



Mindful Managers Training Programme

Module 5: GIVE

Trainer's Manual Annex 5



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Module 5 - GIVE

TOPIC 1 – GIVE THROUGH POSITIVE COACHING

Objectives of Module Give

By the end of this module, users should be able to:

1. Experience the power of cooperation
2. Create human connections that allow compassionate giving and receiving.
3. Being aware of our own impact on ourselves and others.
4. Increase positive impact using mindful techniques.

Objectives of Topic Give through positive coaching

By the end of this theme, users should be able to:

1. Help oneself and others by facilitating solution-oriented thinking
2. Offer more impactful solutions by actively involving the other in exploring the objectives, current behaviour, options/ solutions and the willingness to change
3. Challenge and support others in a development process by helping them generate awareness, make choices and take responsibility for their actions.

Activities

Kolb cycle A	• A/1 – Video observation
	• A/2 - Theory
	• A/3 – What’s my goal?
	• A/4 – Coach the Coachee
Kolb cycle B	• B/1 – Puzzle
	• B/2 – Recognise the phrases
	• B/3 – Coach yourself
	• B/4 – Group discussion
Kolb cycle C	• C/1 – Jump-IN
	• C/2- Jump-In reflection
	• C/3 – Theory and real life example
	• C/4 - Script

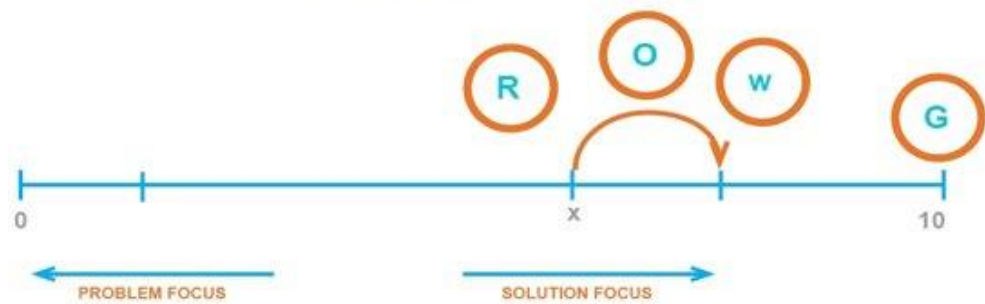
Activity A/1 – Video observation

Phase	Reflective observation	Time	About 15 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Distinguish the different phases of the GROW model 2. Understand the goal of each phase 3. Know example questions for each phase 		
Materials needed for the activity	Video, for example: https://www.youtube.com/watch?v=Pa_dgOqw0Z8		
Content	Video, for example: https://www.youtube.com/watch?v=Pa_dgOqw0Z8		
Activity	<ol style="list-style-type: none"> 1. I will show you a video section of a coaching session. The section has a duration of (x) minutes. 2. I would like you to write down 1) the different phases you observe in the coaching session. For each phase, write down 2) what you think the goal is and 3) what questions are asked. 3. After the video you can compare your result with your neighbour, then we will discuss the results in a group. 4. Check: is everything clear? 5. Play the video 		
Assessment	Group discussion: what phases are there? What is the goal of each phase? What questions are asked in each phase? What are the similarities in the results for each pair? What are the differences?		

Activity A/2 – Theory

Phase	Abstract Conceptualisation	Time	About 10 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Distinguish the different phases of the GROW model 2. Understand the goal of each phase 3. Know example questions for each phase 4. Know the use of the model, recognise the situations in which they can use it. 		
Materials needed for the activity	ppt/flipchart/whiteboard		
Content			

RATING SCALE WITH THE GROW



G = Goal
R = Reality
O = Option
W = Willingness

G: Clarify the goal/desired situation

- What do you want to achieve? What would be the result?
- What should improve in the future?
- What should the situation be like for you to be 'satisfied'?
- What do you want instead of the problem?

R: What is the reality/current situation?

- From your point of view, when is it going better? When did it go better for you?
- Which aspects of the current situation should be retained?
- How much impact on and control over this situation do you currently have?
- What have you done so far?
- Who is involved? What are their roles?
- What is already working? What is already present?
- What progress have you made? How did we/you succeed?

O: What are the options?

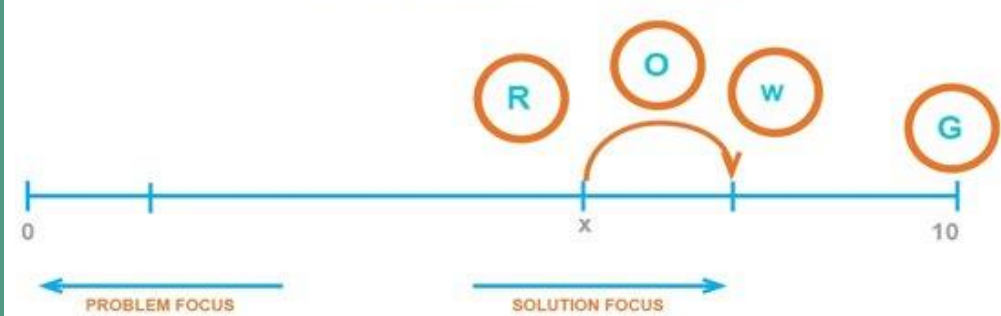
- What alternatives are available?
- How well or how thorough will others be able to solve the problem?
- What are the advantages and disadvantages of the various options?
- How easy or hard are these options for you personally?
- What will you do when the problem is solved?
- What would you like to do differently compared to what you have already done?

W: What is your first step towards the solution/the way forward?

- Which option would please you the most?
- Which option will you try out?
- How will you know if it really works?
- Who are the important players that will determine the end result?

	<ul style="list-style-type: none"> How are you feeling? <p>How can I (the employer/manager) continue to support this initiative?</p>
Activity	<ul style="list-style-type: none"> Linked to the discussion, explain the different phases. Let the participants illustrate the phases with questions that are asked in the video section. Give a short checklist for each phase Tell the group how they can use this model. Why is it relevant for them? In what situations can they use it? What is the effect?
Assessment	<ul style="list-style-type: none"> Let the participants illustrate the phases with questions that are asked in the video fragment. Let the group discuss about the use of the model.

Activity A/3 – What’s my goal?

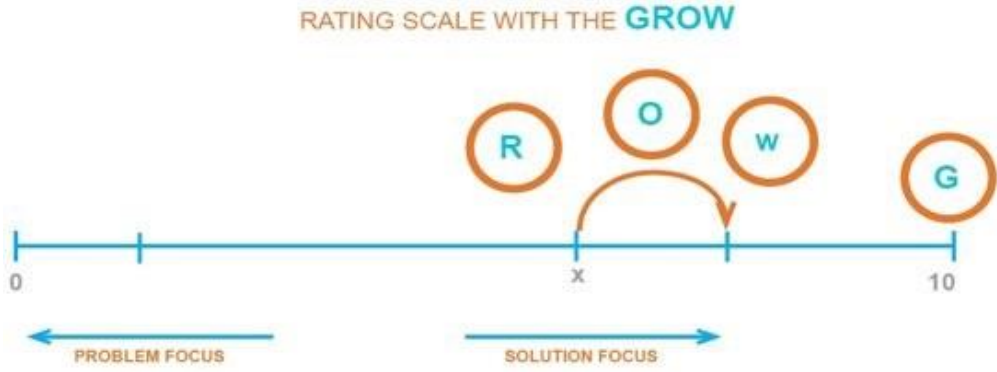
Phase	Active experimentation	Time	About 30 minutes
Activity title	What’s my goal?		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> Explore the goal by asking questions Explore the reality by asking more mindful questions Suppress the tendency to give advice and propose solutions Suppress the tendency to over-analyse the problem 		
Materials needed for the activity	Checklist with phases and example questions for each participant		
Content	<p style="text-align: center;">RATING SCALE WITH THE GROW</p>  <p>G = Goal R = Reality O = Option W = Willingness</p> <p>G: Clarify the goal/desired situation</p> <ul style="list-style-type: none"> What do you want to achieve? What would be the result? What should improve in the future? What should the situation be like for you to be 'satisfied'? 		

	<ul style="list-style-type: none"> • What do you want instead of the problem? <p>R: What is the reality/current situation?</p> <ul style="list-style-type: none"> • From your point of view, when is it going better? When did it go better for you? • Which aspects of the current situation should be retained? • How much impact on and control over this situation do you currently have? • What have you done so far? • Who is involved? What are their roles? • What is already working? What is already present? • What progress have you made? How did we/you succeed? <p>O: What are the options?</p> <ul style="list-style-type: none"> • What alternatives are available? • How well or how thorough will others be able to solve the problem? • What are the advantages and disadvantages of the various options? • How easy or hard are these options for you personally? • What will you do when the problem is solved? • What would you like to do differently compared to what you have already done? <p>W: What is your first step towards the solution/the way forward?</p> <ul style="list-style-type: none"> • Which option would please you the most? • Which option will you try out? • How will you know if it really works? • Who are the important players that will determine the end result? • How are you feeling? • How can I (the employer/manager) continue to support this initiative?
<p>Activity</p>	<ol style="list-style-type: none"> 1. We'll now practice exploring the goal and reality part. A good formulation of the goal and a positive exploration of the reality will facilitate the rest of the process. 2. I'll divide you in pairs. 3. The first person will pose a real challenge he or she is struggling with 4. The second will coach the first by asking questions. The goal is to explore the goal and reality of the challenge, without formulating solutions or over-analysing the problem. The goal should be specific, attainable and within control of the conversation partner. The reality should focus on the positive side of the challenge and actions. 5. After you finish a round, switch positions and repeat. 6. I will also come by every group to see what tips I can give to you. 7. Check: is the exercise clear? 8. -> Divide the teams 9. Go!
<p>Assessment</p>	<p>Come by every group to see how they're doing. Give additional advice where possible.</p> <p>At the end, repeat the tips that are useful for the whole group.</p>

Activity A/4 – Coach the Coachee

Phase	Concrete experience	Time	About 30 minutes
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Help oneself and others by facilitating solution-oriented thinking, using the grow-model. 2. Offer more impactful solutions by actively involving the other in exploring the objectives, current behaviour, options/ solutions and the willingness to change 3. Challenge and support others in a development process by helping them generate awareness, make choices and take responsibility for their actions. 		
Materials needed for the activity	none		
Activity	<ol style="list-style-type: none"> 1. We'll now walk through the whole process in groups of three 2. Please split the pairs and join people you haven't worked with in the previous exercise. 3. The coachee explains his challenge 4. The coach uses model to facilitate the coachee to come to a solution. (Use the checklist). 5. The third person will be the observer. He or she will write down what the coach does well and what he can do better next time. The observer can also 'pause' the conversation, to give his feedback, so the coach can try out the feedback and retake the conversation. 6. Again, switch positions until everyone has taken up every role. 7. I will come by, please do not doubt to call me if you have any questions or find yourself stuck in the conversation. 8. Is everything clear? 9. Go! 		
Assessment	Let the participants reflect on their goal of what they will use the model for, and how they will do that.		

Activity B/1 – Puzzle

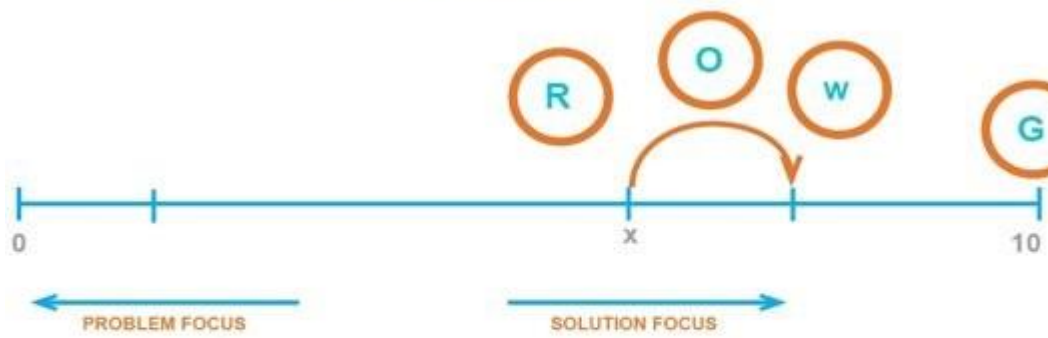
Phase	Abstract conceptualisation	Time	About 15 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Know the different phases of the model 2. Put the phases in the right order 3. Know what the use of the model is 		
Materials needed for the activity	Puzzle the pieces of the phases, the goals of the phases, example questions and a timeline		
Content	<div style="text-align: center;"> <p>RATING SCALE WITH THE GROW</p>  <p> G = Goal R = Reality O = Option W = Willingness </p> </div> <p>G: Clarify the goal/desired situation</p> <ul style="list-style-type: none"> • What do you want to achieve? What would be the result? • What should improve in the future? • What should the situation be like for you to be 'satisfied'? • What do you want instead of the problem? <p>R: What is the reality/current situation?</p> <ul style="list-style-type: none"> • From your point of view, when is it going better? When did it go better for you? • Which aspects of the current situation should be retained? • How much impact on and control over this situation do you currently have? • What have you done so far? • Who is involved? What are their roles? • What is already working? What is already present? • What progress have you made? How did we/you succeed? <p>O: What are the options?</p> <ul style="list-style-type: none"> • What alternatives are available? • How well or how thorough will others be able to solve the problem? • What are the advantages and disadvantages of the various options? • How easy or hard are these options for you personally? • What will you do when the problem is solved? 		

	<ul style="list-style-type: none"> • What would you like to do differently compared to what you have already done? <p>W: What is your first step towards the solution/the way forward?</p> <ul style="list-style-type: none"> • Which option would please you the most? • Which option will you try out? • How will you know if it really works? • Who are the important players that will determine the end result? • How are you feeling? • How can I (the employer/manager) continue to support this initiative?
Activity	<p>For the next tool, we'll start with a puzzle exercise. The tool is a conversation guide, often used in coaching. It's used to facilitate solution-oriented thinking in yourself and others.</p> <p>For the puzzle, please divide yourself in groups of 2 to 4 people.</p> <p>Okay, now I'll give you the pieces of a puzzle. The goal is that you put the different phases of the model in the right order. Next, there are pieces which represent the goal of each phase and pieces with example questions. Match those pieces to the different phases.</p> <p>In 10 minutes, we'll run through the solution.</p>
Assessment	<p>Run through the puzzle: what phase did you put first? Why? Did everyone have the same? Who had something different? What phase did you put first? The right answer is... What is the goal of that phase? Does this order make sense? Why?</p>

Activity B/2 – Recognise the phrases

Phase	Active experimentation	Time	About 20 minutes
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Know questions for every phase 2. Recognize the different phases 3. Know how a coaching talk is held 		
Materials needed for the activity	Video fragment		
Content	Video fragment, for example: https://www.youtube.com/watch?v=Pa_dgOqw0Z8		
Activity	<ol style="list-style-type: none"> 1. I'm going to show you a video fragment in which the grow method is used. 2. Observe the talk and write down the questions the coach asks in every phase. 3. We'll run over the solutions after the fragment is finished. The fragment is 15 minutes long. 4. Is the exercise clear? 5. Start the movie 		
Assessment	<p>Where did each phase start? What questions were asked in this phase?</p>		

Activity B/3 – Coach yourself

Phase	Concrete experience	Time	About 30 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Use the grow-model to analyse problems/challenges 2. Ask questions to explore the different steps of the model. 3. Experience the positive sides of using the grow model 		
Materials needed for the activity	Grow scheme, example questions		
Content	<div style="text-align: center;"> <p>RATING SCALE WITH THE GROW</p>  <p> G = Goal R = Reality O = Option W = Willingness </p> </div> <p>G: Clarify the goal/desired situation</p> <ul style="list-style-type: none"> • What do you want to achieve? What would be the result? • What should improve in the future? • What should the situation be like for you to be 'satisfied'? • What do you want instead of the problem? <p>R: What is the reality/current situation?</p> <ul style="list-style-type: none"> • From your point of view, when is it going better? When did it go better for you? • Which aspects of the current situation should be retained? • How much impact on and control over this situation do you currently have? • What have you done so far? • Who is involved? What are their roles? • What is already working? What is already present? • What progress have you made? How did we/you succeed? <p>O: What are the options?</p> <ul style="list-style-type: none"> • What alternatives are available? • How well or how thorough will others be able to solve the problem? • What are the advantages and disadvantages of the various options? 		

	<ul style="list-style-type: none"> • How easy or hard are these options for you personally? • What will you do when the problem is solved? • What would you like to do differently compared to what you have already done? <p>W: What is your first step towards the solution/the way forward?</p> <ul style="list-style-type: none"> • Which option would please you the most? • Which option will you try out? • How will you know if it really works? • Who are the important players that will determine the end result? • How are you feeling? • How can I (the employer/manager) continue to support this initiative?
Activity	<p>In the next exercise I want you to complete the scheme for your own problem or a challenge you face.</p> <p>First think of a challenge and then run through the whole model. What is your goal? Make sure it is specific, achievable and within your control. Then explore the reality, without over analysing the problem. You can use the checklist and pose yourself questions to complete the model for your own problem.</p> <p>In 15 minutes, you will discuss your analysis in pairs. Explain what you already have, try to complete the gaps together, and try to find a solution. Help each other, not by suggesting solutions, but by asking questions the other person didn't think of yet. I'll come by every group, please call me if you have a question or find yourself stuck. Good luck!</p>
Assessment	<p>Did the coaching session help? What was the effect of looking at the challenge through the view of the model? What was easy? What was hard to do?</p>

Activity B/4 – Group discussion

Phase	Reflection and Observation	Time	About 20 minutes
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Know the use of the model 2. Understand the pros and cons of using the model 3. Recognize pitfalls of coaching with the grow model 		
Materials needed for the activity	none		
Content			
Activity	<p>For this exercise you don't just explain the exercise, you facilitate a group discussion.</p> <p>Possible questions are: what is important in coaching? When is coaching a good idea? When is it a bad idea? What are possible pitfalls in coaching?...</p>		
Assessment	-		

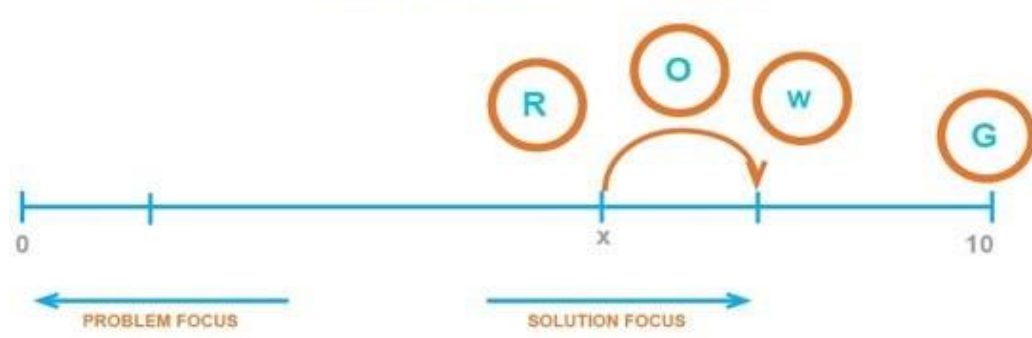
Activity C/1 – Jump-IN

Phase	Concrete experience	Time	About 20 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Understand the difficulty of finding impactful solutions for another one's problem 2. Understand the own starting point: what is my natural reaction? How do I act? What do I say? 3. Observe that some approaches work better than other, and that they have different effects. 		
Materials needed for the activity	None		
Activity	<ol style="list-style-type: none"> 1. Please form a line (or half a circle) 2. I have a problem, and you're all here to coach me, to find a good solution for my problem. 3. When you, individually, want to take lead in the conversation, for example ask me a question or react to what I have said, jump in the conversation (jump forward). You can switch constantly, just jump in or out. 4. Is it clear to everyone what is going to happen and what the goal is? 5. Okay, my problem is: ... 		
Assessment	➔ Reflection in the next phase		

Activity C/2 – Jump-IN reflection

Phase	Reflective observation	Time	About x minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Recognize his/her pitfalls in helping another person with a challenge/problem 2. Recognise the need of another approach, the grow model. 3. Understand the goal and use of a coaching conversation 		
Materials needed for the activity	Flipchart/whiteboard		
Activity	Reflect: What is happening? Is this working? Do I have a solution to my problem? What do you think I will do next? How can we avoid that? ... What can we do to come to an impactful solution? Link to the model you will present next.		
Assessment	What can we do to come to an impactful solution?		

Activity C/3 – Theory and real life example

Phase	Abstract conceptualization	Time	About x minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Know the steps to facilitate a solution-oriented approach 2. Know what the goal of each step is 3. Know what questions can be asked to reach that goal 		
Materials needed for the activity	Flipchart/whiteboard/PowerPoint		
Content	<p style="text-align: center;">RATING SCALE WITH THE GROW</p>  <p> G = Goal R = Reality O = Option W = Willingness </p> <p>G: Clarify the goal/desired situation</p> <ul style="list-style-type: none"> • What do you want to achieve? What would be the result? • What should improve in the future? • What should the situation be like for you to be 'satisfied'? • What do you want instead of the problem? <p>R: What is the reality/current situation?</p> <ul style="list-style-type: none"> • From your point of view, when is it going better? When did it go better for you? • Which aspects of the current situation should be retained? • How much impact on and control over this situation do you currently have? • What have you done so far? • Who is involved? What are their roles? • What is already working? What is already present? • What progress have you made? How did we/you succeed? <p>O: What are the options?</p> <ul style="list-style-type: none"> • What alternatives are available? • How well or how thorough will others be able to solve the problem? • What are the advantages and disadvantages of the various options? • How easy or hard are these options for you personally? • What will you do when the problem is solved? • What would you like to do differently compared to what you have already done? 		

	<p>W: What is your first step towards the solution/the way forward?</p> <ul style="list-style-type: none"> • Which option would please you the most? • Which option will you try out? • How will you know if it really works? • Who are the important players that will determine the end result? • How are you feeling? • How can I (the employer/manager) continue to support this initiative?
Activity	<ol style="list-style-type: none"> 1. Explain the different phases. 2. Give a short checklist for each phase 3. Linked to the discussion, tell the group how they can use this model. Why is it relevant for them? In what situations can they use it? What is the effect? 4. Illustrate the model with an example
Assessment	Let the group come up with questions they can ask for each phase.

Activity C/4 – Script

Phase	Active experimentation	Time	About x minutes
Activity objectives	By the end of this exercise, users should be able to:		
	<ol style="list-style-type: none"> 1. Ask questions to explore each phase 2. Use the grow model to facilitate a solution-oriented approach 		
Materials needed for the activity	A script in which a coaching session has gone wrong Checklists and example questions		
Content	Dialogue	P/S	Transformation to S
	I have to talk to you about something. I can't work with full concentration because Katie is always talking.		
	Yes, I've noticed that the office can be quite noisy sometimes. What is Katie talking about?		
	The subject varies. It looks like she can talk about anything. I really wonder if she is still able to do everything she needs to do.		
	It must be quite difficult for you to work concentrated when Katie is talking. What have you done so far to fix the problem?		
	I tried to work with a headset and music. It helps a little, but i cannot listen to music all the time because sometimes i need to be available for calls.		
	When did she start talking so much?		
	She has always talked so much		
	If the problem didn't got worse, then why was it not a problem from the beginning?		
	Because I'm working on some very difficult tasks right now. I really need full concentration when working on these tasks.		
So you need a quiet room to work on these difficult tasks. Are there any places you can work from that are less noisy?			

Yes, when I work at home, but I can't work at home when I have meetings at the office.

I see, are there any rooms at work where you can work in silence? Maybe the library or the lunch hall?



G: Clarify the goal/desired situation

- What do you want to achieve? What would be the result?
- What should improve in the future?
- What should the situation be like for you to be 'satisfied'?
- What do you want instead of the problem?

R: What is the reality/current situation?

- From your point of view, when is it going better? When did it go better for you?
- Which aspects of the current situation should be retained?
- How much impact on and control over this situation do you currently have?
- What have you done so far?
- Who is involved? What are their roles?
- What is already working? What is already present?
- What progress have you made? How did we/you succeed?

O: What are the options?

- What alternatives are available?
- How well or how thorough will others be able to solve the problem?
- What are the advantages and disadvantages of the various options?
- How easy or hard are these options for you personally?
- What will you do when the problem is solved?
- What would you like to do differently compared to what you have already done?

W: What is your first step towards the solution/the way forward?

- Which option would please you the most?
- Which option will you try out?
- How will you know if it really works?
- Who are the important players that will determine the end result?

	<ul style="list-style-type: none"> • How are you feeling? • How can I (the employer/manager) continue to support this initiative?
Activity	<ol style="list-style-type: none"> 1. Split up in pairs 2. You all get a script of a coaching session 3. Identify the problem-oriented questions (P) and replace them with solution-oriented questions (S). Read the dialogues and complete the framework. 4. In 15 minutes, we'll go over the solutions in group. 5. You can call me if you have any questions or find yourself stuck.
Assessment	Going over the results of each pair, giving additional advice.

Module 5 – GIVE

TOPIC 2 – NON-VIOLENT COMMUNICATION

Objectives of Module Give

By the end of this module, users should be able to:

1. Experience the power of cooperation
2. Creating human connections that allow compassionate giving and receiving.
3. Being aware of our own impact on ourselves and others and increasing positive impact mutually.

Objectives of Topic Non-violent communication

By the end of this theme, users should be able to:

1. Bringing a message from your own point of view in a positive, factual way.
2. Link this message to universal human feelings and needs
3. Formulate implicit requests to others in a non-compelling, connecting way.
4. Empathic speaking and listening
5. Encourage mutual understanding

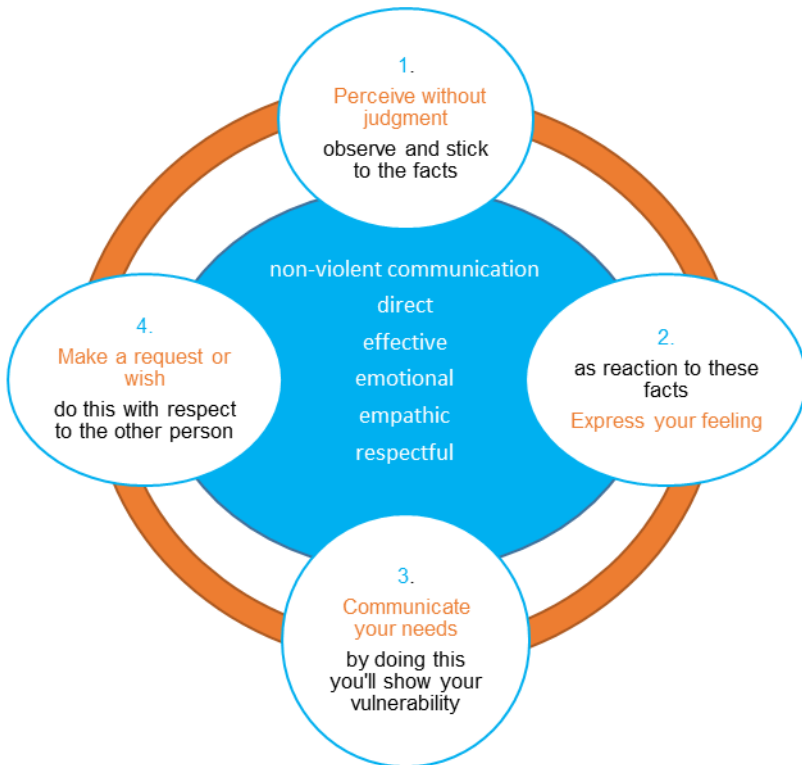
Activities

Kolb cycle D	• D/1 – Puzzle assignment
	• D/2 – X-factor
	• D/3 – Role Play
	• D/4 – Group discussion
Kolb cycle E	• E/1 – Script: do's and don'ts
	• E/2 – Flip market
	• E/3 – False or real?
	• E/4 – Role play
Kolb cycle F	• F/1 – Situation gone bad
	• F/2 – Theory
	• F/3 - World café
	• F/4 – Video

Activity D/1 – Puzzle assignment

Phase	Abstract conceptualisation	Time	About 20 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Know and recognize the different phases of the model 2. Understand the use of the model 3. Give an example of a nonviolent message 		
Materials needed for the activity	Envelopes with the following content (depending on the number of participants) 4 phases on A5 paper 4 examples on A5 paper		
Content	<ul style="list-style-type: none"> • DESCRIBE: describe the facts • EXPRESS: what do you feel? • SPECIFY: your needs • CONSEQUENCE: make your request <ul style="list-style-type: none"> • I've seen that you have reported 22 hours of overtime this month. • I'm worried about this • As a manager I find it important to support my team in their work-life balance and to do everything I can to avoid burnout in the team • Can you tell me how you experienced your workload this month, and whether things have to change in the near future? 		
Activity	<ol style="list-style-type: none"> 1. Tell them what the activity will be and the material they will receive : you will get an envelope with 4 phases 2. Tell them what the goal is: you have to combine the phases with the examples and lay them in the right order. 3. Divide the whole group into smaller groups of max 3 people 4. Give the timing of the activity: 10 min 5. Tell them what will happen after the 10 minutes: you will ask the teams to present their solution and explain why they have chosen this 		
Assessment	The different groups present their solution. The instructor could ask different questions to connect the groups: <ul style="list-style-type: none"> - And what do you think? - Do you have the same? Why so and why not? - What is your reason behind this? - 		

Activity D/2 – X-factor

Phase	Active experimentation	Time	About 30 minutes
Activity objectives	By the end of this exercise, users should be able to: 1. Formulate a message following the checklist of NVC 2. Differentiate a true from a false I-message		
Materials needed for the activity	Video clip: bad x-factor audition Checklist (visible for all participants)		
Content	<p>https://www.youtube.com/watch?v=DHwpwD-ae7I</p> 		
Activity	<ol style="list-style-type: none"> 1. You will watch a short video clip of an X-factor audition. 2. The goal is to use the non-violent communication strategies to communicate to the candidate that he/she is not a good singer. 3. Write down how you would give the message in pairs. 4. Divide the group in pairs 5. Give the timing of the activity: 10 min 6. Tell them what will happen after: you will ask the teams how they would tell the candidate that he/she is not a good singer. 		
Assessment	Teams present their solution. The trainer and other candidates evaluate the message and give additional tips to improve it.		

Activity D/3 – Role play

Phase	Concrete experience	Time	About 60 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Bring a message from your own point of view in a positive, factual way. 2. Link this message to universal human feelings and needs 3. Formulate implicit requests to others in a non-compelling, connecting mindful way. 		
Materials needed for the activity	none		
Activity	<ol style="list-style-type: none"> 1. Explain what will happen: I'd like you to write down a case you want to practice with, based on your own experience. After that, I will divide the group in smaller groups of three people. Two people will play the situation, one person acts like an observer. 2. (let them write down a case) 3. Divide the teams 4. We will now play the situation. The goal is to practice communicating in a nonviolent way. Try to do this in a way that feels natural for you, still following the steps presented before. The two other persons in your group can help you by giving feedback. 5. Make sure to switch roles after you played a situation. 6. Timing 3. Explain your role as trainer: I will come by all the groups to help you out. If you have questions or if you need help, you can give me a call. 		
Assessment	<ul style="list-style-type: none"> - How did the exercise go? - How did it feel? - What was the most difficult aspect of the exercise? - What tip did you find most helpful? - What do you great already? - What aspects do you still need to practice? 		

Activity D/4 – Group discussion

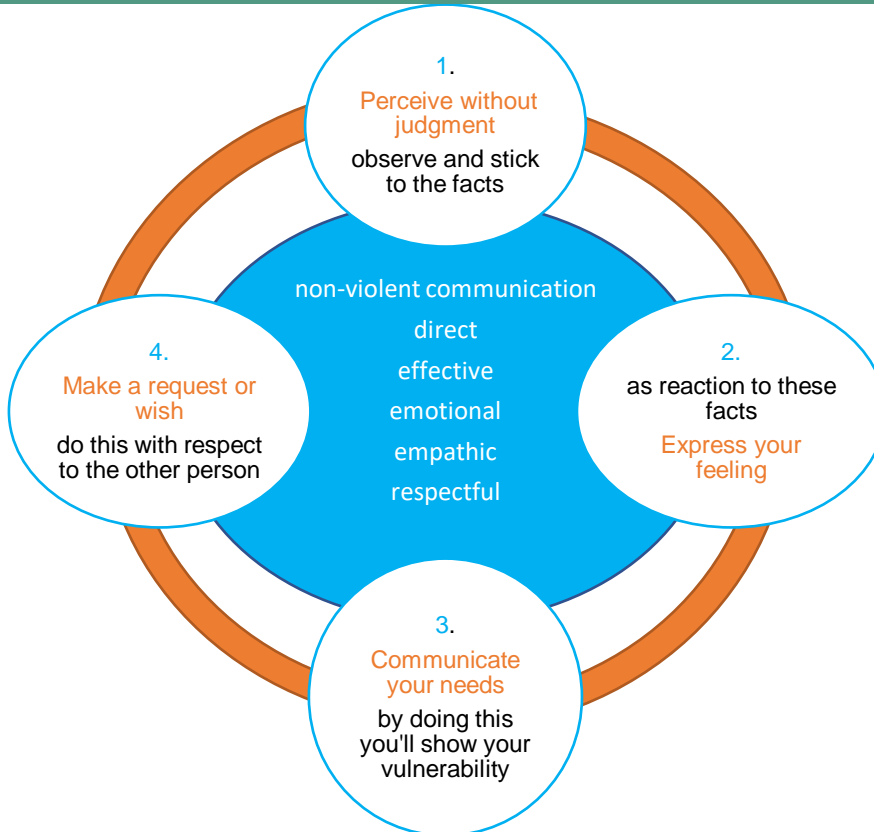
Phase	Reflective observation	Time	About 15 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Reflect on the use of the model. 2. Reflect on own strengths and weaknesses in communicating non-violently 3. Reflect on the experience of receiving a nonviolent message 		
Materials needed for the activity	none		
Activity	<ul style="list-style-type: none"> - Do you think the checklist/ presented method is a useful guideline in communicating to your colleagues? - What are the positives of communicating in this manner? 		

	<ul style="list-style-type: none"> - What was the effect when the other person communicated in a nonviolent manner to you? - When can you use this? - When should and shouldn't you use this?
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Activity E/1 – Script: do's and don'ts

Phase	Reflective observation	Time	About 30 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Reflect on the effect of the way we communicate on ourselves and others 2. Reflect on what makes communication nonviolent 3. Reflect on his/her own communication 		
Materials needed for the activity	A script of a conversation between colleagues or a colleague and the employer		
Content	<p><i>Two colleagues are required to work together on a partner project. Colleague 1 has completed what he/she is required to. Colleague 2 fails to do his/her side of the project.</i></p> <p>Colleague 1: Hey, man. The document for the project we're working on isn't uploaded on the drive. We agreed to finish this part of the project by today.</p> <p>Colleague 2: Yea, I know. But I totally forgot. Got caught up with another project. Sorry!</p> <p>Colleague 1: Ok. But I spent like 10 hours last night completing what I was supposed to do!</p> <p>Colleague 2: Why don't you take it easy once in a while. Relax. Its due tomorrow.</p> <p>Colleague 1: Yea. But we need time to review our info together and everything, and we were supposed to do that today. I don't get it! This is frustrating. I want to deliver a good project.</p> <p>Colleague 2: It's not that important. Take a break. Don't you think I got other things on my mind? Everyone else will be late as well.</p> <p>Colleague 1: Can't you see that this just isn't fair! You obviously don't care if this project fails, but I do.</p> <p>Colleague 2: It's fine, it's fine. I'll have a look at it later.</p> <p>Colleague 1: Later? You better have a look at it now. It's always the same with you. If you don't finish this task today I'll make sure your next evaluation will not go as planned.</p>		
Activity	For this exercise you will be split up in groups of 2-3 participants. You will get a script of a conversation. The goal is to filter out do's and don'ts in communication. Write down why you think it is a "do" or a "don't". If you write down a "don't" what would you change. You get 15 minutes for this exercise, after that we will revise the exercise.		
Assessment	What are do's? What are don'ts? Why? What is the effect of doing that? What can he or she do better? What would you change? How would you say that? What does the person actually want? Will he achieve that?		

Activity E/2 – Flip market

Phase	Abstract conceptualisation	Time	About 20 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Understand the use of the model 2. Know the different steps of the model 3. Find illustrations for each phase 		
Materials needed for the activity	A4: phases + flipchart paper and markers		
Content	 <p>The diagram illustrates the four phases of non-violent communication. At the center is a blue circle containing the text: "non-violent communication", "direct", "effective", "emotional", "empathic", and "respectful". Surrounding this central circle are four white circles, each representing a phase, connected by an orange ring. The phases are:</p> <ol style="list-style-type: none"> 1. Perceive without judgment observe and stick to the facts 2. as reaction to these facts Express your feeling 3. Communicate your needs by doing this you'll show your vulnerability 4. Make a request or wish do this with respect to the other person 		
Activity	You see 4 phases of a model spread out in the room. Walk around and try to answer the following things: <ul style="list-style-type: none"> - The goal of the phase - An example of how you would do that - The right order of the 4 phases 		
Assessment	Run over the flips, give additional info, correct where wrong, ...		

Activity E/3 – False or real?

Phase	Active experimentation	Time	About 30 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Differentiate between a false and real positive, factual I-message 2. Differentiate between true feelings and needs and pseudo feelings and needs 3. Differentiate an effective request from a noneffective 		
Materials needed for the activity	16 phrases in envelopes		
Content	<p>I see that I have not received the data I asked for last time I notice that you react somewhat more distantly I see that you're laughing.</p> <p>I do not feel taken seriously I am a bit unsure This makes me feel powerless</p> <p>I want to feel heard I need structure I find it important to be able to do something for you</p> <p>I want you to listen to me I would like to ask you to tell me what you think about this. I would appreciate it if you would not be late for our appointment the next time.</p>		
Activity	<ol style="list-style-type: none"> 1. Divide the group in groups of 3-4 persons 2. Each group will get an envelope with 16 phrases. 3. First, you decide which phrase belongs to what phase of the model 4. Then decide if the phrase is a good, or a bad example 5. If the phrase is a bad example, correct the phrase to a good example. 6. In 15 minutes, we will run over the exercise. 7. Check: is everything clear? 8. Go! 		
Assessment	Run over the exercise, correct the exercise, give additional tips/info		

Activity E/4 – Role play

Phase	Concrete experience	Time	About 60 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Bring a message from your own point of view in a positive, factual way. 2. Link this message to universal human feelings and needs 3. Formulate implicit requests to others in a non-compelling, connecting way. 		
Materials needed for the activity	Scripts Feedback forms		

Content	<p>Feedback form</p> <ul style="list-style-type: none"> • Did he/she use all the steps? • Good elements: <ul style="list-style-type: none"> ○ ○ ○ • How can he/she do better next time? <p>Scripts:</p> <ul style="list-style-type: none"> • Your team has done a good job on a tough project and you decide to reward them with a team building. Everyone had to go the extra mile, and there were a few conflicts at the workplace. You think the teambuilding will be a nice reward and will affect the team in a positive way. At the coffee corner one of your team members tells you: "I will not be able to attend the teambuilding tomorrow." • "You take over all my tasks. Every time I start something you tell me to do it differently and you do it yourself." • You're in a meeting and a team member comes in late. This is the third time he's late in the last month. "Hi! Sorry I'm late. I lost track of time." •
Activity	<ol style="list-style-type: none"> 1. Divide in groups of three 2. Now we will practice going through the whole model. 3. The first person will read the script. He or she will say or ask something. 4. The second person has to react to the person in a nonviolent manner. Trying to find a constructive solution. 5. The third person will observe the second person and fill in the observation form. Write down what he or she did well, and what he or she can do to do better in the future. 6. After you played and gave each other tips, switch roles, until everyone has done the three roles. 7. I will pass by all the groups as well. Don't hesitate to call me if you have a question or find yourself stuck.
Assessment	What tip did you find most useful?

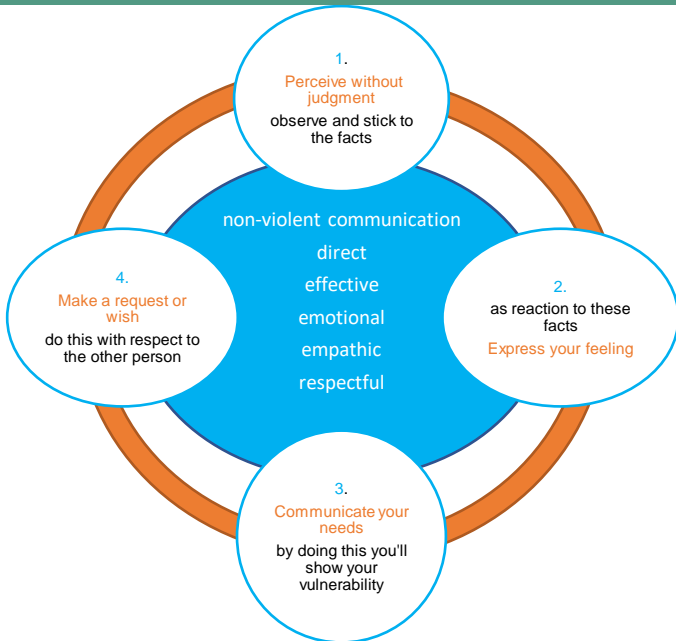
Activity F/1 – Situation gone bad

Phase	Reflective observation	Time	About 30 minutes
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 4. Reflect on own strengths and weaknesses in communicating non-violently 5. Participants should have a clear image of situations that have gone wrong, why this happened and what their contribution to the situation was. 		
Materials needed for the activity	Fill in form for the participants		
Content	Describe a concrete situation from your daily reality where you would like to take a step forward.		

	<p>Consider a situation where you have had a difficult conversation and were not satisfied with the result. Describe this as concretely as possible.</p> <p>A. what was the context?</p> <p>B. Who was involved?</p> <p>C. What did you say or do that caused a reaction you did not want?</p> <p>D. What reactions did you get that you found difficult?</p> <p>E. What do you think the other person needed more from you?</p> <p>F. What did you need more from that person?</p> <p>G. What could you have done differently if you think back at that situation?</p>
Activity	<p>This exercise is divided into two parts. The first part is individual, the second part they will do in pairs.</p> <ol style="list-style-type: none"> 0. Tell the participants they are going to fill in a form about a situation they found difficult to give more. 1. Give them 15 minutes to complete the form 2. After the individual part, put them into pairs and let them change what they wrote down
Assessment	<p>Group discussion: who wants to share?</p> <ol style="list-style-type: none"> 0. What do you have in common within your situation? 1. What are things that make us or other people stop giving? 2. What helps to keep connected?

Activity F/2 – Theory





Phase	Abstract conceptualisation	Time	About 20 minutes
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Know and recognize the different phases of the model 2. Understand the use of the model 3. Give an example of a nonviolent message 		
Materials needed for the activity	Slides of the theory of NVC		

Content	<div style="text-align: center;">  </div> <p>How do you give by being vulnerable?</p> <p>Step 1: Empathize with the others ...</p> <ul style="list-style-type: none"> • Tailoring what they perceive, feel and need ... • To receive that, discover what would enrich their lives, their request <p>Step 2: Empathize with yourself ...</p> <ul style="list-style-type: none"> • To perceive what the other person says or does that enriches our lives or not • How we feel needed • To then clearly and clearly tell what we would like the other person to make our liver richer and more joyful, our request <p>Now more concrete...</p> <p>1. Empathize with the other ... How do you think that person feels? What do you think he needs?</p> <ul style="list-style-type: none"> • Help sentences: <ul style="list-style-type: none"> - you are exactly real ... (e.g. worried ...) because you probably find it important to ... (e.g. to offer help) - Are you angry... because you need ... (e.g. respect for your own opinion) <p>2. Empathize with yourself ... How do you feel and what makes you feel that way?</p> <p>1. Help sentences:</p> <ul style="list-style-type: none"> - I feel ... (e.g. worried ...) because I probably think it's important to ... (e.g. to offer help)
Activity	<ol style="list-style-type: none"> 1. Present the model step by step 2. Explain each step by giving an example 3. Check if the participants understand each phase
Assessment	The participants should give their own example

Phase	Active Experimentation	Time	About 60 minutes
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Differentiate a true from a false I-message 2. Formulate a real request 3. Learn more about feelings and needs and link them to own situations and examples 		
Materials needed for the activity	Cards with feelings on (if you don't have this, make cards) Card with needs on Exercise: observing Exercise: making a request Checklist (see annex)		
Content	<p>Explanation world café:</p> <p>The room will be divided into different tables with different assignments (depending on the size of the group it seems appropriate to have 4 tables with 4 people and this 2x). Each step of the model is practiced per table.</p> <p>Principle: the assignment is carried out in groups. After an imposed time, they then move the participants to a next table or 'café'. There they start the following exercises. On each table will be assignments and any additional tools if necessary (e.g. a checklist, an example, ...) Role of the trainer: she goes around to help, facilitate, give tips, ...</p> <p>Table 1: observing without judgement</p> <ul style="list-style-type: none"> • There are 10 statements on the table. The participants must circle the statements they think is a real observation. When they think it is a judgement, they have to try to rewrite it to a request according to the extra checklist that is on the table. <p>Table 2: Expressing your feelings</p> <ul style="list-style-type: none"> • There is a pile of tactile cards on the table. Each participant draws a card in turn and shows it to the group. He / she may not see it himself. The group tries to supplement the following sentence: 'I feel like that when I ...' • The first player must try to guess which feeling is on the card. <p>Table 3: expressing the need</p> <ul style="list-style-type: none"> • On the table there is a pile of needs card. Each player draws a card and doesn't show it to the group. He/she must complete the sentence 'I have this need when I... ' and complete it with a situation where this need is present for the person himself. • The rest of the group tries to guess what the universal need is. <p>Table 4: make a request</p> <ul style="list-style-type: none"> • There are 10 statements on the table. The participants must circle the statements they think is a real request. When they think it is a requirement, they have to try to rewrite it to a request according to the extra checklist that is on the table. 		

Activity	<ol style="list-style-type: none"> 1. Put 4 separate tables in the room. 2. Explain what will happen: I'd like you to write down a case you want to practice with, based on your own experience. After that, I will divide the group in smaller groups of three people. Two people will play the situation, one person acts like an observer. 3. (let them write down a case) 4. Divide the teams 5. We will now play the situation. The goal is to practice communicating in a nonviolent way. Try to do this in a way that feels natural for you, still following the steps presented before. The two other persons in your group can help you by giving feedback. 6. Make sure to switch roles after you played a situation. 7. Timing 4. Explain your role as trainer: I will come by all the groups to help you out. If you have questions or if you need help, you can give me a call.
Assessment	<p>After completing the assignment, the participants write on a planned flipchart what they take from the exercise.</p> <ul style="list-style-type: none"> - How did the exercise go? - How did it feel? - What was the most difficult aspect of the exercise? - What tip did you find most helpful? - What do you great already? - What aspects do you still need to practice?

Activity F/4 – Video

Phase	Concrete experience	Time	About 45 minutes
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Formulate a message following the checklist of NVC 2. Differentiate a true from a false I-message 		
Materials needed for the activity	3 videos about non-violent communication in action.		
Content	<div style="background-color: #e0e0e0; padding: 10px;">  Taking out of life <ul style="list-style-type: none"> • A husband, a son-in-law • A wife, a daughter • A mother, a mother-in-law • How can they connect with each other? <div style="display: flex; justify-content: space-around; margin-top: 10px;">    </div> </div>		

	<p>https://www.youtube.com/watch?v=8ltr_JUKXiA https://www.youtube.com/watch?v=KuuLF1b11Pw https://www.youtube.com/watch?v=tYDa8Zl0AMg</p>
Activity	<ol style="list-style-type: none"> 1. You will watch 3 short videos of a conversation between 3 different parties 2. The goal is to use the non-violent communication strategies to complement what the person in the video should say to make connection with the other person. 3. I will stop the video after a while and then it is your turn to complete it 4. Write down how you would give the message in pairs. 5. Divide the group in pairs 6. Give the timing of the activity: 45 min in total 7. Tell them what will happen after: you will ask the teams what the answer is
Assessment	<p>Teams present their solution. The trainer will show the solution by showing the rest of the video.</p>

Annex I: Checklist observations versus judgements (table 1)



Observations:

- I **notice** that I...
- I **see** that I...
- I **hear** you sigh now
- I **see** that the deadline has passed and I didn't receive the document

Judgements:

- I **think** that **you**.....
- I **assume** you...
- I can tell **you** don't find it interesting
- I **see** **you** don't care!

Annex II: Exercise observation vs judgement (table 1)

Circle the number for the sentences that you think is a real observation. Reform the sentence if you do not circle it.

1. I notice that other people do not understand me.
2. I hear you say that I am absent too often.
3. I see that the ABB group reacts indifferently to suggestions that I give.
4. When I entered the conference room, I put tables in a U-shape while I asked you this morning.

5. I notice that I feel somewhat suspicious when you say that you have made plans on a self-study day
6. Do you respond to me because I have not said that it is sometimes difficult for me to apply this model?
7. I hear my colleague say it will be okay.
8. I notice that the greater importance of my opinion is not recognized.
9. I notice that the workload is high for everyone.
10. I notice that I have a hard time with students who do not want to do anything extra during or for a study program.

Solution: 2 – 4 -6 -7 are correct

Annex III: Exercise Request (table 4)

Circle the number for the sentences that you think is a real request. Reform the sentence if you do not circle it.

1. The only thing I really want is that you show more commitment and responsibility, is that possible?
2. Could you postpone your response until I have done my explanation?
3. I would like to ask you to give me an answer by tomorrow at the latest?
4. Do you want to send me a text in time if you cannot get there?
5. Can you tell me what you just heard me say?
6. Can you give me feedback about my approach?
7. I would like you to tell me what you need to reach a consensus?
8. I want you to feel free to say whatever you want in my presence.
9. Can you tell me what I can say or do to appear less controlling?
10. I would like to ask you to help me reduce the workload somewhat?

Solution: 5 -7 – 9 are correct

Annex III: Examples Cards with needs and feelings (table 2 and 3)

Feelings when your needs are satisfied

AFFECTIONATE
compassionate

CONFIDENT
empowered

GRATEFUL
appreciative

PEACEFUL
calm

friendly	open	moved	clear
loving	proud	thankful	headed
open hearted	safe	touched	comfortable
sympathetic	secure	INSPIRED	centred
tender	EXCITED	amazed	content
warm	amazed	awed	equanimous
ENGAGED	animated	wonder	fulfilled
absorbed	ardent	JOYFUL	mellow
alert	aroused	amused	quiet
curious	astonished	delighted	relaxed
engrossed	dazzled	glad	relieved
enchanted	eager	happy	satisfied
entranced	energetic	jubilant	serene
fascinated	enthusiastic	pleased	still
interested	giddy	tickled	tranquil
intrigued	invigorated	EXHILARATED	trusting
involved	lively	blissful	REFRESHED
spellbound	passionate	ecstatic	enlivened
stimulated	surprised	elated	rejuvenated
HOPEFUL	vibrant	enthralled	renewed
expectant		exuberant	rested
encouraged		radiant	restored
optimistic		rapturous	revived
		thrilled	

Feelings when your needs are not satisfied

AFRAID	CONFUSED	EMBARRASSED	TENSE
apprehensive	ambivalent	ashamed	anxious
dread	baffled	chagrined	cranky
foreboding	bewildered	flustered	distressed
frightened	dazed	guilty	distraught
mistrustful	hesitant	mortified	edgy
panicked	lost	self-conscious	fidgety
petrified	mystified	FATIGUE	frazzled

scared
suspicious
terrified
wary
worried

ANNOYED
aggravated
dismayed
disgruntled
displeased
exasperated
frustrated
impatient
irritated
irked

ANGRY
enraged
furious
incensed
indignant
irate
livid
outraged
resentful

AVERSION
animosity
appalled
contempt
disgusted
dislike
hate
horrified
hostile
repulsed

perplexed
puzzled
torn

DISCONNECTED
alienated
aloof
apathetic
bored
cold
detached
distant
distracted
indifferent
numb
removed
uninterested
withdrawn

DISQUIET
agitated
alarmed
discombobulated
disconcerted
disturbed
perturbed
rattled
restless
shocked
startled
surprised
troubled
turbulent
turmoil
uncomfortable
uneasy
unnerved

beat
burnt out
depleted
exhausted
lethargic
listless
sleepy
tired
weary
worn out

PAIN
agony
anguished
bereaved
devastated
grief
heartbroken
hurt
lonely
miserable
regretful
remorseful

SAD
depressed
dejected
despair
despondent
disappointed
discouraged
disheartened
forlorn
gloomy
heavy hearted
hopeless
melancholy

irritable
jittery
nervous
overwhelmed
restless
stressed out

VULNERABLE
fragile
guarded
helpless
insecure
leery
reserved
sensitive
shaky

YEARNING
envious
jealous
longing
nostalgic
pining
wis

unsettled unhappy
upset wretched

CONNECTION

acceptance
affection
appreciation
belonging
cooperation
communication
closeness
community
companionship
compassion
consideration
consistency
empathy
inclusion
intimacy
love
mutuality
nurturing
respect/self-respect

CONNECTION continued

safety
security
stability
support
to know and be known
to see and be seen
to understand and
be understood
trust
warmth

PHYSICAL WELL-BEING

air
food
movement/exercise
rest/sleep
sexual expression
safety
shelter
touch
water

HONESTY

authenticity
integrity
presence

PLAY

joy
humour

PEACE

beauty
communion
ease
equality
harmony
inspiration
order

AUTONOMY

choice
freedom
independence
space
spontaneity

MEANING

awareness
celebration of
life
challenge
clarity
competence
consciousness
contribution
creativity
discovery
efficacy
effectiveness
growth
hope
learning
mourning
participation
purpose
self-
expression
stimulation
to matter
understanding

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Website: www.cnvc.org Email: cnvc@cnvc.org

Phone: +1.505-244-4041