



# Reflection Rounds

## Intellectual Output 4

### Comparative Report

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## 1. Introduction

The Mindful Managers project aims to support public sector managers as they tackle stress and burnout in the workplace. The project has been funded by the European Union's Erasmus+ Programme and it was created in partnership with four European organisations: Inova Consultancy in the UK; VAMK in Finland; CARDET in Cyprus; and Obelisk in Belgium. The project was developed after reviewing and conducting research which showed that managers in the public sector could benefit from training focusing on mindfulness.

The consortium has developed an innovative Training Programme (IO2), mentoring in the form of Reflection Rounds (IO4) and an e-learning game (IO3). This combination ensures that many needs are catered for and the game allows those who are unable to attend face to face training to access training materials online. It also supports the sustainability of this worthwhile project. All participants can develop skills and competencies, which are relevant to their role as public sector managers and they are able to share experiences and find solutions to stress using a range of methods that they are introduced to.

This report compares the results from the two pilots of the Reflection Rounds which occurred in each partner country in late 2019 and 2020. In total, 60 participants engaged in this part of the project for the Reflection Rounds across two pilot deliveries. This comparative report will assess the effectiveness of the piloting of the Mindful Managers Reflective Rounds across the European partnership.

### 1.1. Overview of the Mindful Managers Reflection Rounds

In 2001, Inova developed Mentoring Circles™ and this methodology has been adapted to various projects and target audiences. For the Mindful Managers project, Circles have formed the basis of Reflection Rounds. Circles aim to help individuals through personal reflection to become more self-aware. Utilising skilled facilitation, action learning techniques, coaching and mentoring are explored in a group setting which fosters a safe environment and the encouragement of peer support and peer learning.

The Mindful Managers project has been established to support public sector managers with mindful techniques which tackle stress and burnout. Participants of the Reflection Rounds use action learning to present their issues of working in the public sector and the other participants offer peer support as part of the timed discussion. Each participant is allocated an equal amount of time to bring their issue to the group, followed by time in which other participants offer suggestions for resolution or a different approach. Over the duration of the Reflection Rounds, the participants can work through their own issues with the support of other team members and come to their own conclusion on how to move forward. Participants are firstly introduced to the model to be clear it is about offering support and not advice giving.

Each participant should have 15-20 minutes (this depends on the size of the group) at each session to discuss their issue followed by group input on possible solutions. Time is allocated for reflection, goal setting and personal action planning. By encouraging development of self-reflection and self-belief, the individual is helped to find the next steps forward in focusing on their mindful approach.

The Mentoring Circles™ methodology has been adapted to the target group of public sector managers as part of the Mindful Managers project and the adaptation process resulted in the Reflection Rounds Facilitator's Guide. Reflection Rounds have complemented the Mindful Managers Training Programme. Through the Reflection Rounds, participants have built on the knowledge shared during the training sessions. Furthermore, the Reflection Rounds have enabled participants to reflect on their work issues, opportunities and challenges with others going through similar experiences and therefore explore support for improved well-being in the workplace. In addition, the KOLB experiential learning theory was utilised within the programme as a tool which gave added value to the programme.

For more details on the mentoring activities carried out in each country, see the national reports in Annexes.

## 1.2. Recruitment

The recruitment for the Reflection Rounds in all partner countries was carried out during the piloting of the IO2 training. Thanks to the successes of the training programme, there were many participants who were interested in the piloting of IO4.

Below you will find an outline of the recruitment process in each partner country:

### **Inova Consultancy, the UK**

The piloting of the Reflection Rounds was promoted during the training programme (IO2). Due to the successful recruitment for the training programme in both pilot 1 and pilot 2, participants were engaged from these groups.

### **VAMK, Finland**

For the Reflection Rounds pilots in Vaasa participants were recruited during the Mindful Managers Training Programme Pilot 1 and Pilot 2.

### **CARDET, Cyprus**

For the first pilot of Reflection Rounds, participants were recruited through advertising the sessions during the first piloting of IO2. Almost all participants wanted to attend the Reflection Rounds. For the second pilot of the Reflection Rounds, an invitation was shared through CARDET's social media sites.

## Obelisk, Belgium

For the Reflection Rounds, the participants were recruited directly from the Mindful Managers training programme. It was more challenging for the 2<sup>nd</sup> pilot as many of the participants who had registered were health professionals and facing higher workload due to COVID-19.

It is important to mention that although initial recruitment was very successful, all partners experienced challenges due to the COVID-19 pandemic and it was necessary for some partners to transfer their planned face to face delivery, to online sessions.

## 2. Overview of Participants

The Reflection Rounds for the Mindful Managers project was public sector managers; however, there were some participants who were not employed in the public sector or were not managers at the time of piloting. These individuals were welcomed to the piloting as they were interested in working as managers in the public sector. Some of these learners had previous experience in public sector working and were aware of the stress levels within the public sector. These participants benefited as they were able to prepare for their future career as public sector managers and they were able to explore the benefits of a mindful approach.

A summary of the participants in each partner country can be seen below:

Country	Pilot 1	Pilot 2	Total number of participants
UK	6	7	13
Finland	3	4	7
Cyprus	19	10	29
Belgium	5	6	11
<b>Total</b>	33	27	60

As stated in the project application, each project partner needed to have at least 5 public sector managers at each pilot of the Mindful Managers Reflection Rounds (in total 40 participants). The Mindful Managers Reflection Rounds were piloted to a total number of 60 participants across the partner countries. As the COVID pandemic created several issues, with facilitators and staff homeworking, it was also a challenge to be sure how many participants would join an online version of the Reflection Round. Working with ZOOM or other online platforms was new

for some facilitators as well as for the participants. However, as the numbers and evaluations show, overall, it proved very successful and the target number was reached by the partnership. Also, it worked well to have a larger group for online delivery to aid richer discussion. Inova, as coordinator and output leader, offered to partners to participate in their online pilot deliveries. One benefit of having sessions delivered online was that it was possible for other partners to join sessions. Inova joined VAMK's online session on 20<sup>th</sup> May and CARDET's sessions on 22<sup>nd</sup> and 29<sup>th</sup> May.

### 3. Format and Process of Reflection Rounds

Following on from the recruitment stage, the facilitators began planning for the Reflection Rounds. The consortium had participated in a training session delivered by Inova for facilitating the Mentoring Circles™; therefore, they were confident in their ability to lead a successful programme.

In order to meet the needs of the participants, many of whom had full time jobs, the partners organised their Reflection Rounds sessions in a way that fitted the schedules of those who were interested in the programme. In order to engage as many participants as possible, each partner organised their piloting based on the needs of the target group within their own national context. This required some flexibility for those who were juggling work commitments and family life. The data below outlines the format of the pilots in the partner countries. In addition, the reorganising and planning of online delivery required additional staff input to make necessary amendments to the training to ensure it was well received. This was a great challenge with many partners homeworking and the participants themselves joining from home. Considerations for technological issues had to be incorporated into the planning.

	Pilot 1	Pilot 2
Country	Dates	Dates
UK	13/01/20 20/01/20 27/01/20	24/02/20 02/03/20 09/03/20
Finland	08/01/20 03/03/20 07/04/20 (ZOOM)	17/02/20 20/05/20 (ZOOM) 26/05/20 (ZOOM)

<b>Cyprus</b>	29/11/19 02/12/19 06/12/19	22/5/20 (ZOOM) 22/5/20 (ZOOM) 29/5/20 (ZOOM) 29/5/20 (ZOOM)
<b>Belgium</b>	09/01/20 29/01/20 19/02/20	16/07/20 (Teams) 16/07/20 (Teams) 22/07/20 (Teams) 14/08/20 (Teams) 26/08/20 (Teams) 27/08/20 (Teams)

### 3.1. The UK

An overview of the Reflection Rounds in the UK can be seen in the data below.

Session	Date	Topic
<b>Pilot 1</b>		
<b>1</b>	13/01/20	<p>Before commencing the first Reflection Rounds session, all participants completed a soft skills evaluation, which tracked their progression over the duration of the course.</p> <p>The group was encouraged to create a Group Agreement. As confidential information was shared during the programme, it was essential to ensure that learners felt safe and secure, and the Group Agreement outlined this. The main content of the Reflection Rounds were the discussions on specific issues relating to public sector management; these issues were identified by each of the participants. Peer support was offered as part of these discussions and suggestions were made for addressing their concerns relating to mindful management. The purpose was not to tell others what they must do and instead support them to come to their own conclusions relating to their personal issues. Following on from</p>

		the group discussions, each participant set themselves targets which they worked on before the next Reflection Round.
2	20/01/20	The participants were asked to revisit their issues from the previous session in order to assess whether there had been any progress or escalation over the week. This enabled the group to track their personal progression and ensure that they were able to meet their goals. Following on from the catch up, each member was provided with time to introduce a new issue relating to public sector management. Peer support was offered from all the other participants and they were encouraged to set personal goals to improve their situation. The facilitator used a PowerPoint to introduce the topic of “Thinking skills for mental well-being for self and others”.
3	27/01/20	<p>Each participant revisited their issues from the previous week and highlighted any progress or escalation. If they preferred, they could introduce a new issue for discussion. Afterwards, each member was provided with time to introduce a new issue relating to public sector management. Peer support was offered from all the other participants and they were encouraged to set personal goals to improve their situation. As well as discussing their personal issues, the group completed an exercise on Covey’s circle of influence.</p> <p>Over the three weeks, all the participants were provided with the opportunity to share their issues relating to management and working in the public sector. In addition, the group supported one another on their journey to resolving their concerns relating to Mindful Management.</p>
<b>Pilot 2</b>		
1	24/02/20	As part of the Reflection Rounds methodology, all participants completed a soft skills analysis at the start of the first session. The aim of this is to track the participants’ progression over the duration of the course; therefore, it aids one's self-awareness.



		<p>The participants were diverse in their roles and experience; therefore, some interesting discussions were fostered which explored stress and management in the public sector. As a team, the group analysed mindful approaches to their issues. Following on from each participant's issue, peer support was offered by the group and suggestions were made for addressing their concerns relating to mindful management. The group supported one another to come to their own conclusions relating to their work-related issues. In preparation for the second session, each participant set themselves targets which they worked on before the next Reflection Round.</p>
2	02/03/20	<p>This followed the same format as pilot 1. However as this was a different group, new issues were discussed that were relevant to everyone. The group had created mind maps of their own, relating to their personal professional issues, during the morning session. These mind maps formed the basis for the group discussions as they were able to delve into their concerns and work towards solutions. In preparation for the third session, each participant set themselves targets which they worked on before the next Reflection Round.</p>
3	09/03/20	<p>As with the previous session, all participants were asked to revisit their issue from session two. They were given time to outline any progress or escalation they had experienced in relation to this issue. This process ensured that they were able to reach their goals in relation to mindful management. Following on from these recaps, each participant outlined a new issue relating to public sector management. As this was the third session, the group were confident in their ability to provide peer support to the team members. The feedback for this round was very good, as it had been for previous rounds and the final evaluation from participants reflects this.</p>

### 3.2. Finland

An overview of the Reflection Rounds in Finland can be seen in the data below.

Session	Date	Topic
<b>Pilot 1</b>		
1	08/01/20	<p>The facilitator introduced the Reflection Rounds. Then the participants introduced themselves and their expectations of the training. Exercises 1-4 were completed from the Facilitators' Guide. These exercises were mutually supportive, as peer support is an important aspect of the process as is reflection. All participants reflected on what they had learnt and completed learner diaries.</p> <p>At the first session, participants felt that their expectations were met. They had shared ideas on developing their own well-being at work. In addition, the meeting strengthened their capacity to learn in new ways. They found it useful to share opinions and others' ideas about developing well-being, as well as peer support. In addition, they felt they had benefited from reflecting on their own strengths and looking for areas for improvement.</p>
2	03/03/20	<p>For the second session, the participants chatted comfortably with each other and the trainer. The theories of SMART were introduced, and learners completed the Ladder of Inference activity and Exercise 5. They completed the assignments as a group interview, which surprisingly worked well. The participants were satisfied with the session and experienced a lot from the discussions.</p> <p>At the second session, the participants wished to gain good ideas for working life and good discussions. They felt their expectations were met. During the session, participants realised that there are things that cannot be influenced. They felt good about exchanging ideas and gaining new perspectives.</p>

3	07/04/20	<p>The final Reflection Rounds session was postponed due to the social restrictions and Covid-19. Finally, at the suggestion of the participants, the third meeting was held online via ZOOM.</p> <p>This meeting worked well on ZOOM because the group was already familiar with each other. The participants were able to discuss their issues relating to management in the public sector. The learners completed a circle of influence (Covey) and a solution to a confusing puzzle. Indeed, these tools helped the participants to discuss the topic and the impact of Covid-19 on their work.</p> <p>Despite the situation, the debate was rich and even more intense than in the previous sessions. The discussion went immediately straight to the point. The experience of one participant was disrupted by poor connections, which meant having to focus heavily on listening. Participants will strengthen peer support meaningful at appointments.</p>
<b>Pilot 2</b>		
1	17/02/20	<p>Participants completed the contract and conducted the self-evaluation. Participants introduced themselves and discussed their expectations for the training. Then the facilitator explained in more detail about the reflection rounds. During the session the participants carried out exercises 1–4. These exercises were mutually supportive, and participants were excited to participate in discussion. The time reserved for the first session was 1.5 hours, but it could have continued at least 3 hours.</p>
2	20/05/20	<p>This meeting took place on ZOOM due to COVID. SMART objectives were discussed along with completion of the Ladder of Inference exercise. Some interesting discussions due to the similarities being faced with regards to the pandemic and home working. Finally, agreed for evaluations to be sent via email.</p>

3	26/05/20	This meeting took place on ZOOM due to COVID. Rich discussions and circle of influence exercise worked well. Overall use of ZOOM was successful for the Reflection Rounds. Learners agreed to send evaluations via email.
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### 3.3. Cyprus

An overview of the Reflection Rounds in Cyprus can be seen in the data below.

Session	Date	Topic
<b>Pilot 1</b>		
1	29/11/19	<p>The goal of the session was to give participants time for self-assessment, understanding themselves and identifying goals and actions.</p> <p>The discussion started with the understanding personal traits and characteristics activity and the strengths, allergies and challenges activity from the training programme. These enabled participants to reflect on their characteristics in relation to issues they were facing at work. After that, the session proceeded to emphasise building our strengths to develop our sense of wellness and well-being.</p> <p>The 12 wellness domains were presented to participants and they were asked to reflect on the importance of each domain. The group also noted down individually their strengths in relation to each of the 12 domains and shared their ideas with the whole group.</p> <p>After having noted their strengths for each domain, participants were asked to think and discuss 1-2 strengths that</p>

		<p>they would like to enhance and find ways to do so by creating a plan with actions they would like to take.</p> <p>The group used the “Forming, storming, norming and performing” activity to highlight professional issues. The participants reflected on how their colleagues might behave based on the four stages and what their role would be in each stage in order to ensure well-being within their team.</p>
2	02/12/19	<p>The goal of the session was to demonstrate some tools and techniques to guide reflection.</p> <p>First a case study was presented, and participants discussed the two characters’ stories. In groups, they worked on drafting questions that could help the two characters improve the issues they were facing. The OSCAR model was applied as a tool for generating solutions.</p> <p>For the next activity, the group divided into pairs and became “active listeners”; they rephrased their partner’s issues and asked questions to enable reflections. The roles rotated so that everyone can experience each role. The goal of this was to enable participants to understand the stance they could be adopting in different situations and how active listening and asking the right questions could help resolve an issue.</p> <p>The scaling exercises followed, where participants placed themselves on a scale 1-10 and then shared their reasoning with the group.</p> <p>It was suggested that the Reflection Rounds should take place once every month so that people/managers can have time and opportunities to apply their actions and then come back into a session for reflection. This is something that could take place in non-pilot settings.</p>
3	06/12/19	<p>The final session was the largest one, as all participants expressed their interest to stay for the session, after we completed the IO2 session. Therefore, the number is much higher than the other two sessions. To manage the large number of participants, all activities were conducted in small</p>

		<p>groups. After each task, the whole group shared their experiences to expand on the discussion. This worked fine as participants were already familiar with each other and comfortable sharing reflections, issues and proposing ideas on how to control them. At the beginning of this third session, a summary of the two previous sessions was provided, to bring the newcomers up to speed.</p> <p>The session started with a short description of the circle of influence. Participants then revisited their strengths that they had noted down from the previous session and discussed how those related to the circle of influence – what control they have in different situations, and then reflected on that influence, thinking how they can use those strengths to promote well-being in their teams.</p>
<b>Pilot 2</b>		
1	22/05/20	This session took place online via ZOOM and looked at Self Awareness and connecting with self. A range of activities took place along with discussion and engagement. The KOLB theory/circle was used to explain and enhance the discussions and the learning.
2	22/05/20	After a short break, session 2 took place online via ZOOM. This seemed the most appropriate way for the learners to engage. Relaxation was part of the Being Active and managing stress and participants also explored asking the right questions and interpersonal awareness.
3	29/05/20	The third session looked a lifelong learning and the importance of this for self and team. It also explored managing workloads.
4	29/05/20	Although 3 sessions were initially planned, it worked well to have shorter sessions for online delivery, so a 4 <sup>th</sup> session was

		added. This session took place after a break and explored positive coaching, empowerment and relaxation.
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### 3.4. Belgium

An overview of the Reflection Rounds in Belgium can be seen in the data below.

Session	Date	Topic
<b>Pilot 1</b>		
1	09/01/20	<p>At the end of the last IO2 pilot session of pilot 1, Obelisk gave an assignment to the participants. Participants had to present a case to the other participants on the first pilot session. They also had to send their case to the facilitators in advance. The participants worked with this case during the first Reflection Round. Participants also had to indicate to which module their case is linked</p> <p><b>Case 1</b> “During the first day of training I found out that I always want to do good for others, that I am more conflict-avoiding and therefore avoid more difficult conversations with colleagues. If I want to grow into a management position, it is of course important not to avoid these conversations. I would like to work on this during the Reflection Rounds: what stops me from not saying what I want to say? For me this is about the module connect and give.”</p> <p><b>Case 2</b> “I hear from many colleagues that one colleague is not functioning well: he does not respect deadlines, he makes mistakes, he is not involved, ... I don't notice this in the things he has to do for me. I do notice that during conversations he is not always sincere and does not show the back of his tongue.</p>

		<p>How do I handle this the best? For me this is about the module connect and give.”</p> <p><b>Case 3</b> “As project manager, I am supported by a consultancy agency. The cooperation does not run smoothly. I have already spoken to my contact person about this. He says he takes my feedback into account but doesn't really do anything with it. In my opinion I have tried everything. I don't know what else I can do to optimize the collaboration.”</p> <p><b>Case 4</b> “At my children's school, I chair the parents' committee. I don't want to do this anymore because I notice that not everyone has the same commitment and that there is actually little initiative and involvement. If I'm going to resign, I find it hard to say the real reason”</p> <p><b>Case 5</b> “As the HR manager of a city council, I want to achieve certain things. I find it difficult to get the commitment of the people who are hierarchically above me. I often have the feeling that our noses are not in the same direction.”</p> <p>During the first reflection round, each participant was given 20 minutes to explain their case, other participants could ask additional questions to understand the question/case in even more detail, then participants could make suggestions to get started with their question/case. Finally, the participant who told his/her case could reflect on what he/she has learned about him/herself so far and whether he/she wants to put certain things into action or what is holding him/her back.</p>
2	29/01/20	<p>At the start of the second session, the group looked back at the first session: what have you converted into action? What do you notice going well? What are you still running into? Again, the group used the rating scale exercise to see if participants think they have grown between session 1 and 2.</p> <p>In addition, it emerged during this session that participants do not find it easy to apply the GROW model correctly in coaching conversations. The difficulty lies in asking the right questions. That is why we have decided to pay extra attention to this in this 2nd session. Through role-plays we have practiced extra on applying the GROW model and asking the right questions.</p>



3	19/02/20	<p>During the last session, we started working with circles of influence. After we explained Covey's theory and gave some examples, participants drew the circles individually and had to fill in the circle.</p> <p>After that, each participant explained their circles. Again, we gave enough time to the personal story of each participant (20 minutes per participant):</p> <ul style="list-style-type: none"> <li>• What can you do to let go of what's not within your control?</li> <li>• What can you do to get more control over your thoughts, behaviour, feelings around the elements you do control?</li> </ul>
<b>Pilot 2</b>		
1	16/07/20	<p>There were many challenges due to the COVID pandemic. The original face to face delivery of the Reflection Rounds was cancelled due to National lockdown. 15 participants had registered interest to participate in the IO2 training, many in the health profession and public sector workers, experiencing increased workload with many changes to home working. After consultation with Inova and the National Agency, it was agreed that Obelisk create 1 introductory webinar about the Reflection Rounds and offer one to one coaching sessions to participants. 6 participants engaged online in these and they are now also available for other registrants when circumstances and time allows for them to engage.</p>
2	16/07/20	
3	22/07/20	
4	14/08/20	
5	26/08/20	
6	27/08/20	

## 4. Impact of the Reflection Rounds

The overall impact of the Reflection Rounds is evident with the positive feedback that was received from participants. The discussions that took place were rich with content and ideas for new positive ways of working and new solutions for avoiding stress and burn out.

### 4.1. Soft Skills Development

In order to assess the effectiveness of the Mindful Managers Reflection Rounds, Inova as output leader and author of the Mentoring Circles™, asked UK participants to complete a soft skills evaluation at the start of the programme and at the end of final session. These evaluations quantitatively analysed the soft-skill development of each participant. The participants and facilitators could visualise where the participants had developed their soft-skills and the areas where they were feeling less confident about their ability.

Inova also encouraged partners to carry out an evaluation of soft skills in their countries. However, partners communicated that they felt the soft skills evaluation was not always appropriate and therefore, did not complete it. Inova recognised that there had to be a variance in the nature of the Reflection Rounds which comes with the cultural differences in each partner country. For example, participants in Belgium found the soft skills development form difficult to complete and could not see how it directly linked to the content of the sessions. Furthermore, as pilots had to be conducted online due to the Covid-19 pandemic, the nature of the sessions had to change. This meant that the form was deemed inappropriate due to the circumstances. In Cyprus, soft skills development was discussed briefly at the start of each session. Participants were provided a list of the skills and found it to be a beneficial tool to use in their long-term development. Like Cyprus, Finland also informally discussed the soft skills throughout the Reflective Rounds but participants did not complete self-assessments.

The quantitative results of the Soft Skills Development in the UK can be found in the subsequent section.

#### The UK

In the following charts you can see the participants' evaluation of the Mindful Managers Reflection Rounds.

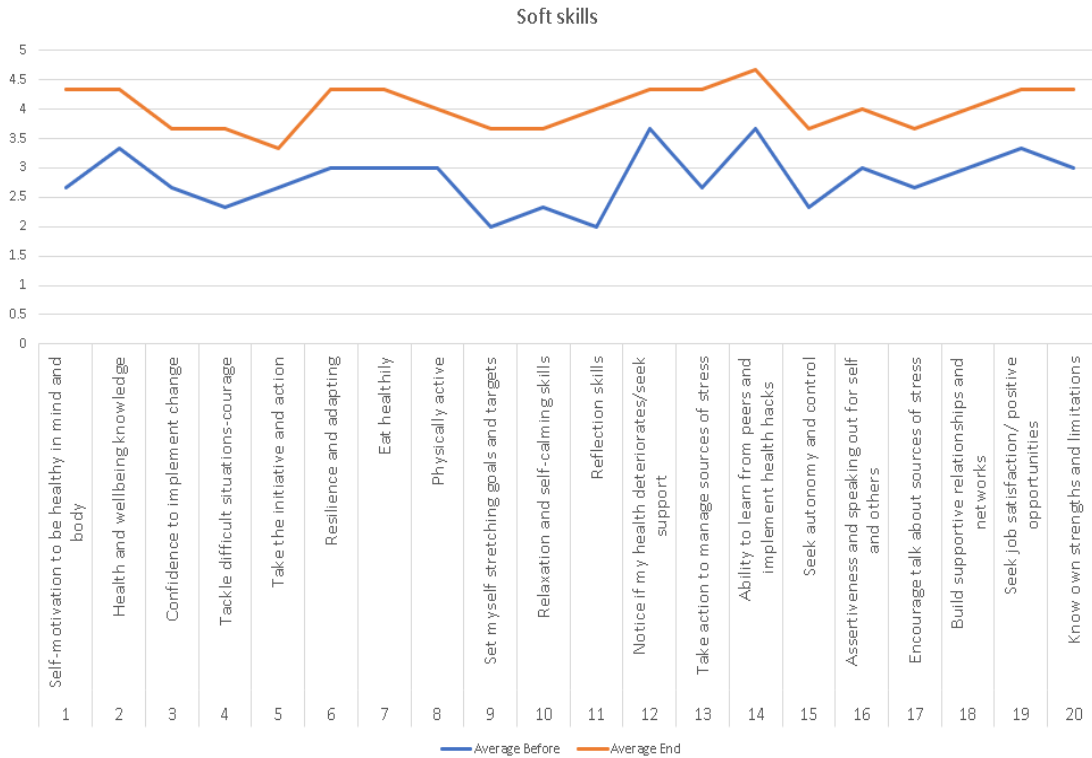


Figure 1: data from the soft skill evaluations for pilot 1 in the UK.

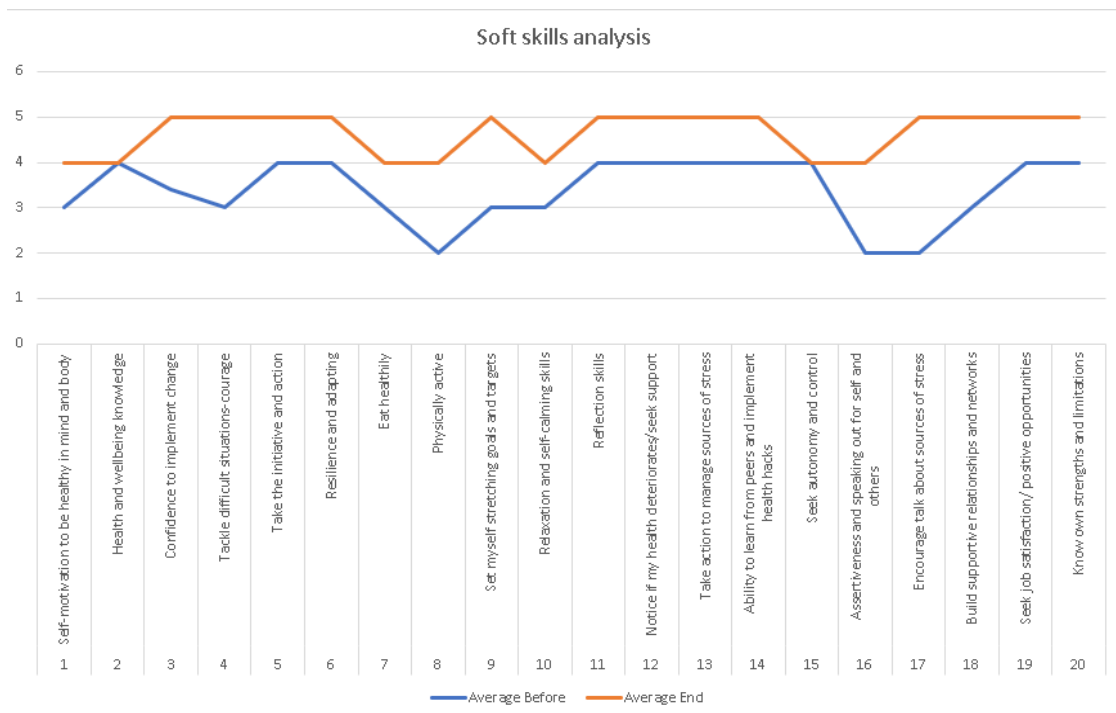


Figure 2: data from the soft skill evaluations for pilot 2 in the UK.

## 4.2. Participants' testimonials

Below are some evaluations from the participants.

### The UK

#### Pilot 1



“That we should not assume. Use Oskar solutions focused coaching questioning model. Try and help in a positive way.”

“Very interesting, innovative”

“Talking about actual experiences and talking about these as a group. Being given information.”

“Seeing things from other people’s point of view and how you can build a support network.”

#### Pilot 2

“A very balanced event. It helps to recognise team issues and how best to solve them.”

“I really enjoy supporting others, I enjoy problem solving, I love finding out about people.”

“It was interactive and everyone got a chance to talk.”

“Thank you! For the mindfulness exploration. It’s important to have a safe and comfortable space to reflect.”



## Finland

### Pilot 1

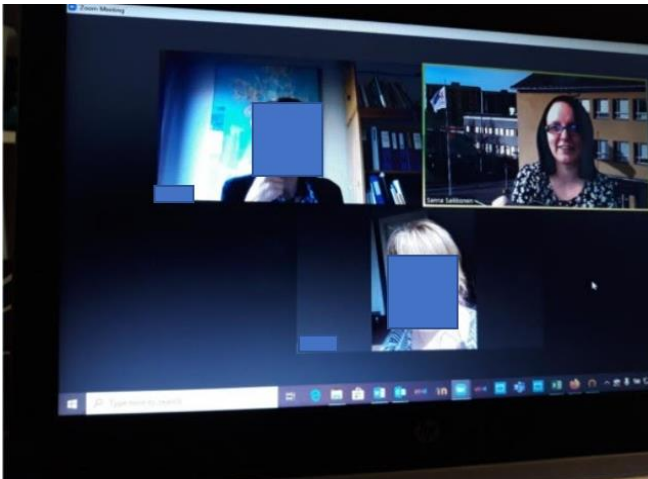
"There are things you can't influence no matter how you want to"

"It is not useful to assume things right away"

"Challenges must be approached calmly, everyone has challenges"

"In a distance meeting I focus in more detail and I am more present"

### Pilot 2



"Good discussion and tools for your managerial work."

"Time for yourself"

"I have received guidance support"

"Finding different ways to solve things"

## Cyprus

### Pilot 1



“To help me improve my working environment experience-communication with colleagues”

“Keep developing myself and my skills as a manager”

“How to get focused on solutions rather than problems in my team”

“Learn how to communicate positively”

## Pilot 2

“Well-being is a multidimensional factor; each one has their preferences on well-being; our strengths can improve us in more than one sectors.”

“Strengths & weaknesses, where do I focus and concentrate (and where do I have to focus), to restore some beliefs and re-establish mindfulness habits.”

“Improvement of communication skills.”



## Belgium

### Pilot 1



“The small group is a real added value for the reflection rounds.”

“It's nice to work with our own cases.”

“I find it striking much you can learn from the other participants' cases. It's all very recognizable”

“It makes you think extra about how you look at a person and how you yourself stand in life. When things get a bit more difficult, it's not necessarily up to the other person, but which glasses you use to look at reality and the situation.”



## Pilot 2



### Example cases and testimonials:

**“Conflicts in my team occur sometimes, I do not have the possibility to end the cooperation with every team member because of their legal status (“vast benoemd” in Dutch). I don’t know how I can apply Lencioni in my leadership style. Can you help me assess my leadership style and how I can build trust, stimulate constructive conflict, ... in my team?”**

“The coaching session was the perfect addition to the webinar. Because the webinar is inspirational, I did have some vivid examples in mind. I didn’t know how to apply the theory of Lencioni in practice, so I could ask this in a coaching session.”

**“I get very stressed by one of my team members who is very dependent, reactive, passive, ... I tried to tell her this, but this has had no effect in practice. What can I do in this case?”**

“The webinar gave me insights into different team roles that exist. In that way I could understand why this person is behaving like this. So in a way, I could also see her strengths more, and give feedback on a more behavioural level (not personal level). The feedback technique (DESC) the LSD technique are very intuitive. These are models that I will try the next time I have a conversation with a team member. I could already practice this in the coaching session, which made me more comfortable trying it in real life.”

## 5. Facilitators’ Comments

When reporting on the piloting in their country, the facilitators also evaluated their experience of the Mindful Managers Reflection Rounds. A summary of these evaluations is given below, more details can be seen in the National Reports.

### Positive aspects of the Reflection Rounds

- Participants were eager to learn about the Reflection Rounds methodology and utilise it in their professional and personal life.
- The Reflection Rounds complement the IO2 Mindful Managers Training Programme well.
- The topics are appropriate, and the range of resources allows for differentiation in learning and the needs of specific individuals or groups
- Participants told their situation very directly to each other and gave good instructions to each other. They got excited to test different tasks and wondered how to utilise them in their own work. They got a lot out of these three discussions.
- Reflection Rounds gave the participant the opportunity to reflect on their own well-being and coping in their own work.
- Participants commented on the need for more training that allowed for this level of discussion whilst focusing on well-being and stress reduction. One learner commented that just being able to off load reduced stress levels and how in a busy environment that is not usually an option. As a facilitator it was a pleasure to feel that positive changes were being made as a result of the training and the Reflection Rounds.

### Challenges of the Reflection Rounds

- Time restrictions and the amount of material that had been developed. It became clear that each facilitator needed to use the resources that were most suited to their group.
- Also, as facilitator, the challenge is to not be the expert in the public sector field, instead to manage the activities and discussions to support positive interventions and allow the experts (participants) to share their own experiences of dealing with stress in the public sector.
- A key challenge was transferring the Reflection Rounds to online delivery to which there was mixed success. The delivery that did take place was very well received and it is understandable that the public sector in many countries were in crisis due to COVID. Partners themselves experienced different challenges with online delivery and shared their experiences of this new way of learning to support each other through this difficult time.



### Suggestions for improvement

- One suggestion would be for trainers to inject more activities from the Reflection Rounds in the IO2 sessions, as some activities blend well with each other and it would be productive to extend those reflections in that way.
- Hold the Reflection Rounds directly after the IO2 training, if possible, whether face to face or online.
- To be flexible with the abundance of resources and use the ones appropriate for the group of learners/participants that you are with.
- To be flexible with the use of theories and how they fit into the mindful approach for your learners/participants.
- To embrace technological advances and explore more online delivery for the future and whether this suits specific learners/participants.

## 6. Conclusion and Recommendations

To conclude, the piloting of the Mindful Managers Reflection Rounds across all four partner countries was a success, as can be seen from the participants' feedback and facilitators' comments. Considering the many challenges that were faced due to the COVID-19 pandemic, the consortium recruited a diverse group of public sector managers or those looking to be managers in this sector. Participants were able to engage in a range of thought-provoking activities and introduced their own work challenges and issues that were either causing them stress for themselves or their team.

The topics were managed as small group discussion in a sensitive manner, whether face to face or during the online Reflection Rounds. The learner led approach was a challenge for online delivery, however there was a great deal of in-depth and rich discussion. Indeed, the many challenges that were being faced due to homeworking formed part of the discussions and were shared along with many other interesting topics. The diverse experiences of the participants enriched the discussions and opened the doors for further exploration of mindful working.

Recommendations would be to make this programme more widely available to the public sector workforce and to explore further how the Reflection Rounds could be cascaded to benefit those in non-managerial positions who are also experiencing stress in the workplace. The managers engaging in the programme could see the benefits of using the theories and concepts for a mindful approach for themselves and their team. Taking the training to the Public Sector and organising it within their own work environment was also a suggestion made by some of the managers participating in the programme.

There was an abundance of resources and materials developed for the Mindful Managers training and for the Reflective Rounds. It was impossible to use all the materials for one delivery. However, having such a wide range of resources is a bonus as it allows for flexibility and differentiation when delivering the training or the Reflection Rounds. Resources can be matched to the needs of the group. In addition, having a more flexible approach to the use of Kolb's Learning Cycle theory or other theories can remove restrictions and give learners more opportunities for exploring mindfulness much wider.

The online delivery of the Reflection Rounds was very successful, and this should be explored further for its ability to reach a much wider audience.

## 7. Annexes

- UK National IO2 Report Pilot 1
- UK National IO2 Report Pilot 2
- Finland IO2 National Report Pilot 1
- Finland IO2 National Report Pilot 2
- Cyprus IO2 National Report Pilot 1
- Cyprus IO2 National Report Pilot 2
- Belgium IO2 National Report Pilot 1
- Belgium IO2 National Report Pilot 2