



## Elicitation Skills

### OARS

OPEN ENDED QUESTIONS	AFFIRMATIONS	REFLECTIVE LISTENING	SUMMARIZING
<p>"Say more about ..."</p> <p>"What does that mean for you?"</p> <p>"What feelings are coming up?"</p> <p><del>Questions that can be answered with a "Yes" or "No"</del></p>	<p>"I appreciate that ..."</p> <p>"It seems like you care a lot about ..."</p> <p>"I admire that ..."</p> <p>"That must be difficult to..."</p> <p>"I'm happy for you, that ..."</p>	<p>"What I'm hearing is ..."</p> <p>"Is it accurate to say that ..."</p> <p>"You're feeling that ..."</p> <p>"You're thinking that ..."</p> <p>"You're struggling with ..."</p>	<p>"When I think about what you've shared, what stands out is ..."</p> <p>"It seems you've experience 'A', 'B', and 'C'."</p> <p>"If I was to summarize what you've shared, I'd say ..."</p>

### Ask Open-ended Questions:

- Cannot be answered with a yes or no.
- Unsure as to where the answer might lead
- Avoid "why" questions.
- Examples
  - Closed: "Do you think Med school is right for you?"
  - Open: "What do you want your next 10 years to look like?"

### Affirm:

- Highlight characteristics and strengths
- Find the positives
- Examples:
  - "It seems like you really care for your family."
  - "I really appreciate your honesty."
  - "I admire your willingness to share this with me."

### Listen Reflectively:

- Statements, not questions
- 3 purposes:
  - Let's participant know you understand what's being said
  - To underscore something
  - To defuse hostile emotions
- Examples:
  - "It looks like you..."
  - "You've noticed that... You're also worried that..."
  - "It sounds like..."
  - "You're surprised/angry/confused/frustrated..."

### Summarize:

- Demonstrates you've been listening
- Provides opportunity to shift the conversation
- Most appropriate after lengthy segments of dialogue
- Allows the facilitator to reiterate key points



## **DARS**

### Student Vignettes

1. **Major Selection:** A student you mentor reaches out to discuss their ambivalence about choosing a major that is right for them. They share:
  - “Well, I don’t know what else to do. I’ve declared a chem major but have taken classes in both chemistry and biology and love them both. I’ve enjoyed working in the chem lab as well as my field research project with the IB department. I want to do both, but I don’t want to be here for 6 years. I’m scared about making the wrong choice.”
2. **Sense of Belonging:** A student you mentor is struggling to find community in their academic program. They share:
  - “Well, I don’t know what to do. I really love my major, like the readings and coursework and all. But I don’t really like being in my classes. My classmates don’t really talk to me and I don’t know any of my faculty. I am trying to get to know folks, but it’s not working and I feel lonely. I don’t want to change my major, but I don’t want to feel like this for three more years ...”
3. **Grade Negotiation:** A student you advise reaches out for advice after receiving unsatisfactory marks on a recent assignment. They share:
  - “I tried really hard on that paper. I mean really hard. And I still got a C. I think the professor just doesn’t like me. I tried to talk to him after class, and he didn’t care. He just said the grade ‘is what it is’. I can’t fail this class, or I’ll lose my scholarship. What would you do? Would you go talk to him for me?”
4. **Homesickness:** A student you supervise discloses that they are having a hard time adjusting to the institution and the community. They share:
  - “It just sucks to be here. I miss LA. Everybody keeps telling me that Oregon is so progressive, it isn’t. It’s really backwards. The food sucks, the phony people suck. I’m thinking about transferring to a school back home.”



**OARS**  
Faculty & Staff Vignettes

5. **Work Life Balance:** A colleague, who is on the faculty, discloses their stress and frustration about their teaching load and their ability to manage their personal life. They share:
  - “In the ten years I have been teaching, I have never had a four/four. I feel like I am losing my mind. This includes three new-preps. I don’t have any time for advising, or committees. I don’t have time for anything. It’s getting really tense at home. I am coming home late, and when I am there I am grading until the kids go to bed. I am exhausted.”
6. **Navigating Microaggressions:** A colleague who serves as an administrative assistant for the office confides their frustration about the regular occurrence of offensive and disparaging interactions with visitors to the office. They share:
  - “I have been dealing with white folks my whole life, so it’s not like this is anything new, but the number of people coming through our office, and how they talk to me, is pissing me off. Every day, at least one person is going to seem shocked at my presence, stare at me trying to figure out where I am from, or straight out ask me “where are you from?” And a special kind of annoying is the white do-gooders who get excited when they see a Black person, act all sugary, and try to show me how “woke” they are.”
7. **Finding Community:** A colleague recently joined your team, and moved from the East coast. They confide in you their challenges making friends. They share:
  - “It feels weird to say this, but I am having a hard time making friends. I didn’t realize this institution, and this town, was such a family place. It’s like, if you don’t have kids, you are out of the club. It took me a while to figure that out, but I’ve noticed that all of the faculty and staff get together at family events on the weekends, or organize play dates together. Even the couples without kids seem to stick together. I am starting to wonder if I need to move out of town and start commuting to work.”
8. **Difficult Feedback:** A colleague asks for a meeting with you to call attention to a pattern in your behavior which they feel is disruptive to the functioning of the team. They share:
  - “You shared a while back that if I had constructive feedback for you, I should be direct and just say it. So, I am going to take you up on that offer. I don’t know if you are aware, but you have a habit of interrupting me and other members of the team during meetings. Sometimes it seems well meaning, like you are excited about what we’re saying so you want to join in. Other times, it feels like you don’t trust us to complete the thought, so you take over and try to complete the thought for us. Other times, you just interrupt with a new unrelated topic. It’s uncomfortable, and frustrating, and I wanted to make you aware.”