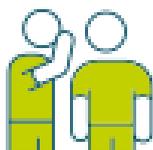


## GOSSIP OF RESOURCES



### MAIN FEATURES

Reinforced skills (TASC Cluster)	AIM - SUPPORT - SOLUTIONS
Suitable for	Teachers, Students
Difficulty level	Low
Setting	Group
Minimum number of participants	3
Average time length	30 minutes
Special Equipment	No
Online version	Yes



## 1. DESCRIPTION

As Peter Szabo (who created this practice) wrote:

*“Resource gossip is a five-minute small group activity. It can be used during training as a Solution-Focused form of feedback or also with teams and organisations. In just a few minutes it creates an atmosphere of mutual appreciation and acknowledgement within a group, while at the same time reinforcing the individual in doing more of what works. It is also a wonderful exercise to focus on existing solutions and learn from that.”*

In a group of three, in rotation, one will be in silence listening, for an established time, to the other two, who will talk about the resources, talents and beautiful things they imagine, see or suppose of the person who is listening. For example:

- “The way he is dressed reminds me of a person who pays a lot of attention to details...”
- “Yes, and I was struck by his smile, he looks like a person who knows how to put the people who work with him at ease...”.

## 2. AIM / BENEFITS

The aim is to help participants experience the change of perspective from the problem-focused logic to the solution-enhancing logic.

It helps people be more aware of their resources and how visible these can be to the outside world.

This practice aims to shift the gaze from criticism to appreciation, from lack to resources. All in a conversational and transparent form.

The practice facilitates the exchange of resources in the group, enhances individuals and creates belonging, energizing the group. It also gives experience of the fact that you can immediately focus on the positive or negative aspects, depending on how you approach it.

## 3. COMPETENCIES CLUSTER(s) related

- No 3: AIMING. As it invites participants to suppose positive features about a person, the activity invites you train the skill of **Work on Hypotheses**;
- No 4: SUPPORTING. The activity trains participants to assume having a supportive stance towards other people. In this sense, all the skills related to this construct (**Avoiding Blame, Suspending Judgement, Empathy, Curiosity Attitude**) are elicited;
- No 5: Focusing on SOLUTIONS. By inviting participants focusing on what is already working in a person’s attitude, the activity facilitates a training on the **Solution-Focused Approach**.

## 4. HOW TO DO THE EXERCISE

**Step 1 / Preparation:**

Create small groups of three people, better if they do not know each other very well.

Explain how the exercises work.

We suggest emphasising the importance of focusing only on the good things, talents or resources participants imagine in the other person.

Explain that each round, when one person is listening silently and the other two talk about his/her resources/ skills/talents, last from 3 to 5 minutes.

Once the rules have been explained, people are invited to stand in small groups well apart and decide who goes first to listen.

**Step 2 / Rounds**

Start the first round.

Pay attention to the minutes.

After 3 or 5 minutes max invite the groups to change roles and start a new round.

When the second round is finished, invite the group to change roles again and start the third round.

After three rounds, all members of the small groups should have experienced the role of silent listener, when the other two discuss with each other the resources/talents/skills they see in him/her.

**Step 3 / Exchange:**

Once the three rounds have finished, invite the member of each group to exchange emotions, thoughts and ideas about the experience.

To facilitate the discussion in each small group, you can suggest to answer questions like the followings:

- *What do you think of this experience?*
- *What was it like to listen to people discussing good things about you?*
- *What was it like to imagine resources of someone you do not know, or little know about?*

Give each small group a limited time to discuss the experience (3 to 5 minutes).

Explain that there will be a debriefing phase where all the participants will have the opportunity to share with the others their thoughts, feelings and ideas.

**Final step / Conclusion:**

Once each small group has discussed the experience, you can invite people to stay seated where they are, to stand in a circle or find a seat in the courtroom as they wish.

Then you can start the debrief phase.

**5. DEBRIEF**



It is recommended to keep the focus on the resources and on what worked.

You can highlight that people's lives are always richer than we think, because everybody has always nice sides of himself/herself.

The atmosphere at the end is usually very friendly and everybody smiles.

Participants are often surprised about how many good things the others see in them.

It is useful in our opinion to help the participants to notice the differences in emotional state in the group from the beginning to the end of the exercise.

## 6. SPECIAL MATERIALS

None

## 7. TIPS AND TRICKS

This practice might raise some embarrassment within the participants.

For this reason, we suggest just inviting them to participate, but do not oblige them.

If a participant does not want to do exercise, you can ask him/her to take the role of a tutor, helping the other small groups to stick to the rules.

It is also possible that what is said may shake people up a little and they may be moved and/or cry. In this case, a bit of irony and lightness can be of great help.

## 8. ON-LINE VERSION

This practice can also be done online. You need an online platform that allows you to divide the virtual group into subgroups of 3 people. Platforms such as Zoom, Teams, can be used. The use of boards such as MIRO ([www.miro.com](http://www.miro.com)) or MURAL ([www.mural.com](http://www.mural.com)) can also help, but we recommend keeping the exercise on a conversational level.

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