INSPIRE

SOCIAL LEADERSHIP

Overview of the module

LESSON 01

Communicating as a leader

1. Select and utilize the most appropriate social networks for my organization and transform simple messages into high value-added content.
2. Master the theory and practice of active listening and assertiveness techniques to express my thoughts, desires and feelings clearly, politely and firmly in every situation but always keeping in mind the principle of empathy.

LESSON 02

Leading a social organization

3. Identify and differentiate the elements of the organization that must remain from those that must be changed and transformed, whether it is the organizational culture, tasks, functions, attitudes or vertical/horizontal structure.
4. Appreciate the importance of defining roles in the organisation and experiment first-hand with the role of charismatic leader to involve a whole team and achieve positive relationships between them.

LESSON 03

Co-creation and cross-pollination

5. Make use of all the creativity techniques I know and acquire new ones to build an open collaborative culture and thus create new networks and interactions both inside and outside the organization.

LESSON 04

My personal path as a leader

6. Outline and implement the cognitive mechanisms of intrinsic and extrinsic motivation and know how to apply them both in myself and in my colleagues.
7. Develop a positive narrative in which negative events are transformed into opportunities for both my own career and that of the organization.

Suggested time for the whole Module: 21 hours and a half.

LESSON 01

Lesson Objectives:

1. Select and utilize the most appropriate social networks for my organization and transform simple messages into high value-added content.
2. Master the theory and practice of active listening and assertiveness techniques to express my thoughts, desires and feelings clearly, politely and firmly in every situation but always keeping in mind the principle of empathy.

ACTIVITY 0. FLAGS. AN INTRODUCTORY AND WARM-UP ACTIVITY

Intended Learning Outcomes:

1. Identify personal traits and share them with the rest of the group with an open and welcoming attitude.

30 minutes

Sheets of paper, crayons, markers and paints.
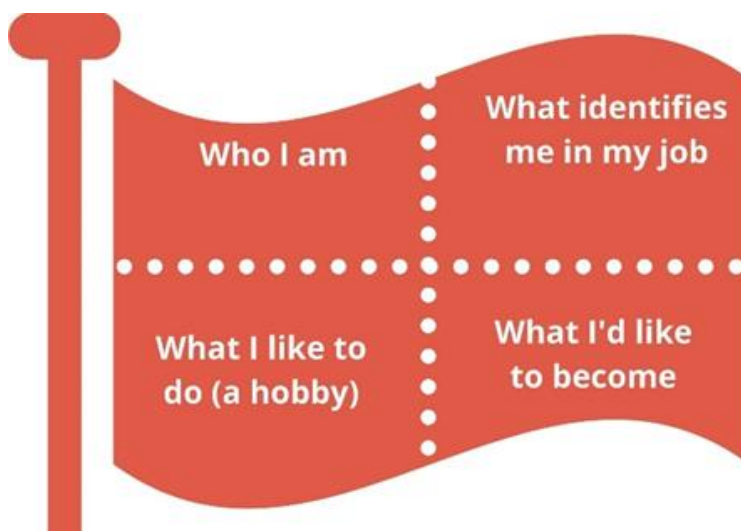
LECTURER ACTIVITY

Before starting with any activity and after explaining the objectives of the project, facilitator gives the "Reflection booklet" (APPENDIX II) to each of the learners. In addition, it is explained that each of the sections contains some questions for reflection related to each of the modules we are going to work on during the sessions. After the activities, the facilitator will remember that they have some extra questions to reflect on. These questions are not extra tasks, but it is recommended to spend a few minutes in the breaks or even at the end of the day to work on them.

"Flags" is a get-to-know-you activity, helping people express what is important to them or more about themselves.

The facilitator asks the learners to draw a flag which contains some symbols or pictures describing who they are, what their professional identity is, whether it corresponds to what they studied, whether they are dedicated to what they believed in when they started their studies or their career path, what role they play in their organization, at what stage in their career they are, what's important to them nowadays (facilitator may choose depending on the profiles of the group. We propose the items indicated in the picture below).

Each flag is divided into 4 or 6 segments. It is important to stress that the facilitator should make it clear that the learners should draw something related to each of the 4 instructions given. Sometimes they may not feel inspired to draw something, or they may say that they do not have enough skills to draw something. It is important to force this ability a bit, so that the learners can imagine something graphic.

Facilitator give everyone 15 minutes to draw their flags. Ask some of the group to share their flags and explain the meaning of what they drew.

LEARNER ACTIVITY

The learner is expected to be able to show, in the established time, features of his or her personal identity through drawings. He/she is also expected to be able to share them verbally with the rest of the participants to start getting to know each other. The exercise is intended as an initial step to create a positive working environment and a learner-friendly attitude for further learning.

LINKS TO OBJECTIVE

Link for the facilitator to further information about building self-identity:

https://www.researchgate.net/publication/42798209_What_is_identity_A_sociological_perspective

ACTIVITY 1. REFRESHING EVERYTHING I KNOW ABOUT LEADERSHIP

Intended Learning Outcomes

2. Discover the group's collective knowledge by seeing what is common and what is different among group participants.
3. Explore and identify traits of my personality as a leader now and throughout my life journey.

90 minutes
First part: 30 minutes
Second part: 60 minutes

Classroom with plenty space with chairs and tables removed; cards from appendix I and a white board to write conclusions.

LECTURER ACTIVITY

First part: depending on the number of participants, two or three teams are made. Without speaking, they will have to use their bodies and nothing else to pretend they are a machine. The facilitator will secretly assign each team a different machine. It can be any object that has easily identifiable parts and movement: a locomotive, a pressure cooker, a washing machine, a small plane, etc.

The team has to organize itself to build the machine that has been assigned to them and the other teams will have to guess in a short time which machine they are. Then each team will have to decide **who has been the best leader/leaders** and decide why. They will also explain what could have been improved to achieve the objective. How do you think this is applied to real tasks? What difficulties have you faced? Do you think words would have made the task easier?

Second part: We are going to focus now on the competence of self-knowledge, so that learners find out what roles they identify with and what they know about themselves. In order to finish the task and in the same teams, we will work with leadership cards and according to the theory of Benne and Sheats. This theory will be used as a tool to facilitate the learners the self-identification and to make the roles clearer. Each of the participants is given a card or an overview with the two different role categories and their explanation (see Appendix I).

- Task roles: Initiator/Contributor, Information Seeker, Information Giver, Opinion Seeker, Opinion Giver, Elaborator, Co-ordinator, Orienter, Evaluator/Critic, Energizer, Procedural Technician, Recorder.
- Personal and social roles: Encourager, Harmonizer, Compromiser, Gatekeeper/Expediter, Observer/Commentator, Follower.

1. Three columns are drawn (one or two of each category). Each learner has to write and identify in their portfolio some of these role categories

I currently act as...	According to my current capabilities and needs (in my organization) I could eventually act as a...	Roles that I would find very difficult to learn, almost impossible

It is essential not to identify roles with the verb to be, since it takes away the possibility of change.

2. There is a third category analysed by Benne and Sheats. It is quite likely that each of us will act partially with one of these dysfunctions at some point of our lives. It depends on our character but also on our state of mind or situation during a given moment. Do the same as in the previous exercise. If you identify another disruptive role that the authors have not identified, please include it as well.

Dysfunctional or individualistic roles: Aggressor, Blocker, Recognition Seeker, Self-Confessor, Disrupter/Playboy or Playgirl, Dominator, Help Seeker, Special Interest Pleader *Let's add another possibility which is the "invisible". He does not participate much, maybe because of insecurity or because he thinks his opinion is not good enough. He does not hinder the dynamic but he does not contribute anything either. It is likely that, when placed alongside an "encourager" role, he can transform his role.*

Now or at some point in my career I have acted as...	This attitude may have caused consequences such as...

It is explained that this initial analysis must be kept close and available during the next activities. It is an open document in which they will introduce notes as we progress in the activities.

How easy was it for you to identify yourselves? How often do you spend time analyzing yourselves? Do you do this in your organization? Which items have been most difficult for you?

STUDENT ACTIVITY

All participants are expected to be progressively involved in the activities. This first activity is to warm up and get to know each other. It is also expected that they reflect on the issues they have worked on and that they do the voluntary activity for a better performance of the session.

For learners interested in expanding their knowledge of leadership roles we highly recommend two books:

- Sinek, Simon: Start with Why: How Great Leaders Inspire Everyone to Take Action.
- Goleman, Daniel. Leadership: The Power of Emotional Intelligence Kindle Edition.

If someone wants to have a broader perspective of the roles from a psychology point of view, they can find more information at: https://psycnet.apa.org/record/1999-13879-001

At the end of the lesson, learners are reminded to fill in the Reflection Booklet.

LINKS TO OBJECTIVE

Mulder, P. (2019). Benne and Sheats Group Roles. Retrieved [20th May] from ToolsHero: https://www.toolshero.com/leadership/benne-sheats-group-roles/

OTHER

As an alternative activity the facilitator can do a reflection or brainstorming with the group of learners about reference leaders who they have, what skills these leaders have, and why they consider them as leaders.

ACTIVITY 2. HOW TO USE SOCIAL MEDIA IN MY ORGANIZATION

Intended Learning Outcomes

4. Identify the most appropriate social networks for the organization I lead and use the appropriate tools to communicate its message and purpose.

5. To know how to adapt the figure of the "influencer" to my organization in order to strategically position it in digital marketing.

6. To be able to choose, classify, filter and synthesize relevant and pertinent information in a critical and systematic way for my organization.

7. Create content that provides real added value for others: go beyond simply sharing.

90 minutes

Cardboards, post-its and colored markers.
Computers or mobiles with an Internet connection.

LECTURER ACTIVITY

Now that we know each other better, we'll redo the original teams if necessary, so that they're balanced according to roles. Participants themselves will be asked to share their thoughts on how to balance these teams. Ideally, we should have two or three teams of about four people.

First part: The facilitator will have several cards with the name of the Third Sector organizations in their country. These will be large, well-known organizations. Each team will have to choose one of these cards randomly.

The task will be to make an analysis of the social networking strategy through the **design of infographics**. The result of this infographic has to be a compilation of good practices (based on a real experience, we make a generalization of how it should be). They should be based on Internet research of the platforms they use (web, LinkedIn, Twitter, etc.). This infographic must contain at least:

1. Mission and goals. Where are they located on the web? Are they clearly expressed?
2. Target analysis. Who are they? Where are they? What platforms do they use? Identify direct stakeholders and secondary stakeholders.
3. Features given to each of their social networks. Differences and similarities.
4. What kind of content do they share? Try to classify it into three or four types of content.
5. Any suggestion for improvement.

Once learners finish their infographics they present and comment on them. **Questions for discussion**:

- Do you think this organization is known by everyone? Why yes/no? Is it good that everyone knows the organization? How do you think it is achieved?

- Do you know about "influencer marketing"? Do you think it can be applied to your organisations? Do any of the organisations you have analysed present famous people? Describe the main features of influencer marketing if they are not known.

At the end, the learners take 5 minutes to discuss within their teams the possible advantages and disadvantages of this type of marketing. Once they have discussed and share their insights, the whole group will share their conclusions with the facilitator.

STUDENT ACTIVITY

This activity requires advanced analytical skills. Students are expected to compensate any lack of knowledge they may have on this subject by sharing information among the team or simply being able to look up what they don't know on the Internet.

The infographic tool offers the opportunity to organize the fragmented knowledge and to present it as a conclusion. The challenge is to summarize everything so that at a glance the knowledge can be captured.

Those teams that do not manage to move forward as fast as the others should be supported by offering advice on how to prepare the theory for infographics through post-its, and about how to organize the information that they analyze on the organizations' websites. The facilitator must walk around the teams' tables to watch and support with insights.

At the end of the lesson, learners are reminded to fill in the Reflection Booklet.

LINKS TO OBJECTIVE

An article about **"How to create an infographic":** https://www.canva.com/learn/how-to-create-an-infographic-design/ or if the facilitator prefers to play a **short video**: https://www.youtube.com/watch?v=nLxQAa5Sras

Some extra material - articles to go deeper into digital marketing after the activity:

- https://www.forbes.com/sites/forbesnonprofitcouncil/2018/04/05/seven-tips-for-nonprofits-looking-to-leverage-influencer-marketing/
- https://sproutsocial.com/insights/influencer-marketing/
- https://digitalmarketinginstitute.com/blog/6-digital-marketing-strategies-for-non-profits-corporate

OTHER

This activity should be adapted to the third sector organizations of each country. There are two different ways to do this activity:

1. You can assign each team a social network and two or three organizations to compare them,
2. Or each team can be assigned an organization to study all their social networks in depth.

Material to be prepared beforehand: A Prezi or Powerpoint presentation with a slide including an infographic of the stages of a suitable marketing strategy and another slide with the features of influence marketing. Facilitators should be prepared to explain the theoretical part of this activity, just in case the group they are working with does not know about it. Participants interested to explore more on the topic and learn more about the social media and its influence on leadership can be recommended the following readings:

- https://www.spencerstuart.com/research-and-insight/why-social-media-is-a-leadership-must
- https://www.forbes.com/sites/johnkotter/2019/01/24/three-ways-social-media-make-you-a-better-leader/?sh=7ecc5cf7f82f
- https://www.canva.com/learn/social-media-for-nonprofits/
- https://www.sendible.com/insights/social-media-for-nonprofits

ACTIVITY 3. ME & STORYTELLING

Intended Learning Outcomes

120 minutes

8. Recognize and identify the power of my words and verbal and non-verbal expressions in interpersonal relationships with internal and external members of the organization.

9. To know strategies to improve and put into practice my communication skills adapted to the situation and to the different linguistic registers.

10. To apply storytelling as a technique to engage an audience, build empathy and access them emotionally.

Post-its, whiteboard, markers, paper sheets, wide space, camera or mobile phone to record.

LECTURER ACTIVITY

First part: A full course in communication skills would take weeks or even months. In this activity we are going to remember some basic notions and put into practice our personal way of communicating and have a space to self-evaluate and receive feedback from peers.

This activity is divided into two parts: a first theoretical part and a second practical part.

In the first theoretical part we will remember basic concepts of communication, etymology of the word according to our mother tongue, the classic communication model in which information is given in a unidirectional way and it is received passively (sender, receiver, message, channel, code), to a model of the language in use or pragmatic model.

Questions for initial discussion:

Do you remember what you learned in school? Did your education system teach public speaking? Where do you expect this would have been taught to you: primary school, high school, vocational school, higher education? What is communication? What elements come into play?

Are you familiar with Searle's speech acts? We explain Searle's work on speech acts and the importance of context.

What skills should a good storyteller master? Is it innate or learned? how do you think it is achieved? Does repetition of the same storytelling activity lead to improvement? What else can we do to improve?

Once the basic theory has been reviewed, we will explore other possible questions:

What have you learned about public speaking as an adult? How do you train? Do you have to do it often? What individuals, readings or experiences have helped you in your life?

The aim of this first part is to understand the complexity of mastering communication skills. Learners have to be wary of simplistic models and miracle formulas because speaking well is so difficult that it takes a lifetime to learn. It is a continuous process and cannot be learned overnight. It also depends on many factors. What is true is that practice without analysis of one's own and also of others does not help to improve.

That's why we're going to analyze ourselves here.

STUDENT ACTIVITY

1. **First**, in 5 or 10 minutes each learner is asked to write in his/her self-knowledge notebook a brief reflection on his/her way of expressing him/herself and speaking in public. There must be at least two positive aspects and one aspect to work on to improve (it doesn't matter what the learners write but there must be two positive aspects for each aspect to improve). This is kept for the end of the activity.
2. **Secondly**, we introduce the basic notions of storytelling. We remind that it is the oldest way of transmitting knowledge. The history of humankind has always been taught in the shape of stories. What began as myth later became human history. Throughout our lives create a story of who we are and we create stories of who others are. We create meaning and symbols to make sense of what happens to us. Before there was even writing, people told each other stories. It doesn't matter if those stories were imaginary or real. What's relevant is that they resembled life.

Stories are about connecting with our audience/listeners. The use of language, pauses and intonations exponentially increase the empathic effect. The stories that endure over time, the most memorable, are the universal ones. They generate empathy because they refer to realities that affect the entire humankind of any time. Men and women with whom we identify ourselves.

For the matter at hand, storytelling can be used to tell our personal story. Or it can even be adapted to the story of our organization, although it's not so easy to structure those successfully.

This storytelling technique combined with Joseph Campbell's **" The Hero's Journey "** model can be a powerful tool for self-knowledge.

The facilitator explains briefly the Hero's Journey and the 8 archetypes : the Hero, the Shadow, the Mentor, the Ally, the Threshold Guardian, the Herald, the Trickster, the Shapeshifter.

3. **Now**, we are going to work in teams of three people. The participants of each team are asked to briefly tell each other their professional careers. **Then they choose one of a team member's careers to build a narrative and to apply the storytelling technique.**
   It is important that they give it a certain degree of "literaturization" or fictionality (must be told as a story) but without going so far as to invent facts. They'll have 30 minutes to prepare it and they can only use the words and their body. Exceptionally, they may use a symbolic object (only one). They will not be able to write or draw anything on the blackboard.

Some tips for the activity:

- The main character cannot be an organization but an individual.
- The structure of the story is sequential: initial problem of the protagonist, solution, subsequent beneficial situation. The first challenge is for the hero, who is the one who must generate empathy. And the final situation: the hero achieves his objective. Happy ending.
- The memory needs help. The story can have a suitable character and respect the basic structure, but if it is not memorable, it does not achieve the intended effect. The titles, metaphors, the particularities of the character,

what is not said but is suggested... There are multiple resources to generate memories. The only unacceptable thing is irrelevance.

- Dialogue. Remember that the current scheme of communication is interactive. The roles change and the message is not only decoded but also re-signified. The recipient of the story is building a story from what he or she is hearing. Therefore, your story is also a conversation. We know that the principle of authority is in crisis so those who are going to tell the story do not have absolute control over it. You propose the story and others understand and recreate the meaning.

4. **While they are telling their story**, the rest of the participants will have to write down an assessment of each participant with elements they value positively and with others about their verbal and non-verbal expression to improve (proxemics, kinesics, pet words).

5. **Each staged situation should be filmed** with a camera or a mobile phone so that if someone wants to see themselves again and analyse their verbal expression they can do so.

6. **At the end** of each dramatization we give feedback to each learner with the slogan:

" **I liked (this) about you and I think I would improve (this) because maybe it would help you be a better storyteller** "

Those notes will be compared with the notes taken individually at the beginning to check if the perception they had before starting the activity matches what the other participants have shared.

We end with a final thought: Paul Watzlawick, an Austrian psychologist, proposed that "You can't not communicate".

Communication is inherent in life. All behaviour is a form of communication in itself, both implicitly and explicitly. Even being silent implies an information or message, so it is impossible not to communicate. Non-communication does not exist.

At the end of the lesson, learners are reminded to fill in the Reflection Booklet.

LINKS TO OBJECTIVE

First of all, if the facilitators are not familiar with the path of the hero, they can read a little more about it in the following links we propose. There is no need to read Joseph Campbell's extensive bibliography because it goes beyond the scope of this activity. There is a lot of material on the web that summarises his theory, and numerous videos on Youtube, for example:

1.   https://blog.reedsy.com/heros-journey/
2.   https://thenovelsmithy.com/9-stages-of-the-heros-journey/

This diagram may help to understand communication complexity: https://www.researchgate.net/figure/A-model-of-cognitive-communication-competence_fig2_320602667. Appendix III

It can be projected while we explain the basics of communication in the first part of the activity.

This TED Talk is about the danger of a single story. It is a powerful example of storytelling. It can be shared with learners so that they can watch it in a break or their free time if they wish:

https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/transcript

OTHER

To improve one's public speaking it is **vital to record (video) the session as self-evaluation exercise.**

As an optional activity we could do some mind mapping on the competences of a good storyteller. For those who want to learn more about this topic, there is a technique in psychology called "narrative therapy". Here you can find some articles and books about it:

A brief article explaining what is *narrative therapy*:

https://www.psychologytoday.com/intl/therapy-types/narrative-therapy. Madigan, S. (2011). Narrative therapy. American Psychological Association.

Participants interested to explore more about storytelling as leadership tool, can check this article: https://www.forbes.com/sites/danschawbel/2012/08/13/how-to-use-storytelling-as-a-leadership-tool/?sh=74b65ef85e8e

INSPIRE

ACTIVITY 4. LEARNING TO DEVELOP ACTIVE LISTENING

Intended Learning Outcomes

60 minutes

11. Understand the difference between hearing and listening.

12. Apply techniques of active listening that involve knowing how to "read" what lies beyond what is heard from interlocutors and to know not only what they are saying, but also what they are trying to communicate.

Projector if we use the link to the proposed video.
Paper sheets and pencils.

LECTURER ACTIVITY

First part:

1.   Facilitator brings to mind what was learnt in the previous activity about communication and invites learners to discuss further why active listening is important for leaders and entrepreneurs.

2.   **As a follow up activity**, facilitator invites participants to sit in pairs, back to back:

Step 1. One of them is asked to describe his/her office (it can be bedroom, kitchen, etc.) while the other one has to draw it, according to the description, without a possibility to ask questions, just listening.

Step 2. Participants share the drawings and check how precise they were, while sharing their experiences how does it feel to communicate only one way, when there is no possibility to obtain feedback nor ask questions.

Second part or alternative activity:

We're going to form pairs of participants. Then we give one of them a card where there's a problem at work (examples are below). This participant will have to read the card, memorize it quickly and tell his/her partner in one or two minutes about his/her problem. Once the problem has been exposed, the other partner will have to actively listen and interact. They must act as if it were a real situation and offer a response to that person with verbal formulas of comfort or proposals for solutions.

Example 1. Two friends are talking: "My co-worker is always late in the morning. It is not my problem to tell him anything but the boss, but he has already asked me for several days to cover for him in front of the rest of the colleagues and I feel uncomfortable doing it."

Example 2. Two colleagues are talking: "I have noticed lately that Peter (our co-worker) has a very distant attitude towards me. He is not a very open person, but we have always had a cordial relationship. He responds to me aggressively and with sharp answers. We work together and have to solve common problems collaboratively every day."

Example 3. Psychologist and his/her patient are talking. "I have been coming to work late because I have had problems with my child's daycare. I don't really want to tell my boss what's going on because it's a personal problem and I don't want it to influence the value they place on my work."

Example 4. A couple is talking. "I have been working in this organization for 5 years. I have worked hard, never been absent or late. However, my colleague who has only been in the same job for two years has been given new responsibilities."

Questions for the facilitator to ask the learners: Have you been asking your interlocutor questions to show him/her that you were paying attention to his/her message?

Make a list together on the whiteboard with the group of "What makes good active listening?" Invite participants to spontaneously offer answers and write them on a flipchart. Discuss further why active listening is important when it comes to leadership. Finally, facilitator shares/shows the participants some tips or recommendations for developing active listening skills as an overview of the activity.

Note for the facilitator on how to conduct this activity: Learners are expected to apply known listening skills and become involved in the activity by making suggestions and being willing to learn new ones.

To encourage improvisation in the second part of the activity, tips or examples of concrete questions can be projected on the board. As it is an improvisation activity some students may get stuck. Even if it sounds artificial, they should ask about some aspect of the conversation that catches their attention and ask questions to get the whole picture.

It is also interesting to identify what the person expects from us: he/she may expect solutions that he/she is not able to see or may simply need to be heard. First of all, keep in mind the following: "Stop judging people prematurely and allow for the possibility that even someone who you think is totally predictable and boring still has something interesting about them".

STUDENT ACTIVITY

Learners are expected to put into practice their active listening skills. They must be able, from a given situation, to spontaneously improvise a more complex situation. At the end of the lesson, learners are reminded to fill in the Reflection Booklet.

LINKS TO OBJECTIVE

We can use this short video from the series The Big Bang Theory to introduce the session. Although the use of this resource depends on the teaching style of the facilitator. Link: https://www.youtube.com/watch?v=3_dAkDsBQyk

What we can say before the video:

- If someone does not know the series, the two characters in the video are a couple. Sheldon asks Amy at one point to pay more attention to him.
- Learners should pay attention to the non-verbal language of both characters, how they talk to each other and what is the key point of change in the conversation.

What we can say after the video:

- What does Sheldon say to Amy to change her attitude? How does Amy react? Why does she create a moment of humour in the conversation?

The change and provocation to the humour occurs because Amy exaggerates that reaction (in her tone and her own gestures and progressively increases the intensity of her response) when it comes to improving her own listening skills and in order for Sheldon to finally pass the butter to her.

OTHER

Some tips to give learners about active listening may be like those on this page: https://www.mindtools.com/CommSkll/ActiveListening.html Or here: https://www.skillsyouneed.com/ips/active-listening.html The facilitator can copy some of them onto a slide and project them during the exercise.

ACTIVITY 5. ASSERTIVENESS TO LIVE AND WORK BETTER

Intended Learning Outcomes

60 – 90 minutes

13. Choose appropriate ways to adequately express my thoughts, wishes or feelings in a clear and orderly manner in different situations and encourage others to do likewise.
14. Identify and apply techniques that help you to be more confident and not frightened to say what you want or believe.

Post-its and markers.
Ample space in which learners can work in groups.

LECTURER ACTIVITY

The facilitator presents the objective of the exercise and guides a brainstorming session on situations when we feel under stress and we respond reactively or aggressively without thinking, trying to defend ourselves. Sometimes even we don't know how to react, and we stay silent. Next, **we define assertive communication** and we explain the differences between aggressive, passive and assertive behaviour. Then we present some techniques that we can use in our professional or personal life:

- **The sandwich technique:** This is a technique that helps us to express criticism or denial without being badly received by the other person. We all tend to get defensive when we hear something we don't like, so this technique helps us to soften what we have to say so that the person adopts a positive predisposition. To achieve this we use a precise verbal sequence:

1. We formulate a sincere compliment about the other person. This must be expressed clearly and concisely and must be a true compliment.
2. Then we communicate the criticism or refusal. In this case we must develop and explain the negative information we wish to convey.
3. We end with a positive message or proposal.

As we can see, sensitive information that may be unpleasant for the other is encapsulated between two positive messages. This softens the negative tone and facilitates the person's willingness to listen to and accept our information.

For example: 1. *You know how much I appreciate you, 2. BUT there's something I would like to tell you: WHEN you make jokes about my character between colleagues, I feel bad. (BRIEF PAUSE) I'd appreciate it if you'd joke about other things in the future that don't make a judgment about me. 3. I'd love it if you'd keep your sense of humor, though, because you make the atmosphere at work good and the relationship between everyone relaxed.*

- **Fogging technique:** It can be used when someone criticizes or advises us on what to do and we perceive it as an attempt on manipulation. To carry out the fog bank we have to partially agree with our counterpart, but always leave the decision to act, the ultimate judgment of our performance, in our own hands. It serves to diminish the urgency of an action on our part, demanded by someone who is trying to manipulate us. It leaves a message like: "Received, I'll see what I can do about it."

A fog bank is something visible but untouchable. When someone tries to touch it or hit it, they can't, they get lost in their own haze. A fog bank makes it harder for the opponent to attack. It resists without applying force.

First of all, we must remember the key aspect of this technique: to partially agree with the other and, at the same time, to maintain the integrity and our own point of view.

For example, *someone tells us that we are too soft at work and that we have no initiative. What we can do is the following*:

A) We recognize a part of truth in that statement*: it is true that I can seem soft, I do not deny it. But being reflective and cautious allows me to make better decisions. The initiative that comes to fruition comes from patience and personal security.*

B) We do not lose our calm, we do not abandon our position, but neither do we let ourselves be led by our emotions.

The scratched record technique: It is to repeat over and over again your reason, without answering to manipulations, questions, blackmail or coercion. The key factor is the repeated speech condensed into a sentence that is not excessively long, which is repeated without admitting any variation, whatever happens, and whatever the other speaker says. It is used when it has been proven that the other person does not easily accept a "no" for an answer, and other deterrent methods have not worked.

For example:

- You: *Excuse me, I'm working, and I can't concentrate because of the music you have on. I'd really appreciate it if you'd turn it down.*
- Neighbour: *I have a right to play music.*
- You, using the broken record: *Of course, you have the right to play music, I am just asking you to please turn it down so I can concentrate more when working.*
- Neighbour: *It bothers me a lot that one doesn't have the right to play music in one's own home.*
- You, using the broken record: *I understand that it bothers you not to be able to listen to music. I'm not asking you not to play music, I'm asking you to please turn it down so I can concentrate and work.*
- Neighbour: *Well then I'll turn the music down.*
- You: *Thank you very much for your understanding.*

STUDENT ACTIVITY

Now, each of the learners, individually, writes down a situation (real or hypothetical) that has caused or could cause them tension and in which they would like to practice assertive communication.

Two rows are formed so that half of the learners are placed in front of the other half of the learners.

The facilitator will designate one row as "belligerent" and another row in front of them that will answer. Learners in this second row, from left to right will have a gradient of degrees of contention, from the mildest (most submissive) to the most severe (aggressive). The balance attitude will be right in the middle, where the assertive ones will be.

One image that can help explain the activity is to tell participants that they are standing in line because they are a balance.

The facilitator chooses some of the situations that have been written down and reads them. The partners will have to simulate these situations by practicing the techniques they have learned or others they know.

The first situation is for the first couple that will have to simulate that situation with a low degree of conflict because the submissive person accepts the demands. The second situation is for the second couple who will have to add a higher degree of conflict. In such a way that the first situation will be solved peacefully and with hardly any problems. The last one will be highly complex.

At the end, we discuss how the exercise went and how they felt. How assertive are you in your personal and professional life? Did you know these techniques? *Also, learners are reminded to fill in the Reflection Booklet.*

LINKS TO OBJECTIVE

This short video may be used as an introduction to support the facilitator's theoretical background "5 Tips to Make Assertive Communication Easier and More Effective" from the YouTube channel Jessica @HowtoADHD https://www.youtube.com/watch?v=vIwmfiCb-vc

This video is a bit longer, but we can recommend it to the learners to watch it at home. It is a TED Talk "How to speak up for yourself | by Adam Galinsky" https://www.youtube.com/watch?v=MEDgtjpycYg

OTHER

This exercise should also be recorded and played back so that learners can self-evaluate.

Remember also, to check before this activity "**pedagogical and didactic beliefs**". The methodology we are implementing during this activity **is Case in Point by R. Heifetz**. Link: http://caseinpointmethod.com/

Extra resources on the topic:

1.   A Historical Approach to Assertiveness: https://psycharchives.org/handle/20.500.12034/1546
2.   Book; Assertiveness and Diversity by A. Townend. Palgrave MacMillan.
3.   The Five Steps of Assertiveness. By Steven T. Griggs. A Psychological Corporation.

The facilitator can remember that now that the activities of the module are over, it is a good moment to go to the reflection notebook and see some of the proposed questions.

LESSON 02

Lesson Objectives:

1. Identify and differentiate the elements of the organization that must remain from those that must be changed and transformed, whether it is the organizational culture, tasks, functions, attitudes or vertical/horizontal structure.
2. Appreciate the importance of defining roles in the organization and experiment first-hand with the role of charismatic leader to involve a whole team and achieve positive relationships between them

ACTIVITY 6. FLAGS. STRATEGIC ANALYSIS THROUGH A REAL MEETING

Intended Learning Outcomes:

15. Identify strengths, weaknesses, opportunities, and threats of my organization conducting basic strategic analysis.
16. Examine strategies for successfully managing change in an organization.
17. Understand the strategic planning process and identify the different phases, giving relevance to the evaluation and monitoring phase of the plan for the constant improvement of the organization.

120 minutes

Post-its, pens, markers, paper sheets. The previously printed and cropped roles.

LECTURER ACTIVITY

This activity is designed as a role-playing game and pursues the following objectives:

1. The first is to organize an effective meeting.
2. The second one is to reach an agreement within the meeting in which a strategic analysis for the organization is created.

Before we start, let's remember in a few words the types of communication flow in any organization. We can project this theoretical part in a straightforward PowerPoint presentation:

- **Upward communication** is the transmission of information from lower levels of an organization to higher ones; the most common situation is employees communicating with managers. Managers who encourage upward communication foster cooperation, gain support, and reduce frustration among their employees.
- **Downward communication** is when company leaders and managers share information with lower-level employees. Unless requested as part of the message, the senders don't usually expect (or particularly want) to get a response. It helps to update the workforce about key organizational changes, new goals, or strategies; provide performance feedback at the organizational level, etc.
- **Horizontal communication**, also called lateral communication, involves the flow of messages between individuals and groups on the same level of an organization, as opposed to up or down. Sharing information, solving problems, and collaborating horizontally is often more timely, direct, and efficient than up or down communication, since it occurs directly between people working in the same environment.
- **Diagonal communication** is cross-functional communication between employees at different levels of the organization. The shortest distance between two points is a straight line. Diagonal communication routes are the straight lines that speed communications directly to their recipients, at the moment communication is necessary. Communications that zigzag along horizontal and vertical routes, on the other hand, are vulnerable to the schedules and availability of the individuals who reside at each level.

1. First, we will explain the objectives of the activity which is divided into two parts.
   "You are a non-profit association working for the integration of young people at risk of social exclusion who are neither in the education system nor in the labour market (NEET). You will have to simulate a meeting".
   In the first part, we give each participant the roles organized by teams. In this description of the activity a wide range of roles are given. For smaller groups, the facilitator may choose the roles.

Roles (descriptions are included in **Appendix IV**):

- **Coordination:** 1 Director, 1 Technical coordinator, 1 secretary.
- **Administration/financial management:** 1 person in charge of accounting, 1 treasurer.
- **Projects:** 2 project technicians
- **Field workers:** 1 social workers, 1 social educator
- **Communication:** 1 person in charge of web and social networks, organization's brand.

The objective of this first part is to get ready for the meeting that they are going to simulate (role playing). They have to prepare for the meeting thinking about the hypothetical scenario that their team coordinator has just called them, with only a couple of hours in advance, through the following common **mail***:

Dear all,

An emergency meeting is scheduled in the meeting room at x o'clock. Punctuality is requested. The following points will be discussed:

1. Change in the legislative framework that affects us as an organization. It is now mandatory to have a strategic plan as a condition for receiving the main grant.

2. Discussion on three-year strategic plan. Main definition.

3. Parts/structure of the document.

3. Distribution of tasks.

4. Schedule for elaboration.

5. Conclusions.

Kind regards,

Participants will meet and they will have 30 minutes to prepare for the meeting. They will be able to look on the Internet, write notes or use other resources (blackboard, projector, etc.).

2. The second part will be **the meeting itself.** We will project a timer (because the director has limited time to carry it out). If we don't have a large meeting table in the room, we'll assemble small tables in a circle. There should be one chair less than the total number of participants. The imaginary room only has a whiteboard and the chairs and tables that the facilitator has prepared. There is an imaginary door that is closed.
    At the beginning of the meeting the only people inside the imaginary room are the three people from the coordination team.
    This hypothetical room design is explained by the facilitator at the beginning of the activity.

3. The facilitator does not interfere at all. Only in explaining the theory at the beginning and when the meeting is over to summarize the conclusions. If the group exceeds the time set, the facilitator will leave the group as much freedom as possible. For this reason, it is recommended to place this activity in a wide time frame where it is not necessary and mandatory to end the meeting.
    We will let this happen to make the meeting as realistic as possible. The duration of meetings in some organizations is often excessive and when they exceed certain time limit they are no longer productive, as is the case in school classes. Maintaining attention (also for adults) is often complicated.

The facilitator takes notes on the issues of the meeting that he or she finds interesting.

When the meeting is over, we pause the timer. Together we will share what issues are similar or different from real life meetings. To what extent have you fulfilled your role? Have you achieved what your character wanted? What difficulties have there been? What needs to happen to promote change? Is one person able to carry it out? What does he or she need?

We explained that some roles were more restricted than others. That happens in organizations, when there are established work routines, changing habits is very difficult.

The outcome should be something like the following: analytical skills, careful observation and transformational leadership must be used for improvement.

About the strategic plan: Does your organization have a strategic plan? How do you think it can help?

Depending on the interests of the learners we are working with, in the final discussion we can either discuss how to organize effective meetings or the importance of making a good strategic analysis of the organization. Depending on the interests of the learners, we will put more emphasis on one or the other topic.

STUDENT ACTIVITY

Learners who want to learn more about strategic planning can visit the links below.

At the end of the lesson, learners are reminded to fill in the Reflection Booklet.

LINKS TO OBJECTIVE

Facilitators should have two or three examples of actual strategic plans printed. Facilitators can choose from the following:

1. https://www.educo.org/Educo/media/Documentos/somos/STRATEGIC_PLAN_2015-2018_EDUCO-CHILDFUND_ING.pdf?ext=.pdf
2. http://www.handinhandinternational.org/wp-content/uploads/2017/10/Hand-in-Hand-International-Strategic-Plan-2017-2021.pdf
3. https://www.communityservices.act.gov.au/__data/assets/pdf_file/0011/1215839/CSD-Strategic-Plan-2018-28.pdf
4. http://www.near.ngo/imgtemp/downloadfile/NEAR%20Strategy%202018-2020_published%20paper_1519803585.pdf
5. https://www.eurochild.org/fileadmin/public/03_Internal/Eurochild_Strategic_Plan_2014-2018_endorsed.pdf

The following document can be used as a guide for the coordination team when preparing for the meeting:

https://www.intrac.org/wpcms/wp-content/uploads/2016/09/Strategic-Planning-A-PLP-Toolkit-INTRAC-1.pdf

OTHER

For more complexity of the exercise, besides the different roles we can deliver one of the roles of *the Benne and Sheats activity 1.*

In addition, the activity can be adapted to a different type of social organization. The proposed roles are generic and new ones can be added if necessary. For example, if there are more learners, we can increase the number of members of the coordination team because the tasks to be carried out by these roles are complex. We could also add new roles in relation to social work (social educators, occupational therapists, psychologists, area workers, etc).

ACTIVITY 7. LEARNING TO GIVE FEEDBACK

Intended Learning Outcomes:

90 minutes

18. Learn and use feedback techniques to build positive relationships between members of the organization and improve processes and final results.
19. Make up with ways to regularly express appreciation of others for what they have done or are doing.

Post-its, whiteboard, markers, paper sheets.

LECTURER ACTIVITY

Short energizing exercise: "30 Circles": First of all, we ask the participants to draw on a sheet of white paper 30 blank circles. Now, we give 3 minutes for the participants and ask them to turn as many of the blank circles as possible into recognisable objects.

Now choose one of those drawing ideas and take a minute to develop it some more. Save the drawing for the end of this activity. Try to make it a little more complex and add several elements (1-2 minutes).

How did it go? Compare the results with your mates. We reflect on the fact that when you go for quantity, you don't have time to think your idea is bad, you can edit later. This is the stage where creativity flourishes.

In addition, Thirty Circles offers a quick lesson about ideation. When you generate ideas, you are balancing two goals: fluency (the speed and quantity of ideas) and flexibility (ideas that are truly different and distinct). It's easier to have a great idea if you have many to choose from. But if you have a lot of ideas that are just variations on a theme, you might really only have one idea with twenty-nine other versions. When you combine fluency and flexibility, you can generate a rich array of concepts to choose from.

The facilitator explains the purpose of the next part of the activity: for the group to come to agreement around key principles of effective feedback. The entire group may briefly brainstorm and discuss what feedback is and why it is a useful practice.

Participants are put into pairs. They will discuss in 5-10 minutes examples of when they have received effective/helpful feedback, and ineffective/ harmful feedback. Afterwards, the group together is brought to hear some examples.

Now that the group has heard some examples from experience, they will work together to extrapolate some criteria or principles for "effective" and "ineffective" feedback. The facilitator, in order to capture the suggestions from the group, will write "effective" and "ineffective" as headers on each flipchart. Then we will write them up, covering "effective" first, then moving to "ineffective". If needed, we can paraphrase suggestions for clarity and ask learners to clarify and ask participants to clarify if something is unclear.

Facilitator will support the completion of the group's brainstorm by adding principles from the list below. Generally, most of these principles will be expressed in one way or another. Only add principles that have not been voiced by the group already:

- Be descriptive about the behaviour, not about the person.
- Do not judge or label.
- Focus on performance outcomes.
- Don't try to change others.
- Speak plainly and clearly.
- Receiver: Ask for feedback, don't wait for it.
- Giver: Ask the person if you can give them feedback.
- Own your own feedback and speak from the "I", not from the "we".
- Don't mix up your own thoughts and feelings with other people's.
- Always be specific. Do not generalize.
- Be timely and regular.
- Don't attempt to save your remarks to deliver all at once.
- Focus on the relationship with the other.
- Be solution focused vs. problem focused.

Once we have achieved this, we ask the group how they are going to ensure that they work by these principles. We will close the exercise when we feel that it has reached a natural resolution.

Now we explain an easy-to-remember technique by its **acronym (KIID).** This technique will be useful for the next exercise:

K- Keep what provides value, which is already fine as it is and, therefore, deserves to be preserved in subsequent actions or situations. It also offers a steady starting point from achievement for new learning or challenges.

I- Include something that was lacking; those aspects that have not been present about what you are thinking and that if they had been included would add value to the result. This helps to incorporate it in the future. For example, you were very serious when you spoke, it would have been great if you had smiled more in your conversation. This conveys warmth and helps you to be more in tune with the person.

I- Improve something that was already present. Here, reference is made to situations that have been present, and may be valuable, and which are susceptible to modification or change, either in their quantity, frequency or quality, in order to provide greater value to the result. For example, you asked a client questions in a sales interview (which is appropriate in itself), but you only asked two (a few) and then very open and generic, and only at the beginning (quality and frequency).

D- Delete. Finally, reference is made to behaviours that have been present and yet have not contributed value to the desired result, so they should be eliminated or omitted for future actions. For example: picking up the phone in the middle of a conversation to evaluate the performance of an employee, with a client…

Now it's time to give feedback. We take the drawings from the beginning of the activity and we're paired up. Each learner will have to give feedback to his/her partner about the drawing he/she has made.

The context is that you are graphic designers and the drawing is a logo proposal for a company. The person who gives feedback is another partner who is doing the same thing but on a different project. Remember that we only give it if we are asked for it or, in any case, we ask first if there is trust with that person. So, don't forget to ask first.

Assertiveness and the ability to provide good feedback go hand in hand. You may want to check the theory of activity 5.

As round up activity, we are going to do a short exercise that is related to the activity we just did. The objective of the exercise is to create a high quality of connection out of which people spontaneously enjoy contributing to one another's well-being.

Learners will work in small teams of around 3. Participants are likely to work well if they have had the opportunity to meet each other before.

We give the instruction: "Write down the name of the person you are addressing. Complete the following two sentences for that person. Sign it with your name."

"To _____: My strongest impression of you up to this point is…

Something I am curious about is... Signed, _____ "

In each smaller group, each participant completes the above sentences using one post-it for each participant in the group. Once all participants in a group are done writing, they deliver the communication, one-by-one, verbally, handing the post-it note to its addressee afterward.

STUDENT ACTIVITY

This lesson has been designed for learners to share personal visions and to open up in some way to their peers. They will have to be very respectful of all the other participants' visions. Feedback is part of the activity and it is expected that comments will be received in a calm and gentle manner. That is why the facilitator will have a mediating role during the session to ensure that it runs smoothly.

At the end of the lesson, learners are reminded to fill in the Reflection Booklet.

LINKS TO OBJECTIVE

Other possible idea if someone is looking for techniques for their team is "the feedback wrap" https://management30.com/practice/feedback-wraps/

OTHER

If someone would like to explore this topic further or if the proposed activity is not sufficient, the facilitator can choose to give clues before doing the activity by teaching the learners the different ways to ask questions. Please check this link to learn more about "the art of asking" https://www.skillsyouneed.com/ips/question-types.html

Participants interested to explore more about the topic, can be recommended the following book by Harvard Business Review: "Giving Effective Feedback (20-Minute Manager Series)". Whether you're dealing with a problem employee or praising the good work of a colleague, you need to communicate in a way that promotes positive change in others. "Giving Effective Feedback" quickly walks you through the basics of delivering feedback that gets results.

Some further resources about the topic: https://hbr.org/topic/giving-feedback

ACTIVITY 8. A HALT ON THE PATH OF POSITIVE THINKING. A STORY OF RESILIENCE

Intended Learning Outcomes:

20. Differentiate between concepts such as positive thinking, resilience, analytical skills and critical thinking.
21. Activate the ability to deal with conformism and discouragement and forge positive collective behaviour.
22. Distinguish the main principles of charismatic leadership.

120 minutes

Paper sheets and pens.

LECTURER ACTIVITY

1.   **Introduction.**

The facilitator explains explain today's objectives. We will address concepts such as positive thinking and resilience but from a slightly different perspective than we are probably used to.

Then he/she explains the following theoretical approach: In Activity 1, we have already seen that within the theoretical models of leadership roles there are many possibilities. We looked at the Benne and Sheats model. Another basic classification that is usually made is as follows:

- **Charismatic leadership**
- Transformational Leadership
- Democratic leadership
- Autocratic leadership
- Laissez-Faire leadership
- Transactional Leadership
- Situational Leadership

Explanation that facilitator can use: in this activity we will work on an essential feature of the charismatic leader: **positive thinking.** In fact, this skill can become part of any of the leadership roles from above, that we have seen before and like any competence this can be improved and worked on. The facilitator explains also that positive thinking is nothing more than turning moments of crisis or change into opportunities, in order to open windows of opportunity.

We start with a brainstorming. The facilitator draws three large circles on the board and places the words in black in each of these circles: positive thinking, optimism and resilience.

The group brainstorms the key words for each of these words as well as their relationship to each other. More words may emerge than those proposed in the following chart. All those that the facilitator considers appropriate are noted down and the brainstorming is completed with the proposed words. The words noted in red relate to the definition of that word.

What differentiates "positive thinking" from "optimism" is that while optimism is a vital attitude that has existed in opposition to pessimism throughout human history, positive thinking is more recent and has been growing and becoming popular within the trends of positive psychology. Resilience involves setting the internal tools of positive thinking to work to solve crises and move forward, but assuming that crises and bad times exist in life, work and learn from them. It is a realistic attitude where "the bad" is recognised as part of the journey. This last point is very important because the negative is not avoided by covering it up, denying it and hiding it, but by learning from it.

The facilitator can ask a few questions to test the group's knowledge and note the key words:

- What is positive thinking/optimism/resilience?
- What does it take to put it into practice? Can everyone apply it? What does it depend on?
- What are its effects? Have you heard of the concepts before?
- Do you practice it in your professional life?

The concepts are now reconnected with the optimistic trait of a charismatic leader. A key trait of a charismatic leader is **optimism:** leaders know that the best way to reach others is through a relaxed attitude and a friendly, trusting smile. Although they never lose their sense of reality, their role is to enhance the possibilities of each situation and to do so from perspectives that are favourable to the organizational climate. In some cases, they even act as group leaders. What is really important, apart from this optimism, is the **proactive capacity.** Their motto can be summarized as follows: **"it is forbidden to stay in the complaint".** In other words, the charismatic leader proposes, contributes and implements solutions to certain conflicts or situations.

This requires the leader to be clear on finding ways to be optimistic and how to achieve this proactive attitude. In this activity we will be working on the concept of optimism from different perspectives.

2.   **Objectives and energizer activity.**

We use an energizer activity for positive group thinking (15 minutes). The facilitator writes the following question on the board or on a piece of paper in big letters: **What gives you absolute joy in terms of a hobby or a work/personal activity you do? Why?**

Each person is going to write on two cards a key word. For example: drive, read, etc. All participants standing will walk around the room until a bell/music rings and they will have to stand with the nearest person and explain their word. When the bell rings again, participants will continue walking and will join a different partner. We can ring the bell three or four times and it is not necessary for everyone to talk to everyone.

- •   What did you learn about others?
- •   How can you apply the concept of this exercise to today's session objectives?

Now we have created a positive brain state so that learning and productivity are enhanced to keep on working. What's more, we have connected the theory of brainstorming with concrete things that learners identify as positive in their daily lives.

3.   **The activity: video and discussion.**

The facilitator will play a short video for the next part of the activity. It is important to stress that the facilitator's role is to be a guide and ask challenging questions to call for reflection without taking a position.

The video is by a journalist called Barbara Ehrenreich. It brings a different look to the ideas of positive **thinking in a critical way**. And this is the most important thing about this activity, that the contents of this specific video are worked on from a critical perspective. During the video, the learners will have to write down the statements or ideas that catch their attention. Here are some of these ideas:

Link: https://www.youtube.com/watch?v=u5um8QWWRvo (10.22 minutes)

- •   Mandatory optimism
- •   It's delusional the idea that you change the physical world with your thoughts
- •   She disagrees with the idea of: "use the force, the energy, magnetism"
- •   Delusion is always a mistake
- •   She does not agree about "If you don't think about, bad things don't happen"
- •   Glooming, sadness, pessimism or negativity can also be delusional
- •   Radical suggestion: realism. Change the parts you actually can change
- •   Don't be a cheerleader: observe, analyse and act.

After the video, an open discussion is held with the group and the most important points are extracted from it. This allows the group to see to what extent they agree or disagree with what has been said.

4.   **Then we form groups of 3 or 4 to discuss. The participants will have to build a new story.** They will have to create a fictional story.

First, they will have to manage to **get their fictional character to somehow adopt that positive thinking.** That character may adopt a critical point of view or not, or maybe build that story without taking a position, or invent a different philosophy or attitude.

As a creativity technique we are going to propose some random words that they have to include in their stories (the words can be chosen by each facilitator): *Nepal, fern, roots, nut, fear and school.*

TIPS/STEPS:

1.   Create the story that should be starred **by a fictional character** with a plot (similar to the activity 3 "Me & storytelling", about the Hero's journey). The character must have some relationship with a non-profit organization (as a volunteer, worker, donor, etc.).
2.   The story must be written down. It should not take up more than one or two sides of paper.
3.   The story should at least include the character of **the mentor** who has somehow taught our main character about that philosophy/attitude.
4.   It must be explained how it affects him/her, what consequences his/her philosophy of life has had, etc.
5.   There is the possibility of not creating only heroes. Anti-heroes also exist and they can also teach us valuable things. Remember that characters are tools to project your ideas or thoughts, doubts, fears, etc. Use them as you wish.

Facilitator can project an infographic like this on the wall to help learners build their story.

Link: https://www.abccopywriting.com/2013/12/10/what-really-makes-a-good-story

Now it's time for them to read their stories. The learners can role play the story with the different characters they have created.

We discuss among all the insights of each story and review some concepts from the video.

Facilitator can explain that a good leader must be able to understand all these issues, to identify people's potential and turn it into actions and ways of developing and strengthening the organisation.

It is important for the enhancement of competences (communication, assertiveness, feedback) that we understand each person acts differently. It is a mistake when someone does not feel good to say things like "don't be bad", "you have to laugh more and that will make you feel better", "don't think too much" because we cannot force anyone to feel better or be well. Positive psychology can help to analyze or identify those things that can help you feel better, but without miracle formulas. That's why the term resilience is so powerful. We take again the term and make a round of possible questions among all the participants.

Final proposals or comments from learners.

STUDENT ACTIVITY
If learners like articles oriented to professional coaching they can also visit this page:

https://tools.positivepsychology.com/3-resilience-exercises-pack

https://positivepsychology.com/wp-content/uploads/3-Resilience-Exercises-Pack.pdf

At the end of the lesson, learners are reminded to fill in the Reflection Booklet.

LINKS TO OBJECTIVE
Video animation of Barbara's Ehreinreich talk: https://www.youtube.com/watch?v=u5um8QWWRvo

OTHERS
For learners who want to deepen their knowledge on the subject:

- Book. Bright-sided: *How Positive Thinking is Undermined America*. By Barbara Ehrenreich.
- Article. *Do positive thinking and meaning mediate the positive affect- Life satisfaction relationship?* By Lightsey Jr., Richard Owen and Güler Boyraz.
- Article. *Outcomes of work–life balance on job satisfaction, life satisfaction and mental health: A study across seven cultures.* Jarrod M.Haara, Marcello Russob, Albert Suñec, Ariane Ollier-Malaterred.

LESSON 03

Lesson Objectives:

1. Make use of all the creativity techniques I know and acquire new ones to build an open collaborative culture and thus create new networks and interactions both inside and outside the organization.

ACTIVITY 9. FLAGS. CREATIVITY OR HOW TO COMBINE DIFFERENT IDEAS

Intended Learning Outcomes:

120 minutes
Warm-up activity: 20-30 minutes
Second part: 60-90 minutes

23. Understand creativity as a mental process of combining ideas to create something new.
24. Make use of different techniques to be more creative and to boost creativity in others.

Sheet papers, pencils, whiteboard, colouring pencils, markers.

LECTURER ACTIVITY

First part of the activity as a warm-up introduction:

Obstacles to Creativity: Mental Bias

We propose to make this initial game to the group of learners to observe their response. The steps are the following:

1. The facilitator writes on the whiteboard so that everyone can see the following combination of three figures: 2, 4 and 8.
2. The facilitator tells the participants that behind this numerical progression there is a rule that produces this same progression, and that their task is to guess it. What is the rule behind this progression 2 - 4 - 8? The rule is simple: three numbers that are always bigger than the previous one, just like that. 4 is bigger than 2, and 8 is bigger than 4.

This is the rule they have to guess.

3. Now the facilitator tells the learners that, in order to guess the rule, they may tell combinations of three numbers and that you will tell them in each case whether or not they comply with this rule that they are trying to guess. What we will observe is that, at the beginning of the game, each person who says a combination will be something like 4 - 8 - 16, or 3 - 6 - 12. Because you'll be seeing a classic creativity-dampening obstacle called "mental bias"

effect. The very moment the facilitator first showed the original combination, participants immediately believed they knew the answer. It will seem very obvious to them that the rule you wanted them to guess is that each number in the progression doubles the previous one. And they will be so convinced of this, that they already know the answer, that they will be obsessed with their "victory" and will not stop giving you three-digit combinations that meet this condition, with this rule, as to certify that your suspicion is true.

But, what they will be forgetting is that behind a combination like this there can be hidden other different rules of progression, like the one we really want them to guess, simpler and that can hold infinite combinations. However, they will be so obsessed with their apparent victory that they will want nothing more than for you to confirm what they think they already know. Since they have played similar games in the past and there is always a mathematical rule behind it, they apply the same criteria here to solve something that is actually much easier than all this.

They won't realize until after a while, until they've given us multiple combinations with multiplication as the rule, that until they try other options they won't be able to find the real rule. This mental bias is one of the most powerful obstacles that can inhibit our creativity. This kind of mental immobility that occurs at the moment we think we have already obtained a "good" idea, a solution, blocks us, prevents us from going further. We can say that mental bias is that (pre)judgment that we acquire as we go along. We have slowed down our career because we believe we have hit a non-existent wall. It's about giving up before we start, a kind of creative laziness that if we are conscious, we should not accept.

For the next part of the activity will take the following steps:

1. First, we ask all participants to draw a house in 8 seconds. Now we ask them to draw a flower.
We all compare the drawings. Probably all the houses are quite similar. The facilitator can challenge or joke with the learners that after these days of working with the idea of getting out of the box, they still haven't done it. Why have they drawn the same thing as always? Has anyone drawn something different? Why? How many of you live in a house like the one you have drawn?

2. Now in a second exercise, we are going to give more time to draw something from the instruction: "draw a house that is not a house" or "now draw a house where you would spend a vacation."
We compare the drawings. What happened? What were the changes? We discuss the fact that once again, when we are given instructions that are directed or that can feed our imagination, our creative capacity is triggered. That's the challenge of people who lead teams. To give light and to ask the right questions.

3. Now we're going to do a similar but somewhat different team exercise. One of the biggest problems in most European countries is the ageing population. Not all countries have the same housing policies for older people or the same geographical characteristics. But they do have the same challenge of finding housing solutions to avoid the loneliness and social isolation of the elderly. We do not enter into a group discussion of the problem, we simply raise it.

Before starting to work as a team, each participant has to write on a post-it two elements that they would like housing to include.

Now, in teams of no more than four people, **draw up a prototype of a house where you would like to live in your old age.** It can be individual or collective, flat or house, residence or hotel, be in the forest, in the middle of the sea or in the mountains.

In the final prototype, the wishes of the team participants must be combined and reflected.

We share the prototypes and talk about the importance of combining ideas. Would it have been different if you had built it by yourselves? How have your colleagues contributed to change the original idea in any way?

To finish this activity, the facilitator shall connect the contents developed with its practical application at work. To facilitate this task, the following points can be addressed:

- Both the experiences and the influences we have accumulated over the years are the source from which we nourish ourselves when it comes to creating something new. Therefore, fostering creativity must start with recognising diversity within the organisation, enhancing it and learning from it. From the differences and different points of view, solutions can emerge to overcome situations of stagnation at work.
- In periods of crisis, such as the one experienced in 2020 due to COVID pandemic, providing space in organisations for emerging of creativity can help organisations to find innovative solutions and even to create new products or services that are adapted to reality. In fact, one of the features of Modernity today is that it is Liquid (a concept developed by Zygmunt Bauman), that is, the loss of steady references and the accelerated social and economic changes in a much shorter period of time force organisations to adapt much more quickly. Adapting to change and succeeding is only possible if people take creativity and innovation as part of their working methodology.

STUDENT ACTIVITY

It is important that the reflection of this activity leads to the conclusion that creativity is a tool that serves in every area of our personal and professional lives: when generating ideas in meetings, troubleshooting critical problems, creating new projects or expanding the organization, even when solving problems with co-workers.

Understanding some of the keys of how our brain works can help us in the objective.

At the end of the lesson, learners are reminded to fill in the Reflection Booklet.

LINKS TO OBJECTIVE

If the learners or the facilitator want to know more about the science of creativity they can visit:

https://www.creativelive.com/blog/science-of-creativity/

https://blogs.scientificamerican.com/beautiful-minds/creativity-is-much-more-than-10-000-hours-of-deliberate-practice/

OTHER

For learners who want to deepen their knowledge of the subject:

- Article. *Zooming into creativity: individual differences in attentional global-local biases are linked to creative thinking.* By Sharon Zmigrod, Leor Zmigrod and Bernhard Hommel. Link: https://www.frontiersin.org/articles/10.3389/fpsyg.2015.01647/full
- Book: *Explaining Creativity: The Science of Human Innovation*. By R. Keith Sawyer. Oxford.
- Journal: The Leadership Quarterly. Volume 13, Issue 5, October 2002, Pages 523-544. Link: https://www.sciencedirect.com/journal/the-leadership-quarterly
- Guo, J., Gonzales, R., & Dilley, A. E. (2016*). Creativity and Leadership in Organizations: A Literature Review*, Creativity. Theories – Research - Applications, 3(1), 127-151. doi: https://doi.org/10.1515/ctra-2016-0010

ACTIVITY 10. BUILDING NETWORKS AND LINKS WITH "THE FISH TANK"

Intended Learning Outcomes:

60 minutes

25. Know and put into practice new approaches to expand my professional social environment.
26. Identify and carry out strategies for attracting and selecting talent through networking and social networks.

Cards, pens, online timer.

LECTURER ACTIVITY

The exercise will consist **of making a business card** to attend a networking event and demonstrate your skills in meeting people from your work environment.

We are going to give a card (the size of half a sheet) to each learner. The learner will have to include the following items on his or her card.

- Type of organization you work for (no name specified).
- Geographical scope.
- Target group you work with.
- Reason for coming to the event (this is invented by each participant). For example: I want to look for talent, I want to share experiences, etc.

Then the facilitator collects the cards, mix them up and hand them out again randomly.

1. First we divide the group in two and while standing they form two concentric circles where each person will hold his or her card (which is not the one he or she has written).

2. The people in the inner circle will have to pretend to be in a Networking event. The hypothetical situation could be that they have attended a TED talk about the work of non-profit organizations and at the end there is a space and time to meet the speakers and the people who have attended.

3. We will put a timer projected on the wall/board for everyone to see the time. They will have to act according to the card they have and talk to the rest of the participants. The rest of the people in the outer circle will just take notes to give possible feedback at the end of the simulation.

Several people may be talking to each other at the same time; it's okay, they don't have to keep the turns because there will always be someone watching and taking notes. It's a real simulation, so they can move around to meet whoever they want.

The people in the outer circle do not move, they hold their position and observe what happens in the fish tank as an "observant participation".

4. At the end, we discuss the notes that have been taken and the observations that have been made. How did they start the conversation? How would you do it? How do you start talking to an unknown person? How do you keep the conversation going?

If there is enough time, the roles can be exchanged and the simulation can be done again.

Finally, the facilitator should encourage the group to discuss the importance of collaboration and networking. The following questions can help:

>	*What are the benefits of working with external stakeholders? Does it fit in with your usual tasks?*

Attention is also drawn to the fact that a person who represents an organisation is projecting the organisation's own values as well as assuming that role and making the Stakeholders identify the person with the organisation.

STUDENT ACTIVITY

Participants are expected to have the initiative to start talking and participating by breaking down the barriers of initial communication.

If there are any difficulties in speaking or moving around, the facilitator can give advice on what steps participants can take and encourage learners to talk: greeting, introducing themselves, etc.

At the end of the lesson, learners are reminded to fill in the Reflection Booklet.

LINKS TO OBJECTIVE

A video like this one can help to introduce the activity:

https://www.youtube.com/watch?v=a3gERqaaXZk

OTHER

Article. *How Leaders Create and Use Networks*. By Herminia Ibarra and Mark Lee Hunter. Harvard Business Review. 2007. https://hbr.org/2007/01/how-leaders-create-and-use-networks

Book*. New Business Networking: How to Effectively Grow Your Business Network Using Online and Offline Methods* (Que Biz-Tech), by Dave Delaney. Que Publishing; 1st edition (May 20, 2013).

Article. The theory and practice of business networking, by David Ford, Stefanos Mouzas, Industrial Marketing Management. Volume 42, Issue 3, 2013. https://www.sciencedirect.com/science/article/pii/S001985011300031X

ACTIVITY 11. ENCOURAGE PARTICIPATION AND SHARING INSIGHTS ABOUT NON-PROFIT ORGANIZATIONS

Intended Learning Outcomes:

27. Understand that an open and collaborative culture is an important technique for boosting the commitment and participation of an organization's members.
28. Create and develop a safe environment for my team members to share ideas, exchange insights, and be heard and considered.

90 minutes

Post-its, whiteboard, markers, paper sheets.

LECTURER ACTIVITY

Energizer activity: Human Knot (15 - 20 minutes)

Rules: We make everyone stand in a circle facing each other, shoulder to shoulder. The facilitator indicates everyone to put their right hand out and grab a random hand of someone across from them. Then, tell them to put their left hand out and grab another random hand from a different person across the circle. Within a set time limit, the group needs to untangle the knot of arms without releasing their hands. If the group is too large, make multiple smaller circles and have the separate groups compete.

Main activity: This is a reflection activity, first individually, and then as a group.

In the following activity we will focus on the reality of non-profit organizations. Probably, almost everyone has done some SWOT analysis at some team meeting. Although it is still used, many new techniques have been tried to be proposed as a method of analysis. The truth is that most of the improvement attempts are based on including some other aspect or broadening the SWOT point of view, but they are still based on it as a starting point.

But this time we are not going to focus on us as individuals, but rather we are going to broaden our view of the sector in which we work. We will focus on the keys to **people management in non-profit organizations**.

We will work in three groups (maximum of 4 people so that everyone has a chance to participate) and we're going to do a slightly different SWOT analysis based on statements that will be given to us.

The boxes of our analysis are going to be three:

1. REALITY BASED ON FACTS
2. NEEDS/IMPROVEMENTS THAT COULD BE IMPLEMENTED
3. DOUBTS OR OPEN QUESTIONS FOR WHICH I DO NOT SEE A SOLUTION (YET)*

Note for learners: you should try to include as few items as possible in this box. It should be used only if we really don't know how to solve a problem or we want other colleagues to give us their opinion or personal experience.

We wrote each of those three items on a piece of cardboard that we will stick on the wall. We can write them in columns on fanfold paper or on three different pieces of cardboard.

Then we give each group a copy with some statements, (or if preferred it can be projected on the wallpaper to be copied or transferred to their post-its) which they will then have to write on a post-it and paste on each cardboard.

The teams can change the wording of the statements because they are a simple guide. Although they should try to include all of them even if they are expressed in a different way:

Most people who work in this sector do so because...
Most of the people who work in this sector do not do it for...
I think this benefits the organization because...
I think this harms because...
The structure of the organizations in the sector where I have worked tends to be more (horizontal/vertical)...
I think the structure of an organization should be...

An organization that has vertical communication channels (pyramid- shaped / highly hierarchical) has the following features:

An organization that has horizontal communication channels has the following features:
The training of workers in non-profit organizations is:
Worker training should address the following issues:
The relationship with colleagues is usually:
The main internal conflicts are usually due to:
I share/not share the values of the organization...
I believe my colleagues share/do not share the values of the organization
I believe that my competencies/skills to perform the tasks I do are...
I believe that the competencies/skills of my colleagues to perform the tasks they do are ... (do not define them but say if they are suitable for the position)…

You can think of or include any other analysis of the current situation of non-profit organizations.

When we have given enough time for the teams to work on the issues and have finished placing them on the cardboards, we proceed to evaluate them. Now the facilitator will have an important role in collecting the information, gathering it and seeing if there is any common ground. Those points that are similar must be gathered.

Together we will discuss the map that has been created for the analysis of the current situation. On the blackboard we are going to make a new box with proposals. The participants are expected to suggest elements of improvement to this analysis of the reality.

We must ensure that none of the elements that have been analysed as problematic or in need of improvement have any proposal for action, especially those that have been left in the third box of doubt.

We make a final reflection on how the role of the leader in an organization could help find solutions to all these problems.

We will also emphasize that the large number of ideas that come out of sharing information, enriches all participants. What happens in the workshop, the mutual learning can also happen in a company or in any kind of organization if there is a favourable climate for it. All the physical spaces in our lives can be potential learning environments.

STUDENT ACTIVITY

The interest of this activity is that participants get involved and participate by sharing their own experiences. If this happens the benefits can be very enriching for the whole group.

At the end of the lesson, learners are reminded to fill in the Reflection Booklet.

LINKS TO OBJECTIVE

Jeff Cheverton (2007). Holding Our Own: Value and Performance in Nonprofit Organisations. https://onlinelibrary.wiley.com/doi/abs/10.1002/j.1839-4655.2007.tb00068.x

A. Abraham (2004). A Model of Financial Performance Analysis Adapted for Nonprofit Organisations. https://ro.uow.edu.au/cgi/viewcontent.cgi?referer=https://scholar.google.es/&httpsredir=1&article=1320&context=commpapers

Helmut K. Anheier (2000). Managing non-profit organisations: Towards a new approach Civil Society. Working Paper 1. http://eprints.lse.ac.uk/29022/1/cswp1.pdf

OTHER

If there are people with **limited mobility** in the group you can do this alternative activity (instead of Human Knot energizer):

Sit in a circle around a table. Everybody then places their hands flat on the surface, the arms crossing over with those of the neighbours. Start the game by clapping one hand on the surface. Let the clap run around the circle, so that always the hand claps that is next to the one that clapped last. After practising this for a couple of rounds, introduce a complication.

If a hand claps twice, the direction of the clap changes direction. Again, practice. When everyone has understood the rules, the game can start. Now, any hand that claps out of turn or doesn't clap is 'out' and should be put behind the person's back. When somebody has both hands out of the game, then they have to drop out of the game. Facilitator can increase the speed of the game as it goes along.

LESSON 04

Lesson Objectives:

1. Outline and implement the cognitive mechanisms of intrinsic and extrinsic motivation and know how to apply them both in myself and in my colleagues.
2. Develop a positive narrative in which negative events are transformed into opportunities for both my own career and that of the organization.

ACTIVITY 12. SELF-AWARENESS

Intended Learning Outcomes:

29. To be able to share my story of successes and failures as a narrative from the starting point to the present moment, transforming moments of crisis into critical points of learning or opportunities.

60 minutes

Post-its, pens, markers, paper sheets.

LECTURER ACTIVITY

First let's explain the objectives of the activity. We will start the module with self-knowledge tasks, and we are going to finish them in the same way. Although each activity can be carried out independently, it is advisable to start and finish with the proposed exercises in order to give coherence to the educational goals and to allow the learners to self-evaluate their own learning.

The facilitator explains that in the first lesson they had to draw a flag. Flags are symbols that serve to show something in a fixed way. However, during this module we have learned that our traits can be empowered and worked on as a tool for professional and personal growth on the road to leadership.

Therefore, with all the acquired knowledge and wisdom we are going to **transform that flag into a battle shield**.

Learners will answer questions related to their childhood, young adulthood, and now. We let the participants know that nobody should feel like they have to share anything they don't want to.

Their shields will be a personal reflection document for ourselves. As we say, the learners don't have to share it if they don't feel like it.

The steps of this activity will be:

1. Participants draw the shield on a wide sheet of paper (can be an A3 sheet)
2. Facilitator asks the participants to take three different colours of post-its and a pen. Then he/she asks them to spread out across the room and find a space where they are comfortable. Explain that there will be three rounds of questions. Each round will last about 5-7 minutes. They will write down answers to the questions, one per post-it.
3. **The first round is about childhood**. Choose one colour post-it and write down your answers. Don't think too much:
   - Think of a situation where you felt happy
   - A person that meant a lot to you.
   - A situation where you changed; where you got a new view of yourself or of the world.
   - A cultural reference (book, film, fictional character) that left a big mark on you.
   - A place you'd go back to for a day.

4. The **second round is about your young adulthood**. Pick a new colour of post-it and think about:
   - A passion that fulfilled you.
   - A situation or person who made you grow.
   - A situation where you were challenged.
   - A decision you would make over and over again.

5. The **final round focuses on present time/now**. Choose a new colour, and write down:
   - A driving force.
   - A situation where you learned you have a talent.
   - A failure that you learned something from - private or professional.
   - My leadership strengths to improve and work on it.

We give the group 10 minutes to review their post-its. How can these questions help professionally? To what extent are self-knowledge and leadership related?

We end the reflection with the idea that self-knowledge should help us to grow and build a shield to learn, not in a defensive way of what has happened to us, but to keep in mind who we are and what features of us make us stronger.

Finally, we try to connect the reflection with the rest of the previous activities: the self-knowledge also helps to work better in teams in our organizations.

ENERGIZING ACTIVITY:

As this activity involves a deep reflection, after it we recommend some **energizing activity** to get us active. Our proposal is to play "the ultimate ninja game".

We make a circle where we're very close. We put our hands together and do the ninja salutation with both hands together and joining them with the rest of the people in the circle and saying out loud: niiin-haa! at the same time we jump backwards, making the circle bigger and leaving our body in a ninja position with our palms open.

One of the people starts. In one move he must decide whether to attack the partner on the right or the one on the left. The aim is to hit (if it touches is valid) the hand of another person. The other person can only make one move to avoid the blow. That person can either return the same person or continue to the other side. The difficulty is that the speed of the game must be increased. If someone touches our hand, they are removed from the circle.

You can find an advanced example of how it works by following this link: https://www.youtube.com/watch?v=oHrRoNTdiY4

The game is over when there's only one person left in the circle.

STUDENT ACTIVITY

If any learner would like to continue on the path of self-knowledge, there are many tools available on the web, although we will propose the following one: https://www.16personalities.com/infj-personality

This tool is based on the Myers-Briggs personality test.

It is important to stress that the purpose is not to categorise anyone or impose 'truths' about our personalities, but rather to use the model as a jump-off point for reflection. A way to discuss different motivators, styles, preferences, etc.

At the end of the lesson, learners are reminded to fill in the Reflection Booklet.

LINKS TO OBJECTIVE

Activity adapted from original source: https://toolbox.hyperisland.com/

OTHER

If there are people with limited mobility in the group you can do this alternative activity instead of "The ultimate Ninja game":

Get the group to close their eyes and explain that we will be collectively getting in tune with each other and trying to count as high as we can as a group. One person will start by saying 1, then someone else says 2 and so on. If two people say the same number at the same time, or in the wrong order, we will start again.

Facilitator needs to be proactive in leading the counting when you need to start again or call out for someone else to begin.

Alternatively, if the facilitator is experienced, a short mindfulness session (10 minutes is enough) can be conducted. It can also be tried with pre-recorded audios or applications that have free audios:

https://mindfulnessexercises.com/free-guided-meditation-scripts/

ACTIVITY 13. SELF-REGULATION

Intended Learning Outcomes:

30. Know how the psychological mechanisms of motivation work and have techniques to put them into practice.
31. Identify both individual and team motivation problems and know how to find the appropriate strategies to improve intrinsic motivation.

60 minutes

Post-its, pens, markers, paper sheets. Post-its, pens, markers, paper sheets, whiteboard.

LECTURER ACTIVITY

We will now introduce the basic notions of extrinsic and intrinsic motivation.

In the field of education, learning and emotions constitute an integrated system. One of the emotional skills closely related to school learning is motivation; pupils who learn more efficiently are somehow more motivated than their peers.

In this sense, motivation is a general process that leads to the beginning, the direction, the intensity and the perseverance of a behaviour directed towards the achievement of a goal.

Intrinsic motivation has been understood as the various tendencies of people to seek their main satisfaction in factors inherent to the activity such as challenge, creativity, responsibility, learning and aesthetic beauty in the task. Intrinsic motivation has cognitive aspects: the need to understand and be competent in the environment, and affective aspects: the need to possess the feeling of autonomy, security, competence, pride and confidence when interacting with the context. It is a process that evolves according to the individual's development and social influences, resulting in observable behaviour that manifests interest, cognitive and affective commitment to the task.

Next, we are going to **project a decalogue of recommendations to encourage** intrinsic motivation in children. We read it aloud and explain that they will have **to adapt it for adults to their professional environment**.

Moreover, in each of the points they will have to include at least two specific actions that a leader of the organization can encourage to achieve the objectives.

They can be as creative as they want.

We form teams of 4-5 people and they start working.

Decalogue:

1. To take advantage of the motivation that the student already has for himself/herself and to increase his/her **willingness to learn** by using intriguing questions, challenges or activities that in themselves are already of interest.

2.   **Increase student participation** during classes, **nurture enthusiasm** for the new ideas they propose, and show that great things are expected of them.

3.   Pay attention to the **achievements** of the student. Care needs to be taken in doing so, as praise and rewards, as forms of attention to achievement, can have an impact in motivating learners, but lose their meaning when they are excessive.

4.   Allowing students to plan their learning, breaking a task down into **small steps** and teaching them to manage their time not only makes it easier to accomplish difficult and/or tiring tasks, but also helps students to sustain their effort during the execution of the task.

5.   Work to improve the students' **self-concept, motivation** to achieve and locus of control.

6.   To combine playful, **surprising and imaginative elements** in the educational activities.

7.   Link the activities to important aspects of the students' lives and **make the knowledge meaningful**, related to their immediate and intermediate needs. The lack or presence of meaning in the activities is critical to their learning.

8.   Use activities that promote **social interaction**. These provide strong emotional support: peer-to-peer teaching and learning beyond the specific field of knowledge that originates the activity, teaching and learning from the emotional capacities involved in the activity.

9.   Ensure that students with **different learning rates** have the same opportunity to respond and that they are asked to participate as often as high-performing students.

10.   **Reduce the threat and avoid emotional stress**. The use of humour is something that allows students to deal with stress and distress in such a way that their ability to learn is not reduced.

Once they have finished writing them, they share them with the group. We exchange examples and reflect that the process may not be as different in the end as recommended for children.

STUDENT ACTIVITY

Finally, we make a list through a brainstorming process with 5 elements that facilitate a great working environment to achieve everything seen in the previous sessions: good communication, creativity, productivity, motivation, etc. The facilitator must also connect it with the concept of leadership in motivating a team and achieving a good working environment.

The list can be something similar to this:

- Respectful relationships between colleagues and where communication flows in a multi-directional way, is relevant and takes into account the other as an interlocutor.
- Transparency and accountability in decision making.
- Clear and well-developed processes and tasks, as well as good planning. Having clear goals and running away from uncertainty.
- Take into account all the opinions and count on people in times of crisis.
- Encourage individual and team learning and personal development activities.

At the end of the lesson, learners are reminded to fill in the Reflection Booklet.

LINKS TO OBJECTIVE

To introduce the topic, we can use the following videos:

The science of motivation https://www.youtube.com/watch?v=pZT-FZqfxZA

RSA ANIMATE: Drive: The surprising truth about what motivates us https://www.youtube.com/watch?v=u6XAPnuFjJc

OTHER

For those who are interested in the subject of motivation, here are some recommendations:

Thomas, Kenneth W. (2009) *Intrinsic motivation at work*. Berrett-Koehler Publishers.

Pink, Daniel (2009). Drive. Riverhead Books.

We can find some videos and talks about this last book

ACTIVITY 14. CLOSING THE LEARNING LOOP

Intended Learning Outcomes:

32. Close the cycle of activities and draw conclusions.
33. Develop a vision of the future and learn to convey my own expectations.

60 minutes

Post-its, pens, markers, paper sheets.

LECTURER ACTIVITY

In the following activity the group of learners will make a mapping of the future to order what we have been studying and design it as personal goals and objectives of each one.

The objective of the activity for the learners is as follows: develop on three levels (society, organization, me as an individual) future scenarios and expectations, identifying where I come from, where I am and where I want to go.

This tool can be used both at the personal level and at the organizational level to be used as a preparatory session for a strategic plan, for example. Although in the following suggested activity we have done it as an individual analysis.

First, make sure that you have a long empty wall with the area in front of it cleared. Divide the wall roughly into three equal sections with tape or put up five flipcharts.

At the top of each section (or flipchart) write with a thick marker: the last year, this year, five years later: e.g. 2019, 2020, 2025. You now have a blank timeline to fill-in.

Now, on the vertical axis on the left we make a three-box division: society, my organization (that I lead or where I work), me.

1. We explain the purpose of the activity and ask the learners to stand up and face the timeline in a semi-circle. We give the following instructions:

   We will, as a group, co-create a vision of the future through the lens of the past and the present.
   As individuals you will write significant "forces" (trends, technologies, political movements, behavioural shifts, etc.) on post-its: one per post-it.
   Then you'll walk up to the wall and stick it up, reading your post-its out loud as you go so the rest of the group can hear.
   There's no need to wait your turn. As soon as you have one, write it down and stick it up.
   We're aiming to fill the wall in the next 15-20 minutes.
   Don't overthink it too much. The aim is to get lots of different driving forces up on the wall.

2. We can start with last year. Facilitator gives learners 5 minutes to fill the space with post-its. Then move to this year, and then subsequent year.

Facilitator should support the group to keep the pace up and encourage everyone to participate. If the speed is dragging, we can ask relevant questions or make suggestions to inspire the group. Facilitator can also participate.

3.   Then we run a group reflection and discussion. Some questions could be:
- What patterns do we see looking at this timeline?
- Which trends are most important for myself and us to be aware of and learning more about?
- How do I feel about the past, present, and future?
- What does this mean for our team? Our organisation? Our sector? And my own role?

Other possible questions: In what ideal future do I see myself leading? What kind of team? What is the purpose? In what kind of society? How will I work? What is the educational system like? What kind of colleagues will I have in the future? How does the organization in which I work contribute to the society I hope for?

Close by inviting each participant to share one insight or action that they take with them from the workshop.

To conclude and as a short final reflection activity, we ask the trainees to write in their Booklets what they have learned in the training and what skills they think they need to improve in order to work better in their organizations.

STUDENT ACTIVITY
Facilitator must be sure to encourage full participation by lifting the softer voices and encouraging those who have not participated.

At the end of the lesson, learners are reminded to fill in the Reflection Booklet.

LINKS TO OBJECTIVES
Some extra theoretical material:

https://www.researchgate.net/publication/243462769_Future-mapping_A_practical_way_to_map_out_the_future_and_achieve_what_you_want/link/57bb5f0f08aefea8f0f44f7d/download

OTHER
Helmig, B., Ingerfurth, S. & Pinz, A. *Success and Failure of Nonprofit Organizations: Theoretical Foundations, Empirical Evidence, and Future Research*. Voluntas 25, 1509–1538 (2014). https://doi.org/10.1007/s11266-013-9402-5

Article. Michael Reisch, David Sommerfeld. (2003). *Welfare reform and the future of nonprofit organizations*. https://onlinelibrary.wiley.com/doi/abs/10.1002/nml.19

APPENDIX I

Activity 1. Benne and Sheats Roles

TASKS ROLES		
INITIATIOR/ CONTRIBUTOR Proposes original ideas or different ways of approaching group problems or goals. This role initiates discussions and move groups into new areas of expectations.	**INFORMATION SEEKER** Requests clarification of comments in terms of their factual adequacy. Seeks expert information or facts relevant to the problem. Determines what information is missing and needs to be found before moving forward.	**INFORMATION GIVER** Provides factual information to the group. Is seen as an authority on the subject and relates own experience when relevant.
OPINION SEEKER Asks for clarification of the values, attitudes, and opinions of group members. Checks to make sure different perspectives are given.	**OPINION GIVER** Expresses his or her own opinions and beliefs about the subject being discussed. Often states opinions in terms of what the group "should" do.	**ELABORATOR** Takes other people's initial ideas and builds on them with with examples, relevant facts and data. Also, looks at the
CO-ORDINATOR Identifies and explains the relationships between ideas. May pull together a few different ideas and make them cohesive.	**ORIENTER** Reviews and clarifies the group's position. Provides a summary of what has been accomplished, notes where the group has veered off course, and suggests how to get back on target.	**EVALUATOR/CRITIC** Evaluates proposals against a predetermined or objective standard. Assesses the reasonableness of a proposal and looks at whether it is fact-based and manageable as a solution.
ENERGIZER Concentrates the group's energy on forward movement. Challenges and stimulates the group to take further action.	**PROCEDURAL TECHNICIAN** Facilitates group discussion by taking care of logistical concerns like where meetings are to take place and what supplies are needed for each meeting.	**RECORDER** Acts as the secretary or minute-keeper. Records ideas and keeps track of what goes on at each meeting.

PERSONAL AND/OR SOCIAL ROLES These roles contribute to the positive functioning of the group		
ENCOURAGER Affirms, supports, and praises the efforts of fellow group members. Demonstrates warmth and provides a positive attitude in meetings.	**HARMONIZER** Conciliates differences between individuals. Seeks ways to reduce tension and diffuse a situation by providing further explanations or using humor.	**COMPROMISER** Offers to change his position for the good of the group. Willing to yield position or meet others half way.
GATEKEEPER/ EXPEDITER Regulates the flow of communication. Makes sure that all members have a chance to express themselves by encouraging the shy and quiet members to contribute their ideas. Limits those who dominate the conversation and may suggest group rules or standards that ensure everyone gets a chance to speak up.	**OBSERVER/ COMMENTATOR** Provides feedback to the group about how it is functioning. Often seen when a group wants to set, evaluate, or change its standards and processes.	**FOLLOWER** Accepts what others say and decide even though he or she has not contributed to the decision or expressed own thoughts. Seen as a listener not a contributor.

DYSFUNCTIONAL AND/OR INDIVIDUALISTIC ROLES		
These roles disrupt group progress and weaken its cohesion		
AGGRESSOR Makes personal attacks using belittling and insulting comments, for example, "That's the most ridiculous idea I've ever heard." Actions are usually an attempt to decrease another member's status.	**BLOCKER** Opposes every idea or opinion that is put forward and yet refuses to make own suggestions, for example, "That's not a good idea." The result is that the group stalls because it can't get past the resistance.	**RECOGNITION SEEKER** Uses group meetings to draw personal attention to himself. May brag about past accomplishments or relay irrelevant stories that paint him in a positive light. Sometimes pulls crazy stunts to attract attention like acting silly, making excess noise, or otherwise directing members away from the task at hand.
SELF-CONFESSOR Uses the group meetings as an avenue to disclose personal feelings and issues. Tries to slip these comments in under the guise of relevance, such as "That reminds me of a time when." May relate group actions to her personal life	**DISRUPTER/ PLAYBOY OR PLAYGIRL** Uses group meetings as fun time and a way to get out of real work. Distracts other people by telling jokes, playing pranks, or even reading unrelated material.	**DOMINATOR** Tries to control the conversation and dictate what people should be doing. Often exaggerates his/her knowledge and will monopolize any conversation claiming to know more about the situation and have better solutions than anybody else.
HELP SEEKER Actively looks for sympathy by expressing feelings of inadequacy. Acts helpless, self deprecating and unable to contribute. For example, "I can't help you, I'm too confused and useless with this stuff."	**SPECIAL INTEREST PLEADER** Makes suggestions based on what others would think or feel. Avoids revealing her own biases or opinions by using a stereotypical position instead	**INVISIBLE** Does not participate much, maybe because of insecurity or because he/she thinks his opinion is not good enough. Does not hinder the dynamic but he does not contribute anything either.

INSPIRE

TASK ROLES

INITIATOR/CONTRIBUTOR

Proposes original ideas or different ways of approaching group problems or goals. This role initiates discussions and move groups into new areas of exploration.

INFORMATION SEEKER

Requests clarification of comments in terms of their factual adequacy. Seeks expert information or facts relevant to the problem. Determines what information is missing and needs to be found before moving forward.

INFORMATION GIVER

Provides factual information to the group. Is seen as an authority on the subject and relates own experience when relevant.

OPINION SEEKER

Asks for clarification of the values, attitudes, and opinions of group members. Checks to make sure different perspectives are given.

OPINION GIVER

Expresses his or her own opinions and beliefs about the subject being discussed. Often states opinions in terms of what the group "should" do.

ELABORATOR

Takes other people's initial ideas and builds on them with examples, relevant facts and data. Also looks at the consequences of proposed ideas and actions.

CO-ORDINATOR

Identifies and explains the relationships between ideas. May pull together a few different ideas and make them cohesive.

ORIENTER

Reviews and clarifies the group's position. Provides a summary of what has been accomplished, notes where the group has veered off course, and suggests how to get back on target.

EVALUATOR/CRITIC

Evaluates proposals against a predetermined or objective standard. Assesses the reasonableness of a proposal and looks at whether it is fact-based and manageable as a solution.

ENERGIZER

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PROCEDURAL TECHNICIAN

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PERSONAL AND/OR SOCIAL ROLES
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APPENDIX II

Reflection booklet.

It is given at the very beginning of the module when welcoming and explaining the objectives and before the introductory activities.

All the questions that we asked in class to the participants will appear in this booklet with the theory of each day. This will serve to collect the accumulated knowledge and for the learners to reflect on some items when the session ends or, when the module ends, they can go back to the initial questions again and see what has changed in their inner vision.

→ This is a personal reflection journal. Here I write down notes and reflections on the activities carried out in the classroom. These are not homework or extra assignments. Answering the questions can be helpful in deepening the work in the classroom. It is a tool for growth and should be used as such.

Activity 0. Flags.

What traits of my personality have I given most weight to? Would I include other traits now? What other classmates shared at the end of the activity may have inspired me or reminded me of other features that I didn't take into account. Write them down here.

Activity 1. Refreshing everything I know about leadership.

In the first part of the activity we have created figures as a team.

> Have I been chosen as a leader? Why yes/no? What could have been improved?

> How do you think this is applied to real tasks? What difficulties have you faced? Do you think words would have made the task easier?

In the second part of the activity we have identified the group roles according to the Benne and Sheats model. This is a very useful tool if you decide to undertake changes in your organization or to make a strategic analysis to check how you work in your team. You can use it with a solid team, giving feedback to each other and checking if the roles you identify with individually match those assigned by your colleagues.

> How easy/difficult has it been for you to identify with the proposed roles? Why do you think this is so? What level of self-knowledge do you have? How often do you spend time analysing yourselves? Do you do this in your organisation? Which items have been most difficult for you?

These topics are related to other fields of self-knowledge and self-esteem. On the web there is a lot of information about it. Be careful in your search and try to rely on scientifically based articles. It is advisable to carry out these types of analysis from time to time, but it is not so much to constantly question yourself. Find a balance between personal improvement and growth and self-acceptance.

Activity 2. How to use social media in my organization

In this activity we analysed the relevance of social networks in an organisation as well as reflecting on the types of knowledge shared.

A social network is a powerful showcase. It is similar to our physical appearance and our way of dressing; with them we project an idiosyncrasy. The elements that we show contribute to form in the others an idea of who we are. Image for an organization is not a trivial issue.

Just as an idea: Quickly check the Instagram or Twitter of famous people you consider leaders. What image do they project? What values predominate: cultural, family, friendship, nature, etc.? Do their hobbies speak of who they are? What colours prevail? Are the shared images following any kind of logic or pattern?

Now think again of the organizations seen in the activity:

> Do you think this organization is known by everyone? Why yes/no? Is it good that everyone knows the organization? How do you think it is achieved?

> Do you know about "influencer marketing"? Do you think it can be applied to your organisations? Do any of the organisations you have analysed present famous people?

Activity 3. Me & Storytelling

1. Make a brief reflection on how your public speaking skills are today. Have they changed over time? How do you feel when you do it? What physical sensations do you have? What do you do before speaking out?

There must be at least two positive aspects and one aspect to work on to improve (it doesn't matter what you write but there must be two positive aspects for each aspect to improve).

2. How can you apply storytelling and the Hero's Journey to your professional life? What is the practical use of it?

3. Have you discovered features of your public speaking skills that you didn't know about? How do you think you can apply this in practice? Do you know how you can improve it?

If you want to develop any aspect of your communication skills, you can ask the facilitator or your colleagues. Remember that identification is the highest step (and the one that can be most frightening because of the thought of "what will other people think of me?"), the rest can be worked on and learned progressively with effort and patience.

Activity 4. Learning to develop active listening.

Briefly and self-critically assess your active listening skills. What techniques can you use to improve? In which situations or with which people do you find it most difficult to carry it out?

Activity 5. Assertiveness to live and work better

Try to give a personal definition of what you mean by assertiveness.

Have you ever been in a situation, at work, when you have been motivated to question an ethical issue? What steps will you take to clarify unclear information, or instructions with regard to your work?

Sometimes it is important to disagree with others, particularly bosses/coordinators or team members, in order to keep a mistake from being made. Think about a time when you were willing to disagree with another person in order to build a positive outcome.

How would you have applied the techniques you learned? Do you think they would have been useful?

Activity 6. Strategic analysis through a real meeting

How similar is the meeting to the ones you attend in your organization? How do you think you could help from what you have learned about leadership? What could be your role?

Activity 7. Learning to give feedback

In the organisation where you work, do you usually express your thoughts? Do you feel you have enough freedom to express feelings or perceptions? Whether you answer yes or no, what do you think it is because of? External factors that are encouraged in the organisation itself? Or features of your own attitude that you could work more?

Think of ways to apply in practice what you have learned in this exercise.

If you are interested in learning about other ways of communicating, you can search articles about linguistic formulas such as "language softeners" or "hedging patterns" to lessen the expression of disagreement. They are usually present in all languages as a form of politeness.

Activity 8. A halt on the path of positive thinking. A story of resilience

Did you know the term "positive thinking"? Was it part of your life? What did you reflect on in this activity? Did the opinion of the other learners bring you something new?

Write your own definition of resilience and identify at least two times in your life when you have had to practice it.

Activity 9. Creativity or how to combine different ideas

What is creativity for you? When do you remember applying it in your life? What activities do you like to do that can help to boost it? What other new activities could you apply?

Would it have been different if you had built it by yourselves? How have your colleagues contributed to change the original idea in any way?

Activity 10. Building networks and links with "The Fish Tank".

Have you learned new networking formulas from other learners? Write them down so you don't forget them and can use it in the future.

Activity 11. Encourage participation and sharing insights about non-profit organizations.

Have you thought about all these points before? Do the other participants have the same experience? What can you learn from them?

Activity 12. Self-awareness

In this section you can write and organize everything you have written in the post-its.

Activity 13. Self-regulation.

We have identified some possible actions to boost intrinsic motivation, but you should find your own.

Think of activities or hobbies that absorb you and on which you are deeply concentrated. What kind of activities are they? Remember that sometimes you have to step back from the situation to remember why we do the work we do, why we chose it in the first place and what we are achieving with it. What concrete actions can I take to improve my work?

Activity 14. Closing the learning loop

You can take a photo to the timeline you have created to remember your contributions or make your own chronology.

In the future box try to balance ambition and realism. If we set ourselves too high goals, we will end up getting frustrated. Flexibility and adaptability are also important skills when learning to be resilient.
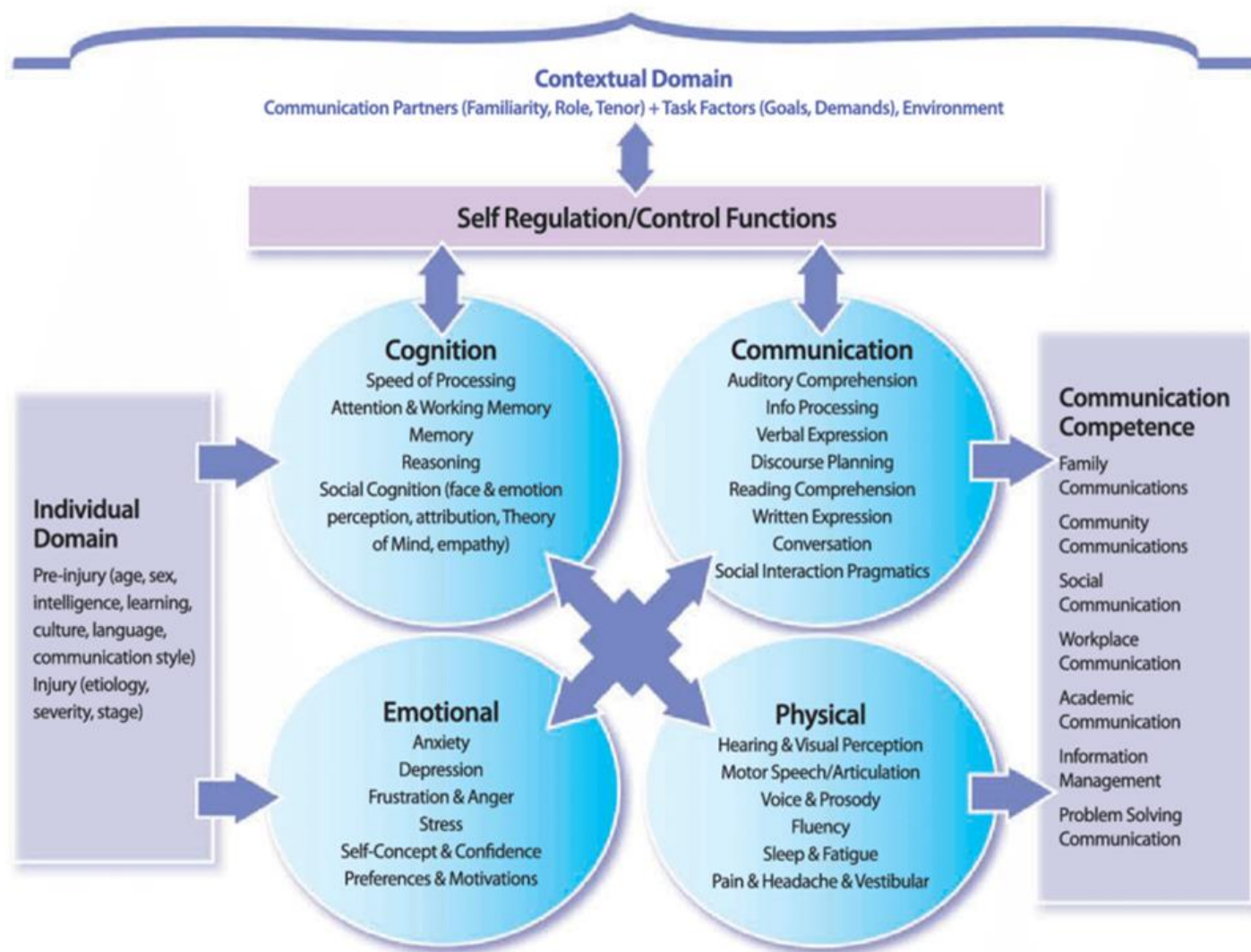
Final Reflection

Now make a brief reflection on those things you have learned that can be useful to work better. Choose three things that you can apply to your daily basis work, and three competencies or skills that you think you should improve or work on further.

LEARNT	TO IMPROVE

APPENDIX III

A model of cognitive-communication competence

MacDonald, Sheila. (2017). *Introducing the model of cognitive-communication competence: A model to guide evidence-based communication interventions after brain injury*. Brain Injury. 31. 1-22. 10.1080/02699052.2017.1379613.

APPENDIX IV

Roles for activity 6. Strategic analysis through a real meeting

Director: You know that you have given short notice and have not prepared the contents too much. You need the help of the vice-coordinator and the secretary. You have to organize the points of the meeting and make sure that after 40 minutes there is at least an outline of the content of a strategic plan, the distribution of tasks done and the vision and values of the organization. You have a good relationship with the financial management team but you are worried about missing the deadline for submitting the plan and losing the public grant.

In addition, your priority is that the meeting does not last longer than the time set because you have another meeting later. You trust the technical coordinator to lead this whole process. He/she is the only person who has the knowledge to do so with the project technicians. At the beginning of the meeting you're already in the room with two other people.

Technical coordinator: You had been asking the director to make a strategic plan in the past and he/she hadn't listened to you. You know that the meeting needs to get results but you're a bit upset because now there's not enough time to prepare it. You are confident that the two project technicians can help to develop the strategic plan in a few days. You can't take over the preparation of the plan because you are in other important tasks coordinating the social workers. During the meeting you will sometimes lose patience with the director because you think things should have been done differently. You have to get everyone involved in sharing their point of view. At the beginning of the meeting you're already in the room with two other people.

Secretary: You are one of the youngest people in the organization and have only been working for a year. You have a degree in sociology, which does not correspond to the role and tasks you currently have in this organization. You are willing to do your assignment because it is one of your first tasks. However, you are aware of the disruptions in the team in terms of tasks, roles and lack of communication. You expect the director to gradually trust you to do more complex things and so you want to draw attention to yourself and show your mediation skills. You are the person in charge of taking the minutes. At the beginning of the meeting you're already in the room with two other people.

Accountant: The organization's finances are not doing too well. You've tried to talk to the director several times but he's avoided meeting you. You know that if the local administration does not approve this year's plan, and the funding is lost, you will have to lay people off or see what other funding options there are. You've been with the organization for many years and you are dedicated to doing what the General Director proposes. You are not very innovative. Why try new things, if the usual thing has worked? You have only a few years left before you retire and now you just want to get the strategic plan done as quickly as possible. Quality doesn't matter. It's a document that no one pays attention to, it's just an administrative procedure. Besides, after the meeting you have to go to the bank before they close and you can't be late. You go into the room a few minutes early and talk to the people who were already there.

Treasurer: You've been with the organization for about five years. You left your previous job in a private company because you did not believe in their values and vision. You wanted to contribute in some way to a social good and you chose very carefully the organization where to work. You want not only this strategic plan to be approved, but also to be done well because you think it is a fundamental document. You are an innovative person, with two degrees and a MBA. You are aware of the accountant's resistance to change and working with this person has been tough over the last few months. You have a lot of ideas to find new ways to fund the NGO, and for this purpose the image of the organization in social networks is crucial. The website is outdated and social networks are updated once every two or three months. You know that the economic management is not healthy and you think that your partner (the accountant) is not doing its job properly. You go into the room a few minutes early and talk to the people who were already there.

Project technician 1: You've been with the organization for three years. You like what you do but problems in the communication channels cause you stress at work and you don't quite fit in. You believe in the values and aims of the organisation although you are willing to look for a new job if the situation does not change, in fact you have already sent some CVs to other organisations. You are not afraid to give an ultimatum to the technical coordinator to talk to the director. You think the organization needs a lot of changes and has potential, but some people put the brakes on that change. You are impulsive and want to bring new ideas to the table all the time. You have a good relationship with your technical partner and as soon as you have read the email about the meeting you have been commenting that surely it will be your task to make that strategic plan. You have some conditions. When you go into the room there is no chair to sit on.

Before the meeting both technicians have to agree on a basic outline of the strategic plan. You have some printed examples that you can check. You can also look at it on the Internet. It would also be advisable to prepare the mission and values of the organization to discuss with the rest of your colleagues.

Project technician 2: You've been working here for five years. You like what you do because you think it's up to your expectations. You have a friendly relationship with all your colleagues. You think the other project technician complains too much, you like him/her but he/she is usually too impulsive. You're a bit introverted and don't usually participate in meetings. When you received the email, you discussed with the other technician that you might have to do all the work. You don't really think this is your task because you have a lot of work to finish at the moment which is also urgent.

Before the meeting both technicians have to agree on a basic outline of the strategic plan. You have some printed examples that you can check. You can also look at it on the Internet. It would also be advisable to prepare the mission and values of the organization to discuss with the rest of your colleagues.

Social worker: You don't quite understand why you've been called to this meeting. You have too much work to do. You barely spend any time in the office, except for meetings like this and some administrative work. You are aware that there are problems in the relationship between colleagues in the organization. You think the coordinators demand too much of the project technicians and you don't see it as fair. They probably end up getting this assignment. If you see unfair situations, you can't stop raising your voice. There are people who, for fear of being fired, are not going to complain and you think they need the support of their colleagues. You feel that this meeting is important and, although this is taking time away from other tasks you should be doing, you wouldn't mind if the meeting extended for two hours if at least certain points are made clear, such as poor internal organisation.

Social educator: Like your partner, you don't quite know why you've been called to this meeting. You don't know what you can bring to it. You can look up what a strategic plan is and where you can propose something new. You want to take advantage of the meeting to create an organization chart with tasks and functions and to work towards better communication between everyone, but you don't know if that is something to include in a plan like this. You do not know what is wrong but you think that together you can solve it. The malfunctioning of your organisation is directly affecting the people you work with every day: resources are not reaching them, information is not fully delivered, social benefits are late, etc. Towards the end of the meeting, after 35-40 minutes, you have to insist that some points are not clear to you and that you would like them to be clarified. It is important to reach agreements but as long as we all understand the same thing.

Community manager: This is just one of the three jobs you have to pay the rent every month, and you combine it with other occasional jobs that come up. You've been like this since you finished your degree, a year and a half ago. You are in charge of keeping the computer equipment in good shape and from time to time you are asked to update the web and social networks. You're an IT specialist, not a community manager. These are two different things although in the organization they don't understand it. You have several jobs because you want to save money to open a business on your own. You know in very general terms what the organization does, but you don't get involved in the actions. You're usually the team' s joker. You are aware that there are bad relationships between colleagues and your mood usually eases the tension.