflection Point:</p> <p>☞ Why might this exercise be useful in helping us work effectively with others?</p> <p style="text-align: right;">P4</p>	<p style="text-align: center;">Perspectives Quote: Where our knowledge about the world comes from</p> <p>Each of us views the world through different lenses ... “These lenses are constructed in our contexts - produced collectively in social interactions (in families, education, the media, religion, the government)”... They “determine what we see as real, ideal, true, good and bad.”</p> <p style="text-align: center;"><small>Open Spaces for Dialogue and Enquiry (OSDE) (2007) www.osdeinstitute.org.uk/</small></p> <p>Reflection Point:</p> <p>☞ What does this mean for all dialogue participants?</p> <p style="text-align: right;">P5</p>	<p style="text-align: center;">Perspectives Summary</p> <ol style="list-style-type: none"> 1. Everyone has a valid and unique set of experiences and knowledge to share 2. Everyone’s views have a personal bias 3. Everyone’s knowledge is partial, therefore we can learn by listening to each other <p style="text-align: center;"><small>Adapted from Open Spaces for Dialogue and Enquiry (OSDE) (2007) http://www.osdeinstitute.org.uk/grandindex.html</small></p> <p style="text-align: right;">P6</p>	
<p>P1 and P2. are similar exercises, choose one of them. P1. requires some preparation of extra resources in advance.</p>		<p>P3. companion card for both P1/P2. Explains the purpose of the exercise.</p>	<p>P4. Developing appreciation for the what is summarised on P6</p>	<p>P5. Emphasises conclusions from P4 and leads to conclusions on P6</p>	<p>P6. Summary of learning for the Perspectives set.</p>	
<p style="text-align: center;">OPEN DIALOGUE QUOTE: a Definition</p> <p>“Meaningful interaction and exchange between people ... who come together through various kinds of conversations or activities with a view to increased understanding.”</p> <p style="text-align: center;"><small>The Dialogue Society www.dialoguesociety.org/about-us/our-approach.html</small></p> <p>Reflection Points:</p> <p>☞ How would you define ‘meaningful interaction’?</p> <p>☞ How many of your conversations lead to increased understanding and how has this been achieved?</p> <p style="text-align: right;">D1</p>	<p style="text-align: center;">OPEN DIALOGUE: Value</p> <ul style="list-style-type: none"> • Helps avoid misunderstandings • Enriches knowledge • Improves relationships • Helps build rapport between individuals • Informs decisions and solutions <p style="text-align: right;">D2</p>	<p style="text-align: center;">OPEN DIALOGUE ACTIVITY: Ground Rules</p> <p>What conditions/attitudes do you think are important in order for people to have a meaningful conversation – one that brings them together and allows for an open exchange of views? For example not being judgemental.</p> <p>Have a conversation about this and create a list of those things you think would be important ground rules to observe in open conversation.</p> <p style="text-align: right;">D3</p>	<p style="text-align: center;">OPEN DIALOGUE ACTIVITY: Summary</p> <p style="text-align: center;">Conditions that support ‘meaningful’ conversation</p> <ol style="list-style-type: none"> 1. Respect – genuinely listening and considering your responses no matter who they are or their views 2. Openness – no personal agenda, honest responses 3. Equality – non-judgmental, tolerant 4. Empathy – put yourself in the other person’s shoes 5. Curiosity – fuels enthusiasm to explore a topic and <p>Cognitive Effort – giving the speaker your full attention, processing and thinking about what is said before responding</p> <p style="text-align: right;">D4</p>	<p style="text-align: center;">OPEN DIALOGUE QUOTE: Conflict</p> <p>“People are able to interact in many ways” BUT “their ability to talk together about subjects that deeply matter to them seems invariably to lead to dispute, division and often to violence.”</p> <p style="text-align: center;"><small>Bohm et al, Dialogue a Proposal, 1991 www.david.bohm.net/dialogue/dialogue_proposal.html</small></p> <p>Reflection Points:</p> <p>☞ Why do people struggle to overcome their differences?</p> <p>☞ Can meaningful interaction only occur among those with similar views?</p> <p>☞ How can we encourage meaningful dialogue despite disagreement?</p> <p style="text-align: right;">D5</p>	<p style="text-align: center;">OPEN DIALOGUE: Overcoming conflict</p> <p>Dialogue is an inclusive process and entails listening, not just talking, to understand and learn</p> <p>Everyone has a right to speak and be listened to respectfully</p> <p>Put aside personal judgement and emotions, genuinenity to understand the concerns and viewpoints</p> <p>Modelling open dialogue and active listening techniques yourself encourages others to respond to you in the way you would like.</p> <p>Key words: equality, respect, transparency, empathy, patience, calmness, considered</p> <p style="text-align: right;">D6</p>	
<p>D1. Defining what open dialogue means.</p>		<p>D2. Reasons to master open dialogue.</p>	<p>D3. Conditions essential for open dialogue.</p>	<p>D4. Recap and summary for D3.</p>	<p>D5 and D6. A basic introduction to dealing with conflict through dialogue.</p>	
<p style="text-align: center;">ACTIVE LISTENING: A Definition Quote</p> <p>“The heart of [open] dialogue is to listen” ... “to others but also ourselves and our own reactions”</p> <p style="text-align: right;"><small>Isaacs, p84, 1999.</small></p> <p>Reflection Points:</p> <p>☞ What does Isaacs mean by listening to ourselves as well as others?</p> <p>☞ How does the speaker know you are listening?</p> <p>☞ How would you make sure you have not misinterpreted the message*?</p> <p style="text-align: right;"><small>*summarised on L2</small></p> <p style="text-align: right;">L1</p>	<p style="text-align: center;">ACTIVE LISTENING: Checking Understanding</p> <p>Summary (for use with Reflection Point 3 on L1)</p> <ul style="list-style-type: none"> • You might repeat the message back (paraphrase) • Or ask questions <p style="text-align: center;"><small>When you said ... “Could you repeat...?”</small></p> <p>Use questions (ask in a respectful way)</p> <ul style="list-style-type: none"> • Closed (yes/no) questions – for quick confirmation • Open questions – to clarify more detail and to explore the topic further <p>Explore points of interest, assumptions and their implications, things you think are incorrect (respectfully)</p> <p style="text-align: right;">L2</p>	<p style="text-align: center;">ACTIVE LISTENING ACTIVITY: more than words</p> <p>There are two components to a message:</p> <ol style="list-style-type: none"> 1. What is said verbally 2. The meaning behind the words <p>What do we need to pay attention to, besides words, to really listen and understand what is being said?</p> <p>Useful image to explore body language further: https://i.pinimg.com/564x/Barack-Obama-dafaf-fama-2011-115979/ Image: free to use and share</p>  <p style="text-align: right;">L3</p>	<p style="text-align: center;">ACTIVE LISTENING: Value</p> <p style="text-align: center;">‘LISTENING IS A GROWTH EXPERIENCE’</p> <p>“Besides providing more information than any other activity, listening brings about changes in people’s attitudes towards themselves and others”</p> <p>It “builds deep positive relationships and tends to alter constructively the attitudes of the listener”.</p> <p>“People who have been listened to in this new and special way become more emotionally mature, more open in their experiences, less defensive, more democratic, and less authoritarian”</p> <p style="text-align: center;"><small>rogers and Farson (1987) www.gon.com/careers/07ee-workplace-articles/active-listening/</small></p> <p style="text-align: right;">L4</p>	<p style="text-align: center;">ACTIVE LISTENING ACTIVITY: Barriers to Listening</p> <p>What stops us listening?</p> <p>There are many distractions, internal and external that make it difficult for us to stay focused on listening, physical noise is one example.</p> <ul style="list-style-type: none"> • Think about what might distract you from listening. • Have a conversation about what causes us to lose focus and stop listening. • Create a list of barriers <p style="text-align: right;">L5</p>	<p style="text-align: center;">ACTIVE LISTENING: Quote</p> <p>“Most often we know what we want to say and wait our turn to say it. We are closed to hearing the unexpected from others, cutting ourselves off from honest exchanges that leave us enlightened and inspired”</p> <p style="text-align: right;"><small>Isaacs, W. (2001) The Art of Dialogue https://psycstrum.mil.edu/winter_2001/the_art_of_dialogue/</small></p> <p>Reflection Points:</p> <p>☞ Do you identify with this?</p> <p>☞ Why does this happen?</p> <p>☞ Give examples from your own experience</p> <p style="text-align: right;">L6</p>	
<p>L1. The significance of listening. The Reflection Points link to L2.</p>		<p>L2. Checking accurate understanding, learning more.</p>	<p>L3. Exploring non-verbal clues that help us interpret a message.</p>	<p>L4. How we benefit from better listening.</p>	<p>L5. Developing an awareness of what stops us listening helps us overcome some barriers.</p>	<p>L6. Expands on the barriers to listening.</p>

A visual orientation of the cards											
<p>ACTIVE LISTENING ACTIVITY: Top Tips</p> <p>Part 1</p> <p>1. Listening Well! What is important? Create a list of Top Tips for being a really good listener.</p> <p>2. Not listening! Create a list of Top Tips to be a terrible listener.</p> <p>Create two lists by adding your individual post-its</p> <p>Part 2</p> <p>In groups agree a definitive list of those things you think are most important to being a good listener</p> <p>L7</p>		<p>ACTIVE LISTENING: Summary</p> <p>Active Listening requires your full attention</p> <ul style="list-style-type: none"> • Avoid making pre-judgements about the speaker or message • Stay focused on the speaker • Be patient - don't interrupt or jump to conclusions, use natural pauses to respond! • Pay attention to the way things are said – tone, pitch, volume and gaps • Observe non-verbal clues – expression, gestures and body language (Sometimes there is a hidden text shown by body language rather than the words) • Use questions to clarify understanding or details <p>L8</p>		<p>In Brief: principles behind the Facilitation Cards</p> <p>Bohm, a leading thinker in the field, defined dialogue as ‘a stream of meaning flowing among and through us and between us.’ (Dialogue Theories, 2013, p.39). Bohm talks about our fragmented thinking - in a world built on human enterprise we order our world by thought and create divisions (national, religion etc.) and in so doing we lose awareness of some of our own prejudices and limit our view of the world. It becomes difficult to imagine another way of see things, we often genuinely think we have the only right answer. Becoming aware of our thought processes and how we communicate is essential to address this, and for open dialogue to take place, these cards aim to help facilitate a more receptive and open way of thinking.</p>							
<p>L7. An activity to recap everything covered in the listening section.</p>		<p>L8. Emphasises what is required to be a good listener</p>									
<p>SUSTAINABLE DEVELOPMENT: An Open Conversation</p> <p>1. Individually choose an image that reflects sustainability or sustainable development to you.</p> <p>2. Find a partner and a place to have a 1:1 conversation about why you each chose that image.</p> <ul style="list-style-type: none"> • Explore the differences/similarities in the images you chose • The images are a starting point, continue to exchange your views on sustainability/sustainable development letting the conversation flow naturally • Remember the ground rules for open dialogue and how to listen actively and enjoy your conversation <p>S1</p>		<p>SUSTAINABLE DEVELOPMENT VALUE: why it's important</p> <p>Sustainable Development relates to all of us, in our personal and professional lives and covers many challenges at all levels (local, national and global).</p> <p>We need to bring different skills and perspectives together if we are to solve the sustainability problems that impact the wellbeing of everyone now and in the future.</p> <p>S2</p>		<p>SUSTAINABLE DEVELOPMENT: The United Nations Sustainable Development Goals</p>  <p>The United nations SDGs 2015-2030 are a global initiative for us as a global society to face up to the challenges of creating a more just and sustainable society. The goals link human well-being and prosperity with impact on, and responsibility to protect, the planet. They are a useful reference for conversations relevant to all because of their breadth, and importance globally.</p>  <p>S3</p>		<p>SUSTAINABLE DEVELOPMENT ACTIVITY: The SDGs and you</p> <p>Individually look at the goals have you seen them before? *</p> <p>* See S3, or SDGs website: https://sustainabledevelopment.un.org/sdgs</p>  <p>Have a conversation about one or more of the following:</p> <ul style="list-style-type: none"> • Which goals do you think are the most important? • How do different goals link together? • Which have the most relevance to your sphere of influence? • How can you contribute to the goals? <p>S4</p>		<p>SUSTAINABLE DEVELOPMENT: What is it?</p> <p>"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."</p> <p>Brandtland Report, 'Our Common Future' 1987</p> <p>'Sustainability represents a condition whereby human and natural systems can continue indefinitely in a state of mutual well-being, security and survival'.</p> <p>James et al. Sustainability Education perspectives and Practice across Higher education (2010, p19)</p> <p>Reflection Point:</p> <p>☞ How do these definitions compare?</p> <p>S5</p>		<p>SUSTAINABLE DEVELOPMENT ACTIVITY: Relevance</p> <p>Think about the definitions of sustainability and sustainable development and have a conversation linked to one or more of the following questions:</p> <ul style="list-style-type: none"> • Are you concerned about the sustainability of our current society? • Where do you see the relevance of the concepts of sustainability in your personal and professional lives? • To what extent do you think we all have a responsibility for ways forwards to a more sustainable future? <p>S6</p>	
<p>S1 Activity. Putting theory in to practice - one-to-one open dialogue (using images to start)</p>		<p>S2 Value. Explains why sustainability is important and relevant to us all.</p>		<p>S3. Introduces the UN SDGs and invites further thoughts. SD image cards are mapped to the 17 SDGs</p>		<p>S4. Explore the SDGs, (groups/pairs). Use S3 to show SDGs or A4 printouts and annotate in response to questions.</p>		<p>S5. Developing appreciation for the breadth SD covers – bringing people, planet, prosperity together.</p>		<p>S6. Questions to prompt more in-depth conversations about specific SD issues.</p>	

Quote taken from Slep, F. and Omer, S., (Editors) (2013) Dialogue Theories. The Dialogue Society

For a brief overview of the principles of open dialogue read 'Dialogue a Proposal' Bohm, D., Factor, D. and Garret, P. (1991) Available online at www.albany.edu/cpr/gf/resources/Dialogue-3.htm

Other useful resources to support workshops are available on our resource webpage, including scripts. Scripts (plan of the running order of the workshop, with timings) used by the Keele University Listening Project team provide more insight in to how the activities described on the cards have been facilitated: www.keele.ac.uk/listeningproject/resources/