

Handout Intervision

Source: 'Chairman training IOD-Casuistiek' by Spaarne Coaching

What is intervision?

Intervision is a regular and structured consultation of a small group of equal professionals.

In intervision, questions about the personal side of functioning are central. For each meeting, a participant submits a question based on a concrete experience. This is analyzed by the other group members. This gives the questioner a new insight into his problem, his own thinking and his own actions.

Examples of topics discussed during Intervision:

- Why do I find it so difficult to charge full price?
- How do I guard my boundaries?
- Why do I keep clashing with that colleague?

The main differences between Case Study and Intervision

In case studies it is mainly about the profession, the profession. Intervision mainly deals with personal questions, which are always work-related.

How do you prepare an entry?

You think of your input in the period between the meetings. You keep track of cases that you would like to discuss with the other group members. Your final input is always based on a **concrete** situation. Depending on the agreements within the group, the participants will email each other in advance or explain them verbally during the meeting. The following steps to properly prepare your input can help to make the question as concrete and clear as possible:

- Provide a clear representation of your problem.
- What makes it a problem for you?
- What do you need to solve your problem?
- What steps have you already taken in this regard?
- What would your ideal situation look like?

Basic skills at Intervention

For a good return on the meetings, it is important that the participants have a number of basic skills. They are necessary to achieve the desired depth, to really provide the contributor with more insight and to make the functioning of the group open to discussion. The participants can further develop these skills the longer the group functions. In fact, developing these skills is one of the objectives of the Intervention itself.

Listen Summarize Probing (LSD)

Listen

Active listening means that you try to put yourself in the other person's shoes by opening yourself completely to your conversation partner and empathizing with his thoughts. You can only do this if you erase your own thoughts for a while and focus completely on the other person, without bias or subjectivity. You actively listen when you put your own thoughts, concerns, needs, solutions, advice, criticism and wishes aside and see the other person's world as he sees it. In short, you have no judgment, it is what it is.

By listening carefully, you quickly find out what the meaning is of what is being said and how the other person experiences the situation. Drop silences to give the other person time to think. Then you have asked a good question.

To summarise

You want to know whether you understand the other person well and can follow his thoughts. A short and concise summary from time to time will help you find out if you really understand him. "So if I understand you correctly...."

Summarizing is not parroting! Don't repeat it blindly, but really summarize it in your own words.

Not only about facts and behaviour, but also about the experience and the meaning that the other gives to it. You can therefore summarize on content ("so when you received that result, you started that treatment..."), and on experience level ("You estimated that this was not an emergency..."). Watch out for your own interpretations and judgments, keep them out of it for a while.

Continue to ask: the question behind the question

A good questioner who has his full attention on the other person and what is going on in the other person never has to think about his next question, it comes naturally, as it were.

Characteristics of questions that make the contributor think:

- they are open questions: how, who, what, where, when, what else?
- they invite reflection: What were you thinking then? Where is the common thread for you?
- they are investigative: At what moments does this (not) take place? What does that mean for you method?
- they are goal-oriented: What options could you think of? When do you want to achieve that?

By asking open questions, you stimulate the other person to think about his situation and working method. Thereby open questions provide additional information that you are less likely to get with closed questions. Whether you ask reflective or informative questions, asking open-ended questions is the foundation for development.

Informational questions are mainly used to gain clarity about the described situation of the contributor. You use reflective questions at a later stage to increase the contributor's self-reflection, so that he can answer his question himself.

Giving and receiving feedback

Feedback is understood to mean: feedback to your partner, in other words reactions of the receiver to messages from the sender. Feedback is a fundamental basis for any conversation between people. In every interaction between people there is feedback through behavior and communication (you cannot not behave; you cannot not communicate). Feedback also plays a role in Intervention; both in the feedback of participants to the contributor and in the evaluation of the group itself. That's why it's important to keep an eye on some feedback rules so that the feedback can 'do its job'.

Tips for giving feedback:

- **Name the facts from yourself as much as possible (I-messages).** We are used to 'laying down' criticism with the other person, but the I-message is more effective because the other person does not feel the need to defend himself. So not: "you are unclear", but "I can't understand you". Say, "I keep hearing you talk about your successes," instead of "don't be boastful." The latter is an interpretation that the other may dispute, so that it is no longer about the actual problem. Effective feedback is always about facts, situations and behavior, not about the person.
- **Be specific, don't interpret.** So not: "you can't make agreements with you", but: "this is the third time of the week you are late".
- **State the consequences or effects.** Tell what effect or consequence behavior has for you, your work, progress, etc. Make it concrete and tangible. "If I can't understand you, then I'm missing the core of your argument and I find that annoying". So also indicate what you think about it, but without judgment (about the person).
- **At the right time.** Immediate feedback is most effective. So give feedback as much as possible immediately, not only after the conversation.
- **Pay attention to non-verbal cues.** Watch for signs of (in)understanding, resistance, surprise, anger, etc. in the other person's posture, facial expression and gestures. And go into it, name it and discuss what you see.
- **Refrain from advice:** So don't: if I were you; if you ask me; you need a little more... This is a common pitfall. The other is free to do what he wants with the information that provides feedback. The essence is not to correct the other person's behaviour, but that the other person gains insight into what the effect of his behavior is on others.

And further:

- o Be open, honest and respectful.
- o Do not overload the other person, avoid a monologue.
- o Give room for reaction, be inviting.
- o Avoid moralizing judgments and interpretations.
- o If necessary, express mutual expectations.

Tips for receiving feedback:

- ÿ Realize that it is about your behavior. So don't relate it to your total person (you are not your behaviour).
- ÿ Listen carefully and do not interpret.
- ÿ Check whether it is clear to you what the other person is experiencing and in what behavior. Ask questions if necessary clarification.
- ÿ Do not immediately defend or argue why you do this.
- ÿ Don't trivialize.
- ÿ Do not involve anyone else(s).
- ÿ Don't say that the other person is right, when you think: "Crack it".
- ÿ Ask for feedback if you expect it but don't get it.

Attachment 1

Appointment list Intervention group

Attendees:

Supervisor(s):

During the first meeting on we established the following agreements:

Confidentiality/Security

Everything discussed will remain private, unless we have decided otherwise. This is necessary for the participants to feel safe within the group and to be open and honest. It is allowed to talk to each other about the meetings outside the meetings, but not about each other.

Openness

During the meetings we are as open as possible to each other. Malfunctions are reported so that they do not affect the learning process within the group.

Role of supervisor(s)

The role of the facilitator(s) is to ensure the process during the meetings and to ensure a good learning process for the group members.

Choice of input during meetings

We choose each meeting from the cases brought in by the group members. So we don't work in sequence. As a result, not everyone is equally represented as contributor. If one of the participants has a problem with this on closer inspection, he will bring it up. Before a meeting, everyone thinks about a case to bring in.

Frequency/time/duration/location

For the coming period we have a meeting every... months. The agreed dates are:

We always start at with a half hour lunch. The meeting starts at hours and lasts about hours.

Location:

Report

The contributor of a case makes an individual reflection report and sends it to the other participants. A form is available for this (see appendix 2).

Presence/sign out

In principle, participation in the meetings is not cancelled, unless force majeure is involved. In the event of absence, a participant will notify all other participants via email.

Appendix 2.

Individual Reflection Report Intervention

Name:

Date:

1. Describe the case or the topic discussed in a maximum of five sentences

2. Describe the analysis/question round. What appealed to you most?

3. Describe the advice/suggestions. What appealed most?

4. Describe the method used.

5. What lessons do you gain from this round?

6. Are there any points of interest for the next meetings?