



# Seeing the other

**Prepare**



Find out as much as possible beforehand and have a clear focus

**Perceive**



Pick up signals and adjust as you go along

**Explain**



Make sure the other person understands what is going on

**Understand**



Listen and ask to find out what the other person wants

**Elaborate**



Dare to ask – dare to speak

**Anchor**



Summarise, agree and document

Table of contents

Seeing the other ..... 3

Preparation ..... 12

Perceive ..... 14

Explain ..... 16

Understand ..... 18

Elaborate ..... 20

Seeing the other – hearing the other 22

Anchor ..... 26

Seeing the other – in practice..... 28

Improve – reflection tools ..... 32

This methodology has been developed by the Norwegian Civil Affairs Authority under project manager Liv Brauer, senior adviser Ingebjørg Gaukerud and senior adviser Josefine Haugen Jordet

Published by the Norwegian Civil Affairs Authority © Hamar, 2019

Design, illustrations and graphic production: Grafika AS · grafika no



Seeing the other

‘Seeing the other’ is a goal and process oriented conversation methodology in order to understand what the other person wants and thus support them to make good life decisions.

Working methodically

Working methodically is about being aware of the conversation, aware of your role, aware of the focus of the conversation, aware of who you are talking to and what the other person needs to understand and be understood. The user group is diverse, and developing a methodology that suits everybody is therefore a demanding task. The conversation methodology ‘Seeing the other’ is therefore not a manual, but a process-oriented approach. The method’s six work processes direct the flow of in the conversation.



Good communication promotes and develops the other person’s ability to express themselves, thus strengthening their autonomy and decision-making abilities.

Karen M. Hanssen

The goal is to find out what the other person wants and needs. In order to find this out, you must have a clear focus and work in a way that makes the other person feel safe and gives them a sense of mastery throughout the process. You must think about how you relate to the other person during the conversation. Is your focus on whether what the other person is saying is correct, or do you also focus on making the conversation a good experience for the other person? Listen so that others will want to speak, speak so that others will want to listen. Remember that it is not about you.

The case officer’s ability to handle the issues that arise, of being respectful and empathetic is vital. You must dare to talk about issues that are necessary and respond to the other person’s reaction in a good manner. You must be aware of your own influence in the conversation; the more you influence the answer, the less sure you can be that the other person is expressing their own will. The principle of free narrative during the ‘understand phase’ is part of the process so that the case officer puts as few words in the other person’s mouth as possible. At the same time, many people need clear, delimited questions.

This booklet contains knowledge that will give you greater confidence, competence and tools for use in the conversation with the other person. Confident and competent case officers and guardians are a goal for the guardianship administration.

We hope this booklet will help and encourage you in your work!



*The competence 'respectful'.  
An attitude free of prejudice that acknowledges the person; where I don't just play along, but I am genuine, honest and friendly in body language, words and tone.*

Defined by the reference group for 'Seeing the other'.

## Professionalism in dealing with a diverse user group

### Which type of competence is necessary for succeeding in and with the conversation?

Another word for competence is capability. To be competent is the same thing as being good or capable at something. Competence in this sense refers to the knowledge, attitudes and technique you have and the approach you use in a conversation that makes you succeed in the task you have before you. Competence is observable conduct.

### Know yourself

You must not let your own values and attitudes steer the other person's right to decide for themselves. It is not about you, and you must know yourself well enough to be able to maintain your focus on the task in hand. This requires you to practise being aware and attentive in the conversation. You must, in other words, focus on yourself in relation to the process, but not in the conversation. The goal of the conversation is to find out what the other person wants and help them to understand the consequences of their choices.

### Assess your own competence

Statements	Agree	Disagree
Being right is not important to me		
I can deal with long periods of silence		
I can stay focused even if the conversation gets side-tracked		
I am always well prepared		
I am often misunderstood by other people		
I never interrupt people I am in a conversation with		
I can quickly see whether people are doing OK or not		
I use techniques to succeed in the conversation		
I adjust my conduct depending on what the other person needs		
I am good at interpreting signals that other people send		
I use eye contact consciously		
I am aware of my own body language		

## Reflection assignment

*Think about a situation where you received help and guidance from a public sector employee.*

*Describe what the person did that helped you.*

*What do you have to be good at to obtain reliable information about the other person's wishes?*



## Respect the self-determination

Self-determination is a basic principle in the guardianship administration, but self-determination is not easy. Many mechanisms can influence the other person's expressed choice. Some need help to understand what they need to take into consideration, some do not want to make their own decisions, some always make impulsive choices rather than thinking in the long term, some do not learn from making bad choices, some are easier to manipulate and some do not have the experience of considering the choices they have.

All parties are legally obliged to respect the other person's right to self-determination, but it is nonetheless important to remember that not everybody has a clear opinion about what they want in all issues. Some might want you to make a decision for them. If you find that the person does not actually want to make their own decisions and wants you to decide, this must be considered the person's expressed wish and must be accepted.

The need for self-determination will also manifest in the conversation in psychological terms. When a well-meaning helper encourages someone to follow a piece of advice, quit doing something, start doing something, or do things differently, it might trigger automatic resistance, protest or unwillingness, which makes the person not listen to the advice they have received.<sup>1)</sup> The parties must always take this pressure on autonomy into consideration, and it is important to respond to the other person in a way that promotes cooperation and reduces resistance.

### To what extent do you exert influence?

When responding to the other person, it is important to be aware of the extent to which you exert influence. The social education researchers Thomas Owren and Sølvi Linde have created a model that can help you to analyse to what extent your conduct influences other people's self-determination.<sup>2)</sup> The model differentiates between four levels of influence on the part of the helper. From experience, we know that helpers might touch on several levels in one conversation, but only levels 1–3 will be part of the decision support.

1. Hand over control: accepting the other person's wishes without trying to exert influence
2. Inviting practice: making suggestions about a good idea, but accept it if these ideas are rejected
3. Insisting practice: trying to get your own suggestions accepted by exerting various forms of pressure or concealing information/distracting the person
4. Force: trying to get something through without any consideration for what the other person thinks

1) "Motiverende intervju – samtaler om endring" Tom Barth et.al.

2) Chapter 9, Owren and Linde (eds.): Vernepleiefaglig teori og praksis – sosialfaglige perspektiver 2013

## Reflection assignment

*In which situations do you find it difficult to respect the other person's right to self-determination?*

*How much do you 'nudge' the other person when they make a bad decision on behalf of themselves?*



Main keywords for the ways a helper can deal with resistance are acceptance, respect and understanding. Accepting the client as he/she is, and for feeling what he/she feels. Respect for the client's views and opinions. Understanding that change can be a difficult project, and that the client can feel uncomfortable about receiving help.

Tom Barth, psychologist and author of  
“Motiverende intervju” (Motivating interview)

*Self-determination is about being able to make a decision, but not that the person must make all the decisions on their own.*



## Techniques in the conversation

When you see the other person, it shows in the way you talk to them. The techniques in the methodology shall help the other person to focus, and confirm and reinforce their statements. The technique initiates a conversation and can help organise the other person's experience. When the other person hears what they are saying because it is reflected back at them, they feel seen, heard and taken seriously.

The techniques in the 'Seeing the other' method are:

### Imperative invitation to free narrative

We use the imperative form to invite the other person to tell us things. The imperative form contains a sort of command – tell me, describe! It is therefore important that your voice is soft and friendly when you use the technique. We want to invite the other person to speak.

### Open questions

An open question is a question that cannot be answered by short defined answers. An open question does not hint at what the other person should answer, but seeks to gain information about their thoughts and opinions. Open questions often start with an interrogative word – what, how, which, who, when and why. It is often a good idea to leave out 'why' as the other person can perceive this word as accusatory and may feel the need to defend themselves instead of talking about the topic at hand.

### Reflections

This technique involves the helper – instead of answering what is being said in the conversation – reflecting on what the other person has said, and relaying this back to the other person in a 'you message'. Reflection has many useful functions in the conversation. It confirms that you are listening and are interested in the other person, and that what the other person is saying is important. It helps the other person understand their own experience, and provides the helper with a tool that helps them to focus by repeating the part of the message you want to go into. Reflections encourage the other person to talk more about something because they pick up the thread from the last reply.

We divide reflection into two categories:

**Easy** reflection is about repeating what the other person says. What the other person says, is reflected back without changing the intention of the statement. You can repeat either by using the other person's words or by rephrasing the sentence using your own words.

**Complex** reflection is about looking for the underlying message in the statement that the other person cannot or does not want to put into words, and relaying this back. It requires us to be able to see the other person's perspective, even when it is not conveyed directly. Here, you are trying to gauge **why the other person is saying what they are saying** and relay it back – **what are their thoughts and feelings behind their statements?** You create a hypothesis of what the other person is actually saying, and it is important that this hypothesis is presented in a sensitive and careful manner. The other person may become resistant if you are too obstinate or abrupt.

**Double-sided** reflection (simultaneous reflection) contains contradictions that the other person has about their life. They may both want to and not want to have a guardian. They know that something is not good for them, but they still want to do it. Double-sided reflection devotes attention and gives value to both aspects of the case. It allows for the other person to see both sides of the case, and can help them to feel less stuck.

Double-sided reflection binds the other person's contradictions together by using the words *at the same time* or *and*. We do not use the word *but* because it removes the value of the other aspect of the case.

**Continuing reflection** is a variant of a complex reflection where an idea of something positive together is associated with/linked to the other person's resistant statement. The idea is about hoping for something, an earlier decision or something, which is important to the other person. The conjunction at the same time is used when the helper continues the sentence the other person has started. The person under guardianship might say: 'I do not want a guardian'. The helper continues: '... and at the same time, you have told me several times that it felt good to have someone to help you pay your bills'.

## Summaries

Summaries are a variant of reflection where several more aspects of what the other person is saying are relayed back. A summary can contain many elements, and the sequence in which things are said is important. It may for instance make sense to conclude a summary by mentioning what the other person has talked about that advocates/promotes the desired conduct.

Through a summary, you can vary both how you manage and influence the conversation. Your summary can be neutral by reflecting relaying back what the other person has said. This will provide the other person with an overview of what they have said without the content being challenged. If you want to challenge what has been said, you can summarise what has been said and angle it towards what promotes change. It will add a certain pressure on the other person and give you the opportunity to start talking about the difficult matters that need discussing.

## Validation

A conversation about guardianship can be both uncomfortable and hard for the other person as the topics of the conversation relate to things in his/her life that are not good. This can quickly lead to feelings of shame and vulnerability. The helper must therefore focus on validating the other person as good enough, valuable and important. The techniques of open questions, reflections and summaries can work as implicit validations because these are ways of respecting the other person and do not limit them to any extent. However, at times it will be important to explicitly validate the other person by thanking or praising them. The helper can praise and thank the other person both for things they say and do (attending the meeting, opening up in the conversation, talking about something difficult).

Many helpers find it strange to give praise and feel uncomfortable giving compliments in a professional setting. It is important that helpers then think about the reasons for doing this and, as for all the other techniques used in 'Seeing the other', try to sense what the other person needs. This technique is based on the tools we use to help the other person to talk in a way that enables us to make the right decisions together.

## Ask for permission

The need for self-determination is an inherent part of us from an early age, and it is important that we as helpers respect this. Asking for permission to bring something up, helps the other person prepare for what is coming and reduces resistance because they have control of what happens during the conversation.

## The IKIA guidance method

The first thing to do when working according to the 'Seeing the other' methodology is to prepare for the conversation. But often one receives telephone calls that are impossible to prepare for. You can then prepare by working in a methodological manner. By structuring the conversation in accordance with the IKIA guidance method, you can focus on getting off to a good start and thoroughly understanding the issue before having to think about what you need to answer.

**I** for introduction: It is your responsibility as a professional to get off to a good start. If the other person calls and expresses strong feelings, remember what you have learned about how to calm people down, and put yourself in their life situation. *Introduce* yourself and ask what you can do for them.

**K** for 'kartlegge' (mapping): Make it a priority to thoroughly understand the issue at hand. We often become more focused on what we should answer – or whether we can answer their questions – than actually understanding what they are asking. Give yourself the time to understand. Do not think about what you should answer, but focus on asking good clarifying questions and listening to what the other person says.

When you think you know why the other person is calling you, you must make this known to the other person. It can be hard to show that you understand over the phone because it cannot be signalled through body language. Therefore, summarise what you have heard the other person say. *Summarise* both the actual content of their narrative, and their experience of it.

**I** for informing: The time has now come to provide clear information or respond to what the other people wants to know. Sort the information you provide thematically and introduce each topic. Say for instance: 'First I will explain the rules for xxx, and then I will explain what you must do to xxx'. Make sure the other person understands as you go along. Ideally ask for a confirmation from the other person that they have understood.

**A** for 'avslutte' (conclude): At the end of the conversation it might be a good idea to *summarise* what you have been talking about and what you have agreed on, both to clarify that the other person has received answers and information they understand, and to conclude the conversation, so that the other person also concludes the conversation. If it is difficult to conclude, you can make an agreement and say 'let's agree to' or 'we have an agreement to do xxx'. Remember to thank them. 'Thank you for calling.'

Be LAC at work.  
Make sure you *LISTEN* and  
*ACKNOWLEDGE* the other person's  
story before you answer in  
a *CLEAR* manner and give  
information.





## Seeing the other – step by step

### Preparation

#### About the preparation phase

Failing to plan, is planning to fail. Preparation is essential for carrying out a good conversation. You must concentrate and focus on the conversation. Remember to focus on both the topic and the process. It is easier to map the relevant topics when the other person has a sense of mastery and feels safe in the conversation. It is also important to prepare the other person, both mentally and physically. You can do that by for example calling and arranging a time for the conversation or clarifying where to meet, introducing yourself, informing them what the conversation will be about, what they should bring along and so on. You can also call the contact person and ask them to prepare the other person.

#### Preparing the focus

- What is the purpose of the meeting/conversation?
- What would you like to know?
- What would you like to convey?
- Map the network around the other person
- Consider whether you need to talk to the next of kin, health personnel or someone else who knows the other person well.

#### Preparing the case

- Which information is needed in the case?
- What do you know about the case and the person under guardianship?
- Familiarise yourself with the health situation
- Read the case papers and obtain information
- Adapt – take the person's physical state into consideration
- Adapt – bring along necessary equipment
- Adapt – make sure there is no noise or disturbances during the conversation
- Assess whether you should include others in the conversation
- Find a convenient time for the conversation.

#### Preparing mentally

- What do you think the person under guardianship expects of you?
- What must you pay particular attention to?
- Start with a clean slate
  - be open and curious
- Remember that it is not about you
- Make sure you are mentally balanced and that you have had enough food and sleep.

*Maintaining a clear focus will enable you to follow the conversation if it gets side-tracked and get back on track whenever you want to.*

*Take notes and return to the topic/question later.*

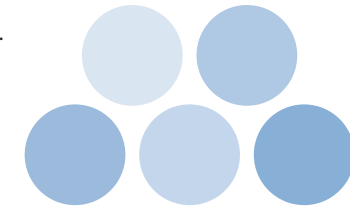


#### What are you going to talk about?

'Menu – agenda' is an approach taken from the motivational interviewing methodology. The menu is the topics that it is important to talk about, while the agenda is to agree with the other person on the order they are to be spoken about.

Draw circles on a sheet of paper and fill in the topics you believe are important to discuss during the conversation. Ask the other person whether there is anything they want to talk about and write it down in one of the circles. Ask what the other person wants to start talking about or ask if it is OK to start with a topic you want to talk about. Asking for permission prepares the other person for what is going to happen and strengthens their co-influence and ownership.

Take notes of the topics you are going to talk about in the circles.



#### Reflection assignment

*What is important when you are preparing for a conversation?*

---

---

---

---

---

---

---

---





## Perceive

### About the perception phase

Being able to perceive is important throughout the conversation. It is about picking up both conscious and subconscious signals from the other person – and adjusting to these signals. Perception requires calm, time and an attentive presence. To perceive can be understood as the verb for being empathetic. Empathy is the ability to understand whatever others are thinking and feeling. Empathy is also the ability to acknowledge the other person's experience and perspective as true for that person, without judging.

The aim of empathic communication is to create a positive exchange between you and the other person, and make him/her feel safe and brave enough to open up. This is a skill that can be learned.

### Techniques

- Analyse the surroundings – how is the other person doing?
- Make sure you have established contact and trust before you leave
- Assess your impressions – continue doing so throughout the conversation
- Assess the atmosphere
- Assess their body language
- Assess their tone
- Assess eye contact
- Adapt your conduct
- Listen and respond to what the other person is saying.
- Listen for the underlying message as well

## Reflection assignment

*Imagine being in a conversation. After the conversation starts, the other person's eyes start wandering, they start squirming in their seat and only reply 'don't know'. What might this be a sign of, and what should you do?*

*What other signals indicate that you should change your approach to the conversation?*

*Empathetic people really listen to what the other person says and give them their full attention. They are driven by a curiosity to understand other people's perspectives. They are not interested in always being right, but would rather acknowledge what the other person is saying.*







# Explaining

## About the explanation phase

To explain something creates a sense of predictability. Predictability removes anxiety and fear. You must try to make the other person understand why they have been asked a question or asked to speak about a topic. You must also show interest in knowing the answer. If you explain something thoroughly, there is a greater chance of getting a reliable answer. When communicating with people with a functional impairment, it is important to bear in mind that some people may master the language well without understanding the significance of the words. You should therefore have investigated the person's ability to understand in the preparation phase and make sure you perceive that the person actually does understand.

### Techniques

- Inform the person that you are taking notes as you go along, so that the other person understands that you are listening while writing
- Tell the other person that you are documenting the conversation – it can give a sense of 'owning' the case
- Be aware of how you express yourself
- Adapt the amount and level – how do you explain things?
- Emphasise particularly important key words
- Use short sentences
- Simplify the message – concretise!
- Talk slowly and clearly
- Use images and drawings if necessary
- Step by step
- Relate what you are explaining to the other person's daily life
- Say one thing at a time
- Avoid distracting factors
- Be as specific as possible, using abstract words tends not to work
- Check whether the other person is following the conversation as you go along.
- Repeat if necessary
- Ask the other person to repeat or summarise
- Be careful of mimicry, humour and irony
- Any text must be read clearly and plainly
- Allow the other person to follow the text and take a look at any drawings
- Ask the other person to point to anything they find difficult or unclear in the text

## Reflection assignment

*Describe what a guardianship is. Write down exactly how you would explain it*

*Make a checklist of what you must explain.*

*Explain who you are, what you are going to talk about and why. Explain as you go along and put what is happening into words throughout the conversation.*





# Understand

## About the understanding phase

Understanding means working in a way that makes you certain that you are correctly interpreting what the other person is saying. Words do not necessarily mean the same thing to everyone. It is easy to think that you understand what the other person is trying to say, and this can lead to you misunderstanding or

ignoring what is being said. You may also influence the other person's replies or narrative by asking leading questions. To understand means systematically mapping what is expressed by asking and listening, and bringing it all together into a summary where you test your understanding of what has been said.



The dream is a free narrative. Then

I know what to adapt.

Rolf Sætre, KRIPOS

## Start by listening to the free narrative

Invite the other person to speak freely about the topic at hand. By encouraging free narrative, you gain insight into what and how the other person understands, also when speaking to people who do not master the language. The uninfluenced free narrative is the basis for the rest of the mapping. The questions you must ask in order to map the other person's wants, are born out of a free narrative.

### Techniques – free narrative

- Use the imperative: say 'tell me, describe, explain'
- Be silent – give the other person time to convey what they want to say
- Pick up the thread of something the other person has mentioned earlier on in the conversation and ask for more information
- Be curious and listen to what the other person has to say
- Use observation. Pay attention to body language, gaze, tone, conduct, and see them in connection with what is being said. Put what you observe into words
- Show a genuine interest in what the other person actually wants to express

- Praise the person along the way – pay attention to the process and encourage the other person to carry on talking

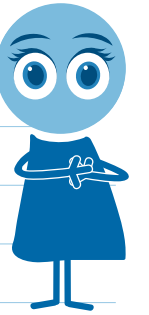
### Techniques – questions

- Talk about something the other person can relate to, such as something you know about the other person or something you observe in the room
- Ask open, not leading questions. All questions that start with an interrogative word are open
- Let the other person choose between two or more alternatives if they struggle to answer an open question
- Ask follow-up questions – avoid 'why'

## Reflection assignment

*Write down your introduction to the free narrative when meeting xx. Explain what the other person should talk about and how the conversation should proceed.*

*'We must not decide in advance what is right and what is wrong'*



*'When you talk you only repeat what you already know – but if you listen, you can learn something new'*



# Elaborate

## About the elaboration phase

Immersion is about getting to the core of relevant topics. At times, the other person may give you an answer they have planned in advance or a superficial answer when you ask a question. You must then go beyond that answer, and talk about the topic in such a way that it enables the other person to consider his/her own experiences and wishes. When you are going to investigate the person's wants, you must dare to ask, tolerate silence and delve into what is important to shed light on the case.



I started asking leading questions because I got nothing back.

### Different question techniques

#### Open questions:

- What do you need help with?
- What do other people think you need help with?

#### Yes/no questions:

- Do you need help to pay your bills?
- Do you need help to fill in forms?
- Would you like a guardian to assist you?

#### Cross-questions:

- Do you need help?
- Can you do it on your own?

### Different listening skills

- Manage to be quiet while the other person is talking
- Manage to resist the urge to ask a question
- Manage to tolerate the silence while the other person is thinking
- Manage to reflect out loud on what you hear the other person saying (verbal reflection)

### Verbal reflection

- Repeat what is being said by using the other person's words
- Repeat what is being said in your own words
- Repeat the underlying meaning or feeling in what is being said

#### Example:

'I do not like having a guardian. It feels like having to ask dad for pocket money'

#### Your reflection:

- You do not like having to ask for money for everything
- It feels as if you cannot make your own decisions
- It is hard to tell your guardian how you feel

*Note that yes/no questions do not always yield reliable information. A person who feels scared can answer 'no' just because it feels safest. Or, a person suffering from aphasia might say 'yes' and mean 'no' – or that they know what they want to say, but the words come out wrong.*

## Reflection assignment

*What do you do when you encounter resistance in a conversation?*

*How might the other person express resistance to the content of the conversation?*

- Make excuses
- Blame others
- Always disagree with the advice you give
- Think that others exaggerate the situation
- Challenge your authority as a professional
- Say you do not understand what it is really like
- Evade – does not answer your questions or changes the subject
- Ignore you
- Show antagonism towards you

Be calm – do not hurry  
 Listen – do not interrupt  
 Acknowledge – do not judge  
 Ask – do not assume  
 Explore – do not confront  
 Inform – do not warn



# Seeing the other and hearing the other



## If you call

- Introduce yourself and explain why you are calling. Ask if this is a good time to talk
- Perceive the response and adapt the conversation

## If someone calls you

- Listen and ask questions to understand why the other person is calling
- Summarise what you have heard and understood to the other person
- Decide whether it is right to carry on the conversation or continue some other time

Talking to the other person about private or taboo topics can be hard. It is nonetheless important to talk about topics that are necessary for highlighting the case. A list of different topics and questions follow below that provide an introduction to what you need to talk about:

### Talking about self-determination

- What is important for you to decide?
- What would you like help with deciding?
- Do you want to decide on your own?
- Are you allowed to decide on your own?
- Is it hard to tell someone if you are not happy?
- Are you listened to in those situations?
- Who decides?

### Talking about things you (may) already know

- How are you doing?
- Who helps you?
- How much money do you have?
- How do you fill in your tax returns?
- How did it go when you previously let go of your guardian?

### Talking about repetitive behaviour

- What has happened (before)?
- When you do that – what happens? What else happens?
- What are the consequences? (UTU-tools on page 18)
- What usually happens?
- How do you usually handle it?
- What usually happens?

### Talking about finances

*Knowledge:*

- Do you know how much money you have?
- How much is [...]?
- How much is (e.g. a house)?
- Do you owe money?

*Skills:*

- How do you plan your finances?
- How do you pay your bills?
- How do you pay for the things you buy?

### Talking about conflicts and cooperation in close relationships

*Mapping family relations:*

- Who is your next of kin?
- Who else are you close to?
- Who do you listen to?

*Conflicts between people in the other person's life:*

- Do x and y agree on what is best for you?
- Do x and y know what you want?
- Do they agree about who your guardian should be?

### Talking about negative social control and influence

- Is it you or someone else who wants to ...?
- Are you allowed to make your own choices?
- Does someone else decide what you are supposed to think or do?
- Are you allowed to disagree? What happens when you disagree?
- Do you dare tell anyone?

### Talking about expectations of the guardian

- What would you like the guardian to assist you with?
- What do you think a guardian can assist you with?
- Who would you like to have as your guardian?
- If you cannot have [...] as a guardian, who would you then want?
- I want to talk to you about how it feels to be assisted by [the guardian]
- Do you think [the guardian] helps you?
- How does it feel to receive help from [name of the guardian]?
- What could [the guardian] do differently?
- Do you want [the guardian] to be your guardian?
- Would you like someone else to be your guardian?

Which topics you should raise and in what order is something that you must assess in advance and as you go along. Feel free to use the 'menu agenda'.

## Explore genuine wants and genuine needs

## Talking about the consequences of choices

- Understanding by exchanging information
- Explore what the other person knows about the topic (for example: Does the other person understand the concept of debt?)
- Use adapted information about the topic (use short sentences and everyday speech instead of more formal terms)
- Explore the other person's perspective again (relevance and understanding)

### Explore:

**Convey:**

### Explore:

### Help the other person understand their own wants and needs

Sort into wants – connect wants and needs

<p><b>What do you want to talk about? (Menu – agenda)</b></p> <div><div></div><div></div><div></div><div></div></div>	<p><b>Tell me how you are doing (Tell me more)</b></p>
<p><b>Impulsive wants (What is important right now?)</b></p>	<p><b>Long-term wants (What is important over time?)</b></p>
<p><b>Previous wants (What did you use to want?)</b></p>	<p><b>What is most important to you?</b></p>



## Anchor

### About the anchoring phase

It is important to end the conversation in a good manner. You conclude the conversation by summarising what has been said. You should draft a written 'agreement' about what you agree on, and inform the person about the road ahead.

A good end to the conversation makes the other person feel sure that you have understood things correctly. The person feels taken seriously and this strengthens their self-esteem. If the conversation is a good experience, it will make it easier to establish a good connection for the next conversation. It may also be important to document what you actually agreed on if questions arise about this.

Anchoring the conversation is to summarise what you have agreed on and plan the road ahead.

### Techniques

- Take notes during the conversation
- Summarise what you have talked about
- Summarise what you have clarified and agreed on
- Document the time, place, participants etc.
- Ask if something has been forgotten or if the other person has anything else they would like to add
- Ask the other person to summarise
- Agree on a time for the next conversation if necessary
- Thank the other person for taking the time to speak to you

## Reflection assignment

*You have gone through the work processes and the tools of the 'Seeing the other' methodology.*

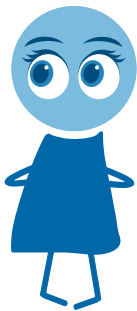
*Anchor your learning by summarising what you have found important and make a plan for how to use the methodology in your work.*

– Now we've talked about ...  
– You've said ... and I've said ...  
– I understand you to mean ...  
– Is that right?  
– So we've agreed that ...  
– Let's agree to ...  
– Is that okay?



# Seeing the other – in practice

Think about a conversation you have had (about a guardianship) that you thought was difficult. If you were to have the whole conversation again and use the ‘Seeing the other’ methodology, how would you approach it?



## Reflection assignment

### Preparation

- 1. What is the focus of the conversation?
- 2. What should the effect of the conversation be?
- 3. What do you have to do before the conversation?

---

---

---

---

---

---

---

---

---

---

### Perceive

- 1. What do you have to be aware of during the conversation?
- 2. What signals might the other person send?
- 3. How can you adapt to these signals?

---

---

---

---

---

---

---

---

---

---

### Explain

- 1. What do you have to explain?
- 2. How do you have to explain it?

---

---

---

---

### Understand

- 1. How should you ask questions?
- 2. How should you listen?
- 3. Which techniques do you want to use?

---

---

---

---

### Elaborate

- 1. Which topics must you delve into?
- 2. How clear do you have to be?

---

---

---

---

### Anchor

- 1. How would you conclude the conversation?
- 2. How would you document the conversation?

---

---

---

---



## Conversation between a person under guardianship and a case officer/guardian

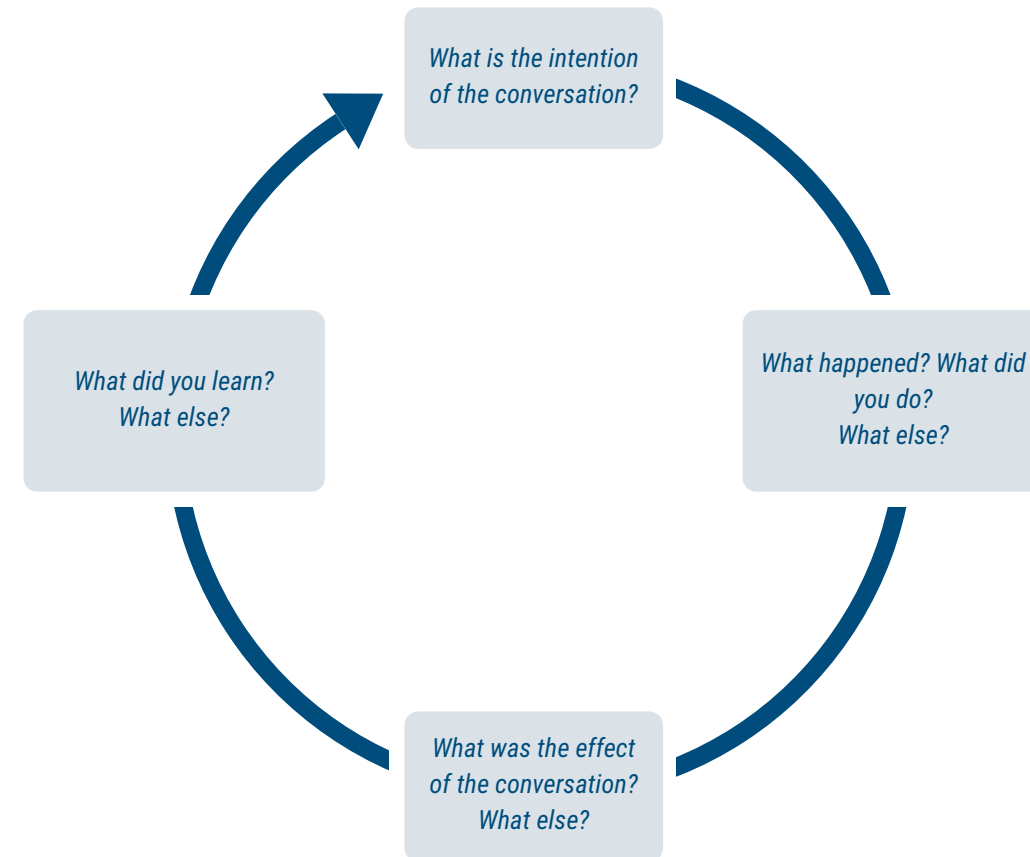
Read the text below. Note in the comments field which technique is used.

- You have reached Sørlys County Governor's office. This is Liv speaking. How may I help you?
- Can you help me change my guardian?
- You want to change your guardian. Tell me what has happened.
- I don't want a guardian. I want to change.
- You don't want a guardian. You want to change.
- Yes, or the guardian doesn't answer the phone when I call. I have called a hundred times.
- You have called your guardian many times and
- it is difficult to reach him.
- Yes. I just want a little extra money to be able to buy my grandchild a present.
- You want money for a present.
- Yes, I have two grandchildren and one of them has a birthday on Sunday. I would really like to buy her something nice. That would make my daughter happy.
- You want to buy a present to make your family happy and you don't have the money.
- Exactly. Can you help me?
- What would you like me to do?
- Talk to the guardian, perhaps. Ask if I can have some money. It's my money!
- It's your money. You want me to check with your guardian how much you can afford.
- Yes.
- What if I were to call your guardian and ask him to get in touch with you so that he can show you an overview of your financial situation. Then the two of you can work out what you can afford.

- He is not nice. Talking to him makes me feel like a kid again. Like I have to ask my dad for money.
- It makes you feel stupid to have to ask for money that is yours.
- Yes.
- Is it okay that I tell your guardian that he needs to be aware that you feel that way when you talk? So that he knows and can take it into consideration when you talk.
- Okay. Do you think that will make a difference? Will I be allowed to decide what to do with my money then?
- You decide. But the guardian also has to think about the other things you need money for, such as rent, electricity and food. Things like that. Do you think that is important?
- Yes. I do. It's just that sometimes I need him to cut me a little slack.
- Sometimes I need to be able to afford presents and such things.
- It is important for you to have some leeway. Important to afford a present, for example.
- Yes.
- Ok. Then what we do is that I will call your guardian. I will tell him that you need to talk to him about your financial situation, that you want to know what you can afford now because you need to buy a present for your grandchild. I will tell him how you have felt so that he can be more aware of this when you talk. Is that okay?
- Yes.
- Very well. Good, then that's what we'll do. And you will hear from your guardian soon. Thank you for calling.

## Improve – reflection tools

You can use these tools to become aware of how you communicate with the other person. It is when you reflect on and process your experiences that you learn from them.



## The effects of saying thank you

*Saying thank you is a sign of respect and humility, and ...it is uplifting*

*What can you thank  
the other person for?*

Thank you for...



**THE NORWEGIAN CIVIL AFFAIRS AUTHORITY**

P.O. Box 2105 Vika  
Phone (+47) 22 99 13 25  
Email [post@sivilrett.no](mailto:post@sivilrett.no)  
[www.sivilrett.no](http://www.sivilrett.no)