NEW SPIRIT

Improved understanding and interaction between company managers and young adult employees via new work styles

Toolbox

For effective NEW SPIRIT cooperation in companies without generation gaps

Co-funded by the European Union

Developed by:
BEST, Live-to-Be,
International School of Entrepreneurship

OCTOBER 2023

This document is published by the New Spirit project consortium, formed by the International School of Entrepreneurship (Netherlands), Live-to-Be (Netherland), and BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH (Austria).

New Spirit is a project (October 2022 – April 2024), implemented under the framework of the Erasmus+ Programme, grant Agreement No 2022-1-KA210-ADU-000082843 by the National Agency of the Netherlands, het Nederland Jeugdinstituut.

Authors of this handbook: Frédérique te Dorsthorst – de Muij, Martijn Meima, Jaap Vermuë, Helmut Kronika, and Monica Heeger.

Graphical design: Iana Avramova.

Publisher: International School of Entrepreneurship. Accessible at: https://internationalschoolofentrepreneurship.com/newspirit/

Diepenveen 2023

Reproduction is authorised provided the source is acknowledged.

Copyright © 2023 New Spirit Consortium represented by the coordinating partner International School of Entrepreneurship, Molenweg 28c, 7431 BK Diepenveen, The Netherlands.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

CONTENT

1. INTRODUCTION 4

How to use the tools? 4

Recommendations for the use of the Toolbox 5

2. TOOLBOX FOR EFFECTIVE NEW SPIRIT COOPERATION IN ORGANISATIONS 8

Categories of topics and symptoms: 8

1. Team timeline 9

Topics: Creating cohesion, Effortless collaboration 9

2. Get a peek view into my world 11

Topics: Being aware of your full being and seeing others as a full being, Creating cohesion 11

3. Taking in the full impact of an employee 13

Topic: Acknowledging differences between people and nourishing them, Being aware of your full being and seeing others as a full being, Creating cohesion, Effortless collaboration 13

4. Exploring topics embodied and intuitively 17

Topic: Acknowledging differences between people and nourishing them 17

5. Connecting to the essence of the team 20

Topic: Creating cohesion, Effortless collaboration 20

6. Let us do something together! 22

Topic: Getting energy from your work – making work fun again 22

7. Best of the Week 24

Topic: Getting energy from your work–making work fun again 24

8. Ικigai at work 26

Topics: Getting energy from your work, Creating possibilities for growth and personal development, Creating meaningful and fulfilling work 26

9. Exploring your Pathway 28

Topics: Getting energy from your work, Creating possibilities for growth and personal development, Creating meaningful and fulfilling work 28

10. Know your chronotype! 30

Topic: Acknowledging differences between people and nourishing them 30

11. Team-storytelling 33

Topic: Creating Cohesion 33

12. Identity wheel 35

Topic: Being aware of your full being and seeing others as a full being 35

13. It is alright if you… (Guidelines for cooperation) 37

Topic: Effortless collaboration 37

14. Personal user manual 39

Topic: Meaningful and transparent conversation 39

15. Skills market 41

Topic: Aligning different interests 41

16. Mindfulness in the Workplace 43

Topic: Creating meaningful and fulfilling work 43

17. I am unique, because… 45

Topic: Acknowledging differences between people and nourishing them 45

18. The Dialogue Lemniscate 47

Topic: Meaningful and transparent conversation 47

19. 4 Perspectives in a conversation 50

Topic: Meaningful and transparent conversation 50

20. Meeting your Inner Generation Gap 52

Topic: Acknowledging differences between people and nourishing them, Being aware of your full being and seeing others as a full being, Meaningful and transparent conversation, Aligning different interests 52

21. Dynamic and balance in team, constellation in the Conscious Company Model (CCM) 56

Topic: Creating cohesion, Effortless collaboration 56

3. APPENDICES 59

Appendix 1 - Ikigai at work 60

Appendix 2 - Exploring Your Pathway 62

Appendix 3 - Know your Chronotype! 64

Appendix 4 – Identity Wheel 66

Appendix 5 – Personal User Manual 68

Appendix 6 – Skills Market 70

Appendix 7 – Mindfulness on Workplace 71

1. INTRODUCTION

The challenge of organisations today is to deal with the increase of issues that older and younger generations seem to have. Especially when it comes to how we approach our lives and the work we do. Put differently, how can organisations deal with the issues they face in the surface current and undercurrent with their diverse and multidisciplinary groups of employees?

In our New Spirit Handbook, we describe that it is less a generation issue, but more a new stage of development of humankind that is emerging. Different employees adapt to this new stage at different speeds. With our New Spirit project, we want to offer ways to deal with the tensions this is causing.

Through a shared worldview, the diverse groups in organisations will jointly discover how to deal with those challenges. They will also contribute to the employees' goals in their personal lives and to the goals related to making this world a better place.

Following the New Spirit Handbook, with this toolbox, we offer an approach to jointly tackle the challenges that are related to a New Spirit in organisations and support you in taking it a step further and finding new solutions that will really serve you, your organization, and all generations working in it. The toolbox contains different categories, designed to help you become more conscious of what is really going on, focusing on the topics and symptoms in organisations we described in the New Spirit Handbook.

How To Use The Tools?

The tools can be implemented in different training settings. Some of them can be assigned to several categories, some combined for a broader

approach to a specific topic. For maximum impact please feel free to adapt them to your individual needs and settings!

Each tool contains:

- the learning objectives
- requirements to conduct them
- steps of implementation
- suggestions on how to implement them
- options for combinations if applicable
- References if applicable

We have developed worksheets for several tools, you can find them in the appendices.

Recommendations For The Use Of The Toolbox

Because the exercises combine components of psychological counselling, individual coaching, and group dynamics, participants will delve into in-depth discussions that foster an effective work environment, personal growth, and organizational development.

Therefore, the activities in our Toolbox may touch sensitive issues and require professional preparation and training design, as well as follow-up activities.

Please consider the following aspects of implementing this toolbox professionally:

- Voluntary participation is an essential aspect of these tools or a training program based on these tools. We believe that individuals who actively choose to engage in this training are more likely to benefit from the exercises.

- Most of the tools within this toolbox are recommended for groups whose members already know each other. The existing familiarity among participants fosters a safe and open environment for exploration and dialogue.
- To ensure a professional use of this toolbox, it is crucial to follow a well-structured and organized approach. Each exercise should be accompanied by an introduction and warm-up phase, thus establishing a safe and inclusive space for participants, and encouraging open and honest communication. It allows individuals to share their thoughts, concerns, and expectations, setting the stage for a productive and respectful dialogue.
- A protected framework and psychological safety are crucial for establishing an environment that fosters growth, collaboration, and mutual respect for all participants. This ensures a comprehensive and integrated learning experience that leads to tangible and long-lasting results.
- With most of the tools we go deep and this might have consequences. Emotions are fine and welcome and should be given space to a certain extent during group activities. However, the guidance and facilitation of the trainer or coach is crucial and we recommend not to go too far if you feel not sure about the handling of possible consequences or how to say “stop” in time, according to your assessment based on experience and expertise.
- Should there still be unresolved issues or emotions among participants at the end of an activity, it is crucial to address them, through offering individual coaching or a one-to-one conversation following the group activity.
- In addition, we emphasize the concept of "holding space" throughout the toolbox. Holding space refers to the skill of creating

an inclusive atmosphere where you allow for everything. It is an open and receptive stance that allows for authentic expression and promotes a sense of safety, enabling participants to grow and learn. (See resources below)

Further resources:

These resources cover the topics related to the toolbox recommendations for creating a safe and inclusive group environment with valuable information and strategies for the implementation:

Plett, Heather. The Art of Holding Space: A Practice of Love, Liberation, and Leadership. *Page Two Books* (2020)
centreforholdingspace.com

Edmondson, Amy C. The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth. *John Wiley & Sons* (2018)
researchgate.net

2. TOOLBOX FOR EFFECTIVE NEW SPIRIT COOPERATION IN ORGANISATIONS

Categories of topics

The tools in this handbook can be used to do interventions to reach one or more of the following goals. Each tool refers to the topics or goals that it contributes to.

1. Getting energy from your work
2. Creating possibilities for growth and personal development
3. Acknowledging differences between people and nourishing them
4. Being aware of your full being and seeing others as a full being
5. Creating cohesion
6. Effortless collaboration
7. Meaningful and transparent conversations
8. Aligning different interests
9. Creating meaningful and fulfilling work

1. Team timeline

Topics: Creating cohesion, Effortless collaboration

Learning objectives: To connect team members and connect with the team's history.

Implementation steps:

1. Put flip charts on the floor and draw a line on it.
   At the end of the line you put today's date
2. Ask the team members to stand next to each other in order of seniority of being with the team. The person who has been with the team for the longest time stands on the right and the one who has joined the team last stands on the left. All other members stand in between in order of seniority.
3. Take a little time to acknowledge this order of seniority. Have the newer members look at the older members and vice versa. Without the old ones, the team wouldn't be where it is now. Without the new ones, the team will not continue.
4. Ask the team members who have been with the team the longest when this team has started. Put this earliest date at the start of the timeline.
5. Ask all team members to take a moment and connect with their time in this team. What were moments that have impacted them positively or negatively? Ask them to write all these impactful moments on the flip charts at the right time on the timeline. They can also draw images or use other methods to mark these moments. Let them work in silence.

6. In order of seniority, ask each team member to tell about their impactful moments in this team. Make sure that every member gets the full attention.
7. Wrap up by sharing what they have learned about each other and the team

Duration: 4 hours

Number of participants: up to 10

Materials:

- Flip charts
- Markers
- Space on the floor to put the flip charts with the timeline and space around it where the team members can move around

Suggestions for implementation:

- If a team has had some traumas in the past, you need to be aware of the emotions and pain that can be triggered by this tool
- Make sure that all participants listen with an open heart. Only allow for clarifying questions. No discussions.
- Be aware of the importance of honouring the order of seniority in this tool. Based on the systemic approach we have learned that honouring this order, can be healing.
- Be aware of the importance of including all events in the history of the team. Also, be aware of including every team member's perception and emotions related to the events.

References:

Systemic theory as described in the handbook

2. Get a peek view into my world

Topics: Being aware of your full being and seeing others as a full being, Creating cohesion

Learning objectives: To share more about yourself.

Implementation steps:

1. Explain what systems are and how everyone is part of many systems.
2. Let all participants introduce themselves by sharing three systems they are part of. One that is the most important system for them, one that they normally wouldn't tell people about, and one other system they would like to share.
   For each system, ask them to share why they chose this system, how others can see that they are part of this system (certain behaviour, certain habits, certain values), and how this system influences the way they act in the team.

Duration: 2-3 minutes per person

Number of participants: minimum of 2

Materials:

- n.a.

Suggestions for implementation:

- You might want to start yourself by sharing your systems. This way the others get an idea of what is expected. Note that the more vulnerable you present yourself, the more vulnerability and openness there will be in the group.

Combination with other tools:

This is a good icebreaker and introductory tool. This way you start the session by creating openness and connection

References:

Systemic theory about systems and systemic consciences as described in the handbook.

3. Taking in the full impact of an employee

Topic: Acknowledging differences between people and nourishing them, Being aware of your full being and seeing others as a full being, Creating cohesion, Effortless collaboration

Learning objectives: To become aware of all the subconscious extras that come with a person when this person joins an organisation or team.

Implementation steps:

1. The manager puts a floor marker for the organisation on the floor and steps on it.
2. The manager puts a floor marker for the function on the floor
3. The manager looks at this floor marker and explores:
    a. Is this function needed? How much potential does this function have?
    b. Is the function clean (of expectations, ideals)? Does he/she see the function, or does he see his/her expectations?
    c. Is the function free (or is the predecessor still present in the function)?
4. The employee puts a floor marker for him/herself on the floor and steps on it.
5. The employee puts a floor marker for his/her baggage on the floor Can the manager see the baggage of this employee? Does the manager want just the person or is the baggage also welcome? The employee can step on this floor marker to experience the difference him/herself and to let the manager experience the difference.
6. The employee puts a floor marker for his/her world on the floor Is the manager willing to allow the world of this employee into the

organisation? Is the employee willing to bring his/her world into the organisation?

7. The manager puts a floor marker for the world of the organisation on the floor. Does the manager allow the employee to enter the world of the organisation? Is the employee willing to explore the world of the organisation? Does he/she see this world?
8. The facilitator puts down the floor marker La (somewhere between Ba (origin) and Ya (destination), representing the new that will be created when this employee enters the team.
   Both the manager and employee explore how much space there is for what may be created in this new relationship. They can both step on this floor marker to sense it.
9. The facilitator puts down the floor marker Na, representing that in the organisation that will have to go if this person enters the team. Both the manager and employee explore how much space there is to destroy what needs to be destroyed for this new relationship to flourish. When the employee is successful in this function, something will be destroyed that has been created before. This will create resistance. By exploring this, they will both be more conscious of it. They can both step on this floor marker to sense it.
10. The facilitator puts down the floor marker Hidden Contract
    Both the manager and employee explore if there is a hidden contract. If so, they explore what is subconsciously put onto the shoulders of this employee. They can both step on this floor marker to sense it.

Duration: 45 minutes

Number of participants: 2 (manager and employee)

Materials:

- Floor markers (pieces of paper) with the following texts on them (words between [ ] can be literally put on the piece of paper)
  - Name of organisation
  - The function of the employee
  - Name of the employee
  - [Baggage] (of the employee)
    This stands for everything this person brings with him/her. You get the package deal. All this is included when the employee joins the team.
  - [World of employee]
    This is something larger that includes both the employee and his/her baggage.
  - [World of the organisation]
    This is something larger than just the organisation
  - [Na]
    That what needs to be destroyed for this relationship to flourish.
  - [La]
    The new that will be created because of this relationship
  - [The hidden contract]
    Sometimes a person is hired because subconsciously the organisation puts a responsibility on his/her shoulders. This floor marker represents this hidden contract.

Suggestions for implementation:

- This can best be done by a team manager and the new team member. It can be used to welcome someone to the team. You can also use it to

explore the full field of this function and the person together. It helps to reveal hidden dynamics and blockages. This way you clear the relationship and allow for more collaboration and cohesion.

- You don't have to use all floor markers. Use the ones that you think will serve the purpose. Be aware that your tendency to leave out some floor markers might be a result of hidden dynamics in the organisation.
- Instead of organisation, you can also write Team on the floor marker. Same for the World of the Organisation. This way you make it smaller and apply it to the team itself.
- In between the steps, take the time to explore how the addition of the floor marker is influencing both the manager and the employee.
- Don't go too fast. Ask the manager and the employee to slow down their movements and their actions.
- Make sure that when they step off one of the other floor markers, they shake off the energy of this floor marker by turning around and shaking and stamping a bit.
- Sometimes you might need to do some 'process work' to deal with the things that come to the surface. Use your own skill set to do that.

References:

Jan Jacob Stam has created this tool based on the systemic theory and his experience with welcoming new team members.
The idea behind it is that a relationship can only really start if you allow the other's reality to settle within you and your reality to settle within the other.

4. Exploring topics embodied and intuitively

Topic: Acknowledging differences between people and nourishing them

Learning objectives: To become more aware of the undercurrent and find out that people relate differently to the same topics.

Implementation steps:

1. Put the flip charts or chairs with the covered topic intuitively in the space.
2. Invite the participants to explore the different places in the room. Help them by mentioning that they can sense something in their bodies, their emotions, their thinking, or their energy. They can sense the differences between one place and another.
   Invite them to explore the different places of the flip charts, but also the spaces in between.
3. Ask them to go to a place that is really comfortable for them. Let them explore what makes it comfortable.
   Let them share.
4. Ask them to go to a really uncomfortable place and let them explore what makes it uncomfortable.
   Let them share.
5. Reveal the topics on the flipcharts or chairs.
6. Let them explore again, knowing which topic is where .
7. Let them share what they have experienced.
   Here you can focus on how everyone is different and relates differently to the chosen topics. Everyone is also different in how they explore and what they sense.

Duration: 15-30 mins

Number of participants: 3-200

Materials:

- 4-7 options

  Choose options that relate to the tasks, problems, or situations of the group. For example, 5 important things you want in work, 6 ways to react to stress, 4 ways the reorganisation is influencing you, 5 characteristics of a …, or the 7 values of our team.
- You either need one flip chart or chair per option.

  On each flip chart, write one of the options and then fold the paper, so people can't read what it says.

  With chairs, put a piece of paper with the option upside down on the chair, so no one can see what it says.
- A large space in which the group can move and explore the different places around the flip charts.

Suggestions for implementation:

- Some people find it hard to sense with so many people around. That is a disadvantage of this tool. Acknowledge this. At the same time, it might also reflect their day-to-day struggle, so you could also ask if they recognize this difficulty of sensing related to the topic.
- Make sure that you ask everyone to share. It is important that everybody is heard.
- Use an inner stance which allows for all the different experiences and opinions.
- If the group is not open enough to explore the unrevealed topics, you can decide to make the topics visible from the start.

Combination with other tools:

It is a good start of a training in which you want the participants to get a

feeling of the topic and realize that everybody has different ideas and feelings about it.

References:

The multi-layered model explains the different layers that are present in reality and that one can sense through these layers. That’s why one can already get a sensation although the topic is not revealed yet.

5. Connecting to the essence of the team

Topic: Creating cohesion, Effortless collaboration

Learning objectives: To connect to the collective subconscious layer.

Implementation steps:

1. Have everyone sit in a circle and ask them to close their eyes.
2. Invite them to focus on their breathing. Where do they feel the breathing in their bodies? Can they follow the flow of air going in and going out?
3. Let them do a body scan, asking them to become aware of their feet, their calves, their knees, and so on all the way to the top of their heads. Let them tense and relax that part of their bodies.
4. Let them envision the essence of the team. Tell them this can be an image, a feeling, a knowing, or a sound (or something else). Let them stick with the first thing that pops up.
   Invite them to explore this information by making the information more complete. In an image they can look at the colours, maybe there is movement, and maybe they can zoom out or in. With a feeling, they can enlarge it, follow the feeling, and locate it in their bodies, does it move? They can turn up the volume of a sound or let the sound play. It helps if they can translate the sound or feeling into an image or some words.
5. Let them draw, write, or in any other way depict what they have just observed.
6. Make couples and ask them to share their observations. Invite them to help each other enrich the information. Then ask them to

combine the information of the two into one new piece of information (preferably an image).

7. Combine two couples into groups of four and do the same.
8. Repeat until the whole group is one.
   What is the image that they have created?
   What extra information is available about the essence of the team
   Let them share their ideas about the essence.
9. Let everyone reflect on the process in silence.
   What does the essence of the team mean to them?

Duration: 45 minutes

Number of participants: 2-16

Materials:

- n.a.

Suggestions for implementation:

- Not everybody can get images. At the same time, this tool works best if you work with images. Explain that for some the information comes in a knowing, sounds, or a feeling (or sometimes taste and smell). If possible, invite them to translate this information into an image.

6. Let us do something together!

Topic: Getting energy from your work – making work fun again

Learning objectives: Building empathy, facilitating communication between generations, and having fun together.

Implementation steps:

1. Ask your colleagues at a meeting to choose a partner for the next two weeks. It is important that they are not "best friends or best colleagues". Preferably everyone chooses a partner with whom they do not work together frequently or who belongs to a different generation.
2. Explain that the purpose of this activity is simply to do something together: the partners should get to know each other in the context of their work activity or job, which is (relatively) new for the counterpart. Encourage employees to do something together, some activity they did not know before or they were not familiar with.
3. All partners take a picture of themselves during both activities.
4. At the following team meetings, have partners briefly share (in 3-5 minutes) what they did together, what their experience was and how they felt.

Duration: 60 minutes

Number of participants: 8-12

Materials: n.a.

Suggestions for implementation:

- The chosen activity should be something that means a lot to the particular colleague personally: it could be a certain

tool/application/working method/process, but also a favourite café/restaurant for lunch, a short walk in the neighbourhood or a 5-minute yoga session during the lunch break.

- The activity doesn't have to bring a result in terms of daily work. Much more important are the shared experiences.

7. Best of the week

Topic: Getting energy from your work – making work fun again

Learning objectives: Have fun, sharing of experiences among team members, becoming better acquainted with each other.

Implementation steps:

1. Warm-Up: To have an energetic, inspiring work environment, we need not only share tasks and achievements but also simply have fun together. Humour can contribute to our mental health. With this activity we achieve that the different generations can show and share something they find entertaining with each other, thus getting to know each other's way of thinking and attitudes.
2. Ask your team members to collect memes, pictures, photos, podcasts, videos, social media posts or humorous quotes from the team.
3. Provide opportunities for your team members to look at their findings together once a week at a team meeting. With secret or open voting, you can choose the "best of the week" and in the meantime spend a fun minute together.
4. Conclusion/Debriefing: Humour can contribute to our mental health. With this activity, we achieve that the different generations can show and share something they find entertaining with each other so they can get to know each other's way of thinking and attitudes better.

Duration: 60 minutes

Number of participants: without limitation

Materials: meeting room, beamer, pins to attach materials to flipchart or wall.

Suggestions for implementation:

- It is easy to imagine that not everyone will be enthusiastic about certain content. Encourage your team not to judge each other and to respect each other.
- You can offer the winner of the "best of the week" a small prize.

8. Ikigai at work

Topics: Getting energy from your work, Creating possibilities for growth and personal development, Creating meaningful and fulfilling work

Learning objectives: Become aware of energy consumers, enhance existing skills, and make your decisions for one's path.

Implementation steps:

1. Warming up: the feeling of using their time for the right things motivates employees and makes their work fun. A good way to do this can be the Western version of Ikigai. Ikigai means (roughly translated): worth living.
2. Using the worksheet in Appendix 1, ask your team to think about the questions related to their passion, mission, vocation and profession. It is important that they write down everything that comes to mind without consciously selecting.
3. You can decide to hold a team meeting and then organise individual discussions with your team members about the content of the worksheets, or you can work with the worksheet only in individual discussions. The main thing is that the staff can put into words what they want to achieve at work but have not been able to find a solution for it yet.
4. Conclusion/Debriefing: We spend much of our lives at work, so it is highly important to make that time more meaningful and enjoyable. For Millenials and Generation Z, work is no longer just about making money: this activity can help to become aware of what is missing, as well as to talk about the possible ways to solve it.

Duration: 60-90 minutes

Number of participants: optimal for teams of 10-16 persons

Materials:

- pens/pencils, worksheets

Suggestions for implementation:

- Encourage your colleagues to repeat the activity regularly, at different times and places to supplement the worksheet.
- Give opportunity to speak about their IKIGAI at your workplace regularly (e.g. personal assessment/reviews)

Combination with other tools: Exploring your pathway

References:

Finding the meaning in your work: the ikigai philosophy - welly (welly-project.eu)

6 worksheets & templates to find your ikigai (positivepsychology.com)

9. Exploring your pathway

Topics: Getting energy from your work, Creating possibilities for growth and personal development, Creating meaningful and fulfilling work

Learning objectives: To become aware of the shortcomings in your work.

Implementation steps:

1. Warm-up: In this activity, we will work with the Ikigai tool from a different perspective. Now we will focus on the shortcomings or deficiencies in different areas of life or work. This tool is most effective in a team where staff trust and support each other.
2. Distribute the worksheets from Appendix 2 among the participants. Clarify the purpose of the tool at the beginning: We want to identify the areas with deficits and be able to work on them consciously.
3. Activities:
    - The participants should work on the questions by themselves. Take about 15 minutes for this.
    - In the second round, the participants sit in two rows facing each other, thus forming pairs for a conversation. Allow at least 10 minutes (5 minutes/person) for the pairs to talk.
    - After the discussion of the first topics ask one row to move to the left and the other to the right so that new pairs can meet for the next questions.
4. Have a plenary discussion with the group. The participants have the opportunity to formulate the most important feedback. If necessary, make appointments with the participants for further individual discussions.
5. Conclusion/Debriefing: It is important to deal with the issue of "what are you missing in your work" regularly. Of course, there are areas

of individual responsibility, but in a team or a company, these issues need to be considered in staff development and future plans.

Duration: 80-90 minutes

Number of participants: 8-12

Materials:

- chairs, pens/pencils, paper, flipchart

Suggestions for implementation:

- This activity deals with feelings and perceptions. There is no need to argue about the accuracy of these but to accept the messages as we receive them.

Combination with other tools: Ikigai at work

References:

6 Worksheets & Templates to Find Your Ikigai (positivepsychology.com)

10. Know your chronotype!

Topic: Acknowledging differences between people and nourishing them

Learning objectives: Understanding the differences in a team, sharing of experience among team members, to know each other better.

Implementation steps:

1. Warm-Up: We're all familiar with the phrases "early bird" and "night owl." Everyone's daily schedules work differently and our chronotype affects all aspects of our day-to-day life, which includes not just sleep, but our productivity windows too. Knowing our chronotype is extremely helpful for scheduling our daily work so we can accomplish all we want while we still have the energy to do it well.
2. Take a look at four different chronotypes: Bear, Lion, Dolphin and Wolf in Appendix 3. Ask the participants to assess which type they belong to with the help of the information on the cards.
3. Ask the participants to fill in a self-evaluation test on the internet (see References). Discuss in plenary whether the test has reinforced the previous assessments or, on the contrary, that some participants' results were surprising.
   Visualise on a flipchart how your team represents the different chronotypes.
4. Divide the participants into small groups:
   - they can form homogenous small groups according to the individual chronotypes or
   - form heterogeneous groups, containing representatives of all chorotypes.

Discuss in plenary what the results mean for the whole team. Meanwhile, try to find answers to the following questions:

- Are there conflicts in the team as a result of the different chronotypes? Which ones?
- Could these conflicts be reduced by rescheduling the work tasks? How? (for example, moving the meeting later on Mondays at 8:30 AM to give Wolfs and Dolphins a better chance to contribute more effectively)
- How could the differences of the team members be used for the sake of the most effective work? (e.g. possibility of flexible working time can contribute to a longer productivity window of the team - what do we need for this?)

5. Conclusion/Debriefing: Collect all suggestions for improvement for the future and make an agreement with your team members at a forthcoming meeting, taking into account the individual differences and allowing all chronotypes to initiate changes for the sake of more effective work.

Duration: 80-90 minutes

Number of participants: optimal 12-16 team members

Materials:

- cards, tablets/laptops/smartphones, flipchart, pens/pencils

Suggestions for implementation:

- Motivate your team to be open about these issues.

- No ideas or suggestions for improvement should be judged during the meeting. An agreement on new team- or work rules can be elaborated later, after careful consideration.

References:

Examples for a quiz:

https://www.mindbodygreen.com/articles/chronotype-quiz

https://www.wikihow.com/Chronotype-Quiz

https://www.quizexpo.com/wpqquestionpnt/how-quickly-do-you-fall-asleep-2

Description about chronotypes:

https://www.psychologytoday.com/us/blog/sleep-newzzz/202104/the-four-chronotypes-which-one-are-you

https://www.healthline.com/health/chronotype

https://casper.com/blog/chronotype/

11. Team-storytelling

Topic: Creating cohesion

Learning objectives: Build a team, connect team memories from the past to the future, and create a sense of being part of the bigger picture.

Implementation steps:

1. Ask participants 1-2 weeks before the activity to reflect on which events, results, or projects of the organisation are most important to them. It can be important from different points of view, for example personal, professional, and concerning the history of the company. Ask them to present their findings in a visual form (for example an image, certificate, award, message, chart, or object).

2. Organise a story-telling meeting where all employees get the opportunity to tell the story about what is most important to them. You can also agree that colleagues who have been with the company for many years can share more stories.

3. Ask the participants which of the stories shared by other colleagues they liked most:

   - Why did they choose this story?
   - Was there anything among the stories that surprised them?
   - Which of the stories can serve as motivation, inspiration, or teaching for the future?

Duration: 60-120 minutes

Number of participants: 10-18

Materials:

- beamer, pins to attach materials to flipchart/wall...

Suggestions for implementation:

It is worth repeating this activity once or twice a year, mainly when the team expands significantly.

Combination with other tools: Team timeline

Refernces: Systemic family therapy

12. Identity wheel

Topic: Being aware of your full being and seeing others as a full being

Learning objectives: To experience how we define ourselves and how others define themselves, cultivate an awareness of other people's experiences, and an invitation to reflect on our own beliefs and prejudices, developing the ability to build bridges to each other that create space for our differences.

Implementation steps:

1. This tool is designed to support the development of a deeper awareness and analysis of one's identity.
2. Distribute the wheels with the different aspects of identity in the group (Appendix 4). Ask participants to take a look at the centre of the wheel and consider aspects of themselves: aspects of personality, and things that are unique to them. Then move out to consider the outer two rings.
3. Ask participants to think about what their identities are. They can choose from the list but also continue to add identities that come to their mind. Distribute the blank wheel and ask the participants to write their identities on the wheel. The participants can use the size of the individual parts to mark the extent to which the named identity determines their lives.
4. Participants reflect the following questions (depending on group size in pairs/ small groups or plenary)

    - What are the social identities you think about most often?
    - What are the social identities you think about the least?

- Does it shift between when you're with friends/family or colleagues?
- To which social identities do you get the most positive/negative feedback?

Duration: Flexible

Number of participants: Flexible

Materials: worksheets, pens/pencils, flipchart

Suggestions for implementation:

- Encourage the participants to reflect on all identities.
- Make sure that the participants have enough time to complete their wheel. Another variation is that participants are given the wheels before the activity, so they can take as much time as they like to reflect on it and there is more time for discussion.

References:

https://fairygodboss.com/career-topics/identity-wheel

https://adawaygroup.com/wp-content/uploads/2020/07/Whiteness-at-Work_Social-Identity-Wheel_Fillable_REV-07.13.20.pdf

13. It is alright if you... (Guidelines for cooperation)

Topic: Effortless collaboration

Learning objectives: developing common guidelines, and formulating common priorities.

Implementation steps:

1. This activity aims to formulate the common guideline of the team: how to feel our fundamental values in daily life, what rules do we have that we follow during work and in our communication with each other? Discuss the goal with your team, then divide the participants into 3-5 small groups.

2. The task of the small groups is to formulate the core values and rules of the team. The main question is, how do we want to work together, what can we agree to, and what can we allow ourselves to do?

3. All small groups should present their findings in plenary. Discuss in the team which points everyone can agree on. So now there is a list.

4. Formulate these sentences into "It's okay if you/we ..."-statements that focus on the most concrete rules of conduct and processes in the team, for example, we accept if you are in a bad mood / Everyone can make mistakes / We cannot know everything right from the start / It is alright if you struggle to stay positive / It is alright if you made a mistake / It is alright if you don't know the answer.

5. Make some posters with the "It is alright-statements" and find a visible place for them in the office. You can also make social media

posts like flyers that can be distributed digitally. Of course, this can take a few days to create an appealing layout, but it is worth it.

6. Present the result to the whole team at the next meeting.
7. Conclusion/Debriefing: The "it is alright-statements" allow us to think a little differently about our most important values and transform them as a general rule for our daily lives.

Duration: 60-120 minutes

Number of participants: 10-15

Materials:

- pens/pencils, flipchart, computers

Suggestions for implementation:

- After the first draft, it is worth checking at least once a year whether everything still fits or supplementing the statements with others.

References:

Myeasytherapie on Instagram:
https://www.instagram.com/p/Ctykq9IMTnz

14. Personal user manual

Topic: Meaningful and transparent conversations

Learning objectives: Presenting oneself in an alternative way, and talking about needs a little differently.

Implementation steps:

1. Open communication of needs can contribute to effective collaboration. Self-observation and self-reflection strengthen transparent conversation in the team. Adding a little humour will not hurt.

2. In this activity we collect warnings and user applications for ourselves. Hand out the worksheets from Appendix 5 and ask the participants to answer the questions as detailed as possible. Another variation can be to distribute the worksheets earlier and let the participants take as much time as they want to answer them.

3. Divide the participants into groups of 3-4 and ask them to discuss the individual user manuals. They should listen to each other in such a way that all participants can plenary present the user manual of the participant sitting on their left.

4. You let everyone present the manual of the person on their left in the whole group. After these plenary presentations, the participants reflect on the following questions:

    - How did you find the way your user manual was presented by another participant? What was good, and what was not good?
    - How did you feel when your user manual was presented by the other participant? What was easy, and what was difficult for you?

Duration: 60-90 minutes

Number of participants: 8 - 12

Materials:

- pens/pencils, worksheets

Suggestions for implementation:

- The user manuals can be edited graphically and placed in frames.

15. Skills market

Topic: Aligning different interests

Learning objectives: Raising awareness of different needs of team members, using the common sources of strength effectively, and building a diverse and cohesive team.

Implementation steps:

1. Explain to the participants that this activity aims to create an opportunity for skill development within the team.

2. Participants should fill in the worksheets from Appendix 6; first the categories of soft skills and hard skills for themselves, then which skills they would like to develop for themselves in the future. (Think of knowledge about certain programmes and apps, but also theoretical knowledge, contexts, and processes. Soft skills can be about different techniques, ways of thinking, approaches, conflict management, etc.)

3. In this step, all participants should pass the completed and named worksheet to his/her neighbour on the right. The participants can complete all the skills lists with their own information about their colleague (probably mainly the soft skill lists will be completed). Thus, all completed worksheets will move one step to the right until the original worksheets are returned to their original owners.

4. Ask the participants to review the completed worksheets and reflect on the following questions:

    - What do you think about the additions by your colleagues?
    - Was something surprising?
    - Do you find something unrealistic?

5. Organize a skills market. All participants can mention which of the desired skills they would like to learn from someone else and in what form. Certain colleagues can also be addressed directly. On the other side, everyone can offer which skills they would like to pass on to the others if required. It would be desirable if everyone could at least agree with one colleague to learn or teach a skill.

6. Conclusion/Debriefing

   Team leaders should then take time to collect the requests and give time frames for joint learning processes within working time. Also, set deadlines for when colleagues should conduct at least the first 1-2 sessions and by when this process should be completed.

Duration: 60-90 minutes for the described steps and continuously for the joint learning processes

Number of participants: 10-20

Materials:

- Pens/pencils, worksheets

Suggestions for implementation:

- If this project was successful, you can of course organise a new skills market at any time

References:

Workplace Skills: Definition and Examples | Indeed.com

Soft Skills Training | Harvard Business PublishingFuture Of Work: The 5 Biggest Workplace Trends In 2022 (forbes.com)

16. Mindfulness in the workplace

Topic: Creating meaningful and fulfilling work

Learning objectives: Becoming aware of mental health in the workplace, developing a self-care plan, and providing strong social support.

Implementation steps:

1. This exercise addresses ways to practice mindfulness at work and gives tips on how to be mindful of your presence during the working day.

2. Distribute the worksheets in Appendix 7 and discuss with the participants what each category includes. Of course, participants can also do their own research on mindfulness exercises on the internet.

3. Ask the participants to fill in the blank worksheets (plans) for themselves with the notions they prefer. They should also think about which activities they would like to conduct together with colleagues.

4. Divide the participants into small groups of 3-4. They should discuss the individual plans and develop an offer for the team, which activities they would suggest to conduct together.

5. Discuss in plenary what are the most important elements of the individual self-care plans and what they could do together for mindfulness at work. Discuss what kind of daily mindfulness practice you can develop in your workplace community. You can think about this on a weekly or monthly basis as well.

6. Conclusion/Debriefing

   A company culture where mental health is highly valued can be reinforced through shared experiences and individual examples.

Duration: 90-120 Minutes

Number of participants: 10-20

Materials:

- Pens/pencils, worksheets

Suggestions for implementation:

- Prepare for the participants their mindfulness self-care plans that they will receive personally, and a common plan that colleagues can join. It would be desirable to find responsible colleagues who can motivate others for the joint activities.

References:

How to be Mindful at Work - Headspace

Five mindfulness exercises for your office - Ideas (wework.com)

Mindfulness in the Workplace: Does It Really Work? (apa.org)

17. I am unique, because...

Topic: Acknowledging differences between people and nourishing them

Learning objectives: Being aware of differences in the team, becoming better acquainted with each other from a different side of the personality, and having fun.

Implementation steps:

1. Warm-Up: This short exercise is excellent for energizing team members before or during usual meetings. It provides an opportunity to get to know each other from a different side, and consciously focus on the differences and uniqueness in the personality, profession, and story of the individual team members.

2. Ask your team members to reflect for a moment about what they think about themselves, what is unique in their life story, characteristics, strengths or weaknesses, career path, etc.

3. In a freely chosen order, all participants should formulate statements about themselves in the following form: "I am unique, because...". Preferably, the current speaker stands up. If someone in the team finds that the statement is also true for him/her, he/she should also stand up. This way we will see to what extent the original speaker is unique.

4. Every participant who was "truly unique", so whose statement is not true for anyone else, gets one point. The most unique person (the one who could collect the most points) is the winner.

5. Conclusion/Debriefing: This can also be seen as a creativity exercise and a self-knowledge exercise, as participants are asked to really

think deeply about what they are uniquely able to realise or what unparalleled qualities they have.

Duration: min. 15 minutes

Number of participants: optimal 12-16 team members

Materials:

- flipchart, marker

Suggestions for implementation:

- The exercise can either end in certain time frames or when no one has anything more to say. Ask the participants if they have learned anything new from other team members and if maybe something surprised them.
- Encourage participants to think of all possible areas in life: physical characteristics, ways of thinking, hobbies, life events, past experiences, but also plans and dreams.
- Invite the team members to find at least one uniqueness for each team member. In workplaces, uniform performances are highly valued, but it also makes someone feel good to be special and distinctive.

Combination with other tools: Skills market (Main area: Aligning different interests)

References:

Self-awareness group counselling

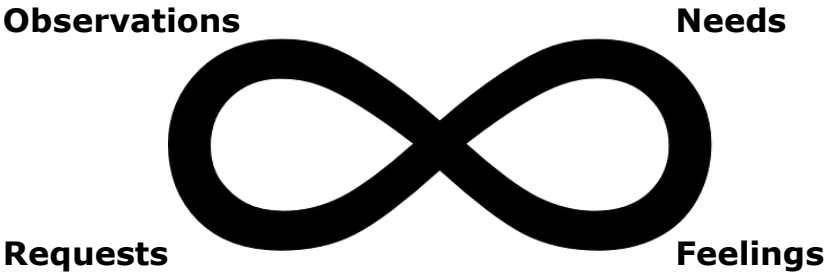
18. The Dialogue Lemniscate

Topic: Meaningful and transparent conversations

Learning objectives: Becoming aware of one's internal world and connecting it to the requests spoken out in the external world.

Implementation steps:

1. Create groups of 2-6 people.
2. Per group create 4 floor markers:
   1 = Observations, 2 = Feelings, 3 = Needs, 4 = Requests
   Let the group make their own floor markers because this way the energy of the group will be in the markers.
3. Let them put these floor markers in a square on the ground, with enough space between them to walk around in a lemniscate shape (infinity sign):



4. Let the group decide what topic they want to focus on during the exercise. For example collaboration, improvement, or welcoming new employees.
5. Let them think of a situation in their work concerning the topic chosen. This can be the same situation for all of the participants of the group, or every group member can choose his/her own situation to share.

One by one they walk the lemniscate, discussing the situation chosen and sharing with the group members all information they discover about the situation.

6. Start at 'observations': Stand on top of the floor marker 'observations' and share with the other group members the observations you have on the situation chosen.
   Make sure that the observations are factual. No judgements or assumptions. The other group members need to focus on that.
7. Walk to the floor marker 'Feelings' and share out loud what feelings you have and sense about the situation and the observations you made. All the feelings are ok. Try not to judge yourself.
8. Walk to the floor marker 'Needs'. Underneath your feelings are the needs you have (or lack of them). The feelings you have are just triggered by the situation, not caused by it. Become aware of the needs you have. Share them with your group.
9. Walk to the floor marker 'Requests'. If you focus on the needs you have, what questions or requests do you have regarding the topic and the situation chosen? Start a dialogue together on that.
10. Switch to the next member of the group. Make sure that everybody at least has the chance to walk the lemniscate once.

Duration: 20-60 min (depending on the number of participants in each group)

Number of participants: 2-6

Materials:

- 4x A4 papers per group to use as floor markers
- Enough space to walk the lemniscate

Suggestions for implementation:

- Most of the time in conversations, we immediately react to a situation. In this exercise, one postpones his or her reaction to a situation. Through the lemniscate, one becomes more aware of their feelings caused by the situation and after that the needs that are below those feelings. If one is more aware of what is going on in their internal world after observing a situation, a different request or question might pop up as a reaction to the situation in the external world. Therefore you'll have a totally different conversation together.

References:

Marantz, Jane. Connecting Across Differences. Finding Common Ground With Anyone, Anywhere, Anytime. *Puddle Dancer Press* (2012)

19. 4 Perspectives In A Conversation

Topic: Meaningful and transparent conversation

Learning objectives: To become aware of the different ways we listen in a conversation and how those affect the 'jumping to conclusions' we often do.

Implementation steps:

1. Explain to the group that in a conversation besides exchanging information in the surface current, we also communicate through the undercurrents. Most of the time we are not aware of that.
   At the same time, when we listen to what is being said we listen automatically with our whole body and from multiple perspectives. If you become more aware of this, you'll become more aware of all the information that is being passed through both in the surface current and the undercurrents. Different questions will emerge and therefore you'll get different conversations.
   So in the end, the result of the dialogue will be more profound and enriched.
2. Create groups of 4.
3. Every member of the group will have a different role in the conversation:
   A. The Storyteller = the one who determines the topic of the conversation
   B. The Opposer = Critical listener to what is being said. Includes what is being excluded. Looks at the topic from a different angle.
   C. The Supporter = The one who stands by the storyteller. Says what is being said in his/her own words. Adds the information

he/she knows about the topic to enrich it.

D. The Witness = The one who listens between the lines

4. The Storyteller starts to talk about what he or she wants to talk about. (10 min)
5. The others listen to the story from their chosen perspective only and take notes to give feedback. Don't interrupt or ask questions. Just let the storyteller tell his/her story.
6. After the Storyteller has ended his or her story or after the time is up, every listener gives their feedback from the chosen vantage point. The Storyteller listens to it and writes down whatever he or she wants to remember. Don't step into the pitfall of starting a discussion. See the feedback as a gift you can either unwrap or put aside. That is up to the Storyteller him/herself. (15 min max., so every role gets 5 min. to give feedback)
7. Every participant writes down for him/herself what he/she takes out of this conversation.
8. If you have time and energy left, switch roles and do the exercise again. If you don't have time for another round realise that you all take a lot out of the story of the Storyteller and the feedback you all gave.

Duration: 30-60 minutes

Number of participants: 4 (or a multiple of 4)

Materials:

- notebooks to take notes during the storytelling

20. Meeting your Inner Generation Gap

Topic: Acknowledging differences between people and nourishing them, Being aware of your full being and seeing others as a full being, Meaningful and transparent conversation, Aligning different interests

Learning objectives: To become aware of the different perspectives within ourselves and the team and organisation. We look at the situation in the organisation from a narrative approach by working with archetypes.

Implementation steps:

1. Explain to the group that in the discussion about the differences between generations we take the word 'Youth' or 'Being young or younger' literally. Looking at the situation in organisations from that perspective, it is indeed about the new generation with a new mindset wanting to do things differently. They ask for space to be able to work in their own way. And if we let them take their space, their way of working will create tension with the old way of working: 'how we are used to doing things over here'.
   But if we look at 'Youth' in an archetypal manner using the narrative approach, this will change our approach to the problem immediately.
   'Youth' is also that archetypal new part of all of us that wants to have space. Our inner archetypal Child who no matter what age we have, is still active in all of us. That inner Child that is innocent and pure, but also very open-minded and curious. As adults, we push back our inner Child because we associate these thoughts and feelings with being childish. But if we bridge our inner generation gap by connecting with our Inner Child we'll get new insights on the problems we are facing.

2. If you do this exercise in a group, create groups of 3.
3. One of the group members asks the others to represent his or her inner 'Generation Gap Team'. This team contains at least the Inner Child and the Inner Crone (old wise woman). If you have a bigger group to work with you can add other archetypes to your 'Generation Gap Team'.
4. Decide what the focus will be during this archetypal conversation. For example 'What is being pushed back in this organisation?', or 'What is needed to be done to create space for new ideas in this organisation?'
5. Ask the representatives to connect with your inner archetype they represent and let them follow their body to take a place in the room.
6. Start the conversation with your archetypes by asking their 'starting question'.
   The starting question for the Crone is 'What wisdom inside of you wants to be spoken?'
   The starting question for the Child is 'What playful step would you like to take?'
   Listen to the answers the representatives give to their starting question.
7. From here the conversation with your archetypes starts. What do they have to say about the focus theme? This can be either a word or sentence, but it can also be a feeling or emotion.
   Mind you that it can be very confusing and contradictory if you 'listen' to these inner voices in your Generation Gap team. That is exactly what is happening inside of you all the time. The only thing we do now is to make you aware of what is happening inside

yourself.

Just like in a very emotional meeting with real people, the only thing you can do now is just listen to everybody in the team. So they all feel heard.

8. Ask them all kinds of questions, like

   - What would you do if you were the manager of this team?

   - What do you think of what the other team member says?

   - For example, if your Inner Child voice is saying to you that you shouldn't do something, while your Crone is telling you that you should do it, or vice versa, ask the question 'How can I convince the other generation?'

   - How can you both support me in my work?

9. Every question that comes up to you is okay. Listen to your inner answers and you'll be surprised by their wisdom. As a good leader, you don't have to choose between one or the other team member. Just listen to them and decide how to make the best of the advices they are giving you.

10. Go on with this meeting for about 10 – 20 minutes. If there is silence during those 20 minutes, just let it be. New information will come up after a small pause.

    Write everything down that is brought up during the meeting. Even the things you don't understand immediately.

11. After 10 – 20 minutes make a conclusion focusing on the theme you started with and write down the actions you decide to do based on what is being said during the inner Generation Gap team meeting.

12. Close the meeting and thank all your inner archetypal team members.

Duration: 30-60 minutes

Number of participants: 1 to multiple. If you do this exercise with a group, create smaller groups of three

Materials:

- notebooks to take notes during the exercise

21. Dynamic and balance in team, constellation in the Conscious Company Model (CCM)

Topic: Creating cohesion, Effortless collaboration

Learning objectives: To get insight in the team dynamic and balance in the organisation.

Implementation steps:

1. The group is sitting in a circle; no tables in the middle.
2. Trainer explains the exercise, shares the hand-outs and lays the model on the floor in the middle of the group.
3. Trainer explains all 7 aspects, while standing on the separate papers. Trainer tunes in on the group and uses terminology and examples which are resonating with the group.
4. Trainer asks the team members which aspect feels the most familiar to them, as if it is your 'home place'. Do not give time to think too long about this. Stimulate the team members to stand up and step on their aspect of choice. No problem when more people are staying on one aspect.
5. Ask the group to look around and get an overview of the constellation which formed itself (no talking, just looking and feeling).
6. Ask the group what jumps out; focus on the total constellation:
    a. which aspects are chosen the most;
    b. which are empty;
    c. are more people staying on 'company' or on 'consciousness';

d. Ask if the team members can see similarities between the constellation and the daily dynamic and practice in the team
e. What do you learn about the dynamic and the balance in the team?
f. Is everybody on his or her 'right' place; which changes could help as well for the individual team member as the team as a whole.

7. What conclusion you can draw for the team, what themes are asking attention, what would be considerations for future changes in the team.

Duration: 30-60 minutes (it can also take 90 minutes, when you go deeper into this subject)

Number of participants: 3 up to 14

Materials:

- Hand-out of the Conscious Company Model (CCM) for every participant (available in Dutch and English)
- 7 big sheets of paper with the content of the 7 aspects of the CCM on the floor in the middle of the group. Use 2 different colours for the aspects related to 'company' and the ones related to 'consciousness'
- Ideal situation: the CCM printed on a big tarp, laying in the middle of the group

Suggestions for implementation:

- The way the initial explanation of the 7 aspects is done is essential for the success of this exercise. The trainer has 'to become' the aspect when he/she is talking about it and stays on the paper. This

asks a good preparation. Trainer has to get familiar with the CCM before starting.

- The CCM model is kind of a 'playground', where you can play different games. It's recommended to look to the other tools with the CCM, to be able to play a little bit more.

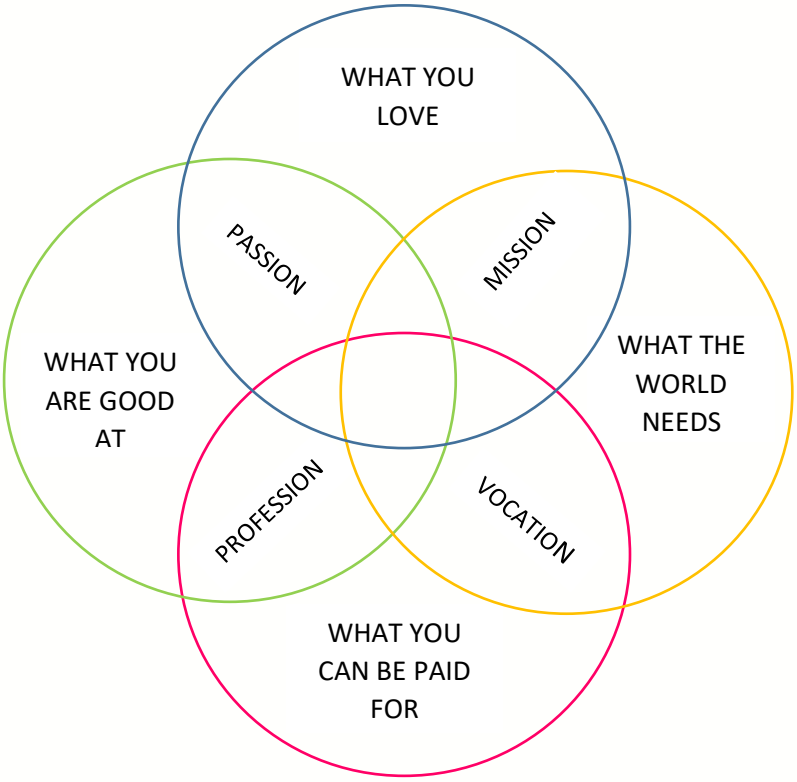
References:

- Book: 'Bewustzijn in bedrijf, in 10 stappen naar een vitale organisatie', auteur Jaap Vermuë
- https://www.bewustbedrijf.nl/producten-diensten/model/opbouw-model/

3. APPENDICES

APPENDIX 1 - IKIGAI AT WORK

Ikigai at work



Questions to find a passion in your work:

What do you really enjoy about your work?

What are the small things at your work, that give you pleasure?

What are you really passionate about?

In which activities do you really give your all?

Which topics move you so much that you could talk about them forever?

Questions that will guide you to find your mission in your workplace:

What gives you meaning during work?

When do you feel you are really doing something really meaningful?

What would you miss if you were no longer there?

In what tasks? With which customers/colleagues/target groups?

Questions to find your vocation:

Where are your talents?

What hobbies/areas of interest do you have that you would like to show at work?

What can you do better than some of your colleagues?

Questions to find an appropriate position in your profession:

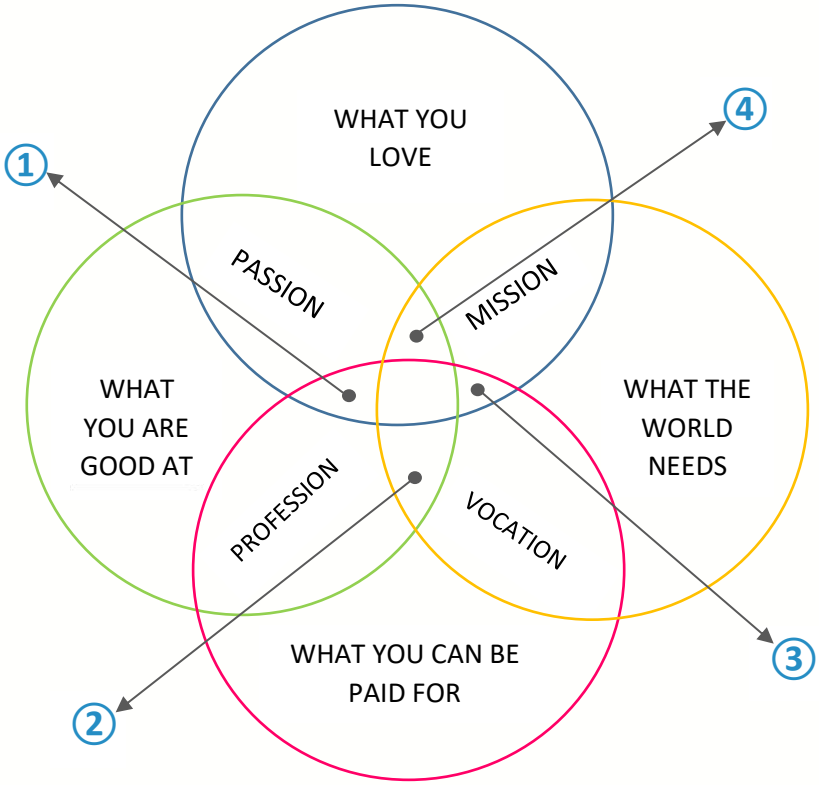
How have you been able to earn the appropriate amount of money so far?

What else are you good at so that you can earn money?

Where do you see the possibility or the need, to take action on it?

APPENDIX 2 - EXPLORING YOUR PATHWAY

What do you need to find your path?



① You feel satisfaction, but you can feel useless

» In what area do you feel your work/your activity is useless?

» Which of your talents is least valued or needed?

② You feel comfortable, but you can feel emptiness

» In what area do you feel your work/life is empty?

» Which area of your work/life do you love the least?

③ You experience excitement and complacency, but you can have a sense of uncertainty

» In which area do you still need expansion of your knowledge?

» How could you strengthen your self-confidence?

④ You find delight and fullness, but you cannot feel wealth

» For which of your activities do you receive the least appreciation?

» What has been more beneficial to you in the most loved area of your life/main activity?

APPENDIX 3 - KNOW YOUR CHRONOTYPE!

	
go to bed: 11 pm, wake up: 7:00 am **focus**: 10:00 am – 2:00 pm happy-go-lucky, continuous flow of mellow energy, extroverted **productivity**: 10 a.m. – 2 p.m. focus on deep work, until 4 p.m. lighter tasks, after 4 p.m. relax and unwind 55% of the population	**go to bed**: 11:30 pm, wake up: 6:30 am **focus**: 3:00 pm – 9:00 pm highly intelligent, scatterbrained, bursts of creative energy **productivity**: from 10 a.m. to 2 p.m., engage with easy to-dos between 8-10 a.m. need breaks throughout the day to mentally reset and recharge 10 % of the population

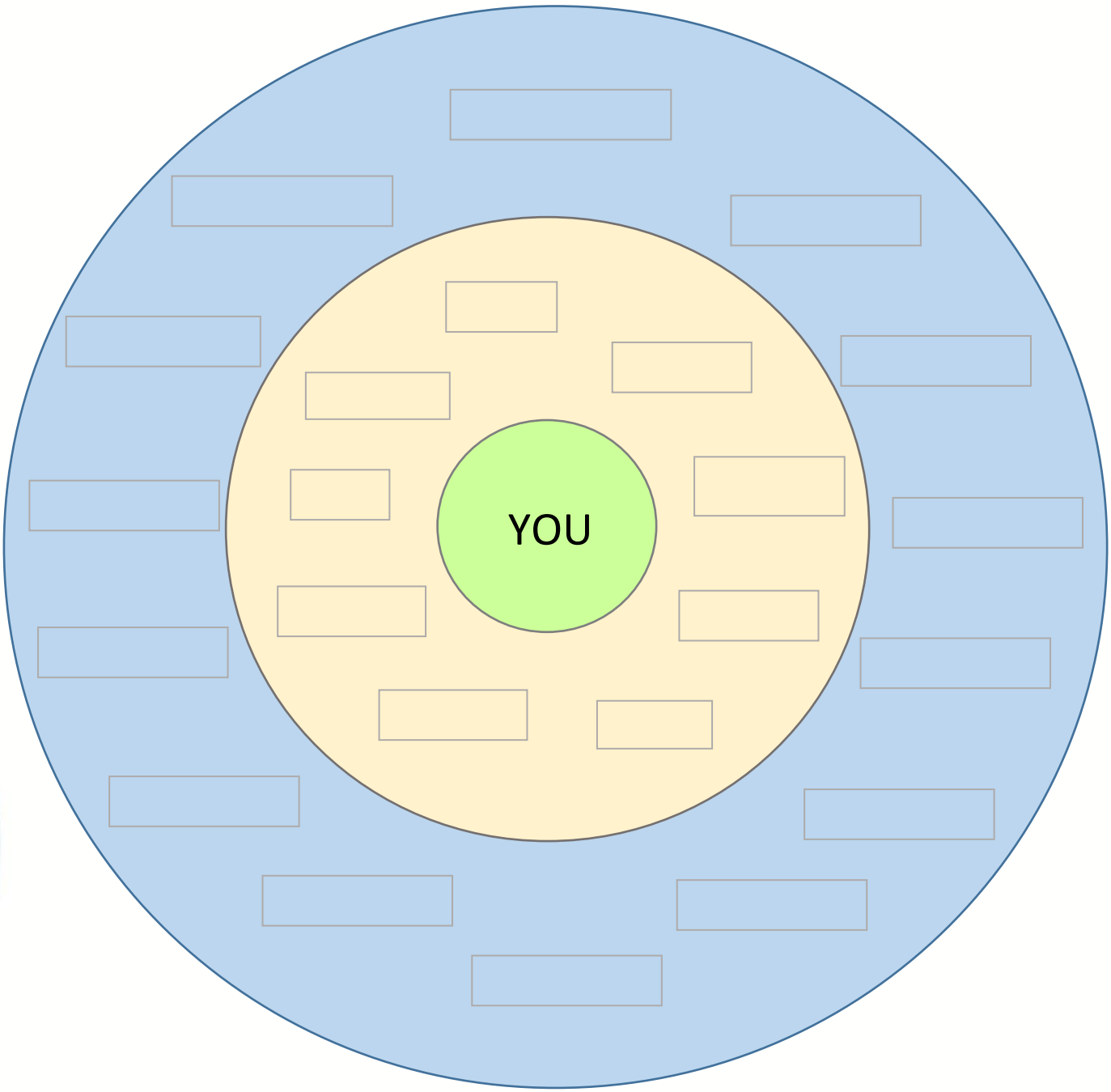
	
go to bed: 10 pm, wake up: 6:00 am **focus**: 8:00 pm – 12:00 am natural leaders, charismatic, early risers **productivity**: best before noon, prone to the post-lunch dip between 2-4 pm taking time for him/herself at the end of the day is important 15 % of the population	**go to bed**: midnight, wake up: 7:30 am **focus**: 5:00 pm – 12:00 am introspective, highly creative, introverted **productivity**: 10-12 p.m. focus on lighter tasks, 12-2 p.m. complete deep or creative work, get a boost around 5 p.m. until 9 p.m. 15 % of the population

Images: Lion – image by wirestock on Freepik, Wolf – image by vladimircech on Freepik, Dolphin - image by wirestock on Freepik, Bear – image by valeria_aksakjova on Freepik.

APPENDIX 4 – IDENTITY WHEEL

IDENTITY WHEEL




YOU

APPENDIX 5 – PERSONAL USER MANUAL

Personal user manual

Name/trademark



Storage instructions



Warnings



Special instructions



Maintenance and care



Tone of voice and handling



Photo by Kelly: https://www.pexels.com/de-de/foto/ein-parkverbotsschild-an-einer-mauer-2585541/, Photo by Tima Miroshnichenko: https://www.pexels.com/de-de/foto/sport-aktivitat-junger-mann-geschirr-5916159/, Photo by Karolina Grabowska: https://www.pexels.com/de-de/foto/loffel-giesskanne-wassersprinkler-4622067/, Photo by Andrea Piacquadio: https://www.pexels.com/de-de/foto/frohliche-junge-frau-die-in-megaphon-schreit-3761509/







My hard skills:

You are good at -
Hard skills:

Soft skills:

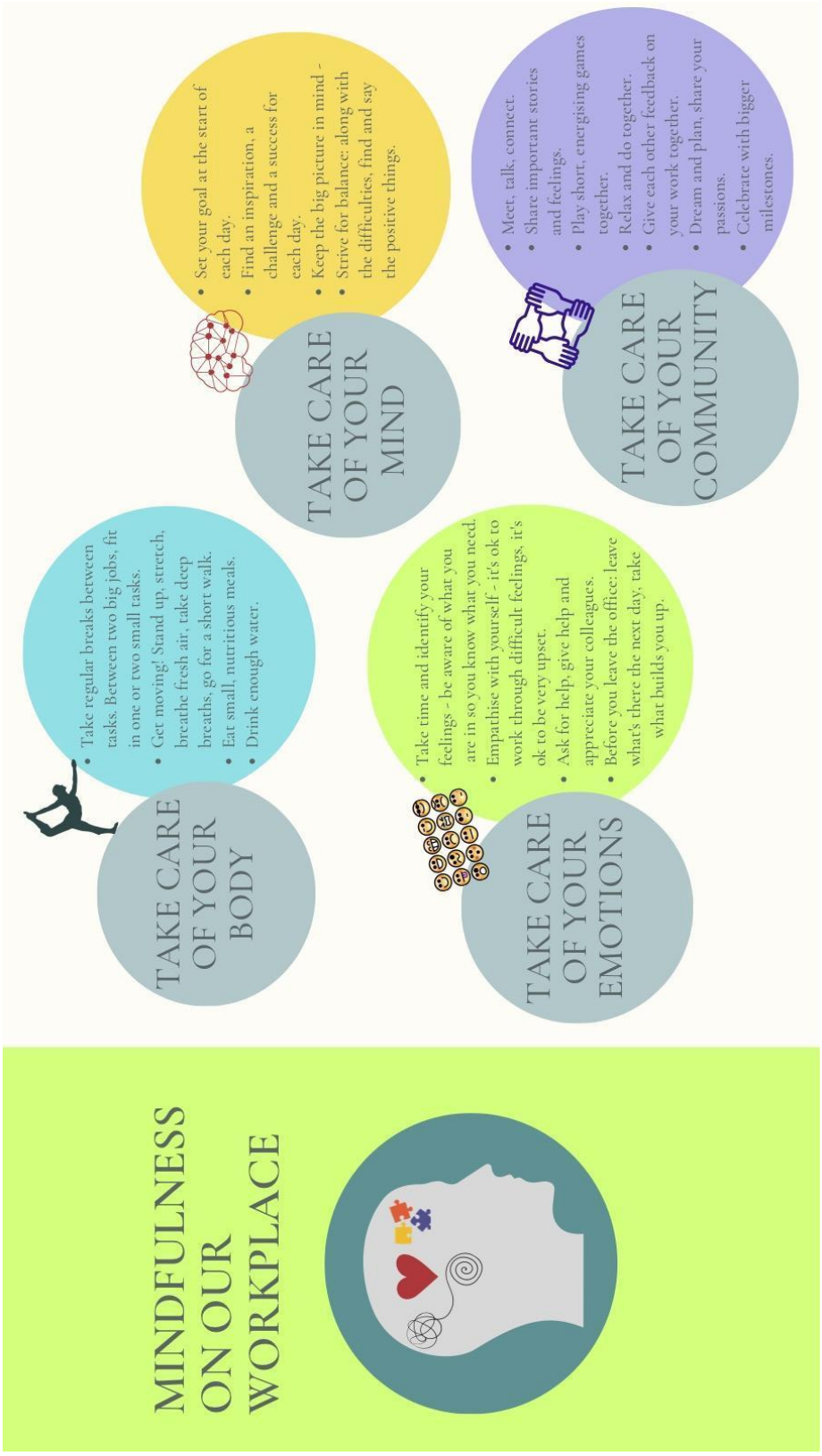
MY SKILLS

My soft skills:

I would like to develop:

APPENDIX 7 – MINDFULNESS ON WORKPLACE

Mindfulness on workplace



MINDFULNESS ON OUR WORKPLACE



