

Listening Skills UK

Lesson	Lesson title	Number of cards
1	Active Listening & Leading Conversation	27
2	Empathy & Emotional Stability	40
3	Respect & Resource Activation	40

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Listening Skills UK

Course 1

107 Knowledge cards

Introduction



English Version

Active Listening & Leading Conversation

Lesson 1

27 Knowledge cards

Introduction

Question

Answer

Explanation

1: Active listening1

What is active listening?

See appendix. [1]

- | | |
|---|---|
| <input type="checkbox"/> That you are active while you listen to someone | <input type="checkbox"/> That you are active while you listen to someone |
| <input type="checkbox"/> A way of listening or reading between the lines | <input checked="" type="checkbox"/> A way of listening or reading between the lines |
| <input type="checkbox"/> Trying to understand what the other means, listening on a relational level | <input checked="" type="checkbox"/> Trying to understand what the other means, listening on a relational level |
| <input type="checkbox"/> That you have an active attitude while you listen | <input type="checkbox"/> That you have an active attitude while you listen |
| <input type="checkbox"/> Listening to and focussing on the unspoken or half spoken emotions and experiences of the other person and rephrase them | <input checked="" type="checkbox"/> Listening to and focussing on the unspoken or half spoken emotions and experiences of the other person and rephrase them |

2: Active listening2

What does active listening require?

Listening is hearing what is being said, and sometimes hearing what is reflected behind the words.

Listening requires:

- Concentration
- Patience
- Focus
- Acceptance
- Empathy

- | | |
|--|--|
| <input type="checkbox"/> Concentration | <input checked="" type="checkbox"/> Concentration |
| <input type="checkbox"/> Patience | <input checked="" type="checkbox"/> Patience |
| <input type="checkbox"/> Focus | <input checked="" type="checkbox"/> Focus |
| <input type="checkbox"/> Acceptance | <input checked="" type="checkbox"/> Acceptance |
| <input type="checkbox"/> Empathy | <input checked="" type="checkbox"/> Empathy |

3: Closed questions

What is a closed question?

See appendix. [2]

- | | |
|--|--|
| <input type="checkbox"/> How close are you? | <input type="checkbox"/> How close are you? |
| <input type="checkbox"/> What helps you? | <input type="checkbox"/> What helps you? |
| <input type="checkbox"/> Are you doing well? | <input checked="" type="checkbox"/> Are you doing well? |
| <input type="checkbox"/> Have you made an appointment? | <input checked="" type="checkbox"/> Have you made an appointment? |
| <input type="checkbox"/> Are you alone now? | <input checked="" type="checkbox"/> Are you alone now? |

4: Open questions

What is an open question?

See appendix. [3]

Answer 1 is correct!

- | | |
|---|---|
| <input type="checkbox"/> How do you feel? | <input checked="" type="checkbox"/> How do you feel? |
| <input type="checkbox"/> What are you thinking? | <input checked="" type="checkbox"/> What are you thinking? |
| <input type="checkbox"/> Are you doing well? | <input type="checkbox"/> Are you doing well? |
| <input type="checkbox"/> Did you tell your doctor about it? | <input type="checkbox"/> Did you tell your doctor about it? |
| <input type="checkbox"/> When does that happen? | <input checked="" type="checkbox"/> When does that happen? |

Hint

1: Active listening1

2: Active listening2

3: Closed questions

4: Open questions

Question

Answer

Explanation

5: Empathy1

What is empathy?

Emotion researchers generally define empathy as the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling. Empathy is the imaginative act of stepping into the shoes of another person and viewing the world from their perspective.

- To identify with others' feelings
- To feel sorrow for suffering people
- To put oneself in someone else's shoes
- To feel sympathy for other people who is in pain
- To understand others' point of view despite differences in opinions

- To identify with others' feelings
- To feel sorrow for suffering people
- To put oneself in someone else's shoes**
- To feel sympathy for other people who is in pain
- To understand others' point of view despite differences in opinions**

6: Leading a conversation13

The most important things to do in a conversation are:

- Listening
- Following the story
- Setting goals together
- Making your points
- Summarizing on content and feelings

- Listening**
- Following the story**
- Setting goals together**
- Making your points
- Summarizing on content and feelings**

7: Leading a conversation11

Is it allowed to interrupt?

- No
- Yes**

See appendix. [4]

8: Leading a conversation12

Is it allowed not to be nice to someone who isn't nice to you?

See appendix. [5]

not a clear question, shall we delete this one?

- Yes
- Yes**
- No
- No

Hint

5: Empathy1

6: Leading a conversation13

7: Leading a conversation11

8: Leading a conversation12

Question

Answer

Explanation

9: Listening Thermometer2

When are you listen cold?

- When you are listening with judgement
- When you listening from fear
- When you are listening from need
- When it is cold during the conversation



When you are listening with judgement



When you listening from fear



When you are listening from need



When it is cold during the conversation

See appendix. [6]

10: Listen Thermometer3

When are you warm listening?

Answers are all correct!

- When you give space to speak
- When you hear what the other says
- When you sense the feeling with which the other speaks
- When you understand what is behind the feeling
- When you accept the other the way he is



When you give space to speak



When you hear what the other says



When you sense the feeling with which the other speaks



When you understand what is behind the feeling



When you accept the other the way he is

See appendix. [7]

11: Phases in a conversation1

How many phases are there in a good conversation?

- At least 1
- At least 2
- At least 3
- 4
- 5



At least 1



At least 2



At least 3



4



5

In a conversation there are five phases to be distinguished.

12: Setting boundaries1

When it's necessary I make agreements with my conversational partner about our conversation

- Yes
- No



Yes



No

You are not able to have a good conversation on your own. You need the other person. That means that you can expect respect, equity and a constructive attitude from your conversational partner

Hint

9: Listening Thermometer2

10: Listen Thermometer3

11: Phases in a conversation1

12: Setting boundaries1

Question	Answer	Explanation
----------	--------	-------------

13: Setting boundaries2

When I feel uncomfortable in a conversation, I'll tell my conversational partner what my feelings and thoughts are

- | | |
|------------------------------|---|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> Yes |
| <input type="checkbox"/> No | <input type="checkbox"/> No |

An effective way of setting boundaries is a confrontational I-message. You have to tell three things: 1. Which behaviour of the conversational partner is not acceptable. 2. The result of this behaviour or the feeling that you have by this behaviour. 3. Your wishes about the progress of the conversation.

14: Why question

Why is a "why question" not always the best question to ask?

- | | |
|---|---|
| <input type="checkbox"/> Because you don't have to know everything | <input type="checkbox"/> Because you don't have to know everything |
| <input type="checkbox"/> Because the conversational partner thinks he has to apologize for his behavior/action/choice | <input checked="" type="checkbox"/> Because the conversational partner thinks he has to apologize for his behavior/action/choice |
| <input type="checkbox"/> Asking for an explanation or a justification at the beginning of a conversation is hardly appropriate | <input checked="" type="checkbox"/> Asking for an explanation or a justification at the beginning of a conversation is hardly appropriate |
| <input type="checkbox"/> Because you can easily transform it in a how or what question, that asks about feelings or perceptions of the other person, without causing feelings of violation. | <input checked="" type="checkbox"/> Because you can easily transform it in a how or what question, that asks about feelings or perceptions of the other person, without causing feelings of violation. |

Asking for an explanation or a justification at the beginning of a conversation is hardly appropriate. A why question can cause defensiveness. A lot of why questions can be transformed to how questions or what questions, that ask about feelings or perceptions of the other person, without causing feelings of violation. 'Why is that difficult' can become 'What is difficult about it?'

15: Leading a conversation10

What happens when there is no structure in a clarifying conversation

- | | |
|---|---|
| <input type="checkbox"/> The conversation will have a beginning and an ending. But it's hard to give a summary of what was told | <input checked="" type="checkbox"/> The conversation will have a beginning and an ending. But it's hard to give a summary of what was told |
| <input type="checkbox"/> The conversation will have a beginning and both partners tell their own stories | <input checked="" type="checkbox"/> The conversation will have a beginning and both partners tell their own stories |
| <input type="checkbox"/> The conversation can take a long time without any progress | <input checked="" type="checkbox"/> The conversation can take a long time without any progress |

See appendix. [8]

Hint

13: Setting boundaries2

14: Why question

15: Leading a conversation10

Question

Answer

Explanation

16: Listen Thermometer4

How do you give space to speak?

- By inviting to speak
- By inviting someone in your house
- By making agreeing sounds
- By not interrupting
- By asking a question every now and then

- By inviting to speak**
- By inviting someone in your house
- By making agreeing sounds**
- By not interrupting**
- By asking a question every now and then**

You give space to speak by you inviting to speak, by making agreeing sounds, by not interrupting and by asking a question now end then so the other feels invited to continue, to say more.

17: Listen Thermometer5

How do you give the other the experience of being heard?

- By repeating the contents
- By repeating or rephrasing what he other says
- By saying that you understand
- By saying nothing at all

- By repeating the contents**
- By repeating or rephrasing what he other says**
- By saying that you understand
- By saying nothing at all

Hearing what the other says, repeating the contents or repeating or rephrasing what the other says. The message becomes clearer.

18: Listen Thermometer6

How do give someone the experience of empathy?

answer 1 is not correct

- By crying along with the other
- By restating the contents and showing the feeling
- By rephrasing his feelings
- By saying that you really understand what he means

- By crying along with the other
- By restating the contents and showing the feeling**
- By rephrasing his feelings**
- By saying that you really understand what he means

Restate the contents and show the feeling, repeat or rephrase what the other says and rephrase his feelings. So the other is confirmed in his feelings.

Hint

16: Listen Thermometer4

17: Listen Thermometer5

18: Listen Thermometer6

Question

Answer

Explanation

19: Phases in a conversation2

The first phase is a warm welcome. What is a warm welcome?

Right at the start you and the other get to know each other and you invite the caller to talk. The start of the conversation is very important for the course of the conversation. Especially in a chat a warm welcome is important for the contact because you do not hear or see each other. The interpretation of words plays an important role. The interpretation of everything you ask or say can be influenced by the first contact.

- A good start of a conversation can only take place when the temperature is pleasant
- A good start of a conversation means that you start by telling the other person what he or she can expect from this conversation
- A good start of a conversation means that you invite the other to tell his story, his problem, his needs
- A good start of a conversation means that the other feels welcome and safe to tell his story, his problems, his needs
- A good start of a conversation means that you show your involvement

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- A good start of a conversation means that you show your involvement**

20: Phases in a conversation3

A warm welcome can be shown by

See appendix. [9]

- Inviting by telling: take your time, I'll listen to you
- Telling who you are, what your age is, what you do and what kind of diplomas you have
- Telling that nothing will sound strange to you and giving an example of a weird story you recently heard
- Mentioning your interpretation of the feelings of the other: You sound troubled...
- Giving a compliment: "Very good that you are talking about this"

- Inviting by telling: take your time, I'll listen to you**
- Telling who you are, what your age is, what you do and what kind of diplomas you have
- Telling that nothing will sound strange to you and giving an example of a weird story you recently heard
- Mentioning your interpretation of the feelings of the other: You sound troubled...**
- Giving a compliment: "Very good that you are talking about this"**

Hint

19: Phases in a conversation2

20: Phases in a conversation3

Question

Answer

Explanation

21: Phases in a conversation4

Phase 2 is the exploring phase.
What do you have to explore?

- What the story, the problem or the question is
- How old the person is and where he lives and with whom
- The facts of the story, so you can be sure the other doesn't lie
- The facts of the story and the feelings of the person
- The main topic to be discussed

What the story, the problem or the question is

How old the person is and where he lives and with whom

The facts of the story, so you can be sure the other doesn't lie

The facts of the story and the feelings of the person

The main topic to be discussed

In the exploration phase you assemble all the information you need to get a clear picture of the question/problem or story of the person you are talking to. Even if the person has a rather concrete question of clearly formulated problem, it is still worthwhile to take time to explore the context of the question or problem.

22: Phases in a conversation5

At the end of phase 2 you can:

- Stop the conversation because you know what it is about
- Give a summary and appoint the main topic
- Give a summary of all things that have been discussed
- Give a suggestion to talk about something else because you think that's more interesting for both of you
- Go on to phase 3 without an intervention

Stop the conversation because you know what it is about

Give a summary and appoint the main topic

Give a summary of all things that have been discussed

Give a suggestion to talk about something else because you think that's more interesting for both of you

Go on to phase 3 without an intervention

The exploration phase ends with a summary. Try to come to the heart of the matter.

Hint

21: Phases in a conversation4

22: Phases in a conversation5

Question

Answer

Explanation

23: Phases in a conversation6

Phase 3 is the phase of setting goals. Why should you set a goal in a conversation?

- It's not necessary to set goals because I know instinctively what's wanted and what is good for other people
- So it's clear what the other person wants with his life
- So it's clear what the other person expects from you in this conversation
- So it's clear if you can or cannot help the person with his problem
- So it's clear in what direction the conversation will continue

- It's not necessary to set goals because I know instinctively what's wanted and what is good for other people
- So it's clear what the other person wants with his life
- So it's clear what the other person expects from you in this conversation**
- So it's clear if you can or cannot help the person with his problem**
- So it's clear in what direction the conversation will continue

In this third phase you check the expectations (or needs) of the person you are talking to, what does he or she expect from this conversation and thus, what will be your role. Then you know what type of conversation it will be.

24: Phases in a conversation7

Phase 4 is the phase of elaborating on the goal. This phase:

- Will take the most time because there's a lot to say about it and there are so many ways of elaborating on the goal
- Will take the least time because there's only one good way of elaborating on the goal
- Gives you the possibility to say what you think is a good solution for this problem/story
- Gives you the possibility to ask questions about what the other person already has done or thought about the solution of his problem or story
- Gives you the possibility to give compliments about what the other person already has done or thought about the solution of his problem or story

- Will take the most time because there's a lot to say about it and there are so many ways of elaborating on the goal
- Will take the least time because there's only one good way of elaborating on the goal
- Gives you the possibility to say what you think is a good solution for this problem/story
- Gives you the possibility to ask questions about what the other person already has done or thought about the solution of his problem or story**
- Gives you the possibility to give compliments about what the other person already has done or thought about the solution of his problem or story**

After setting the goal in the third phase of the talk, you can start the elaboration. In the fourth phase you support the progress in the whole process. Depending on the question of your partner, the fourth phase may consist of different actions, e.g. listening, supporting somebody in making a choice, giving information or referring.

Hint

23: Phases in a conversation6

24: Phases in a conversation7

Question

Answer

Explanation

25: Phases in a conversation8

Phase 5 is the finishing phase.
What is a good way to finish?

See appendix. [10]

- | | | | |
|--------------------------|---|-------------------------------------|---|
| <input type="checkbox"/> | Telling that you're in a hurry for another appointment, so you have to stop this conversation | <input type="checkbox"/> | Telling that you're in a hurry for another appointment, so you have to stop this conversation |
| <input type="checkbox"/> | Giving a summary of the conversation | <input checked="" type="checkbox"/> | Giving a summary of the conversation |
| <input type="checkbox"/> | Asking if the other is satisfied with the conversation | <input checked="" type="checkbox"/> | Asking if the other is satisfied with the conversation |
| <input type="checkbox"/> | Asking your partner what his conclusions are and what he is going to do | <input checked="" type="checkbox"/> | Asking your partner what his conclusions are and what he is going to do |
| <input type="checkbox"/> | Bringing in a new topic, because that will give another view on the situation | <input type="checkbox"/> | Bringing in a new topic, because that will give another view on the situation |

26: Listen Thermometer7

How can you warm up cold listening?

It's cold when you listen with judgement, with fear or your own needs. You can raise the temperature by really focusing on the other, being curious: who is he?

How can you warm up 'cold' listening?

- By going from judgement, through recognizing needs, to interest
- By going from fear to doing exactly what you're afraid of
- By going from needs, through recognition, to pointing out needs or leave them for a while

- | | | | |
|--------------------------|---|-------------------------------------|--|
| <input type="checkbox"/> | By going from judgement, through recognizing needs, to interest | <input checked="" type="checkbox"/> | By going from judgement, through recognizing needs, to interest |
| <input type="checkbox"/> | By going from fear to do exactly what you are afraid of | <input checked="" type="checkbox"/> | By going from fear to do exactly what you are afraid of |
| <input type="checkbox"/> | By drinking some hot tea | <input type="checkbox"/> | By drinking some hot tea |
| <input type="checkbox"/> | By going from needs, through recognition, to pointing out needs or leave them for a while | <input checked="" type="checkbox"/> | By going from needs, through recognition, to pointing out needs or leave them for a while |
| <input type="checkbox"/> | By putting on the heating | <input type="checkbox"/> | By putting on the heating |

Hint

25: Phases in a conversation8

26: Listen Thermometer7

Question

Answer

Explanation

27: Phases in a conversation9

In a conversation the 5 phases will always go from phase 1, by 2, 3 and 4 to 5

- Yes
- No
- No, because it's possible that the other sets another goal after phase 4
- No, because there will not always be a phase 4 and 5. It is not always possible to live up to the expectations of somebody

- Yes
- No
- No, because it's possible that the other sets another goal after phase 4**
- No, because there will not always be a phase 4 and 5. It is not always possible to live up to the expectations of somebody**

Hint

27: Phases in a conversation9

Appendix

[1]

Active or detectable listening invites the other person to reflect on his own situation. Your reactions will tell him that he is important to you, you want to hear and understand him.

Active listening means trying to understand what the other means, listening on a relational level. The other is invited and encouraged to share more precisely what concerns him. An atmosphere of trust is created. There is respect and acceptance in this way of listening.

Active listening is a way of listening or reading between the lines. The volunteer listens and focuses on the unspoken or half spoken emotions and perceptions of the other person and rephrases them. The volunteer expresses what he feels might be the perception, emotion or need of the other. The volunteer doesn't really respond to the content of the message, but to what lies beneath, or what the volunteer thinks he hears.

Active listening is a way of telling your partner: "I listen to you, I hear what you say and I respect what you say. I try to understand you. What I hear, or what I think I hear, is an perception, a need that I accept and respect because it is your perception or need".

Objective of Active Listening

The objective of Active Listening is to help a conversational partner, if he has a personal problem that is emotional and sensitive, to recognize his own emotions, perceptions and needs, get a grip on them and to prevent them from blocking him in searching for a solution.

Active Listening reactions

Active Listening reactions can be:

- Indicate that you keep up with the other by means of a small response of understanding and encouragement
- Ask for clarification if you don't understand something (yet) or if something is confusing: "I don't quite follow you, can you please say that again"
- Paraphrase, also called repeating in your own words what you think the other is saying, and checking if you're correct: "Do you mean that you're not sure if they understand your proposal"
- Summarize the headlines and highlights of part of the conversation, while the other person can correct or add
- Review and rearrange the items that were mentioned separately but belong together, in order to give the other person a clearer picture of the problem
- Defining vague or general points:

Nobody cares for me Who doesn't care for you?

Things never go my way What doesn't go your way?

I'll just run away From what do you run away?

[2]

Theory Open/closed question.

Closed questions are very restrictive in that they either confirm or deny a specific issue. You dictate the course of the conversation. On the other hand, you can ask a closed-ended question to give the caller a moment, for example after an emotional story.

Sometimes it's just necessary, e.g. if you need information fast.

Examples:

- Have you made an appointment?
- Does it happen more often?
- Did you discuss this with your husband?

When you want to learn the opinion or feelings of the other person, closed questions are not suitable. Closed questions have a risk of being manipulative or coercive. They can be suggestive. You push the other in a certain (your?) direction.

You can also get stuck in the conversation by asking too many closed questions. The other person can limit himself to short answers, so you have to come up with new questions again. You can't concentrate anymore on what he is saying.

[3]

Theory Open/closed question.

Open questions usually begin with a question word like who, what, how, when, where. When you ask an open-ended question, you allow the person with whom you are communicating to respond on his own level. He can respond in whatever framework or train of thought he is most comfortable. He can direct the conversation in any way he wants. Open questions help him to evaluate his own thoughts and feelings.

The result of open questions is that the conversation runs more fluidly: you express more interest and the other has room to expand more.

A simple and nice way to ask open questions is begin with: How ...? Who ...? What ...? Where ...? When ...? Examples:

- How do you feel?
- What are you thinking of?
- What do you think for yourself?
- What's happening with you?
- Who gives you that idea?
- When does that happen?

These questions are specially appropriate at the beginning of a conversation, if a new subject comes up, or if you want to know more about the feelings of the other person. This line of questioning is also just right when a conversation tends to get stuck or when someone is talking in circles. However, too many open questions can scare the other and give him the feeling to have to reveal himself too much. Alternating with closed questions can be sensible.

[4]

By asking questions you can help the helpseeker clarify and explore the thoughts or feelings and the way he dealt with them. You can also ask questions because you need more information to understand. You can use questions to continue the talk by saying: : “I sense you have difficulty to continue, what holds you back?”

By asking questions you check if you are still on the same track. Asking questions can be functional and helping for both of you. Too many questions or incorrectly phrased questions can result in a person feeling interrogated by authorities or thinking getting presented an answer (or some kind of recipe) to solve his problem in an instant.

Be careful with asking many questions. Too many may result in a conversation pattern. The volunteer asks, the helpseeker answers. Indirectly the message is: “I know best, and I know what is good for you”. Try to be aware of questions and why you ask them. Is it really necessary to ask or are you making conversation? It's better to listen to the things the person is asking for. There are many types of questions, which each have their own effect on the talk.

[5]

You should be able to disconnect your own problems whilst on the phone or on internet, to give your full attention to the person you are talking to. Let someone's problem be his problem and don't take it over. Furthermore it is important that you stay calm in stressful situations and you do not take someone's aggressive behaviour personally. Stability is needed to stay in control during a troublesome conversation.

Coping with the other's values and standards

It is important to be open to other values and standards and to let go of prejudices. Show understanding and respect for other people's values and standards and treat him equally. Step out of your own paradigms and start thinking from the scope of thoughts of the other person. If you find the other's values and standards hard to take, don't reject him but give words to your trouble.

Respect

Accepting the other regardless of his behaviour at this very moment. It doesn't mean that you have to agree with that behaviour but that you accept his fundamental right to take his own decisions and choose a course in life. You respect the other as an individual with possibilities, accept him the way he is and not the way you want him to be. Your attitude expresses 'you are important and valuable to me. I want to take you and your problems seriously'.

Showing respect and acceptance is:

- You accept the other the way he is
- Acknowledging you and the other person are different human beings
- Considering the other a unique human being
- Accepting the difficulty the person has with a certain problem

Showing respect and acceptance is not:

- Rejecting the problem of the person you are talking to
- Denouncing your conversation partner
- Convincing / persuading the other of your opinion
- Giving advice that would help you
- Taking your prejudice as a starting point and therefore pigeon-holing him
- Refusing the other's problem and pointing out what the real problem is
- Telling someone that he is not the only one
- Telling someone it isn't so bad

[6]

There are pitfalls, and there is 'cold' listening: -3 Listening with judgement
We hardly ever listen without judgement, the first impression provides an image. Then there's autobiographic listening, we search for confirmation from our own judgements and opinions

-2 Listening from fear

Listening means giving up control, you don't know how to respond, you don't know if you can help, you're afraid of emotions (your own or from the other) you're afraid of criticism

-1 Listening from need

The need to do something, solve or show positive signs, the need not to listen (e.g. to whining or complaining), the need for acknowledgement, gratitude, being heard yourself, the need for control

[7]

0 Giving space to speak

How: be inviting (agreeing sounds, asking questions): the other will continue

1 Use the space to really hear what the other is talking about

How: repeat in your own words what the other says, ask questions

2 Sense the feeling with which the other speaks

How: point out and reflect on feelings

3 Understand what is behind the feeling

How: ask questions, be interested, express sympathy, point out feelings

4 Accept the other the way he is

How: Listen beyond all judgement, allow him to be different, fully meet and acknowledge the other

[8]

A clarifying talk is started by the help seeker because this person needs someone to share his thoughts with, or to find answers to questions or thoughts originated from a problem. The person has no one in its own environment to share things with or the person doesn't want people of its own social network to know (yet).

Needs of the caller/chatter

The caller or chatter needs either intentionally or unintentionally to blow off steam.

Interest in the emotions that come with the problem.

Also clarify the main issues and side issues.

Find directions to answers or solutions.

[9]

A warm welcome can be offered by showing your involvement and commitment. Of course it is important during the total course of the conversation, but it's especially important in the beginning. There are different ways of doing it. You can find some examples below. Take care: it is not the intention that you use them all. It depends on who you are talking to. You can offer a warm welcome by:

- inviting: 'take your time, I am listening to you...'
- explaining about your TES: 'the name of your TES is anonymous, you can reach us day and night. We are there for you when you are in need of contact and you want to talk about your feelings, worries and problems'
- mentioning your feelings: 'You sound troubled....'
- showing empathy: 'that seems very difficult to me to go through'
- giving a compliment: 'very good that you talk about this...'

Try to tune into the person you are talking to.

[10]

The conversation can be finished with a summary or a conclusion and checking if the conversation was living up to the expectations of the caller: is he satisfied with the talk.

The talk can end in a natural way in which you work to an end together. It can also be that you or your partner takes the initiative to end the conversation.

Before ending the talk, you can refer to the expectations of your partner and you can check whether you have lived up to the other's expectations. E.g.:

“ You contacted us because you were unsure about asking a second opinion and you wanted to exchange ideas about that. We discussed about pros and cons and you decided not to go for a second opinion. Does this mean you have an answer to your question?”

Empathy& Emotional Stability

Lesson 2

40 Knowledge cards

Introduction

Question

Answer

Explanation

1: Placeholder card

This lesson is under construction.

2: Emotional Stability1

What are core emotions?

- | | | | |
|--------------------------|----------|-------------------------------------|-----------------|
| <input type="checkbox"/> | Fear | <input checked="" type="checkbox"/> | Fear |
| <input type="checkbox"/> | pleasure | <input checked="" type="checkbox"/> | pleasure |
| <input type="checkbox"/> | love | <input type="checkbox"/> | love |
| <input type="checkbox"/> | pain | <input checked="" type="checkbox"/> | pain |
| <input type="checkbox"/> | anger | <input checked="" type="checkbox"/> | anger |

See appendix. [1]

3: Empathy6

when a person he knows suffers,
an "empathic listener" usually feels:

It is important to understand what empathy is and is not. If you see a homeless person living under a bridge you may feel sorry for him and give him some money as you pass by. That is pity or sympathy, not empathy. If, on the other hand, you make an effort to look at the world through his eyes, to consider what life is really like for him, and perhaps have a conversation that transforms him from a faceless stranger into a unique individual, then you are empathising.

- | | | | |
|--------------------------|-----------|-------------------------------------|------------------|
| <input type="checkbox"/> | connected | <input checked="" type="checkbox"/> | connected |
| <input type="checkbox"/> | painful | <input type="checkbox"/> | painful |
| <input type="checkbox"/> | detached | <input type="checkbox"/> | detached |
| <input type="checkbox"/> | concerned | <input checked="" type="checkbox"/> | concerned |
| <input type="checkbox"/> | sorry | <input checked="" type="checkbox"/> | sorry |

4: Emotional Stability14

Do you think, it's good to reach out
for help in crisis?

- | | | | |
|--------------------------|--|-------------------------------------|--|
| <input type="checkbox"/> | I think it's shameful. | <input type="checkbox"/> | I think it's shameful. |
| <input type="checkbox"/> | Sharing my problems is the first step to face and solve my situation. | <input checked="" type="checkbox"/> | Sharing my problems is the first step to face and solve my situation. |
| <input type="checkbox"/> | I think resilience means to overcome it on your own. | <input type="checkbox"/> | I think resilience means to overcome it on your own. |
| <input type="checkbox"/> | I don't want to bother other people with my own problems. | <input type="checkbox"/> | I don't want to bother other people with my own problems. |
| <input type="checkbox"/> | No, I try to find some pleasure and happiness to change the situation. | <input type="checkbox"/> | No, I try to find some pleasure and happiness to change the situation. |

If you are in crisis, the best first step is to share your problems with someone else.

Hint

1: Placeholder card

2: Emotional Stability1

3: Empathy6

4: Emotional Stability14

Question

Answer

Explanation

5: Emotional Stability18

What do you need to be safe in a helping situation?

- To be aware about my feelings.
- Knowing my borders.
- Connecting to my resources.
- To be aware of my competences.
- Resilience.

- To be aware about my feelings.**
- Knowing my borders.**
- Connecting to my resources.**
- To be aware of my competences.**
- Resilience.**

All the answers are correct: these things are needed to stay safe in a helping situation.

6: Emotional Stability2

How do you change fear?

- with dissociation
- to put another fear on it
- to analyse the situation
- to distract from the scary situation
- to accept it

- with dissociation**
- to put another fear on it**
- to analyse the situation
- to distract from the scary situation**
- to accept it**

You can manage fear in the way that you put your attention to something else (think or do something different) or that you go into distance from your feelings that means that you look to the situation as your own observer. The third possibility is to have a bigger fear that makes the actual fear tolerable (it is worse to have X than to deal Y).

7: Emotional Stability3

How do you overcome pain?

- you try to avoid it
- you try to laugh
- you step in to it and live it
- you ignore it
- you take time for the pain

- you try to avoid it
- you try to laugh
- you step in to it and live it**
- you ignore it
- you take time for the pain**

You can overcome a pain by living it, ignoring it and taking time for it.

8: Emotional Stability4

How do you handle anger?

- You give some space to anger
- you try to control it
- you channel the anger
- you try to keep neutral
- you live the anger as it comes up

- You give some space to anger**
- you try to control it
- you channel the anger**
- you try to keep neutral
- you live the anger as it comes up

You can handle anger by channeling or giving some space for it. It is not useful to avoid or to hide anger if it comes up.

Hint

5: Emotional Stability18

6: Emotional Stability2

7: Emotional Stability3

8: Emotional Stability4

Question

Answer

Explanation

9: Emotional Stability5

What helps to accompany pain?

- | | | |
|---|-------------------------------------|----------------------|
| <input type="checkbox"/> Empathy | <input checked="" type="checkbox"/> | Empathy |
| <input type="checkbox"/> patience | <input checked="" type="checkbox"/> | patience |
| <input type="checkbox"/> understanding | <input checked="" type="checkbox"/> | understanding |
| <input type="checkbox"/> making jokes | <input type="checkbox"/> | making jokes |
| <input type="checkbox"/> telling funny things | <input type="checkbox"/> | telling funny things |

Empathy, patience and understanding can help others to accompany pain. If pain will be ignored or avoided it can become worse or you may become psychosomatic reactions.

10: Emotional Stability8

How can you change or influence emotions?

- | | | |
|--|-------------------------------------|----------------------------------|
| <input type="checkbox"/> by changing the situation | <input checked="" type="checkbox"/> | by changing the situation |
| <input type="checkbox"/> by changing the intensity | <input checked="" type="checkbox"/> | by changing the intensity |
| <input type="checkbox"/> by changing the quality | <input checked="" type="checkbox"/> | by changing the quality |
| <input type="checkbox"/> by rationalism | <input type="checkbox"/> | by rationalism |
| <input type="checkbox"/> by changing beliefs | <input checked="" type="checkbox"/> | by changing beliefs |

You can not or hardly influence emotions by rationality, explanations or mind awareness, but you can change the surrounding, the interpretation, the relativity of closeness and distance to influence intensity of emotions.

11: Emotional Stability9

Do you need to know your own feelings and motivations to help others in their emotional crisis?

- | | | |
|---|-------------------------------------|---|
| <input type="checkbox"/> No, I just need to be respectful to others. | <input type="checkbox"/> | No, I just need to be respectful to others. |
| <input type="checkbox"/> Yes I need to know my inner self to understand others in their crisis. | <input checked="" type="checkbox"/> | Yes I need to know my inner self to understand others in their crisis. |
| <input type="checkbox"/> No, my motivations aren't connected to my helpful attitude. | <input type="checkbox"/> | No, my motivations aren't connected to my helpful attitude. |
| <input type="checkbox"/> I don't think my feelings are connected to other people's crisis. | <input type="checkbox"/> | I don't think my feelings are connected to other people's crisis. |
| <input type="checkbox"/> Yes it's helpful to know my own feelings to give my best in the helping situation. | <input checked="" type="checkbox"/> | Yes it's helpful to know my own feelings to give my best in the helping situation. |

It's a big help for the listener if he or she knows the inner self, the emotions and motivations moving him or her. It can help to avoid mistakes and even makes easier to understand the people in crisis.

Hint

9: Emotional Stability5

10: Emotional Stability8

11: Emotional Stability9

Question

Answer

Explanation

12: Empathy1

What is empathy?

Emotion researchers generally define empathy as the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling. Empathy is the imaginative act of stepping into the shoes of another person and viewing the world from their perspective.

- To identify with others' feelings
- To feel sorrow for suffering people
- To put oneself in someone else's shoes
- To feel sympathy for other people who is in pain
- To understand others' point of view despite differences in opinions

- To identify with others' feelings
- To feel sorrow for suffering people
- To put oneself in someone else's shoes**
- To feel sympathy for other people who is in pain
- To understand others' point of view despite differences in opinions**

13: Emotional Stability10

Is it useful to have different inner motivations, feelings about the people in need?

See appendix. [2]

- No, I have to concentrate on the needs of the other person.
- I have to put my own interests or needs in the background.
- No, I need to concentrate on my helping attitude.
- I need to know my own motivations to stay safe in a helping situation.
- Yes, and it's useful if I'm aware of them.

- No, I have to concentrate on the needs of the other person.
- I have to put my own interests or needs in the background.
- No, I need to concentrate on my helping attitude.
- I need to know my own motivations to stay safe in a helping situation.**
- Yes, and it's useful if I'm aware of them.**

14: Emotional Stability13

What are the typical reasons of an emotional crisis?

All the listed things can be a reason of an emotional crisis. <https://en.wikipedia.org/wiki/Crisis#Personal>

- Lost (of a person, connection, work, love).
- Change (of environment, tradition, believes, resources).
- Winning the lottery.
- Aging (connected to health, life periods, capabilities).

- Lost (of a person, connection, work, love).**
- Change (of environment, tradition, believes, resources).**
- Winning the lottery.**
- Aging (connected to health, life periods, capabilities).**

Hint

12: Empathy1

13: Emotional Stability10

14: Emotional Stability13

Question

Answer

Explanation

15: Emotional Stability19

What does resilience mean?

Psychological resilience is defined as an individual's ability to successfully adapt to life tasks in the face of social disadvantage or highly adverse conditions. Easily said being flexibly stable.

- | | | |
|---|-------------------------------------|--|
| <input type="checkbox"/> Being flexibly stable. | <input checked="" type="checkbox"/> | Being flexibly stable. |
| <input type="checkbox"/> To stay in rules and follow protocols. | <input type="checkbox"/> | To stay in rules and follow protocols. |
| <input type="checkbox"/> To avoid problems. | <input type="checkbox"/> | To avoid problems. |
| <input type="checkbox"/> Being solid. | <input type="checkbox"/> | Being solid. |
| <input type="checkbox"/> To avoid vulnerability. | <input type="checkbox"/> | To avoid vulnerability. |

16: Emotional Stability6

What helps when someone is fury?

Fury is a type of anger. Channeling fury is the best method to manage it. So give people some minutes to say everything they hate or ask them to write down everything. I you are relaxed or extreem submisive angry people will become more angry.

- | | | |
|--|-------------------------------------|--|
| <input type="checkbox"/> Give some time to live it | <input checked="" type="checkbox"/> | Give some time to live it |
| <input type="checkbox"/> put the time for listening to anger in a time frame | <input checked="" type="checkbox"/> | put the time for listening to anger in a time frame |
| <input type="checkbox"/> put your anger against it | <input type="checkbox"/> | put your anger against it |
| <input type="checkbox"/> give clear and congruent rules | <input checked="" type="checkbox"/> | give clear and congruent rules |
| <input type="checkbox"/> try to be calm and friendly | <input type="checkbox"/> | try to be calm and friendly |

17: Emotional Stability7

How can emotions appear?

Sometimes emotions are appropriate to the situation (something happen, that makes you angry/laughing/ugly...) But sometimes the emotional reaction is much bigger than foreceen. Then the emotion also relates to another transfer situation that was earlier. And sometimes emotions that are not allowed to sho in a specific situation will be substituted by another emotion.

- | | | |
|--|-------------------------------------|--------------------------------|
| <input type="checkbox"/> As situation feeling | <input checked="" type="checkbox"/> | As situation feeling |
| <input type="checkbox"/> as a substitute emotion | <input checked="" type="checkbox"/> | as a substitute emotion |
| <input type="checkbox"/> as a wrong emotion | <input type="checkbox"/> | as a wrong emotion |
| <input type="checkbox"/> as a transfer emotion | <input checked="" type="checkbox"/> | as a transfer emotion |
| <input type="checkbox"/> as a covered emotion | <input type="checkbox"/> | as a covered emotion |

Hint

15: Emotional Stability19

16: Emotional Stability6

17: Emotional Stability7

Question

Answer

Explanation

18: Empathy16

Empathic attitude includes...

- | | | | |
|--------------------------|--|-------------------------------------|---|
| <input type="checkbox"/> | To recognize conversational partner's emotions and naming them | <input checked="" type="checkbox"/> | To recognize conversational partner's emotions and naming them |
| <input type="checkbox"/> | To be connected with others | <input checked="" type="checkbox"/> | To be connected with others |
| <input type="checkbox"/> | To refer to him/her as a counterpart | <input type="checkbox"/> | To refer to him/her as a counterpart |
| <input type="checkbox"/> | Easily worrying | <input type="checkbox"/> | Easily worrying |
| <input type="checkbox"/> | To give solutions | <input type="checkbox"/> | To give solutions |

19: Empathy2

What empathy involves?

- | | | | |
|--------------------------|--|-------------------------------------|--|
| <input type="checkbox"/> | To look at each situation with other's perspective | <input checked="" type="checkbox"/> | To look at each situation with other's perspective |
| <input type="checkbox"/> | To offer suggestions and advices as similar situations have already been experienced | <input type="checkbox"/> | To offer suggestions and advices as similar situations have already been experienced |
| <input type="checkbox"/> | To suffer with someone for his situation | <input type="checkbox"/> | To suffer with someone for his situation |
| <input type="checkbox"/> | Being aware that different behaviors can depend on different life visions | <input checked="" type="checkbox"/> | Being aware that different behaviors can depend on different life visions |
| <input type="checkbox"/> | The capacity to stay emotionally balanced while listening to another person | <input checked="" type="checkbox"/> | The capacity to stay emotionally balanced while listening to another person |

Empathy is the imaginative act of stepping into the shoes of another person and viewing the world from their perspective. That means really trying to understand where someone is coming from – the feelings, beliefs, hopes and experiences that make up their view of the world.

Hint

18: Empathy16

https://www.youtube.com/watch?v=3oaobKn_MkE

19: Empathy2

Question

Answer

Explanation

20: Empathy20

The most adequate quote for empathy is

Being empathic means to determine whether our understanding of the conversational partner's inner world is correct - whether we are seeing it as she/he is experiencing it at this moment. Each response contains the unspoken question: Is it the way it is in you now?

- Not to ridicule, not to bewail, not to scorn human actions, but to understand (Spinoza)
- You are so used to living like a victim that the happiness you are now receiving makes you cry (Jodorowski)
- Anybody can sympathise with the sufferings of a friend, but it requires a very fine nature to sympathise with a friend's success (Wilde)
- For it is in giving that we receive, it is in pardoning that we are pardoned, it is in dying that we are born again (St. Francis)
- to sense the hurt or the pleasure of another as he senses and to perceive the causes thereof as he perceives them but without ever losing the recognition that it is "as if"(Rogers)

- Not to ridicule, not to bewail, not to scorn human actions, but to understand (Spinoza)**
- You are so used to living like a victim that the happiness you are now receiving makes you cry (Jodorowski)
- Anybody can sympathise with the sufferings of a friend, but it requires a very fine nature to sympathise with a friend's success (Wilde)
- For it is in giving that we receive, it is in pardoning that we are pardoned, it is in dying that we are born again (St. Francis)
- to sense the hurt or the pleasure of another as he senses and to perceive the causes thereof as he perceives them but without ever losing the recognition that it is "as if"(Rogers)**

21: Empathy3

What behaviour expresses empathy?

Empathy's qualities are prospective taking, staying out of judgement, recognising emotions in other people and connecting to them.

- Acceptance
- Active listening
- Correct advices
- To blend with other person's feelings
- Mirroring

- Acceptance**
- Active listening**
- Correct advices
- To blend with other person's feelings
- Mirroring**

Hint

20: Empathy20

21: Empathy3

Question

Answer

Explanation

22: Empathy4

Empathic listening is

Communicating empathetically is not just the technique of reflecting back to the speaker what they say in words; it is struggling to put into words our understanding of the totality of their communication (their words and the other psychological cues we have picked up), and then allowing them to correct what we have understood.

- To foresee conversational partner's feelings
- To find elements in common with the conversational partner
- Technique to reflect feelings
- A continuous and active process
- To perceive the internal frame of reference of the conversational partner

- To foresee conversational partner's feelings
- To find elements in common with the conversational partner
- Technique to reflect feelings
- A continuous and active process**
- To perceive the internal frame of reference of the conversational partner**

23: Emotional Stability11

What can be a typical solution attempted by people in crisis?

All the answers are correct.
<https://en.wikipedia.org/wiki/Crisis#Personal>

- To attempt suicide.
- To escape by increasing activities.
- Avoiding social contacts.
- Facing the crisis.
- addressing responsibilities to others.

- To attempt suicide.**
- To escape by increasing activities.**
- Avoiding social contacts.**
- Facing the crisis.**
- addressing responsibilities to others.**

24: Emotional Stability12

What are the typical phases during a crisis?

The four phases during a crisis are denying, feeling insecure, having strong emotions and finally to accept it.

- To deny
- To accept
- To have strong emotional reactions
- To feel insecure and unstable

- To deny**
- To accept**
- To have strong emotional reactions**
- To feel insecure and unstable**

Hint

22: Empathy4

23: Emotional Stability11

24: Emotional Stability12

Question

Answer

Explanation

25: Emotional Stability15

If you think one of your friends is in serious crisis, what do you do?

- | | |
|--|---|
| <input type="checkbox"/> I give him free space on his own to solve his problem. | <input type="checkbox"/> I give him free space on his own to solve his problem. |
| <input type="checkbox"/> I tell him jokes to make him smile. | <input type="checkbox"/> I tell him jokes to make him smile. |
| <input checked="" type="checkbox"/> I offer him my time and attention. | <input checked="" type="checkbox"/> I offer him my time and attention. |
| <input type="checkbox"/> I tell him all my life experience related to his problem. | <input type="checkbox"/> I tell him all my life experience related to his problem. |
| <input checked="" type="checkbox"/> In emergency I give him the phone number of an expert. | <input checked="" type="checkbox"/> In emergency I give him the phone number of an expert. |

If one of your friends is in crisis, give your time and attention to him. In emergency situations you can ask for help from an expert, or you can give the contact to your friend.

26: Empathy10

What kind of response is it?

- | | |
|--|---|
| <input checked="" type="checkbox"/> evaluative | <input checked="" type="checkbox"/> evaluative |
| <input type="checkbox"/> interpretative | <input type="checkbox"/> interpretative |
| <input type="checkbox"/> reassuring | <input type="checkbox"/> reassuring |
| <input type="checkbox"/> inquisitive | <input type="checkbox"/> inquisitive |
| <input type="checkbox"/> resolving | <input type="checkbox"/> resolving |

When answers are evaluative means that they imply an ethical personal opinion and involve a judgment (of criticism or approval) to others. It's an attitude of moral censor.

27: Empathy11

What kind of intervention is it?

- | | |
|---|--|
| <input type="checkbox"/> evaluative | <input type="checkbox"/> evaluative |
| <input type="checkbox"/> interpretative | <input type="checkbox"/> interpretative |
| <input type="checkbox"/> reassuring | <input type="checkbox"/> reassuring |
| <input checked="" type="checkbox"/> inquisitive | <input checked="" type="checkbox"/> inquisitive |
| <input type="checkbox"/> resolving | <input type="checkbox"/> resolving |

With inquisitive answers you are eager to learn more and direct the conversation towards what seems important to you, as if you accuse the other of not wanting to say the essentials, or waste time. You are hasty and urge your interlocutor by asking him what seems important to you.

Hint

25: Emotional Stability15

26: Empathy10

Two girls in a bar. One of them didn't go to a date because she doesn't think to be pretty enough. Her friend asserts the problem is her lack of self confidence.

27: Empathy11

Two girls in a bar. One of them didn't go to a date because she doesn't think to be pretty enough. Her friend asserts the problem is her lack of self confidence. What kind of response is it?

Question

Answer

Explanation

28: Empathy15

In the video, the pig shows an empathic attitude because...

- | | | | |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/> | He gives up the eggs for respecting hen's sensibility | <input type="checkbox"/> | He gives up the eggs for respecting hen's sensibility |
| <input type="checkbox"/> | He's happy when the hen comes in the bar | <input type="checkbox"/> | He's happy when the hen comes in the bar |
| <input checked="" type="checkbox"/> | He understands the hen's perspective on the eggs | <input checked="" type="checkbox"/> | He understands the hen's perspective on the eggs |
| <input type="checkbox"/> | Looking at the flower he thinks to the hen | <input type="checkbox"/> | Looking at the flower he thinks to the hen |
| <input type="checkbox"/> | He cooks breakfast for her | <input type="checkbox"/> | He cooks breakfast for her |

29: Empathy17

Why is empathy different from sympathy?

- | | | | |
|-------------------------------------|--|-------------------------------------|---|
| <input type="checkbox"/> | Empathy is having the same feelings, sympathy is having nice feelings | <input type="checkbox"/> | Empathy is having the same feelings, sympathy is having nice feelings |
| <input checked="" type="checkbox"/> | Empathy is recognising that the other is a human being as me, sympathy is feeling commiseration for another person | <input checked="" type="checkbox"/> | Empathy is recognising that the other is a human being as me, sympathy is feeling commiseration for another person |
| <input type="checkbox"/> | Empathy is feeling pity and sorrow for someone else' misfortune, sympathy is sharing together the same feelings | <input type="checkbox"/> | Empathy is feeling pity and sorrow for someone else' misfortune, sympathy is sharing together the same feelings |
| <input checked="" type="checkbox"/> | Empathy creates connections, sympathy drives disconnection | <input checked="" type="checkbox"/> | Empathy creates connections, sympathy drives disconnection |
| <input type="checkbox"/> | Empathy is feeling with another person, sympathy is feeling that there is a special connection between us | <input type="checkbox"/> | Empathy is feeling with another person, sympathy is feeling that there is a special connection between us |

30: Empathy19

Rarely an empathetic response starts with the words....

- | | | | |
|-------------------------------------|-------------------------|-------------------------------------|------------------------------|
| <input type="checkbox"/> | I understand you | <input type="checkbox"/> | I understand you |
| <input type="checkbox"/> | I feel that you... | <input type="checkbox"/> | I feel that you... |
| <input checked="" type="checkbox"/> | At least you have... | <input checked="" type="checkbox"/> | At least you have... |
| <input checked="" type="checkbox"/> | You should be/act.... | <input checked="" type="checkbox"/> | You should be/act.... |
| <input type="checkbox"/> | If I well understood... | <input type="checkbox"/> | If I well understood... |

Hint

28: Empathy15

<https://www.youtube.com/watch?v=tQm4iiaYAtg>

29: Empathy17

https://www.youtube.com/watch?v=3oaobKn_MkE

30: Empathy19

https://www.youtube.com/watch?v=3oaobKn_MkE

Question

Answer

Explanation

31: Empathy5

How many types of empathy are currently recognized by researchers?

Contemporary researchers often differentiate between two types of empathy: "Affective empathy" refers to the sensations and feelings we get in response to others' emotions; this can include mirroring what that person is feeling, or just feeling stressed when we detect another's fear or anxiety. "Cognitive empathy," sometimes called "perspective taking," refers to our ability to identify and understand other peoples' emotions.

- One
- Two
- Three
- Four
- Five

- One
- Two**
- Three**
- Four
- Five

32: Empathy7

You come into a room and find a silent group:

An empathic person uses his senses and feelings to perceive the actual situation and connect to the others.

- you seat and ask to your neighbour what is happening
- you joke for lighten the atmhosfere
- You try to understand the mood of people
- You ask loudly: why all these dark faces?
- You seat and try to grab the group's mood

- you seat and ask to your neighbour what is happening
- you joke for lighten the atmhosfere
- You try to understand the mood of people**
- You ask loudly: why all these dark faces?
- You seat and try to grab the group's mood**

33: Empathy8

A colleague is in a bad mood

An empathic person uses his senses and feelings to perceive the actual situation and connect to the others.

- You say: "It seems like something is wrong. Have you got any problem?"
- You realise it just when he explain his problem, you hadn't notice that he was in a bad mood
- You tell him that his troubles make you sad too
- You don't understand why he isn't happy, as nothing bad happened
- You let him be aware of your presence and that you are ready to listen to him

- You say: "It seems like something is wrong. Have you got any problem?"**
- You realise it just when he explain his problem, you hadn't notice that he was in a bad mood
- You tell him that his troubles make you sad too
- You don't understand why he isn't happy, as nothing bad happened
- You let him be aware of your presence and that you are ready to listen to him**

Hint

31: Empathy5

32: Empathy7

33: Empathy8

Question

Answer

Explanation

34: Empathy9

How would you define this response?

- | | |
|--|---|
| <input type="checkbox"/> evaluative | <input type="checkbox"/> evaluative |
| <input type="checkbox"/> interpretative | <input type="checkbox"/> interpretative |
| <input checked="" type="checkbox"/> reassuring | <input checked="" type="checkbox"/> reassuring |
| <input type="checkbox"/> inquisitive | <input type="checkbox"/> inquisitive |
| <input type="checkbox"/> resolving | <input type="checkbox"/> resolving |

Answers of reassurance seek to bring encouragement, consolation or compensation. You are very accommodating and you feel that you have to avoid that the other dramatizes.

35: Emotional Stability16

Is it good to ask someone if he or she is thinking about suicide?

- | | |
|---|--|
| <input type="checkbox"/> No, I don't want to give bad ideas. | <input type="checkbox"/> No, I don't want to give bad ideas. |
| <input checked="" type="checkbox"/> It's crucial to know if he or she is in danger. | <input checked="" type="checkbox"/> It's crucial to know if he or she is in danger. |
| <input type="checkbox"/> It's not polite to ask these things. | <input type="checkbox"/> It's not polite to ask these things. |
| <input checked="" type="checkbox"/> The first step is to ask about suicidal thoughts in a crisis-communication. | <input checked="" type="checkbox"/> The first step is to ask about suicidal thoughts in a crisis-communication. |
| <input type="checkbox"/> It's everyone's own business. | <input type="checkbox"/> It's everyone's own business. |

As Brian Mishara, the ASIST-model and other suicide-intervention models says, if we have a clue about someone's suicidal thoughts, we need to ask to express them in order to help. Look at this video:
https://www.ted.com/talks/kevin_briggs_the_bridge_between_suicide_and_life

36: Emotional Stability17

For helping someone in crisis do you need to be a professional?

- | | |
|---|--|
| <input type="checkbox"/> Yes, only an expert can take care in a such difficult situation. | <input type="checkbox"/> Yes, only an expert can take care in a such difficult situation. |
| <input checked="" type="checkbox"/> The most important thing is care and listening that can be offered by everyone. | <input checked="" type="checkbox"/> The most important thing is care and listening that can be offered by everyone. |
| <input type="checkbox"/> A crisis needs a competent analytical study and measurement. | <input type="checkbox"/> A crisis needs a competent analytical study and measurement. |
| <input type="checkbox"/> Yes, normally in crisis situations you need medical support. | <input type="checkbox"/> Yes, normally in crisis situations you need medical support. |
| <input checked="" type="checkbox"/> Anyone can be the needed caregiver with the right attitude and knowledge. | <input checked="" type="checkbox"/> Anyone can be the needed caregiver with the right attitude and knowledge. |

Anyone can be the needed caregiver with the right attitude and knowledge. The most important thing is care and listening.

Hint

34: Empathy9

In the subway, two friends are talking. One of them complains about his job: he earns a good salary but doesn't feel content. He wants to change but he doesn't want to act hastily. His friend tells him that he's doing too worrying and suggest to keep calm as everything is going to be good.

35: Emotional Stability16

36: Emotional Stability17

Question

Answer

Explanation

37: Empathy12

Which of the following statements seems to you more appropriate, empathetic and respectful as a reply?

- 1. Can you tell me first of all what does currently interest you? It's very important that we reflect on it.
- 2. Pay attention, before you launch yourself into something new, you should be sure that this is more beneficial and that you do not leave the certain for the uncertain.
- 3. Well, nothing to despair, you only need to know in which service you can be transferred. I can get for you an interview with the chief of the personnel.
- Your discomfort has a twofold explanation: first you hesitate to abandon the place that you currently occupy, on the other hand you don't know what other job is convenient to you
- 5. It's a difficult decision, right? Take the risks linked to the beginning of a completely new job, or choose the security of a job that you do not like.

- 1. Can you tell me first of all what does currently interest you? It's very important that we reflect on it.
- 2. Pay attention, before you launch yourself into something new, you should be sure that this is more beneficial and that you do not leave the certain for the uncertain.
- 3. Well, nothing to despair, you only need to know in which service you can be transferred. I can get for you an interview with the chief of the personnel.
- Your discomfort has a twofold explanation: first you hesitate to abandon the place that you currently occupy, on the other hand you don't know what other job is convenient to you
- 5. It's a difficult decision, right? Take the risks linked to the beginning of a completely new job, or choose the security of a job that you do not like.**

1 Inquisitive; 2 Evaluative; Resolving; 4 Interpretative; 5 Empathic, 6 Reassuring

38: Empathy13

Which of the following statements seems to you more appropriate, empathetic and respectful as a reply?

- 1. So you act as an ambitious person because you have to prove to yourself your value.
- 2. Do you believe that you must always be the first, regardless of the efforts and resources that must be used to achieve this?
- 3. What pushes you with that big decision to become someone?
- Would you determine in what area you have better chances? It can be very beneficial to you, although with your determination probably you will succeed in many situations.
- A great ambition can be a win situation. However, are you sure you really think that you wouldn't matter to pass over others? Could this be more negative than positive for you?

- 1. So you act as an ambitious person because you have to prove to yourself your value.
- 2. Do you believe that you must always be the first, regardless of the efforts and resources that must be used to achieve this?**
- 3. What pushes you with that big decision to become someone?
- Would you determine in what area you have better chances? It can be very beneficial to you, although with your determination probably you will succeed in many situations.
- A great ambition can be a win situation. However, are you sure you really think that you wouldn't matter to pass over others? Could this be more negative than positive for you?

1 Interpretative; 2 Empathic; 3 Inquisitive; 4 Resolving; 5 Evaluative; 6 Reassuring

Hint

37: Empathy12

Case of a 37 year old woman (tired voice) "I do not know what to do. Ah! I do not know if I have to restart my job as receptionist ... gives me such a nerve, I can barely stand it ... but it is a safe place and with a good salary. So, should I give up everything and just do what really interests me, in any case a less monotonous work, even if this would mean starting over with a very low pay ... I do not know if I am able do it or not..."

Which of the following statements seems to you more appropriate, empathetic and respectful as a reply?

38: Empathy13

Case of a 35 year old man (strong, stressed, aggressive voice): "I am determined to do something, I'm not afraid of working hard, I'm not afraid of receiving heavy blows as long as I have very clear in what direction I'm going! I'm not at all afraid to pass over others if I find them on my path, as I want it for me! I cannot be satisfied with a mediocre job! I want to become someone!"

Question

Answer

Explanation

39: Empathy14

Which of the following statements seems to you more appropriate, empathetic and respectful as a reply?

- 1. You are too pessimistic. It cannot always go like that. You will see that inevitably the others will come to you.
- Other people in your situation managed to build pleasant relationships by adhering to some association. The important thing is that you are not convinced that you have to be alone.
- 3. Maybe if you tell me something more about the way you try to make friends, we may have a clearer idea of what is wrong.
- 4. This situation has lasted for so long that you ended up being convinced. Is that what you meant?
- 5. Maybe you do not want to make friends, only to protect you from something else?

- 1. You are too pessimistic. It cannot always go like that. You will see that inevitably the others will come to you.
- Other people in your situation managed to build pleasant relationships by adhering to some association. The important thing is that you are not convinced that you have to be alone.
- 3. Maybe if you tell me something more about the way you try to make friends, we may have a clearer idea of what is wrong.
- 4. This situation has lasted for so long that you ended up being convinced. Is that what you meant?**
- 5. Maybe you do not want to make friends, only to protect you from something else?

1 Reassuring; 2 Resolving; 3 Inquisitive; 4 Empathic; 5 Interpretative; 6 Evaluative

40: Empathy18

What are the 4 quality of empathy?

- Prospective taking, recognising emotions in other people and communicating that, lead them out of their problems
- Prospective taking, staying out of judgement, recognising emotions in other people and connecting to them
- Prospective taking, recognising emotions in other people, evaluating the severity of the situation and suggesting proper solutions
- Prospective taking, staying out of judgement, recognising emotions in other people and reassuring them
- Recognising the perspective of another person, avoiding prejudice and judgement, recognising what the other feels and being able to communicate it

- Prospective taking, recognising emotions in other people and communicating that, lead them out of their problems
- Prospective taking, staying out of judgement, recognising emotions in other people and connecting to them**
- Prospective taking, recognising emotions in other people, evaluating the severity of the situation and suggesting proper solutions
- Prospective taking, staying out of judgement, recognising emotions in other people and reassuring them
- Recognising the perspective of another person, avoiding prejudice and judgement, recognising what the other feels and being able to communicate it**

Hint

39: Empathy14

Case of a 30 years old woman (discouraged voice): "For ten years I have lived in this town and seven years in the same apartment, but I do not know anyone. In the office seems to me that I cannot make friends, it is as if I were paralyzed. I strive to be kind to others colleagues but I feel like contracted and uncomfortable, then I tell myself that I do not care about anything, you cannot rely on the people, everyone on his own. I do not want friends, and sometimes it ends up that I am truly convinced of this."

40: Empathy18

https://www.youtube.com/watch?v=3oaobKn_MkE

Appendix

[1]

For more than 40 years, Paul Ekman has supported the view that emotions are discrete, measurable, and physiologically distinct. Ekman's most influential work revolved around the finding that certain emotions appeared to be universally recognized, even in cultures that were preliterate and could not have learned associations for facial expressions through media. Another classic study found that when participants contorted their facial muscles into distinct facial expressions (for example, disgust), they reported subjective and physiological experiences that matched the distinct facial expressions. His research findings led him to classify six emotions as basic: anger, disgust, fear, happiness, sadness and surprise. - https://en.wikipedia.org/wiki/Emotion#Basic_emotions

[2]

It can be useful to know my own motivations in a helping situations to stay safe. I need to know them, to be aware of them. Friedemann Schulz von Thun developed the method of untangling the babble of inner voices and creating the dialog with "The Inner Team" in order "to solve internal and external conflicts and to clarify difficult decisions." According to Schulz von Thun, this "inner plurality" can lead on one side from torturous see-sawing to being totally paralyzed, on the other side manifests the broad spectrum and complexity of our personality, "a fascinating inner group dynamic" Furthermore, Schulz von Thun points to the resemblance of this inner dialog with a group and team dialog. Hence, the metaphor of 'The Inner Team'. A team of people consists of a plurality of personalities, of gender, styles, emotions, challenges etc. just like the team of our inner voices.

Respect & Resource Activation

Lesson 3

40 Knowledge cards

Introduction

Question	Answer	Explanation
<p>1: Placeholder card</p> <p>This lesson is under construction.</p>		
<p>2: Basic attitude</p> <p>What aspects of my basic attitude are important to managing the dialogue?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respect <input checked="" type="checkbox"/> <input type="checkbox"/> Appreciation <input checked="" type="checkbox"/> <input type="checkbox"/> Openness and interest <input checked="" type="checkbox"/> <input type="checkbox"/> Acceptance of other life plans <input type="checkbox"/> <input type="checkbox"/> Empathy <input checked="" type="checkbox"/> 	<p>Respect</p> <p>Appreciation</p> <p>Openness and interest</p> <p>Acceptance of other life plans</p> <p>Empathy</p>	<p>See appendix. [1]</p>
<p>3: resource basics 4</p> <p>When or where can one discover resources in people?</p> <ul style="list-style-type: none"> <input type="checkbox"/> only in situations which have gone really well <input type="checkbox"/> <input type="checkbox"/> resources can also be found in difficult situations <input checked="" type="checkbox"/> <input type="checkbox"/> also in problems if considered from a different angle <input checked="" type="checkbox"/> <input type="checkbox"/> on the personal road map of someone seeking advice <input checked="" type="checkbox"/> <input type="checkbox"/> in principle everywhere <input type="checkbox"/> 	<p>Resources are abilities that arise from the self-efficacy of the counselor.</p> <p>Self-efficacy asks for the personal assessment of one's own competencies, generally with difficulties and barriers in daily life.</p> <ul style="list-style-type: none"> <input type="checkbox"/> only in situations which have gone really well <input type="checkbox"/> <input checked="" type="checkbox"/> resources can also be found in difficult situations <input checked="" type="checkbox"/> also in problems if considered from a different angle <input checked="" type="checkbox"/> on the personal road map of someone seeking advice <input type="checkbox"/> in principle everywhere <input type="checkbox"/> 	
<p>4: resource basics 5</p> <p>Resources can serve to</p> <ul style="list-style-type: none"> <input type="checkbox"/> relax the situation at hand <input checked="" type="checkbox"/> <input type="checkbox"/> solve problems <input checked="" type="checkbox"/> <input type="checkbox"/> discover one's scope of action <input checked="" type="checkbox"/> <input type="checkbox"/> experience appreciation <input checked="" type="checkbox"/> <input type="checkbox"/> endure unchangeable circumstances <input checked="" type="checkbox"/> 	<p>relax the situation at hand</p> <p>solve problems</p> <p>discover one's scope of action</p> <p>experience appreciation</p> <p>endure unchangeable circumstances</p>	<p>Resources can fulfill many positive functions for both - the problem or the person itself.</p>
<p>5: Respect 1</p> <p>What aspects of my basic attitude are important to managing the dialogue?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respect <input checked="" type="checkbox"/> <input type="checkbox"/> Appreciation <input checked="" type="checkbox"/> <input type="checkbox"/> Openness and interest <input checked="" type="checkbox"/> <input type="checkbox"/> Acceptance of other life plans <input type="checkbox"/> <input type="checkbox"/> Empathy <input checked="" type="checkbox"/> 	<p>Respect</p> <p>Appreciation</p> <p>Openness and interest</p> <p>Acceptance of other life plans</p> <p>Empathy</p>	<p>See appendix. [2]</p>

Hint

1: Placeholder card

2: Basic attitude

3: resource basics 4

4: resource basics 5

5: Respect 1

Question

Answer

Explanation

6: Respect 21

Listening carefully is:

- If you listen carefully, you can hear in a conversation what matters most
- It is exhausting
- You can do other stuff simultaneously (multitasking)
- I need to form more hypotheses about the person
- I can focus on the person's story

- If you listen carefully, you can hear in a conversation what matters most**
- It is exhausting**
- You can do other stuff simultaneously (multitasking)
- I need to form more hypotheses about the person
- I can focus on the person's story**

see attachment 1

7: Respect 4

Respect in the dialogue is indicated, for example, by the fact that

- Both sides feel that they are respected
- Both sides can set boundaries if necessary
- If I can do anything I want
- If both sides agree
- If self-respect can be the boundary

- Both sides feel that they are respected**
- Both sides can set boundaries if necessary**
- If I can do anything I want
- If both sides agree
- If self-respect can be the boundary**

The spirit of the relationship can be consciously shaped by applying the basic variables of 'empathy – appreciation – authenticity'. The listener and the person who is being counselled form a partnership and are at the same level (I'm okay and you're okay).

8: classification of resources

What can be a mental resource?

- A useful belief.
 - A strong value
 - Extention of sensual awareness
 - A stomach feeling
 - psychological education
- A useful belief.**
 - A strong value**
 - Extention of sensual awareness**
 - A stomach feeling
 - psychological education**

Mental resources are tools that are generated by our thinking and perception. This includes sensory perception but also insights, values and evaluations of situations or beliefs that are useful and pro-active.

Hint

6: Respect 21

7: Respect 4

8: classification of resources

Question

Answer

Explanation

9: classification of resources 2

What can be a social resource?

- Good friends
- positive thinking people
- an ideal or model
- contact to institutions
- your inner team

- Good friends**
- positive thinking people**
- an ideal or model**
- contact to institutions**
- your inner team

Social resources are tools that come from the environment of the person concerned and help to solve the problem.

10: classification of resources 3

What can be a personal resource?

- a supporting internal position
- a healthy environment
- competence in language and communication
- self-organizing competence
- balance of emotions

- a supporting internal position**
- a healthy environment
- competence in language and communication**
- self-organizing competence**
- balance of emotions**

Own individual resources are all cognitive and emotional skills that can be used for concrete problem solving.

11: resource based conversational skills

What is helpful to make resources available?

- to be able to access the resource
- to evaluate their significance
- to plan their use
- to have previously experienced that resource
- to make suggestion of improvement

- to be able to access the resource**
- to evaluate their significance**
- to plan their use**
- to have previously experienced that resource
- to make suggestion of improvement

Resource activation is done by the person concerned. Advice and personal experience often do not lead to resource activation, but can even cause embarrassment or frustration..

Hint

9: classification of resources 2

10: classification of resources 3

11: resource based conversational skills

Question

Answer

Explanation

12: resource based conversational skills5

Accessing one's resources is more easily done if

- the conversation takes place on an equal footing
- the listener's own skills and experiences flow into the conversation
- the listener uses metaphores, comparisons or images
- the listener uses a positive strenghtening language
- the listener remains neutral and professional

- the conversation takes place on an equal footing**
- the listener's own skills and experiences flow into the conversation
- the listener uses metaphores, comparisons or images**
- the listener uses a positive strenghtening language**
- the listener remains neutral and professional

Resources require positive language, a good and committed relationship and analogies with the problem involved.

13: Resource basics

What is a resource?

- The ability to choose an additional perspective
- my good tips/ advises
- an experience rising self esteem
- a tool for change
- something I get energy from

- The ability to choose an additional perspective**
- my good tips/ advises
- an experience rising self esteem**
- a tool for change**
- something I get energy from**

A resource is always a form of support which you have inside yourself.

14: resource basics 3

What is meant by 'resources' in a specific conversation?

- the entire set of skills and abilities that someone has
- skills and abilities that are useful in attaining an important aim in the context of a specific situation
- Abilities and skills a person has to solve a problem, but which are inconscious in that moment
- States that stabilize the person you listen to
- problems that the person had already solved

- the entire set of skills and abilities that someone has
- skills and abilities that are useful in attaining an important aim in the context of a specific situation**
- Abilities and skills a person has to solve a problem, but which are inconscious in that moment**
- States that stabilize the person you listen to**
- problems that the person had already solved

Resources are concrete tools of the counterpart, wicht cause a change or improvement in relation to the problem.

Hint

12: resource based conversational skills5

13: Resource basics

14: resource basics 3

Question

Answer

Explanation

15: resource basics 6

People have resources as integral part of their personal road maps. These are

- immutable
- possible to discover through maieutic questions
- possible to be influenced through impulses or suggestions
- possible to be discovered through appreciating the counterpart
- ultimately only possible to be changed through the advice seeking person him or herself.

- immutable
- possible to discover through maieutic questions
- possible to be influenced through impulses or suggestions
- possible to be discovered through appreciating the counterpart
- ultimately only possible to be changed through the advice seeking person him or herself.

Each person carries all resources that he or she needs for a change.

16: Respect 15

A "good listener's" values are

- A real dialogue
- Attentive listening
- Confidentiality
- Appreciation
- Neutrality/respect

- A real dialogue
- Attentive listening
- Confidentiality
- Appreciation
- Neutrality/respect

It is important to differentiate here: the person has a problem, but he or she is not the problem. This way of looking at things opens possibilities of development (see also the description of the human individual of Rogers: https://de.wikipedia.org/wiki/Carl_Rogers)

17: Respect 16

Are there limits which I can expect to be respected? ...

- No, I have to endure everything if a person is desperate
- I need to address my limits appreciatively if respect for me is missing
- No, a fruitful dialogue is not possible without mutual respect
- Yes, helping someone is more important than my dignity
- No, because respect does not mean accepting everything

- No, I have to endure everything if a person is desperate
- I need to address my limits appreciatively if respect for me is missing
- No, a fruitful dialogue is not possible without mutual respect
- Yes, helping someone is more important than my dignity
- No, because respect does not mean accepting everything

I do not have to accept or endure anything in a conversation.

Respect means to count in the positive intention of the other, but also to check if I am valued in my own role.

Hint

15: resource basics 6

16: Respect 15

17: Respect 16

Question

Answer

Explanation

18: Respect 8

What happens in a dialogue if respect is missing?

Without respect a conversation is practically not possible. Respect does not only affect the Relationship level, it also prevents in the absence any factual confrontation. Respect is the basis for contact and relationship design

- Nothing, respect is no basic condition for a conversation
- the conversation often ends with arguments and conflict
- The conversation often ends without result
- Both sides feel uneasy
- Despair increases

- Nothing, respect is no basic condition for a conversation
- the conversation often ends with arguments and conflict**
- The conversation often ends without result**
- Both sides feel uneasy**
- Despair increases**

19: Activation resources

Which language style helps to activate resources in other people?

Correct or wrong, good or bad does not help for problem solving. The expansion of one's own perception is what opens up possibilities for solutions.

- Make them aware what they do right or wrong.
- speak clear and concrete using sense based observation
- use metaphoric language
- Ask questions which change the perspective
- focus on possibilities not on limitations

- Make them aware what they do right or wrong.
- speak clear and concrete using sense based observation**
- use metaphoric language**
- Ask questions which change the perspective**
- focus on possibilities not on limitations**

Hint

18: Respect 8

19: Activation resources

Question

Answer

Explanation

20: Cultural Values

How can we deal with cultural / family differences in terms of values?

The Danger of a Single Story - Transcript
sww.unc.edu/files/TheDangerofaSingleStoryTranscript.pdf Video
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=de. In this video Chimamanda Adichie describes her own development into a writer who is aware of her own culture and origins. Her example also shows how easy it is to draw conclusions about an entire society on the basis of a single story.

- Being aware of ones own values and reflecting them as part of your own culture
- In a society we all have to follow the same values
- The values of any culture / family should be appreciably questioned
- We need to study ethnology and social science
- Asking how this person deals with this value in his/her personal life

- Being aware of ones own values and reflecting them as part of your own culture**
- In a society we all have to follow the same values
- The values of any culture / family should be appreciably questioned**
- We need to study ethnology and social science
- Asking how this person deals with this value in his/her personal life**

Hint

20: Cultural Values

See appendix. [3]

Question**Answer****Explanation****21: Own Appreciation**

How can you be respectful with yourself in a dialogue?

In order to treat others with respect we need to know our own limits and if necessary to focus on them. The relationship between the listener and the person who is telling his or her story has increasingly become an example of how misunderstandings and social tensions can be dealt with, discussed openly and also solved. "Learning by putting the concept into practice." The most important qualities of listeners are related less to their intellect and knowledge than to their attitudes and feelings towards other people and themselves.

- | | | | |
|-------------------------------------|--|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I accept myself with my talents, knowledge and limits | <input checked="" type="checkbox"/> | I accept myself with my talents, knowledge and limits |
| <input checked="" type="checkbox"/> | I ask for respect if I feel under stress | <input checked="" type="checkbox"/> | I ask for respect if I feel under stress |
| <input checked="" type="checkbox"/> | I express my limits if I feel offended and terminate a conversation if necessary | <input checked="" type="checkbox"/> | I express my limits if I feel offended and terminate a conversation if necessary |
| <input checked="" type="checkbox"/> | I reject questions that intrude on my privacy | <input checked="" type="checkbox"/> | I reject questions that intrude on my privacy |
| <input type="checkbox"/> | I feel superior | <input type="checkbox"/> | I feel superior |

22: relation between resource and language

How can I influence resources through language?

Theoretical information usually is not sufficient to activate resources in the others. Resources are activated by active and clear images, emotions or sounds. The more precisely a resource is presented or felt, the more true it is that it will also be used.

- | | | | |
|-------------------------------------|--|-------------------------------------|---|
| <input type="checkbox"/> | Provide information on what resources can be | <input type="checkbox"/> | Provide information on what resources can be |
| <input checked="" type="checkbox"/> | Think of a resource as precisely as possible | <input checked="" type="checkbox"/> | Think of a resource as precisely as possible |
| <input checked="" type="checkbox"/> | focusing expected states instead of problem states | <input checked="" type="checkbox"/> | focusing expected states instead of problem states |
| <input checked="" type="checkbox"/> | using pleasure-words instead of frustration-words | <input checked="" type="checkbox"/> | using pleasure-words instead of frustration-words |

Hint

21: Own Appreciation

22: relation between resource and language

Question

Answer

Explanation

23: relation between resource and questions

Which kind of questions can activate resources?

- | | |
|---|---|
| <input type="checkbox"/> Questions using "Why?" | <input type="checkbox"/> Questions using "Why?" |
| <input type="checkbox"/> journalists questions | <input type="checkbox"/> journalists questions |
| <input type="checkbox"/> maieutic questions (deepening) | <input checked="" type="checkbox"/> maieutic questions (deepening) |
| <input type="checkbox"/> circulating questions | <input checked="" type="checkbox"/> circulating questions |
| <input type="checkbox"/> open questions | <input type="checkbox"/> open questions |

Resources can't be activated by information and evaluation questions. Open questions are also normally ineffective because they are too general. The most useful questions are those which enable a new perspective or go into the subject more deeply.

24: resource based conversational skills4

What is a helpful attitude in the context of a resource based conversation?

- | | |
|---|---|
| <input type="checkbox"/> appreciative | <input checked="" type="checkbox"/> appreciative |
| <input type="checkbox"/> judgemental | <input type="checkbox"/> judgemental |
| <input type="checkbox"/> cooperative | <input checked="" type="checkbox"/> cooperative |
| <input type="checkbox"/> informative | <input type="checkbox"/> informative |
| <input type="checkbox"/> in search of meaning | <input checked="" type="checkbox"/> in search of meaning |

Reviews and information easily lead into "right or wrong", "good or bad" polarizations that neither promote solutions nor activate resources.

25: resource basics 2

What does it mean to look out for resources?

- | | |
|---|---|
| <input type="checkbox"/> to consider all areas of life | <input type="checkbox"/> to consider all areas of life |
| <input type="checkbox"/> to pursue the solutions of the person seeking advice | <input checked="" type="checkbox"/> to pursue the solutions of the person seeking advice |
| <input type="checkbox"/> to detract attention away from the problem or to broaden the focus | <input checked="" type="checkbox"/> to detract attention away from the problem or to broaden the focus |
| <input type="checkbox"/> to look for personal strengths in order to solve the challenge at hand | <input checked="" type="checkbox"/> to look for personal strengths in order to solve the challenge at hand |

Resources are the other person's concrete aids which can generate a change or improvement in relation to the problem.

Hint

23: relation between resource and questions

24: resource based conversational skills4

25: resource basics 2

Question

Answer

Explanation

26: Respect 11

Are values fixed or can they change during a lifetime?

See appendix. [4]

- A person's values change as he or she develops
- Seriously negative experiences can change a person's values
- Realisations can change values
- Difficult circumstances such as being a refugee or living in uncertainty can reinforce values
- All values acquired in childhood are permanent

A person's values change as he or she develops

Seriously negative experiences can change a person's values

Realisations can change values

Difficult circumstances such as being a refugee or living in uncertainty can reinforce values

All values acquired in childhood are permanent

27: Respect 13

Is there a difference between tolerance, acceptance, and agreement

See appendix. [5]

- Yes, there are major and significant differences
- Tolerance means enduring and putting up with things. Even tolerance has healthy limits
- No, for the most part they mean the same and are the equivalent to respect
- Acceptance means agreeing to something and has an active component
- Agreement is the same as acceptance

Yes, there are major and significant differences

Tolerance means enduring and putting up with things. Even tolerance has healthy limits

No, for the most part they mean the same and are the equivalent to respect

Acceptance means agreeing to something and has an active component

Agreement is the same as acceptance

28: Respect 17

What does confidentiality mean?

- I keep all information to myself
- I share in crisis situations relevant information with a professional who can help
- Confidentiality is secured at all costs
- I only talk to people I trust
- Confidentiality is essential for people to open up

I keep all information to myself

I share in crisis situations relevant information with a professional who can help

Confidentiality is secured at all costs

I only talk to people I trust

Confidentiality is essential for people to open up

Hint

26: Respect 11

27: Respect 13

28: Respect 17

Question

Answer

Explanation

29: Respect 2

What role does respect play in dialogue management?

The word 'respect' comes from Latin and means 'looking back, consideration, taking something into account'. Offering somebody respect means treating them with attention and appreciation. Respect involves an attitude of openness to the values of others. Respect is an attitude which is not based on individual value judgements, and excludes unthinking egoism.

- Appreciation of the other person, regardless of one's situation in life or opinion
- The other person's statements don't touch me
- I'm interested in different life plans and opinions
- I understand everything
- Attentive listening

- Appreciation of the other person, regardless of one's situation in life or opinion**
- The other person's statements don't touch me
- I'm interested in different life plans and opinions**
- I understand everything
- Attentive listening**

30: Respect 20

In practice, neutrality/respect mean:

- Differentiating between the person and the problem
- To have no own evaluation inwardly
- Accepting different ways of living
- Trusting in a person's skills and resources

- Differentiating between the person and the problem**
- To have no own evaluation inwardly
- Accepting different ways of living**
- Trusting in a person's skills and resources**

31: Respect 5

What are the typical elements of respectful dialogue management?

See the detailed explanation in the question section: 'Managing the dialogue' and 'active listening'

- I ask open questions
- I give the other person time to explain/talk
- I show/mention my limits
- I ask for respect
- I tell the other person what she/he has to do

- I ask open questions**
- I give the other person time to explain/talk**
- I show/mention my limits**
- I ask for respect**
- I tell the other person what she/he has to do

Hint

29: Respect 2

30: Respect 20

31: Respect 5

Question

Answer

Explanation

32: Respect in a Controversy

How do you deal with somebody who doesn't agree with you?

Contradiction is indeed exhausting or inconvenient, but also bears witness to the self-respect and the independence of the counterpart, and deserves respect.

- I acknowledge that the person allows himself to show contradiction
- I express more of my own ideas
- I terminate the dialogue
- I accept the fact and think about the goal of the conversation and the further process

- I acknowledge that the person allows himself to show contradiction**
- I express more of my own ideas
- I terminate the dialogue
- I accept the fact and think about the goal of the conversation and the further process**

33: Value Estimation

What does value estimation mean?

Valuation means that I respect the values and value systems of the opposite, but do not necessarily share. However, from his perspective, I can see the meaning or usefulness.

- Esteem openness and honesty to the other without being hurtful
- Respect the limits and vulnerability of another
- Congratulate or praise a person
- The evaluation of the behavior of a person
- Mindfulness and empathy

- Esteem openness and honesty to the other without being hurtful**
- Respect the limits and vulnerability of another**
- Congratulate or praise a person
- The evaluation of the behavior of a person
- Mindfulness and empathy**

34: Assumptions for Resource Activation

Are the following sentences true or wrong regarding the activation of resources

To activate the resources in the other person, you have to expand or change that person's way of looking at the problem.

- Everyone has everything he needs inside himself/herself to solve his/her problem.
- You can activate resources by changing your behaviour.
- reading other peoples wishes
- Changing the environment can set free different resources.
- Changing beliefs allows the use of different resources.

- Everyone has everything he needs inside himself/herself to solve his/her problem.**
- You can activate resources by changing your behaviour.**
- reading other peoples wishes**
- Changing the environment can set free different resources.**
- Changing beliefs allows the use of different resources.**

Hint

32: Respect in a Controversy

33: Value Estimation

34: Assumptions for Resource Activation

Question	Answer	Explanation
<p>35: resource based conversational skills2</p> <p>In order to strengthen the effective deployment of resources it is helpful to</p> <ul style="list-style-type: none"> <input type="checkbox"/> use images <input type="checkbox"/> be specific <input type="checkbox"/> explain things theoretically <input type="checkbox"/> be as broad as possible <input type="checkbox"/> build on emotions and feelings 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> use images <input checked="" type="checkbox"/> be specific <input type="checkbox"/> explain things theoretically <input type="checkbox"/> be as broad as possible <input checked="" type="checkbox"/> build on emotions and feelings 	<p>General, abstract and generalised information does not help to activate resources.</p>
<p>36: resource based conversational skills3</p> <p>Resource based conversations should</p> <ul style="list-style-type: none"> <input type="checkbox"/> initiate searching processes <input type="checkbox"/> include an extensive analysis of the problem <input type="checkbox"/> result in new ways of looking at things <input type="checkbox"/> generate alternatives to act <input type="checkbox"/> increase self worth 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> initiate searching processes <input type="checkbox"/> include an extensive analysis of the problem <input checked="" type="checkbox"/> result in new ways of looking at things <input checked="" type="checkbox"/> generate alternatives to act <input type="checkbox"/> increase self worth 	<p>Analyses of problems can be important in order to understand the nature of the problem. However, this does not activate resources.</p>
<p>37: Respect 12</p> <p>What is useful for reframing values in a dialogue</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysing their origin <input type="checkbox"/> Examining them for their influence on the present life situation <input type="checkbox"/> Assuming the counsellor's values <input type="checkbox"/> Asking what would happen in your own life without this value <input type="checkbox"/> Ignoring them 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analysing their origin <input checked="" type="checkbox"/> Examining them for their influence on the present life situation <input type="checkbox"/> Assuming the counsellor's values <input checked="" type="checkbox"/> Asking what would happen in your own life without this value <input type="checkbox"/> Ignoring them 	<p>See appendix. [6]</p>
<p>38: Respect 19</p> <p>What is "good listening"?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Being on an equal footing <input type="checkbox"/> C. Rogers calls it 'congruence' <input type="checkbox"/> Truthfulness <input type="checkbox"/> Trying to find clues and exploring the roots <input type="checkbox"/> Sharing your own experiences 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Being on an equal footing <input checked="" type="checkbox"/> C. Rogers calls it 'congruence' <input checked="" type="checkbox"/> Truthfulness <input type="checkbox"/> Trying to find clues and exploring the roots <input type="checkbox"/> Sharing your own experiences 	<p>It is important to differentiate here: the person has a problem, but he or she is not the problem. This way of looking at things opens up possibilities of development (see also the description of the human individual provided by Rogers: https://de.wikipedia.org/wiki/Carl_Rogers)</p>

Hint

35: resource based conversational skills2

36: resource based conversational skills3

37: Respect 12

38: Respect 19

Question

Answer

Explanation

39: Respect 9

Someone looking for counselling says: I am a failure. What could this mean?

Values are the benchmarks in accordance with which people act. They are principles which people have internalised in the course of their lives. In this sense values are the subjective expression of what is important to the individual person. In addition there are superordinate criteria which have an objective validity, for example those which are formulated in the Charter of the United Nations (uploaded in the web-site).

- He or she can't fulfil his or her own expectations
- A failure to meet the expectations of the parents
- The person doesn't want to achieve anything
- The person doesn't have any ability
- The relationship has just broken down

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- The person doesn't want to achieve anything
- The person doesn't have any ability
- The relationship has just broken down**

40: Influencing

What kind of behavior would for me as a listener be a manipulation or an abuse of my role?

This question seems to be banal. The aim is to ensure that awareness of responsibility is maintained during counselling. The basic attitude described in Note 1 excludes manipulation or abuse of the role of counsellor/helper.

- Wanting to persuade someone to accept my own values etc.
- Questions aimed at satisfying my own curiosity
- Asking questions to show my interest
- Exploratory questions
- Diverting the dialogue to the areas I'm interested in

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- Questions aimed at satisfying my own curiosity**
- Asking questions to show my interest
- Exploratory questions
- Diverting the dialogue to the areas I'm interested in**

Hint

39: Respect 9

40: Influencing

Appendix

[1]

This relationship is encouraged by the following basic attitude on the part of the listener:

- positive appreciation and emotional warmth, i.e. unconditional acceptance of the other person as an individual.
 - empathetic understanding of what is going on inside the other person and making an effort to communicate what has been understood, without making either a judgment or a diagnosis etc. This verbal action is also referred to as 'verbalising emotional experience' (VEE).
 - congruence, i.e. the authenticity of the listener in relation to the other person.
- Person-centered communication management can be understood as a system of attitudes on the part of the listener which are supported by techniques, rather than a method or technique implemented by the listener. We tend to speak of an 'inner attitude'.

The concept developed by Rogers assumes that people are helped by a relationship in which they are accepted and feel that they are understood.

[2]

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The concept developed by Rogers assumes that people are helped by a relationship in which they are accepted and feel that they are understood.

[3]

You can find the Video: "The Danger of a Single Story" following the Link: https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=de.

In this video, Chimamanda Adichie describes her own development as a writer who is aware of her own culture and origin. Their example also shows how easy it is to draw conclusions about a whole society on the basis of a single history. The video also illustrates how difficult it is to transport values between different cultures.

Values are important because they significantly influence our attitudes and actions.

[4]

In order to find out what values are being applied and in what form, it is advisable to ask concrete questions such as: "How do you spend your time?", "What do you spend money on?", "What do you invest your energies in?" The more precisely these questions are answered the more we know about the individual's real preferences, and accordingly indirectly about the values and beliefs which determine his or her actions. These are normally very different to the rationally created value hierarchy. This method makes adaption and change possible, for example. for further study: https://de.wikipedia.org/wiki/Theory_of_Mind (D, I NL; H, E)

[5]

Acceptance comes from Latin and means to 'approve, receive'. It is the noun form of the verb 'to accept', which is understood as meaning to 'approve, recognise, agree to'. Accordingly, 'acceptance' can be defined as the readiness to accept somebody or something (Drosdowski, 1989). This makes it clear that acceptance has to be on a voluntary basis. In addition it has an active component, in contrary to the passive acceptance described by the word 'tolerance'. Acceptance expresses the value judgment of agreement, and therefore forms the opposite of rejection. An attitude of acceptance is a basic precondition for a dialogue which will be helpful to others. This also includes the acceptance of a number of basic assumptions which are important to successful and helpful communication: Basic assumption 1

Body, spirit and environment form a uniform system.

Basic assumption 2

All behaviour is communication – silence, non-verbal behaviour and para-verbal expressions can influence the effect of a message.

Basic assumption 3

The significance of communication arises from the reaction which it provokes – not from the intentions of the communicator.

Basic assumption 4

People align their behaviour with their own concepts and attitudes, their 'inner map', and not with the world itself.

Basic assumption 5

People always select the best of the options which are available to them. They function in relation to their 'model of the world' (inner map). As a result every form of human behaviour has a meaning, provided that it is seen in the context of the 'inner map' of the person involved.

Basic assumption 6

There is a positive intention behind every form of behaviour. Every form of behaviour is useful in some context or other

[6]

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Hilfsblatt: Ihr Protokoll für das Lernen mit diesem Ausdruck.

Mit diesem Blatt laden wir Sie ein zu kontrollieren, ob eine Frage richtig oder falsch von Ihnen beantwortet wurde.

Active Listening & Leading Conversation

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Empathy& Emotional Stability

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Respect & Resource Activation

Question	Repetitions																			
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