

TIMEOUT INSTRUCTOR'S GUIDE

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Introduction

TIMEOUT

is a way of initiating and having constructive discussion.

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THE INSTRUCTOR

develops interaction and promotes genuine community spirit and participation.

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THIS GUIDE was prepared to be applied. Use it in planning your own Timeout training.

You are reading the Timeout instructor's guide. It is intended for those who are planning to provide training in the dialogue-based Timeout model. This guide leads you through the principles of the Timeout training all the way to the steps of concretely implementing it. You are probably already an experienced group instructor and facilitator. You might also be a professional trainer or developer in your working community. Your heart beats for constructive discussions, and you want to develop interaction and promote genuine community spirit and participation.

Timeout is a way of initiating and engaging in constructive discussion, bringing people from different backgrounds to an equal encounter and meaningful dialogue.

Timeout discussions help to deepen understanding of different things without pressure for unanimity or quick resolutions. At the same time, they enable you to build trust and participation in the community. Timeout was developed using the methods of co-creation, and is intended for open use by everyone wanting to promote constructive discussion. The model consists of tools for planning and facilitating discussions and ensuring their effectiveness.

The purpose of Timeout training is to increase expertise in the planning and implementation of dialogue-based participatory practices and the capability for constructive discussion in the society. The content and materials produced for the Timeout model make up the spine of the training.

Use the guide as support material in planning the training.

The first chapters explain the background and principles of Timeout training and describe the objectives, methods, target group, content and conditions for implementation. The second part of the guide includes three modules for implementing the training. You can pick the parts of the modules that serve the objectives of the training, the capability needs of the participants and the framework of time use. However, we recommend full-scale Timeout training whenever the participants' aim is to organise a Timeout event.

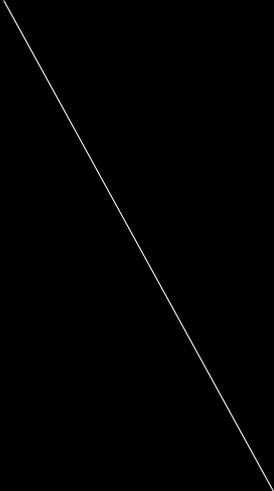
The instructor's guide was prepared to be applied and adapted. You can boldly experiment with different implementation options and apply the tips collected in the guide as you best see fit. Give the training your own touch and introduce your own experience to its implementation. Draw examples from your own life and supplement the instructions in the guide with various facilitation and teaching methods. Do not base the training strictly on the guide; think about the big picture yourself and prepare your own plan based on the guide. We also recommend planning and training Timeout together with another instructor. If you give training alone, it is a good idea to review your plans with someone else – this way dialogue also becomes part of the planning phase of Timeout training.

We hope that you will be inspired to share the lessons learned from good training experiences with other instructors. This way, we can launch the virtuous circle of the open sharing of lessons learned and continuous development, which is crucial to Timeout.

BACKGROUND AND PRINCIPLES OF THE TRAINING

Learn about the background and principles of Timeout training in the chapters below. Think about the objectives that you could set for your own training, and about whose needs are best met by the training. Seize the training materials and content of Timeout and think about your own role as an instructor. With these chapters, you can take the first steps towards planning your own Timeout training.

A small step for the instructor, a
giant leap for discussion culture



Timeout model

Timeout is a model that provides tools for starting and engaging in constructive societal discussion. Timeout is based on the principles of dialogue, and understanding them is an essential part of Timeout training. The model also includes tools for planning the discussion and ensuring its effectiveness.

DIALOGUE is not only a method, but also an approach to life and a philosophy

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RULES describe the principles of good dialogue, they are the mainstay of Timeout discussion and training.

Timeout training is based on an in-depth understanding of the principles of dialogue. Dialogue is not only a method, but also an approach to life and a philosophy. In Timeout, dialogue is defined as an equal form of discussion that aims at increasing understanding of things, other people and oneself. Dialogue aims at understanding others, but not at unanimity. At its best, dialogue results in unpredictable insights and new ways of thinking.

Dialogue differs from most participatory methods, such as hearings, citizens' juries or co-creation. As a rule, dialogue does not aim at consensus but raising different points of view, addressing differences, and jointly building a mutual understanding of the matter being discussed. This kind of activity changes the way in which people meet and act together.

Many of the features of dialogue can also be introduced to other situations, such as meetings, negotiations and seminars. In these cases, one can talk about increasing dialogicality referring to an attitude manifested in thoughts and actions, aiming to increase understanding, promote equal encounter and enhance respect.

Timeout, on the other hand, is a specific dialogue-based model that has been developed for planning, initiating and having

constructive discussions. The name *Timeout* refers to the need for stopping at a genuine encounter, for discussion and deliberating things in peace.

The values of the Timeout model are based on six rules of constructive discussion. They describe the principles of good dialogue, and their utilisation is typical of Timeout discussions. When you provide Timeout training, remember to note that without the rules of constructive discussion, a discussion is not a Timeout discussion. The rules should be brought to the training facility as large printouts. Also, try to act as you teach. The Timeout training should manifest the rules of constructive discussion in practice.

Ground rules of Timeout dialogues

- **Listen** to others, do not interrupt or start side discussions.
- **Join** others' talks and use everyday language.
- **Tell** about your own experience.
- **Address** others directly and ask them about their views.
- **Be present and respect** others and the atmosphere of trust.
- **Search and build.** Work boldly on emerging conflicts and look for what remains hidden.

DIALOGUE IS BEST SUITED for situations in which more in-depth understanding of the topic discussed and an equal encounter are needed.

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DIALOGUE IS NOT SUITED for all situations, and it should not be confused for an actual decision-making procedure.

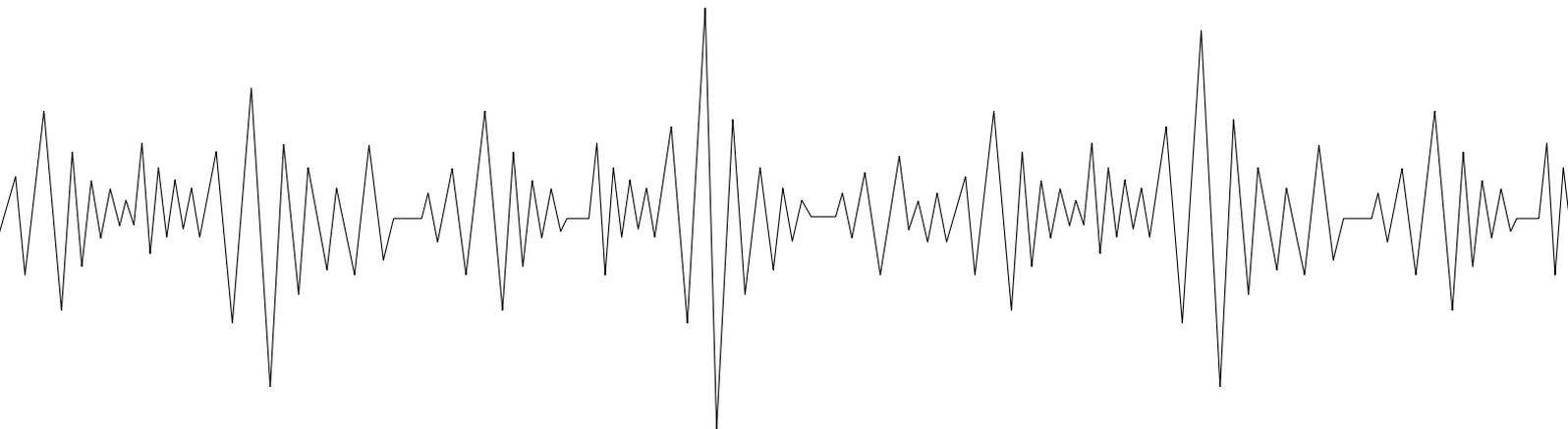
Speaking from experience, in Timeout and dialogue in general, “experience speech” is important. In implementing the training, the guidance towards experience speech should begin early on in the tuning-in phase. You can find tips and exercises for this on pages 28–29 and 48. Also, include your own experience speech as part of your way of providing Timeout training. Report examples based on your personal experiences and life and avoid presenting matters as simply facts or generalisations. This way, you communicate that knowledge and understanding are being built together and everyone has something to draw from their own experiences here.

What is Timeout suitable for?

Dialogue is best suited for situations in which an equal encounter and more in-depth understanding of the topic discussed are needed – for example, as part of preparing development work or to bring different parties together. However, dialogue is not suited for all situations, and it should not be confused with an actual decision-making moment. Instead, use dialogue when it is necessary to better understand the topic at hand or the operating environment.

Timeout was originally developed as a response to heated societal discussion in order to support the implementation of constructive civic discussions. In addition to this, Timeout is also suitable for discussions within an organisation or development of strategy processes, for instance. When you provide training in Timeout, it is a good idea to present the various opportunities for using Timeout, as it is often also reflected in the training participants’ diverse motives and orientation to participation. Some people primarily want to develop their own dialogue skills, some want to develop their organisation’s culture towards a more dialogical direction, while others’ aims are primarily linked to the development of public discussion. At the beginning of the training, you can address this tripartite nature and make visible what possible motives for applying Timeout in the future there may be among participants. See the implementation proposal on page 27.

On the Timeout website, www.timeoutdialogue.fi, you can find information about previous Timeout discussions. You can use them as part of your own training materials when describing examples of different ways of applying Timeout.



Why would I train using Timeout?

There is high demand for the Timeout model among various organisations and different sectors of society.

Timeout discussion is always an answer to an identified problem that is to be examined and resolved through constructive discussion. Such problems could include a polarised discussion culture, domination by the loudest speakers, ineffective participation practices or conflicting opinions.

Timeout is also a tool for self-development. Learning dialogue starts with identifying and learning one's own discussion skills.

You can use the publication in bringing up the importance of Timeout competence and training.

Timeout training strengthens the participants' own dialogue competence, but at its best, it also develops organisation and

our society in a more dialogical and equal direction. When models such as Timeout are disseminated among various organisations and communities, our capabilities for having constructive discussion increase. This contributes to preventing polarisation and broadly increases the democratic capability of people and communities.

Timeout training is a training concept developed for open use by everyone. By providing Timeout training, you will promote an open culture of learning and enhance skills that build an equal society.

By providing Timeout training, you also become a member of the network of Timeout experts and instructors. The network shares tips and lessons learned in Timeout training, and thereby also functions as a facilitator of professional development. Additional information about the instructor network is available on the Timeout site at www.timeoutdialogue.fi.



Participants and their needs

There is need for Timeout discussion everywhere in society. The target group of the training can be comprised of, say, participation professionals from the public sector and NGOs, development specialists from the private sector, communications and media professionals, experts in education and facilitation, group leaders or civil servants of cities and municipalities.

The participants of previous Timeout trainings have brought up the following kinds of needs and motives:

Self-development

- Developing one's own listening and discussion skills.
- Developing one's own work methods and becoming a better facilitator.

Organising civic discussions and encounters

- Bringing together people with different backgrounds to encounter one another in new ways.
- Finding alternatives for panels, seminars, meetings, hearings etc.
- Local development and strengthening of participation in neighbourhoods, communities and diverse residential areas.

Acting as a dialogue ambassador

- Speaking about the need for dialogue and training diverse target groups in dialogue.

Changing the public discussion culture

- Media environments becoming more dialogical and introducing constructive discussion to the web.

Organisational development

- Changing internal work culture to be more dialogical.
- Organising discussion on strategy and the future of the organisation.

The training participants can be summed up as persona descriptions. The following personae describe the people who may take part in training. Read the persona descriptions and think about which might best match the target group of your own Timeout training.

In addition to the characters presented on the following pages, the participants can naturally also be any people enthusiastic about the development of dialogue skills, people interested in improving the discussion atmosphere of society, or perhaps people engaged in voluntary work.

The target group is determined according to the needs of the trainees and the organisation implementing the training. Imagine Timeout training through the target group or persona profile of your choice, considering the following questions:

1. How do I take into account and activate the participant's previous knowledge, understanding and perception of the topic discussed?
2. How would learning the topic discussed become a meaningful experience for them?
3. How do I ensure that they adopt what they have learned in practice after the training?

The size of the training group can vary from a minimum of about six people to a maximum of 25 people. Because learning dialogue is at the core of Timeout training, it can be challenging to train bigger groups. Learning dialogue requires a safe and trusting atmosphere and a chance for everyone to have a say. In bigger groups, more individual learning guidance and building of trust among the group is more difficult.

GEORGE

Age: 33 years
Title: Interaction designer, city
Residence: Kuopio



BACKGROUND AND MOTIVATION:

George is passionate about reading and learning new things. Previously, he has been working on the development of libraries. Even before starting training, he has used the tools available on the Timeout website and considers them to be concrete tools to use in planning events.

George works hard to strengthen the participation of his city's residents. In particular, he thinks seriously about ways to reform the city's participation practices and how to make empathy part of all development work. Could dialogue help with this?

PAINS:

George is irritated by the fact that participation is not taken seriously in the city's strategy. Participation events are planned for the sake of events, not with people's needs at the foreground. Often, even the outcomes have been specified in advance. Residents become frustrated in these situations and do not feel that they have been heard.

George would like to find out how a result-oriented culture in which everything should be measured can pause for dialogue.

OBJECTIVES:

The reason for taking part in training is the need for reforming his own working community's culture and developing the models for strengthening the residents' perception of participation. One concrete question is how to develop the park area in the city centre. How could the park be turned into the residents' own place? There are, after all, many different opinions and even conflicts regarding the use of the park. What makes George ponder is how to align the interests of municipal decision-makers, residents and even civil servants.

EILEEN

Age: 51

Title: Training planner and instructor

Residence: Turku



BACKGROUND AND MOTIVATION:

Eileen has completed several facilitation and instructor trainings. In recent years, she has completed a life coaching course and taken part in organisational development and social psychology courses at the summer university.

Eileen is excited about many things in her work; in particular, learning, facilitation and co-creation. She enjoys openness and sharing best practices. After training, she hopes that she will be able to be an ambassador of dialogue and Timeout and share expertise with other instructors in her organisation.

PAINS:

Eileen is troubled by the management of many organisations not being committed to participatory practices. Constructive interaction between people is also hindered by competitive corporate culture, poor flow of information and rigid power structures. She feels that working life places pressure on proving the effectiveness of dialogical processes. Unfortunately, employees also have less and less time for taking part in trainings where they meet other people face-to-face.

OBJECTIVES:

She expects the training to provide her with new methods for facilitating dialogue and tips for applying the materials of Timeout to various group situations. Eileen hopes training to take the form of experience-based learning with demonstrations of the exercises. She dreams of being instilled with dialogicality.

TINA

Age: 45

Title: Development manager, state agency

Residence: Helsinki



BACKGROUND AND MOTIVATION:

Tina has taken part in training courses in organisation culture and supplementary training courses in strategic management. She also has studied administrative science and economics.

Tina is a civil servant who has always wanted to develop her own work. She has worked in several organisations and now wants to introduce new operating methods to the public sector. Could dialogue be of help in working on the strategy as the organisation's internal tool? Is Timeout a method of engaging external stakeholders extensively in development work?

PAINS:

Particular obstacles to Tina's development work include hierarchic governance structures and slow decision-making. She feels that there are two dominant operating cultures in her organisation, and creating a common culture is difficult. She considers it a major challenge that people work alone without discussing with each other. Tina thinks that reform also means giving up old things and that the organisation should also learn to talk about difficult things in a better way.

OBJECTIVES:

The key objective for Tina is to take part in Timeout training so that she can plan ways to utilise dialogue in determining the organisation's joint direction. She hopes that dialogue could help in committing the personnel to organisational reforms and new strategy. Her job includes organising a series of discussions as part of the strategy development process under the working title "What my organisation should be doing in 2030".

MIA

Age: 40
Title: Journalist
Residence: Oulu



BACKGROUND AND MOTIVATION:

Mia is a socially conscious journalist with a long career. She is interested in what novel dialogical journalism is like. In particular, she is thinking about how to make closer the relationship between readers and journalists.

Mia does not often have opportunities to take part in actual training outside her work. The learning included in her work itself involves continuous reading and finding out about different topics.

PAINS:

Mia has awoken to concerns over the heating-up of discussion culture in both the media and face-to-face communication. She feels that everyone wants to say exactly what they have in their minds and it easily turns into "shouting". She also often thinks about how to express herself and bring things up in a more conscious way. She also considers the formatting of messages to be a constructive challenge for digital channels.

OBJECTIVES:

Mia is interested in both developing media culture in a more dialogical direction and developing the co-operation between journalists in her own working community. Mia feels that she has always been an "information-seeker", but now she would like to learn to be more of a facilitator. She also wants to learn how to facilitate constructive discussions online and resolve conflicts and disputes. She hopes that Timeout training will provide her with a compact package of concrete methods for leading, maintaining and especially wrapping up discussions.

MARK

Age: 37
Title: Community coordinator, NGO
Residence: Lahti



BACKGROUND AND MOTIVATION:

Mark considers himself a societal influencer and activist. Promoting democracy at a grassroots level and everyday peace activism are at the core of his work. In particular in his work, Mark aims to increase the functionality of the local communities and neighbourhoods of his city and strengthen the experience of participation of people with different backgrounds. He wants to take seminars on connecting people's lives to neighbourhoods and community centres.

PAINS:

In his work, Mark is frustrated with the scant resources and continuous circle of funding applications. He objects to the efficiency mindset that he thinks has spread everywhere and is also reflected in interaction between people. He is worried about the increased unemployment and non-participation in Finland and how it has contributed to the heated discussion culture, racism and hate speech. However, Mark's experience is that these topics are always discussed in similar seminars with the same people always present.

OBJECTIVES:

Mark wants to make dialogue part of civic discussions and to utilise Timeout especially in development work with neighbourhoods. He also wishes that he could contribute to the internal operations of NGOs becoming more dialogical. Moreover, Mark wants to change the way in which policymakers and common people are brought together. Currently, the encounters are debates or one-way forms of communication. "How can the topics of discussion be formulated to be approachable? How are the invitations formulated? How do I involve people who traditionally do not come?"

Conception of learning

Experientialism and peerhood are essential to the learning conception of Timeout training. The methods used in the training support the in-depth internalisation of the content and utilisation of the participant's personal experience as a source of learning new things.

The key content of Timeout training is:

- Basics of dialogue
- Characteristics of the Timeout model:
 - Planning the discussions, setting the objectives and invitation processes
 - Facilitating Timeout discussions and dialogue
 - Assessing and ensuring the impact of the discussions

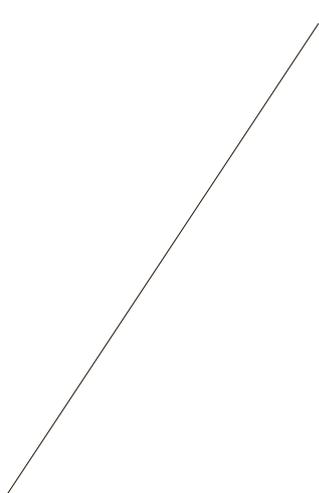
Timeout training is based on constructive, dialogical and co-operative learning.

The previous understanding and competence of the participants are the starting point for learning new things. The participants' experiences are essential materials for learning in Timeout training, and activating their personal expertise is a requirement for learning new skills.

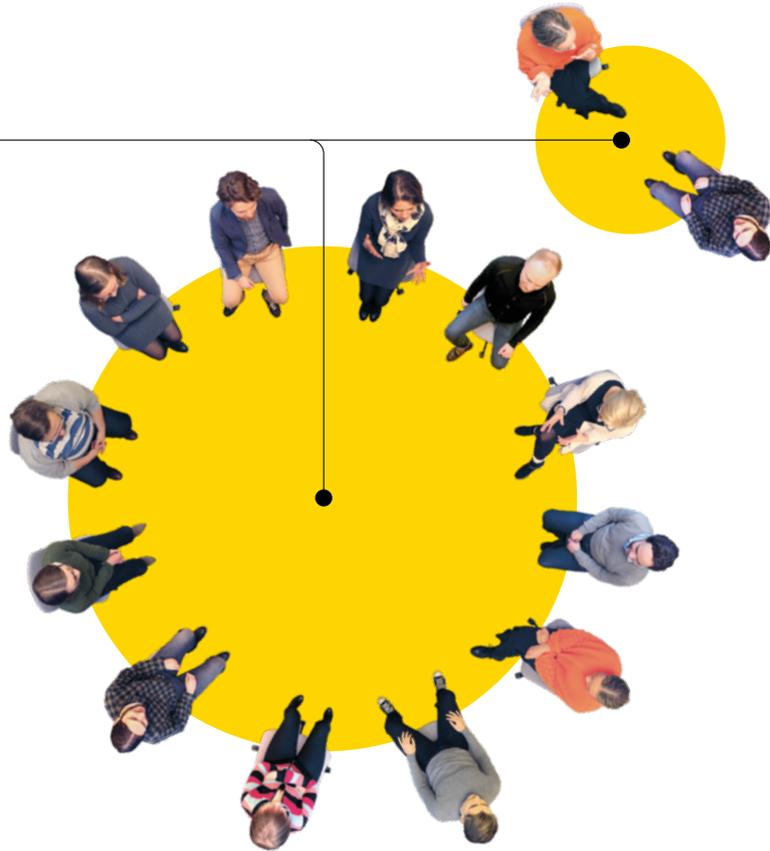
Dialogue is the most essential method in this training. It is implemented in various ways, ranging from pair discussions to dialogue between the entire group. At the beginning and end of every training day, the participants assemble to attune and share experiences of what they have learned. The beginning and end should take the form of a joint dialogue amongst the entire group. Dialogue cannot be learned by merely reading the theory or mechanically repeating what has been learned.

Experientialism is an essential part of the implementation of both Timeout discussions and training. In training, experientialism should be introduced when attuning to the different exercises and training days, for instance. You can remind the participants of the different dimensions of experience (perceptions, thoughts, images, memories and emotions) and their importance as part of the different exercises. Learning dialogue can only take place via personal experience and practice. Therefore, it is also important to encourage the participants to observe and practise discussion skills outside the training days and sessions. Also, reserve enough time for reflecting on what has been learned and for wrapping up experiences between training sessions.

I experience, therefore I am



DIALOGUE IS IMPLEMENTED in various ways in training, ranging from pair discussions to dialogues for the entire group.



Learning dialogue requires in-depth learning and shared knowledge-building. You can promote such learning by emphasising the following factors in training:

- Activating the participants' personal experiences and questions
- Combining theory and practice, knowledge and skill
- Continuous analysis and assessment of what has been learned individually and communally, utilising various sources of information and understanding of practical operation
- Applying the lessons learned in practice and learning and developing new models.

Cooperative peer learning should be reinforced through pair discussions and by reflecting on the lessons learned together in different groups. Varying dialogue exercises in different line-ups build shared learning experiences. Strengthening peerhood is particularly important when wanting to establish connections between the trainees after the training. This way, the participants can also support each other after training in planning and implementing their Timeout discussions.

Materials and setting

The training materials make up a versatile package. They include practical tools for implementing Timeout as well as the theory of dialogue. The training premises should have room for a ring in which everyone can see each other and where the lessons learned can be reflected on together. Components of Timeout training can also be realised online, taking into account the principles of dialogue.

The learning materials used in the Timeout training are openly available for everyone to use at www.timeoutdialogue.fi. As an instructor, you can pick the required content for your own training and group from the materials available on the site. The site provides tools for planning, facilitating and assessing constructive discussions. In addition to the tools, the site provides blog entries and articles from which you can choose those that best address your target group. The key materials used in the preliminary tasks and training are comprised of the materials published on the Timeout

website. They include the Rules of constructive dialogue, discussion cards and working templates for planning and summarising the discussion.

INSTRUCTOR'S MATERIALS

All materials are available at www.timeoutdialogue.fi

TRAINEE'S MATERIALS

Instructor's guide (support structure for planning and implementing)

Rules of constructive discussion (Print out a few copies as large posters to bring to the premises)

Discussion planning template (Print out the required number in A3 size for training)

Case exercises (To hand out to the participants, cf. pp. 57-59)

Training slides (Slides with notes for the different sessions)

Instructor's additional literature (see p. 55)

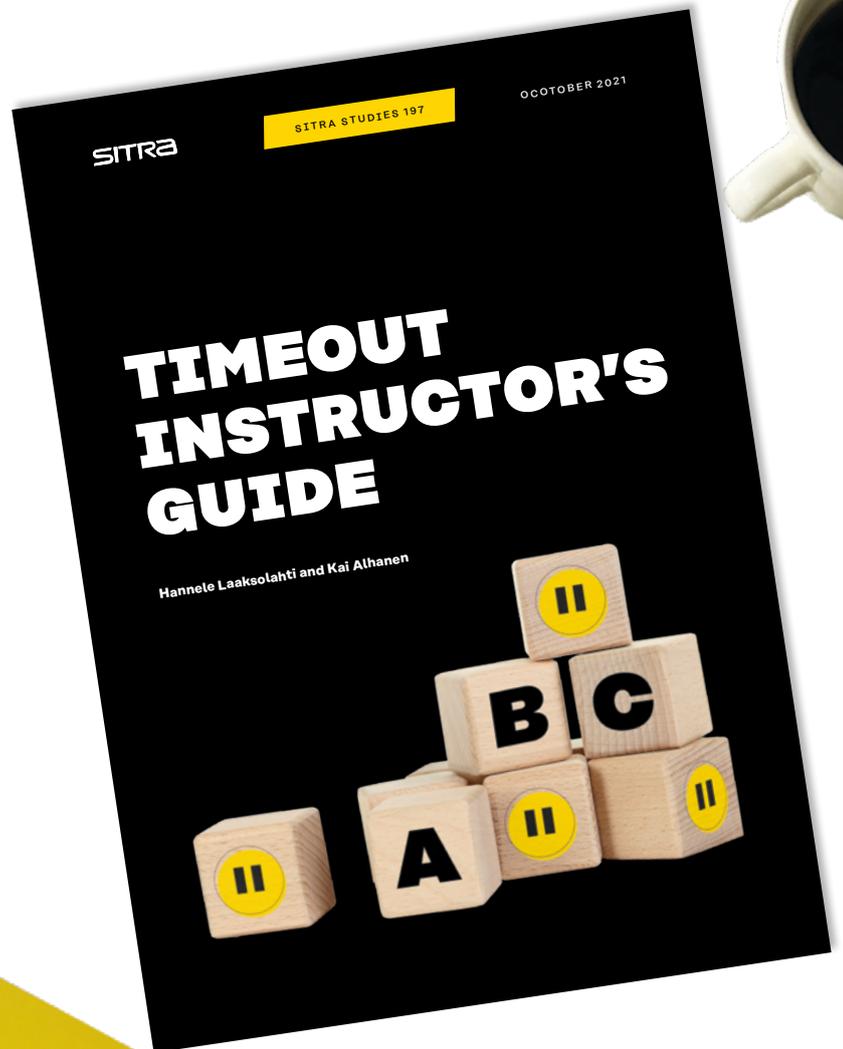
www.timeoutdialogue.fi – **tools** (To review in advance)

Discussion cards (To be reviewed during training, personal printed version for all participants)



WWW. ERATAUKO.FI TOOLS

The Timeout tools for heading constructive discussions are openly available for everyone to use.



DISCUSSION CARDS

The discussion cards provide tips and wording for facilitating dialogue. You can utilise them during training.

The training setting

When planning a Timeout discussion, the facilitator is encouraged to consider carefully the importance of the premises to the success of dialogue. It is essential what kinds of meanings the premises express and symbolise, what kind of an atmosphere they create among the participants, and whether they facilitate genuine encounter. The same factors are also important to the success of organising Timeout training. The training facility should therefore be such that it supports the emergence of a trusting atmosphere and dialogue as best as possible. From the point of view of attuning to the training sessions, becoming acquainted and implementing diverse dialogue exercises, the training facility should have room for even a big ring, if necessary. Practising and learning dialogue comes most naturally in a circle formation. Its shape should be such that all participants can see each other and are able to converse naturally as a whole group.

The ideal situation is if you also have a few other spaces besides the actual training

room so that the participants can be divided into smaller groups. Therefore, pay attention to the following factors in choosing the training facility:

- Can you move tables apart and set chairs in a circle so that all trainees are in a single ring?
- Is the space peaceful, can everyone hear each other and does it facilitate a confidential discussion atmosphere?
- Do you have any other premises available for dividing up into small groups?
- Can you show presentation materials from the slides?
- Does the space have a natural place for hanging up the programme for each training session/day and the rules of constructive discussion on display?

Timeout training in digital environments

Online learning environments can also be utilised in Timeout training, which can be implemented partly as training. Operating in online environments is most naturally suited for working on the preliminary and intermediate tasks. In addition, discussions about the lessons learned relating to the intermediate tasks and the content of training material can take place online. Also, a dialogue exercise can be realised online. It is possible to conduct the whole training and all its modules entirely online.

Having dialogue online requires both coaching and preparation. Online environments easily steer participants in a monologue-like interaction. If you implement Timeout training programme online, you can divide them into the following phases:

1. Preparing for the dialogue – rules and operating methods
2. Attuning and practice
3. Discussion either in real time or over a longer period
4. Reflection on the discussion – own actions and the group's actions

THE SPACE

creates the atmosphere between the participants. The training facility should support the emergence of a trusting atmosphere in the best possible way.



IN AN ONLINE ENVIRONMENT

the instructor's particular task is to invest in creating a safe discussion atmosphere.

It is a good idea to remind everyone of data security – everything shared with one's own name and profile leaves a trace on the web.

.....

HASHTAGS

#Erätauko
(#TimeoutDialogue)

#SiksiErätauko
(#ThereforeTimeout)

Apply the same rules of constructive discussion to online dialogues as to face-to-face encounters. In addition, emphasise the links between what different participants have said, so that the comments are not left separate but assist in realising listening and understanding. In online environments the instructor's particular task is to invest in creating a safe discussion atmosphere. Guide the participants:

- To acknowledge the meaning of words and to follow the rules of constructive discussion
- To carefully read what the others say. To look for meanings in what the others write or say that they can agree with and on which they can build their own speeches as a follow-up
- To directly inquire from the other discussion participants and ask open-ended questions
- To restrain from their own assumptions and quick conclusions

When you implement an online lecture as part of Timeout training, also aim to structure dialogical sections within it. If your online environment allows, divide the participants into smaller, separated discussion groups. When a discussion is held in writing, make sure that the environment allows building dialogue trees, i.e. separated discussion chains.

There are several different online environments at your disposal, both open and closed. Your organisation may be using a specific online environment or you might be able to choose your environment yourself from among open free software. Many environments are suitable for dialogical discussion, but the environment you choose should preferably provide the following features:

- Discussion using one's own name
- Possibility of live discussions with video and audio
- Possibility of creating dialogue trees – building discussion chains and joining the talks of selected discussion participants
- Possibility of dividing the discussion participants into small groups – either live discussion chains, discussion forums or separate written discussion chains

If you use online environment remind the participants that everything they share using their own name and profile will leave a trace in the environment. Therefore, data security must be taken into consideration.

The chapters on the training sessions (pp. 23-43) provide examples of sections that can be realised online and tips to support online implementation. The section on dialogue guidance and practice should, however, not be realised exclusively online, as face-to-face interaction is particularly important for learning.

In addition to the rules of dialogue, the rules of online communication should be reviewed with the participants. It is important to emphasise the confidentiality of the dialogues and review the *Chatham House Rule* principles: "Participants are free to use the information received, but neither the identity nor the affiliation of the speaker, nor that of any other participant, may be revealed." It is also a good rule to emphasise this in the actual dialogues, both in attuning and the dialogue exercises,

From the point of view of learning, it is essential to be fully present. This means that computers and phones should be kept away.

In Timeout we encourage open online communication and sharing insights on social media. The hashtag #Timeoutdialogue is suggested.

Instructor's competence

The Timeout instructor should have previous experience in facilitating groups. In addition, they must understand the principles of dialogue and have reviewed the Timeout training materials carefully. The Timeout instructor is at times a voice within the group's dialogue and at times clearly taking the role of a facilitator and instructor.

The Timeout instructor is skilled in the areas of expertise of a Timeout facilitator, namely:

- Ability to guide the group
- Ability to change one's own role as the facilitator of the process and one of the voices within the dialogue
- Ability to tolerate uncertain moments, silence and tensions
- Ability to share previous personal experiences and emotions regarding the experience taking place here and now
- Ability to track the unwinding of common thought and make it visible.

The key task of the Timeout instructor is to support the participant's ability to plan and guide Timeout discussions. Therefore we recommend that as a Timeout instructor, you have already completed Timeout facilitator training and/or organised a Timeout.

As the instructor, you are responsible for there being an equal and respectful atmosphere among the participants. You make sure that the rules of constructive discussion are followed and see to the learning of the participants during the training through diverse methods. As a Timeout instructor, you are above all a supporter of learning and a facilitator. Your

key skill is to be in charge of the equality of the discussion, asking dialogical questions and showing an example for facilitating the dialogue.

Because there is a lot of content, it might be very tempting to adopt one-way lecturing. Remember that this is about dialogue and facilitation training.

Therefore, the training methods should be aligned to the content. You can combine and add other participation-adding elements based on your personal experience as an instructor to the exercises described in the guide.

Also, boldly bring up your personal experiences as they will help the trainees to understand the importance of experiential speech in dialogue. Make use of personal internal dialogue in training by openly saying what is going through your mind when you are listening to the participants. It is your task to take care of the schedules of the training sessions and days and to reserve the right to interrupt and guide the discussion within the schedule.

Dialogue is a very multi-dimensional interaction situation. Therefore, body language, expressions and gestures also play an important role in expressing your own experiences and understanding other people. As a facilitator and instructor, you should also therefore pay attention to your



THE INSTRUCTOR is responsible for the implementation of the rules of constructive discussion in training.

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BODY LANGUAGE plays an important role in expressing your own experiences and understanding other people.

own and to other people's body language and gestures. Maintaining considerate eye contact during the discussion usually increases people's trust in one another. Emotions emerging during the discussion can often also be seen in expressions and gestures.

A frown, a smile, nods and grunts express a person's emotional state and aims in interaction. The facilitator may also feel "mirror effects" of the participants' emotions in their own body when empathically trying to reach out to their experiences. An emerging topic giving rise to anxiety may be experienced as shallow breathing, emerging tensions can increase the pulse, and reinforcing trust can relax tension in the shoulders. It is good to learn to interpret the meaning of these physical reactions if you want to develop as a dialogue facilitator and Timeout instructor.

Before starting training, prepare a careful plan for the schedule, including breaks. Stick to the start and end times.

In other respects, be prepared to amend your training plans as necessary. If you can organise the training with another person, divide the responsibilities clearly for each training session, especially if you have not worked together before. Also, agree on mutual feedback and reflection on lessons learned.

Arrive at the training facility well in advance and organise the premises so that they support dialogue. Place the required training material on display and review the programme in your mind. Prepare to receive the participants and pay attention to each one individually. When the first participant enters, look them in the eyes, shake their hand and bid them welcome. This way, you have already taken the first step towards being a dialogical instructor

Planning the training

In planning, you should make use of the instructor's guide modules, training sessions and toolbox materials – as well as discussion with other instructors.

Start planning the training by gathering the group of Timeout instructors in your organisation and take the Timeout training planning template with you for a joint discussion. The template can be found on the next page, and a printable version is available at www.timeout.fi/tools/

If you train alone, review the questions by yourself and, where possible, utilise discussion with other instructors in the planning process.

Next, carefully read the instructor's guide modules and training sessions and, based on them, prepare a concrete schedule and programme for yourself. Review all of the training materials and slides. Edit the slides into a package that supports your training. Also, remember to word all of the task instructions so that they could be said by you, and form them on the slides as you choose.

Ready, set, go!



PLANNING TEMPLATE FOR TIMEOUT TRAINING

Use this template as a tool when planning Timeout training.

NEED

Why do I train Timeout?

What added value does the training provide to the trainees?

NEXT STEPS

Phases of planning the training

Next practical measures

FOR WHOM

Who in my target groups will benefit from Timeout training? How many training participants do I estimate there will be?

DISTRIBUTION AND MARKETING

How do I market the training?

Which channels will I use?

PLAN FOR COLLECTING LESSONS LEARNED

How do I collect feedback and ensure that the lessons learned are distributed?

Who are the key stakeholders and partners?

FINANCING

Where to obtain financing for the pilot

What is the earning logic of the training?

QUESTIONS AND NEEDS

What remains unclear? What do I need to train Timeout?

INSTRUCTORS AND COMPETENCE

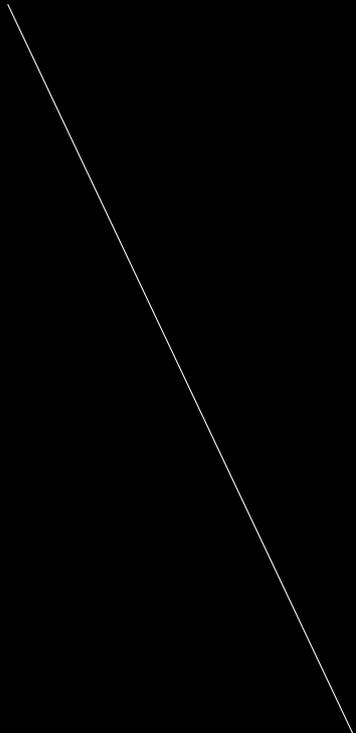
Who will do the training?

What kind of competence do the instructors have? What competence should be developed?

CONTENT OF THE TRAINING

Timeout training is comprised of three modules, each of which is associated with several training sessions. The idea is that you can pick and adapt the training sessions best suited for your own training. If necessary, you can also delve deeper for a longer time into a module or training session that your target group specifically needs.

In other words, an instructor's
sorting block test?





The training participants should be assisted in perceiving the structure of the training and objectives of the module so that intellectual transitions between them will seem consistent. The transitions between modules should be worded clearly and, if possible, indicated visually by e.g. printing out a graph of the modules and sessions on the wall (the graph is available on the training slides at www.timeoutdialogue.fi).



MODULE

Understand the context and need

Objective: The participant is able to explain the need for dialogue to themselves, their organisation and society in general.

TRAINING SESSIONS:

- 1 Preliminary tasks
- 2 Programme, objectives and purpose of Timeout training
- 3 Attuning and becoming acquainted
- 4 Bases of dialogue and need for dialogue
- 5 Special characteristics and applicability of Timeout dialogue



MODULE

Learn Timeout

Objective: The participant adopts the principles of dialogue and is capable of planning and facilitating constructive discussions.

- 6 Facilitating the dialogue I: basics
- 7 Facilitating the dialogue II: challenging situations
- 8 Planning the discussion and invitation process

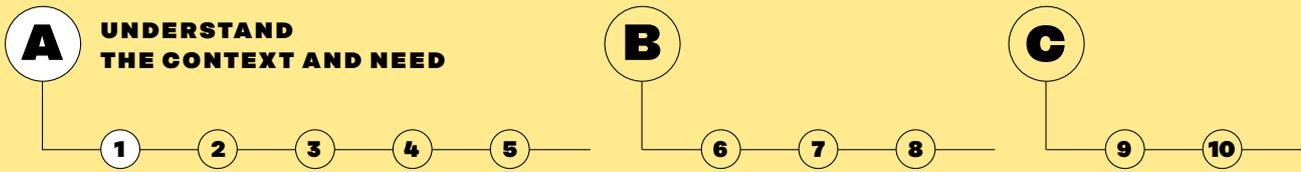


MODULE

Implement and influence

Objective: The participant is capable of ensuring the effectiveness of the discussions and preparing a plan for the implementation of Timeout.

- 9 Wrapping up the discussion and effectiveness
- 10 Planning your own Timeout and final discussion



1. Training session

Preliminary tasks

Objective: To review the key materials of Timeout and the task assignment of the case work. To orientate with the trained content, capture the key concepts and identify previous knowledge and skills relating to the dialogue.

Content

The key training materials of Timeout are available on the website at www.timeoutdialogue.fi. From there you can pick articles, blog entries and tools to review in advance. The preliminary tasks should guide towards self-reflection, adopting the material to one's own life, work, previous skills and knowledge.

This is essential, as understanding and learning dialogue requires acknowledging and critically assessing one's own thinking and actions. Preliminary tasks should be clearly described and inspiring. They should combine both intellectual and experiential elements. Therefore, observing dialogicality in a community of the participant's choice combined with reading materials, for example, makes up a diverse preliminary task package.



DURATION The participant spends approximately 2-10 hours on the preliminary tasks.

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TIP You can have the preliminary tasks done as independent exercises before the training starts and not wrap them up until training is underway. Alternatively, you can organise a discussion for reviewing and wrapping up the preliminary tasks in an online learning environment. Also in this case, remember to revise the tips on pages 16–17. You can also start the introduction and becoming acquainted online before wrapping up the preliminary tasks.

IMPLEMENTATION: INDEPENDENT WORK + DISCUSSION

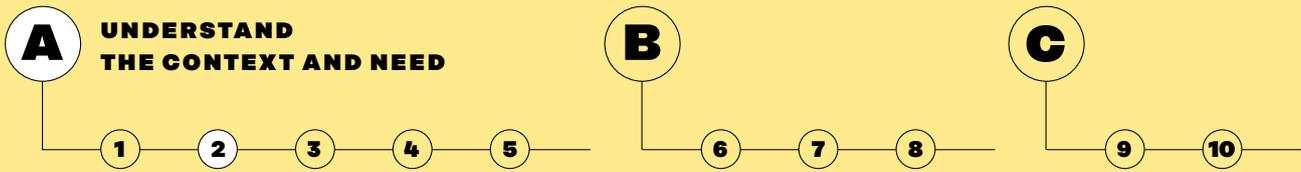
Ask the participants to review the advance materials listed below at www.timeoutdialogue.fi and additionally, from the following four preliminary tasks, choose at least two that best support the implementation of your training. The shorter the classroom section of the training, the more tasks you should give in advance.

Instructions for the preliminary tasks:

- 1.** Review the Timeout website and think about which of the tools on the Timeout website addresses you the most and why?
- 2.** Observe a discussion situation of your choice in your community/organisation using the rules of constructive discussion of Timeout (found on page 5 of this guide) and the 11 ways of destroying dialogue (found on the training slides)
- 3.** Which features of dialogue occurred in the discussion? What about the signs of destroying dialogue?
- 4.** Reviewing the task assignment of the case working (see appendix I): ask the participants to read the case and empathise with the description by way of the following task: Think about what it looks like in the community/organisation, what is the atmosphere like, what is living there like, and who moves there? What is essential in this situation? What kind of thoughts and emotions does this situation provoke? What kind of problems are being solved? What kind of discussion is needed?

In addition, you can ask the participants to answer with a few sentences what they expect from Timeout training. You should compile the expectations before training and, in brief at the beginning of the training, review how they will be responded to. Questions for surveying the expectations:

- a) What do you wish to learn in Timeout training?
- b) Any other expectations, ideas and thoughts?



2. Training session

Programme, objectives and purpose of training

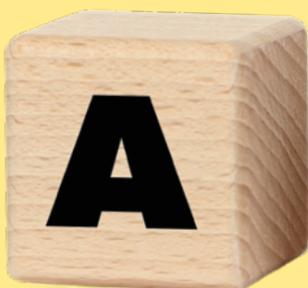
Objective: The participant perceives the course, schedule and objectives of training. They can proportion their own expectations to the training objectives and orientate themselves towards their training.

Content

At the beginning of the training programme, you should reserve a moment for telling the participants about the purpose of Timeout training and what the participant will receive by taking part. The purpose of Timeout training is to increase expertise in the planning and implementation of dialogue-based engagement practices and to strengthen constructive societal discussion.

After training, the participant;

1. is able to explain the need for dialogue to you, your organisation and their society in general.
2. adopts the principles of dialogue and is capable of planning and leading constructive talks.
3. is capable of ensuring the effectiveness of the discussions and preparing a plan for the implementation of Timeout.



IMPLEMENTATION: INTRODUCTION

Bid the participants welcome to Timeout training and introduce yourself as you wish.

Tell the participants about the purpose and objectives of training. You can also tell them that there can be at least three kinds of motives for taking part in Timeout training: developing oneself, one's organisation or society in general in a more dialogical direction (also see page 8). At this point, it is a good idea to bring up a few highlights of the participants' expectations, if they have been requested before training, and tell them how training will or will not answer them.

Review the training schedule at a general level. At least tell them when breaks will be taken and what kinds of section will make up training.

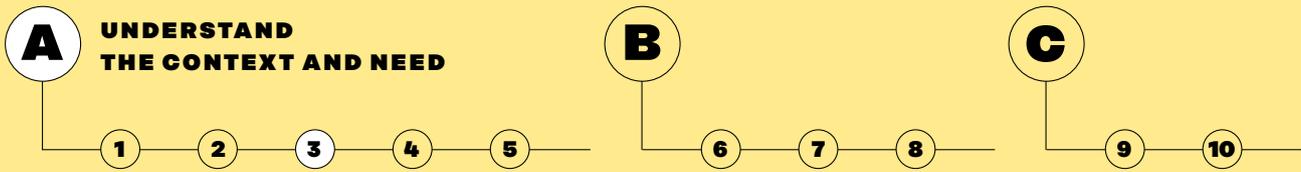
You can bring up what you hope for from training. Also, at the very beginning pay attention to a dialogical attitude and communication towards the participants.

DURATION

10-20 min.

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TIP you can visually show the schedule on slides.



3. Training session

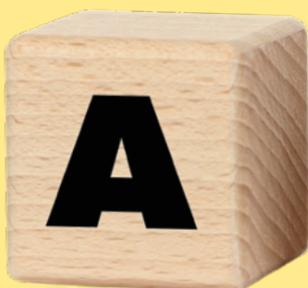
Attuning and becoming acquainted

Objective: To understand the importance of attuning and becoming acquainted to the success of dialogue. To obtain tools for facilitating attuning and becoming acquainted.

Content

Attuning refers to directing the participants' wholesome attention and presence to the dialogue situation. The success of dialogical discussion requires that the participants experience the situation as sufficiently safe for them, but also challenging in an interesting way. It is, therefore, important for the facilitator to help the participants to get to know each other and to attune to the dialogue situation and topic discussed.

Becoming acquainted should be designed to so that it serves the objectives of the dialogue. Primarily, this means attuning to the experiences of the other participants and the topic discussed in the dialogue. From the point of view of the safety of the situation, it is also important for each participant to establish a relationship with the dialogue facilitator.



DURATION 30 min
(exercise 10 min,
conduct attuning
exercise + discussion
20 min).

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TIP For more
attuning exercises,
see page 48 of the
guide in the
instructor's toolbox.

IMPLEMENTATION: ATTUNING EXERCISE

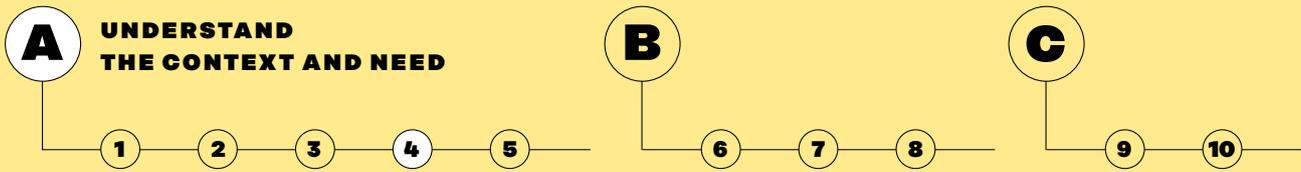
Have the participants conduct a attuning exercise that supports becoming acquainted. After that, you can show the slide on *Attuning: to the space, topic and others* and give an introduction regarding the importance of becoming acquainted and attuning to dialogue. In conjunction with the introduction, it is possible to talk about how the participants experienced that becoming acquainted and attuning took place in the exercise.

Exercise a:

- 1.** Instructions for the participants: "Turn to the person next to you and tell them who you are and why you are here for this training."
- 2.** After the pair discussion, each pair introduces themselves to everyone and tells them something essential from their own discussion

Exercise b:

- 1.** Instructions for the participants: "What is a safe and inspiring discussion like, and what kinds of experiences do you have of such discussions?"
- 2.** After the pair discussion, each pair introduces themselves to everyone and tells them something essential from their own discussion



4. Training session

Bases of dialogue and need for dialogue

Objective: To understand the need for dialogue in society and its meaning to oneself, one's organisation and its wider environment. As the outcome of the session, the participant understands how dialogue differs from other methods of discussion.

Content

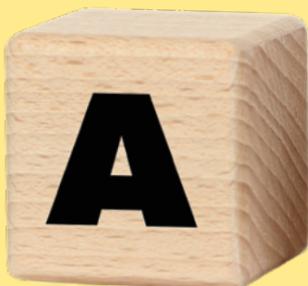
Absorbing Timeout requires an in-depth understanding of the dialogical method of discussion. The participant should understand that the Timeout model is one of the possible ways of implementing a dialogical discussion. Explain to the participants that dialogue is not only a method, but also a philosophical approach to oneself, communities and the world around us. In its narrowest sense, dialogue can be a method of discussion, but in its broadest sense, an outlook on life. At the same time, you should also explain differences between the concepts of dialogicality and dialogue. Dialogicality most commonly refers to various methods of interaction and cooperation. Dialogicality can be added to many diverse ways of working, such as meeting or seminar practices. Dialogue, on the other hand, refers to discussion with its own special characteristics and certain rules. You should present the crystallisation and

definition of dialogue using the training slides

Dialogue = Discussion to increase an understanding of things, others and oneself.

In connection with the session, you should thoroughly explain Timeout's *Rules of constructive discussion*. In addition to the rules, you can also review other special features, practices and virtues typical of dialogue, such as:

- Separating listening and speaking
- Giving peace and space to others – keeping your own talks short and waiting for others
- Trying to indulge in listening and letting go of what you are going to say next yourself
- Not interrupting others, but instead writing down thoughts or questions
- Taking an open and curious attitude towards other participants
- Tolerating uncertainty and silence
- Creating a safe atmosphere and trust, and taking sufficient time for this



DURATION

20-60 min.

TIP It is a good idea to have the rules on display as a large poster in the training room throughout the training process. The poster is available at www.timeoutdialogue.fi.

In addition, you can review the ways of destroying dialogue found on the training slides.

IMPLEMENTATION: INTRODUCTION + PROCESSING THE PRELIMINARY TASK

Introduce the key concepts (definition of dialogue and rules of constructive discussion) using the training slides.

Distribute the discussion cards to the participants and explain their uses in brief:

- The discussion cards are intended to support the Timeout facilitator's preparations and action in discussion.
- They are not meant to be used in a straightforward mechanical way in the dialogue but always adapting the content of the cards to one's own personal style and each discussion situation.

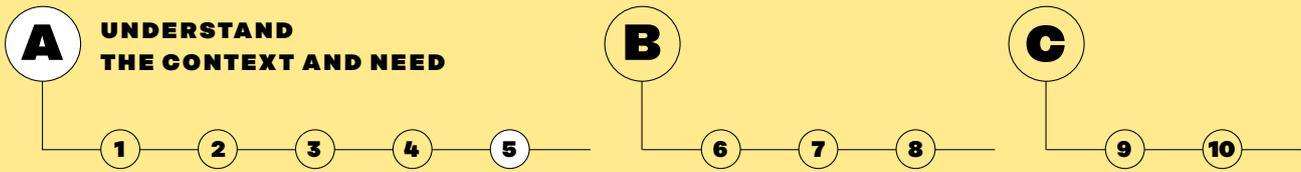
In addition, if there is enough time in your training you can conduct a dialogical exercise for processing the preliminary task. Exercise:

1. Divide the participants into pairs and choose a neutral topic for dialogue.
2. Ask the participants to read the card: Improving your listening skills.
3. Ask them to listen carefully to the other person while thinking: "What is difficult to me as a listener? Is it difficult for me to listen to myself while listening to others? As for what the other person is saying, am I also able to listen to other things besides facts, such as story or different dimensions of experience: perceptions, thoughts, emotions, memories, images?"
4. One person talks and the other one listens using the instructions on card 3 and reports what insight they gained from the other person's Wrapping up the exercise: "What was talked about with regard to the content? What did you learn about conscious listening?"

Alternative exercise: if the advance task has already been wrapped up in an online learning environment, for example, you could have a short pair discussion here on "good and bad discussion experiences". Experiences can be reflected on via the principles of good dialogue and also the signs of destroying dialogue. Wrap up the discussion, asking for comments on the following question: "Which signs of good dialogue or aspects of destroying dialogue were present in these discussions?"

It is easier for a participant to understand the differences between dialogue and everyday talk through clear examples. Therefore, it is necessary to explain how dialogue differs from negotiation or debate, for example. In addition, you can review the ways of destroying dialogue found on the training slides.

You should emphasise that dialogue cannot be learned in a moment; practising it lasts throughout one's life. You can also emphasise that dialogue requires time. You should reserve at least an hour for it so that an in-depth understanding of the topic and discussion with the other participants is facilitated.



5. Training session

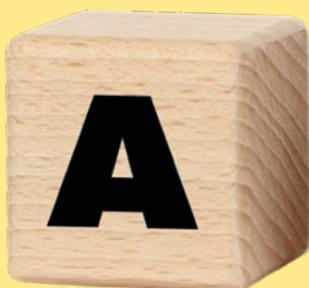
Special characteristics and uses of Timeout dialogue

Objective: The participant understands the purpose and background of the Timeout model. They can perceive what Timeout is suitable for and what not. The aim is also to illustrate the key elements of Timeout and the materials used.

Content

It should be emphasised in the session that Timeout is a model developed for planning and implementing constructive societal discussion. It has been designed to be distributed openly and it is intended for use by diverse organisations. It is not a rigid method but a package adaptable to various uses, and it facilitates bringing people with different backgrounds together to engage in dialogue aiming at deeper understanding.

If you wish, you can say that Timeout was a project launched by Sitra (the Finnish Innovation Fund), in 2016, addressing courses of development that give rise to concerns from a societal point of view. Underlying the development of Timeout was a concern about the over-heatedness of discussion culture in Finland and the limitation of democratic models, as well as the need for pausing to analyse the complex phenomena brought about by a complex world and rapid change.



Explain the practical side of the Timeout tools. The tools provide various templates for planning discussions as well as tips for implementing the invitation process and ensuring the impact of the discussion. Of the Timeout tools, the use of discussion cards while coaching the facilitation of discussion make up the most essential part, and they are intended to function as stimuli and support for the facilitator, especially in preparing for the discussion and practising dialogue.

The session should involve explaining the benefits of Timeout and telling what Timeout is suitable for and what not. Timeout is not a panacea for everything. For example, if the intention is to negotiate or make decisions, Timeout is not the right model. However, it is well-suited for supporting the preparation of decision-making processes.

DURATION

15-40 min.

TIP If you have had the participants do the advance task relating to the Timeout tools, you can wrap it up here in pair or small group discussions.

IMPLEMENTATION: INTRODUCTION

Give an introduction to the special features of Timeout dialogue using the training slide *What is Timeout dialogue*, and reserve time for questions, comments and discussion.

Explain the practical side of the Timeout tools: the tools provide various templates for planning discussions and tips for implementing the invitation process and ensuring the impact of the discussion.

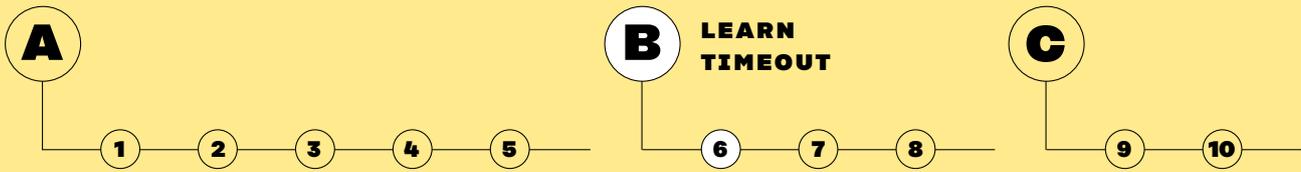
The session should involve explaining the benefits of Timeout with the help of training slides and telling what Timeout is suitable for and what not.

Benefits of Timeout:

- Possible to bring together people with different backgrounds and offering a low threshold of engagement.
- Increased empathy and trust in the community.
- Deepens understanding of the topics discussed.
- Foreseeing challenges and resolving conflicts become easier.
- Expanding insight into different solution options and how different parties' objectives and points of view influence decision-making.

Suitable for: situations that require bringing people and different parties together to engage in constructive discussion

Not suitable for: negotiation or a decision-making moment.



6. Training session

Facilitating the dialogue I: basics

Objective: To learn the key facilitating measures for initiating, directing and ending dialogue. To understand the significance of experience-based talk in dialogue.

Content

Dialogical discussion often needs active measures by the facilitator to arise. The facilitator's guidance is needed especially in starting, directing and ending the discussion. The facilitator can promote the success of dialogue through careful preparation before the dialogue and proactive anticipation for the challenges of guidance. It is particularly important to ensure that the dialogue participants are encouraged to speak about their personal experiences relating to the topic. It is also important to sufficiently narrow down the topic of the discussion. A good narrowing down leads to a) the topic touching on as many participants as possible b) it is unclear or topic is a point of tension to the participants c) the assumption that new understanding of the subject will be gained within the time available.

The implementation of the training section can be built on the presentation of the chosen Timeout cards and discussion around them. In the presentation, you should start

with cards and slides intended to assist in planning the dialogue: *Planning the dialogue*, *Building your own toolbox* and *Choose the method and "script" the dialogue*.

The instructor can present the tools and explain how the dialogue facilitator can prepare for the dialogue with them. In conjunction with the tool and slide *Choose the method and "script" the dialogue*, you should discuss with the participants how the three main forms of dialogue, "open", "semi-structured" and "structured" differ from one another. Novice dialogue facilitators often find it the easiest to adopt the use of "semi-structured" dialogue.

After planning the dialogue, you should go into attuning, deepening and ending the dialogue. First, present the slide *Experience speech in dialogue*. In connection with this, you should emphasise that the Timeout cards presented next support the start and deepening of experience speech in dialogue. In this session, it is important to explain the *definition of experience speech* found in the



DURATION 90 min
(For example:
presentation of cards
and discussion 40 min,
dialogue exercise 30
min + wrapping up
discussion 20 min).

TIP Emphasise to
the participants that
dialogue is usually
successful if:

- 1) The participants
are encouraged to
talk about their
experiences.
- 2) The group succeeds
in selecting a
narrowed-down topic
that can be delved
into deeply.
- 3) Finally, there is
time to talk about
what kind of an
experience was had
during the discussion.

IMPLEMENTATION: INTRODUCTION + DIALOGUE EXERCISE

Dialogue exercise 1

1. Divide into groups of three people
2. The groups choose one of the following topics: a) autumn
b) own relationship to music c) impact of childhood on life
Alternative topics: a) vocation, b) democracy and c) ageing.
3. Agree the order in which each group member acts as a facilitator for 10 minutes
4. Start the discussion, the instructor says when the facilitator changes
5. Wrap-up: 1) what was it like to be a participant in dialogue? 2) what was it like to practise facilitation?

If there is time, you can have another dialogue exercise right after the first one, with more time for preparation and planning. Objective: the participant understands the importance of dialogue preparation and the different phases (attuning, having and deepening the discussion and ending).

Dialogue exercise 2

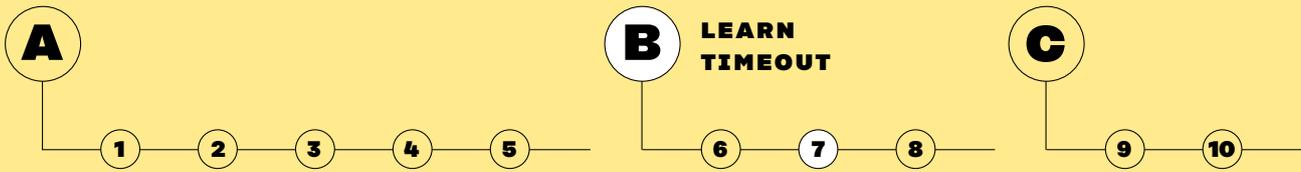
1. Stay in the same groups of three
2. Choose another topic for discussion than the one used in the last round from the list above.
3. Distribute roles among the three people. One picks attuning to discussion (card "Attuning to equal discussion"), one deepening (card: "How to deepen the discussion") and one ending (card: "Ending the discussion"). Ask the participants to read the card and plan the phase of discussion for which they are responsible for a while.
4. Each one facilitates the discussion for 10 minutes in the following order; 1) attuning, 2) deepening the discussion and 3) ending the discussion.
5. Wrap-up: how did this discussion differ from the first exercise?

Alternative exercise to the previous two exercises:

1. Divide the participants into groups of three and give each one the card *Improving your listening skills*
2. Ask everyone to take turns to talk for 2 minutes: "Tell about a person or an event that has significantly influenced your values"
3. Each person in the group talks in turn, the others listen. Each one of the two listeners may ask one question. Each group member is allocated a total of 10 minutes, including questions.
4. Wrap-up: what was it like to be a talker and a listener? What did we understand from the discussion?

training slides and to give a few descriptive examples relating to it. The participant should understand why experience speech is important in dialogue, especially if the situation involves hierarchical power relationships or roles.

You can move on to facilitating dialogue by presenting the cards: *Questions for attuning the discussion*, *Discussion facilitator's best guidance measures*, *How to present dialogical questions*, *Deepening the discussion* and *Ending the discussion*.



7. Training session

Facilitating the dialogue II: challenging situations

Objective: Form a view of the challenging situations in facilitating dialogue. Learning about tools that can be used to practice dealing with challenging situations.

Content

The facilitator's skills are put to a test in challenging situations that emerge in dialogue. Training should review the most common challenges and present ways to act in them. It would be a good thing if the trainees had had at least one dialogue exercise before this training session. This way, they can better understand the challenges of facilitating dialogue and acting with them.

The training section should be built on going through the Timeout cards. Before presenting the cards, the instructor can ask the participants to name challenging situations in dialogue that they have identified.

They are listed on view, and the instructor can tell which ones of them will be focused on next.

Of the Timeout cards, you can present the following, for instance: *Making silent voices active in discussion*, *What to do when someone dominates?*, *How to move forward in a stalemate* and *Outbursts of emotions in discussion*. Each card should be reviewed individually so that the instructor introduces the topic and tells the participants something of their personal experiences in the challenge described in the card and the solutions they have applied to it. After this, you should ask about the training participants' personal experiences in this very challenge.



DURATION 120 min. (presentation of cards and discussion 50 min, or alternatively group work 30 min + wrap-up 20 min, dialogue exercise 50 min + exercise wrap-up 20 min).

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TIP If possible, provide the training participants with an opportunity to take part in a dialogue or dialogue exercise before training.

This way, they can have a sense in advance of the challenges of facilitating dialogue.

IMPLEMENTATION: INTRODUCTION + DIALOGUE EXERCISE

As an introduction, review the cards mentioned on the previous page, and if you wish, have a short discussion with the participants on challenging discussion situations

Dialogue exercise 3

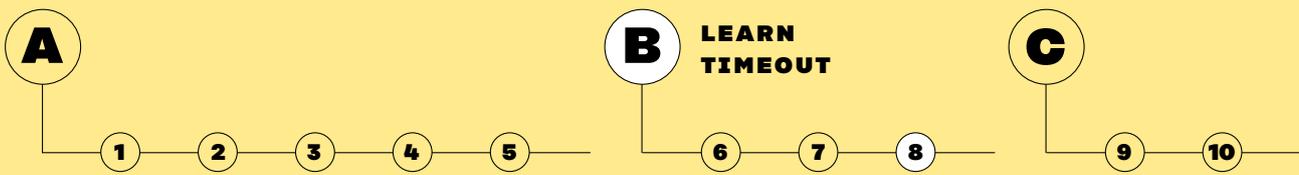
- 1.** The instructor assigns a challenging topic or lets the participants pick one from the list (see p. 49)
- 2.** Select a topic
- 3.** Select the facilitator who gets the cards to use
- 4.** Have a longer dialogue on the topic
- 5.** Wrapping up the exercise: a) what was the discussion like from the point of view of dialogue? b) how did the facilitator's actions influence the discussion?

Alternative implementation method

This section can also be implemented as guided group work. The training participants are divided into four groups. Each group is given one of the above-mentioned Timeout cards.

Guidance:

- 1.** First, everyone should read the card given to them carefully.
- 2.** Discuss together the thoughts that the card brings up in you. Do the guidance measures presented in it seem sensible? Write down your key observations.
- 3.** Come up with an example situation in which the challenge presented on the card occurs in discussion and think about a "follow-up story" to it based on the card
- 4.** Each group presents their own card, their related observations and the example case to the others.



8. Training session

Planning the discussion and invitation process

Objective: To learn the Timeout discussion planning process by applying it to an imaginary case. Perceive how to plan the effectiveness of discussion and specification of objectives, target group and invitation process, as well as matters relating to the practical implementation of the discussion.

Content

Planning the Timeout discussion has to be started sufficiently early to ensure the achievement of the objectives of the discussion and its effectiveness. The planning process is comprised of seven phases: 1) Start, 2) Prepare, 3) Invite, 4) Get prepared, 5) Guide, 6) Wrap up and 7) Learn. Start this training session by presenting the chart of the phases of planning the discussion presented above available in the training slides. The chart includes tips for each phase, emphasising what should be taken into account when planning Timeout. In addition to the discussion phases, the Timeout discussion planning template is key material relating to this session. The template is used as a tool for the concrete planning of the Timeout discussion. The template proceeds from specifying the need for the discussion to preparing for the discussion.



The template guides to first considering the need for the discussion in depth before moving on to the concrete planning.

Emphasise the importance of the invitation process. The more challenging the target group of the discussion, the more time you should reserve for planning the invitation methods. In this session, it should also be discussed what constitutes a good topic for a Timeout discussion: one that everyone can join based on their own experience and is deemed to be important. The topic should be limited to an adequate level – not too narrow, but also not all-encompassing. You can give examples of topics from implemented Timeout discussions, which are available at www.timeoutdialogue.fi.

The underlying theme of the session is a case exercise in which using the Timeout planning template for an imaginary case description is practised as a group task.

IMPLEMENTATION: INTRODUCTION + CASE EXERCISE**Give an introduction to the session by reviewing in short, using the slides**

- Process of planning the discussion
- Discussion planning template (you can also hand it out to the participants at this point)
- Criteria for Timeout discussion topics
- Tips for the invitation process (you can hand it out to the participants)

After this, distribute the description of the case exercise to the participants.

You can ask the participants to read the description individually, or if you have distributed it in advance, you can start a brief discussion on the need for Timeout in conjunction with the case, if the schedule allows. Ask the participants to consider and imagine;

- What does it look and feel like in the municipality/situation, and who are there?
- What is essential in this case?
- What kind of thoughts does this situation provoke? Which problems are being solved? What kind of discussion is needed?

Divide the participants into groups of 3–6 people and hand out the assignment for working the case.

If there is a minimum of 1 hour for the work, you can assign all of the following tasks. If there is less time, it is appropriate to only have the participants complete the discussion planning template. Assignment for the case exercise:

1. Read the case through
2. Discuss the thoughts that the case arouses. What kinds of problems are being solved and what kind of discussion is needed?
3. Start filling in the discussion planning template, discussing it in order one box at a time
4. Discuss who should take part in the discussion and how the invitation process will be realised
5. Present the finished plan with key highlights to the other members of the group – how did you set out solving the case and what were the key insights. 5 min per group.

If there is time, you can also assign the following tasks:

- Outline of the invitation(s)
- Visualised/structured description of the room and implementation of an imaginary Timeout discussion (if you use this, remember to bring materials, e.g. lego bricks, straws, cardboard and glue etc.)

DURATION

60-120 min.

TIP You can make use of the following materials.

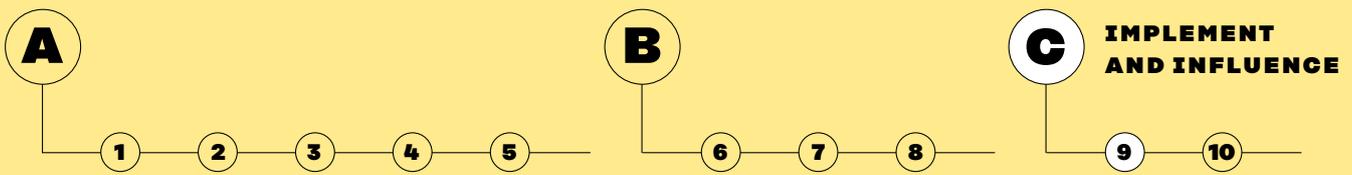
- 1) Discussion planning template (www.timeoutdialogue.fi)
- 2) Tips for inviting (available in the training slides)
- 3) Case descriptions (cf. pp. 57-59)

If you want to enliven the wrap-up of the case exercise, see page 49.

Instead of an imaginary case, you can choose a training participant's or participants' actual case to review, if you have surveyed them in advance. However, make sure that the case discussed is multi-faceted enough and allows pondering different points of view through the planning

questions. Imaginary cases are included in Appendix I.

The purpose of the case exercise is to prepare a plan for a Timeout discussion, imagine the form of implementing the discussion and outline different methods of inviting participants.



9. Training session

Wrapping up the discussion and effectiveness

Objective: Understanding the benefits of Timeout and perceiving how the effectiveness of Timeout can be evaluated. Seizing the methods of documenting and wrapping up Timeout discussions.

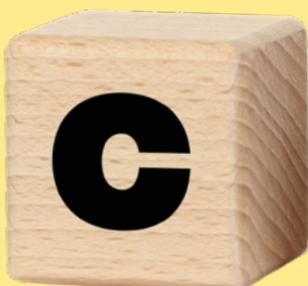
Content

The purpose of the session is to explain the role of Timeout as part of a longer development processes and forms of participation. It is important to understand that organising Timeout cannot be an objective on its own. The understanding arising in a Timeout discussion can be harnessed to support change – as long as it is understood what kind of change is being pursued through the discussions. The content of dialogue cannot be planned in advance – at its best, a good Timeout discussion gives rise to something that could not even be foreseen. However, this does not mean that good planning of the actual discussion event or series of discussion and its desired outcome in advance is not necessary. From the point of view of the effectiveness of the discussions, Timeout should be a permanent method for various communities and organisations.

During the session, you can discuss the benefits of Timeout and the different ways of assessing the effectiveness of Timeout discussions.

At the core of effectiveness is the participant's experience of being heard and assessing whether understanding of the topic discussed has increased with the discussions. The assessment of effectiveness depends on the objectives set for it: Which more extensive need will the discussion answer? To whom is the content of the discussion important? Who is responsible for the follow-up measures?

During the session, it is possible to review different methods of documenting, summarising and wrapping up the Timeout discussion and to discuss them. If the understanding arising from the discussion is to be utilised later, it is important to plan documentation well and to assign a scribe



DURATION

45-120 min.

TIP Documentation of the discussion = verbatim recording.

The summary can be made by asking the participants for key insights from the discussion.

Wrapping up = four-point process (see bottom of page).

IMPLEMENTATION: INTRODUCTION + DISCUSSION

Introduction to the aspects of ensuring the effectiveness of Timeout and discussion on the questions of effectiveness significant to the participants. You can have an exercise to complete the discussion summary template (the template is available at www.timeoutdialogue.fi).

Instructions concerning the effectiveness of discussion:

- 1.** Show the slide Aspects of effectiveness of Timeout discussions and review the following questions in it:
 - How to document the discussion and work the key content-related points of view into a summary?
 - How to proceed from dialogue to action and what could its different forms be?
 - How does dialogue support preparation and decision-making at its best?
 - What is public dialogue like and how can communication be linked to be part of the dialogue?
- 2.** Divide the participants into pairs or groups of three to discuss one of the above questions of their choosing so that all questions are discussed in different groups.
- 3.** Wrap up the exercise by requesting each group to share their key insights from the group discussion

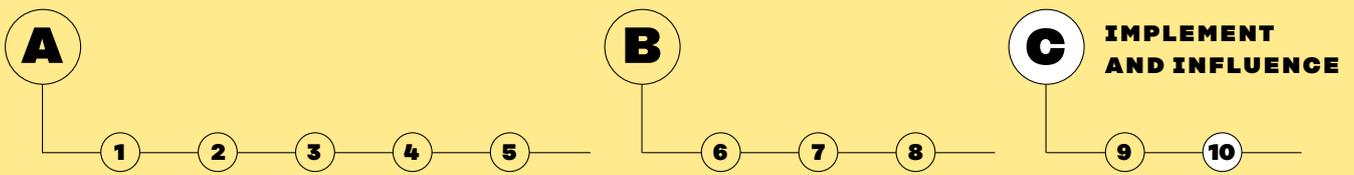
Instructions for the discussion summary exercise:

- 1.** Divide the participants into groups of 3-6 people. Give a topic for the dialogue and ask the participants to think for a moment about the insights that there already are regarding the topic and what should be understood in more depth.
- 2.** Carry out one of the dialogue exercises presented in the guide. The group can select a person to act as a scribe in the discussion or agree to listening to the discussion particularly from the point of view of documentation.
- 3.** After the discussion, ask the person responsible for documentation to tell the rest of the group the key things they heard and the participants to jointly complete the discussion summary template.
- 4.** Wrap up the exercise with the help of the discussion summary template and by reflecting the lessons learned from the exercise on the documentation practices of future dialogues.

for the discussion, as well as time for preparing a joint summary at the end.

- 1. Baseline:** What were the views regarding the topic discussed before the discussion? In what respect is new, more in-depth understanding desired?
- 2. Summary of the discussion:** How is the discussion documented and wrapped up? Is the summary template used?

- 3. Interpretation of the discussion:** What is the participant experience like? What about the organiser's interpretation of the summary of the discussion in relation to the baseline? What new understanding emerged in the discussion?
- 4. Follow-up to the discussion:** What will happen to the understanding after the discussion? Who will utilise it and how? What will be told to the participants?



10. Training session

Planning your own Timeout and final discussion

Objective: The participant is able to apply the knowledge and skills learned in training to planning a Timeout discussion in the context of their choosing. End the training in a dialogical discussion in which the participants can speak about their training experience.

Content

Many people coming in for Timeout training have a need for organising dialogue-based discussions relating to their work or voluntary activities, for instance. As part of Timeout training, it is also a good idea to reserve time for supporting each participant's own plans. The most natural way to do this is through peer discussions and mutual sharing between participants.

Planning one's own Timeout discussion can also take place as independent assignments between training days.

At the end of training, it is a good idea to discuss what within the course has been meaningful to the participants. The aim of the discussion is to talk about what has been realised and what each person will bring home from their training. Also, you can say what you have realised as a Timeout instructor.



DURATION

Planning your own
Timeout 45-120 min.

Implementation of
the final discussion
30-45 min.

.....

TIP If your target group is comprised of instructors aiming to plan and implement Timeout training, you can instruct them to complete the Timeout training planning template (see p. 21).

In implementing the final discussion, you can make use of the discussion card Ending the discussion and review its questions with the group.

IMPLEMENTATION: DISCUSSION**Planning your own Timeout discussion**

1. Discussion in groups of three on what Timeout could be utilised for in their own work.

You can use the discussion planning template for assistance (cf. p. 21). Each person has 4-6 minutes, the others listen, and the discussion is wrapped up after it. The person speaking also thinks about what they would like the other participants to give advice on.

Usually, 15 minutes per person, and a total of 45 minutes for the exercise. You can also distribute the discussion card *Developing own listening skills* to the participants.

2. Wrapping up the key insights together, if there is time

Alternative exercise: Planning walk in groups of three

1. Divide the participants into random groups of three, give them instructions and send the groups to take a max. 45-minute walk in the neighbourhood
2. Each person takes 7 minutes to tell the other participants of their own plans for organising Timeout
3. The other two listen, and only one of them first asks questions to understand more
4. Finally, discussing together: Each is allocated 15 minutes, including a 7-minute speech and 8 minutes for questions and discussion

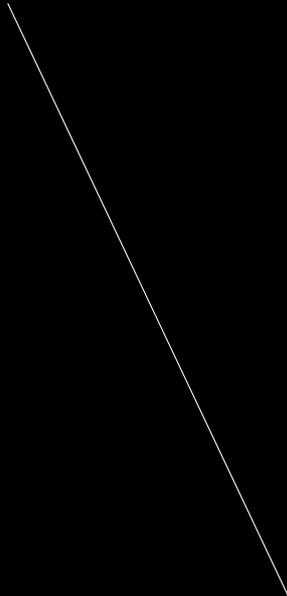
Implementation of the final discussion

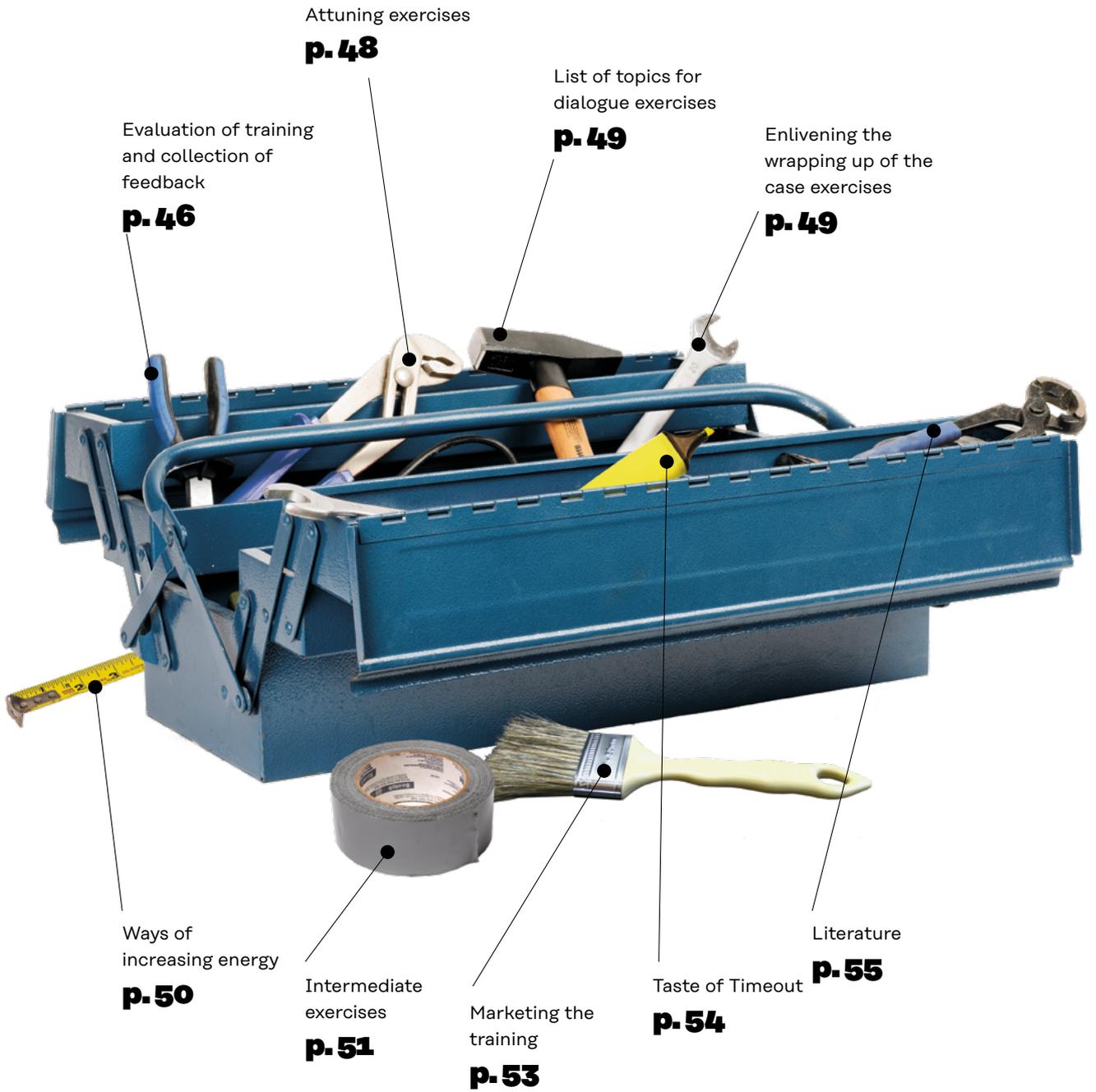
1. Set up a dialogue ring
2. Ask everyone to consider: "What have I realised and what will I bring home from training, and any other thoughts concerning myself, others or the process." Divided either so that everyone gets to speak or, after a short discussion in pairs or individual reflection, with a few highlights.
3. Thank the participants and mention Timeout mentoring and any other topical matters relating to timeout.

INSTRUCTOR'S TOOLBOX

The instructor's toolbox provides additional tips for planning Timeout training. Here, you can find content for assessing the success of training, compiling and applying various exercises and marketing the training programme. You can use the list of literature to delve deeper into dialogue and training it.

Open toolbox!





Evaluation of training and collection of feedback

The assessment of the success of training should be planned well in advance. If you have an opportunity for peer support, bring a colleague to observe your training to the first training session. You can give the colleague a list of questions or points of view from which you wish them to review the training you provide. It is important to observe at least the following matters:

- atmosphere of the training course and visible behaviour of the training participants (expressions, gestures and energy level) in different exercises and phases of training
- instructor's guidance measures, i.e. means and ways of facilitating the group and the clarity of instructions
- structure and rhythm of training and their relationship with the content discussed

In order to develop Timeout training, you can use different means of collecting feedback. You can collect feedback over three different time spans: 1) when ending training, 2) immediately after training and 3) after a longer time.

In conjunction with the end of training, i.e. the final ring, you should return to the training objectives and **ask the participants to reflect on their experience in relation to the realisation of the objectives.** You can ask the participants to consider the following questions:

- Has the training addressed the right things in the right way? How do the participants describe their learning experience?
- Have the training objectives been met and how are they proportioned to each person's own learning objectives at the start of training?
- Is there something that was not discussed sufficiently during training and should be seized individually afterwards?

When ending the training course, you should not start a discussion on developing training; at this point, the most important thing is to assess the learning process of the participant and the group as a whole in relation to the objectives of training.



However, immediately after training is over, you can send a feedback survey that should assess at least the following areas:

- Overall grade for the training and open-ended question concerning the participant's learning experience.
- Implementation of the training objectives from the point of view of the different modules; Understanding of dialogue (A), Seizing the Timeout model (B) and planning one's own Timeout discussion (C).
- What was particularly good about the training, where is there room for development, and an opportunity to give other feedback and future tips.
- You can also ask the participants to name key insights emerged in training and assess their ability to organise their own Timeout discussion after training.

In order to assess the impact of training on the participants' lives over a longer term, you can interview and send out a feedback survey 3–6 months after the end of the training. In long-term collection of feedback, the emphasis should be on assessing how training may have changed the participants' actions in their own work or life in general. You can ask the following questions:

- How would you assess Timeout training now that a longer time has passed?
- What kind of an effect has training had on your thinking and/or behaviour?
- Have you organised a Timeout discussion after training? If you have, please assess the resources obtained from training for organising and facilitating a discussion?

In addition: You can choose a focus group to interview before and after training. The interviews can be implemented individually or as a group interview. Choose people who are as representative of your target group as possible from different points of view.



Attuning exercises

An instructor should master diverse exercises with which the participants can be guided to attuning to the topics discussed and each other. A few attuning exercises that can be used in different phases of training are described here.

Attuning to Timeout training:

Motives for participation

1. Point out three different locations in the training room or form a triangle
2. Ask the participants to divide into the three different locations you have pointed out, depending on their primary reason for taking part in Timeout training:
 - Developing one's own dialogue skills.
 - Developing one's own organisation/ community.
 - Developing societal discussion culture.
3. Discussion in pairs or threes about why they came to that exact location and what they wish for from the training course
4. A few highlights of different motivations based on open questions

When did I hear about dialogue?

5. Make a visible line or point out the two ends of a line in the training room
6. Ask the participants to position themselves along the line based on when they heard the word dialogue
7. Ask those next to the line to discuss why they came to those points and what happened at that time
8. Wrap up the discussions by sharing highlights from the pair/group discussions to the entire group

Other attuning exercises:

One object, several experiences

1. Place an object of your choosing in the middle of the ring
2. Ask the participants to describe what they see in the object (shapes, colours, what they see from their own perspective)
3. After this, guide the discussion to the memories, thoughts, emotions and images that the object causes
4. Finally, joint discussion on what the exercise tuned the participants in to

Image projections using cards or cut-out images

1. Spread photos with several different moods on the floor
2. Ask the participants to select in their minds a photo that illustrates their relationship to the topic discussed
3. Each person picks up the photo they chose for a moment and tells the others why they chose it

Pair discussions on the topic of the dialogue

1. Form up pairs
2. One of the pair interviews the other about the topic of the dialogue using the How to present dialogical questions? card
3. Change the interviewer

Writing about the topic of the dialogue

1. Hand out pens and paper to the participants
2. Ask everyone to write their own experiences and thoughts about the topic of the dialogue in peace. You can also instruct them to write about the different dimensions of experience (perceptions, thoughts, emotions, memories and images)
3. The writings can be discussed either in pairs or used to start dialogue among the group

List of topics for dialogue exercises

Practising dialogue is a key part of Timeout training. The topics of dialogue should become more challenging as training proceeds. The topics can be decided together with the participants, or the instructor can decide them beforehand. One possible way is to offer the participants 3–5 topics chosen by the instructor from which each group practising dialogue then chooses their topic. A few tuning-in topics and a number of challenging topics are listed below.

Attuning topics

- Current season (spring, summer, autumn, winter)
- Personal relationship to an art form (visual art, literature, cinema, music etc.)

- Importance of hobbies in one's own life
- Recent source of great joy
- An achievement I am proud of
- Memorable discussion
- Work/life balance
- Changes that move me
- Things I am prepared to fight for

Challenging topics

- Future threats
- Social inequality
- Worsening state of the environment
- Current situation of Europe
- Loneliness
- Taboos in my community
- Love

Enlivening the wrapping up of the case exercises

These two ways of enlivening the wrapping up of the case exercises are linked to the eight training session of module B of the guide (cf. pp. 38–39).

If you want to enliven the wrap-up of the case exercise, you can try the following methods:

- Ask each group to present their outputs to the others in a few minutes, avoiding reading directly from the discussion planning template

Or alternatively:

- Ask the groups to prepare a presentation in which one or two persons who took part in the Timeout discussion worked on are interviewed. First, the group reports in brief what kind of a discussion was organised and what was its objective. After that, an interview of the participant(s) begins with the aim of communicating the key events to the others: how the participant was invited, why did they become interested in taking part in the discussion, what happened in the discussion and what has happened in the municipality/organisation as a result etc.

Ways of increasing energy

During training, it is a good idea to have quick exercises and games in between to improve the participants' alertness and energy. Here is a list of a few "energiser" games that can be implemented quickly.

Circle rumble. Walk freely around the room and pick one person in your mind. The instructor counts to three, and then everyone tries to go around the person they chose three times as quickly as possible.

Bomb and shield. Walk freely around the room and first pick person A and then person B in your mind. Person A is the bomb and person B is the shield. The instructor counts to three, and then everyone tries to find a place in the room where the shield (B) is between oneself and the bomb (A).

Capture the thumb. Form a tight ring, standing up. Each person lifts their right thumb up and places it below the horizontally placed palm of the person on their left side, almost at touching distance. The instructor counts to three, and then everyone tries to grab the thumb of the person next to them with their left hand.

Birthday line. The training participants form, without speaking or writing, a line in which their order is based on their birthday, with those born early in the year at the beginning and those born late in the year at the end.

Wink murderer. Form a ring, standing up, and close eyes. The instructor circles the ring behind the participants' back and draws a cross on the back of one of them. This person is the murderer. Open eyes and make eye contact with the other participants. The murderer can wink at a person, after which they are out of the game. If you believe that you know who the murderer is, you can raise your hand and become a witness. When two

witnesses are found, everyone closes their eyes, the instructor counts to three and the witnesses point out at the person they suspect. If this person is the murderer, the game ends. If the witnesses are wrong, they are out of the game and the murdered goes on.

Vampire. The vampire is chosen in the same way as the murderer in the game above. After the choice has been made, walk around the room and shake hands with others. At the time of the handshake, the vampire can slide their index finger on the radial artery of the person they are shaking hands with. The person sensing the vampire striking slowly counts to three in their mind and then drops dead on the floor. Suspicions regarding the vampire are dealt with in the same way as in the eye murderer game. The difference is that if the witnesses are wrong, they are not out of the game.

Rock, paper, scissors -duels. Walk around the room and challenge another person to a duel. The winner is chosen by rock, paper, scissors. Rock beats scissors, paper beats rock, scissors beat paper. Both persons count to three at the same time and show their sign. The loser is out of the game and the winner continues to new duels. At the end, there are two people left who engage in the final duel.

Counting together. Form a ring standing up so that everyone can see each other. The aim is to count together up to the number corresponding to the size of the group. One person starts with number one, after which each person gets to say the next number once. The same person cannot take part in the counting twice. If two or more persons say the number at the same time, the counting starts all over again.

Intermediate exercises

Intermediate exercises of the Timeout training between face-to-face meetings are an essential part of learning, as learning dialogue takes time and requires personal reflection. You can compile the intermediate tasks from literature, observation exercises and assignments challenging to try dialogue.

Observation exercises

The following exercises are extensively suited for observing diverse discussion situations.

One of the observation exercises was already described in the Preliminary tasks training session (page 24). If this task is not done as a preliminary task, you can also realise it as an intermediate exercise.

Observing a discussion from the point of view of dialogue: choose a situation in which a group is present (meeting, negotiations, brainstorming event, broadcast etc.) and observe the situation from the point of view of what you have learned about dialogicality. Answer the following questions:

- What is this situation?
- Is there dialogicality in the situation? If there is, how is it visible? If not, why?
- Which matters take the discussion in a better direction?
- Which matters prevent dialogue?
- How does my own action influence the situation?

The following exercise is best suited for observing an actual dialogue situation. The exercise can also be linked to the dialogue exercises carried out during training.

Timeout dialogue observation task: take part in a Timeout discussion and observe it from the point of view of dialogicality. Answer the following questions after the dialogue:

Discussion setting and attuning

- In what kind of a room did the discussion take place? How much time was there?
- How did the discussion start? With which guidance measures/questions did the facilitator start?
- How did the participants start the discussion? Who took part and how did they act?

Course of dialogue

- Was there a central theme or several themes found for the dialogue? How were the themes selected?
- How did the discussion participants influence the progress of the dialogue? What part did experience speech play?
- What kinds of tensions or conflicts could be sensed? How were they dealt with?
- Was there an important turning point in the dialogue? What happened then?

Ending

- How was ending the dialogue initiated?
- What did the participants do in the final stages of the dialogue?
- Were assessments of the significance of the dialogue to the participants made at the end? Were any follow-up measures considered?

Impacts

- What impact did you notice the discussion had on the participants as the discussion proceeded?
- What impact do you imagine dialogue will have on the lives of the participants in future?
- What kind of impact did the dialogue have on you?

Dialogue experiment task

Carry out a small dialogical experiment that interests you in your work/leisure time. It can be a different kind of a negotiation/ meeting/organising a small dialogue/ different kind of behaviour with a customer/ partner/colleague or something else that suits you. In planning the experiment, use the Timeout discussion planning process (cf. p. 38) to the extent that it suits your experiment.

You can also carry out the experiment in pairs or threes.

Questions for reflecting on the experiment:

After the experiment, reflect on it using the following division.

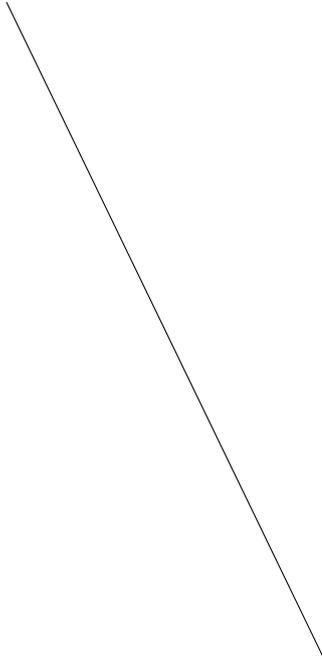
Name of experiment:

Carried out by:

Questions for reporting:

- What was the objective of the experiment?
- How did you plan and prepare for the experiment?
- Description of implementation
- Which guidance measures did you use?
- How did the experiment succeed?
- What surprised you?
- What did you learn from the experiment?
- Other observations

Two more?



Marketing Timeout training course

You can use the following texts for assistance in marketing and communication about Timeout training. At least, say what Timeout is, and in brief for whom and for what reason the training is organised.

General introduction of Timeout and the objectives of training: Timeout is a way of launching and having constructive discussion. With it, you can bring people from different backgrounds to an equal encounter and meaningful dialogue. Timeout discussions help to deepen the understanding of different things without a must for unanimity or quick resolutions. At the same time, it builds trust and participation in the community. The Timeout model includes tools for planning and facilitating discussions and ensuring their effectiveness.

With the tools, you can invite also those who are often left outside discussions. The Timeout tools are openly available for everyone to use at www.timeoutdialogue.fi.

Target group: Timeout training is intended for those who want to learn about the Timeout model and its tools and learn how to organise a discussion using the Timeout tools.

In Timeout training:

- 1.** You will learn about the Timeout model and tools
- 2.** You will understand the principles of dialogue and learn to guide constructive discussions
- 3.** You will learn to plan a discussion that uses the Timeout tools

A taste of Timeout

In order to organise a short introduction to Timeout, you can pick the most important training sessions and compile them into a 2–3-hour taste of Timeout. You should include at least the following sessions in the taster:

- Attuning and becoming acquainted
- Short introduction to the need for and basics of dialogue
- Special characteristics and applicability of Timeout dialogue, as well as introduction to the tools and cards
- One short dialogue exercise and wrapping it up
- Final discussion

The emphasis of the sessions mentioned above can be varied based on what is most important to the target group. If theoretical understanding of the need for dialogue is important, you should spend time on introducing it with various materials and sources found for example in the Literature list. If learning to guide dialogue is important to the target group, the introduction should be comprised of a short

introduction to Timeout dialogue and an exercise in facilitating dialogue.

A taster focusing on dialogue exercise could be as follows:

- 1.** Tell the entire group in brief what Timeout is and review the *Rules of constructive discussion* and *Improving your listening skills* discussion cards
- 2.** Pick a few voluntary facilitators and review the following cards with them separately or ask them to independently review the cards: *Attuning to equal discussion*, *Discussion facilitator's best guidance measures* and *Ending the discussion*.
- 3.** Divide the group into dialogue rings of 3–10 people in which the volunteering facilitators guide the discussions using the cards for 30 min–1 hour.
- 4.** Wrap up the experience by first asking the facilitators what it was like to guide dialogue and the others what was it like as a participant, practising conscious listening and the rules of constructive discussion.

Literature

Literature on dialogue

- Alhanen, Kai (2019). *Dialogue in Democracy*. Helsinki: Books on Demand.
- Alhanen, Kai, Anne Kansanaho, Olli-Pekka Ahtiainen, Marko Kangas, Katriina Lehti, Tiina Soini & Jarkko Soininen (2020). *Dialogical Supervision. Creating A Work Culture Where Everybody Learns*.
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- Buber, Martin (1996). *I and Thou*. New York: Touchstone.
- Isaacs, William (1999). *Dialogue and the Art of Thinking Together*. New York: Currency.
- Saunders, Harold (1999). *A Public Peace Process*. New York: Saint Martin Press.
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- Seikkula, Jaakko & Arnkil, Tom (2014). *Open Dialogues and Anticipations. Respecting Otherness in the Moment*. Helsinki: National Institute for Health and Welfare.
- Senge, Peter (2006). *The Fifth Discipline. The Art & Practice of the Learning Organizations*. New York: Random House
- Yankelovich, Daniel (2001). *The Magic of Dialogue*. New York: Simon & Schuster.

Online publications on dialogue

- Democratic Dialogue – A Handbook for Practitioners. <http://www.democraticdialoguenetwork.org/app/documents/view/en/789/1>
- Lindgren Helde, Mette (2012). The Dialogue Handbook – the art of conducting a dialogue and facilitating dialogue workshops. DUF – Danish Youth Council and Danish Centre for Conflict Resolution online publication. http://duf.dk/uploads/tx_tcshop/DialogHaandbog_UK_new.pdf
- Fostering Dialogue Across Divides: A Nuts and Bolts Guide from the Public Conversations Project. (2017). Essentials partners online publication. <https://www.whatisessential.org/sites/default/files/Fostering%20Dialogue%20May%202017.pdf>

Appendices

Appendix I Case descriptions used in the exercises

CASE FOCUSING ON ORGANISATIONAL DEVELOPMENT: TUOMIHОВI LTD

Tuomihovi Ltd (Birch Cherry Hall) is a manufacturer of wooden furniture in southeast Finland. The firm has been a success story for a couple of decades, growing from a workshop of three carpenters into a plant with 40 employees. Today, Tuomihovi furniture is sold in all Nordic countries. The company has four departments: a 6-person design team, 20-employee production department, 6-person marketing team and administrative services with 8 employees. In recent years, however, the sales of Tuomihovi furniture have taken a steep drop. Layoffs are imminent if the direction cannot be reversed.

Hannele, the managing director of Tuomihovi, has hired the company's first development manager. Janne, who has been chosen for the position, has attended to the company's challenging situation with devotion. During the first three months, Janne realised that Tuomihovi suffers from several problems: There has been a long-standing lack of trust between the design team and the production department. The designers feel that the employees of the production department reject their ideas for new products on purpose. The people in the production department, on the other hand, feel that the designers do not appreciate their expertise. The marketing team, on the other hand, is worried that the company does not have adequate understanding of how the use needs and preferences of people who buy furniture have changed. All of the three departments mentioned above are dissatisfied with administrative services, which are deemed to have become isolated "on their own floor" and take care of business far too slowly and rigidly. The employees of administrative services then say that they are drowning in work and find the criticism of them unreasonable.

The development manager proposes to Hannele that the situation at Tuomihovi could be worked on using the Timeout method. Hannele thinks that this is a good idea. Together they begin to consider how the discussions should be organised and who should be invited to take part in them.

CASE FOR NGOS AND VOLUNTEERS: LAURIKKA

Laurikka is a municipality with some 8,000 residents. The municipality is comprised of a traditional village centre and five smaller villages. In addition to a handsome wooden church, the village centre features a town hall from the 1960s, a library, a relatively new swimming hall, three schools, a restaurant and a few shops. The smaller villages have hardly any other services besides primary schools and a library bus that tours the entire municipality.

In recent years, the population of Laurikka has decreased continuously as people have migrated to bigger cities. Previously, there was a lot of lively activity in the municipality. There

was an active summer theatre and an ice fishing competition that drew large crowds every winter. Now, as the population is dwindling, the residents' activity has also waned. The summer theatre ended three years ago, and the ice fishing competition has not been organised for two years, either. No new forms of activity have emerged in their place.

Arja, the new municipal manager appointed last year, conducted a survey among the residents to chart their wishes and concerns over Laurikka. According to the survey, the residents' biggest concern was that there were no joint activities for residents. This was seen as polarising the relationships between the residents of the different villages. In particular, inspiring volunteer activities were wished for so that people could get to know each other and create a new community spirit in the municipality.

The Martha Organisation (Women's Association of Home Economics) and the Finnish Red Cross, both of which operate in the municipality, have decided to jointly find out what kind of volunteer activities the municipality's residents would be excited about. They aim to launch discussion on this topic using the Timeout method. Therefore, Taina (Martha) and Juhani (FRC) begin to brainstorm inviting the residents to discuss the topic.

CASE ON REGIONAL DEVELOPMENT: KORHOLA SUBURB

The Korhola suburb has undergone major changes in recent years. The area is somewhat isolated from the city centre and other districts. The suburb features municipal rental tower blocks and a rather extensive area of detached homes. Now, new owner-occupied apartments have been completed in the area, and lots of immigrants have moved into the rental apartments. Due to the population growth, a new large school building has been built in the area, housing the Korhola school. In addition, the area features a shopping centre built in 1983 that is in rather poor condition. However, it still houses many services important to the residents: a grocery shop, hairdresser, bar, kiosk, library and the parish's club room. There is a little NGO activity. The Martha Organisation (Women's Association of Home Economics) uses the parish's clubroom on Wednesdays, and the Finnish Red Cross organises a flea market at the shopping centre once a month.

Over the past year, pensioners living in the area have contacted the city administration on several occasions, reporting that they feel unsafe when visiting the shopping centre. They say that restlessly behaving groups of youths cause insecurity. Recently, the police have also heard that there have been conflicts between native and immigrant-background youths in the vicinity of the shopping centre. The police have been in touch with the school and have held talks with both teachers and pupils. However, no indications of crime have emerged. The teachers have told the police, though, that there are lots of tensions at school between different groups of pupils. In addition, it is difficult to involve guardians in resolving incidents. The parents living in the wealthy detached residential area are considered to be particularly difficult.

A few city council members have requested that the problem reported by the pensioners be addressed. Aino and Heikki, city employees responsible for participation and local work, have promised to do something about it. Their idea is to launch a series of Timeout discussions. Why should they proceed with it?

CASE ON THE DEVELOPMENT OF PUBLIC ADMINISTRATION: REFORM OF MUNICIPAL EDUCATIONAL ADMINISTRATION

As a result of mergers of municipalities, Riina was appointed the head of the municipal educational administration of a new city with 100,000 residents. The merger of four municipalities has been a complicated series of events that has often been felt to be confusing. It has caused a lot of confusion and objections among municipal employees and residents alike. Now that the situation has become clearer and calmed down, Riina wants to build the new municipal education administration department into an agency where things are taken forward in genuine co-operation with the city's employees and residents.

In the first year in her new job, Riina spent a lot of time investigating the views and needs of her employees and residents. It has turned out that there has been deep concern in the area of the three smaller municipalities that they will have to adapt to the operating methods of the fourth, biggest municipality. In particular, the staff of schools feel that the management of the municipal educational administration department does not listen to their views but burdens their life with tasks dictated from above. The administration under Riina, on the other hand, deems such criticism to be deeply insulting and underestimates their demanding work. The residents' views are divided: some of feel that the municipal educational administration is a distant ivory tower that does not care about the day-to-day life of schools, while others consider that the department meddles too much with school affairs. The local newspaper has featured numerous articles that anxiously criticise the municipal educational administration.

Based on what she has heard, Riina has decided to launch development work that will profoundly reform the operating methods of her department. She wants to involve all parties linked to the municipal educational administration in the reform: the employees in the field, management, residents and representatives of the media. Riina believes that the development work should be started by engaging in extensive dialogical discussion. She begins to plan a Timeout discussion suitable for the situation.

Appendix II Three different Timeout trainings: Example programmes

EXAMPLE TRAINING 1:

SITRA TIMEOUT TRAINING PILOT 22 MAY–5 JUNE 2018

Duration: 2.5 days + practical work in dialogues

Target group: Adopters of the Timeout model on a cross-sectoral basis

Number of participants: 22



INTERMEDIATE TASK: DIALOGUE OBSERVATION TASK

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Tuesday 22 May 2018

- Introduction and welcome
- Becoming acquainted and orientation
- Processing the preliminary tasks: Dialogin vuoro (Turn of Dialogue) publication and the tools on the Timeout website
- 11:00–12:00 Lunch
- What is dialogue - introduction and discussion
- Wrap-up of the observation exercise: The preliminary task was to observe dialogue in day-to-day life or work
- What is Timeout and what is it suited for? Introduction of the Timeout model
- 14:00 Coffee in between working
- Working on a case: The Korhola residential area where there is restlessness in relation to several factors and parties. The task is to plan a Timeout to resolve the challenges, using the discussion planning template.
- Final dialogue

Wednesday 23 May 2018

- Attuning
- Dialogue walk: Telling about one's own Timeout case while walking and mentoring others
- Facilitating the dialogue introduction
- Dialogue exercise I: 45 min and three different topics for the group to choose from, and one facilitates using Timeout cards
- 12:00–13:00 Lunch
- Wrapping up the exercise
- Delving deeper into guidance introduction
- 14:00 Coffee
- Dialogue exercise II: 1 hour 15 minutes long dialogue on one chosen topic. One facilitates and others take part using the cards.
- Final dialogue

Experienced dialogue, week 22

The participants divided into dialogues organised by different organisations

- Timeout on diversity – how does society perceive it? Kontula 28 May at 16–18, organised by the Helsinki Deaconess Institute (HDL)
- Timeout on good life Kannelmäki 29 May at 16–18, organised by HDL
- Timeout on child welfare Tue 29 May at 17–19, organised by Osallisuuden aika ry and Aretai Oy
- Timeout on immigration-related questions Tue 29 May at 16–18, organised by Kalliolan Setlementti
- Timeout on the role of civil action in the activation model Wed 30 May at 15:30–17:30, organised by HDL and Kansalaisareena – Citizen Forum
- Timeout on addiction and recovery from it Fri 1 June at 14–16, organised by Kalliolan Setlementti

Tuesday 5 June 2018

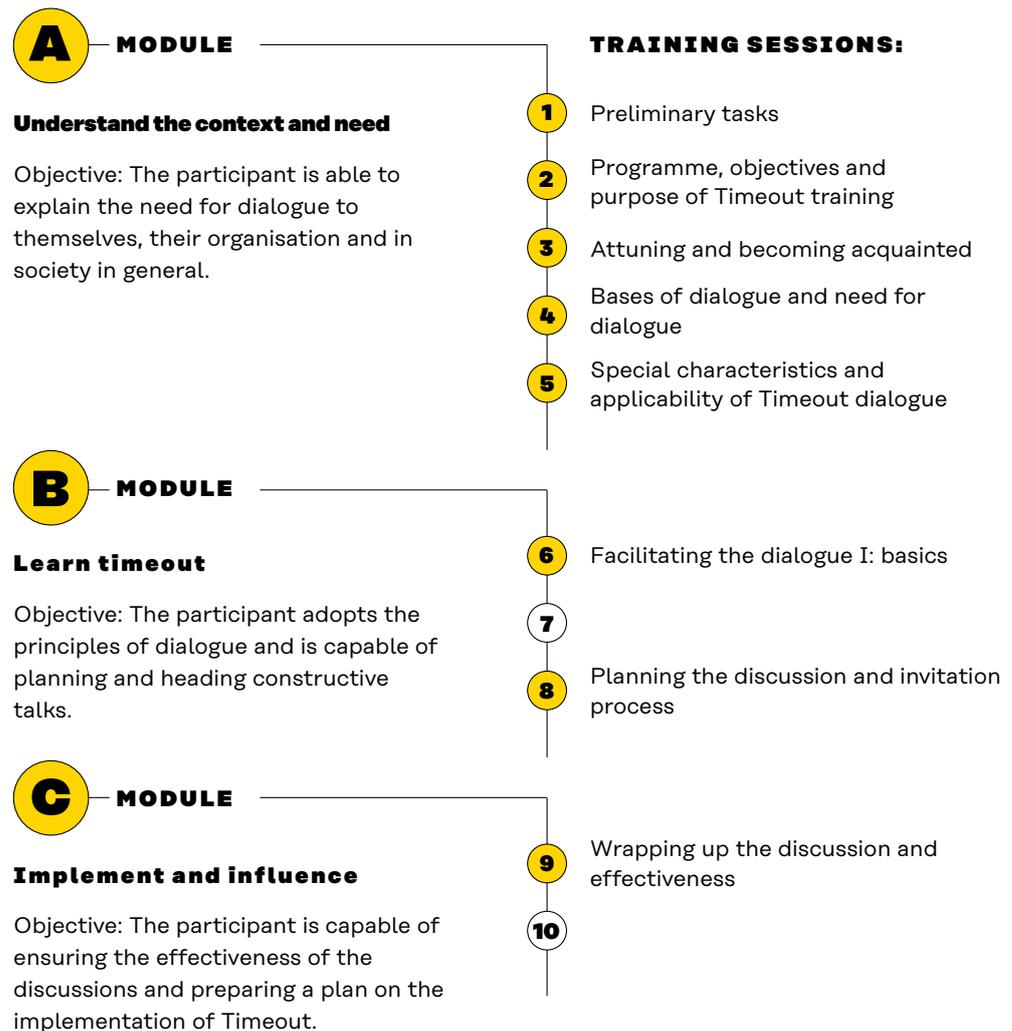
- 13:00 Kick-off
- Processing the intermediate task: Experienced dialogue. Discussing what has been experienced and learned What did I learn about dialogue? What did I learn about facilitating dialogue? What did I learn about myself?
- 14:00 Markers of effectiveness introduction, Jonna Heliskoski Questions and discussion from dialogue to effectiveness
- Effectiveness of Timeout and discussion
- Which more extensive need can Timeout discussions answer and to which kinds of processes are they linked?
- How can the effectiveness of discussions be ensured?
- 15:15 Break
- Introduction of mentoring and the group's Timeout cases
- 15:30–17 Planning your own Timeout in groups
- What ideas does the group have for implementing Timeout in their own organisations?
- Coaching and brainstorming on effectiveness
- 17–18 Final dialogue and introduction of the Timeout peer network

EXAMPLE TRAINING 2: A SINGLE-DAY TIMEOUT TRAINING IMPLEMENTED BY SIVIS STUDY CENTRE ON 10 SEPTEMBER 2018

Duration: one day

Target group: NGO instructors, developers, facilitators and volunteer activity specialists

Number of participants: 15



- Preliminary tasks as online discussion
- 9:30 Becoming acquainted, attuning and introduction of the Timeout model
- 10:15 Principles of facilitating a discussion using the Timeout model Dialogue exercise I
- 11:30 Lunch
- 12:15 Delving deeper into facilitating a discussion Group work on challenging situations in dialogue
- 13:15 Case working in groups: Learn to plan a Timeout discussion (coffee in between working)
- 15:30 Wrapping up the group tasks
- 16:00 Effectiveness of Timeout and final discussion

EXAMPLE TRAINING 3: TWO-HOUR INDUCTION INTO TIMEOUT**Duration:** 2 h**Target group:** Cross-sectoral parties interested in the Timeout model and facilitating dialogue**Number of participants:** approx. 20 people

- 14:00 Attuning. GUIDANCE: Name, where do I come from and when did I first hear about dialogue (timeline)? Talk to the person next to you for a moment. Tell in a single sentence how you heard about dialogue.
- 14:20 Introduction of Timeout and review of the principles of dialogue
- 14:40 Discussion
- 15:10 Dialogue exercise. GUIDANCE: Dialogue exercise in small groups. Three people. Everyone has 2 minutes. Tell about a person or event that has significantly influenced your values. (card *Improving your listening skills*). One person speaks first, the others listen. Each of the two listeners may ask one question. A total of 10 min is reserved per person. Timed jointly.
- 15:40 Final discussion and reflection. GUIDANCE: Which thoughts did the induction provoke? How could I use Timeout in my own facilitation work in future?

How Timeout training was built

Timeout training was built in 2018 in response to a high demand for strengthening dialogue skills and implementing the Timeout model in diverse organisations. Timeout training was built for open use for training parties to apply and use. The outcome of the development work was the instructor's guide you are reading and the training slides published on the Timeout website.

Training was conceptualised using user understanding of parties that utilise the Timeout model. It was piloted in two separate phases. The first pilot training was organised at the end of spring 2018, with 22 people committed to adopting the Timeout model taking part. Training lasted for 2.5 days, and participant feedback was collected actively before, during and after it with regard to learning experiences. The second

pilot round of training was implemented with parties that might train Timeout in future. Two instructor trainings were implemented in autumn 2018, with a total of 50 education professionals taking part. The building of Timeout training was also supported by a network of experienced dialogue instructors, and the expertise of its members was priceless when considering the philosophical questions and concrete implementation options of training. An open stakeholder workshop was also organised before the instructor training, surveying the instructors' needs for the training concept and views of the instructor's guide being prepared.

We would like to extend our thanks to all of the parties that took part in building Timeout training for sharing their experiences and views.

About the authors

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