

| Interaction | Format | Timing/frequency | Resources |
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| <p>Peer learning / 'Lunch & Learn' events Peer learning sessions aim to support skills development and a sense of community by encouraging shared learning, discussion on best practice and self-reflection.</p> | <p>Short learning sessions (about a theme or topic of relevance to the network members) would be held over a lunch time and would feature one or two short input sessions from a speaker: either one of the network members, someone from the University, or an external speaker with skills or expertise in the topic. There would ideally be an opportunity for group discussion.</p> | <p>Sessions generally last for approximately an hour and a half; ideally 3-6 times a year.</p> | <p>This article on Lunch & learn events contains some key tips.</p> |
| <p>Action learning Action Learning is a process by which network members meet, share issues they are confronted with, and learn from action.</p> | <p>A group would be made up of 4-6 people, from different parts of the university. If possible, the group would initially be supported by an experienced coach/facilitator. Each individual is allocated an equal slot of time to work on his/her 'problem'. Support, challenge and encouragement are provided by the group for each person to take action on the problem and learn from it. Skills are learned in two ways; as the person presenting the problem and as the person participating in helping someone. At subsequent meetings everyone reports back to the group and reflects on their outcomes.</p> | <p>This can vary, but the group should agree 'ground rules' in advance e.g. 20 minutes per person with an issue – 5 minutes to share the issue, then the group takes 15 minutes to clarify and coach (ask questions) so that the person can come to their own understanding. Ideally, the group will meet around 6 times a year.</p> | <p>This KnowHow article explains the principles of Action Learning and how it works.</p> |
| <p>Webinars Webinars enable you to run interactive events and engage with your network remotely, and can also be recorded for those who are unable to attend.</p> | <p>Webinars are short, interactive online presentations or seminars designed to engage participants in a particular topic or skill area. A webinar will have a host or presenter, and will often feature input from one or more additional speakers. Webinar platforms enable the host/presenter to encourage interaction from participants, for example through a chat function, inviting questions and running polls.</p> | <p>Webinars should be short and succinct – ideally no more than an hour. They can be standalone but often work well as part of a series or theme, once a month or several times a year.</p> | <p>See this digital course on LinkedIn Learning on Learning to Run Webinars.</p> |
| <p>Mentoring circles Mentoring circles aim to provide opportunities to talk about common issues, share experiences and discuss challenges with a supportive peer group and a more experienced colleague.</p> | <p>Mentoring circles would be led by an experienced colleague, with 7-10 mentees. Face-to-face meetings are agreed upon by the circle members and scheduled at the first meeting. Peer-to-peer mentoring can also take place between meetings (possibly via email) to sustain the momentum of the meetings and support each other through any specific concerns.</p> | <p>Sessions generally last for at least an hour; initially for a 12-month period, or for at least four meetings.</p> | <p>See this range of resources on tools and techniques to use in mentoring.</p> |
| <p>Job shadowing Job shadowing is a practical way of gaining exposure to a different role, environment or area of the University, or to develop a specific skill by observing others.</p> | <p>Job shadowing is often an informal arrangement between two people, although it can be more formalised. Either way, shadowing requires preparation from both sides – the visitor should consider what they hope to achieve from the shadowing, and the host should consider which activities will be most appropriate to be observed and ensure that the shadowing does not interfere with their responsibilities.</p> | <p>Often a one-off, although it may be agreed that regular briefings are appropriate. All parties involved will need to consider the appropriate length of the shadowing period; this will often be between a couple of hours and a day.</p> | <p>You can see further information and guidance here.</p> |