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Duration of the workshop:

6 hours divided in two days with 3 hours session each day

1. Short description:

The workshop is aimed at leaders of organizations. It is conceptualized as a preventive workshop. It leads them through a process of self-reflection which gradually extends the focus to their role within the organization. How can they be an example and lead the changes in the organization by being a role model for colleagues. The workshop offers a collage of activities that inform about burnout, offers suggestions for reorganization of individual routines and examples of practical exercises.

2. Workshop goal:

- raising managers' awareness of their individual practices and informing them about how they can transfer them to the organizational level;
- equip leaders with tools that can help them make changes at the personal and organizational levels;

3. Workshop target group:

- leaders of the organizations
- 15 to 20 persons



4. Workshop agenda

	Time (duration of actions)	goal	description of the activity (detailed description of the exercises)
DAY 1			
1.	Introduction 15 minutes	Overview of burnout recognition, mapping the state of burnout among the participants.	Participants stand in two rows or a circle (depending on the space) facing each other. The moderator reads the statements. If the participant agrees with the statement, she takes a step forward. Ssee materials A for selected statements..
2.	Basic info on burnout 5 minutes	Raising awareness about burnout.	Watching the video What is burnout?
3.	Defining personal goals 15'	Formation of personal goals for the workshop and building the atmosphere of trust.	Participants write personal goals or expectations with which they will leave the workshop on slips of paper. They share them with the group and place them on the wall. The moderator reminds the participants that shared personal information should remain in the safe shelter of the workshop. The moderator underlines that the goal of this workshop is to share personal experiences and problems, therefore the aim of this commitment is to establish a safe space that will allow us to fruitfully exchange and design useful solutions.
4.	Individual self-reflection 15'	Self-reflection, written/drawn map of the day to which participants can return later.	Participants write down their typical work day on paper. Along with the description, they should also try to estimate how much time they dedicate to individual activities.
5.	Break 15 minutes		
7.	Group reflection 30 minutes	To compare and exchange personal experiences, share good practices and learn from other participants.	Individual work is followed by exchange, discussion and joint formulation of proposals. It is important that reflection on small, everyday hobbies is also included. The moderator leads the conversation based on the attached list of suggestions. See attached materials B.
8.	Breathing exercise I 10 minutes	Learn practical exercises to be used at work.	Performing simple movements and breathing exercises. We test the exercises with the participants to get to know them practically. See attached materials C for some examples of breathing

			exercises (moderator should select one) and an example of simple movements to be used during active breaks.
9.	Break 15 minutes		
10.	Schedule analysis 20 minutes	Shifting the perspective to the organizational level, raising awareness of the impact of personal practices on the functioning of the organization and vice versa which elements in the schedule are the result of practices in the organization.	Talk about which elements in the schedule they are “forced” by practices in the organization.
11.	Measures to improve organizational climate 35 minutes	Familiarization with the set of changes at the level of the organization.	The moderator splits the participants in four groups. Each group discusses for 5 minutes about one of the four measures presented in materials D. Groups share their measure with a practical example with the rest of the workshop participants. See attached materials D.
12.	Wrap-up 5 minutes	Setting personal goals for the next session.	Each person (anonymously) writes down their personal measure to be adopted immediately and places them in the envelope that will be held by the moderator.
DAY 2			
1.	Reconnection 10 minutes	Reconnect and warm up.	Participants stand in a large circle. The moderator reads the personal goals - he takes out similar/doubled goals - out loud. The persons who have taken such measures as a result of the first workshop step one step towards the center of the circle.
2.	Drawing exercise on clear communication 10 minutes	Learning about the impact of communication on work results.	Participants are divided into pairs. They sit with their backs to each other. The first describes the picture in front of him, the second draws on blank paper based on the description. The person drawing should not speak / ask questions. They have 5 minutes to copy the image. One pair of participants has the task of disruptors. Couples who draw are disturbed by sounds, questions (e.g. what time is it, you can give me when you will have time for me, when the task will be done, how you are doing). After five minutes, reflection follows. The couples first share how the task went for them, how much the pictures actually resembled each other, what was the hardest for the person describing and the person drawing. The moderator finally asks questions: Why is one-way communication inefficient, difficult? How did the disruptors affect the execution of the task?

			Can we transfer this to the organization's environment?
3.	Effective communication 20 minutes	Acquaintance with the basic guidelines of good communication.	<p>Effective communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information. As well as being able to clearly convey a message, you need to also listen in a way that gains the full meaning of what's being said and makes the other person feel heard and understood.</p> <p>Effective communication sounds like it should be instinctive. But all too often, when we try to communicate with others something goes astray. We say one thing, the other person hears something else, and misunderstandings, frustration, and conflicts ensue. This can cause problems in your home, school, and work relationships.</p> <p>For many of us, communicating more clearly and effectively requires learning some important skills. Whether you're trying to improve communication with your spouse, kids, boss, or coworkers, learning these skills can deepen your connections to others, build greater trust and respect, and improve teamwork, problem solving, and your overall social and emotional health.</p> <p>The participants are divided into four groups. Each group has 5 minutes to prepare the presentation of one of the communication skills in 2 minutes to the others. The presentations are followed by a short discussion on which of the skills do the participants find most useful.</p> <p>See attached materials F - print them individually as handouts for the participants.</p>
4.	Break 10 minutes		
5.	Balloon juggling energizer 20 minutes	Strengthening delegation competencies, learning about the importance of seeing the bigger picture.	<p>One of the participants gets 2 balloons. The task is to keep them in the air for as long as possible by bouncing. The other participants gradually add balloons to him / her. The goal is to keep them in the air as long as you know them and for as long as possible.</p> <p>You will give 40 balloons to the participants. The task is that for at least 3 minutes no balloon falls to the ground.</p>
6.	Reflection of the practical exercise 20 minutes	Strengthening delegation competencies, learning about the importance of seeing the bigger picture.	<p>The moderator asks the following basic questions: What did we want to show with this exercise? (Answer: The person has limited capacity.) Why didn't she manage to keep all the balloons in the air? Is the number of balloons a person can handle universal?</p> <p>What did we want to show with the second part? (Answer: The organization also has limited capacity.)</p>

			<p>Did they notice during the task that a person was having problems or that he/she had come to the aid of another person? How did this affect the performance of the task?</p> <p>What can we conclude from this? (Who in the organization determines where the limit of the individual and the organization is? Who is responsible for identifying a situation where someone or the organization is no longer up to the task? Who is responsible for providing help?)</p>
7.	Reduction of stress at workplace 15 minutes	Providing useful tips and measures for the leaders.	<p>The moderator reads the following tips on <i>How can leaders reduce stress at work</i> to the group:</p> <p>Act as a positive role model. If you can remain calm in stressful situations, it's much easier for your employees to follow suit.</p> <p>Consult your employees. Talk to them about the specific factors that make their jobs stressful. Some things, such as failing equipment, understaffing, or a lack of supervisor feedback may be relatively straightforward to address. Sharing information with employees can also reduce uncertainty about their jobs and futures.</p> <p>Communicate with your employees one-on-one. Listening attentively face-to-face will make an employee feel heard and understood. This will help lower their stress and yours, even if you're unable to change the situation.</p> <p>Deal with workplace conflicts in a positive way. Respect the dignity of each employee; establish a zero-tolerance policy for harassment.</p> <p>Give workers opportunities to participate in decisions that affect their jobs. Get employee input on work rules, for example. If they're involved in the process, they'll be more committed.</p> <p>Avoid unrealistic deadlines. Make sure the workload is suitable to your employees' abilities and resources.</p> <p>Clarify your expectations. Clearly define employees' roles, responsibilities, and goals. Make sure management actions are fair and consistent with organizational values.</p> <p>Offer rewards and incentives. Praise work accomplishments verbally and organization-wide. Schedule potentially stressful periods followed by periods of fewer tight deadlines. Provide opportunities for social interaction among employees.</p>

8.	Break 10 minutes		
9.	Situational role playing 30 minutes	Strengthening the competencies of effective communication.	<p>Ineffective communication by managers, for example in giving instructions, criticizing, and evaluating work, can be a major factor influencing burnout. Two of the participants are asked to volunteer for the task. They (the two volunteers) each get their own scenario or pre-story / description of the situation. They are given 5 minutes to read their situational background.</p> <p>They have 5-10 minutes to resolve the dilemma or discuss the described situation.</p> <p>The other participants silently observe the dialogue. The whole group reflects for 15-20 minutes on the effectiveness of the communication, most common mistakes and tries to find better practices.</p> <p>Here are some guiding questions: They are offered some guiding questions:</p> <ul style="list-style-type: none"> - Who did you feel related to? - Have they ever found themselves in a similar conversation? On which end? - What triggered their understanding of the situation? How were they able to understand both positions? - Have they found a more suitable solution? - Were there some patterns in the communication (some phrases, words) they saw. How did they influence the discussion? How did the other person respond to them? <p>See attached materials G.</p>
10.	Closing overview 20 minutes	Reflect if participants received from the workshop what they expected.	<p>Revision of the goals set at the beginning, discussion of their achievement and suggestions for achievement based on the contents of the workshop or exchange of personal experiences.</p> <p>Offer to find more suggestions at the burnout-aid.eu, Burnout Aid Facebook Page and/or YouTube channel.</p>
11.	Wrap-up 10 minutes	Wrap-up with a simple breathing exercise.	<ul style="list-style-type: none"> ● Step 1: Slowly exhale: Sitting upright, slowly exhale through your mouth, getting all the oxygen out of your lungs. Focus on this intention and be conscious of what you're doing. ● Step 2: Slowly inhale: Inhale slowly and deeply through your nose to the count of four. In this step, count to four very slowly in your head. Feel the air fill your lungs, one section at a time, until your lungs are completely full and the air moves into your abdomen. ● Step 3: Hold your breath: Hold your breath for another slow count of four. ● Step 4: Exhale again: Exhale through your mouth for the same slow count of four, expelling the air from your lungs and

			<p>abdomen. Be conscious of the feeling of the air leaving your lungs.</p> <ul style="list-style-type: none">• Step 5: Hold your breath again: Hold your breath for the same slow count of four before repeating this process. <p>Source: https://www.medicalnewstoday.com/articles/324417</p>
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5. Materials for the workshop

- projector, laptop
- post it, paper A4, pencils/pens, one large envelope
- 40 balloons, timer
- printed materials attached to the scenario (no. of copies according to no. of participants)

6. Context (list of publications, films, presentations worth looking at after the workshop)

Additional exercises:

<https://www.webmd.com/balance/stress-management/stress-relief-breathing-techniques#1>

<https://www.uofmhealth.org/health-library/uz2255>

<https://www.urmc.rochester.edu/behavioral-health-partners/bhp-blog/april-2018/5-4-3-2-1-coping-technique-for-anxiety.aspx>

http://www.zvd.si/media/medialibrary/2016/09/DV-4-2015_Aktivni_odmori_na_delovnem_mestu.pdf

7. Comments/ possible modifications - suggestions for additional activities:

With certain modifications of activities, the task is also suitable for a group of individuals - educators.

MATERIALS:

Materials A. List of statements

- ✓ I have already encountered burnout.
- ✓ If I continue at this pace of life, I will face burnout.

- ✓ We have a lot of conflicts in the workplace.
- ✓ I feel underappreciated in the workplace.
- ✓ I often work overtime or during my “free” time at home.
- ✓ We don’t have clearly defined roles, so I often do things that aren’t supposed to be my job.
- ✓ I demand perfect work from myself (and others).
- ✓ I feel a lot of stress and tension while working.
- ✓ All the while, I have a feeling that I have a bunch of unfinished tasks ahead of me.
- ✓ I have trouble sleeping.
- ✓ I feel tired most of the time.
- ✓ I don't know how to set boundaries.
- ✓ I don't know how to let go of work. / I think about work all the time.
- ✓ Relationships with my loved ones are deteriorating due to my work. / I don't take enough time for my loved ones.
- ✓ Sometimes I would rather not get out of bed and go to work.
- ✓ I spend too little time on my hobbies and activities that make me happy.

Materials B. Checklist of tricks, prologues to better structure your time, avoid distractions at work, communicate, etc.

1) ABC method of time management:

The ABC Method is a powerful priority setting technique that you can use every single day. This technique is so simple and effective that it can, all by itself, make you one of the most efficient and effective people in your field.

The power of this technique lies in its simplicity. Here’s how it works: You start with a list of everything you have to do for the coming day. Think on paper. You then place an A, B, or C before each item on your list before you begin the first task.

1) Determine Your Top Priorities

An “A” item is defined as something that is very important. This is something that you must do. This is a task for which there can be serious consequences if you do it or fail to do it, like visiting a key customer or finishing a report for your boss that she needs for an upcoming board meeting. These are the frogs of your life.

If you have more than one “A” task, you prioritize these tasks by writing A-1, A-2, A-3, and so on in front of each item. Your A-1 task is your biggest, ugliest frog of all.

2) Decide On Your Secondary Tasks

A “B” item is defined as a task that you should do. But it only has mild consequences. These are the tadpoles of your work life. This means that someone may be unhappy or inconvenienced if you don’t do it, but it is nowhere as important as an “A” task. Returning an unimportant telephone message or reviewing your email would be a “B” task. The rule is that you should never do a “B” task when there is an “A” task left undone. You should never be distracted by a tadpole when there is a big frog sitting there waiting to be eaten.

3) Analyze The Consequences Of Doing It

A “C” task is defined as something that would be nice to do, but for which there are no consequences at all, whether you do it or not. “C” tasks include phoning a friend, having coffee or lunch with a coworker or completing some personal business during work hours. This sort of activity has no effect at all on your work life.

After you have applied the ABC Method to your list, you will now be completely organized and ready to get more important things done faster.

2) Contain the information flood:

- Optimize communication by reducing the amount of exchanges. Example: Use the "reply to all" option only when absolutely necessary.
- Find your “outflows” in communication: who is constantly clicking on you, why do they keep contacting you, who is the most difficult and why? Consider how to take action, contain or limit these contacts.
- Use automated response to e-mail, communication programs and applications.
- Set “office hours” when you are available.
- When appropriate, add a link to an online form: the one who wants something from you should fill in what they would actually like.

3) Digital diet:

- Use apps that track the usage of your device so you can check what you're spending the most time on.
- The phone does not belong at the head of the bed - buy an alarm clock and make sure the phone isn't the first and last thing you hold in your hands every day. Books are a much better gadget.
- Identify the space in the home (but not the bedroom) where you store your phone or tablet and charge them there.
- Consider the schedule of use: for example, do not use the device at certain times of the day, and then turn off all beeps that might alert you to new information. The same applies to areas in the apartment where there will be no appliances, such as a dining table, in bed...
- Arrange an evening of board games.
- Start with low goals and slowly escalate them: first 15 minutes of abstinence, then 30 and so on until the desired time. For the really brave and motivated, I recommend a day without technology. You will be surprised by new experiences and discoveries.
- Go for a walk without a phone and instead of steps count the beautiful things you noticed along the way.
- Sign out of applications to make browsing at least a little harder.
- If you do not follow your own rules, you can install an application that restricts your access to the Internet, games, use of other applications.
- Remember the activities you like to do and that employ your hands and body and relax your mind: cooking, exercising, gardening, handicrafts, drawing, painting... Many of them involve repetition and therefore have a healing, meditative effect.



Burnout Aid Workshop for leaders from NGOs

- Meditate.

Source: <https://www.briantracy.com/blog/leadership-success/practice-the-abc-method/>

Materials C. *Simple movement and breathing exercises***Breathing exercises**1) Deep Breathing

Most people take short, shallow breaths into their chest. It can make you feel anxious and zap your energy. With this technique, you'll learn how to take bigger breaths, all the way into your belly.

- Get comfortable. You can lie on your back in bed or on the floor with a pillow under your head and knees. Or you can sit in a chair with your shoulders, head, and neck supported against the back of the chair.
- Breathe in through your nose. Let your belly fill with air.
- Breathe out through your nose.
- Place one hand on your belly. Place the other hand on your chest.
- As you breathe in, feel your belly rise. As you breathe out, feel your belly lower. The hand on your belly should move more than the one that's on your chest.
- Take three more full, deep breaths. Breathe fully into your belly as it rises and falls with your breath.

2) Breath Focus

While you do deep breathing, use a picture in your mind and a word or phrase to help you feel more relaxed.

- Close your eyes if they're open.
- Take a few big, deep breaths.
- Breathe in. As you do that, imagine that the air is filled with a sense of peace and calm. Try to feel it throughout your body.
- Breathe out. While you're doing it, imagine that the air leaves with your stress and tension.
- Now use a word or phrase with your breath. As you breathe in, say in your mind, "I breathe in peace and calm."
- As you breathe out, say in your mind, "I breathe out stress and tension."
- Continue for 10 to 20 minutes.

3) Modified Lion's Breath

As you do this exercise, imagine that you're a lion. Let all of your breath out with a big, open mouth.

- Sit comfortably on the floor or in a chair.
- Breathe in through your nose. Fill your belly all the way up with air.
- When you can't breathe in any more, open your mouth as wide as you can. Breathe out with a "HA" sound.
- Repeat several times.

<https://www.uofmhealth.org/health-library/uz2255>

4) 4-7-8 breathing

This exercise also uses belly breathing to help you relax. You can do this exercise either sitting or lying down.

- To start, put one hand on your belly and the other on your chest as in the belly breathing exercise.
- Take a deep, slow breath from your belly, and silently count to 4 as you breathe in.
- Hold your breath, and silently count from 1 to 7.
- Breathe out completely as you silently count from 1 to 8. Try to get all the air out of your lungs by the time you count to 8.
- Repeat 3 to 7 times or until you feel calm.
- Notice how you feel at the end of the exercise.

<https://www.urmc.rochester.edu/behavioral-health-partners/bhp-blog/april-2018/5-4-3-2-1-coping-technique-for-anxiety.aspx>

5) 5-4-3-2-1 Coping Technique for Anxiety

This five-step exercise can be very helpful during periods of anxiety or panic by helping to ground you in the present when your mind is bouncing around between various anxious thoughts.

Before starting this exercise, pay attention to your breathing. Slow, deep, long breaths can help you maintain a sense of calm or help you return to a calmer state. Once you find your breath, go through the following steps to help ground yourself:

- 5: Acknowledge FIVE things you see around you. It could be a pen, a spot on the ceiling, anything in your surroundings.
- 4: Acknowledge FOUR things you can touch around you. It could be your hair, a pillow, or the ground under your feet.
- 3: Acknowledge THREE things you hear. This could be any external sound. If you can hear your belly rumbling that counts! Focus on things you can hear outside of your body.
- 2: Acknowledge TWO things you can smell. Maybe you are in your office and smell pencil, or maybe you are in your bedroom and smell a pillow. If you need to take a brief walk to find a scent you could smell soap in your bathroom, or nature outside.
- 1: Acknowledge ONE thing you can taste. What does the inside of your mouth taste like—gum, coffee, or the sandwich from lunch?

Active seated break

SPINAL DECOMPRESSION WHILE SEATED

- a) Relief with a support on the arms:

Rest your palms on the armrest and raise yourself upright. Push the arms down, shoulder blades together, back straight and relax. Gaze is forward. Hold for a few seconds and slowly lower back into the chair. Repeat a few times.



b) Stretch - traction of the spine when sitting:

Sit upright. We intertwine fingers of the arms, face them towards the ceiling and stretch upward. At the same time, push the chest down with the exhalation (activating the abdominal muscles). This creates an active stretch in the spine and prevents excessive extension in the lumbar spine. If shoulder mobility is limited, point the arms slightly forwards. Hold the position for 4-5 inhalations/exhalations.

c) Alternating left and right side stretches:

Sitting upright in a chair. Alternate pushing your left and right arm up towards the ceiling. Do not tilt your torso to the side. The abdominal muscles are also active (chest pushed down). If shoulder mobility is limited, readjust the angle of the arms and do not allow excessive extension in the lumbar spine.

More moving exercises:

http://www.zvd.si/media/medialibrary/2016/09/DV-4-2015_Aktivni_odmori_na_delovnem_mestu.pdf

Materials D: *suggested measures on organizational level*

Group 1: It is good to change the way of conducting **meetings** every now and then. The longer they are, the less we achieve. They will be shorter and more effective if they are called only when necessary and if they have a defined agenda and goals.

Here are some tips for effective meetings:

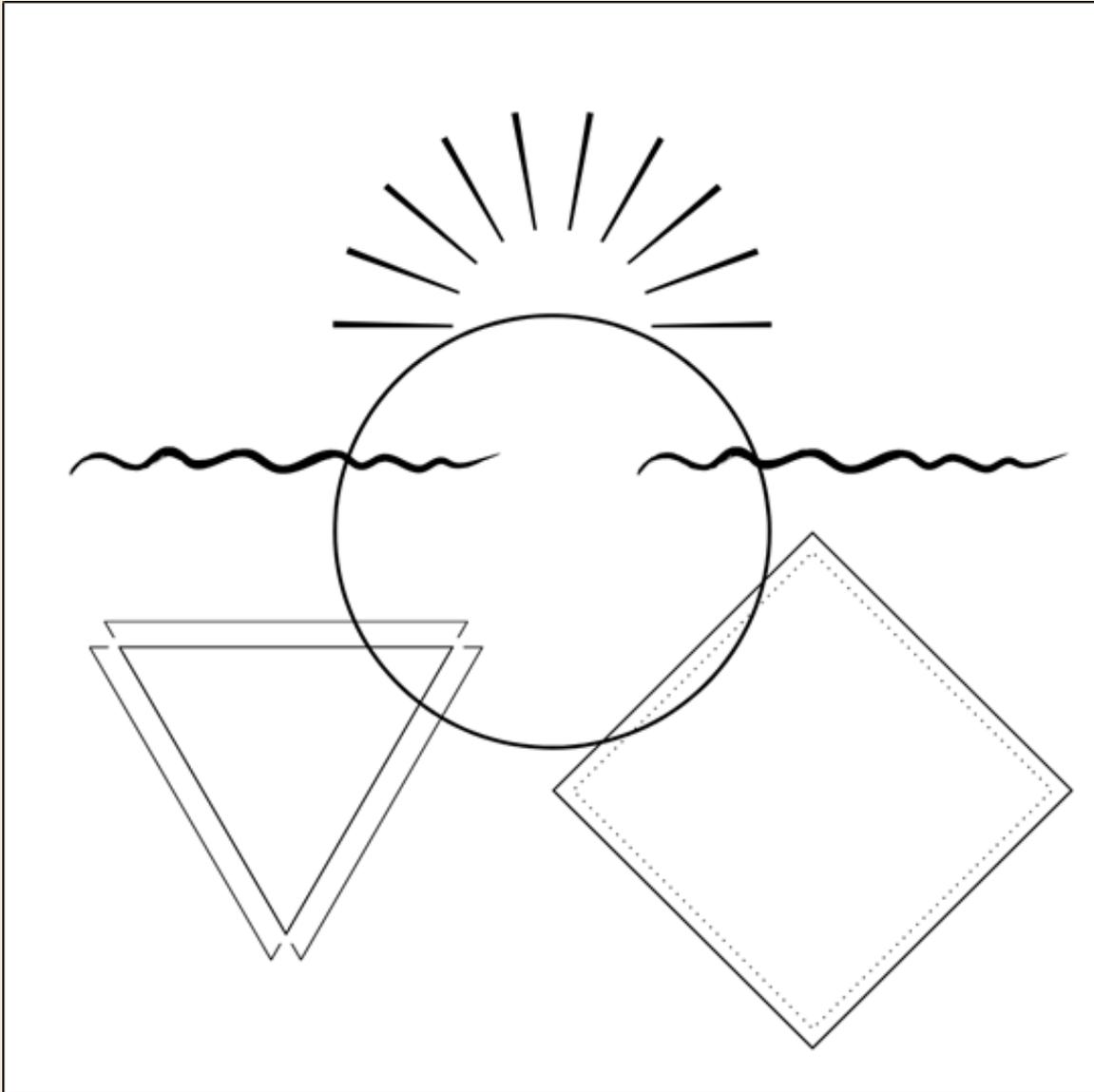
- determine in advance (as short as possible) the duration of the meeting,
- participants should not browse mobile phones during the meeting,
- do not take too long with writing the minutes so that what has to be done can be done as soon as possible.

Group 2: Limit the time when work emails can be sent.

Group 3: Quiet hours / when people can focus on their own tasks. Any questions for the colleagues should be saved for later. It is possible to agree on a physical sign (Don't disturb, headphone set, closed door, etc.) when college is not to be distrubed.

Group 4: Relaxed breaks / employees are encouraged to take active breaks, perhaps some of them can be organized and filled with simple breathing and moving exercises. Suitable break space should be provided (coffe/lunch/break table/room).

Materials E: suggested image to draw by instructions



Materials F: *effective communication skills for group work*

Effective communication skill 1: Become an engaged listener

When communicating with others, we often focus on what we should say. However, effective communication is less about talking and more about listening. Listening well means not just understanding the words or the information being communicated, but also understanding the emotions the speaker is trying to convey.

There's a big difference between engaged listening and simply hearing. When you really listen—when you're engaged with what's being said—you'll hear the subtle intonations in someone's voice that tell you how that person is feeling and the emotions they're trying to communicate. When you're an engaged listener, not only will you better understand the other person, you'll also make that person feel heard and understood, which can help build a stronger, deeper connection between you.

By communicating in this way, you'll also experience a process that lowers stress and supports physical and emotional well-being. If the person you're talking to is calm, for example, listening in an engaged way will help to calm you, too. Similarly, if the person is agitated, you can help calm them by listening in an attentive way and making the person feel understood.

If your goal is to fully understand and connect with the other person, listening in an engaged way will often come naturally. If it doesn't, try the following tips. The more you practice them, the more satisfying and rewarding your interactions with others will become.

Tips for becoming an engaged listener

- Focus fully on the speaker. You can't listen in an engaged way if you're constantly checking your phone or thinking about something else. You need to stay focused on the moment-to-moment experience in order to pick up the subtle nuances and important nonverbal cues in a conversation. If you find it hard to concentrate on some speakers, try repeating their words over in your head—it'll reinforce their message and help you stay focused.
- Favor your right ear. As strange as it sounds, the left side of the brain contains the primary processing centers for both speech comprehension and emotions. Since the left side of the brain is connected to the right side of the body, favoring your right ear can help you better detect the emotional nuances of what someone is saying.
- Avoid interrupting or trying to redirect the conversation to your concerns. By saying something like, "If you think that's bad, let me tell you what happened to me." Listening is not the same as waiting for your turn to talk. You can't concentrate on what someone's saying if you're forming what you're going to say next. Often, the speaker can read your facial expressions and know that your mind's elsewhere.
- Show your interest in what's being said. Nod occasionally, smile at the person, and make sure your posture is open and inviting. Encourage the speaker to continue with small verbal comments like "yes" or "uh huh."
- Try to set aside judgment. In order to communicate effectively with someone, you don't have to like them or agree with their ideas, values, or opinions. However, you do need to set aside your judgment and withhold blame and criticism in order to fully understand them. The most difficult communication, when successfully executed, can often lead to an unlikely connection with someone.

- Provide feedback. If there seems to be a disconnect, reflect what has been said by paraphrasing. “What I’m hearing is,” or “Sounds like you are saying,” are great ways to reflect back. Don’t simply repeat what the speaker has said verbatim, though—you’ll sound insincere or unintelligent. Instead, express what the speaker’s words mean to you. Ask questions to clarify certain points: “What do you mean when you say...” or “Is this what you mean?”

Skill 2: Pay attention to nonverbal signals

The way you look, listen, move, and react to another person tells them more about how you’re feeling than words alone ever can. Nonverbal communication, or body language, includes facial expressions, body movement and gestures, eye contact, posture, the tone of your voice, and even your muscle tension and breathing.

Developing the ability to understand and use nonverbal communication can help you connect with others, express what you really mean, navigate challenging situations, and build better relationships at home and work.

You can enhance effective communication by using open body language—arms uncrossed, standing with an open stance or sitting on the edge of your seat, and maintaining eye contact with the person you’re talking to.

You can also use body language to emphasize or enhance your verbal message—patting a friend on the back while complimenting him on his success, for example, or pounding your fists to underline your message.

Improve how you read nonverbal communication

- Be aware of individual differences. People from different countries and cultures tend to use different nonverbal communication gestures, so it’s important to take age, culture, religion, gender, and emotional state into account when reading body language signals. An American teen, a grieving widow, and an Asian businessman, for example, are likely to use nonverbal signals differently.
- Look at nonverbal communication signals as a group. Don’t read too much into a single gesture or nonverbal cue. Consider all of the nonverbal signals you receive, from eye contact to tone of voice to body language. Anyone can slip up occasionally and let eye contact go, for example, or briefly cross their arms without meaning to. Consider the signals as a whole to get a better “read” on a person.

Improve how you deliver nonverbal communication

- Use nonverbal signals that match up with your words rather than contradict them. If you say one thing, but your body language says something else, your listener will feel confused or suspect that you’re being dishonest. For example, sitting with your arms crossed and shaking your head doesn’t match words telling the other person that you agree with what they’re saying.
- Adjust your nonverbal signals according to the context. The tone of your voice, for example, should be different when you’re addressing a child than when you’re addressing a group of adults. Similarly, take into account the emotional state and cultural background of the person you’re interacting with.
- Avoid negative body language. Instead, use body language to convey positive feelings, even when you’re not actually experiencing them. If you’re nervous about a situation—a job interview, important presentation, or first date, for example—you can use positive body language to signal confidence, even

though you're not feeling it. Instead of tentatively entering a room with your head down, eyes averted, and sliding into a chair, try standing tall with your shoulders back, smiling and maintaining eye contact, and delivering a firm handshake. It will make you feel more self-confident and help to put the other person at ease.

Skill 3: Keep stress in check

How many times have you felt stressed during a disagreement with your spouse, kids, boss, friends, or coworkers and then said or done something you later regretted? If you can quickly relieve stress and return to a calm state, you'll not only avoid such regrets, but in many cases you'll also help to calm the other person as well. It's only when you're in a calm, relaxed state that you'll be able to know whether the situation requires a response, or whether the other person's signals indicate it would be better to remain silent.

In situations such as a job interview, business presentation, high-pressure meeting, or introduction to a loved one's family, for example, it's important to manage your emotions, think on your feet, and effectively communicate under pressure.

Communicate effectively by staying calm under pressure

- Use stalling tactics to give yourself time to think. Ask for a question to be repeated or for clarification of a statement before you respond.
- Pause to collect your thoughts. Silence isn't necessarily a bad thing—pausing can make you seem more in control than rushing your response.
- Make one point and provide an example or supporting piece of information. If your response is too long or you waffle about a number of points, you risk losing the listener's interest. Follow one point with an example and then gauge the listener's reaction to tell if you should make a second point.
- Deliver your words clearly. In many cases, how you say something can be as important as what you say. Speak clearly, maintain an even tone, and make eye contact. Keep your body language relaxed and open.
- Wrap up with a summary and then stop. Summarize your response and then stop talking, even if it leaves a silence in the room. You don't have to fill the silence by continuing to talk.

Quick stress relief for effective communication

- When a conversation starts to get heated, you need something quick and immediate to bring down the emotional intensity. By learning to quickly reduce stress in the moment, you can safely take stock of any strong emotions you're experiencing, regulate your feelings, and behave appropriately.
- Recognize when you're becoming stressed. Your body will let you know if you're stressed as you communicate. Are your muscles or stomach tight? Are your hands clenched? Is your breath shallow? Are you "forgetting" to breathe?
- Take a moment to calm down before deciding to continue a conversation or postpone it.
- Bring your senses to the rescue. The best way to rapidly and reliably relieve stress is through the senses—sight, sound, touch, taste, smell—or movement. For example, you could pop a peppermint in your mouth, squeeze a stress ball in your pocket, take a few deep breaths, clench and relax your muscles, or simply recall a soothing, sensory-rich image. Each person responds differently to sensory input, so you need to find a coping mechanism that is soothing to you.

- Look for humor in the situation. When used appropriately, humor is a great way to relieve stress when communicating. When you or those around you start taking things too seriously, find a way to lighten the mood by sharing a joke or an amusing story.
- Be willing to compromise. Sometimes, if you can both bend a little, you'll be able to find a happy middle ground that reduces the stress levels for everyone concerned. If you realize that the other person cares much more about an issue than you do, compromise may be easier for you and a good investment for the future of the relationship.
- Agree to disagree, if necessary, and take time away from the situation so everyone can calm down. Go for a stroll outside if possible, or spend a few minutes meditating. Physical movement or finding a quiet place to regain your balance can quickly reduce stress.

Skill 4: Assert yourself

Direct, assertive expression makes for clear communication and can help boost your self-esteem and decision-making skills. Being assertive means expressing your thoughts, feelings, and needs in an open and honest way, while standing up for yourself and respecting others. It does NOT mean being hostile, aggressive, or demanding. Effective communication is always about understanding the other person, not about winning an argument or forcing your opinions on others.

To improve your assertiveness:

- Value yourself and your options. They are as important as anyone else's.
- Know your needs and wants. Learn to express them without infringing on the rights of others.
- Express negative thoughts in a positive way. It's OK to be angry, but you must remain respectful as well.
- Receive feedback positively. Accept compliments graciously, learn from your mistakes, ask for help when needed.
- Learn to say "no." Know your limits and don't let others take advantage of you. Look for alternatives so everyone feels good about the outcome.

Developing assertive communication techniques

- Empathetic assertion conveys sensitivity to the other person. First, recognize the other person's situation or feelings, then state your needs or opinion. "I know you've been very busy at work, but I want you to make time for us as well."
- Escalating assertion can be employed when your first attempts are not successful. You become increasingly firm as time progresses, which may include outlining consequences if your needs are not met. For example, "If you don't abide by the contract, I'll be forced to pursue legal action."
- Practice assertiveness in lower risk situations to help build up your confidence. Or ask friends or family if you can practice assertiveness techniques on them first.

Materials G: *background stories for role-playing***Role Play #1****Information for the Manager**

Assume that you are a manager at an agency and that Maria, a training coordinator, is one of your staff members. Maria started working for your agency about 15 months ago and her job basically involves coordinating all the agency training and doing some additional research to support you (see the attached job description). Assume that you sat down with Maria during her first week on the job to discuss her job description and to further clarify her job expectations. Unfortunately, for the next few months you had little opportunity to work directly with Maria since you became extremely busy with a high profile project for your Executive Director and then had to take several weeks off for some surgery.

This meant that at the end of Maria's probation period you didn't have much opportunity to review her performance or give her much feedback. However, since there didn't seem to be any serious problems in this respect, she passed the probation period and you set some preliminary goals for the next year. These goals were as follows:

- To maintain current levels of client satisfaction
- To improve research skills
- To avoid tardiness

Whenever you had the chance to do so, you have spoken with Maria informally about her progress in achieving these goals, but unfortunately because of your own job pressures you haven't spent as much time on this as you had hoped. However, it is now time to sit down with Maria again and hold a formal performance appraisal discussion.

You're feeling a bit nervous about the whole thing since you know that you have been remiss in connecting with Maria on a regular basis. She seems quite capable, however, so you really haven't had a need to give her more direction or do much hand-holding.

Initially, Maria had few problems with being late, but that seems to have been related to some personal issues at the time, and a misunderstanding on Maria's part of your expectations of her role in the training set-up. From the beginning, however, she also seemed to be doing quite a good job with client service—though here again she seemed to have few problems at the start. It wasn't for lack of interest or enthusiasm on her part though—there were just some changes that the agency made which weren't well communicated to your clients and other agencies, so Maria bore the brunt of some of their anger and confusion.

The one area that seems to be a problem is in the research support that she should be giving you. She hasn't shown any initiative in this area at all—at least not since some of her early days on the job, when she tried to do a few things and didn't really handle them as you would have liked. In truth the real problem could be the fact that you just haven't had time to sit down with her and discuss this in any detail. So today will be a good opportunity.

You hope things go well today—Maria is a nice-enough young woman, and overall you are quite pleased with her work. You've had a few people in this job previously and it would be difficult to have to replace her.

Training Coordinator

Purpose of position:

To assist in the coordination of training programs and to provide support to the Manager in terms of research support and administrative assistance.

Examples of Essential Responsibilities and Duties:

Using databases and academic libraries to obtain key articles when requested.

Coordinate researchers and undertake research projects and/or training needs assessment.

Utilize bibliography programs to manage knowledge resources of capacity building program.

Manage the training program administration by:

- Taking care of workshop logistics.
- Answering inquiries.
- Monitoring registration.
- Ensuring room setup and refreshments are ordered.
- Proofing and co-ordinating printing of facilitator workshop slides and materials.
- Ensuring the projector set up.
- Managing registration and fee payment.
- Ensuring refreshments are available at expected times.
- Collecting evaluations.
- Compiling evaluations into reports for the Manager.
- Ensuring tracking and documentation of training received by each program participant to track progress towards certificates.
- Promoting training programs when necessary.
- Completing research and preparing, developing and implementing training workshops in conjunction with contract trainers to fulfill identified training needs.
- Select, monitor and evaluate the work of contracted trainers.
- Ensure payment of contract trainers.
- Coordinate regular meetings of contract trainers.

Establish relationships with local affiliates and act as liaison in various organizational initiatives related to training or promotional activities.

Perform related duties and responsibilities as required.

Qualifications

Knowledge of:

- Principles and techniques of planning and directing training programs
- Adult learning theory
- Principles of employee training, such as motivation, decision making, goal setting and group leadership
- Principles of conducting surveys, training needs analysis and organizational assessments
- Training resources and equipment
- Learning management systems and technologies
- Analytical and statistical methods

- Principles of public administration and non-profit management
- Research methods and design, and application of research to program development

Ability to:

- Effectively apply written and oral communication skills
- Effectively organize and utilize input from diverse sources to achieve program goals
- Plan, organize, facilitate and evaluate training programs
- Analyze data and situations accurately and adopt or recommend an effective course of action
- Relate and interact successfully with persons of various social, cultural, economic and educational backgrounds
- Operate a computer and a variety of software programs, including the Microsoft Office Suite
- Facilitate participatory planning, team building and training programs

Supervision Received and Exercised:

- This position receives direct supervision from the Manager.

Hours of work:

- 9 am to 5 pm at the Toronto Office, or as requested by Manager for off-site programs or activities conducted beyond normal working hours

Information for the Employee:

Assume that your name is Maria and you have been employed as a training coordinator for this agency for a little over a year (your job description is attached). Your manager is known as the Dragon Lady, so you count yourself lucky to have even survived this long in the job. Actually she's not that bad—she just never seems to be around.

You had a quick little discussion a few months after you joined the agency when your probation was up. Your manager told you that she expected you to meet the following goals:

- To maintain current levels of client satisfaction
- To improve research skills
- To avoid tardiness

You're not sure what to expect today. On one hand you think you deserve a medal, or at least a raise, for some of the client service fiascos that you have had to deal with. Mostly they have been caused by changes that the agency has made –without bothering to tell you or any of the people affected. The result has been total confusion –with everyone getting mad and taking it out on you. Luckily this is your forte—you actually *like* dealing with people who are upset, and calming them down so you can sort things out and preserve the relationship. All of these things you haven't bothered to tell your boss about—she's never around anyway. But you hope she has seen some of the thank-you notes and emails; she has never mentioned them before or really even said thanks.

You know your boss is a freak about tardiness –you had a few problems being late at the beginning, partly because you didn't understand what she expected you to do for the training sessions, and partly because you had an old clunker of a car at the time which kept giving up on you. But you haven't been late for ages now, so she can't say anything about THAT!

The one area you wish she would let you do more with is the research. You did a little to help her out at the beginning, but she didn't seem too happy with it, and she hasn't approached you to do more. Even though you really enjoy the customer service aspect of this job, it can get tedious, and the research angle is what really hooked you on this job in the first place.

But how can you ever bring this up with Dragon Lady? Everyone in the job before you seems to have left or been fired so you are frankly scared to death to say anything that might cause a problem.

At the same time though, if things don't start to change soon –either getting a bit more appreciation for what you do, or having something a bit more challenging on your plate—well, you just might start looking around for something else...

Training Coordinator

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Establish relationships with local affiliates and act as liaison in various organizational initiatives related to training or promotional activities.

Perform related duties and responsibilities as required.

Qualifications

Knowledge of:

- Principles and techniques of planning and directing training programs
- Adult learning theory
- Principles of employee training, such as motivation, decision making, goal setting and group leadership
- Principles of conducting surveys, training needs analysis and organizational assessments
- Training resources and equipment
- Learning management systems and technologies
- Analytical and statistical methods
- Principles of public administration and non-profit management
- Research methods and design, and application of research to program development

Ability to:

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- Plan, organize, facilitate and evaluate training programs
- Analyze data and situations accurately and adopt or recommend an effective course of action
- Relate and interact successfully with persons of various social, cultural, economic and educational backgrounds
- Operate a computer and a variety of software programs, including the Microsoft Office Suite
- Facilitate participatory planning, team building and training programs

Supervision Received and Exercised:

- This position receives direct supervision from the Manager.

Hours of work:

- 9 am to 5 pm at the Toronto Office, or as requested by Manager for off-site programs or activities conducted beyond normal working hours

Role Play #2

Information for the Supervisor

You are Raj Chauhan, an agency supervisor and you're about to have a serious conversation with a problem employee. One that's driving you nuts, in fact. Leon has been with the agency probably longer than you have and you can't imagine how he's managed to last here without being confronted about his performance before this. In fact, you don't know how he even managed to get hired in the first place.

Well, maybe that's a *bit* strong. He's in direct service and he's been doing the work for years. He can basically do the job. He knows the business, and he's got a lot of experience. So the problem isn't one of ignorance.

It's just that he's such a slacker! Always doing the minimum -- just enough to get by. And he's sneaky about it. Just never seems to be available when things get busy or when you or anyone else needs a spare pair of hands. He doesn't actually *refuse* to do anything extra, yet he never volunteers either, and if he's asked directly to pitch in when you're busy, he's always got some reason why he needs to do something else, or he's so slow that someone else invariably does whatever needs to be done. Or he simply does a lousy job. He doesn't complete his reports properly, for instance, so you have to chase him down to do it right, and in the end you wish you'd done it yourself!

Everybody is annoyed with him. Yet, despite never seeming to have time to pull his weight work-wise, every time you see him, he's either out having a smoke, or talking on his cell phone. Apparently he has some business on the side – used cars or antique vehicles or something. And boy, to see the way he laughs and jokes with his friends, you'd never know that he was so slow on the job.

You've had a few complaints from clients – but it's never really much you can formally chastise Roland about. They say he doesn't return phone calls, or he keeps people waiting, or he's a bit “out of it.” It's all very vague

You really have no idea of how to handle this situation. The problem is there's not a lot to put your finger on, because he never really does anything *terrible*. Everyone has known for years that Roland is deadwood but apparently it's been ignored and people have simply worked around him. It's not fair to the rest of the staff that work as a team and help each other when things get busy – which seems to happen just about every day lately! Besides, it simply irks you to see someone get paid a full wage to do so little. Life in this agency is simply too stressful to have someone on the payroll who isn't on the job full time!

You've been here six months but you've decided you've really got to take the bull by the horns. Your boss is on side and agrees that it's time that something was done. But she hasn't exactly been helpful with specific ideas – other than suggesting you have this “performance discussion.” So somehow you've got to prepare for this meeting...

Information for the Employee

You are Leon Sawesky, an experienced worker in direct service in one of the largest agencies in the city. You know this field like the back of your hand, and you've been here for years. Yet the supervisor, Raj Chauhan, just here six months, wants to have a little “performance discussion” with you. What a joke! I suppose that's what they teach them at those training programs at the Wellesley Institute!

How are you supposed to “prepare” for this “discussion?” What's to say? You come to work everyday. You go home. You collect a paycheck every two weeks. That's it – it's a job!

No doubt the issues of “teamwork” will come up. It makes you gag just thinking about it. That's the latest buzzword that Raj seems to be spouting and frankly you think it's a load of baloney! How can you be a member of a team when you've got a caseload that would choke an ox?

It's getting worse too. You've been doing this job for more years than you care to count, and lately the pressure is worse than it's ever been. Demanding clients. Demands for reports from funding agencies every time you blink. More agency rules and policies every week...



Burnout Aid Workshop for leaders from NGOs

Your wife thinks the stress is going to kill you. And that you should leave. But where are you going to go? You've done this job for years and it's not exactly easy to find something new at your age.

So you do your best not to let it get to you. Do the job, go along with the flow, don't get in anyone's way, and try to leave it behind at the end of the day. And you've got your little business on the side. It's not much of a money-maker, more a hobby really. But it's a way to charge a few of your personal expenses to the business, and get a bit of a tax break. Besides, it's fun! A lot more fun than this job. And it's not a lot of work. A few phone calls on your cell phone when you're having a smoke break, and the rest is on the weekends. Your wife helps out too and she thinks this will be the big ticket to a cushy retirement. Who knows? She could be right.

In any case, you've somehow got to get ready for this meeting with Raj. Maybe you've got time to put in a few calls before the meeting begins...