



Mindful Managers Training Programme

Module 3: TAKE NOTICE

Trainer's Manual Annex 3



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Module 3 – TAKE NOTICE

TOPIC 1 – SELF AWARENESS AND INTERPERSONAL AWARENESS

Objectives of Module Take notice

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

1. take notice of their own strengths as managers and build on these skills.
2. take notice of the strengths of their co-workers and build on these skills.
3. use the tools of the module with their team in order to address potential challenges in the team.

Objectives of Topic Self-awareness and interpersonal awareness


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

1. Be aware of their interpersonal skills.
2. Become more aware of their ability to build on their interpersonal skills and a more mindful way of working.
3. Take notice of the strengths and needs of their co-workers.

Activities

Kolb cycle A	• A/1 – Reflect on strengths
	• A/2 – Theory
	• A/3 – Action plan
	• A/4 – Strengths based coaching
Kolb cycle B	• B/1 – 3 brains
	• B/2 – Mindfulness questionnaire
	• B/3 – Meditation
	• B/4 – Group discussion
Kolb cycle C	• C/1 – Energiser exercise
	• C/2 – Colvey circle of influence
	• C/3 – Change your day
	• C/4 – Plan your day to be energising

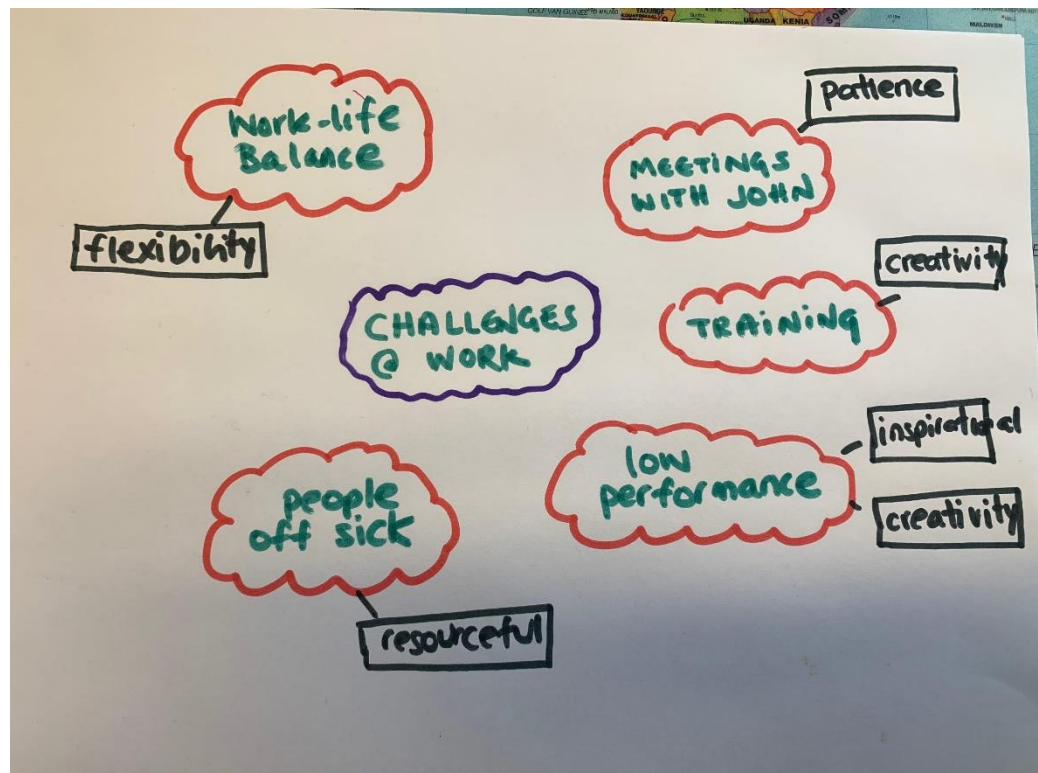
Activity A/1 – Strength inventory

Phase	Reflective observation	Time	25-45 minutes
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Visualise their learning needs to become a more mindful public sector manager. 2. Be more aware of their strengths and how they can be used to address their challenges. 3. Look at their workplace challenges from a new more mindful perspective. 		
Materials needed for the activity	<ul style="list-style-type: none"> • A3-paper • Coloured pens 		
Content	<p>This is a great exercise to reflect on participants' strengths and how these strengths can help them to overcome challenges in the workplace.</p> <p>Participants will receive a list of strengths and will be asked to mark all the strengths they have. You can also use strengths cards or ask participants to create their own list.</p> <div data-bbox="354 826 1449 1657">  </div> <p>Afterwards participants will be asked to draw a mind map based on the challenges they face in the workplace and the things they want to work on to become a more mindful manager.</p> <p>A 'mind map' is 'a diagram that has a branch or root-like structure radiating from a central image on the page, using lines and colours to show relationships, groupings and connections between words, ideas and images' (Tony Buzan, creator of the mind map). It will help your participants to clearly visualise what it is exactly that they want to learn and improve on when it comes to being a public sector manager. Visualisation allows participants to keep an open mind and inspires out-of-the-box thinking as well as considering possibilities / solutions they</p>		

may not have thought of before.

Facilitators should always give participants the freedom needed for them to develop their own mind map. However, you can give some guiding advice to help your managers to get started and/or continue when they get stuck. This advice is set out in Annex II and can be used as a handout.

After each participant creates their mind map, ask them to link to each challenge a couple of strengths they have listed before. See example below:



When participants have their challenges and strengths participants will create a strength inventory. They then evaluate whether they need to work on a specific strength they have or they are satisfied how they use that particular strength in relation to a particular challenge. See example below:

Challenges	Patience	Better listening	Understanding needs of others	Creativity	Flexibility	Resourceful
Meeting with John	😊	▲	▲	▲		
Work-life B				▲	😊	
Low performance		▲	▲			😊

Activity

1. Give each participant a blank piece of A3-paper and coloured pens.
2. Ask participants to collect all the strengths they have.

	<ol style="list-style-type: none"> 3. Ask each participant to create a mind map with the challenges they face in the workplace. 4. Ask participants to link their strengths to each challenge. 5. Ask participants to do the strength inventory.
Assessment	<p>Ask the participants:</p> <ol style="list-style-type: none"> 1. Did you gain any ideas that you did not think of before? 2. Did visualising your ideas help with organising your goals and actions?

Annex I

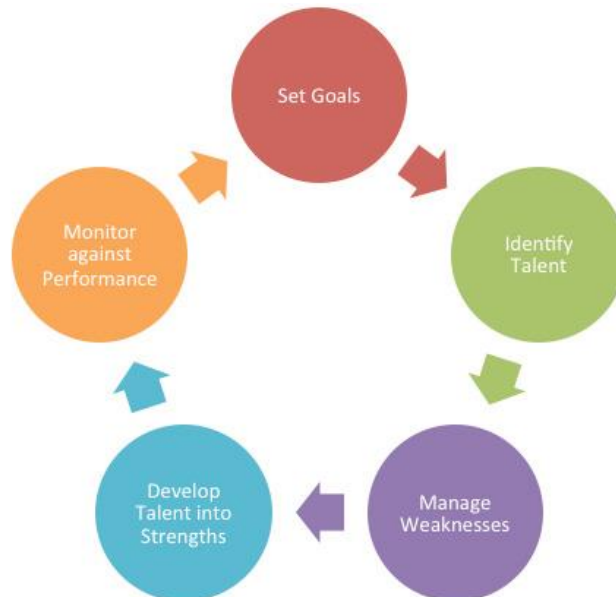
- Start with your main key word in the centre of the page and make sure it presents a clear and strong visual image that clearly demonstrates the theme of the mind map;
- Work outwards from this central point, using arrows, lines, shapes, etc. – do what feels natural;
- Use key words, images, drawings, etc. to create your content;
- With the development of your mind map, you may realise that the management skills you'd like to improve can be divided into sub-ideas – create sub-centres for these sub-themes and work outwards from these new mini-centres;
- Make sure to write clearly so you can still read your own handwriting when coming back to your mind map a few days/weeks/months later;
- Remember that anything that stands out on the page will stand out in your mind;
- Put down anything that comes to mind, don't hold back, no ideas are too crazy;
- Break your own boundaries and stay true to your creative self – if you run out of space, don't start a new sheet, just stick more paper to the already existing mind map;
- Don't be afraid of getting stuck, if you do just move to a different section of the mind map or leave it for a bit – sometimes we just need some time away from our work to gain new insights;
- Use colour!!

Activity A/2 – Strength based coaching and learning

Phase	Abstract conceptualisation	Time	About 30 minutes
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Understand the importance of strength based coaching and learning 2. Participate in paired and group discussion related to the theory. 3. Explore applying the acquired knowledge in the workplace. 		
Materials needed for the activity	PowerPoint Presentation		
Content	<p>This activity will raise the group awareness of the benefits of strength based coaching and learning. The aim is to provide the group with an understanding of the skills that they can use in their daily working life.</p>		

Strength based coaching aims to improve performance and positivity amongst participants. This method has grown out of an understanding that each individual has the knowledge of how to be their best self at work. Therefore, this method aims to provide participants with the tools to achieve that on a daily basis.

Participants should begin to utilise their strengths in order to face risks and work place issues.



1

Activity

1. The facilitator will present the information on strengths based coaching and learning.
2. Take time to go through each section clearly as some participants might not have heard of strength based coaching before.
3. Leave time for questions and clarifications from the participants.
4. The activity will conclude with a group discussion about strengths based coaching and learning.

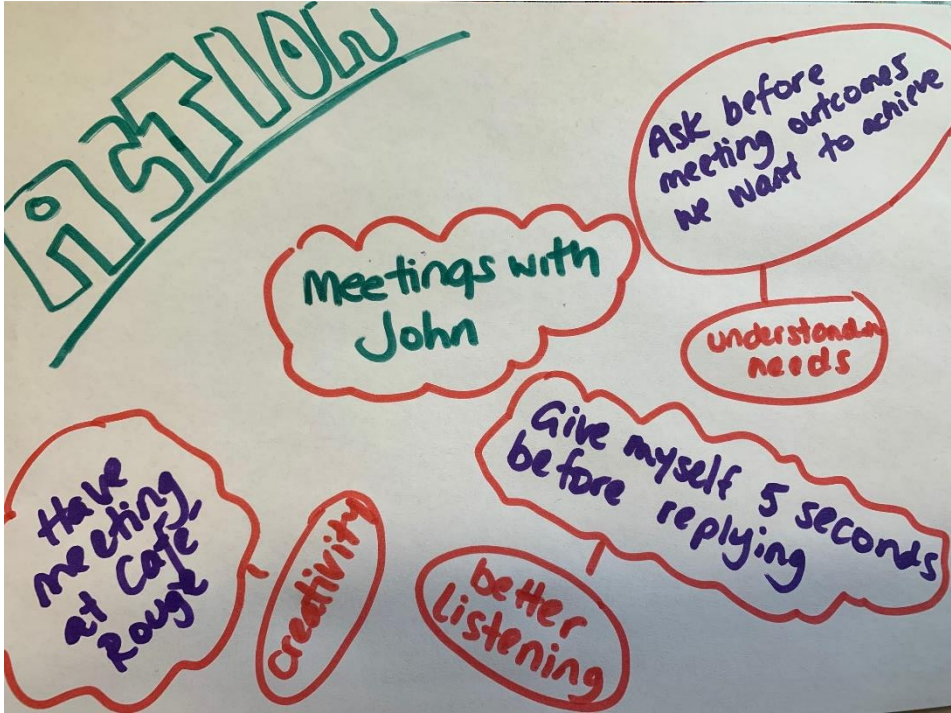
Assessment

The assessment of this task will take the form of a pair/group discussion as participants explore the concepts of strength based coaching and learning with their peers. Participants will be encouraged to ask questions about the theory.

Activity A/3 – Action plan mind map

Phase	Active experimentation	Time	About 25 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Utilise an action plan to become a more mindful public sector manager. 2. Be more aware of how to use strengths to address their challenges. 3. Develop a more mindful perspective. 		

¹'Strength based coaching', *The Small Business Site*,
<https://www.thsmallbusinesssite.co.za/2016/05/25/strength-based-coaching/> [last accessed 17th June 2019]

Materials needed for the activity	Paper Pens
Content	<p>When participants finish their strength inventory, they will revisit their mind map for the specific actions they want to develop and use a certain strength at their workplace. See example below:</p> 
Activity	<ol style="list-style-type: none"> 1. Give each participant paper and pen. 2. Ask them to revisit their mind map for the specific actions they want to develop and use a strength at their workplace. 3. Give participants 15 minutes to complete this task. 4. Ask them to work in pairs and share their action plan. 5. Facilitate a group discussion about the task.
Assessment	<p>Ask the participants:</p> <ol style="list-style-type: none"> 1. Did creating the action plan help you to focus on developing strengths in the work place? 2. Could you visualise a path to achieve your aim in the workplace?

Activity A/4 – Recognising positivity at the workplace

Phase	Concrete experience	Time	About 25 minutes
Activity objectives	<p>By the end of this activity, users should be able to:</p> <ol style="list-style-type: none"> 1. Vocalise and practice gratitude. 		

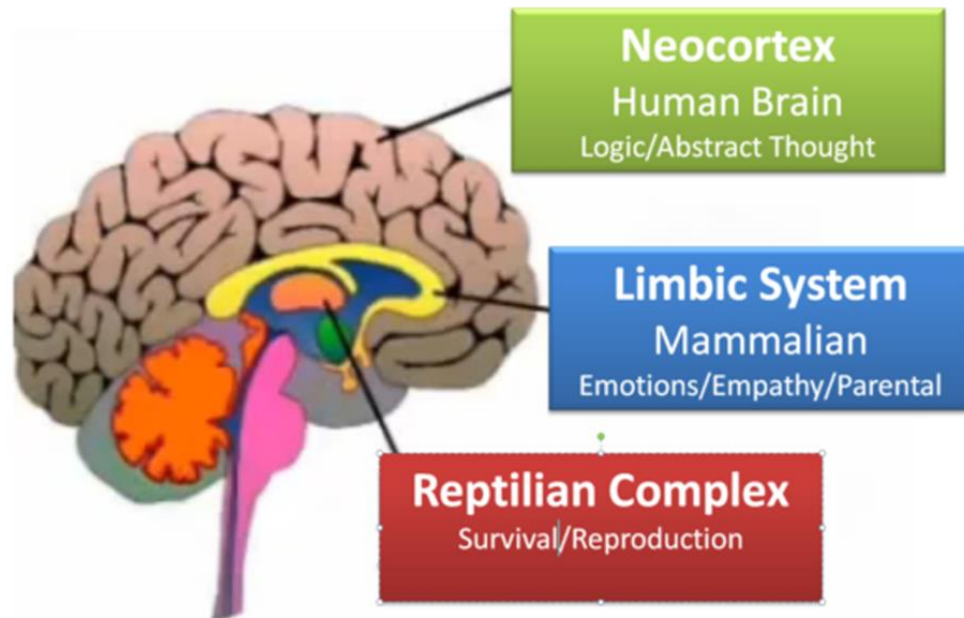
	<ol style="list-style-type: none"> Understand the benefits of recognising the positive aspects in your workplace. Sharing the positive aspects in your workplace.
Materials needed for the activity	<p>Paper</p> <p>Pens</p>
Content	<p>This activity will be centred on exploring current positivity at the workplace.</p> <p>Acknowledging and recognising what works well in the workplace is important for all mindful managers. Sharing good practice with other managers has many benefits, including building confidence of managers and staff.</p>
Activity	<ol style="list-style-type: none"> The facilitator will give each participant a piece of paper and a pen. Explain that they are going to write six positive experiences in the workplace (e.g., regular staff meetings that are productive). Exploring what currently works well in the workplace can help you identify new solutions for more challenging situations. Tell the participants to write down a list of things that work well in their workplace. Ask the group whether anyone would be willing to share their positive experiences with the group. Facilitate a group discussion.
Assessment	<p>The assessment of this task will take the form of a group discussion as participants will share their positive experiences in the workplace.</p> <p>Questions to ask:</p> <ol style="list-style-type: none"> Did you enjoy this activity? How did writing your positive experiences make you feel? Do you find it easy/difficult to share them? Will you be implementing any of the ideas gained from the other participants?

Activity B/1 – 3 parts of the brain

Phase	Abstract conceptualisation	Time	About 30 minutes
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> Understand the three parts of the brain Understand how the brain relates to mindfulness 		
Materials needed for the activity	Power Point presentation		
Content	<p>The human brain is divided into three sections:</p> <ol style="list-style-type: none"> The reptilian (hindbrain): this area is responsible for automatic functions such as regulating breathing and heart rate. When we are in danger, it is this part of the brain that responds to the threat. The limbic (midbrain): this area controls all of our emotions and ensures that we care about other members of our species. Therefore, the limbic brain is 		

- integral to produce teamwork which many mammals rely on.
3. The neocortex (front brain): this zone is utilised for reasoning and rational thought which are developed last in humans. The neocortex is essential to understand the actions that are occurring around you.

The 3 Brains



2

Activity

1. The facilitator will present the PowerPoint on the three brains.
2. Take time to go through each section clearly as this might be a new concept for some members.
3. Leave time for questions.

Assessment

The assessment of this task will take the form of a group discussion as participants will explore the concepts of the brain with their peers. The facilitator may have to divide the participants into groups and begin the discussion. What gets in the way of mindfulness? Our emotions and fight/flight response. Perhaps offer a question to get discussion started if keeping topic of discussion broad.

Activity B/2 – Questionnaire

Phase	Active experimentation	Time	About 20 minutes
Activity objectives	By the end of this exercise, users should be able to: 1. Apply new techniques for utilising different areas of their brain in the work		

² 'We Have Three Brains In One: The Reptilian, Mammalian, and Neo-Cortex', *Soul Guru Holistic Living*, <http://soulguru.com/triune-brain/> [last accessed 10th June 2019]

	environment.
Materials needed for the activity	Pens Paper
Content	<p>Explore situations in your working life when you used fight and flight (one of each). Working in pairs and share your examples. What could you have done differently? How have your own work-life experiences helped you as a manager? How can learning mindful techniques improve your own managerial skills?</p> <p>Example: You are asked short notice to facilitate a conference with 200 people attending. What do you do? How do you feel? Explore the different areas of your brain that lead to how you manage this situation.</p>
Activity	<ol style="list-style-type: none"> 1. Ask participants to share examples of fight and flight experiences in their working life. 2. Explore emotions and feelings for a more mindful approach.
Assessment	The assessment of this task will take the form of a group discussion as participants will discuss the results with their peers.

Activity B/3 – Meditation

Phase	Concrete experience	Time	About 25 minutes
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Understand and manage their emotions in a more mindful manner. 2. Understand their co-workers emotions in a more mindful manner. 3. Manage stress more efficiently in their teams. 4. Develop own resilience and support the resilience of others. 		
Materials needed for the activity	Screen to play YouTube clip on.		
Content	https://www.youtube.com/watch?v=wGFog-OuFDM		
Activity	<ol style="list-style-type: none"> 1. The facilitator will direct the group 2. "Focus your attention on the sound of the bell." 3. "Concentrate, but without straining." 4. "Stay with the sound as it fades to silence." 5. "Close your eyes whenever you are ready." 6. Participate in the meditation 7. Participants will be given a moment to self-reflect on the activity. 8. The following activity will be a group discussion where participants can reflect on the activity. 		
Assessment	The assessment of this task will take the form of self-reflection as participants will consider the effect of the activity.		

Activity B/4 – Discussion

Phase	Reflective observation	Time	About 20 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Be more aware of their emotions. 2. Explore some tips to manage stress. 		
Materials needed for the activity	None		
Content	Participants will discuss their experience during the meditation. They will highlight the aspects which they found positive and those that were negative.		
Activity	<ol style="list-style-type: none"> 1. Ask all of the members to get into groups for this activity. 2. Perhaps share your own personal reflection on the activity in order to kick off the discussion. 3. They should share how the meditation made them feel. 4. They should discuss the aspects that they enjoyed and those that they didn't. 		
Assessment	Assessment of this activity takes place as part of a group discussion. Ask participants to discuss in groups how they felt during the meditation and what they have gained from this experience etc.		

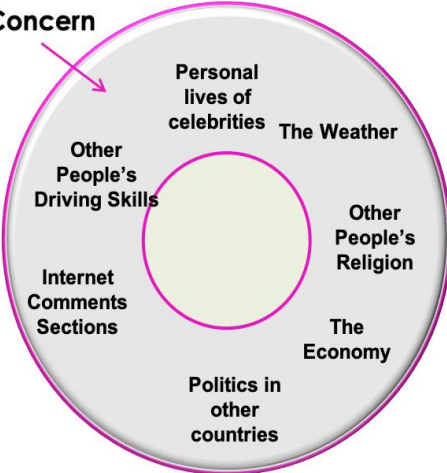
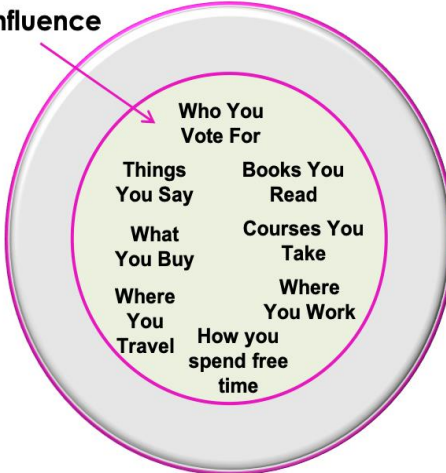
Activity C/1 – Energiser Exercise

Phase	Reflective observation	Time	About 20 minutes
Activity objectives	By the end of this exercise, users should: <ol style="list-style-type: none"> 1. Be more aware of their energy givers and energy takers. 2. Be more aware of how your daily activities affect your well being and the well being of your team. 3. Be more aware of their productivity levels based on the activities they have undertaken. 4. Be more aware of the quality and standard based on your reflection and assessment. 		
Materials needed for the activity	A4-paper Pens		
Content	The purpose of this exercise is to make public sector managers think of the activities they do in a week and see whether these energise them or take away energy.		

	<p>On a daily basis every person does many activities, at work and at home, as part of their daily routine. People rarely reflect on the amount of energy they use for certain activities or notice the amount of energy they gain from those activities. It is important that managers take notice of the activities that energise them. As a result they will be more mindful of the activities they do and they can also reflect on their team members' energy levels.</p> <p>Participants list all the activities they do during a week and assess whether these activities are energy givers or energy takers by putting a (+) next to energy givers, a (-) next to energy takers and a (?) next to activities they not sure about.</p> <p>Afterwards participants have a group discussion to reflect on the list they have prepared. The facilitator can generate the discussion with some questions and each participant shares as much as they want from their list.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Do you have more activities marked with (+) than with (-)? <ul style="list-style-type: none"> ◦ What can you do to have more energy giver activities? • Do you have many neutral (?) activities listed? • What makes an activity enjoyable? Are these activities productive or finished to a high quality? • Do you have energy taker and giver activities both at home and at the workplace? • How often do you feel energised at the end of the day? • How often do you feel exhausted at the end of the day? <p>The questions that cannot be covered as part of the activity can be assessment questions.</p>
Activity	<ol style="list-style-type: none"> 1. Give each participant a blank A4 paper 2. Ask participants to start listing all the activities they do in a week without thinking too much about it. 3. Give participants 10 minutes to list as many activities as possible. 4. After 10 minutes, ask participants to mark each activity whether it gives them energy (+), it takes away energy (-), or it is neutral (?). 5. Ask participants to count the number of activities they marked with (+), (-), (?). 6. Ask participants if there are any participants willing to share the results of the energiser exercise (amount of energy giver and taker activities). 7. The trainer should facilitate the group discussion with the assessment questions listed in the next section.
Assessment	<p>In total do you have more activities marked with + than -?</p> <p>Have you experienced flow before at your workplace?</p> <p>Do you experience flow on a regular basis?</p>

Activity C/2 – Covey circle of influence

Phase	Abstract conceptualisation	Time	About 20 minutes
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Activity objectives	<p>By the end of this exercise, users should be:</p> <ol style="list-style-type: none"> 1. Able to understand Covey's circle of influence. 2. More aware of their Circle of influence and Circle of concern. 3. Able to explore how they can increase their Circle of influence (proactive) and reduce Circle of concern (reactive).
Materials needed for the activity	<p>PowerPoint</p>
Content	<p>When the participants have completed an analysis of their routine, they will learn about the theoretical underpinning. This outlines Covey's circle of influence which is a combination of the circle of concern (issues which are outside our control) and the circle of influence (those which we can control). We gain energy when we are proactive and focus on concepts which are within our circle of influence. On the other hand, focusing on issues which we have no control over is a trait of a reactive person and it drains energy.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="370 853 839 1496" style="text-align: center;"> <p>Circle of Concern</p>  <div data-bbox="470 1384 778 1496" style="background-color: #f0f0f0; padding: 5px; margin-top: 10px;"> <p>Reactive:</p> <ul style="list-style-type: none"> • Large circle of concern, small circle of influence • Energy is wasted on issues outside of a persons control </div> </div> <div data-bbox="927 853 1396 1496" style="text-align: center;"> <p>Circle of Influence</p>  <div data-bbox="1029 1384 1337 1496" style="background-color: #f0f0f0; padding: 5px; margin-top: 10px;"> <p>Proactive:</p> <ul style="list-style-type: none"> • Large circle of control, small circle of concern • Energy is focused on issues inside a persons control </div> </div> </div> <p style="text-align: center; margin-top: 10px;">3</p>
Activity	<ol style="list-style-type: none"> 1. The facilitator will present the PowerPoint on Covey's circle of influence. 2. Focus on the effect of focusing more on the circle or concern and also more on the circle of influence. 3. Highlight the benefits of being aware of this theory. 4. Leave time for questions.
Assessment	<p>Ask participants to explore the concept, including:</p> <ul style="list-style-type: none"> • The advantages and possible disadvantages of Covey's theory. • The application of this theory to their working life.

³Chris Bergen, 'How to Identify Priorities with a Circle of Influence Exercise', (2018)
<https://www.chrisbergen.blog/circle-of-influence-exercise/> [last accessed on 10th June 2019].

Activity C/3 – Change their day

Phase	Active experimentation	Time	About 25 minutes
Activity objectives	By the end of this exercise, users should: <ol style="list-style-type: none"> 1. Be able to act more proactively and increase their Circle of influence. 2. Able to implement Covey's theory into their daily life. 		
Materials needed for the activity	Personal routine created during the reflective observation Pen		
Content	In this exercise participants work with their personal schedule. They are asked to change the daily activities based on Covey's theory in order to make their own list of activities more balanced regarding both their energy givers and energy takers and their circle of influence. Examine tasks in your circle of concern to address issues and identify solutions.		
Activity	<ol style="list-style-type: none"> 1. Ask participants to have a look at the routine they created during the reflective observation. 2. Ask participants to modify the day based on the Covey's circle of influence. Participants should aim to make it more balanced. How can you channel your energy to be more productive at work? 3. As part of the assessment activity ask the participants to reflect on the changes they made to their circles. 4. Ask participants if there are any participants willing to share the results of the exercise. 5. The trainer should facilitate the group discussion with the assessment questions listed in the next section. 		
Assessment	Assessment of this activity takes place as part of a group discussion. Ask participants to discuss in groups what they changed in their schedule and the solutions they identified. Peer assess the changes that have been made.		

Activity C/4 – Plan your day

Phase	Concrete experience	Time	About 25 minutes
Activity objectives	By the end of this exercise, users should be: <ol style="list-style-type: none"> 1. Able to be more resilient managing difficult tasks. 2. More aware of elements in their lives that they can manage for more positive energy. 3. More aware of the activities that make them more proactive. 		
Materials needed for the activity	A4-paper Pens		
Content	The participants should create new personal routines utilising the concepts that they		

	have learnt from Covey's theory during the abstract conceptualisation. They should aim to include as many energy givers as possible in their schedule whilst managing difficult tasks and finding positive solutions. Build their activities in their circle of influence and identify proactive solutions for your areas of concern. Therefore, this routine should be high in energy and encourage proactivity.
Activity	<ol style="list-style-type: none"> 1. The facilitator will instruct the group to plan a daily/weekly routine including as many energy givers as possible and focus more on activities in their circle of influence. 2. Give participants 10 minutes to plan their daily/weekly routine. The routine should include as many energy givers as possible in order to format a schedule which is the most energising. 3. Ask the participants to reflect on the activities they listed. How many lie within their circle of influence and circle of concern? What can they do to change this if they need to? 4. Ask if there are any participants willing to share the results of the exercise. 5. The trainer should facilitate the group discussion with the assessment questions listed in the next section.
Assessment	<p>Participants will discuss their adapted routine with their peers in order to grasp whether they have sufficient energy givers scheduled in and whether they were able to increase their circle of influence and improve management of their circle of concern.</p> <p>How did it feel doing the exercise?</p> <p>How easy/difficult was it to reschedule?</p> <p>Will they be utilising this theory in their daily life?</p>

Module 3 – TAKE NOTICE

TOPIC 2 – ASKING THE RIGHT QUESTIONS

Objectives of Module Take notice

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

1. take notice of their own strengths as managers and build on these skills.
2. take notice of the strengths of their co-workers and build on these skills.
3. use the tools of the module with their team in order to address potential challenges in the team.

Objectives of Topic Asking the right questions

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

1. reflect on the importance of mindful communication
2. be aware of the way they communicate in their team
3. be aware of different communication styles and how these can be used effectively in their professional and personal lives

Activities

Kolb cycle D	• D/1 – Neuro-linguistic programming
	• D/2 – Back to back communication
	• D/3 – Meta model exercise
	• D/4 – Group discussion on back to back communication
Kolb cycle E	• E/1 – Coleman Raider Reframing Formula
	• E/2 – Coleman Raider in practice
	• E/1 – Coleman Raider concrete experience
	• E/1 – Group Discussion on the Coleman Raider Reframing Formula
Kolb cycle F	• F/1 – Ladder of Inference Theory
	• F/2 – Relating to Ladder of Inference
	• F/3 – Ladder of Inference Concrete experience
	• F/4 – Ladder of Inference Reflection

Activity D/1 – Neuro-linguistic programming

Phase	Abstract conceptualisation	Time	About 30 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. understand the main idea behind NLP 2. ask NLP questions 		
Materials needed for the activity	NLP questions handout		
Content	<p>The NLP Communication model is also referred to as the Meta Model of NLP</p> <p>The way we experience the world through our senses (for example, what we see, smell or hear) is filtered through our past experiences and affects our behaviours.</p> <p>The NLP Meta Model describes the way that when people speak, three processes happen naturally: deletion, distortion and generalisation. This allows us to explain our experiences in words more easily – otherwise we would be very long winded!</p> <p>Three tables available in annex.</p>		
Activity	<ol style="list-style-type: none"> 1. Present Neuro-linguistic programming 2. Handout the NLP questions to the participants and discuss it with them 3. As part of assessment ask participants do role play in pairs 		
Assessment	Ask participants to work in pairs and based on the NLP handout have a role play. One participant should share a fictional or real issue they have related to stress management and well-being at work. The other participant should ask NLP questions based on the examples.		

Annex I

Distortions – changing meaning

Surface Structure	Question/ Deep Structure	Outcome
Mind Reading (Knowing someone's internal state – but not saying how) For example, "She doesn't like me."	➤ How do you know she doesn't like you?	Recovers the source on information
Lost Performative (Value judgements – where the person doing the judging is left out) For example, "It's bad to be rich."	➤ Who says it's bad? ➤ According to who? ➤ How do you know it's bad?	Gathers evidence criteria Recovers missed info
Cause – Effect Where cause is wrongly put outside self For example, "He makes me mad."	➤ How does what he's doing cause you to choose to feel mad? ➤ Or – how specifically?	Recovers choice

Complex Equivalence Two experiences are interpreted as being synonymous For example, "She's always yelling at me, she doesn't like me."	<ul style="list-style-type: none"> ➤ How does her yelling mean she doesn't like you? ➤ Have you ever yelled at someone you like? 	Gives a counter example
Presuppositions For example, "If my husband knew how much I suffered, he wouldn't do that."	<ul style="list-style-type: none"> ➤ How do you choose to suffer? ➤ How is he reacting? ➤ How do you know he doesn't know? 	Put back at cause What does he do? Bust the mind-read

Generalisations

Universal Quantifiers All, every, never, everyone, no-one etc. For example, "He never talks to me."	Exaggerate the universal quantifier and find counter examples... <ul style="list-style-type: none"> ➤ Never? ➤ What would happen if he did? 	Recover counter example – effects outcome
Modal Operators For example, "I have to work hard, or "I can't stop smoking."	<ul style="list-style-type: none"> ➤ What would happen if you didn't? ➤ ...Or? ➤ What prevents you? ➤ What would happen if you did? 	Recover effects/outcome Recover causes

Generalisations are important – they are similar to stereotypes – we need them to make sense of the world.

Deletions

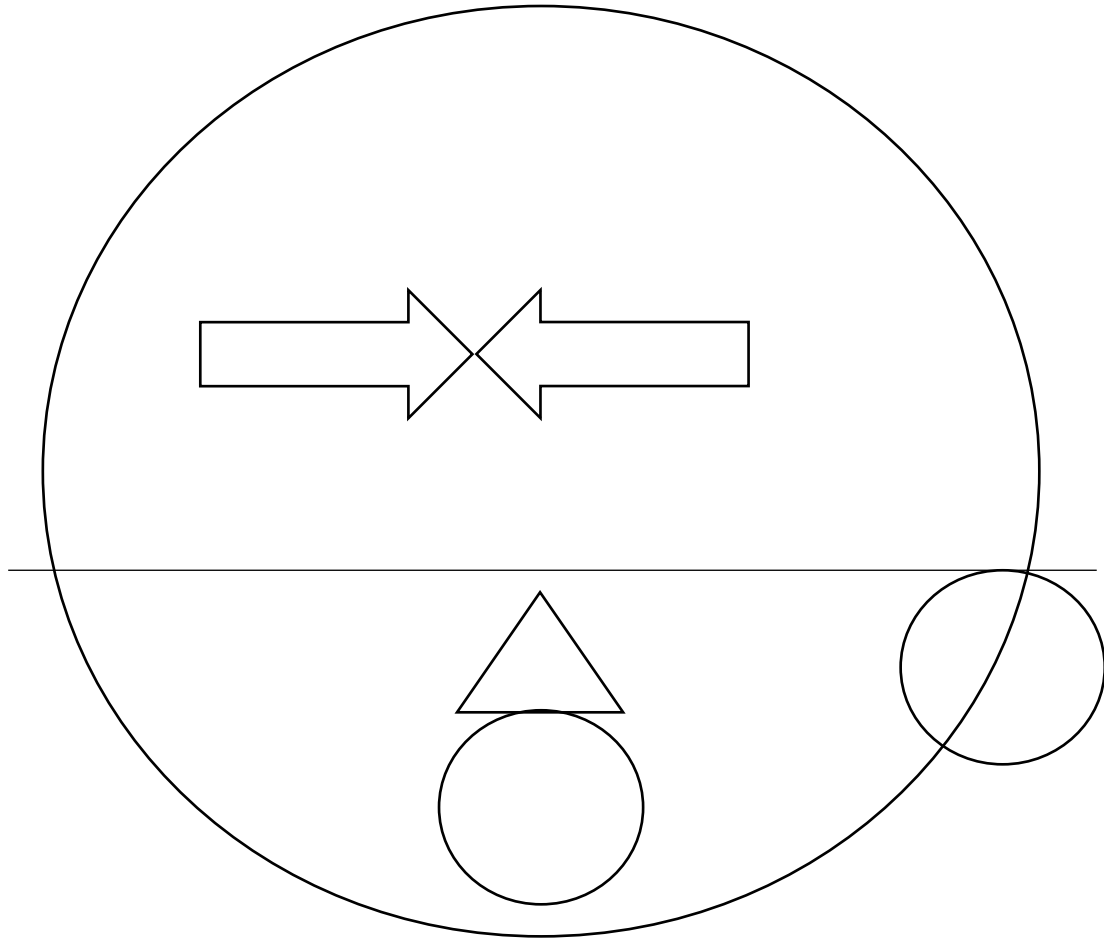
Nominalisations: Process words, verbs turned in to nouns For example, "We have a problem with our communication."	<ul style="list-style-type: none"> ➤ Who's not communicating what to who? ➤ How would you like to communicate? 	Turns the verb back in to a process, recover the deletion.
Unspecified Verbs: For example, "He rejected me."	<ul style="list-style-type: none"> ➤ How specifically did he reject you? 	Specify the verb
Comparative Deletion: For example, "That's expensive!"	<ul style="list-style-type: none"> ➤ Compared to what? 	Recover comparison

Deletion is also referred to as selective attention. We leave out key details to improve our efficiency. However, this can cause a problem when we get into the habit of always deleting certain information, for example, always paying attention to criticisms and not taking note of compliments. Being aware of deletions can also help us to better clarify issues in communication.

Activity D/2 – Back to back communication

Phase	Active experimentation	Time	About 25 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. convey their message clearly in their communication 2. listen carefully to details 		
Materials needed for the activity	Pen, pencil, a simple image (handout)		
Content	This activity focuses on the importance of effective communicating. At the workplace managers often delegate tasks to their team by giving instructions and may also receive tasks from their line managers. It is very important to clearly communicate the message we want to convey and also listen carefully to all details. This exercise helps practice effective communication.		
Activity	<ol style="list-style-type: none"> 1. Divide the participants in pairs 2. Ask them to sit back to back 3. Give one participant the handout (picture) and the other participant blank paper and pens 4. Ask the participant with the handout to describe the photo as clearly as possible, while the other participant needs to draw it (The person who draws the picture cannot ask questions. If you have enough time, you can have a second round with a different photo when participants are able to ask questions. Afterwards it can be discussed how different that experience was.) 		
Assessment	Reflect on participants experience: How did it feel doing the exercise? Was it difficult to give very clear instructions? How did it feel not being able to ask questions?		

Annex I – Back to back communication handout



Activity D/3 – Meta model exercise

Phase	Concrete experience	Time	About 10 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. use the NLP model in practice 2. reflect on how they phrase their sentences to themselves or to others 		
Materials needed for the activity	Pens, meta model handout		
Content	Meta model handout <ol style="list-style-type: none"> 1. Look at the following phrases and jot down some of the statements you've made in the last week (to yourself as well as to others) that start with these words: 		

	<ul style="list-style-type: none"> • 'I always. . .' • 'I must. . .' • 'I should. . .' • 'I never. . .' • 'I ought to. . .' • 'I have to. . .' <p>2. Now stop.</p> <p>3. Go back to your list and for each statement ask yourself three questions:</p> <ul style="list-style-type: none"> • 'What would happen if I didn't. . . ?' • 'When did I decide this?' • 'Is this statement true and helpful for me now?' <p>4. Review your list in the light of the questions you asked.</p> <p>5. Create a revised list for yourself that replaces the words 'always', 'must', 'should', 'never', 'ought to', and 'have to' with the words</p> <ul style="list-style-type: none"> • 'I choose to. . .' <p>By completing this exercise you're examining some of the types of generalisations that you make (which NLP calls modal operators – as in 'should', 'ought to', and 'have to' – and universal quantifiers – as in 'always' and 'never'. Then, in step 3, you ask the Meta Model questions to explore options for yourself. By revising the statements in step 5, you put yourself back in control of your own decisions and behaviour.</p>
Activity	<ol style="list-style-type: none"> 1. Give each participant a Meta Model handout 2. Tell participants that in this exercise they will use the theory they learned about in Abstract conceptualization in practice 3. Ask participants to complete the handout 4. Discuss the outcome of the activity
Assessment	<p>How did it feel doing the exercise?</p> <p>How easy/difficult was to rephrase the statements?</p>

Activity D/4 – Group discussion on back to back communication

Phase	Reflective observation	Time	About 20 minutes
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. reflect on how effectively they communicate 2. be aware of how they communicate 		
Materials	Handouts from the previous exercises		

needed for the activity	
Content	Ask the group to reflect on their experience doing the back to back communication. How did it feel to only be given instructions and not be able to ask questions? Ask them to reflect on NLP and whether they feel it will help them to convey their message more easily and clearly. If there is time, as part of the discussion you can do the exercise with them again, and this time they are allowed to ask questions. It helps them compare the two experiences, and differences in the exercises.
Activity	<ol style="list-style-type: none"> 1. Ask participants to reflect on how it felt doing the back to back communication exercise 2. Discuss how the NLP model and the meta model exercise made them more aware of how they communicate
Assessment	Assessment is part of the group discussion.

Activity E/1 – Coleman Raider Reframing Formula

Phase	Abstract conceptualisation	Time	About 30 minutes
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Understand the core concept of the Coleman Raider Reframing Theory 2. See the benefit of generating cooperative orientation towards conflict. 3. Understand the benefits of reframing conflict as a shared problem. 		
Materials needed for the activity	<ul style="list-style-type: none"> - Handout with the Coleman Raider Reframing Formula diagram. - Handout/PPT slide containing the information in the 'content' section (optional). 		
Content	<p>The Coleman Raider Reframing Formula is a useful tool to use during conflict resolution.</p> <p>The Coleman Raider Reframing Formula was developed by Ellen Raider and Susan W. Coleman in the 1980s to develop a model for mediation that will facilitate the understanding of all parties' perspectives and needs in order to reach a shared, good solution for all involved.</p> <p>Below we will present the most important implications of the theory:</p> <p>Cooperative Orientation</p> <ul style="list-style-type: none"> • Constructive conflict resolution requires cooperative (win-win) orientation in order to bring about positive results. • Competitive (win-lose) orientation will hinder constructive resolution. • Cooperative orientation is best maintained when it is supported by everyone in the workplace. • Managers wanting to facilitate a cooperative approach to conflict must not only educate the employees on this but also other managers and supervisors within the organisation, so that everyone's actions reflect the win-win attitude. 		

	<p>Reframing</p> <ul style="list-style-type: none"> • Reframing is about changing the narrative around the conflict. • It turns the conflict into a mutual, shared problem that needs to be resolved. • By making it a shared problem, it inherently requires the agreements reached to satisfy the needs of all parties involved. • This will facilitate cooperative behaviour and win-win orientation towards the conflict. <p><i>Source: Deutsch, Coleman and Marcus – The Handbook of Conflict Resolution (2006)</i></p> <p>Diagram of Coleman Raider Reframing Formula in annex.</p>
Activity	<ol style="list-style-type: none"> 1. Present the Coleman Raider Reframing Formula 2. Hand out the diagram of the Coleman Raider Reframing Formula to participants. The Facilitator should prompt discussion on the ideas discussed.
Assessment	<p>Ask participants to explore the concept, including:</p> <ul style="list-style-type: none"> - The advantages and possible disadvantages of a collaborative approach to conflict. - The advantages and possible disadvantages of reframing conflicts into shared problems.

Annex I

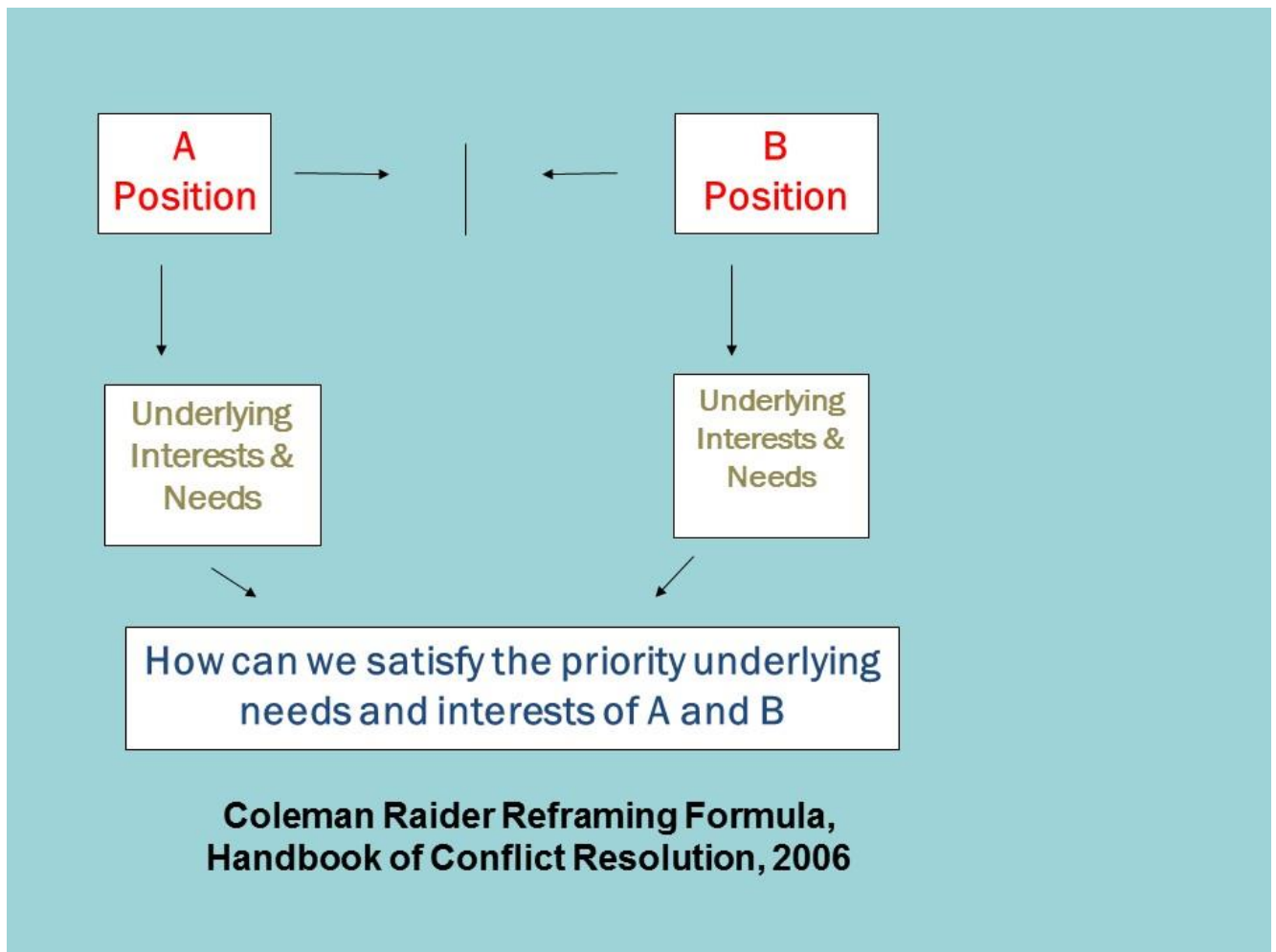


Image source: Consensus Mediation (2017) *Trying to resolve conflict? Are you asking the right question?* <https://www.consensusmediation.ie/trying-resolve-conflict-asking-right-question/>

Activity E/2 – Coleman Raider in practice

Phase	Active experimentation	Time	About 20 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Apply the Coleman Raider Reframing Formula to the workplace scenario below. 2. Identify the underlying needs of Emily and Richard and the issues that present themselves. 3. Reach a solution for Emily and Richard and work out how they can help each other moving forward. 		
Materials needed for	Pen, paper, worksheet (Annex I).		

the activity	
<p>Content</p>	<p>In this activity, participants will be able to explore the formula by applying it to a scenario involving fictional characters. This should allow them to approach the scenario with an objective mind and be better able to see the benefits of the entire process.</p> <p>Set the following scenario for the participants:</p> <p>A manager is leading a mediation session between two of their employees: Emily, who works in finance, and Richard, who works in marketing. Emily and Richard work together on many projects, so the manager is keen to solve this dispute as soon as possible. Recently, it has become impossible for Emily and Richard to work together due to this dispute, which is beginning to have an impact on the rest of the team.</p> <p>Source: Raider and Coleman (1988) – Collaborative Negotiation Skills Training: Stages of Negotiation</p>
<p>Activity</p>	<ol style="list-style-type: none"> 1. Hand out the worksheet (table in Annex) I to participants. 2. Ask them to get into groups of 3 or 4 and discuss the above scenario, step by step, outlining the correct course of action using the worksheet. 3. Participants should consider each stage from the perspectives of Emily, Richard and the mediator (the manager).
<p>Assessment</p>	<p>Following the activity, invite participants to engage in a discussion, including:</p> <ul style="list-style-type: none"> - How they approached each stage. - What were the key areas for potential difficulty? - What would they do differently, if they were to mediate this situation themselves.

<i>me look bad!"</i>	
<p>3. Reframing and Prioritising Issues</p> <p>Reframing – For single issues, try to reframe the problem into a joint problem to be solved.</p> <p>Identifying and prioritising issues – In complex disputes with multiple issues, you will need to break it up into smaller, manageable issues. Try to maintain neutrality when deciding these.</p> <p>Prioritise the issues, and start by negotiating the easiest first. For each issue, try to identify the underlying needs and reframe it before continuing the problem-solving process in the next stage.</p>	<p>Should the problem be broken up into multiple, smaller issues? How should the manager prioritise this?</p>
<p>4. Problem-Solving and Reaching Agreement</p> <p>Problem solving – All parties should engage in the brainstorming stage by exploring several possible solutions. Maintain a climate of collaboration by using a flip chart to generate ideas (create a shared space for thoughts).</p> <p>Focus on generating a quantity of ideas without discussing them too much in depth, this will allow them to explore multiple ideas.</p> <p>In this creative problem-solving process, there is no such thing as a 'stupid' idea. Keep an open mind and allow repetition, this might lead to a different variation of an idea or stronger emphasis on an idea.</p> <p>Encourage parties to keep generating ideas after the first rush. Sometimes the best ideas follow a moment of silence!</p> <p>Reaching agreement – Unpack the ideas to find the optimum solution for both parties.</p>	<p>How should the manager approach the brainstorming session?</p> <p>What possible bargaining chips could the manager use? How can Emily and Richard help each other?</p>

By remembering the underlying needs, you should be able to reach a solution that will satisfy both parties.

Are there any 'bargaining chips' (ways in which the parties can help one another)? By discovering these during collaborative negotiation, you will not only solve the current issue but pave the way for a stronger working relationship and prevent further conflict!

Source: Raider and Coleman (1988) – **Collaborative Negotiation Skills Training: Stages of Negotiation**

Activity E/3 – Coleman Raider concrete experience

Phase	Concrete experience	Time	About 45 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Apply the Coleman Raider Reframing Formula to a real-life conflict situation from a manager's perspective. 2. Identify others' underlying needs from their positions stated. 3. Understand the benefits of reframing employee problems into a shared goal. 		
Materials needed for the activity	Pens, paper and worksheet (Annex I).		
Content	Use the Coleman Raider Reframing Formula to explore an issue that you have come across as a manager. By applying the theory to your own experiences, you will gain a better knowledge of the theory and how to implement it with employees in the future. Note to facilitator: Participants should receive less guidance in this stage as they try to implement what they have learnt in the previous stages. The formula: <ol style="list-style-type: none"> 1. Ritual Sharing Stage 2. Define the issues 3. Reframing and Prioritising Issues 4. Problem-Solving and Reaching Agreement 		
Activity	<ol style="list-style-type: none"> 1. Get into groups of around 3 for roleplay activity (mediator + 2 employees). 2. Now use the Reframing Formula in Annex I (without examples) and roleplay this scenario in groups. 3. Participants should come up with the scenarios themselves from their own experiences. 		

	4. Participants should rotate roles, so that each participant is able to play the mediator role at least once.
Assessment	Participants should feedback to the group on: <ul style="list-style-type: none"> - Examples of what worked well and what didn't go well. - How they will approach the Reframing Formula next time.

Annex I

The Negotiation Process: The Four Stages

Use the 4-stage process below to break down the conflict into smaller, manageable stages. You must complete a stage before moving onto the next one, in order to ensure effective conflict resolution!

The stages & how to implement	Your actions
1. The Ritual Sharing Stage This stage is about building a rapport with those involved – do not skip this stage! You should try to understand more about the parties involved, including their values and interests. This will help collaborative negotiation later.	
2. Define the Issues Positions – Each party should state their opening position/demand. This will be useful as it frames the negotiation process. Needs/interests – You should try to identify the needs that underlie their position . This can be tricky – people are often not aware of their underlying needs. It is only by satisfying these needs that a positive conclusion can be met.	
3. Reframing and Prioritising Issues Reframing – For single issues, try to reframe the problem into a joint	

<p>problem to be solved.</p> <p>Identifying and prioritising issues – In complex disputes with multiple issues, you will need to break it up into smaller, manageable issues. Try to maintain neutrality when deciding these.</p> <p>Prioritise the issues, and start by negotiating the easiest first. For each issue, try to identify the underlying needs and reframe it before continuing the problem-solving process in the next stage.</p>	
<p>4. Problem-Solving and Reaching Agreement</p> <p>Problem solving – All parties should engage in the brainstorming stage by exploring several possible solutions. Maintain a climate of collaboration by using a flip chart to generate ideas (create a shared space for thoughts).</p> <p>Focus on generating a quantity of ideas without discussing them too much in depth, this will allow them to explore multiple ideas.</p> <p>In this creative problem-solving process, there is no such thing as a ‘stupid’ idea. Keep an open mind and allow repetition, this might lead to a different variation of an idea or stronger emphasis on an idea.</p> <p>Encourage parties to keep generating ideas after the first rush. Sometimes the best ideas follow a moment of silence!</p> <p>Reaching agreement – Unpack the ideas to find the optimum solution for both parties.</p> <p>By remembering the underlying needs, you should be able to reach a solution that will satisfy both parties.</p> <p>Are there any ‘bargaining chips’ (ways in which the parties can help one another)? By discovering these during collaborative negotiation, you will not</p>	

only solve the current issue but pave the way for a stronger working relationship and prevent further conflict!

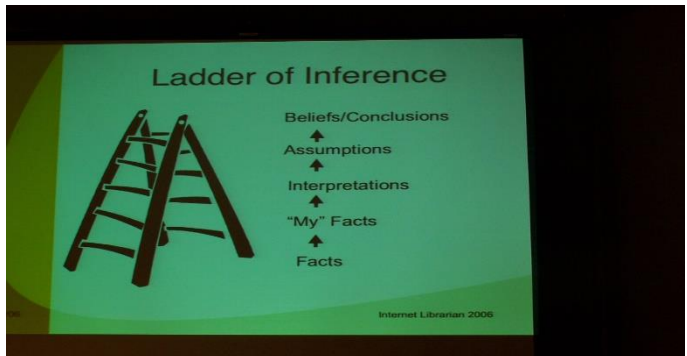
Source: Raider and Coleman (1988) – **Collaborative Negotiation Skills Training: Stages of Negotiation**

Activity E/4 – Group Discussion on the Coleman Raider Reframing Formula

Phase	Reflective observation	Time	About 20 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Identify what they learnt from the model. 2. Reflect on what was useful about this model. 3. Reflect on what is less useful – what are the limitations? 		
Materials needed for the activity	Handouts from the previous exercises.		
Content	<p>Ask the group to reflect on their experiences of using the Coleman Raider Reframing Formula. Prompt a group discussion on how they could incorporate this model into the workplace – what would work and what wouldn't work?</p> <p>How did it feel to play the role of the employee in the mediation session?</p> <p>How easy was it to find 'common ground' and a 'shared problem'?</p>		
Activity	<ol style="list-style-type: none"> 1. Ask participants to reflect on the mediation exercise. 2. Discuss the Reframing Formula and how it has allowed them to see the underlying needs of employees and to turn negatives into a positive, by fostering better working relationships. 		
Assessment	Discussion and reflection from the participants will demonstrate their level of understanding of the model.		

Activity F/1 – Ladder of Inference Theory

Phase	Abstract conceptualisation	Time	About 20 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Understand the basic theory of Ladder of Inference 2. Understand when the Ladder of Inference can be used in communication 		

Materials needed for the activity	-
Content	<p>Chris Argyris (1970), a former professor at Harvard Business School, developed the framework for The Ladder of Inference which looks at the data or information that we have which impacts on our beliefs that can sometimes be the result of misinterpretation. What we often see as fact or real is not always correct. The Ladder of Inference helps us to challenge our own beliefs and misconceptions. It can help us to reach resolution in difficult or challenging situations. The framework also helps to encourage reflection and a more positive way of communicating our feelings whilst understanding the feelings of others.</p>  <p>This Photo by Unknown Author is licensed under CC BY-SA-NC</p>
Activity	<p>Presenting the theory For example: Have you heard of The Ladder of Inference before? Have you used The Ladder of Inference before to aid communication? How could you use The Ladder of Inference to aid communication?</p>
Assessment	Assessment by group discussion and practice

Activity F/2 – Relating to Ladder of Inference

Phase	Active experimentation	Time	About 20 minutes
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Recognise breakdown in communication 2. Recognise when to use The Ladder of Inference 		
Materials needed for the activity	-		

Content	<p>An example of using the ladder of inference in a difficult situation could be if your partner was continually doing something that was upsetting you and causing arguments or friction in the relationship. Before going in to the argument phase you may choose to use the <i>Ladder of Inference</i> approach. Your partner continually arrives home late and does not give you a reason (fact). “My” fact or belief is that he does this on purpose and my interpretation is that he also does this on purpose to cause annoyance. The assumption is that he is totally aware of how this is causing annoyance. His reality is that he often misses the bus due to working late and then as he knows you will be annoyed he calls to see a friend to talk about the day’s work stress, knowing that you will already be angry – so he is therefore delaying the confrontation. The 2 realities, interpretations and assumptions are very different and there has been a breakdown in communication.</p> <p>Using different approaches to the communication helps each partner to understand the <i>reality</i> of the other person.</p> <p>Thinking about the above example, what communication style could you use to resolve this situation</p> <ol style="list-style-type: none"> Passive Assertive Aggressive <p>In addition what communication would support each person involved to understand the facts for both sides of the story and to break down assumptions and misconceptions?</p>
Activity	<ol style="list-style-type: none"> Learners read the given example In pairs analyse the text in the given example Learners discuss the communication styles Learners discuss how The Ladder of Inference could be used for a better outcome
Assessment	<p>Tutor to facilitate the paired discussion which will then lead in to a whole group discussion.</p>

Activity F/3 – Ladder of Inference Concrete Experience

Phase	Concrete experience	Time	About 20 minutes
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> Use the Ladder of Inference for own managerial practice Challenge our own beliefs, misinterpretations and misconceptions 		
Materials needed for the activity	-		
Content	<p>Working in pairs, each participant thinks of an example in their work experience as a manager when communication has broken down or been stuck in a cycle of negativity.</p>		

	Describe the situation and what were the results?
Activity	<ol style="list-style-type: none"> 1. Introduce the activity 2. In pairs learners work to use The Ladder of Inference 3. Trainer facilitates the group to explore their own misconceptions, assumptions and misinterpretations
Assessment	The trainer assesses through observation and question and answers

Activity F/4 – Ladder of Inference reflection

Phase	Reflective observation	Time	About 20 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Learners reflect on their communication skills 2. Learners reflect on ways they could improve their communication skills 		
Materials needed for the activity	-		
Content	Thinking about the previous activity, if you were in that situation again what would you do differently? Reflecting on the Ladder of Inference how could you resolve the situation for a more positive outcome?		
Activity	<ol style="list-style-type: none"> 1. Learners work in pairs to discuss alternative ways of addressing the breakdowns in communication examples and write reflective notes 2. Tutor facilitates discussion 		
Assessment	Tutor assesses by observation and question and answers.		