



# Mindful Managers Training Programme

## Module 1: CONNECT Trainer's Manual Annex 1



CARDET



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## Module 1 - CONNECT

### TOPIC 1 - SELF-AWARENESS: CONNECT WITH YOURSELF

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## Objectives of Module Connect

By the end of this module, users should be able to:

1. Have a deeper connection with themselves
2. Make contact with different kind of personalities on a professional level in order to improve team results
3. Make connection with a whole team with different personality types. They know their needs, way of life and their standards and values.
4. Show understanding towards other colleagues with a different role

## Objectives of Topic Self-awareness: connect with yourself

By the end of this topic, users should be able to:

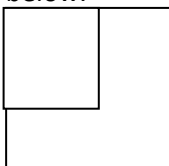
1. Make a personal assessment of personal weaknesses and strengths
2. Feel/ experience the impact of their social role in a group or a team
3. Understand their own frame of reference in order to see other points of view
4. See these differences in style as complementary instead of opposite

## Activities

Kolb cycle A	● A/1 – Blind Square
	● A/2 – Observation Form
	● A/3 – Model of Social Roles
	● A/4 – The Mountain Exercise
Kolb cycle B	● B/1 – Match Belbin’s Team Roles
	● B/2 – Collecting a team
	● B/3 – Team Exercise the Desert
	● B/4 – Questionnaire
Kolb cycle C	● C/1 – Quality Mind map

	<ul style="list-style-type: none"> <li>• C/2 – Theory core quadrants</li> </ul>
	<ul style="list-style-type: none"> <li>• C/3 – Combine to form the right quadrant</li> </ul>
	<ul style="list-style-type: none"> <li>• C/4 – Cases to guess what the core quadrant is</li> </ul>

### Activity A/1 – Blind Square

<b>Phase</b>	Concrete experience	<b>Time</b>	About 1 hour
<b>Activity objectives</b>	By the end of this exercise, users should be able to: Experience which role they automatically take up in a group		
<b>Materials needed for the activity</b>	Blindfolds (for every participant one blindfold) 2 ropes about 10/20meters Paper with the instructions on (for the instructor) stopwatch		
<b>Content</b>	<p>The instruction: Blind Square</p> <p><b>Set up</b> Participants are entitled to the room. You need sufficient space (minus 15m<sup>2</sup>), you can also go outside. Participants all receive a blindfold</p> <p><b>Guidelines</b> The participants get 2 ropes and have to blindly lay 2 squares with the ropes as shown below.</p>  <p>The sides of the small square are half of the sides of the large square. Participants are given 30 minutes to prepare the exercise without being blindfolded. They are given 10 minutes to complete the exercise. This is blind!</p> <p><b>Rules:</b></p> <ul style="list-style-type: none"> <li>- Everyone must have the rope at the end of the exercise</li> <li>- Blindfolds are dismissed after signal trainer</li> <li>- The trainer observes during the exercise which dynamics there are in the group and which social roles are assumed</li> </ul>		

	- After the exercise there is a group discussion about group dynamics
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. The participants are instructed to form two squares. They can do this with the given material.</li> <li>2. The rules are that everyone must hold the rope fixed at the end, the blindfolds can only be taken off when the instructor says so. The preparation is done in group, without a blindfold on and without using the materials. They can inspect the 'crime scene' where the ropes are laid down. From the moment they cross a certain line (the instructor will tell and show the line) they have to put on a blindfold.</li> <li>3. They have 30 minutes for preparation and 10 minutes for</li> </ol>
<b>Assessment</b>	<p>The instructor could ask different questions:</p> <ul style="list-style-type: none"> <li>- How did the exercise go?</li> <li>- How did you experience the exercise?</li> <li>- What have you seen?</li> <li>- What did you notice? <ul style="list-style-type: none"> <li>o E.g. Who took initiative?</li> <li>o Who made jokes?</li> <li>o Who motivated others?</li> </ul> </li> <li>- What did you find difficult? <ul style="list-style-type: none"> <li>o How did it happen that it was difficult?</li> <li>o Which things made it difficult?</li> </ul> </li> <li>- What did you think that went smoothly? <ul style="list-style-type: none"> <li>o How did it happen that this went smoothly?</li> <li>o Which things were beneficial?</li> </ul> </li> </ul>

### Activity A/2 – Observation Form

<b>Phase</b>	Reflective observation	<b>Time</b>	About 20 minutes
<b>Activity objectives</b>	By the end of this exercise, users should be able to: Participants can name and assign behavioural characteristics about themselves based on the group assignment		
<b>Materials needed for the activity</b>	The observation form (one for each participants)		
<b>Content</b>	See annex II Observation form		
<b>Activity</b>	1. Hand out the observation form to each participant individually		

	<p>2. Tell them to tick the box that corresponds with how they behaved in the exercise. Reassure them that they fill in what they know and that it is okay that if they are doubting that they don't have to answer.</p> <p>3. They have about 5 till 10 minutes to complete the observation form.</p>
<b>Assessment</b>	<p>After completing the individual exercise/observation, participants will present their main answers to the group. The group can respond if they agree/disagree and can add things to make it complete.</p> <p>The instructor asks following questions in group (see blind square) Try to include different people in the discussion.</p>

## Annex II

Has asked a number of times if everyone agrees with the decisions the group makes.	<input type="checkbox"/>
Is aware that quieter people in the group also get their turn to speak.	<input type="checkbox"/>
Listens patiently to others, does not interrupt frequently.	<input type="checkbox"/>
Does not take the lead often, rather follows decisions that the group makes.	<input type="checkbox"/>
Avoid discussing with someone with a strong opinion.	<input type="checkbox"/>
Finds the collaboration more important than the outcome of this assignment	<input type="checkbox"/>
It is important that the team members are attentive and friendly towards each other	<input type="checkbox"/>
Appears cautiously when decisions have to be made.	<input type="checkbox"/>
Checks during the execution whether everyone knows their role.	<input type="checkbox"/>
Has helped others several times during the execution of this assignment.	<input type="checkbox"/>

Worries when the group lingers in the idea phase for too long.	<input type="checkbox"/>
Indicates as one of the first how the group could complete the assignment.	<input type="checkbox"/>
Looks for the most efficient way to fulfil the assignment.	<input type="checkbox"/>
Takes the initiative to direct people during this assignment.	<input type="checkbox"/>
Does not like to lose time by not being to the point	<input type="checkbox"/>
Has often made the final cuts about decisions that the group had to make.	<input type="checkbox"/>
Has a clear picture of how the assignment can succeed.	<input type="checkbox"/>
Creates clarity about the approach.	<input type="checkbox"/>
Has often explained to others how to do it.	<input type="checkbox"/>

Experimenting and discovering different ways before first coming up with a well thought-out plan.	<input type="checkbox"/>
Talk and laugh a lot during the assignment.	<input type="checkbox"/>

Is sometimes a bit chaotic in conveying his / her ideas.	<input type="checkbox"/>
This is a nice assignment because you have to work together in a group.	<input type="checkbox"/>
Brings a good atmosphere in the group.	<input type="checkbox"/>
Has many ideas about the approach and immediately communicates this in group.	<input type="checkbox"/>
Encourages everyone again before the execution of the assignment.	<input type="checkbox"/>
Is occasionally addressed by others on details that he / she overlooks.	<input type="checkbox"/>
Responds to and fills in ideas from others.	<input type="checkbox"/>
Makes sentences from others and often interrupts.	

First think carefully before sharing his / her idea in group.	<input type="checkbox"/>
Indicates several times that the group should not forget that it must be performed blindfolded.	<input type="checkbox"/>
Notes details during the execution of the assignment.	<input type="checkbox"/>
Has asked the trainers several times how much time is left.	<input type="checkbox"/>
Attempts to structure the approach. Think in steps.	<input type="checkbox"/>
Is cautious and especially has an observing attitude.	<input type="checkbox"/>
Thinks things through in his own head about the approach, does not always share this with the group.	<input type="checkbox"/>
Corrects people's approach from time to time.	<input type="checkbox"/>
During the execution phase, it checks that the ropes are well positioned.	<input type="checkbox"/>
Functions more in the background.	

### Activity A/3 – Model of Social Roles

Phase	Abstract conceptualization	Time	About 15 minutes
<b>Activity objectives</b>	By the end of this exercise, participants should be able to: <ul style="list-style-type: none"> <li>- Know the 4 different social styles.</li> <li>- Know that each style has his own strengths and weaknesses.</li> </ul>		
<b>Materials needed for the activity</b>	PowerPoint Checklists Flipchart + marker		
<b>Content</b>	A social style is characterised by a combination of behavioural preferences that control how you react, think and act.		



There are a total of 4 social styles. Each of us has a mixture of these styles but one style appears in the foreground more often, the so-called preferred style. We determine this preference style through 2 main formats:

- People have different preferences when it comes to their interest in the external world (extra version) and the inner world (introversion).
- People take decisions based on impersonal, logical analysis (thinking) or in a more subjective and committed way (feeling).

Introvert people can concentrate on one thing for a long time, because they are not susceptible to external distractions. They like to have time to collect information and to focus on the underlying concept.

It costs them effort to participate in an extrovert group activity with people they don't know yet.

Extroverted people are active and restless. They have a wide area of interest and an extensive network. They like to look to the external situation, instead of the underlying ideas.

They struggle to think or to observe for a longer period of time.

Thinking people are of the “mind”-type: they prefer the think-function and make plans based on the rules of logic. Thinking people are at their best with impersonal issues and the same kind of approach.

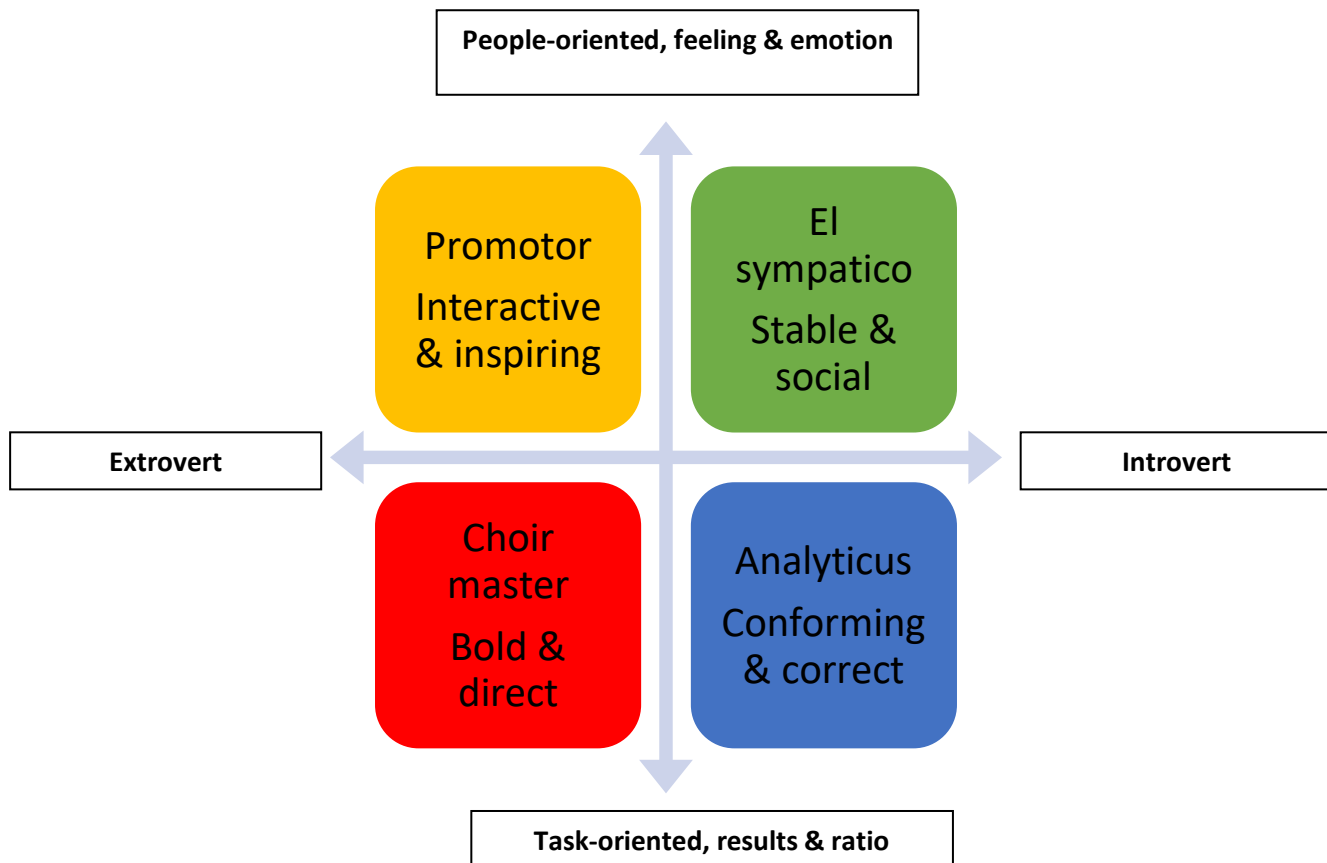
They struggle to get support and involvement of others for their ideas based on analysis.

Feeling people are of the “heart”-type: they prefer the feel-function and make plans based on standards, values and individual qualities. Feeling people are at their best in situations where respect, understanding and a sympathetic ear are important. It costs them effort to convince others by means of logical analysis of something they instinctively support.

	<p>Based on these main formats, we get the 4 social styles. (Annex 1)</p>
<p><b>Activity</b></p>	<p>You make the link between the exercise 'blind square', the observation and the theory</p> <ol style="list-style-type: none"> <li>1. You present the 2 axes, x-axis (introvert – extravert) and y-axis (feeling – results)</li> <li>2. You draw the cross on the flipchart and you explain: introvert and extravert; feeling and results</li> <li>3. You ask the participants to write their name in the style, they recognize themselves in</li> <li>4. You ask questions: <ul style="list-style-type: none"> <li>- Why did you write your name for that certain style?</li> <li>- How did you see this in the exercise, Blind Square?</li> <li>- Is this recognizable for the other participants?</li> <li>- ....</li> </ul> </li> <li>5. You talk about the different social styles, you present them in your PowerPoint and you give examples about things you observe during the blind square exercise.</li> </ol>
<p><b>Assessment</b></p>	<p>Which quote belongs to which style:</p> <ul style="list-style-type: none"> <li>- 'give me time – I'LL DO IT RIGHT'</li> <li>- 'Show me you care – I'LL DO IT with CARE</li> <li>- 'Involve me – I'LL DO IT WITH YOU'</li> <li>- Be smart, be fast, be gone – I'LL DO IT NOW'</li> </ul>

## Annex I

Based on these main formats, we get the 4 social styles.



**If you follow the 'Analyst' style, you are motivated by quality, perfection and being correct**

- **You love:** schedules, lists, correct procedures, being consistent, accurate and like to think before you act. You like matters to be clear and precise.
- **You are strong in:** analysing business thoroughly and indicating errors. You are orderly. But sometimes you will lose yourself too much in the details, you are a little silly and too cautious.
- **You hate:** making mistakes, getting criticized, having to make fast decisions and have insufficient time for analysis and evaluation, not thoroughly understanding things.

If you follow the **'El Sympatico'** style, you are motivated by good relations, appreciation and a quiet living environment

- **You love:** predictability, routine, working together and you can use your specialty. You will take into consideration your feelings before you act.
- **You are strong in:** helping others, keeping the peace and being very loyal. But sometimes you crawl into your shell, you are stubborn and too modest.
- **You hate:** not knowing where you stand, insecurity, disagreement and feeling hunted down.


**You use the Promoter style: motivated by recognition, popularity and fun**

- **You love:** a friendly atmosphere, freedom to talk and make jokes. You will take into consideration your feelings before you act.
- **You are strong in:** convincing and motivating others. I'm always excited, but sometimes I'm exaggerating, I talk too much and I don't finish stuff.
- **You hate:** timetables, finishing frame, routine, rejection, deadlines, and unfriendly people

**You use Conductor/ Choir director style: motivated by results, action and goals!**

- **You love:** challenges, variety, difficult tasks, freedom of action and taking the lead. You like to think before you act.
- **You are strong in:** convincing and motivating others. You're fast at troubleshooting, taking risks and being decisive. But sometimes comes across as authoritarian and impatient and you are likely to forget about the details.
- **You hate:** If people want to take over control, doubt your decisions or try to abuse you.










### Activity A/4 – The Mountain Exercise

<b>Phase</b>	Active experimentation	<b>Time</b>	About 30 minutes
<b>Activity objectives</b>	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> <li>Participants can apply their knowledge about social roles in a real life case. They can recognize the 4 styles and describe how they typically will act in a situation.</li> </ol>		
<b>Materials needed for the activity</b>	<p>Slides with image of the mountain Whiteboard</p>		
<b>Content</b>	<p>The participants already know the model of social roles with their strengths and weaknesses. In this part they try to apply this knowledge to a real life case.</p>		
<b>Activity</b>	<ol style="list-style-type: none"> <li>Show the image of the mountain and tell the following story: “You are going to climb a mountain with a team of different social roles. How will you recognize the roles? What will they do? What will they say? How will they act in group? How will they prepare for the climbing? How will they handle this</li> <li>Ask participants to formulate characteristics of every social role</li> <li>For example:             <ol style="list-style-type: none"> <li>How will you recognize the green/red/blue/yellow style?</li> </ol> </li> <li>This is a group reflection; you can also divide the participants in small groups and let them brainstorm in their groups with a group feedback afterwards. Give them a timing in that case.</li> </ol>		
			
<b>Assessment</b>	<p>See above. Correct answers:</p> <ul style="list-style-type: none"> <li>Yellow – are very enthusiastic, talk a lot, take some sidewalks, maybe go the wrong way and never arrive at the summit – it will be a very optimistic, fun climb with a lot of energy</li> </ul>		

	<ul style="list-style-type: none"> <li>- Green – are very helpful towards others: carry the bags of tired colleagues, talk in small groups, follow the rules and keep it safe</li> <li>- Blue – are very prepared: they have tools and guidelines for everything, for example they know exactly the gear that is necessary (ex. Temperature on the road, the best walking shoes, ...) – keep it safe and like to enjoy the view, they don't talk all the time and enjoy silence as well</li> <li>- Red – are very competitive and determined to reach the peak in a small amount of time – will be very fast and maybe don't enjoy the road itself, but are very satisfied when they have reached the goal/summit.</li> </ul>
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### Activity B/1 – Match Belbin's Team Roles

<b>Phase</b>	Abstract conceptualization	<b>Time</b>	45 min total
<b>Activity objectives</b>	<p>By the end of this exercise, users should be able to:</p> <p>Understand what the different team roles are</p> <p>Identify with the different team roles themselves</p>		
<b>Materials needed for the activity</b>	<p>Make an envelope containing:</p> <ul style="list-style-type: none"> <li>- The nine team roles, each on separate A4 paper</li> <li>- Nine definitions on smaller paper (A5), each on a separate paper</li> </ul> <p>You always try to form groups of 3 people, max 4, so you'll have to make more than 1 envelope.</p>		
<b>Content</b>	<p>According to team roles theory there are specific different team roles. These roles can be functional, organizational, personal or even skillful. Each team should consist of different team roles, depending on the specific goals the team wants to achieve.</p>		

		<b>BELBIN'S 9 TEAM ROLES</b>			
		Enter your sub headline here		<b>Team Role Contribution</b>	<b>Allowable Weakness</b>
<b>Thinking</b>	Plant	PL		Creative, Imaginative, Free thinking. Generate ideas and solves hard problems	Ignores incidentals. Too Pre-occupied to fully communicate.
	Monitor Evaluator	ME		Sober, strategic and discerning. Sees all options and judges accurately.	Lacks drive and ability to inspire others. Can be overly critical.
	Specialist	SP		Single minded, self starting, dedicated. Provides rare knowledge and skills.	Contributes only on a narrow front. Dwells on Technicalities.
<b>Action</b>	Shaper	SH		Challenging, dynamic, thrives on pressure. Has drive to overcome obstacles.	Prone to provocation. Offends People's feelings.
	Implementer	IMP		Practical, reliable, efficient. Turns ideas into actions and organizes tasks.	Somewhat inflexible. Slow to respond to new possibilities.
	Completer Finisher	CF		Painstaking, conscientious, anxious. Finds errors. Polishes and perfects.	Inclined to worry unduly. Reluctant to delegate.
<b>People</b>	Coordinator	CO		Mature, confident, identifies talent. Clarifies goals. Delegates effectively.	Can be seen as manipulative. Offloads own share of the work.
	Team Worker	TW		Co-operative, perceptive and diplomatic. Listens and averts friction.	Indecisive in crunch situations. Avoids confrontation.
	Resource Investigator	RI		Outgoing, enthusiastic, Communicative. Explores opportunities, develops contacts.	Over optimistic. Loses interest, once initial enthusiasm expires.
<b>See more explanation about Belbin in annex</b>					
<b>Activity</b>	<ol style="list-style-type: none"> <li>Say that you are going to introduce a model that provides more insight in the role a person takes upon in a group.</li> <li>Divide the group into smaller subgroups (max 4, min 3 per group)</li> <li>Tell them they have 2à minutes to complete the task</li> <li>The assignment is: you will get an envelope containing 9 different roles and 9 strengths and weaknesses that accompany that role. Your task is to combine the role with their strength/weakness</li> </ol>				
<b>Assessment</b>	You present the correct answer and the group calculates how much right/wrong answers they got				

### Activity B/2 – Collecting a team

<b>Phase</b>	Active experimentation	<b>Time</b>	45 min
<b>Activity objectives</b>	By the end of this exercise, users should be able to: Recognize and assign the role that's missing in the team in order to solve the case		

<p><b>Materials needed for the activity</b></p>	<p>3 cases on a slide in PPT A printed sheet of annex 4</p>
<p><b>Content</b></p>	<p><b>Case:</b> Henk and Hans Hans is a <b>plant</b> in heart and soul. He scores over 60% on that role in the Belbin test. The remaining 40% is also very evenly distributed over the other roles. Henk is a <b>shaper</b>. He dramatizes, pushes and threatens. He has a hard voice and sees every situation as a situation that he personally needs to change. Hans and Henk do not look alike. You can also say 'Hans and Henk complement each other beautifully'. But it is not like that.</p> <p>A Plant is very creative and intelligent. But at the same time, it has also been withdrawn somewhat. The disadvantage of this may be that he uses his brainpower and his creativity for the wrong things. He does not receive enough information about what is going on. The team is therefore well served by Hans as someone extraverted. But yes, when Henk is really on the move, he chases Hans back into his shell. When people fulfill a certain role rather extremely and do not actually have other roles in their baggage, certain combinations are very unfortunate. Of course that depends on the quality of the other team members.</p> <p>What role does Henk need in the team to help him? What role does Hans need in the team to help him?</p> <p><b>Case:</b> your company wants to develop and launch a campaign against alcohol abuse. Which roles would you definitely include in this team and why?</p> <p><b>Case:</b> your organization is having a hard time. You are in charge of leading the organization throughout a reorganization. You have to prepare it together with a team of other people. Which roles would you definitely include in this team and why?</p>
<p><b>Activity</b></p>	<ol style="list-style-type: none"> <li>1. Divide the group in pairs.</li> <li>2. Give the instruction: you will receive 3 cases in which you have to decide what roles the team really needs.</li> <li>3. Give the time instruction: 30 minutes max</li> </ol>
<p><b>Assessment</b></p>	<p><b>Create a group discussion where the different team present their answer.</b></p> <p><b>Solution 1:</b> A good team worker calls Henk as much as possible. A good chairman takes Hans aside and it dims Henk's noise.</p> <p><b>Solution 2:</b> you need a lot of creativity. Plants and resource investigators are needed.</p> <p><b>Solution 3:</b> A team that has to prepare for a reorganization will have a great need for roles where altruism and rigor is generously represented. In a reorganization, developing support and carefully following a trajectory are very important.</p>



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### Activity B/3 – Team Exercise the Desert

<b>Phase</b>	Concrete experience	<b>Time</b>	About 45 minutes – 1hour
<b>Activity objectives</b>	By the end of this exercise, participants should be able to: -		
<b>Materials needed for the activity</b>	Form to fill in the exercise		
<b>Content</b>	<p><b>The desert exercise</b></p> <p><b>Instructions for the individual solution</b></p> <p>July 15, 10 o'clock in the morning, you have crashed in the desert south-east of the United States. The two-engine aircraft and the body of the pilot and co-pilot are completely charred. Only the skeleton of the aircraft remained. One great happiness: no passengers were injured.</p> <p>Before depositing it, the pilot has not been able to signal his position. However, one can assume on the basis of the indications found on the ground that the aircraft was 100 km away from its track.</p> <p>Fifteen minutes before crashing down, the pilot informed us that at 115 km, towards the south-east there was a mining mine, so an inhabited point.</p> <p>The terrain around you is relatively flat, keep some cacti, everything is dry and deserted. The last weather bulletin indicated a temperature on the ground of 55 ° C. You wear light clothing: short-sleeved shirt, long trousers, classic city shoes. Each of you owns a handkerchief.</p> <p><b>Issue</b></p> <p>Before the aircraft caught fire, you could recover 15 objects that are on the attached sheet. Your assignment is to classify these objects according to importance in the field of 'survival in the desert'.</p> <p><b>The main object thus becomes number 1 and the least important number 15. You assume that the number of survivors corresponds to the number of participants in your group and that you have decided to stay together.</b></p> <p><b>Surviving in the desert: answer sheet for the instructor</b></p>		

	OBJECTS/MATERIAL	Classification of experts	Explanation
	Flashlights with 4 batteries	4	To draw attention to themselves
	1 cutting knife	6	tool
	Flight map of the region	12	There are no earth indications
	Large plastic rain jacket	7	condensation
	Magnetic compass	11	Option: not moving at all
	First aid suitcase	10	No one was injured
	Colt 45	8	To draw attention to themselves
	One white and one red parachute	5	Protection against the sun + attention
	1000 tablets of salt	15	Only useful if there is enough water
	1 liter of water per person	3	Evident
	Book: food in the desert	13	It is fatal to eat in these circumstances
	2 sunglasses per person	9	Eye protection against the sun
	2 liters of vodka	14	Promotes dehydration
	1 cloak per person	2	Protection against the sun
	1 mirror	1	To draw attention to themselves
<b>Activity</b>	<p>You make the link between the theory and the active experimentation phase:</p> <ol style="list-style-type: none"> <li>1. Read the introductory</li> <li>2. Hand out the fill in form 'surviving in the desert' (see annex)</li> <li>3. Let them individually fill in the first column</li> <li>4. Tell the group they have 30 minutes to come up with a joint GROUP decision about the right order.</li> <li>5. Start</li> </ol>		
<b>Assessment</b>	<p>After the exercise:</p> <ol style="list-style-type: none"> <li>1. Ask 1 participant to give the GROUP answers (column 2)</li> <li>2. Write down the answers of the experts on the board/flipchart</li> <li>3. Tell the participants to calculate column 4-5-6</li> </ol> <p>let the participants present their result to the group</p>		

### Activity B/4 – Questionnaire

<b>Phase</b>	Reflective observation	<b>Time</b>	About 30 minutes
<b>Activity objectives</b>	<p>By the end of this exercise, users should be able to: Identify their own team role and the strength and weaknesses that accompany them</p>		

<b>Materials needed for the activity</b>	The questionnaire: each for one participant The different team roles on A4 papers
<b>Content</b>	See the questionnaire in annex I
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Explain the questionnaire by reading the introductory: This test determines which team roles best suit you. For each pair of activities or qualities below, choose the one which best fits you. If both apply to you, you should choose the one that best fits your personality.</li> <li>2. Hand out the questionnaire to each participant</li> <li>3. Let them fill it in individually</li> <li>4. Walk around and answer questions if needed</li> </ol>
<b>Assessment</b>	<p>After filling in the questionnaire you ask the participants to stand up and visually show what their main outcome is you do this by laying down the different roles on the ground</p> <ol style="list-style-type: none"> <li>1. Which role suits them the best?</li> <li>2. Are they surprised or not? Why?</li> <li>3. Did you show this role in the exercise of the desert? Let them walk to a different role if needed?</li> <li>4. How did you show this in the desert exercise?</li> </ol>

### Annex I: surviving in the desert

#### Surviving in the desert

Objects	1 INDIV	2 GROUP	3 EXPERTS	4 1 - 3	5 2 - 3	6 1 - 2
Flashlights with 4 batteries						
1 cutting knife						
Flight map of the region						
Large plastic rain jacket						
Magnetic compass						
First aid suitcase						
Colt 45						
One white and one red parachute						
1000 tablets of salt						

1 liter of water per person						
Book: food in the desert						
2 sunglasses per person						
2 liter of vodka						
1 cloak per person						
1 mirror						
				<b>TOTAL</b>		

## Annex II : explanation of Belbin

Research showed that the most successful teams were made up of a diverse mix of behaviours. They discovered that there are nine clusters of behaviour - these were called 'Team Roles'. Each team needs access to each of the nine Team Role behaviours to become a high performing team. However, this doesn't mean that every team requires nine people! Most people will have two or three Team Roles that they are most comfortable with, and this can change over time. Each Team Role has its strengths and weaknesses, and each has equal importance. However, not all are always required at the same time - it is important to first look at the team objectives, and work out which tasks need to be undertaken. Once this has been done, discussions can take place regarding which and when each Team Role behaviour should be utilised.

None of this is possible without an individual completing a Belbin Self-Perception Inventory and asking for feedback from their colleagues. The Belbin Individual Report that is produced will help pin-point individual Team Role strengths (and weaknesses) to communicate and share with the rest of the team.<sup>1</sup>

<sup>1</sup> <https://www.belbin.com/about/belbin-team-roles/>



### Annex III: questionnaire Team roles Belbin

For each section distribute a total of ten points among the sentences which you think best describes your behaviour. These points may be distributed among several sentences. In extreme cases they might be spread among all the sentences or ten points may be given to a single sentence.

#### 1. I gain satisfaction in a job because:

- (a) I enjoy analysing situations and weighting up all the possible choices.
- (b) I am interested in finding practical solutions to problems.
- (c) I like to feel I am fostering good working relationships.
- (d) I can have a strong influence on decisions.
- (e) I can meet people who may have something new to offer.
- (f) I can get people to agree on a necessary course of action.

- (g) I feel in my element where I can give a task my full attention.
- (h) I like to find a field that stretches my imagination.

**2. My characteristic approach to group work is that:**

- (a) I have a quiet interest in getting to know colleagues better.
- (b) I am not reluctant to challenge the views of others or to hold a minority view myself.
- (c) I can usually find a line of argument to refute unsound propositions.
- (d) I think I have a talent for making things work once a plan has to be put into operation.
- (e) I have a tendency to avoid the obvious and to come out with the unexpected.
- (f) I bring a touch of perfectionism to any team job I undertake.
- (g) I am ready to make use of contacts outside the group itself.
- (h) While I am interested in all views I have no hesitation in making up my mind once a decision has to be made.

**3. When involved in a project with other people:**

- (a) I have an aptitude for influencing people without pressurizing them.
- (b) My general vigilance prevents careless mistakes and omissions being made.
- (c) I am ready to press for action to make sure that the meeting does not waste time or lose sight of the main objective.
- (d) I can be counted on to contribute something original.
- (e) I am always ready to back a good suggestion in the common interest.
- (f) I am keen to look for the latest in new ideas and developments.
- (g) I believe my capacity for cool judgment is appreciated by others.
- (h) I can be relied upon to see that all essential work is organized.

**4. What I believe I can contribute to a team:**

- (a) I think I can quickly see and take advantage of new opportunities.
- (b) I can work well with a wide range of people.

- (c) Producing ideas is one of my natural assets.
- (d) My ability rests in being able to draw people out whenever I detect they have something of value to contribute to group objectives.
- (e) My capacity to follow through has much to do with my personal effectiveness.
- (f) I am ready to face temporary unpopularity if it leads to worthwhile results in the end.
- (g) I am quick to sense what is likely to work in a situation with which I am familiar.
- (h) I can offer a reasoned case for alternative courses of action without introducing bias or prejudice.

**5. If I have a possible shortcoming in teamwork, it could be that:**

- (a) I am not at ease unless meetings are well structured and controlled and generally well conducted.
- (b) I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing.
- (c) I have a tendency to talk a lot once the group gets on to new ideas.
- (d) My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues.
- (e) I am sometimes seen as forceful and authoritarian if there is a need to get something done.
- (f) I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere.
- (g) I am apt to get too caught up in ideas that occur to me and so lose track of what is happening.
- (h) My colleagues tend to see me as worrying unnecessarily over details and the possibility that things may go wrong.

**6. If I am suddenly given a difficult task with limited time and unfamiliar people:**

- (a) I would feel like retiring to a corner to devise a way out of the impasse before developing a line.
- (b) I would be ready to work with the person who showed the most positive approach, however difficult he might be.
- (c) I would find some way of reducing the size of the task by establishing what different individuals might best contribute.
- (d) My natural sense of urgency would help to ensure that we did not fall behind schedule.

- (e) I believe I would keep cool and maintain my capacity to think straight.
- (f) I would retain a steadiness of purpose in spite of the pressures.
- (g) I would be prepared to take a positive lead if I felt the group was making no progress.
- (h) I would open up discussions with a view to stimulating new thoughts and getting something moving.

7. **With reference to the problems to which I am subject in working in groups:**

- (a) I am apt to show my impatience with those who are obstructing progress.
- (b) Others may criticize me for being too analytical and insufficiently intuitive.
- (c) My desire to ensure that work is properly done can hold up proceedings.
- (d) I tend to get bored rather easily and rely on one or two stimulating members to spark me off.
- (e) I find it difficult to get started unless the goals are clear.
- (f) I am sometimes poor at explaining and clarifying complex points that occur to me.
- (g) I am conscious of demanding from others the things I cannot do myself.
- (h) I hesitate to get my points across when I run up against real opposition.

**Calculating scores**

Section	CW	CH	SH	PL	RI	ME	TW	CF
1	(b)	(f)	(d)	(h)	(e)	(a)	(c)	(g)
2	(d)	(h)	(b)	(e)	(g)	(c)	(a)	(f)
3	(h)	(a)	(c)	(d)	(f)	(g)	(e)	(b)
4	(g)	(d)	(f)	(c)	(a)	(h)	(b)	(e)
5	(a)	(b)	(e)	(g)	(c)	(d)	(f)	(h)
6	(f)	(c)	(g)	(a)	(h)	(e)	(b)	(d)



7	(e)	(g)	(a)	(f)	(d)	(b)	(h)	(c)
TOTAL								

### Annex III: overview of team roles

	Accurate	Emotionality	Creativity	Altruism	Extraversion/ dominance	Intelligence
<u>Plant</u>	--	++	++	--	+/-	++
<u>coordinator</u>	+	++	+/-	+	++	+/-
<u>shaper</u>	--	--	+/-	--	++	+/-
<u>resource</u> investigator	+/-	++	+	+/-	++	+/-
<u>implementer</u>	++	++	--	+	--	+/-
<u>Monitor</u> Evaluator	-	+	--	+	--	++
Team-worker	-	+/-	+/-	++	+/-	+/-
<u>Zorgdrager</u>	++	--	--	-	--	+/-
Specialist	++	--	+-	-	+/-	++

Activity C/1 – Quality Mind map

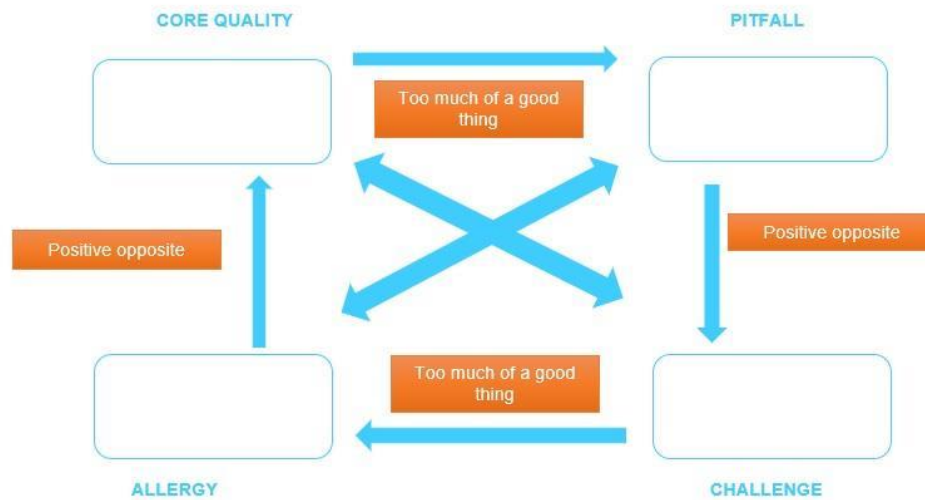
<b>Phase</b>	Reflective observation	<b>Time</b>	About 30 minutes	
<b>Activity objectives</b>	By the end of this exercise, users should be able to: Identify their own qualities and have a deeper understanding of what this quality really means			
<b>Materials needed for the activity</b>	A large piece of paper/flipchart paper Markers A pack of different qualities and pitfalls: write them down on little cards			
<b>Content</b>	Objective Observant Open Optimistic Orderly Organized Original Painstaking Passionate Patient Patriotic Peaceful Perceptive Perfectionist Personable Persuasive Planner Playful Polished Popular Practical Precise Principled Profound Protean Protective	Providential Prudent Punctual Purposeful Rational Realistic Reflective Relaxed Reliable Resourceful Respectful Responsible Responsive Reverential Romantic Rustic Sage Sane Savvy Scholarly Scrupulous Secure Selfless Self-critical Self-defacing Self-denying	Self-reliant Self-sufficient Sensitive Sentimental Seraphic Serious Sexy Sharing Shrewd Simple Skillful Sober Sociable Solid Sophisticated Spontaneous Sporting Stable Steadfast Steady Stoic Strong Studious Suave Subtle Sweet	Sympathetic Systematic Tasteful Teacher Thorough Tidy Tolerant Tractable Trusting Uncomplaining Understanding Un-dogmatic Upright Urbane Venturesome Vivacious Warm Well-bred Well-read Well-rounded Winning Wise Witty Youthful
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Preparation: Spread out the different words across the room</li> <li>2. Give every participant a piece a paper and a marker</li> <li>3. Let them write down their own name in the middle of the paper</li> <li>4. Explain the exercise: “we are going to make a mind map of who you are today. You are going to walk around the room and write down every word that you best fits your personality.</li> </ol>			
<b>Assessment</b>	<p>After the individual part of the exercise:</p> <ol style="list-style-type: none"> <li>1. Pair 2 individuals together and let them share their qualities with each other.</li> <li>2. If they have the same quality, let them circle it and explain what this means. For example: if both individuals have written down the quality ‘flexible’, they have to</li> </ol>			

	<p>explain to each other what flexible means for them personally by giving an example perhaps. Flexible can be a ready capability to adapt to new, different, or changing requirements or it can mean a flexible person without strong convictions.</p>
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### Activity C/2 – Theory core quadrants

Phase	Abstract conceptualization	Time	30 minutes
<b>Module objectives</b>	<p>By the end of this module, users should be able to:</p> <ol style="list-style-type: none"> <li>1. Have a deeper connection with themselves</li> <li>2. Make contact with different kind of personalities on a professional level in order to improve team results</li> <li>3. Make connection with a whole team with different personality types. They know their needs, way of life and their standards and values.</li> <li>4. Show understanding towards other colleagues with a different role</li> </ol>		
<b>Theme objectives</b>	<p>By the end of this theme, users should be able to:</p> <ol style="list-style-type: none"> <li>1. Make a personal assessment of personal weaknesses and strengths</li> <li>2. Feel/ experience the impact of their social role in a group or a team</li> <li>3. Understand their own frame of reference in order to see other points of view</li> <li>4. See these differences in style as complementary instead of opposite</li> </ol>		
<b>Activity objectives</b>	<p>By the end of this exercise, users should be able to: Know what a quality, a pitfall, an allergy and a challenge mean and how they relate to each other</p>		
<b>Materials needed for the activity</b>	<p>PPT with the explanation A prepared example of your own quadrant An extra example for the whole group</p>		

Content



**What are core qualities?**

Core qualities are, according to the author Daniel Ofman the specific strengths that characterise someone. Something you are really good at, or for which you are often praised by others. They make you the person you are today. You look at these qualities as being so obvious, that you give them little attention or thought. You believe that anyone can do it. They colour the way you look at things, how you behave, how you interact with others and what bothers you about their behaviour. Core qualities are also the positive points/characteristics that another person will use to describe you if he is requested to do so. Sometimes your core qualities are so evident to who you are as a person and how you act in life that you do not understand that others are not like you or do not behave in the same way. For example, if you were born as a very decisive person then you will behave that way, without any extra effort or energy, but that does not mean everyone else will do the same.

**Qualities can turn into pitfalls**

When the limit has been exceeded Daniel Ofman speaks of a pitfall in which the quality has a negative effect on their environment and often forms an obstacle for the person in question (your core qualities have become ‘too much of a good thing’ and you go into overdrive). This is a distortion of the quality, the other side of the coin; your quality becomes a weakness. A few examples are:

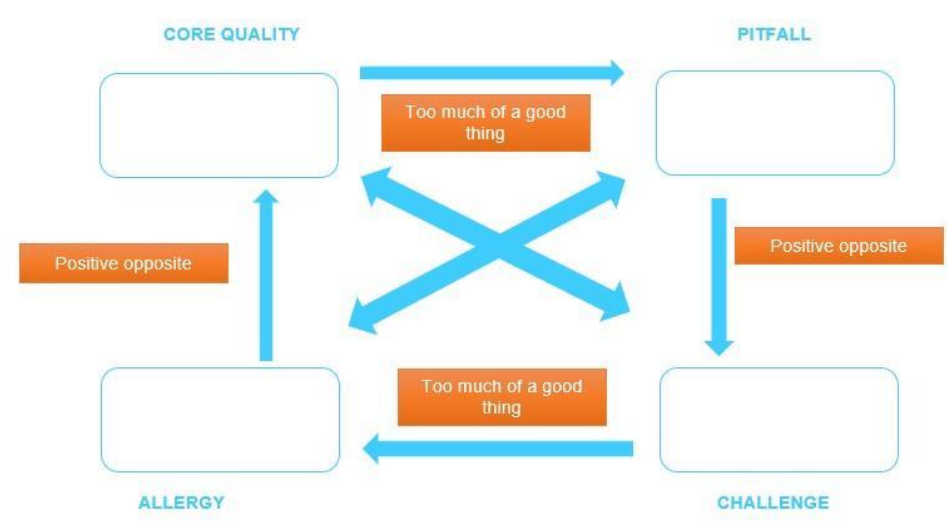
- Being an overly organised perfectionist;
- Being very decisive and falling into the trap of becoming pushy;
- Being very confident, going into overdrive and therefore coming across as arrogant instead.













	<ul style="list-style-type: none"> <li>● Being very helpful, going into overdrive and therefore coming across as meddling instead.</li> </ul> <p><b>Challenges</b></p> <p>A challenge is the positive opposite of a pitfall. E.g. for a nagging personality (the pitfall of being decisive), the positive opposite (the challenge) is patience. The core quality and the challenge are complementary qualities. What you want to achieve in order to grow, is to strike a balance between the two. If the challenge is underdeveloped, the core quality must be improved to find the balance. For example: it is not necessary to become less decisive, but to develop more patience, resulting in patient decisiveness without nagging. Thus, the challenge is always supplement to the core quality. It helps to not go into overdrive and plunge into the pitfall.</p> <p>The challenge provides a balance that will even out your pitfall and/or allergy and will help you determine someone else's core quality. For example, if you think that someone is too thorough and too patient it might well be that this is your challenge (maybe sometimes you can be too pushy?). You can learn a lot from the people that annoy you the most. Turning a source of frustration and stress into a learning opportunity creates new energy and resilience.</p> <p><b>Pitfalls of another person: allergies</b></p> <p>The core qualities can also be used to identify potential conflicts with the people around you. Just like everyone has his or her core qualities, so does everyone have allergies. The allergy is the direct negative opposite of the core quality and 'too much of a good thing' of the challenge. For example:</p> <ul style="list-style-type: none"> <li>● the negative opposite of the core quality 'decisiveness' is 'passiveness'. The more people are confronted with their own allergy, the greater the risk that they dip into to their own pitfall. The decisive person starts nagging in response to too much passiveness in another person.</li> <li>● If you are very modest and humble, you can be irritated by people who always brag of what they do or have achieved.</li> </ul> <p><b>See annex I for an example list of core quadrants.</b></p>
<p><b>Activity</b></p>	<ol style="list-style-type: none"> <li>1. Explain the different aspects of the model in separate phases. Starting with the quality.</li> <li>2. Explain the definition of a quality and fill in your own quality.</li> <li>3. Do this for all 4 aspects of the model till you have a finished core quadrant. Involve the group by asking questions like:             <ol style="list-style-type: none"> <li>a. What do you think the pitfall of... (your example) can be?</li> <li>b. What else...?</li> </ol> </li> <li>4. Ask the group if there is anything still unclear</li> </ol>

	5. Finish the theory by doing one new example together
<b>Assessment</b>	<p>Combine:</p> <ol style="list-style-type: none"> <li>1. A quality is:</li> <li>2. A pitfall is</li> <li>3. A challenge is</li> <li>4. An allergy is:</li> </ol> <ol style="list-style-type: none"> <li>a. Something you admire in other people</li> <li>b. Something you take for granted</li> <li>c. Something you hate in others</li> <li>d. Something people always tell you to stop doing</li> </ol> <p>Solution: 1b, 2d, 3a, 4c</p>

### Activity C/3 – Combine to form the right quadrant

<b>Phase</b>	Active experimentation	<b>Time</b>	30 min
<b>Activity objectives</b>	By the end of this exercise, users should be able to: Recognize and correctly place qualities, pitfalls, allergies and challenges together.		
<b>Materials needed for the activity</b>	4 empty core quadrants the combination of words on smaller paper (A5 or A6): all on separate papers but keep one set of the combinations together in 1 envelope solution paper for the instructor		
<b>Content</b>	Combination 1: interference – independence – helpful – distant/cold Combination 2: spontaneity – planned – consistent – unpredictable Combination 3: steadiness – flexibility – rigidity – chaotic Combination 4: accurate – creative – picky – careless		



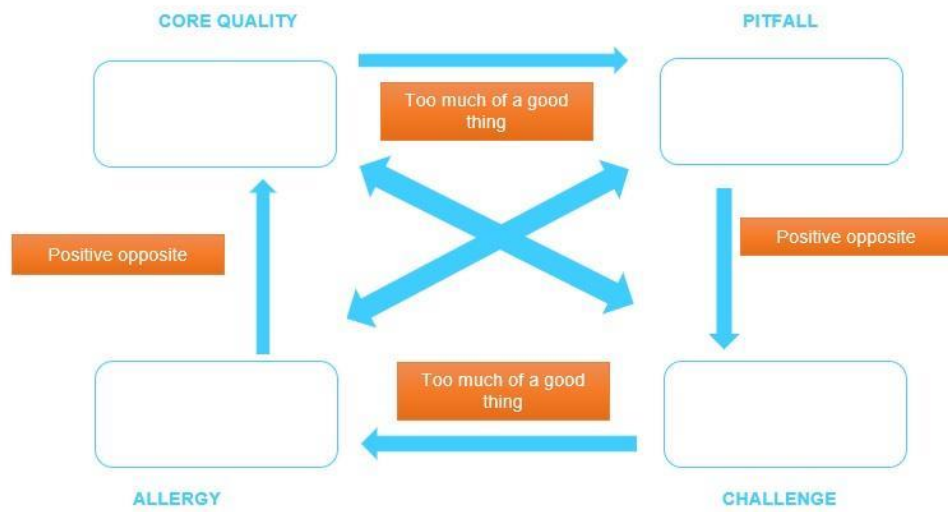
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Give the instruction to the whole group: In the following exercise you will find 4 combinations of 4 words. Every word represents a core quality, a pitfall, a challenge or an allergy. It is up to you to make the right combinations and put the words in the right place in the quadrant.</li> <li>2. Divide the group into smaller subgroups (max 3 persons per group)</li> <li>3. Give a time-indication: this exercise will take up about 20 minutes</li> <li>4. Hand the material to the subgroup</li> </ol>								
<b>Assessment</b>	<p>After this exercise the instructor should ask each group to present their result. The instructor facilitates this process by asking question:</p> <ul style="list-style-type: none"> <li>- What is your reasoning behind this decision?</li> <li>- How did you come up with this?</li> <li>- ....</li> </ul> <p>Solution for the instructor:</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;"><b>Quality</b> </td> <td style="width: 25%;"><b>Pitfall</b> </td> <td style="width: 25%;"><b>Challenge</b> </td> <td style="width: 25%;"><b>Allergy</b> </td> </tr> <tr> <td>1</td> <td>Helpful</td> <td>Interference</td> <td>Independence</td> </tr> </table>	<b>Quality</b> 	<b>Pitfall</b> 	<b>Challenge</b> 	<b>Allergy</b> 	1	Helpful	Interference	Independence
<b>Quality</b> 	<b>Pitfall</b> 	<b>Challenge</b> 	<b>Allergy</b> 						
1	Helpful	Interference	Independence						

	2	Spontaneity	Unpredictable	Consistent	Planned	
	3	Flexibility	Chaotic	Steadiness	Rigidity	
	4	Accurate	Picky	Creative	Careless	

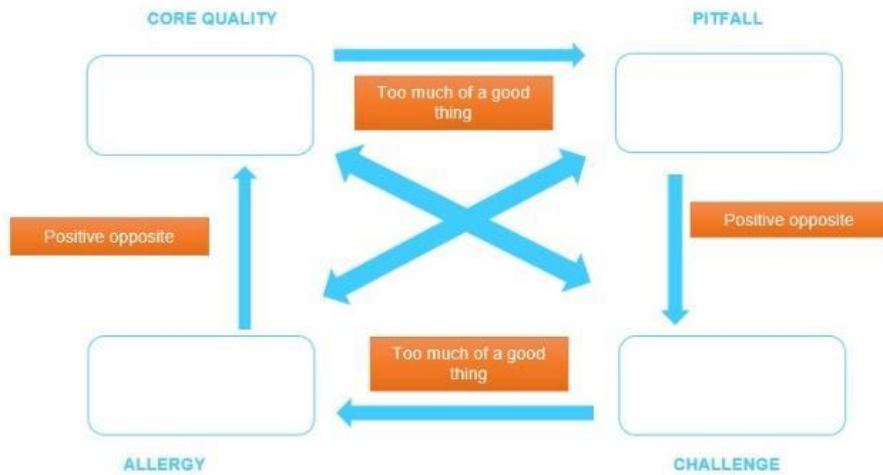
#### Activity C/4 – Cases to guess what the core quadrant is

<b>Phase</b>	Concrete experience	<b>Time</b>	About 2 hours (including the assessment)
<b>Activity objectives</b>	By the end of this exercise, participants should be able to: Come up with a core quadrant of their own		
<b>Materials needed for the activity</b>	An empty core quadrant 2 scenarios on a piece of paper or slide Solutions for the instructor		
<b>Content</b>	Case 1: Imagine that an employee in your team tends to create problems and tension every now and again. He does not follow orders and just acts in a way that suits him best. Which quadrant is behind all this?		

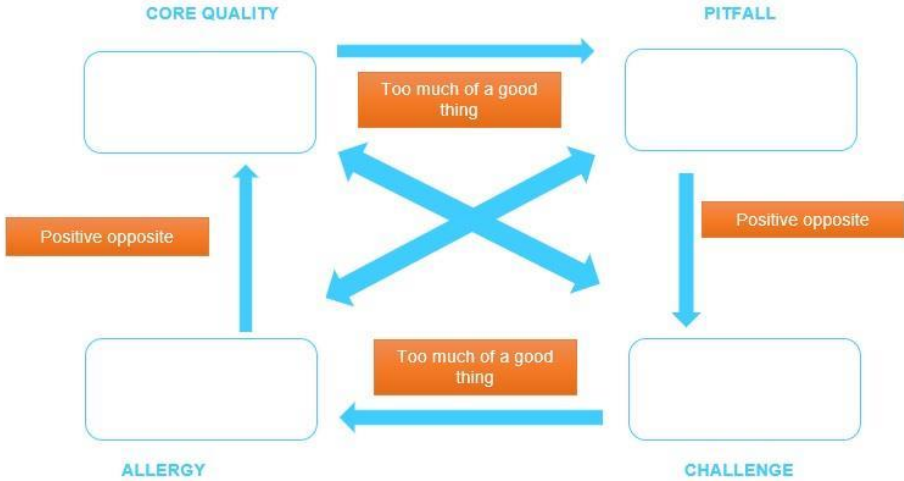




Case 2: Imagine that an employee in your team stands for what he believes in and says things to your face (in an appropriate and inappropriate manner). This bothers both you and the team, which regularly results in tensions. Which quadrant is possibly hidden?



Case 3: Imagine that an employee in your team always hands in his work far too late. He misses deadlines, but his work has a good quality. Which quadrant is behind all this?

	
<p><b>Activity</b></p>	<p>You make the link between the theory and the active experimentation phase:</p> <ol style="list-style-type: none"> <li>6. Divide the group into teams of two people</li> <li>7. Give them the material</li> <li>8. Explain the exercise: we wrote down some example cases, each of which contains a hidden quality, pitfall, challenge and allergy. Can you complete the quadrant?</li> <li>9. Give them 45 minutes to complete the task</li> <li>10. After the task you correct them with the group</li> </ol> <p>Solution Case 1:      Core Quality: being autonomous      Pitfall: slavishly/depending      Challenge: obedient/compliant      Allergy: stubborn</p> <p>Solution Case 2:      Core Quality: assertive      Pitfall: domination/arrogant – direct      Challenge: thinking before acting – being more diplomatic      Allergy: silent</p> <p>Solution Case 3:  <ul style="list-style-type: none"> <li>● Core Quality: precise (perfectionism)</li> <li>● Pitfall: slow</li> <li>● Challenge: update faster</li> </ul>     Allergy: unfinished state / careless</p>

**Assessment**

The participants are going to complete the MINDMAP they started with in the reflective/observation phase.

Give them enough time to complete it.

They have to choose at least 3 core qualities and try to complete their own quadrant for those qualities.

Walk around and help if needed

Let them present their mind map to each other

**Annex I: An example list of core quadrants as a tool**

A list of examples can be very useful if you can't come up with the correct word/term to fill in the core quadrant characteristics. Note: these are only examples and it is important not to copy any of them without thinking it through. What is mentioned in this list as possible core quality, pitfall, allergy and challenge, does not necessarily match with who you are as a person. It is important to ensure that you recognise yourself in the characteristic and wording chosen. Think about it and use the list for inspiration.

Core Quality	Pitfall	Allergy	Challenge
<b>Adaptability</b>	Submission	Dictatorial	Initiative
<b>Analytical</b>	Distant	Sentimental	Sensitive
<b>Caution</b>	Indecision	Rashness	Agility
<b>Helpful</b>	Sacrifice	Selfishness	Autonomy
<b>Modesty</b>	Invisibility	Arrogant	Profiling
<b>Reliable</b>	Boring	Arbitrary	Innovative
<b>Brevity</b>	Oversimplified	Long-Winded	Tact
<b>Creative</b>	Chaos	Bureaucracy	Discipline
<b>Vigour</b>	Pushy	Passiveness	Patience
<b>Empathy</b>	Sentimental	Distance / selfishness	Considerate
<b>Enthusiasm</b>	Impulsiveness	Pessimism	Realism
<b>Honesty</b>	Direct	Dishonesty	Tact
<b>Flexibility</b>	Fickle / unsteady	Rigidity	Order
<b>Self-disciplined</b>	Rigidity	Chaos	Flexibility
<b>Patient</b>	Passive	Pushy	Vigorous
<b>Obeying</b>	Slavish	Stubborn	Autonomous
<b>Reserved</b>	Distant	Arrogant	Self-confident

<b>Empathy</b>	Sacrifice	Nonchalance	Letting Go
<b>Powerful</b>	Aggressive	Passive	Reserved
<b>Loyalty</b>	Submissive	Disobedient	Critical
<b>Listen</b>	Passiveness	Dominant	Assertiveness
<b>Accuracy</b>	Perfectionism	Chaos	Flexibility
<b>susceptible</b>	Cautious	Unsubtle	Taking a stand
<b>Optimistic</b>	Naivety	Pessimism	Realism
<b>Convincing</b>	Fanatic	Stoical	Listening
<b>Realism</b>	Indifference	Naivety	Open-hearted
<b>Calm</b>	Slow	Wired up	Energetic
<b>Responsibility</b>	Overloaded	Victim	Asking for help
<b>Friendly</b>	Behaving	Ruthless	Unfriendly/rudeness
<b>Generous</b>	Boundless	Selfish	Setting limits
<b>Deliberate</b>	Doubting	Arrogant	Self-esteem
<b>Independent</b>	Lonely	Dependant	Team Work
<b>Self-assured</b>	Arrogant	Moderate	Modest
<b>Careful</b>	Picky	Nonchalance	Looseness
<b>Care</b>	Patronising	Indifference	Letting Go

## **Module 1 - CONNECT**

### **TOPIC 2 – TAKING UP ROLES**

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## Objectives of Module Connect

By the end of this module, users should be able to:

1. Have a deeper connection with themselves
2. Make contact with different kind of personalities on a professional level in order to improve team results
3. Make connection with a whole team with different personality types. They know their needs, way of life and their standards and values.
4. Show understanding towards other colleagues with a different role

## Objectives of Topic Taking up roles

By the end of this topic, users should be able to:

1. Understand what the stress factors are for individuals in teams personally and in interaction with others
2. Feel/ experience the impact of their social role, communication style and leadership style in a group or a team
3. Understand what you can do as a manager to improve your own mindfulness and the mindfulness of the team by investing in elements that are proven to increase mindfulness
4. Understand their own frame of reference in order to see other points of view

## Activities

Kolb cycle D	● D/1 – Puzzle Social Roles
	● D/2 – The Sale Case
	● D/3 – Speed date
	● D/4 – Action Plan
Kolb cycle E	● E/1 – Perma Model
	● E/2 – Action Plan
	● E/3 – Pick and Mix
	● E/4 – The Scale

Kolb cycle F	● F/1 - Toothpick
	● F/2 - Questionnaire
	● F/3 – Theory Hersey and Blanchard
	● F/4 – My Style, My Employee

### Activity D/1 – Puzzle Social Roles

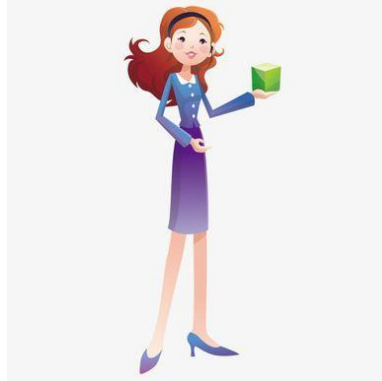
<b>Phase</b>	Abstract conceptualization	<b>Time</b>	30 minutes
<b>Activity objectives</b>	<p>By the end of this exercise, participants should be able to:</p> <ul style="list-style-type: none"> <li>- Know the 4 different social styles.</li> <li>- Know that each style has his own strengths and weaknesses.</li> </ul>		
<b>Materials needed for the activity</b>	<p>4 envelopes containing:</p> <ul style="list-style-type: none"> <li>- 4 colours: yellow – red – green – blue</li> <li>- 4 names: promotor – choir director – analyst – el sympatico</li> <li>- Stress factors per colour</li> </ul>		
<b>Content</b>	<p>General explanation:</p> <p>Researchers in different studies suggest several ways managers can help manage their stress. The primary finding is maintaining positive relationships with their workers which is most significant. And when dealing with people in relationships, you come in contact with different personalities.</p> <p>Our personality is a big factor in the way we deal with stress and how we react when feeling stressed.</p> <p>Our personality largely determines:</p> <ul style="list-style-type: none"> <li>● How stress reveals itself: Some tend to vent their stress towards others, others just revert to themselves.</li> <li>● What we consider to be stressful.</li> </ul> <p>For example, there are people who maintain an overview in tense situations, others become quite chaotic. What creates stress for one person, may be a breeze for someone else.</p> <ul style="list-style-type: none"> <li>● What helps to relieve stress? Things that help to remove work stress for one person, may be counterproductive for the other.</li> </ul>		

	<p>When you gain insight into the personality of your employees, you also gain insight into their stress factors, their stress behaviour and what can help to strengthen their resilience.</p> <p>This not only benefits the personal well-being of your employees but also helps to strengthen the interactions and relationships between yourself and the employees.</p> <p>A big factor that gives managers stress is the manager's own reactions to a specific job situation (e.g. anxiety for how people will respond). And how people respond is translated into a social style.</p> <p>Knowing how to connect with a social style, different from your own style, is helpful in becoming more mindful.</p> <p>See annex I for the explanation of social styles and what stress factors fit each social style.</p>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Give the general introduction before you start the exercise</li> <li>2. Assignment: tell them that they need to combine the colours to the names and their stress factors</li> <li>3. Divide the group into smaller groups of 3 or 4 people</li> <li>4. Timing: you'll have 20 minutes to solve the puzzle</li> <li>5. After the exercise you explain the model of social styles</li> </ol>
<b>Assessment</b>	<p>The groups present their solution to the group</p> <p>You ask questions to help the discussion/interaction</p> <ul style="list-style-type: none"> <li>- What did you decide with...</li> <li>- What do the other group have?</li> <li>- How did you come up with that answer?</li> </ul>

### Activity D/2 – The Sale Case

<b>Phase</b>	Active experimentation	<b>Time</b>	About 30 minutes
<b>Activity objectives</b>	By the end of this exercise, users should be able to: Participants can apply their knowledge about social roles in a real-life case. They can recognize the 4 styles and describe how they typically will act in a situation.		
<b>Materials needed for the activity</b>	The case on PPT		



<p><b>Content</b></p>	<p>The assignment:          Laura, the sales person, is about to call on a customer who may be a buyer or engineer, or high level manager. It's the sales person's job to persuade these people to like him/her and then to buy.          Before going to the meeting, the sales person would review the "style" of the person he was about to visit. Then, during the visit he would move into the comfort zone of that style.          What would Laura have to do if...</p> <ol style="list-style-type: none"> <li>1. The customer is analytical?</li> <li>2. The customer is a promotor?</li> <li>3. The customer is a choir director?</li> <li>4. The customer is an el sympatico?</li> </ol>	
<p><b>Activity</b></p>	<ol style="list-style-type: none"> <li>1. Show the image of the sales person and present the case of Laura on a slide.</li> <li>2. Ask participants to formulate the actions of every social role</li> <li>3. Give them 15 minutes</li> <li>4. Afterwards talk about the situation and the results</li> </ol>	
<p><b>Assessment</b></p>	<p>See above.          Solution:</p> <ul style="list-style-type: none"> <li>- So if the customer was an "analytical" the sales person would probably skip the small talk and just present data.</li> <li>- If the customer was an "El sympatico" the sales person would start off with relationship building and ask about the customer's family, small talk.</li> <li>- If the customer was a "promotor" the sales person would generate a lot of different ideas and do a brainstorm with the customer. He would openly praise him</li> <li>- If the customer was a "choir director" the sales person would talk about the advantages, the actions needed, and the results of those actions</li> </ul>	

### Activity D/3 – Speed date

<p><b>Phase</b></p>	<p>Concrete experience</p>	<p><b>Time</b></p>	<p>About 1 hour</p>
<p><b>Activity objectives</b></p>	<p>By the end of this exercise, users should be able to:          Have an idea of the roles          Come up with strategies to reduce stress in the team</p>		

<b>Materials needed for the activity</b>	A3 papers (one per person) Bell (or another sound)
<b>Content</b>	As a manager, it is useful to have an overview of your team, their roles and what you can do as a manager to help reduce their stress by building a positive relationship with the different roles in your team.
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Give the explanation as written in the content</li> <li>2. Give the assignment: you will make a team map. In this team map you will make an overview of the different social styles that are in your team. For each role you write down on the piece of paper what you have done to reduce the stress and build a positive relationship and things you can add</li> <li>3. After the first part, we are going to speed date. You get 5 minutes to ask different partners in the group to help you figure out new strategies. (keeping the social styles in mind)</li> <li>4. Ring a bell after 5 minutes and let them form a new pair.</li> <li>5. Give them 1 hour for the whole assignment</li> <li>6. Walk around during the assignment and help where needed</li> </ol>
<b>Assessment</b>	The participants should have at least 2 strategies per role after the assignment.

#### Activity D/4 – Action Plan

<b>Phase</b>	Reflective observation	<b>Time</b>	About 20 minutes
<b>Activity objectives</b>	By the end of this exercise, users should be able to: Define what actions they can take to be more mindful when it comes down to building more positive relationships at work		
<b>Materials needed for the activity</b>	The action form		
<b>Content</b>	See annex II action form		
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Hand out the action form to each participant individually</li> <li>2. Tell them to write down the actions they will take NOW, in 1 month and 6 months.</li> <li>3. They have 10 minutes</li> </ol>		

**Assessment**

After completing the individual exercise/observation, participants will present their main answers to the group.

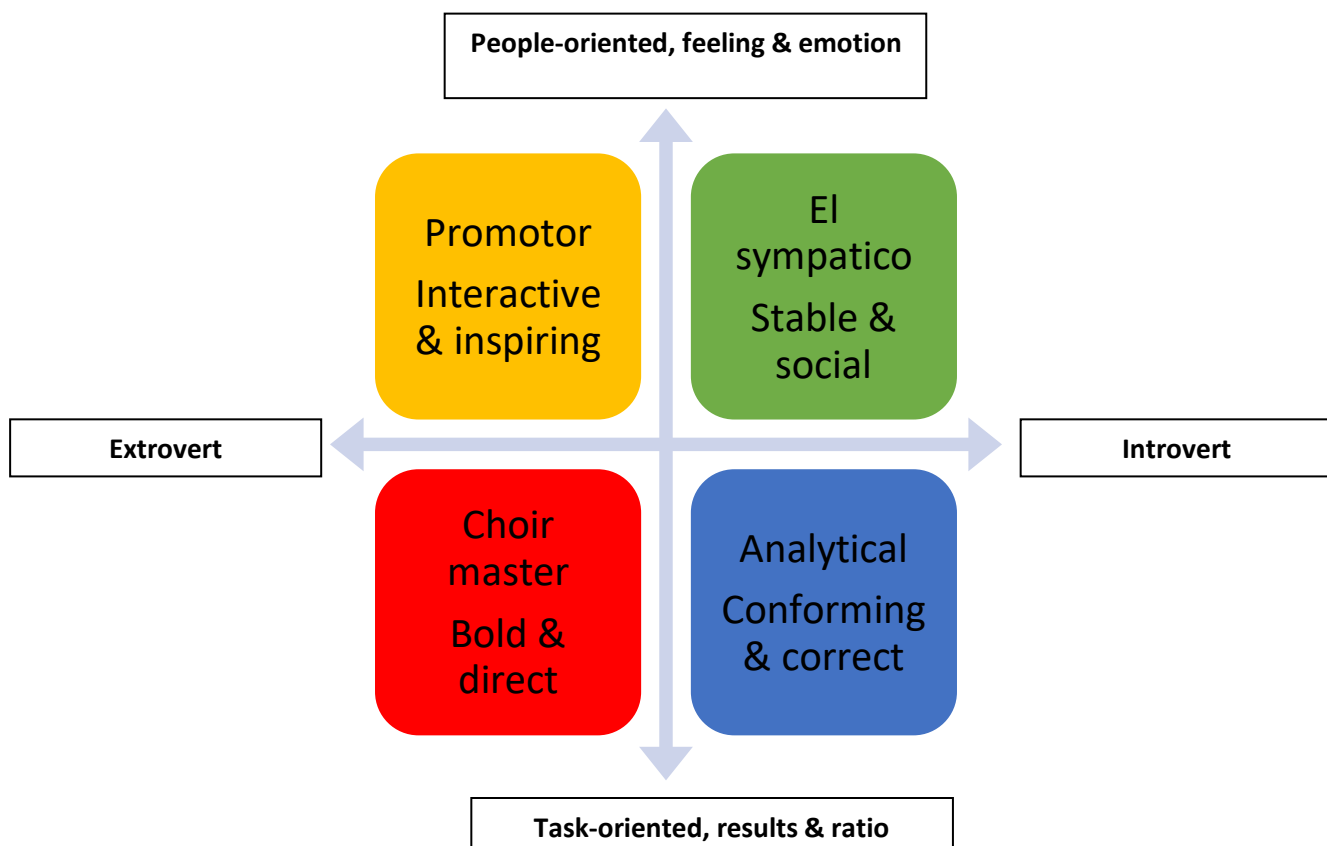
**Annex I**

A social style is characterised by a combination of behavioural preferences that control how you react, think and act.

There are a total of 4 social styles. Each of us has a mixture of these styles but one style appears in the foreground more often, the so-called preferred style. We determine this preference style through 2 main formats:

- People have different preferences when it comes to their interest in the external world (extroversion) and the inner world (introversion).
- People take decisions based on impersonal, logical analysis (thinking) or in a more subjective and committed way (feeling).

Based on these main formats, we get the 4 social styles.



**If you follow the 'Analyst' style, you are motivated by quality, perfection and being correct**

- **You love:** schedules, lists, correct procedures, being consistent, accurate and like to think before you act. You like matters to be clear and precise.
- **You are strong in:** analysing business thoroughly and indicating errors. You are orderly. But sometimes you will lose yourself too much in the details, you are a little silly and too cautious.
- **You hate:** making mistakes, getting criticized, having to make fast decisions and have insufficient time for analysis and evaluation, not thoroughly understanding things.

**If you follow the 'El Sympatico' style, you are motivated by good relations, appreciation and a quiet living environment**

- **You love:** predictability, routine, working together and you can use your specialty. You will take into consideration your feelings before you act.
- **You are strong in:** helping others, keeping the peace and being very loyal. But sometimes you crawl into your shell, you are stubborn and too modest.
- **You hate:** not knowing where you stand, insecurity, disagreement and feeling hunted down.

**You use the Promoter style: motivated by recognition, popularity and fun**

- **You love:** a friendly atmosphere, freedom to talk and make jokes. You will take into consideration your feelings before you act.
- **You are strong in:** convincing and motivating others. I'm always excited, but sometimes I'm exaggerating, I talk too much and I don't finish stuff.
- **You hate:** timetables, finishing frame, routine, rejection, deadlines, and unfriendly people

**You use Conductor/ Choir director style: motivated by results, action and goals!**

- **You love:** challenges, variety, difficult tasks, freedom of action and taking the lead. You like to think before you act.
- **You are strong in:** convincing and motivating others. You're fast at troubleshooting, taking risks and being decisive. But sometimes comes across as authoritarian and impatient and you are likely to forget about the details.
- **You hate:** If people want to take over control, doubt your decisions or try to abuse you.

## Analyst

**I get stressed from...** lack of information, structure and logic, qualitatively bad work, bad preparation, forced spontaneous decisions, wasted time or hasty work, social distraction

**You'll notice it because I become...** critical, ask many questions, deliberate a lot, start nitpicking and fixate on details too much, make rational analyses, become distant, withdrawn and short-fused.

**Help me remove my stress by...** providing feedback on how to move forward, offer detailed information and give me time to process it, go back to the beginning with a better analysis, provide the 'why' behind a story and answer my question, confirm details clearly and written down.

## El Sympatico

**I get stressed from...** unfair or impersonal treatment, breach of standards and values, interruptions, time pressure or sudden changes and conflicts

**You'll notice it because I become...** quiet, withdrawn or appear hurt, passive and stubborn and act out with resistance that can be viewed as impersonal.

**Help me remove my stress by...** understanding my feelings, have personal contact with me to restore confidence, ask questions to hear my opinion, set the task aside for a moment and give me rest, giving clear instructions and help me how to handle or do things, focus on certainties, on things that are already present and go well.

## Promotor

**I get stressed from...** restriction of my flexibility, creativity and freedom, not being a part of the group, being forgotten or personally rejected, lack of influence and involvement, nitpicking behaviour, working alone a lot and tight procedures.

**You'll notice it because I become...** oversensitive, emotional or chaotic, begin to talk a lot, become aimless, and wanting to be involved in relationships too much.

**Help me remove my stress by...** offering room to move where I can decide the speed, letting me get it all out just for a moment and then move on, breaking the tension by leading attention to something else or using humour, give me examples I can relate to, listen carefully and let me know who is involved.

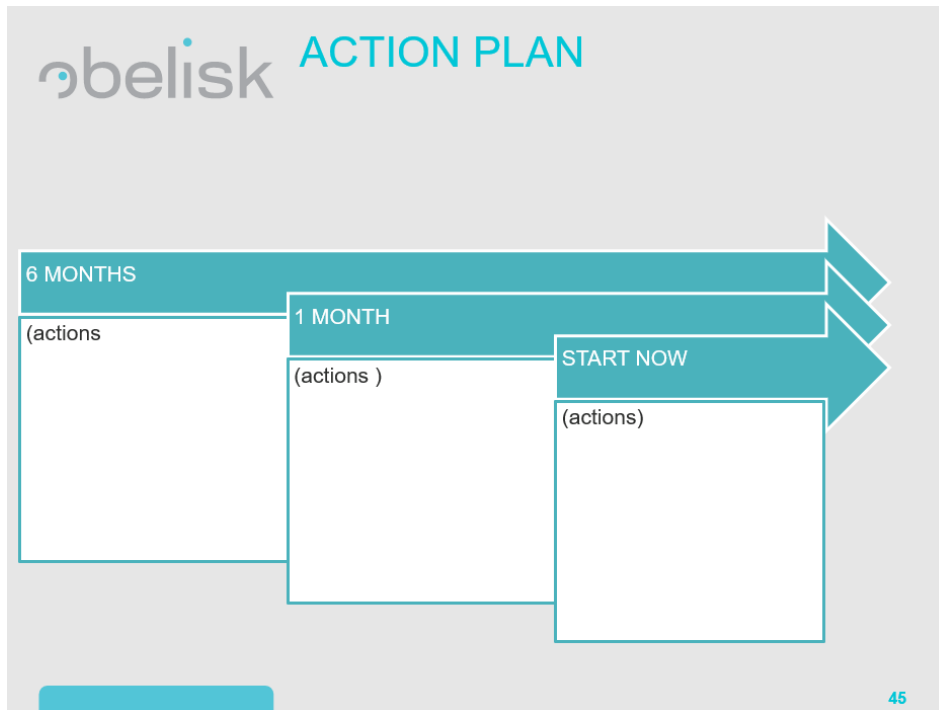
## Choir director

**I get stressed from...** lack of focus, indecisiveness, losing control, lack of concrete leadership, passiveness and slowness, not saying what someone really thinks or feels, too much talking not enough action.

**You'll notice it because I become...** impatient, dominant, demanding, bossy and keep on going even though it seems to be the wrong thing to do. I'll take over and don't take into account other people's sensitivities.

**Help me remove my stress by...** letting me take quick action or make a decision, or offer me a time-out, giving me a chance to provide my opinion and point of view, deliver alternatives and give me the freedom to choose, put me in the driver seat or tell me clearly what you are going to do and what the benefits will be of that action.

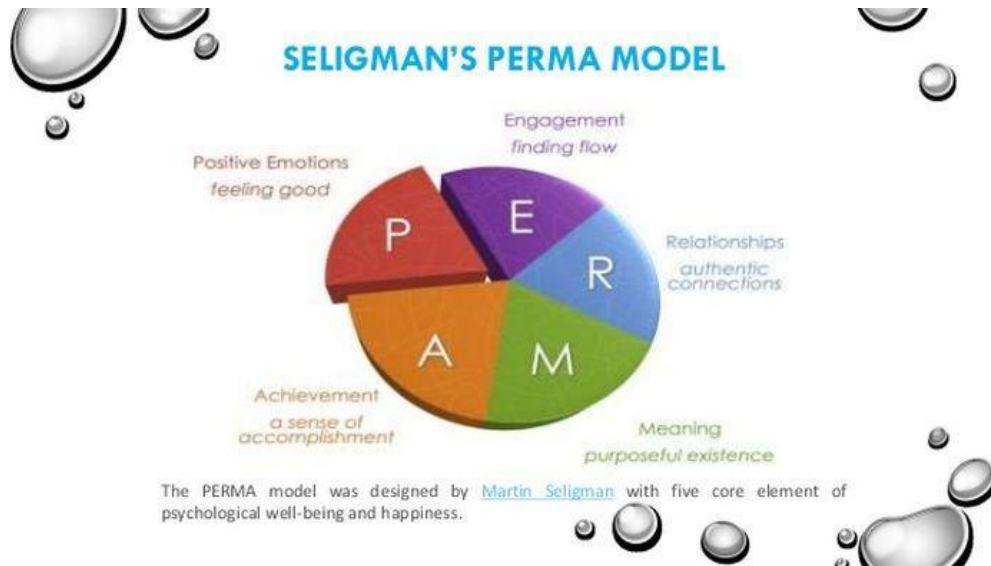
## Annex II



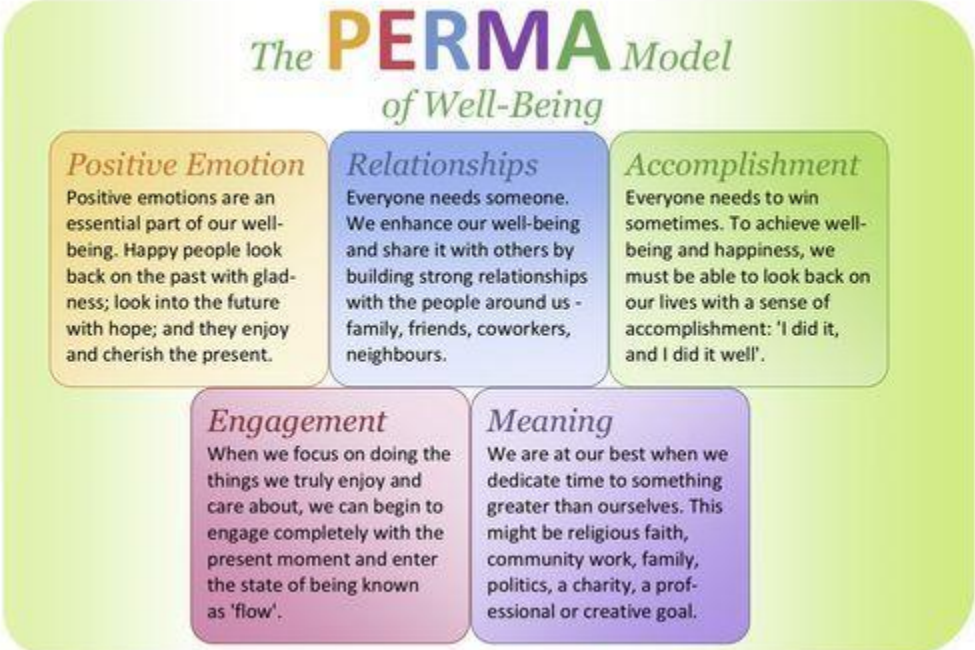
## Activity E/1 – Perma Model

<b>Phase</b>	Abstract conceptualization	<b>Time</b>	30min
<b>Activity objectives</b>	<p>By the end of this exercise, users should be able to:            Know what the 5 ways of the PERMA-model means</p> <ol style="list-style-type: none"> <li>1. Looking for positive emotions with yourself and your team</li> <li>2. Focusing on the 'now' and less concerned with insoluble things from the past</li> <li>3. Go for a sincere and authentic connection</li> <li>4. Learning what is valuable for yourself and for your team</li> <li>5. Learning that happiness and misfortune are not communicating vessels</li> </ol>		
<b>Materials needed for the activity</b>	<p>PPT with the model            Make sure each phase is on a different slide</p>		
<b>Content</b>	<p><b>See more explanation about PERMA in annex</b>            In his book Flourish (2011), Martin Seligman's PERMA model describes five factors that</p>		

have been shown to be particularly important: Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment. Strictly speaking, it is a theory of well-being, an evolution of Seligmann's (2002) theory of Authentic Happiness.





	 <p style="text-align: center;">From Martin Seligman's <i>Flourish</i>, 2011</p>
<p><b>Activity</b></p>	<ol style="list-style-type: none"> <li>1. Say that you are going to introduce a model that provides more insight in happiness, wellbeing and being more mindful as a manager.</li> <li>2. Give an example of your own practice where managers are tested on their mindfulness. Or use a fictive example: "you are a manager and you need to implement a new computer program. 4 out of 10 employees go into resistance.</li> <li>3. Explain the model phase per phase</li> </ol>
<p><b>Assessment</b></p>	<p><a href="https://rumble.com/v40c37-four-tips-for-happiness.html">https://rumble.com/v40c37-four-tips-for-happiness.html</a></p>

Activity E/2 – The List

<p><b>Phase</b></p>	<p>Active experimentation</p>	<p><b>Time</b></p>	<p>30 min</p>
<p><b>Activity objectives</b></p>	<p>By the end of this exercise, users should be able to: Recognise and assign the exercise to the right phase of the model</p>		

<p><b>Materials needed for the activity</b></p>	<p>A list of 10 exercises</p>
<p><b>Content</b></p>	<p>Exercises:</p> <ol style="list-style-type: none"> <li>1. Gratitude exercise: express 3 things a day you are grateful for</li> <li>2. Doing origami</li> <li>3. The “kindness” exercise (doing an unexpected act of kindness makes the “giver” and the receiver feel good): write down what you could do this week</li> <li>4. Listing energy givers and takers; list your energy givers and takers. Choose what you want to do even more</li> <li>5. Taking a Daily Vacation             <ul style="list-style-type: none"> <li>● You’re going to choose a different vacation every day. For example, going for a walk, chatting with a friend, having a hot bath, watching the sunrise while sipping on a mug tea. The only limit is your imagination. Just choose something you enjoy doing.</li> <li>● Before you actually start, remember, your daily vacation is a time to relax. So set aside your worries and fears for a while.</li> <li>● During the daily vacation, try to be present and experience what is happening. Notice the sensations.</li> <li>● After your daily vacation remember to plan ahead for the next day; what will tomorrow’s daily vacation be? Feel free to look forward to it.</li> </ul> </li> <li>6. Make an action plan: now – 1 month - 6 months</li> <li>7. Breathing exercises</li> <li>8. Listening exercises: asking open ended questions (where, when, how, what, which) when someone is telling a story/problem. Do not give solutions.</li> <li>9. Try focusing on the positive aspects of your stress factors: tell a story differently: what makes it different when you focus on the positive aspects?</li> <li>10. The Best Possible Self requires people to envision themselves in an imaginary future in which everything has turned out in the most optimal way.             <ul style="list-style-type: none"> <li>● Set a timer or stopwatch for 10 minutes, during this time you are to think about your best possible future self and to write it down on paper.</li> <li>● Imagine your life the way you always imagined it would be like, your best possible self. Picture that you have performed to the best of your abilities and you had achieved the things you wanted to in life.</li> <li>● While writing, don’t worry about grammar or punctuation just focus on writing all your thoughts and emotions in an expressive way. You may want to have several sheets of paper for this exercise.</li> <li>● Reflection: after completing the initial exercise, you must reflect on your feelings and answer. Think about the following questions: What effects did this exercise have?                 <ul style="list-style-type: none"> <li>● Does this exercise affect you more emotionally or does it affect your current self-image?</li> </ul> </li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Did it motivate or inspire you?</li> <li>• Does it make you want to make changes?</li> <li>• How did this exercise affect you overall?</li> </ul> <p>Phase: P E R M A</p>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Divide the group in pairs.</li> <li>2. Give the instruction: you will receive a list of 10 exercises you could do for yourself or with your team to increase PERMA. You need to link the exercises to the different phases of the model</li> <li>3. Give the time instruction: 30 minutes max</li> </ol>
<b>Assessment</b>	<p><b>Create a group discussion where the different team present their answer. Give the solution</b></p> <p><b>Solution P: 1 - 5</b>  <b>Solution E: 2 - 7</b>  <b>Solution R: 3 - 8</b>  <b>Solution M: 4 - 9</b>  <b>Solution A: 6 - 10</b></p>

### Activity E/3 – Pick and Mix

<b>Phase</b>	Concrete experience	<b>Time</b>	About 45 minutes – 1hour
<b>Activity objectives</b>	By the end of this exercise, participants should be able to: Experience the impact of the PERMA model		
<b>Materials needed for the activity</b>	-		
<b>Content</b>	<p>The participants choose at least one exercise they would like to do themselves from the list they did in the previous exercise.</p> <p>The goal is to experience what this feels like and how to translate it to the working place.</p> <ol style="list-style-type: none"> <li>1. Gratitude exercise: express 3 things a day you are grateful for</li> </ol>		

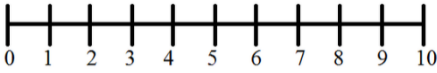
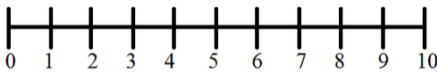
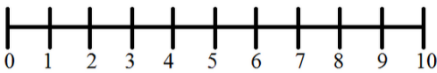
2. Doing origami
3. The “kindness” exercise (doing an unexpected act of kindness makes the “giver” and the receiver feel good): write down what you could do this week
4. Listing energy givers and takers; list your energy givers and takers. Choose what you want to do even more
5. Taking a Daily Vacation
  - You’re going to choose a different vacation every day. For example, going for a walk, chatting with a friend, having a hot bath, watching the sunrise while sipping on a mug tea. The only limit is your imagination. Just choose something you enjoy doing.
  - Before you actually start, remember, your daily vacation is a time to relax. So set aside your worries and fears for a while.
  - During the daily vacation, try to be present and experience what is happening. Notice the sensations.
  - After your daily vacation remember to plan ahead for the next day; what will tomorrow’s daily vacation be? Feel free to look forward to it.
6. Make an action plan: now – 1 month - 6 months
7. Breathing exercises
8. Listening exercises: asking open ended questions (where, when, how, what, which) when someone is telling a story/problem. Do not give solutions.
9. Try focusing on the positive aspects of your stress factors: tell a story differently: what makes it different when you focus on the positive aspects?
10. The Best Possible Self requires people to envision themselves in an imaginary future in which everything has turned out in the most optimal way.
  - Set a timer or stopwatch for 10 minutes, during this time you are to think about your best possible future self and to write it down on paper.
  - Imagine your life the way you always imagined it would be like, your best possible self. Picture that you have performed to the best of your abilities and you had achieved the things you wanted to in life.
  - While writing, don’t worry about grammar or punctuation just focus on writing all your thoughts and emotions in an expressive way. You may want to have several sheets of paper for this exercise.
  - Reflection: after completing the initial exercise, you must reflect on your feelings and answer. Think about the following questions: What effects did this exercise have?
    - Does this exercise affect you more emotionally or does it affect your current self-image?
      - Did it motivate or inspire you?
      - Does it make you want to make changes?
      - How did this exercise affect you overall?

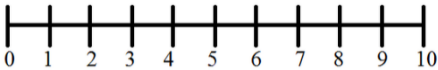
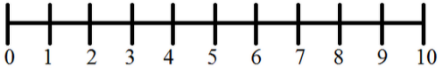
**Activity**

You make the link between the theory and the active experimentation phase:

	<ol style="list-style-type: none"> <li>1. Let people decide which exercise they want to do (alone or together)</li> <li>2. Let them have 1 hour to do one or more exercises</li> <li>3. Start</li> </ol>
<b>Assessment</b>	<p>After every exercise, the participants write down</p> <ul style="list-style-type: none"> <li>- how they felt</li> <li>- Answer yes or no: do this in team or not</li> </ul>

### Activity E/4 – The Scale

<b>Phase</b>	Reflective observation	<b>Time</b>	About 30 minutes
<b>Activity objectives</b>	By the end of this exercise, users should be able to: Identify at least one action point they could do to increase PERMA		
<b>Materials needed for the activity</b>	The scales per phase of the model along with the questions (see content)		
<b>Content</b>	<p>Managers consider their position on a ten-point scale for each of the five factors. The trainer asks questions relating to each of the five areas, for example:</p> <p><b>Positive emotion</b></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>“To what extent do you currently experience positive emotions?”</p> <p>“What activities give you pleasure in life/make you feel good?”</p> </div> </div> <p><b>Engagement</b></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>“During which activities do you lose track of time?”</p> </div> </div> <p><b>Relationships</b></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>“How would you describe your relationships with other people?”</p> <p>“What are your most important relationships and why?”</p> </div> </div>		

	<p><b>Meaning</b></p> <p>“To what extent are you doing things today that are valuable and worthwhile to you?”</p> 
	<p><b>Accomplishment</b></p> <p>“What would you do (what activity would you pursue) even if you didn’t win/earn/succeed in it?” “What do you enjoy doing just for the sake of it?”</p> 
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Explain that they are going to do a rating scale.</li> <li>2. Hand out the material</li> <li>3. Give them enough time: 15 minutes</li> <li>4. Walk around in order to answer questions</li> </ol>
<b>Assessment</b>	<p>Pair 2 individuals together. Let them talk about the results of their scales; They can add things or ask questions to each other in order to have a fully filled in ratings scale.</p>

### Annex I: surviving in the dessert

Note: included for Activity B/4

### Activity F/1 – Toothpick

<b>Phase</b>	Concrete experience	<b>Time</b>	15-20min
<b>Activity objectives</b>	By the end of this exercise, participants should be able to: Discover what their style of leadership is and the effect of this		
<b>Materials needed for the activity</b>	6 toothpicks per participant Number of participants: Unlimited, but an even number		

<b>Content</b>	<p>Performance:</p> <p>The trainer asks the group to divide into pairs; A is the person who goes outside; B stays inside. Once outside, the trainer gives the following instruction:</p> <p>"You are the manager. Inside are your employees. You get six toothpicks from me. The aim is to have your employees make 4 equilateral triangles with 6 toothpicks. Each side of the triangle is equal to the length of 1 toothpick. This means that the toothpick must not be broken or crossed. "</p> <p>As a trainer you can give a power advantage and give the solution. How the supervisor works (he or she does, he / she does not do this) is completely his own choice.</p>
<b>Activity</b>	<p>You make the link between the theory and the active experimentation phase:</p> <ol style="list-style-type: none"> <li>1. Divide the group into teams of two people</li> <li>2. Take half of the group outside and explain the exercise.</li> <li>3. Hand them the toothpicks and let them decide with of the participants inside the classroom is their employee</li> <li>4. Give them 15 minutes to complete the task</li> </ol>
<b>Assessment</b>	<p><b>Solution for the trainer:</b></p> <p>The toothpicks must be placed in a 3D construction. You lay 3 toothpicks flat on the table in a triangle. A toothpick leaves vertically from each point of the triangle. The 3 toothpicks come together in 1 point. Think of a pyramid.</p>

### Activity F/2 – Questionnaire

<b>Phase</b>	Reflective observation	<b>Time</b>	About 30 minutes
<b>Activity objectives</b>	By the end of this exercise, users should be able to: Identify their own leadership style		
<b>Materials needed for the activity</b>	The questionnaire (1 per participant) see annex II		
<b>Content</b>	See questionnaire		
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Tell the group that they are going to fill in a questionnaire to discover what their style of preference is</li> </ol>		

	<ol style="list-style-type: none"> <li>2. They will have about 15 minutes to complete it</li> <li>3. Hand out the questionnaire</li> <li>4. Walk around in case there are any questions</li> </ol>
<b>Assessment</b>	<p>After completing the questionnaire:</p> <ol style="list-style-type: none"> <li>1. Ask participants to share their scores and ask supportive questions like:             <ol style="list-style-type: none"> <li>a. How do you interpret your scores?</li> <li>b. What do you recognize?</li> <li>c. What surprised you?</li> <li>d. ...</li> </ol> </li> </ol>

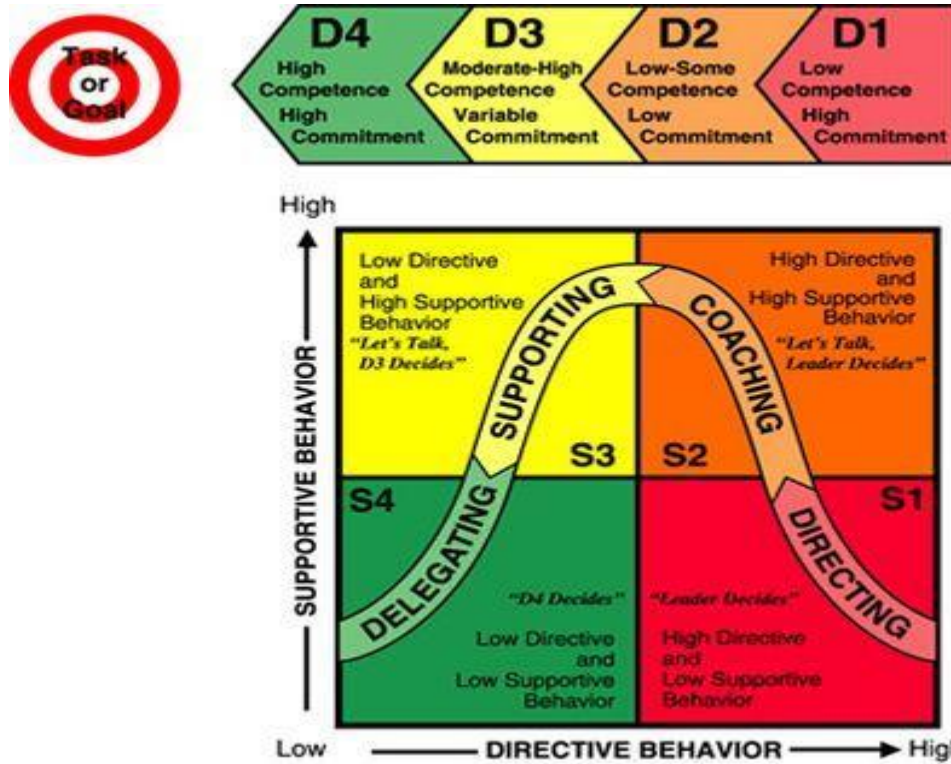
### Activity F/3 – Theory Hersey and Blanchard

<b>Phase</b>	Abstract conceptualization	<b>Time</b>	30 minutes
<b>Activity objectives</b>	<p>By the end of this exercise, users should be able to:</p> <p>Know what the model is</p> <p>Link it to being a mindful manager</p>		
<b>Materials needed for the activity</b>	<p>PPT with the explanation of the model</p> <p>A prepared example of the model</p>		





Content



**What is the Hersey-Blanchard Model**

The Hersey-Blanchard model is a situational leadership model which suggests that there is no single optimal leadership style, and successful leaders adjust their styles based on "follower maturity." Follower maturity is determined by the ability and confidence of the group they are attempting to lead. The model proposes that leaders deal with varying levels of follower maturity by adjusting their relative emphasis on task and relationship behaviours. According to the model, this gives rise to four leadership styles -

Hersey and Blanchard characterized leadership style in terms of the amount of task behaviour and relationship behaviour that the leader provides to their followers. They categorized all leadership styles into four behaviour types, which they named S1 to S4:

S1	S2	S3	S4
Directing	Coaching	Supporting	Delegating

<p>Individuals lack the specific skills required for the job in hand and they are willing to work at the task. They are novice but enthusiastic.</p>	<p>Individuals are more able to do the task; however, they are demotivated for this job or task. Unwilling to do the task.</p>	<p>Individuals are experienced and able to do the task but lack the confidence or the willingness to take on responsibility.</p>	<p>Individuals are experienced at the task, and comfortable with their own ability to do it well. They are able and willing to not only do the task, but to take responsibility for the task.</p>
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Of these, no one style is considered optimal for all leaders to use all the time. Effective leaders need to be flexible, and must adapt themselves according to the situation.

Blanchard's situational leadership II model uses the terms "competence" (ability, knowledge, and skill) and "commitment" (confidence and motivation) to describe different levels of development.[4]

According to Ken Blanchard, "Four combinations of competence and commitment make up what we call 'development level.'"

- D1 – Low competence with high commitment[4]
- D2 – Low/middling competence with low commitment
- D3 – High competence with low/variable commitment
- D4 – High competence with high commitment

#### BREAKING DOWN Hersey-Blanchard Model

Managers using the Hersey-Blanchard model must be able to select the leadership style that matches the maturity of followers. For example, if follower maturity is high, the model suggests a delegating style of leadership where the leader has to provide minimal guidance. By contrast, if follower maturity is low, due to inexperience or unfamiliarity on the part of the followers, a telling style could be more appropriate in order to ensure the group has clarity on their goals and how they are expected to achieve them.

The model was developed in 1970s by professor and author Paul Hersey and leadership expert Ken Blanchard, author of *The One Minute Manager*.

	<p>By taking into consideration how the strengths, weaknesses, and awareness of the followers can affect their performance and the outcomes of the project, leaders can apply an appropriate structure and degree of control to achieve the desired result.</p> <p>If a leader doesn't adapt his style to the follower (employee), this will create more stress for both parties. The follower who is experienced in their job will get frustrated if the leader instructs him what to do and how to do it.</p>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Explain the different aspects of the model in separate phases. Starting with the explanation of the X and Y axes.</li> <li>2. Explain the styles (S1-S4)</li> <li>3. Give an example per style</li> <li>4. Explain the D1-D4</li> <li>5. Give an example</li> <li>6. Ask the group if there is anything still unclear</li> </ol>
<b>Assessment</b>	Finish the theory by doing one new example together. Do his with the whole group

#### Activity F/4 – My Style, My Employee

<b>Phase</b>	Active experimentation	<b>Time</b>	30 min
<b>Activity objectives</b>	By the end of this exercise, users should be able to: Recognize what style is needed for the level of competence of the employee.		
<b>Materials needed for the activity</b>	The checklist of Hersey and Blanchard		
<b>Content</b>	SEE ANNEX I + Instructions: 'a lot of well-being depends on the way we are flexible in our style of leadership. It is very important to have an overview of the needs and competence level of your employees'.		
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Give the instruction to the whole group: In the following exercise you will need to come up with strategies to better manage stress of your employee by being more flexible in your leadership style. I want you to give 2 examples of employees/ you need to see which competence level they have (D1-4) and what you can do to help them in that level.</li> <li>2. Divide the group into smaller subgroups (max 3 persons per group)</li> <li>3. Give a time-indication: this exercise will take up about 30 minutes</li> </ol>		

	4. Hand the material to the subgroup
Assessment	<p>After this exercise the instructor should ask each group to present their result. The instructor facilitates this process by asking question:</p> <ul style="list-style-type: none"> <li>- What is your reasoning behind this decision?</li> <li>- How did you come up with this?</li> <li>- ....</li> </ul>

## Annex I: Explanation of Hersey & Blanchard

### What are the characteristics of someone in (from Stages or concern Cora Smit)

#### Phase 1

- The starting employee is uncertain
- The beginner is afraid to make mistakes
- The beginner is fascinated by what he sees and experiences
- The beginner looks for guidance and security. (checklists, reminders)
- He does the experienced staff, copying their behaviour.
- He uses checklists and reminders.
- The beginner wants to make a good impression.
- The motivated beginner has an impressive learning ability.

#### Phase 2

- In this phase he can be incredibly productive.
- He does mountains of work and devotes a lot of energy to it.
- He now thinks less of himself and the impression he will make on others.
- His attention now focuses more on the task he has. The quality of his work is the most important.
- This must be done better and nicer than ever. The employee wants to prove that he counts in his profession.
- In doing so, his attention to the task he now has is strongly substantive and technically oriented.
- He is in competition with himself and others to do things better and better.

#### Phase 3

- He now sees that the process side of the work has a great influence on the result, the atmosphere and the well-being of the people. He wants to be able to discuss these process aspects.
- He gets interested in motivation from people. He wants to know how it is with them.
- He also wants to reveal more of himself to the others.

- He wants the others to be good and motivated, that there is a good atmosphere.
- He himself feels like learning again: team management, conversation techniques, conflict management, leadership, coaching. He is interested in models with which you can better understand and classify people.
- Band between the group members.
- He will also want to represent them outside and stand up for them.
- If new people come into the organization, then this person is happy to show them.
- He will also pay attention to the well-being of the newcomer and arrange things for him.

#### Phase 4

- He can handle more complex and larger projects, and wants access to all relevant parties.
- He can now also set clear conditions before he enthusiastically accepts proposals.
- He wants to make a difference and now knows how to do it.
- He wants to approach the situation from a new and broader perspective and to achieve a real change.
- He pays attention to his network, and can see the organization and the suppliers and customers as a system.
- Visible in the organization.
- The space to experiment with new approaches
- If he is assigned tasks where he has marginal notes, it becomes intolerable for him to have to carry out these tasks. That is not to say that he would never accept guidance again. He wants guidance and advice from people he respects and who have more to offer than substantive expertise.

#### Phase 5

- The employee now wants others to benefit from what he has achieved.
- He wants to share his knowledge and experience and will focus more on advice in combination with coaching.
- To write down the acquired insights and pass them on to others in all sorts of learning trajectories.
- He wants to be a wheelbarrow for talented young people, e.g. by providing access to their own network. He aspires to a role in which he can have added value through his extensive experience
- He no longer wastes time on refuting unconstructive, critical questions, discussion and hair-splitting. Instead, he enters into dialogue with others and seeks synthesis and synergy.
- Passion and involvement are the motives. He becomes milder and wiser. Violent indignation and harsh judgments make way for recognition, acceptance and understanding. He accepts his own personal impossibilities and details. He cannot allow himself to be perfect. It is better able to withstand the expectations and demands of the environment and, from the deeply felt certainty that really matters, can be extremely courageous and steadfast.

## What does someone want in (Uit Stages or concern Cora Smit)

### Phase 1

- The beginning employee wants to feel welcome
- Observing an experienced colleague

### Phase 2

- Task-oriented feedback.
- Help with expanding the repertoire.
- He would like to see more experienced colleagues and other places.
- The need for training increases.
- The employee likes to learn and a lot. This inquisitive phase is ideally suited for training.
- The employee wants to learn skills in his development that he can use in the work itself
- The training should therefore be practical and directly applicable.
- They must be solution-oriented and skill-oriented
- Tips and tricks.

### Phase 3

- The employee now also wants a boss who has an eye for people.
- Only subject matter or power based on hierarchy is no longer enough to get its appreciation.
- He wants a mature contact with his supervisor and is not willing to obey on the basis of authority and orders.
- He is no longer so easy to impress by status.
- Someone in phase 3 also thinks about himself and asks himself: 'How do I fit together, what are my strengths and weaknesses, what do I really want?'
- He wants personal-oriented feedback.
- He also wants regular personal attention from his manager, especially about his personal development plan.
- He starts to doubt himself, his habits and limiting preferential patterns.
- He often does not know what he really wants in the job, and sees that he will get enough of it. Relationships with colleagues and people at home are up for an evaluation. This is often a reason to seek a personal coach.
- He conducts personal conversations. If self-confidence grows, he also wants to coach.

### Phase 4

- Taken serious.

- Naturally, in phase 4, someone wants colleagues, colleagues and management to be interested in his insights.
- Influence on the content and form of the work that he is working on.
- Can experiment and thus make mistakes
- Developing is a 'must'
- A person in phase 4 can develop a big aversion to work that he is forced to do, and what he is good at, but that he does not really find relevant for the organization as well as his own development. He can lose his motivation and even get a 'burnout'.
- He wants a challenging or innovative assignment, covering relevant needs of the organization or the market.
- Attach and contribute

### Phase 5

- Release
- Space for reflection and for working on really relevant topics.
- Education
- He is completely self-managing. He searches out his own teachers and literature and goes to meetings and conferences that are relevant to him.
- Opportunity to be of interest to others
- Because of the life experience and expertise and the ability to distance himself, he can mean a lot to others.
- The solution-oriented attitude is passé.
- The interest and respect for the more fundamental choices and values in life are paramount.
- Support from the organization in the pursuit of personal goals

### What will help him in (Uit Stages or concern Cora Smit)

#### Phase 1

- Concrete examples and short instructions
- Tasks and assignments
- Structure in the induction process
- Reflection assignments
- Confirmation
- Compliments and attributions
- Critical feedback (better: transparent explanation or a demonstration)

#### Phase 2

- Opportunity to build up routine

- The employee is, as it were, involved in a competition with himself: every time things go a little better.
- That is why it is important that a number of tasks from the beginning occur very regularly in the package.
- Opportunity to work in new people
- Being protected against a managerial task
- " Intersivision
- Being disciplined in a group of colleagues working on practical problems is an excellent learning situation at this stage. The content repertoire of the employee is extended with the experiences of colleagues. The intersivision methods offer structure and safety. As the developing employee gains more experience with intersivision, his problem-solving skills will increase. The intersivision methods contain a systematic way of thinking about problem solving. Repeated application of these methods ensures that the employee is familiar with this systematic way of solving problems.

### Phase 3

- More time for the process side
- A role in the consultation
- Education
- Personal growth
- Personal feedback
- Practice time. He hates lecturers who talk about time and think better.
- He would like to exchange experiences and insights and learn more experimentally.
- He also wants feedback from the expert on his own, specific approach and behaviour.
- Working with people
- The quality of the relationship is now important
- The person concerned wants to be taken seriously,
- Get recognition and influence.
- He will be motivated to expand his work with tasks specifically aimed at involving people in processes, and improving cooperation and atmosphere.
- Opportunity to coach people
- He shapes his own development process in the organization by thinking about the future and drawing up a personal development plan.
- He would like to coordinate this plan with others, especially with his supervisor.

### Phase 4

- A manager who is able to respect the expertise of the employee and who is receptive to his or her insights.



## Phase 5

- A personal coach
- If someone in this phase finds it very difficult to disconnect, it can help to work with a personal coach there. Such a coach can bring someone into contact with the wishes of the person concerned - sometimes unspoken - for the future through questions, practice and visualization. Also, in phase 5 someone can look for a personal coach who can show him the way to a more spiritual awareness.

## Annex II: Questionnaire Hersey and Blanchard

### Aim of the questionnaire:

- to gain insight into situational leadership;
- practice in choosing the most suitable style for the situation;
- learning to take account of the skills (level of competence) of the employee.

### 20 situations are described below. Each description notes:

- the task (J) which has to be performed;
- the level of competence of the employee (C);
- the most effective style (S) of leadership, which can be derived from the combination of J and C.

### For each situation, 4 options are shown (A, B, C, and D) for handling this situation (leadership style).

- Individual exercise
- For each situation, circle the option which you feel is most suitable.
- Try to enter into these or similar situations and assess how you would react.  
Do not assess how you ought to react.

1. You asked one of your staff to write a report on the competition. He or She usually does that sort of thing by the set deadline, as long as he or she is encouraged. This time it is late. You...

- a. tell your employee that you want the report; you explain to him exactly what you want in this report and you then follow up his progress daily.
- b. just give your employee more time to write the report.
- c. tell your employee when you want the report and ask them the reasons for the delay.
- d. take the time to motivate your employee to finish the report.

2. You are responsible for a small working group made up of people from different departments. You have all worked hard on finishing a report. One of the group members arrived very late at the last two meetings without excuse. He is also late with his part of the work. You need his figures within the next three days. You...

- a. tell him exactly what you want and follow up closely in order to be sure that he finishes his report.
- b. ask him the cause of the delay and encourage him to deliver his work on time.
- c. emphasise the vital nature of his report and support him in making up the backlog.
- d. feel that he is old enough to finish his report himself and that his intentions are good until proven otherwise.

3. In the past you had some problems with an employee: not only was he slow, but you always had to keep a close eye on him to ensure that a job was finished properly. Recently this has improved markedly. You need to keep less of a close eye on him. He even made proposals on how to organise his work better. You...

- a. continue to follow him closely and carry on giving him instructions.
- b. follow him closely and pay attention to suggestions and ideas that he puts forward.
- c. accept his ideas and invite him to make more suggestions.
- d. stop supervising him since you feel that he is ready to work independently.

4. Your staff usually do a good job. You give them instructions and motivate them. However, in recent weeks they have not been performing so well. They no longer reach the daily averages and the quality of the work is now 'barely adequate'. You...

- a. let the group resolve its own problems.
- b. ensure that qualitative and quantitative standards improve by communicating with the group in order to use their suggestions and ideas.
- c. give the group very precise instructions and supervise them more closely.
- d. ask the group to discuss the problem and to resolve it together.

5. You have to find cost savings in your department and have asked a very experienced member of your staff to do this for you. She has always been very motivated to help you and has already shown

that she can cope with all aspects of her job. Although you feel that she is perfectly capable of the task, she seems to be indifferent towards it. You...

- a. take responsibility yourself and make use of her suggestions.
- b. still give her the task and allow her to decide how to carry it out herself.
- c. discuss the situation with her and encourage her to accept the task in view of her knowledge and experience.
- d. take control yourself, tell her exactly what she has to do and supervise her closely.

6. A very productive and efficient staff member asks you for help in carrying out a particular task. Normally she works completely independently. Recently, however, she has had minor problems which have affected her confidence. You...

- a. analyse her problems and tell her how she can resolve them.
- b. let her continue to work independently in the belief that she will get through it.
- c. work with her to seek a solution and help her to apply it.
- d. invite her to an interview, during which you will advise her so that she can find a solution herself.

7. One of your staff members takes on a new role. In her previous position she had no need of supervision or support. She says that she does not feel as comfortable in her new job. You...

- a. discuss the job with her and motivate her.
- b. give her a clear description of the job and supervise her closely.
- c. let her work out for herself how she wants to perform her new job.
- d. give her precise instructions but also offer suggestions on how to make the work more stimulating.

8. One of your staff is a bit uncertain about a task which you have allocated him. He is very professional in his work and you know that he is capable of carrying out this task. You...

- a. listen to his concerns and confirm to him that you have confidence in his ability to do the job.
- b. give him a description of everything he has to do and try to stimulate his ideas.
- c. give him precise instructions and check on him daily.
- d. ask him to deal with it alone since you feel that he is capable of it.

9. At a work meeting you asked your group to consider reorganising the work scheme. You have taught them to make suggestions yourself. The group members are very competent and work well as a group. You...

- a. set up a new work scheme in collaboration with them.
- b. set up a new work scheme yourself, taking account of their suggestions.
- c. give them the responsibility for working out and implementing the new work scheme.
- d. set up a new work scheme yourself and, particularly in the early stages, increase the level of supervision.

10. You arrive ten minutes late for a meeting with your staff. From experience you think that they will now be chattering. But you are very surprised when you arrived: they are working on one of their tasks. This is a different task from the ones that they have been doing so far. You...

- a. let them carry on working without disturbing them.
- b. thank them for their work and take control of the meeting yourself.
- c. take part in the discussion and guide them to a conclusion.
- d. take part in the discussion and listen to their possible solutions and support them.

11. One of your staff has always worked well for you. He does not need much supervision but you support him anyway. You wonder how you will handle him the following year, knowing that the content of his job will be unchanged. You...

- a. let him work independently on the assumption that he will guide and improve himself.
- b. discuss the work with him and emphasise the importance of the instructions, as well as setting out the implementation deadlines.
- c. discuss the targets and standards for the following year and make use of his suggestions.
- d. continue to support him and suggest that he proposes some targets for himself.

12. In the past you have worked very closely with your staff. You gave them clear instructions and you were always there to help them. You are now aware that they are capable of working increasingly independently. But at the same time you need to add new tasks to the department's existing work. You...

- a. give clear instructions and share out the work fairly and make provision for intensive follow-up and supervision.
- b. explain the new tasks and give them space for questions and comments. Above all you tell them that you trust them to carry out this work well too.
- c. tell them precisely what their job is and incorporate their suggestions and ideas.
- d. give them the extra work and ask them to organise it between themselves.

13. You have recently taken on a new employee. She is to carry out a key role in the department, but she lacks experience. You believe 100% in her potential. You...

- a. allow her to organise herself.
- b. give her an overview of precisely what you expect and keep a close eye on her.
- c. give her a job description and ask her to make suggestions so that they can be incorporated into the description.
- d. give her the opportunity to come up with ideas and proposals and support her in them.

14. Your boss asks you to increase productivity in your department by 10%. You know that this is possible if you put in 100% effort. This means that you need to assign a task which you had already started yourself to another employee. You think of someone who is familiar with the subject, but who would not feel very confident about doing the task by himself. You...

- a. discuss this project with him and encourage him to take it on.
- b. provide him with a well set-out plan, as well as the procedure and ask for his comments.
- c. pass over this project to him and ask him to organise it himself.
- d. give him a written procedure showing all the phases to be carried out.

15. One of your staff has proposed reorganising the department. His proposal makes sense. He often makes good suggestions. You...

- a. indicate how the proposal should be implemented.
- b. discuss the project with him and offer him primarily moral support.
- c. take the project in hand and incorporate his ideas into it.
- d. simply ask him to apply himself 100% to the project.

16. You are in charge of a project group. Because of family circumstances you missed two meetings. On your return, you notice that they have made good progress. How do you react? You...

- a. re-join the group without changing the working method.
- b. return to chairing the meeting.
- c. let the group continue and support its work.
- d. take on the role of 'facilitator', i.e. you will primarily summarise and organise their contributions.

17. Your staff are highly qualified and capable of working independently. They are performing very well. What is your next step for working with them? You...

- a. primarily offer them moral support and preserve the good working atmosphere.
- b. focus on supervising.
- c. do nothing at all; you let them get on with it.
- d. act as animator and coordinator by encouraging their suggestions.

18. A new work procedure is required in order to improve departmental productivity. In the past your staff have not been resistant to change but they were unable to cope at first since they did not have the required skills to deal with it in practice. You...

- a. provide them with a detailed description of the new procedure and make provision for closer supervision.
- b. discuss the new procedure with your staff to enable them to make suggestions before the procedure is made official.
- c. talk about the new procedure and organise a group discussion where you can encourage the group to cooperate with enthusiasm.
- d. leave the implementation of this new procedure to them.

19. You have just taken charge of a project group which has in the past worked well enough if they were assisted and supported. The group now seems to spend more time dealing with internal cooperation issues than with the project itself. The results are poor. You...

- a. discuss the performance with the group and support them in taking corrective measures.
- b. give clear instructions on what should happen and supervise the activities of the group closely.

- c. allow the group to determine its own tasks and responsibilities.
- d. guide and organise the necessary adjustments, taking account of the suggestions from the group.

20. One of your staff wishes to change job. The job he wants is new to him, but he has always worked well in his previous positions. You...

- a. tell him exactly what he has to do and above all, stimulate his enthusiasm.
- b. assign the new job to him and ask him to find out the optimal way to organise his work himself.
- c. particularly in the beginning, offer him a lot of support, both in practical and moral terms.
- d. give him a precise task description and supervise him closely.

### Scoring table

The Hersey & Blanchard model distinguishes between four styles of situational leadership:

- S1: telling (high task focus, low relationship focus);
- S2: coaching (high task focus, high relationship focus);
- S3: participating (low task focus, high relationship focus);
- S4: delegating (low task focus, low relationship focus).

'Flexibility of style' is defined as the extent to which you are able to adopt different styles of leadership (separate from the issue of whether these styles are actually effective).

'Effectiveness of style' is defined as the extent to which you are able to adopt the most appropriate/effective leadership style in a given situation:

W = weak; M = moderate; G = good and E = excellent

	Style 1	STYLE 2	STYLE 3	STYLE 4
1	A	C	D	B
2	A	C	B	D
3	A	B	C	D
4	C	B	D	A
5	A	C	D	B
6	B	D	A	C
7	C	B	A	D
8	D	B	A	C

9	B	C	D	A
10	B	C	D	A
11	A	C	B	D
12	B	C	D	A
13	D	B	A	C
14	A	C	B	D
15	B	D	C	A
16	B	D	A	C
17	A	B	C	D
18	D	A	C	B
19	B	D	A	C
20	D	A	C	B
<b>TOTAL</b>	<b>S1__</b>	<b>S2__</b>	<b>S3__</b>	<b>S4__</b>

In the table below, ring the answer which you gave to each question.  
Then calculate the results as per the instructions in the table C.

	<u>Flexibility of style</u>						<u>Effectiveness of style</u>						
		<u>S1</u>	<u>S2</u>	<u>S3</u>	<u>S4</u>					<u>W</u>	<u>M</u>	<u>G</u>	<u>E</u>
<u>Question</u>													
1		A	<u>C</u>	D	B					B	D	A	C
2		<u>A</u>	C	B	D					D	B	C	A
3		A	<u>B</u>	C	D					D	C	A	B
4		<u>C</u>	B	D	A					A	D	B	C
5		D	A	<u>C</u>	B					D	B	A	C
6		A	C	<u>D</u>	B					A	C	B	D



7		<u>B</u>	D	A	C					C	A	D	B
8		C	B	<u>A</u>	D					C	B	D	A
9		D	B	A	<u>C</u>					D	B	A	C
10		B	<u>C</u>	D	A					A	B	D	C
11		B	C	D	<u>A</u>					B	C	D	A
12		A	C	<u>B</u>	D					A	C	D	B
13		<u>B</u>	C	D	A					A	D	C	B
14		D	B	<u>A</u>	C					D	B	C	A
15		A	C	B	<u>D</u>					A	C	B	D
16		B	D	C	<u>A</u>					B	D	C	A
17		B	D	A	<u>C</u>					B	D	A	C
18		A	<u>B</u>	C	D					D	C	A	B
19		<u>B</u>	D	A	C					C	A	D	B
20		D	<u>A</u>	C	B					B	C	D	A
		<u>S1</u>	<u>S2</u>	<u>S3</u>	<u>S4</u>					<u>Z</u>	<u>R</u>	<u>G</u>	<u>U</u>
Total score	- <u>a</u>	.....	.....	.....	.....					- <u>b</u>	.....	.....	.....
	<u>c</u>	5	5	5	5					<u>d</u>	<u>1</u>	<u>2</u>	<u>3</u>