



Network Resources: Helpful Protocols for Building Relationships and Critical Collegueship

A. Protocols That Help Build Relationships

1. [Connections](#)

Connections is a way for people to build a bridge from where they are or have been (mentally, physically, etc.) to where they will be going and what they will be doing. It is a time for individuals to reflect — within the context of a group — upon a thought, a story, an insight, a question, or a feeling that they are carrying with them into the session, and then connect it to the work they are about to do. Most people engage in Connections at the beginning of a meeting, class, or gathering.

2. [Dyad](#)

To create a safe space to become better at listening and talking in depth.

3. [Pair Communication](#)

This is a very brief opportunity for people to practice being truly present and a listening ear for each other.

4. [Expeditionary Learning](#) has lots of protocols to create a safe space; to become better at listening and talking in depth. Recommended protocols are:

- Back To Back and Face to Face p. 5
- Concentric Circles p. 10
- Discussion Appointments p. 11
- Give One, Get One, Move On p. 15-16
- Think, Pair, Share p.35

B. Protocols That Provide An Opportunity for Critical Collegueship

1. [Probing Questions](#)

This exercise on asking probing questions was designed in order to help people become skillful at this important aspect of the Protocols.



2. [Issaquah](#)

To use a process which models the developmentally appropriate order for questioning in coaching/consulting situations. It can be especially useful for coaches who can look at their own work, and, at the same time, model and reinforce the steps they would use in the field. The progression of types of questions/responses follows the “ideal” progression a good coach uses:

- Factual questions
- What I hear you say
- What I think it means
- Am I getting it right?
- Probing questions I now have
- Ideas this brings to mind
- What do you think?

3. [Change Practice](#)

This is written for teachers to reflect on changes they have made in their practice.

4. [Critical Incidents](#)

To provide a small group of colleagues a window into each other’s practice

5. [Descriptive Consultancy](#)

The purpose of this protocol is to help someone think something through, manage a dilemma, or get advice. Paradoxically, it recognizes that the best advice is the least advice, and that helping to define and set the problem is what is truly helpful in reaching resolution.

6. [Peeling Onion](#)

To provide a structured way to develop an appreciation for the complexity of a dilemma in order to avoid the inclination to start out by “solving” the problem before it has been fully defined.

7. [Success Analysis Protocol for Individuals](#)

In the spirit of appreciative inquiry, share professional successes with colleagues in order to gain insight into the conditions that lead to those successes, so participants can do more of what works.



8. [Triad](#)

This protocol works much like the Success Analysis Protocol, except the subject is not necessarily a success. In fact, this protocol is quite useful for getting and giving feedback on work in progress

9. [Tuning Plan](#)

When you tune a plan you have two basic components: a set of goals and a set of activities sequenced in a way that you believe will help the people you work with to meet those goals. The general objective of tuning a plan is to get feedback from your colleagues about the degree to which the activities you structure seem likely to meet these goals. The plan is “in tune” when the goals and activities are most in alignment.

C. Support for Virtual Meetings

- [Virtual Meetings, A Best Practice Guide](#) is an excellent checklist for maximizing success of virtual meetings.
- [Making Virtual Teams Work: Ten Basic Principles](#) has specific advice for building relationship online.