

20/2/17
1st session

Activity 1 PERSONAL COMPETENCES

WHAT ARE YOU REALLY WANT

It is a question for yourself in order to allow to your personal desires to come out and to transfer them in words, words in challenge, challenge into goals. Think about your different areas of your life and ask questions like:

If your life could be anything you wanted it to be, what would it be right now?

Where would you live?

What would your house be like?

Who would your friends be?

How would you spend your time if you could do anything you wanted?

What would you eat?

What you listen to?

Would you work? If so what would you do? If not, what would you do?

What would you want to learn, to know, to be?

Where would you like to vacation?

Are there things you really want and could easily have with the resources you have now, but that you just have not given yourself permission for?

What is your goal?

Activity 1

Why do not have it?

Are there things that exist in your life right now that you would be better off without? Think about Habits, people, environmental factors, unnecessary expenses, etc.

I want to eliminate.....

Write down which ever your dreams you find important enough to want to achieve. Writing down.

Activity 1

Rate yourself from 1 to 100 in the basic question

“How satisfied you are with your finances, career, family, social life, spiritual, health, education.

Finances and career (Are you happy with your career, job or are you suffering in this area? Have you achieved a satisfactory standards of living? What about your retirement, children's education?)

Family and home (do you have close, loving, and family relationships? Are you live basted on your personal standards rather than society standards?)

Community and charity (do you have at least one person that you can discuss your important experiences? do you have charity interest?)

Spiritual health (Are you in touch with your values, with your abilities and with your purpose? Are you living up to those personal values?)

Physical health (do you exercise regularly? Do you have a balanced diet?)

(Achieving Objectives Made Easy! Practical goal Setting Tools and Proven Time Management Techniques Raymond Le Blanc, 2008)

Activity 2

Take a deep breath and

Imagine it is December, 2014, you are preparing to celebrate New Year with your friends and family.

And just before going out for dinner, when you are getting dressed, you start thinking about all that has happened...

What do you think about this year?

How do you feel?

Are you Happy, proud, full?

What made you happier?

What are you proud about yourself?

Imagine all what happened the year you were taken where you are now.

What do you thank for?

Think of every stone, every falling, because thanks to them you were able to stand stronger and stronger. How do you feel now?

Now write down your sensations.

With this image of yourself, start thinking about each area of your life. For example think about your

Economic Area: What do you want to achieve this year? How much do you want to save? What do you want to invest in?

Working Area: Which achievements do you want to get for your career? What would the next step be? What do you want to improve or change?

Personal Area: Do you want to meet someone? Do you want this relation to be formal? Do you want to have better relation with your partner, your children, friends or family?

Health Area: Do you want to lose weight? Do you want to start practising sport? Do you want to meditate every day?

Write all the challenges you can think of as resolutions for this year.

Write on a paper all the challenges you have for this year.

It is important to be able to write at least three challenges for this year.

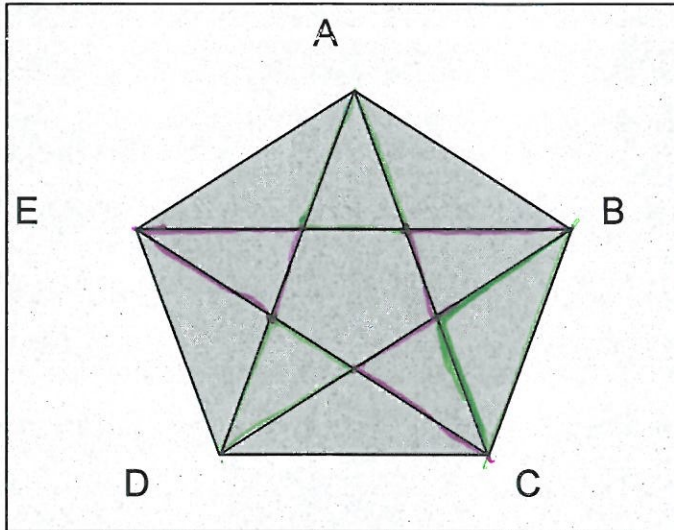
Do you have thoughts about these challenges?

Do you think that these challenges express your "sleeping" desires?

New Teachers New Competences

Activity 4

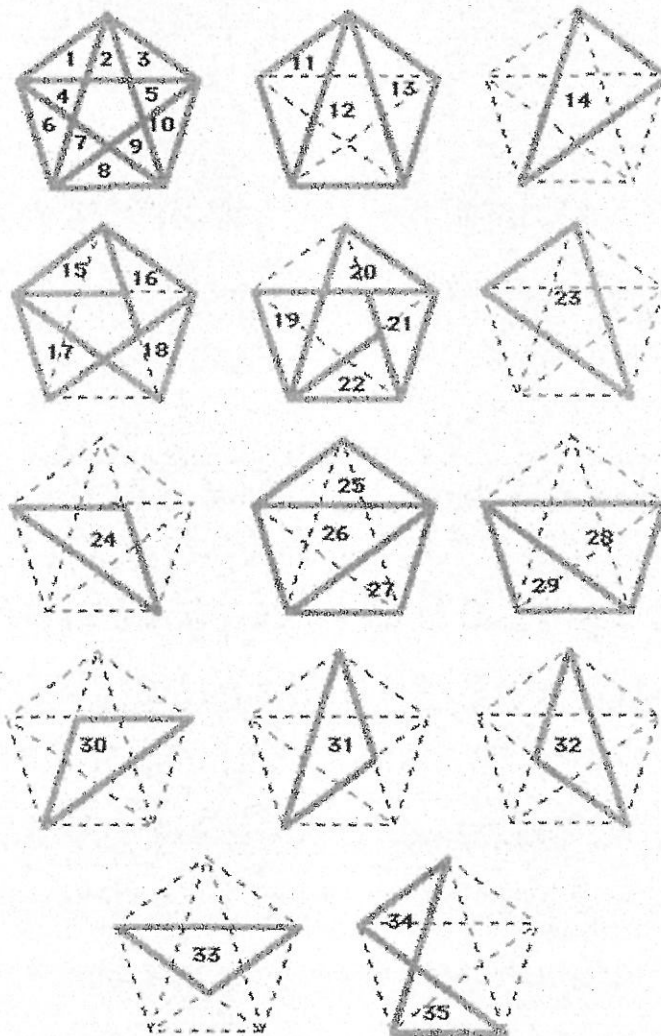
How many triangle can you see? 35

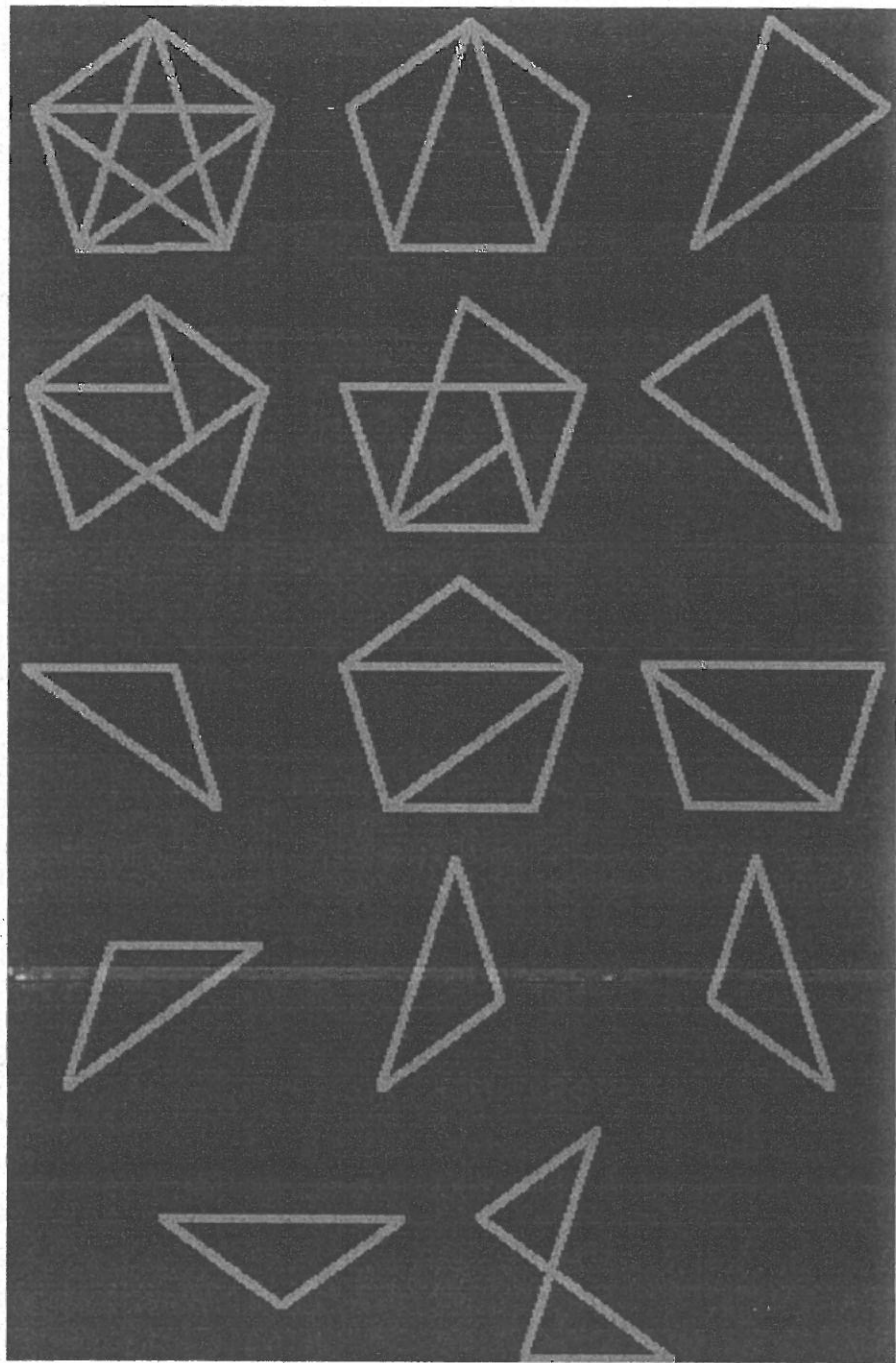


Puzzling Pentacle

A pentacle is a figure made up of five straight lines forming a star. As those five lines form the star, they also form a five-sided figure, called a pentagon, inside the star.

The pentacle to the left has been put inside another pentagon, and together they form many triangles. How many triangles can you find in this perplexing puzzle?





ACTIVITY 5

THOUGHT OR FEELING

At first it can be hard to tell what we're thinking and what we're feeling. We often fool ourselves into believing that we feel something (and therefore that it is difficult to change) when in actual fact it is a thought

For each item say whether it is a thought or a feeling.

	Feeling	Thought
1. I feel that something awful will happen		
2. I feel scared		
3. I feel like nothing ever goes right		
4. I feel so guilty		
5. I feel as though I'm falling apart		
6. I feel very angry		
7. I feel as if my life will never get better		
8. I feel lonely		
9. I feel panicky		
10. I feel so useless		
11. I feel like I'm a burden		
12. I feel ashamed		
13. I feel like I'm being torn apart		
14. I feel heavy		
15. I feel down		
16. I feel that I'm a disgusting person		

Activity 6

Emotional debate

“All emotions are positive, there is no negative emotion”

“My emotional state is under my only responsibility”

Activity 7 TEST

	Strongly agree	Agree	Disagree	Strongly disagree
1. On the whole, I am satisfied with myself				
2. *At times, I think I am no good at all				
3. I feel that I have a number of good qualities				
4. I am able to do things as well as most other people				
5. *I feel I do not have much to be proud of				
6. *I certainly feel useless at times.				
7. I feel that I'm a person of worth, at least on an equal plane with others				
8. *I wish I could have more respect for myself.				
9. *All in all, I am inclined to feel that I am a failure.				
10. I take a positive attitude toward myself.				
Source: The Morris Rosenberg Foundation c/o Department of Sociology University of Maryland 2112 Art/Soc Building College Park, MD 20742-1315				

$Q = 2, 5, 6, 8, 9$

$SD = 1$

$D = 2$

$A = 3$

$SA = 4$

$Q = 1, 3, 4, 7, 10$

$SA = 3$

$A = 2$

$D = 1$

$SD = 0$

Betty Aggeletaki for IDEC S.A

from 15 to 22 → NORMAL
 from 22 to 28 → UP SELF-ESTEEM¹
 UP 28 → COULD BE ARROGANT

Activity 8

SELF-CONTROL QUESTIONNAIRE

Answer sincerely the following twenty questions by choosing an answer from 1 to 5:

- 0. When the sentence is not applicable at all to you;**
- 1- If it is applicable very few times;**
- 2- If it is sometimes;**
- 3- If it is many times;**
- 4- If it is almost always;**
- 5- If it coincides wholly with your life and personality.**

1. My emotions are not noticed unless I want to.
2. I have never been reproached for having said some things in certain circumstances.
3. When I remember my acts, I feel proud of my behaviour.
4. If I face a new or difficult situation, I think it twice before acting.
5. I only tell certain selected people my most intimate things.
6. Nobody considers me as melodramatic or theatrical.
7. In stress times, I do not show it.
8. I do not like to complain, because I think there are many people who are in the same situation as me or even worse.
9. My problems do not influence my eating or sleeping rhythms.
10. When I establish an objective, all I say and do is focused on achieving it.
11. I think impulsive acts generate problems.
12. I do not like to lose control and therefore, I try not to get drunk.
13. I have health problems –digestive and muscular diseases – that could have a mental cause.
14. I do not like to mix work with pleasure.
15. I do not get angry when something frustrates my expectancies (I do not get what I want).
16. I find it easy to change my habits if I plan it, such as giving up smoking, study harder, practise more sport, eat less...
17. I control my negative thoughts
18. I have few changes of mood.
19. I usually anticipate what happens and plan it beforehand.
20. I think what I am going to do before starting speaking.

Add your points. The result indicates your self-control percentage.

For example, if the result is 30, you have 30% of conscious regulation of your behaviour and 70% of impulsiveness.

source: New Teachers New Competences

Activity 12.9

Beck Anxiety Inventory

Below is a list of common symptoms of anxiety. Please carefully read each item in the list. Indicate how much you have been bothered by that symptom during the past month, including today, by circling the number in the corresponding space in the column next to each symptom.

	Not At All	Mildly but it didn't bother me much.	Moderately – it wasn't pleasant at times	Severely – it bothered me a lot
Numbness or tingling	0	1	2	3
Feeling hot	0	1	2	3
Wobbliness in legs	0	1	2	3
Unable to relax	0	1	2	3
Fear of worst happening	0	1	2	3
Dizzy or lightheaded	0	1	2	3
Heart pounding/racing	0	1	2	3
Unsteady	0	1	2	3
Terrified or afraid	0	1	2	3
Nervous	0	1	2	3
Feeling of choking	0	1	2	3
Hands trembling	0	1	2	3
Shaky / unsteady	0	1	2	3
Fear of losing control	0	1	2	3
Difficulty in breathing	0	1	2	3
Fear of dying	0	1	2	3
Scared	0	1	2	3
Indigestion	0	1	2	3
Faint / lightheaded	0	1	2	3
Face flushed	0	1	2	3
Hot/cold sweats	0	1	2	3
Column Sum				

Score here _____.

Interpretation

A grand sum between 0 – 21 indicates very low anxiety. That is usually a good thing. However, it is possible that you might be unrealistic in either your assessment which would be denial or that you have learned to “mask” the symptoms commonly associated with anxiety. Too little “anxiety” could indicate that you are detached from yourself, others, or your environment.

A grand sum between 22 – 35 indicates moderate anxiety. Your body is trying to tell you something. Look for patterns as to when and why you experience the symptoms described above. For example, if it occurs prior to public speaking and your job requires a lot of presentations you may want to find ways to calm yourself before speaking or let others do some of the presentations. You may have some conflict issues that need to be resolved. Clearly, it is not “panic” time but you want to find ways to manage the stress you feel.

A grand sum that exceeds 36 is a potential cause for concern. Again, look for patterns or times when you tend to feel the symptoms you have circled. Persistent and high anxiety is not a sign of personal weakness or failure. It is, however, something that needs to be proactively treated or there could be significant impacts to you mentally and physically. You may want to consult a physician or counsellor if the feelings persist.

Source: Phd.David L.Luechauer Beck Anxiety Inventory

Activity 9

Only for the last month

Beck Anxiety Inventory

Below is a list of common symptoms of anxiety. Please carefully read each item in the list. Indicate how much you have been bothered by that symptom during the past month, including today, by circling the number in the corresponding space in the column next to each symptom. Not At All

Mildly but it didn't bother me much.

Moderately – it wasn't pleasant at times

Severely – it bothered me a lot

Numbness or tingling	0	1	2	3
Feeling hot	0	1	2	3
Wobbliness in legs	0	1	2	3
Unable to relax	0	1	2	3
Fear of worst happening	0	1	2	3
Dizzy or lightheaded	0	1	2	3
Heart pounding/racing	0	1	2	3
Unsteady	0	1	2	3
Terrified or afraid	0	1	2	3
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Feeling of choking	0	1	2	3
Hands trembling	0	1	2	3
Shaky / unsteady	0	1	2	3
Fear of losing control	0	1	2	3
Difficulty in breathing	0	1	2	3
Fear of dying	0	1	2	3
Scared	0	1	2	3
Indigestion	0	1	2	3
Faint / lightheaded	0	1	2	3
Face flushed	0	1	2	3
Hot/cold sweats	0	1	2	3

Column Sum

score here _____.

Interpretation

Activity 12

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Source: Phd.David L.Luechauer Beck Anxiety Inventory

Do you feel stress?

- Your boss tells you that you will not be getting a raise this year
- Your spouse is diagnosed with a serious illness
- Your project may stop
- You have to finish a report for imports of packaging materials current year until 25th of November (today is 22nd of November)
- Manager of your department announced, that from the next week you have to go to another department (the new department is out of your experience)

Which of the above situation is more stressful for you and why?

WORK SHEET 1

Situation / Fact or Event	Emotions	Behaviour	Consequences
You have many matters to solve and someone in your environment takes up your time once and again and this does not seem to end.			
You are assisting the request of someone in your team, who, instead of asking, demands, with a very critic and cocky attitude.			
It is the last minute in the morning. You are tired and overwhelmed by the amount of work you have.			
You have made a "harsh" comment to a colleague and, for this reason, this person is cold and distant with you.			
Close to you, there is someone with a big problem but you cannot do anything about it.			
The computing system has been failing the whole morning and you have to do a work.			
Your partner or one friend makes you see you are not doing things well, but you do not think so.			

Source: New Teachers New Competences

ACTIVITY 12

TOWER OF AIR

Problem solving activity
"Tower of Air"

Time: 15-20 minutes

You work as a team of 3 .
Each of you will have 10 balloons and masking tape

Description: You need to build the tallest free standing tower using just the balloons and the masking tape that you have been given.

The tower must be built on the floor (or table) and may not use any other objects to lean against or help support it.

You will have 10 minutes to build their tower.

Source: www.activelearning.org

TOWER OF AIR

Discussion after the game:

Discussion Prompts (in 3 areas):

What happened?

- 1) Did you do any planning before you started building?
- 2) Did the plan change after you started building? How?
- 3) Was your end product satisfactory? What would you change next time?

What does it mean?

Did you look at what other teams were doing to get ideas? (it is not cheating. It is a good practice to use good ideas no matter where they come from.)

Now what can we do with this information?

How important is communication with your team members

Activity 1013

What is your problem?

PROBLEM	RE-DEFINITIONS
"My work is really irritating me"	I am given too many responsibilities My boss is overwhelmed with work and does not have time to assist me My colleagues do not seem to be conscious of their duties, so they do not move a finger. I am always frustrated and exhausted
The real problem is not my boss or my colleagues, but the fact that I never talk to them about the difficulties I am facing.	

Based on this example could you define what is the real problem in your life?

Source: New Teachers New Competences

Activity 14

Case:

Students talking when teachers teaching

Wear the six hats and think about this case

For example

- Students are talking when Teacher is talking
- There is noise so that others are distracted or can't hear
- Students don't know what to do after Teacher has given directions
- Many students get silly or off task
- Teacher feels offended
- Students are frustrated because they can't hear directions
- Those talking enjoy joking around and being heard
- Time is wasted
- Learning is compromised
- Those who legitimately have the floor feel that listeners don't care about what they are saying
- Chaos in the classroom
- Everyone gets to say what is on their mind
- It can be fun
- You don't have to wait until you speak and therefore don't forget what you what to say
- Not just the "smart" kids get to speak

- Teacher will be more aware of the amount of time that she "talks"

SIX THINKING HAT EXAMPLE

- * - Teacher will try to include interaction from many different students, not just the "smart" kids

Students will work on resisting the need to say everything that comes into their mind. They will ask

Themselves if this is "on topic" and "if this needs to be shared at this time. There needed to be further

Discussion on "how" students would work on this problem.

- Teacher learned that she needs to limit the amount of time she uses "Talking" as a form of teaching

- * - Teacher needs to involve all students in discussion. She needs to look for the one who rarely offers comments or is quietly waiting to be picked to answer.

Teacher needs to realize that some students need "think time" before they are ready to contribute to a discussion.

Allowing time for these students to think is important part of class discussion so they do not tune out.

Source E.DE BONO six thinking hat

Activity 3

Choose one situation of the previous activity and try to visualize it by positive point of view. As you want.

For example: My spouse is diagnosed with a serious illness. This cause to me stress, sad and anxious. I am thinking that I will lose a favourite person. I imagine hospitals, doctors, medicines etc. If I try to change the picture I can imagine that my spouse will be fine, medicines will operate excellent and instead the loss and grief my mind photo happy hours, excursions.

This positive option can offer to me less stress. I will be calm so I can face and deal with any situation. I call all positives energy to be my positive picture true.

ACTIVITY 14

Evaluating factors affecting teamwork

How much the following factors affect teamwork?

Rate the impact of every factor from 1 – “not at all important” to 5 - “very important”.

Communication	1	2	3	4	5
Management of conflicts	1	2	3	4	5
Compensation Incentives	1	2	3	4	5
Focusing on goals	1	2	3	4	5
Continued training	1	2	3	4	5
New concepts and tools	1	2	3	4	5
Delegation (clearly defined role)	1	2	3	4	5
Regular meetings	1	2	3	4	5
Shared responsibility	1	2	3	4	5
Leadership	1	2	3	4	5
Mutual trust	1	2	3	4	5

Which were the highest rated factors?

For three of them, write down an example of how they can affect the teamwork.

Source: New Teachers New Competences

SIX HATS EXAMPLE

The realities of being a school manager

- White Hat (facts):
 - - I will have to stay at school for long hours (full-time job).
 - - I will not earn more.
 - - I will be the main responsible person at school.



- Green Hat (creativity):
 - - I will try to make the school more inclusive by encouraging innovative ideas. -
 - - Rather than checking everything as the school manager, I will try to create a self-regulating organization.



-

SIX HATS EXAMPLE

- Yellow Hat (benefits):
 - - I can affect many children and teachers in a positive way.
 - - I can implement innovative ideas at school.
 - - I can improve myself and my institution



- Black Hat (cautions):
 - - Being a school manager is like a "bed of nails". You have too many responsibilities but not have much power/authority. Prosecutions might be started against you.

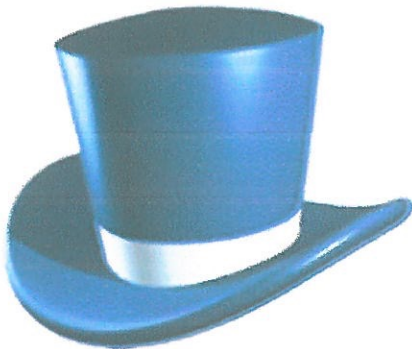


SIX HATS EXAMPLE

- Red Hat (feelings):
- - There are teachers whom I get on well and others with whom I don't get on well. Will I be able to be objective in all aspects? I am really concerned.

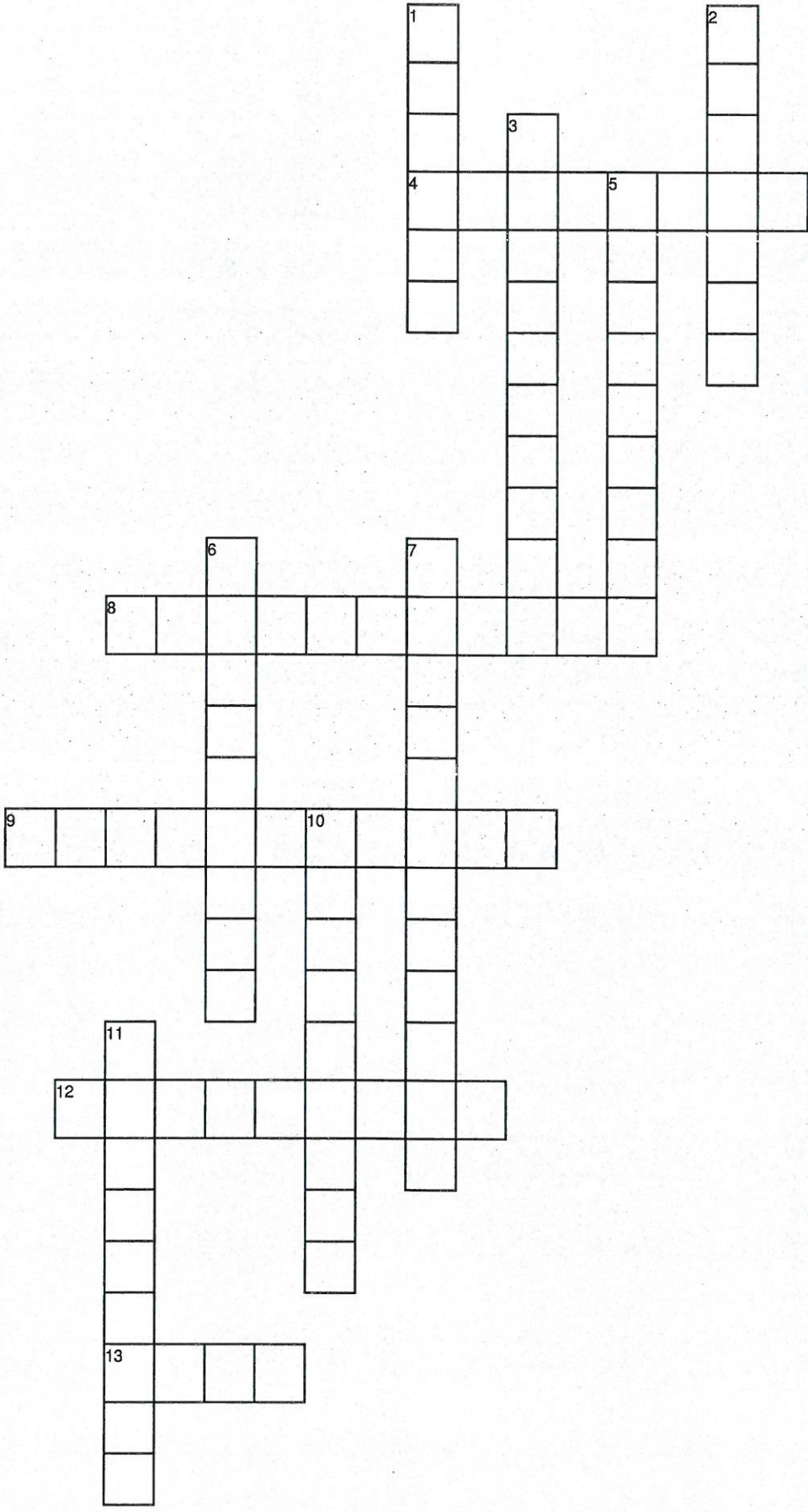


- Blue Hat (process):
- - Ensured that Six thinking hats guidelines have been observed.



Source: The RETAIN Project is supported by The Lifelong Learning Programme

TEAM ROLES



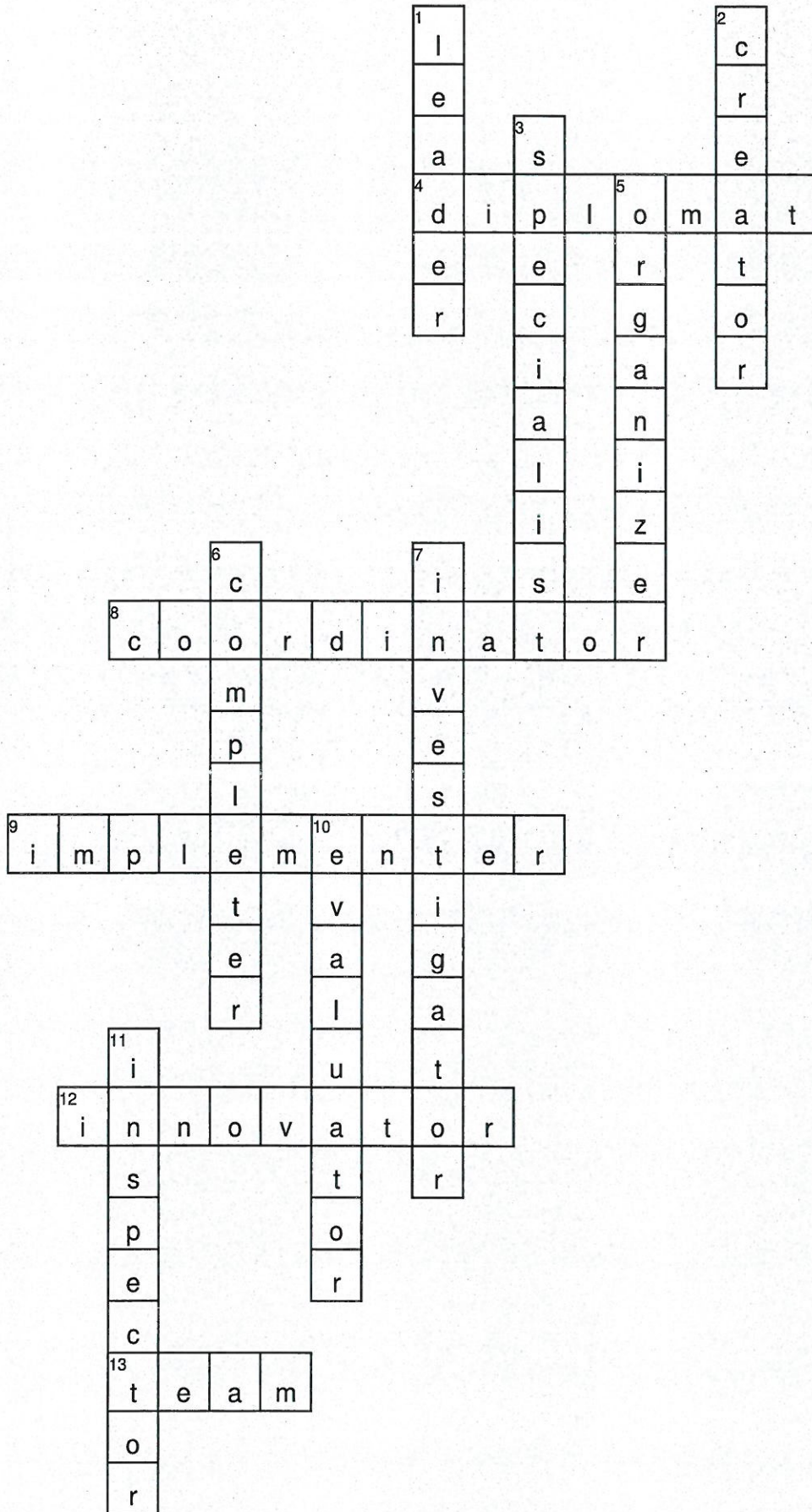
Across

Down

4. The one who deals with external relationships, the liaison with external stakeholders
8. The one who chairs the discussion and guides the debate in order to clarify goals and delegate responsibilities
Creator=The one who puts tasks into a plan, plans the work schedule and budget
9. The one who converts ideas into actions
12. The one who generates ideas and perspectives, identifies alternative work plans and actions
13. worker The one who focus on cooperation issues, maintains the team spirit, removes frictions, reminds that the team goals are more important than self-interest

1. The one who recruits, communicates and motivates
2. The one who puts tasks into a plan, plans the work schedule and budget
3. The one who provides expertise and skills specific on the topic of the work
5. The one who supervises the work schedule, manages delays, drives the team to overcome obstacles
6. The one who finalizes the results and performs delivery
7. The one who explores opportunities and develops contacts
10. The one who performs quality control, checks the consistency of the results with the initial aims
11. The one who uncovers missing issues, monitors the quality

TEAM ROLES



Across

Down

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STORY: "Life with the Wright Family"

One day the Wright family decided to take a vacation. The first thing they had to decide was who would be left at home since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course this made Aunt Linda Wright so mad that she left the house immediately yelling "It will be a right cold day before I return".

The Wright family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright and Shelly Wright and got in the car and left. Unfortunately, as they turned out of the driveway someone had left a trash can in the street so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so they could get going. Tommy took so long that they almost left him in the street. Once the Wright family got on the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry he had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about other things that they might have left undone.

No need to worry now, they were off on a right fine vacation. When they arrived at the gas station, Father Wright put gas in the car and then discovered that he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind.

After Timmy had left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This of course got Mother Wright's attention and she left the car in a hurry. Shelly Wright wanted to watch Susan get sick, so she left the car too. Father Wright was left with Tommy Wright who was playing a game in the backseat.

With all of this going on Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the family and left the gas station as quickly as he could. When he arrived home, he turned left into the driveway and said "I wish the Wright family had never left the house today! Right?"

Characteristic	What does it look like?	Where is your practice on this continuum?		
Trust	• Seeking input from others.	Always	Sometimes	Never
	• Allowing others to complete their work without unnecessary oversight.			
	• Feeling comfortable discussing successes and failures.			
Diversity	• Including people who have different backgrounds or perspectives.	Always	Sometimes	Never
	• Encouraging those who think differently about important issues to share their opinions.			
Mindfulness	• Being open to new ideas.	Always	Sometimes	Never
	• Talking freely about what is and isn't working in the practice.			
	• Adjusting routines in response to current situations; not running on autopilot.			
Interrelatedness	• Being attentive to current tasks as well as larger goals.	Always	Sometimes	Never
	• Being aware of individual roles and how they affect other functions and people in the practice.			
Respect	• Being considerate, honest and tactful.	Always	Sometimes	Never
	• Valuing others' opinions.			
Varied interaction	• Understanding the importance of both social and task-related relationships.	Always	Sometimes	Never
	• Encouraging people to pursue activities outside of work.			
Effective communication	• Understanding when certain methods of communication are more appropriate and timely than others.	Always	Sometimes	Never

Activity 9 WORKING RELATIONSHIPS

	• Using “rich communication” (e.g., face-to-face discussion) for more sensitive matters.			
	• Using “lean communication” (e.g., notes, memos) for routine matters.			

Activity 4

DAILY LOG

Date/ time	Activity Discription	How I feel? (alert, flat, tired, energetic ect)	Duration	Value (high, medium, low, none)

ACTIVITY 19
DAILY LOG

To Do List

DATE:

Priority	Number	Description	Done _

Needs to be done by (*specify time or date*).

- a) Urgent and Very Important
 - b) Urgent but not as important
 - c) Needs to be done today
 - d) Needs to be done by (*specify time or date*)
 - e) Something to remember but not a priority at this time
- Number** your items in the order you want to try and accomplish them
Remember to tick them off when they are done!

<http://psychology.tools>

Activity 21

The four quadrants

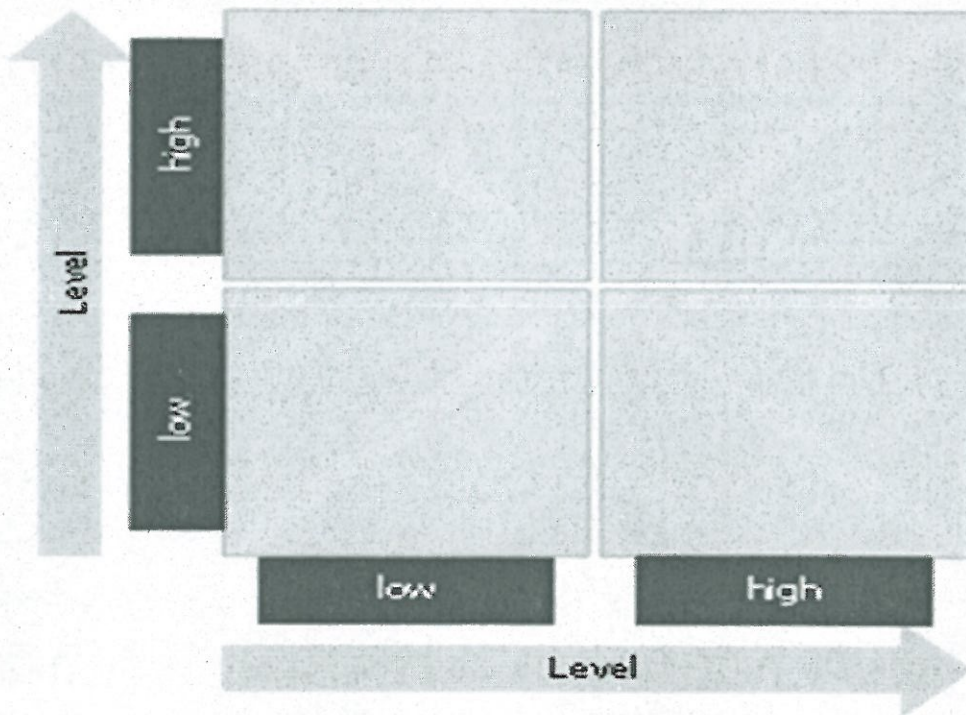
You are a teacher and you are responsible to submit a program for your lesson to the dean until the end of the month. You are well prepared .You have done almost the program and four days before the deadline Dean comes and inform you that he/her also needs the full syllabus with assignments, tests, deadlines and grades.

In parallel your work spouse is a new teacher comes to you and ask your help for his/her job.

At the same time one of your student comes and ask for your advice about the best way to ask for a girl a date.

In top of that you have to apply for one special seminar that you want to attempt.

Please split all the above to the quadrants



ACTIVITY 22

MOTIVATION TEST

Strongly agree	Agree	Don't Agree/Don't Disagree	Disagree	Strongly Disagree
+2	+1	0	-1	-2

score

1.	Money is really the only way to motivate good performers	
2.	Most people will perform better when their managers remind them that they might lose their jobs if they don't work efficiently and help keep the organisation competitive	
3.	Whether employees perform well depends very much on their working environment	
4.	The feeling of belonging to a group with strong team spirit is a vital factor in human motivation	
5.	Individual recognition for above average performance is more important to people than money	
6.	Providing a competitive pension plan and good sickness benefits are good ways of motivating most people	
7.	Most employees would rather work alone and unaided on a challenging project than in group	
8.	Being able to participate in work-organised social events motivates people to work well	
9.	Personal pride in their accomplishments is more important to most people than the congratulations of their boss or colleagues	
10.	Generally speaking employees perform well when they know they are considered to be more skilled than their colleagues at some part of their job	

Security

statement	score
2	
6	
14	
total	

Material

statement	score
1	
3	
15	
total	

Self-fulfilment	<ul style="list-style-type: none"> • Project work • Time for hobbies • Extra vacation • Use company facilities at weekend
Esteem	<ul style="list-style-type: none"> • Recognition • Bonus • Publication of results • Better office • Car/Promotion
Belongingness	<ul style="list-style-type: none"> • Service awards • Club membership • Social Events
Security	<ul style="list-style-type: none"> • Contract • Pensions • Health insurance
Material	<ul style="list-style-type: none"> • Salary increased • Improved working conditions • Better equipment • Family care • Gifts

Source: Manager's pocketbook Kohn Townsend

ACTIVITY 24

You have ten minutes to perform your tasks, and enjoy the show!

DEBRIEF

After the activity, discuss learning points.

How did teams decide what tasks they wanted to do?

Are any decisions based on task dependencies?

What group dynamics came into play?

Select one of the below tasks

Do a circle around the room (5 points)

Create something for the instructor to wear, such as a hat or tie (10 points; bonus 5 points if the instructor actually wears it)

Find out something unique about each person on the team (5 points)

Sing a song together (15 points)

Make a paper airplane and throw it from one end of the room to another (10 points)

Get everyone in the room to sign a single piece of paper (5 points)

Count the number of pets owned by your group (20 points)

Assign a nickname to each member of the team (5 points)

Create name cards for each team member (5 points; bonus 5 points if you use your team nicknames)

Make a tower out of the materials owned by your group (10 points)

Name your team and come up with a slogan (5 points for the name, 5 points for the slogan)

Make a list of what your team wants out of the workshop (15 points)

ACTIVITY 25

Employee

Name: _____

Task: _____

1. Why is this job important?

2. How do you do the task? What results do you want? (Write it as a SMART Goal.)

3. What authority or materials will the person need to complete the task?

4. When does the task need to be completed?

5. When will you check back with the employee to assess progress?-

ACTIVITY 25

Delegation observer worksheet

Did the delegator explain the importance of the task? Comments :	Yes	No
Did the delegator explain how to do the task? Comments :	Yes	No
Did the delegator present the expected results in a SMART goal? Comments :	Yes	No
Did the delegator give the employee the authority to do the task? Comments:	Yes	No
Did the delegator set a deadline and checkpoints? Comments:	Yes	No
Did the delegator ask the employee to summarize the task? Comments:	Yes	No
Did the delegator encourage the employee to ask questions? Comments:	Yes	No

Worry time

WORRY TIME

When we have something that we worry, our thoughts be repeated and create to us more anxiety having all day bad mood and anxiety.

The worry time exercise has as scope to allow to ourselves to limit the period of time that worry thoughts oppressing us.

So we can choose a specific time that we can leave free your mind to worry. Prerequisite is to define specific hour as also the duration of time. For example the worry time is from 11 to 11.30.

When a thought arise any other time ,we take a deep breath and refocus our attention and think "that the time that we will worry is not now the time that I think about this is at 11 o'clock".

The purpose of this exercise is to reduce the amount of time that we spend each day by worrying for.....

The first step in this exercise is to recognize the situation that we worry .SPECIFY "I worry about"

Second step is to find specific time and place that we allow to ourselves only to worry.

After your "worry time" has ended, could be useful to take a relaxation breathing.

Based on this exercise we succeed two things the first is that stop to have worry thoughts all day and the second is that we recognize our worry thoughts. (and maybe we can understand that we do not have real reason to worry)

Worry time

Date and Time:

Place:

1. What you were worried about today:

2. Rate the degree of your anxiety and worry on a scale from 0 to 10

3. What strategy did you use to try and limit the time you spent worrying?

Deep breathing, Relaxation, Positive self-talk, Thought-stopping
Refocusing

4. How successful was your strategy in limiting the time you spent worrying?

5. If the strategies were not helpful in limiting the time you spent worrying today, what factors or stressful events impeded with your ability to let go of your worry thoughts?

Source: Child Psychotherapy *Arthur E. Jongsma, Jr.L. Mark Peterson*
William P. McInnis

WORK SHEET 1 individual. FIND YOUR PARADISE

Write a list of 25 things that produce enjoyment and pleasure on you. You can include something you used to like but you do not practice any more, something you have always found pleasant but you have never done, etc. When writing the list, try them not to have much cost, a pleasure as simple as possible.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

Now you have found your paradise, put the list in a visible place and start practicing it.

Activity 19

Many people have a lover and others would like to have one. There are also people who do not have one or that used to have one but lost him/her. It is usually these two kinds of people who go to the doctors', psychologist's or psychiatrist's to find solutions to their sadness and other symptoms such as insomnia, lack of will, pessimism...

Their lives go by monotonously and without expectancies, they work only to survive and they do not know how to spend their leisure time. In short, we can say they are completely discouraged. In this cases any doctor's diagnose is probably depression, with the subsequent prescription of antidepressants.

Nevertheless, after considering the problem deeply, these people would probably not need an antidepressant, but they really need a lover.

Apparently, the solution is quite frivolous. Somebody will think that a professional person should not finish off as casually with such unscientific suggestion. There will also be people that, offended with that suggestion, are not willing to go on reading or even hearing about psychologists. But, never mind, for those who are willing to continue reading up to the end, let us explain what we understand as a lover.

Lover is "something we feel passion for". What occupies our thoughts before getting asleep, it is also somebody who sometimes does not let us sleep, what allows understand that life has a motivation and sense. Sometimes our lover is our partner, other times, someone who is not our partner. We can also find it in scientific research, literature, music, politics, sport, studies or our work if it is vocational, good food, friendship, the pleasure of a hobby... in short, it is "somebody" or "something" that becomes "a boy/girlfriend with life" and separates us from the sad fate of lasting.

Because, let us consider... What is lasting? Lasting is being afraid of living. It is devoting ourselves to spy how the others live, wandering through life, taking multi-colour medicines, letting ourselves go and getting far from gratifications, taking care of cold, the heat, the humidity, the sun and the rain. Lasting is postponing the possibility to last for today, desiring that we might maybe do it tomorrow.

After the above, do not try hard to last, find a lover, be a lover and a protagonist of your life. Think that the tragedy is not to die; in the end, death has a good memory and never forgot anybody. The tragedy is not having the courage to live. Meanwhile, and quickly, find a lover...

Psychology, after researching a lot about this topic, discovered something transcendental: to be happy, active and feel a joyful person, we have to be "life's boy/girlfriend"

Tell what constitutes a lover for you, what offers you motivation and sense to your life and makes you feel happy -----

source: New Teachers New Competences

Activity 18

For your personal opinion a proactive and reactive person how they active in the below situations

	PROACTIVE PERSON	REACTIVE PERSON
Search for a job...		
does not have any money		
In an argument...		
When studying...		
In leisure time...		
Seeking a boy/girlfriend		

Activity 17

To measure your proactivity level, we suggest you an **only-15-question test**. The questions are simple. If most of the answers are positive, it shows proactive behaviour, whereas if there are more negative results, your profile will not fit that of a proactive person:

- Do you know your **strengths** and your weaknesses not only in the professional area, but also in the working and personal context?
- Do you take your own **decisions** or do you wait until a boss gives you his/her approval?
- Are you ready to **accept challenges** or are you afraid of change, uncertainty and new experiences?
- Do you act **determined** to achieve your challenges or are you one of those who doubts whether the decisions made are right or not?
- Are you motivated by finding or creating **new scenarios** or do you prefer the place you are in, with already-known realities and actors?
- Do you enjoy **making decisions** and taking action; or do you prefer someone else to take this responsibility?
- Do you like to **take risks** or do you prefer "*a bird in the hand is worth two in the bush*"?
- Do you anticipate the situations; are you **far-sighted** and able to suggest choices when the way seems to go wrong?
- Do you **have positive attitude** in front of change or whenever a new situation or person appears you get disappointed and it takes you some time to adapt?
- Do you set positive, realistic and **challenging** objectives; or do you resign with what you can do every day; as, anyway, you already make the difference with that?
- Do you think mistakes are a good opportunity **to learn**; or that they are punishable behaviours that should be avoided no matter what happens?
- Do you overcome the **obstacles** that appear against getting your objectives; or when you see a stone in your way you stop to think and you turn round?
- Are you able to change your plans if something does not happen according to what planned, or do you prefer to follow the instructions carefully what you have planned as a master plan?
- Do you always find new options and **alternatives** to solve problems or do you try with the old solutions that "*always give good results*"?
- In times of crisis, are you able to act quickly and **decisively**; or do you get blocked and you do not know what to do or who to ask for help?

If most of your **answers are negative**, your profile is that of a **not-proactive person**; but do not get discouraged, you can still learn to open your mind and act differently so you can become a proactive person.

Activity 17

The first thing you have to do is to identify which the areas you can improve are, in your job or profession, simply answer frankly the following questions:

- Do you like the results you are getting?
- What are you missing for not being more proactive?
- What could you have if you were more proactive?
- If you decided to change, how would this decision change your future?

You probably need a change of attitude but you have not realised yet.

If, on the contrary, your answers were mostly positive, **Congratulations!** You are a proactive person.

Source: New Teachers New Competences

Activity 16

LIST OF "I HAVE", "I AM", "I CAN" EXPRESSIONS

1. External support factors: what someone has "I have"
2. Internal personal sources: what someone is, "I am"
3. Social skills: what he/she can do, "I Can"

Underline the statements you feel identified with, which could have helped you solve your problem more efficaciously.

First source: "I HAVE". External support factors:	Second source: "I AM" Personal internal strengths:
<ul style="list-style-type: none"> - Reliable relations. - Access to pacific solution of problems and conflicts. - Emotional support out of the positive solution of problems and conflicts. - Organisations available for me. - People who will help me under any circumstance. 	<ul style="list-style-type: none"> - Someone the others appreciate and recognise. - Someone who likes understanding. - Respectful - Autonomous - Someone focused on achievement - Someone with self-esteem. - Someone hopeful and with faith in the future. - Empathic. - Willing to be responsible for what I do - Sure things will be all right
Third source: "I CAN"	

- Social abilities:
- Be creative.

Activity 16

- Be persistent.
- Have good humour.
- Communicate properly.
- Solve problems effectively.
- Control my impulses.
- Find reliable relations.
- Speak when necessary.
- Find someone who helps me.

Source: New Teachers New Competences

STRESS

Activity 6

It is nine o'clock in the morning, it is a heavy raining day, you are in the office and you have schedule to go to an event after work.

Think with the positive and negative way and keep notes about your feelings in both of your thoughts

WORK SHEET 1

DO YOU DO ANYTHING TO RELAX?

1. Do you ever feel the need to relax?

YES

NO

2. When?

3. What do you do to relax? (Describe it)

4. Do you find it effective?

5. If you find it difficult to relax, what do you think is the reason?

Source: New Teachers Mew Competences