

TOOLKIT.

*Designed to provide practical
support in challenging times*



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Contents & Resource List

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Cluster 1: Motivation Boosters

Tool	Topic	Learning Outcomes	Resources & Preparation
1.1	Understanding Motivation	<ul style="list-style-type: none"> • Different people have different motivators • It's important to understand our own motivators • Understanding other people's motivators can help shape the way we communicate, especially if we have line management responsibility 	<ul style="list-style-type: none"> • Allow 40 minutes (parts one and two) • Pen and Paper for all attendees • Action plan handout (email to all)
1.2	Measuring Achievements & Disappointments	<ul style="list-style-type: none"> • Making time to recognise our achievements (no matter how small) is a quick win • Taking time to learn from our disappointments is equally important (even if feels uncomfortable) • The importance of constructive information sharing 	<ul style="list-style-type: none"> • Allow 40–50 minutes (parts one and two) • 1.2-Handout-1-Achievement Log (email to all in advance) • 1.2-Handout-2-Quotes (can email out at the end) • Action plan handout (email to all)
1.3	Understanding Other's Strengths & Aspirations	<ul style="list-style-type: none"> • Understanding our teams/colleagues is key to effective and harmonious working • Appreciating others' in the context of their Strengths, Experience, Priorities & Aspirations enables people to play to their strengths and be better supported through their weaknesses 	<ul style="list-style-type: none"> • Allow 50-60 minutes (parts one and two) • 1.3-Handout-1-SEPA Analysis (email to all in advance) • Action plan handout (email to all)

Cluster 2: Virtual Meeting Ice-Breakers

Tool	Topic	Learning Outcomes	Resources & Preparation
2.1	Let's Chat	<ul style="list-style-type: none"> Talking about how we feel during difficult situations is important for us all 	<ul style="list-style-type: none"> Allow 20-25 minutes (group of 6. Slightly longer for a larger group)
2.2	Motivate & Create	<ul style="list-style-type: none"> Taking a moment to appreciate the creativity that comes out of difficult times can be motivational and inspiring 	<ul style="list-style-type: none"> Allow 20-25 minutes (group of 6. Slightly longer for a larger group) Email in advance for attendees to bring: <ul style="list-style-type: none"> One inspirational story or situation, which is creative, that has moved or impressed you. It can be something you read/saw on social media / TV / in your own community / or even from within your own family What makes this situation / story creative or innovative? What is it about the story or situation that caught your attention? How has it inspired you? Small prize (optional)
2.3	Two Truths & Lie	<ul style="list-style-type: none"> Kick-starting meetings with a quick fun activity can be just what's needed to break up the seriousness of work 	<ul style="list-style-type: none"> Allow 20-25 minutes (group of 6. Slightly longer for a larger group) Email in advance for attendees to consider two truths and a lie about themselves that no one else in the team is aware of. (Optional – ask them to prepare it on a slide)

Cluster 3: Planning & Setting Objectives

Tool	Topic	Learning Outcomes	Resources & Preparation
3.1	Setting Objectives	<ul style="list-style-type: none"> Clear objectives (for yourself and others) will maximise chances of success and minimise conflict or frustrations 	<ul style="list-style-type: none"> Allow 40-50 minutes 3.1-Handout-1-SMART Objectives (email to all in advance)

Cluster 2: Virtual Meeting Ice-Breakers

Tool	Topic	Learning Outcomes	Resources & Preparation
		<ul style="list-style-type: none"> How to use (and enhance) SMART objectives for yourself and others 	<ul style="list-style-type: none"> Pen and Paper for all attendees Video – Setting Objectives, Part 1-3 (be prepared to show learners video content) Action plan handout (email to all)
3.2	Ideas for Planning & Prioritising	<ul style="list-style-type: none"> Considering tasks in terms of their importance and their urgency can help to manage a long to-do list By being clear on our priorities we can be in a better position to help colleagues if needed A team in which everyone is clear on priorities, and focussed on their part in achieving a common goal, is more likely to be successful 	<ul style="list-style-type: none"> Allow 40-50 minutes (parts one and two) Pen and Paper for all attendees 3.2 Slides: Prioritisation Matrix (x2) – (can email out at the end) Action plan handout (email to all)

Cluster 4: Managing Performance Remotely

Tool	Topic	Learning Outcomes	Resources & Preparation
4.1	Humanising Communication	<ul style="list-style-type: none"> We all have basic human needs, for example: feeling like we belong, having respect from others, and having a purpose We can all play a role in helping each other meet these needs It is important to remember the 'human touch' despite being busy or under a lot of pressure 	<ul style="list-style-type: none"> Allow 40 minutes (parts one and two) 4.1-Slides – Maslow's Hierarchy of Needs (can email out at the end) 4.1 Video – Ed (be prepared to show learners video content) Action plan handout (email to all)

Cluster 4: Managing Performance Remotely

Tool	Topic	Learning Outcomes	Resources & Preparation
4.2	Guidelines for Remote Communication	<ul style="list-style-type: none"> When change happens quickly, it is important to regularly check-in with colleagues to see what is working well, or not so well, in light of current circumstances If remote working is new to teams, ways of working and communication processes need reviewing to ensure everyone understands the new rules of engagement Having guidelines, that have been discussed and agreed by everyone, will make ways of working easier and more harmonious 	<ul style="list-style-type: none"> Allow 40 minutes (parts one and two) Share Harvard Business Review article (optional) Action plan handout (email to all)
4.3	Self-Managing Performance	<ul style="list-style-type: none"> Remote working means that we need to be more self-sufficient and better able to self-manage Even if we feel 'stuck' and frustrated at our lack of progress, there are ways we can empower ourselves to move forward 	<ul style="list-style-type: none"> Allow 30-40 minutes (parts one and two) 4.3-Handout-1-Self-Coaching Questions (email to all in advance) 4.3 Slide: Grow Coaching Model (can email out at end) Action plan handout (email to all)

Cluster 5: Having Great Conversations

Tool	Topic	Learning Outcomes	Resources & Preparation
5.1	Empathetic Conversations	<ul style="list-style-type: none"> There is often room to show greater empathy to others during a conversation By consciously relinquishing control of the conversation we can give others more space to share their thoughts and needs, and to feel more connected 	<ul style="list-style-type: none"> Allow 30-40 minutes (parts one and two) Pen / Pencil and Paper 5.1-Slides (can email out at end): <ul style="list-style-type: none"> Slide 1 – Prior to a conversation consider Slide 2 – 4C's of communication

		<ul style="list-style-type: none"> The 4 C's of Communication is a process model that can really help in a conversation or 1-2-1 meeting 	<ul style="list-style-type: none"> Action plan handout (email to all)
5.2	Transforming the Way we Listen	<ul style="list-style-type: none"> There are lots of things that can get in the way of listening properly (and most of the time we don't even notice) Empathic listening is a great skill to develop – it will benefit you and the people around you Using TED questions can help us to understand others better (instead of relying on assumptions or being too focussed on our own agendas) 	<ul style="list-style-type: none"> Allow 40-50 minutes Pen / Pencil and Paper Small prize (optional) Scoring sheet for listening activity (included in tool) 5.2-Slides (can email out at end): <ul style="list-style-type: none"> Slide 1 – Different modes of listening Slide 2 – TED questioning technique Action plan handout (email to all)
5.3	Clear Communication	<ul style="list-style-type: none"> The importance of objectivity and the impact of throw-away comments How to delve deeper into what people really mean The importance of summarising and concluding a conversation 	<ul style="list-style-type: none"> Allow 40-50 minutes (parts one and two) 5.3-Slides (can email out at end): <ul style="list-style-type: none"> Slide 1 – Exploring statements Slide 2 – Summarising & concluding a conversation Action plan handout (email to all)

Cluster 6: Creating Balance & Structure

Tool	Topic	Learning Outcomes	Resources & Preparation
6.1	Purpose & Goals Check-In	<ul style="list-style-type: none"> As humans we have a need for structure and purpose When our routine is disrupted it can be psychological challenging Taking control and reviewing our purpose and goals can help us to build a new routine (that might even be better than before!) 	<ul style="list-style-type: none"> Allow 40-50 minutes (parts one and two) 6.1-Handout-1-Home/Work – purpose and goals (email to all in advance) TED Talk video- 'Try something new for 30 days' (be prepared to show learners video content) Action plan handout (email to all)

Cluster 6: Creating Balance & Structure

Tool	Topic	Learning Outcomes	Resources & Preparation
6.2	Creating the Right Home-Working Environment	<ul style="list-style-type: none"> It is important to create a workspace that supports your wellbeing and physical needs as best it can Setting a routine and boundaries for work time in the home space is important 	<ul style="list-style-type: none"> Allow 20 minutes 6.2-Handout-1-Creating the right environment (can email out at the end) Action plan handout (email to all)
6.3	Making Routine Work for You	<ul style="list-style-type: none"> Scheduling can help foster a sense of achievement at the end of the day Being structured in the way we plan our day to cover both work and personal commitments can help reduce chaos and maintain harmony 	<ul style="list-style-type: none"> Allow 35-45 minutes 6.3-Handout-1-Schedule (email to all in advance) Action plan handout (email to all)

Cluster 7: Nurturing Positivity

Tool	Topic	Learning Outcomes	Resources & Preparation
7.1	Dealing with Worrying Thoughts	<ul style="list-style-type: none"> Dealing with worrying thoughts constructively is better than brushing them under the carpet and continuing to feel helpless, or leaving them to fester Talking about your problems can help if you are comfortable to do so There is a simple, practical flow chart that can help un-muddle worries and concerns 	<ul style="list-style-type: none"> Allow 40-50 minutes 7.1-Handout-1-Manage Your Worries Flowchart (email to all in advance) 7.1-Handout-2-Dealing with Worrying Thoughts (email to all in advance) Action plan handout (email to all)

Cluster 7: Nurturing Positivity

Tool	Topic	Learning Outcomes	Resources & Preparation
7.2	Mindfulness Techniques	<ul style="list-style-type: none"> • Practical techniques that can help us to be more mindful • An appreciation of how mindfulness is proven to reduce stress and anxiety • Different techniques to try out to see what works best for you 	<ul style="list-style-type: none"> • Allow 40-50 minutes (parts one and two) • 7.2-Handout-1-Mindful Techniques (email to all in advance) • Action plan handout (email to all)
7.3	Raising Awareness of 'Inner Dialogue'	<ul style="list-style-type: none"> • If left unchecked our 'inner dialogue' or self-talk can be destructive • Understanding how self-talk works and what we could do to be more positive in difficult or worrying situations 	<ul style="list-style-type: none"> • Allow 30-40 minutes (parts one and two) • 7.3 – Videos (be prepared to show learners video content): <ul style="list-style-type: none"> • Inner dialogue – 1 • Inner dialogue – 2 • Inner dialogue – 3 • Inner dialogue – 4 • Action plan handout (email to all)
7.4	Boosting Resilience	<ul style="list-style-type: none"> • What do we mean by resilience? • How can we better bounce back from life's disappointments and pains? • What tools do we have to stop ourselves from getting to our 'breaking' point 	<ul style="list-style-type: none"> • Allow 40-45 minutes (parts one and two) • 7.4-Slides <ul style="list-style-type: none"> • Slide 1 – Capacity to roll with challenges • Slide 2 – Persistence & resilience quote • Slide 3 – How can we be kind to ourselves • Slide 4 – Checking in • 7.4-Handout-Take Care of Yourself (email to all in advance) • Action plan handout (email to all)

Introduction
& INSTRUCTIONS
FOR USE



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What is this Toolkit about?

WELCOME TO YOUR TOOLKIT

This resource has been designed by a team of passionate Learning & Development specialists in direct response to conversations we've had with managers in NHS Trusts, Social Housing providers, Charities, Fire & Rescue Services, as well as a long list of private sector businesses. The message has been consistent and clear. Managers need more help to support their staff, and themselves, during these challenging times.

In order to reach people quickly we've designed a flexible Toolkit made up of a series of practical tools, mini 'training' sessions, or conversation starters that can be used in-company by managers, team leaders or anyone else designated to support others.

Each tool consists of simple, step-by-step instructions so it's easy to use by anyone, in any sector. At the time of writing, interactions with others are, in the most part, happening remotely however, for longevity each tool has been designed to be *flexible* and *customisable*. This is important to bear in mind throughout.

Tools provide a template around specific learning objectives; each one can be customised for use with groups of colleagues at any level of the organisation, or as a self-reflection tool. We proactively welcome you to put your own spin on activities and relate them to your working world.

Following conversations with organisations from a range of sectors, seven development areas emerged as urgent requirements. It's these we have focussed on initially:

1. **Motivation Boosters**
2. **Virtual Meeting Ice Breakers**
3. **Planning & Setting Objectives**
4. **Managing Performance Remotely**
5. **Having Great Conversations**
6. **Creating Balance & Structure**
7. **Nurturing Positivity**

ON-GOING SUPPORT

We are here to help. If you need additional support, have questions or ideas for new tools, please don't hesitate to [contact the RightTrack Learning team](#). Tailormade, interactive learning and development solutions are our forte; we are grateful to be able to put our passion and skills to good use, to support you and your teams whilst times are tough.

If you were emailed this resource directly and are therefore not on our mailing list, but you'd like to receive updates and new tools as they are released, [email us](#) your details.

Frequently Asked Questions

Who can use the Toolkit?

It has been designed to be used by anyone, in any sector, any role, and particularly for those with little or no experience of training others. Managers, Team Leaders and HR/training people are the most obvious roles that will find these tools immediately useful however, it is available for anyone in a position to support others.

How is the Toolkit structured?

The Toolkit is split up into 'clusters' of tools. Each 'cluster' contains 2-5 different tools focussed on a specific issue or topic. Each tool is a mini training session or activity. Tools can be delivered in succession or independently, as required.

How many colleagues could I train at one time?

Tools are flexible and can be used with any number of people however, we would recommend groups are no bigger than 10 if you are delivering it remotely, or 15 people in a face-to-face context. Because of the interactive nature of the material, bigger groups would be difficult to manage and would reduce opportunity for individuals to participate. Some sessions can be adapted for one-to-one use, or used by individuals as a self-reflection tool.

When should I deliver the sessions?

Tools can be used as formal training session, as part of a team meeting, during induction or even as part of a 1-2-1 discussion.

Where can you hold the training?

At the time of writing, interactions with others are mostly remote via Zoom, Microsoft Teams or other software. However, for longevity, content has been written with both virtual and face-to-face settings in mind.

Who could attend these sessions?

The content is suitable for use with colleagues from any function or level, from leaders to new starters.

Do I need to use tools in the same order they come in?

Tools do not need to be delivered in order; this resource has been designed to be flexible so you can prioritise the learning to meet the needs of your team, which will no doubt change over time.

How long do I need to deliver each session or tool?

In the contents page at the beginning of the toolkit you will find information on how long it will take to facilitate each tool.

What do I need to prepare before delivering a session or tool to colleagues?

Other than familiarising with the tool and instructions beforehand, we have been mindful to keep preparation to a minimum. However, refer to the Contents & Resources List for information on duration, key learning points and preparation. All handouts have been supplied as separate downloadable documents so, where required, they can easily be emailed to attendees prior to or following the session.

Frequently Asked Questions

Can I change a tool's content?

Absolutely. The tools have been created to give you a practical structure to follow however, if it inspires new ideas or you can see ways of enhancing the tool for the needs of your team then go ahead and get creative. (And if you come across something that has worked particularly well with your team, please share it with us, so we can share with others.)

How can I make the learning relevant to my organisation?

There is opportunity throughout to customise sessions to reflect specific situation occurring in your organisation, or relevant policies or guidance. Don't be scared about stepping away from the 'running notes' and taking things in the direction they need to go, for the audience you are working with.

An action plan handout has been included for use at the end of each tool. This will help individuals reflect on how the learning from each session can relate specifically to their roles within the organisation.

I feel a little out of my depth, what should I do?

Firstly, read the notes following these FAQs which provide some useful tips to help you build confidence and make the most of the toolkit. Secondly, we are here to help! Please [email us with your questions](#) and we will respond within one working day. (And don't hold back from contacting us, by understanding what you find helpful or easy, and where the challenges lie, we can more easily prioritise additional support for you and others.)

Can I share the toolkit with others?

Yes, absolutely. In fact, we proactively ask that you do so it can help as many people as possible. Just one thing: instead of emailing the toolkit document, please share the link to the download webpage so we can capture the details of those using it. <https://righttracklearning.com/free-download-toolkit/>

Why do you want to collect contact details?

We want to be able to contact those who have downloaded the toolkit for two reasons: i) To gather feedback that can inform future tools and updates; ii) To share details of additional support we envisage making available in due course, for example, additional tools, webinars and coaching.

If you have been emailed this document and would like to be added to the contact list, please [email us](#) your details.

'How To' Guidelines

The following tips have been prepared to help you and your learners/attendees get the most from the toolkit sessions. The information also contains tips on how to conduct different types of learning activity.

1. Creating the right atmosphere and environment for effective learning

- Ensure you are well prepared for the session. The more confident you are, the more at ease attendees will be. At the same time, it is perfectly fine to let the group know that you are new to this, and you can navigate the session together
- Strike the right balance between being slightly formal and yet relaxed
- At the start of the session explain the session's learning outcomes and the time you are allowing. If you are facilitating more than one session, then provide information on all the areas you intend to cover plus the overall duration
- Confirm the session/s will be interactive and depend on input from the group, making this point is especially important if delivering it online using MS Teams, or Zoom (or similar software) - sessions have not been designed to be a one-way 'webinar'
- Depending on where you are running the session, make sure everyone can hear you, minimise anything that might be a distraction. If delivering remotely, ensure beforehand everyone is familiar with using the software. For example, when you are talking you might want to 'mute' participants to cancel out background noise, in which case you can ask delegates to press the space bar when they want to speak. Alternatively, there is often a chat or 'raise hand' function for questions
- Confirm at the very start the need for everyone to be mindful of sessions being confidential so that everyone can share their thoughts and feelings without fear of information being shared
- Check for questions before you get into the session

2. Giving Feedback

- There are no roleplay sessions in this toolkit however, there may be situations where you or one of the attendees needs to provide feedback
- The preferred protocol for providing feedback is:
 - Feedback must be constructive and based on something the individual can change
 - If a member of the group provides feedback and it is incomplete, then you as the facilitator needs to add your constructive feedback and/or confirm the key points
 - Always ask the recipient for their thoughts on the feedback too – did they find it useful? Did they disagree/agree? Do they have any questions? etc

'How To' Guidelines

3. Delivering a one-to-one (1-2-1) session

- Most sessions can be adapted to be used on a 1-2-1 basis. You will however need to allow more time to prepare as you will need to consider how you adapt some of the activities for one person
- 1-2-1 sessions can be useful following a performance review, to provide specific support to someone who needs additional support, or for new starters
- When working 1-2-1, sole learners usually need more reassurance and an opportunity to ask questions. Check their understanding frequently as you go through the sessions
- Note session timings will be shorter when working 1-2-1

4. Implementing group sessions

- If you are working face to face, we recommend the maximum number of attendees is 15. However, if you are working online, bring the maximum number down to 10. It can be more difficult online to ensure everyone gets a say in the interactive elements of the session
- The larger the group, the more formal / structured your approach needs to be to manage time and participation
- When you ask the group questions, ensure you are taking responses from everyone who volunteers an answer – be mindful not to take responses from the same 'talkative/confident' people all the time. Encourage the quieter attendees to respond and give their opinions and input as well
- In a face to face session, if the group size is above 10, consider whether to use a flip chart/white board, to share instructions or gather comments so they are clear for everyone to see. If working online, use the screen share or the 'white board' feature that is available with some software. In some cases, you may want to note down comments yourself and share them digitally with everyone after
- Consider the group dynamics before the session. Do you have anyone who is likely to be disruptive, over enthusiastic, opinionated, awkward, shy or nervous? Consider in advance of the session, how you will mix the attendees for any group activity. As a rule, ensure a good mix within each group, but never put a very shy or nervous person by themselves into a group of overzealous attendees
- Be aware some attendees may have worked in a certain way for many years, or be more reflective in their learning style and may feel uncomfortable, or even strongly against, changing their working practices. Remember, for such people adopting new processes, skills or attitudes can be a challenge. These individuals need additional encouragement to change. It can help to mention 'why' this skill, or that working practice, or policy is used within the organisation. People who find it hard to change, may require more post-session support, and patience, from their line manager

'How To' Guidelines

Be aware that a larger group session will require more time to run, so if time is short, then keep things under control when conducting group activity or asking questions of the group. Be specific about how much time there is to do each aspect of the session and be assertive with those who are talkative

5. Running learning activities – the do's and don'ts

- Whether working online or face to face with the group, arrange attendees into smaller teams or pairs depending on overall numbers and the nature of the activity
- Clearly introduce the learning activity, explaining:
 - What you want the teams/pairs to do
 - The time available
 - How you would like them to capture the outcomes e.g. onto flipchart/whiteboard
- Do you need one of each team to feedback the findings, or is it just to be discussed with the whole group after the activity
- Handout any paperwork or resources that might be needed – email ahead of the session if delivering remotely
- Check everyone understands the task before the activity starts
- If working with a large group divided into smaller groups / pairs, then it is beneficial to supply the instructions in a written format (either on a piece of flip chart paper/whiteboard or via email) as not everyone will have been listening to your instructions word for word
- Give a few minutes for smaller groups / pairs to start the activity, or discussion and then check how they are doing, make sure the group are heading in the right direction. Do not be tempted to do the work for them. Answer any questions they might have
- Let the teams know when they have used half of the time allocated for the activity and then call time when you need them to finish. You will need to be strict with timings, otherwise it is easy to run over the allocated session time
- Encourage everyone to contribute, don't let the quieter attendees leave it all to those who are more vocal and engaged. Be aware of any resistance to learning

6. Summarising key learning points

- At the end of a discussion or learning activity ensure you summarise all the key learning points that either the group or you have contributed. It is essential key points are summarised to consolidate the learning and ensure, where possible, everyone is taking away correct and consistent message/s
- If working with a large group, you might flip chart or 'whiteboard' the key learning points at the end of the session or email key points to attendees
- Within your summary, focus on the key learning points you set out to achieve, plus anything useful which has been contributed, which can support the learning objectives. Be aware of red herrings, or other distractions, which might have been brought up during the session

7. Action Planning

- It is important to leave a few minutes at the end of each session for learners to reflect on how they might translate the learning into action
- The action plan template is a great way of helping individuals concentrate on what specifically they are going to do differently as a result of the training. (There is a link to the action plan at the end of each tool as a reminder, although you can create your own if you'd prefer)
- If you are working with the same group again, it is a good idea to ask them to bring their action plan to the next session to review the progress that has been made. This helps to make people accountable for the commitments they make

ACTION PLANNING

Following today's session on: _____

Date: _____

One thing I will stop doing:

One thing I will start doing:

One thing I could do to support someone else:



Cluster 1

MOTIVATION BOOSTERS



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1.1 Understanding Motivation

KEY LEARNING POINTS:

- Different people have different motivators
- It's important to understand our own motivators
- Understanding other people's motivators can help shape the way we communicate, especially if we have line management responsibility

STEP BY STEP INSTRUCTIONS:

PART 1A

- Introduce the session outlining the key learning points
- Ask the group: 'Why do people go to work?' Think about different types of people, in different sectors and job roles so you can get a broad range of motivators
- To start with, you might just get 'money' or 'paying the bills' but actually, many people are motivated by deeper things, such as making a difference to the lives of others, so ask the group to really think about all possibilities
- As people share ideas, write the answers into two different columns. On one side, list all the extrinsic reasons (e.g. money, to provide for my family, respect from others, nice holidays etc) and on the other, the intrinsic reasons (e.g. self-respect, social interaction, making a difference, contribution to something greater)
- Now invite attendees to consider which motivators resonate most with them, if they want, they can share these with the group. Point out that different people are motivated by different things, we are not all the same, and there is no right or wrong answer
- Ask the group how we could use this nugget of self-awareness regarding our personal motivators, for example:
 - If there is a shortage of extrinsic motivators in your working world right now, could we focus more on our intrinsic motivators, for example, how nice it is that we are working together more as a team, or how the work we are doing is helping others (even if indirectly) etc.
 - Can the team come up with any ideas about how we might capitalise on, and celebrate these intrinsic motivators more than you do currently?

PART 1B (FOR MANAGERS ONLY)

- If you are a manager doing this activity as a self-reflection tool, or facilitating it with a group of managers, reflect on how learning about intrinsic and extrinsic motivators could shape the way you communicate with your team, for example, the context we provide and the messages we reinforce?
- Recommend that this is a tool that managers could do themselves with their teams to gain insight into individuals' motivators, however, even without precise knowledge, how might we shape communication to cover all basis?
- What might be especially important in time of change and uncertainty?

KEY LEARNING POINTS

- For those with extrinsic motivators providing clear, regular information about working hours, changes to financial reward, is crucial especially during periods of uncertainty and change. And if you don't have new information, regular check-ins to explain that you don't yet have further information is better than silence
- Tapping into intrinsic motivators, it is equally important. For example, making the link between what we need to do right now, and what we are
- How else could we start recognising people for a job well done to play to both intrinsically and extrinsically motivated people? Discuss the different suggestions briefly and then move onto Part Two...

PART TWO

- Ask the group: how we as managers, team leaders or colleagues, can recognise the contribution that others make so we can all take a part in motivating others around us?
- List out the suggestions of all the things that make people feel valued and helps them to develop a sense that their contribution has been acknowledged by others
- Discuss. Examples could include:
 - Saying thanks in person / being thanked by somebody more senior
 - An email or written thank you card
 - Being mentioned in the staff newsletter, intranet, or staff noticeboard
 - Chocolate!
 - Being nominated by team members for a monthly 'star colleague' for something great they did
 - Others (add your own suggestions that work for you in your organisation)

PART TWO - CONTINUED

- Ask all participants to comment on how they feel when they receive acknowledgement for something they have done. Ask them how recognition affects their motivation and goodwill to go the extra mile for their manager / team / the organisation
- Discuss if these suggestions are intrinsic or extrinsic and note that some of them could be both. For example, if someone is publicly thanked for their contribution
- Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action

KEY LEARNING POINTS

- Recognition is more than just 'likes' on Facebook. Thanking people regularly is crucial for maintaining goodwill and for rewarding the right behaviours and attitudes, especially when it really counts. Even if there's no budget for bonuses or expensive gifts, a handwritten note can mean the world to someone
- Never take hard work for granted! If you cheer your football team when they score a goal, ALWAYS cheer your team / colleagues when they get the job done, especially during difficult times
- And never underestimate the motivational power of chocolate!

1.2. Measuring Achievements & Disappointments

KEY LEARNING POINTS:

- Making time to recognise our achievements (no matter how small) is a quick win
- Taking time to learn from our disappointments is equally important (even if feels uncomfortable)
- The importance of constructive information sharing

PART 1

- Share with everyone the handout – [Achievements & Disappointments Log](#)
- This tool can be used individually to monitor individual successes or can be reviewed together as a team. It can be used to review a day, a week, or even a month
- Confirm some people are easily motivated by what they have achieved in a given time period, whereas for others, what hasn't been achieved can be frustrating and demoralising
- Consciously, and regularly, highlighting our achievements no matter how small, and reflecting on 'how did I use my strengths?' drives positive affect and reminds us that we are making progress
- Ask the group to write on the Log their key achievements for a defined period of time – depending on the group and the situations, decide what time period to ask them to reflect on and whether you'd like them to review it individually, as a team or in small groups. Allow the group 5-10 minutes depending on the group size
- Discuss. Check if anyone has struggled to identify achievements and help them to find some they can add to their list (some people will find this easier than others!)
- Next explain that all achievements can be linked to individual / team strengths
- Ask the group to fill in the second row on the handout
- Ask how it feels to reflect on their strengths and identify things they are good at. Often people find it difficult to find good things about themselves, practising this helps to rewire the brain and develop positive thought processes

KEY LEARNING POINTS

- Focusing on achievements is a great way to build up our self-esteem, which is vital during stressful times, and especially when we may be surrounded by negativity or difficulty. It reminds us that sustaining our own self-esteem and self-belief is something we can do for ourselves
- Making a mental note of our achievements and gratitude's each day is regularly recommended by the mental health community as a powerful way to build personal resilience. (See Tool on Resilience)

PART 2

- Share this quote with your learner / team (also provided as a [Handout](#) if required):

“We cover up mistakes, not only to protect ourselves from others, but to protect us from ourselves. Experiments have demonstrated that we all have a sophisticated ability to delete failures from memory, like editors cutting gaffes from a film reel—as we’ll see. Far from learning from mistakes, we edit them out of the official autobiographies we all keep in our own heads.”

Matthew Syed, Black Box Thinking: Why Most People Never Learn from Their Mistakes - But Some Do

- Although it can feel uncomfortable to look at our mistakes or disappointments head on, we can learn a lot from them. And, the more we do it (individually or as a team) the more we get used to thinking about disappointments constructively and learning from them
- Ask the team to complete the next two rows in the Achievements & Disappointments log. (These are their disappointments, and what they can learn from their disappointments.)
- Now show them this quote from the same author (also provided as a Handout if required):

“Learn from the mistakes of others. You can’t live long enough to make them all yourself.” Matthew Syed, Black Box Thinking: Why Most People Never Learn from Their Mistakes - But Some Do

- Ask the group what they think about this. If they look through their log of achievements and disappointments, can they identify any that others in their team or the organisation could learn from for future? Fill in the final row on the handout
- Can they think of any other circumstances or internal processes where it might be useful to share information like this more freely?
- Discuss with the group about pros and cons of regularly completing the Log; celebrating successes; learning from mistakes; and constructively sharing information
- Having the time and discipline, for example, might be a barrier to adopting this practice. Could the team commit to trying it for a week to review again together at the start of the next meeting or session, or perhaps you could split the group into pairs so they can check in weekly with a ‘buddy’
- Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action

HANDOUT 1: ACHIEVEMENTS & DISAPPOINTMENTS LOG

What are my/our achievements?	
What can I/we learn about my/our strengths based on my/our achievements?	
What are my/our disappointments?	
What can I/we learn for the future?	
Is there anything (about the success or disappointments) I/we could constructively share for others to learn from?	

1.2 - HANDOUT 2 - QUOTES

QUOTE 1

“We cover up mistakes, not only to protect ourselves from others, but to protect us from ourselves.

Experiments have demonstrated that we all have a sophisticated ability to delete failures from memory, like editors cutting gaffes from a film reel—as we’ll see. Far from learning from mistakes, we edit them out of the official autobiographies we all keep in our own heads.”

Matthew Syed, Black Box Thinking: Why Most People Never Learn from Their Mistakes - But Some Do

QUOTE 2

“Learn from the mistakes of others. You can’t live long enough to make them all yourself.”

Matthew Syed, Black Box Thinking: Why Most People Never Learn from Their Mistakes - But Some Do

1.3 Understanding Others' Strengths & Aspirations

KEY LEARNING POINTS:

- Understanding our teams/colleagues is key to effective and harmonious working
- Appreciating others' in the context of their Strengths, Experience, Priorities and Aspirations enables people to play to their strengths and be supported through their weaknesses

STEP BY STEP INSTRUCTIONS:

PART ONE

- Ensure everyone has received a copy of the [SEPA Handout](#) ahead of the session
- Explain that SEPA stands for **S**trengths, **E**xperience, **P**riorities and **A**spirations and that it's a tool that can be used by managers with their staff, or between colleagues
- Confirm that this is an 'interview' tool - using the questions to 'interview' another is far more effective than just getting the other person to fill in the details themselves because it helps you to really understand things from their perspective
- Ask the group to work in pairs (pairing with someone they don't know so well) and have a go using the tool to get a better appreciation of how it works
- Ask everyone to write down the name of their partner on the top of the SEPA analysis and then step through a process of interview and exploration of the discussion points on the form
- The interviewer fills in the form with the interviewee's answers, before returning the completed form to its original owner (this can be done by email or taking a photo)
- One person from the pair will start as the interviewer and halfway through the time allowed ask everyone to swap roles so everyone has chance to interview the other. Keep everyone informed of time throughout so they have time to go through all the questions
- If there is time, or if you are working in a classroom, you can then, once one interview is finished, move on to interviewing another person

PART TWO

- Reconvene the group once everyone is finished and debrief using these discussion questions:
 - Were there any assumptions you made of the other person that you now know were untrue?
 - What can you do with this information (as a line manager? Or as a colleague?)
 - What did you find out that you didn't know before, and how might that influence the way you work together?
 - What would you NOT ask of the other person, now, based on their responses?
 - How might using this questionnaire help reduce conflict in a team? Improve team cohesion? Improve team performance?
 - (Add more questions depending on the group)
- Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action

KEY LEARNING POINTS:

- Often, we don't know people as well as we thought, and with a few questions, we can find out so much that can influence the way we work together
- It's easy to make assumptions – which aren't helpful
- As a manager, understanding an individual's priorities and aspirations can help us to direct them more effectively towards achieve their goals
- Finish the session by asking each participant to share (with permission) something they have learned about the person they worked with

SEPA ANALYSIS

STRENGTHS, EXPERIENCES, PRIORITIES, ASPIRATIONS

Interviewee:

Strengths:

- What are your strengths? What do you find straightforward and really easy to do?
- What are your areas of interest when you are reading books or searching the net?
- Which strengths do you rely on when dealing with challenging situations?
- What are your key strengths when working with others?
- Which strengths do your colleagues admire you for?



Experience:

- Outline your main professional background and experience
- Which non-work experiences have you enjoyed most?
- Which work experiences and challenges have given you most satisfaction?
- What do you like doing in your spare time?
- Which community activities do you support?

Priorities:

- What is most important to you, professionally?
- What is most important to you personally?

Aspirations:

- What are your aspirations?
 - Professionally
 - Personally?



Cluster 2

VIRTUAL MEETING ICE-BREAKERS



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2.1 Let's Chat

KEY LEARNING POINT:

- Talking about how we feel during difficult situations is important for us all

STEP BY STEP INSTRUCTIONS:

- **Facilitators Note:** Many teams are meeting remotely and often with a very packed agenda to get through. We appreciate time maybe short, however, it will be beneficial to take 15-20 minutes to include an 'ice breaker' type activity either at the beginning or at the end of a meeting, to act as a motivator. Here are three different approaches, which you may find useful. For each, we have also made suggestions on how the 'ice breaker' could be modified to suit different group sizes and to ring the changes.

HOW DO I FEEL?

- During the COVID-19 crisis most peoples' work and home lives have been thrown into disarray, literally overnight: some are now working remotely, some have had to suddenly adapt to a change of role, some are working many more hours than they were, some many less, and others aren't even able to live at home with their families right now
- Very few in any of these situations want to be seen as anything less than stoic however, for many the change in working practice and habits has been sudden and dramatic
- On top of that, people will be personally worried about their own health, fear of contracting the virus, fear for their families or the impact this is all having on their children, struggles with the logistics of looking after the children whilst balancing work, or even the frustrations of trying to work from home with limited space
- For those who live alone or are temporarily living alone in another environment outside of their home, they may not have an opportunity to talk about how they really feel about the situation. Others may not want to discuss their feelings with their partners or other household members
- This first 'ice breaker' is all about providing a structured space for people to talk about how they feel. Note this is not a 'problem/solution' type of session – it is just providing a structured space for people to voice how they feel

- The dialogue below is the type of wording and structure you could use, but feel free to amend to your own words:
 - ‘We are all aware of the impact the COVID-19 pandemic is having on both our work and home lives and I think we have all done amazingly well to rise to the challenge and support the business /organisation/each other in dealing with this crisis
 - We all appreciate for some this is not easy at home either – many of us have children at home and/or other relatives either living at home or in need of support
 - Before we start our meeting this morning, we are going to each take a few moments to consider how we feel we are managing with this situation
 - So just think about how you personally feel – this doesn’t have to be about work – it can be about anything to do with how you feel right now in this COVID-19 situation
- Allow the group a few minutes to think about what they want to say – then allow say 2-3 minutes for each person (see other options below if you have a larger group)
- Let people know how long they can talk for before the first person starts talking and make it clear that no one is to interrupt or comment, this time is for the speaker. Clarify there is no need for solutions unless someone feels they need help or additional support in any way
- Ask for a volunteer to go first
- When they have finished – then check out who wants to go next and so on
- If anyone in the group is having issues, or there is a sense they are finding life difficult, then once they have finished – suggest you both (or another person if you are not the right person) will take this off line and give them a call to discuss in more detail
- (You could also see if there are session within this toolkit that might be able to help)

ALTERNATIVE FOR LARGER TEAM

- If you are working with a large team. Then make the introduction and either ask everyone to work in pairs or groups of three (ensuring people know each other). Then suggest people have a two/three-way video conference ahead of the meeting and run through the activity – then everyone re-joins the main group in 15 minutes
- If you choose this format– then do let everyone know if they are concerned or need additional support, then to come back to you or their line manager or an in-house counselling professional, if one is available

2.2 Motivate & Create

KEY LEARNING POINT:

- Taking a moment to appreciate the creativity that comes out of difficult times can be motivational and inspiring

CREATIVE THINKING TO SUPPORT MOTIVATION

- Times of difficulty often bring creativity and innovation. During the COVID-19 crisis, we have seen videos of families finding innovative ways to keep themselves entertained, businesses reinventing themselves to support others in unimaginable ways, and an elderly veteran walking around his garden 100 times before his 100th birthday to raise jaw-dropping amounts of money for the NHS – there are so many inspirational stories which have required creative thinking
- For those whose work is not usually located within the home, colleagues may be missing the opportunity for general chit chat - the type of discussions you have around the coffee machine in the morning, or on the way out at the end of the day - the type of chit chat that makes people feel they belong. (Going to work is rarely all about the work)
- This next 'ice breaker' provides an opportunity for everyone to share some of the creative thinking they have seen/heard, where innovation during this pandemic, has inspired them
- The day before the meeting – email everyone and ask them to bring to the meeting:
 - One inspirational story or situation, which is creative, that has moved or impressed you. It can be something you read/saw on TV/social media, something in your own community, or even from within your own family
 - What makes this situation/story creative / innovative?
 - What is it about the story or situation that caught your attention?
 - How has it inspired you?
- At the start of the meeting, allow everyone 3 minutes to relay their choice. Move around the group (see below for another option if you are working with a larger team and time does not allow for everyone to have 3 minutes)

- When everyone has spoken and before starting the meeting agenda, bring things together by commenting on the amount of inspirational activity there is out there and encourage people to be creative with their own solutions and problem solving
- Ask everyone to vote and award a small prize (optional)

ALTERNATIVE FOR LARGER TEAM

- Instead of asking everyone to share their stories with the whole group, split attendees into smaller teams. Ask everyone within the smaller team to share their example of innovation and then to vote within the group. The winning submission from each small team can then be shared with the whole group before final voting
- Alternatively, you can do this activity over a number of days with 2-3 people sharing their stories each time, ensuring everyone gets an opportunity to participate over forthcoming meetings

OTHER OPTIONS TO BE CREATIVE

- The day before the meeting – attendees are asked to find an appropriate image or news headline to share which sums up the creativity which is coming out of the current COVID-19 situation. This gives the team an opportunity to highlight some positive news
- The day before the meeting tell attendees you want them to come up with a positive inspiring slogan which would fit across the front or the back of a T Shirt which depicts an optimistic outlook / positive thinking during this crisis. You could ask everyone to vote and award a small prize (optional)

2.3 Two Truths & a Lie

KEY LEARNING POINT:

- Kick-starting meetings with a quick fun activity can be just what's needed to break up the seriousness of work

TWO TRUTHS AND A LIE (A FUN WAY TO START A MEETING)

- The day before the meeting, email everyone and ask them to consider two truths and a lie about themselves that no one else in the team is aware of – do let people know that these three statements will be shared with the group at the next meeting. If you know they will have time and enjoy the opportunity to be a bit creative, you can ask them to prepare it on a slide with appropriate images)
- At the start of the meeting, take it in turns for everyone to make their three statements including their two truths and a lie. Then ask the group to consider which of the three statements is the lie
- Ensure everyone has an opportunity to contribute if they want to. Have some fun with it. It does provide an opportunity for people to get to know each other better and to take the pressure off for a while

ALTERNATIVE FOR LARGER TEAM

- Instead of asking everyone to feedback at the same meeting, then allocate the same task to everyone. Then say half the group or a small proportion of the group, give their statements at one meeting. Then another group have the floor at another meeting

Cluster 3

PLANNING & SETTING OBJECTIVES



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3.1 Setting Objectives

KEY LEARNING POINTS:

- Clear objectives (for yourself and others) will maximise chances of success and minimise conflict or frustrations
- How to use (and enhance) SMART objectives for yourself and others

STEP BY STEP INSTRUCTIONS:

PART 1

- Introduce the session outlining the key learning points
- Confirm that by understanding what we need to do in our working day helps to create structure, maintain focus and drive results
- If you are a manager using this as a self-reflection tool, or you are facilitating it with a group with line-management responsibilities, discuss the importance of creating a clear link between individual / daily objectives, and the overall departmental objectives / goals of the organisation. This will help people to understand the 'why' as well as the 'what'
- Make the point to the group that whether you are setting objectives for yourself or others, or having objectives set for you, it is important they are SMART
- Share with the group the [SMART Handout](#) (or email it to them beforehand) and run through the meanings of the SMART acronym with everyone
- Show [part one](#) of the video 'Setting Objectives'
- Split the group into small groups or pairs and ask them to discuss how this request was made by the manager in the context of each of the 5 rules of SMART. Ask the groups also to discuss whether they can think of times they have delegated a task (to a colleague, or to their partner, or kids) or, where they themselves been set a task, when the lack of instructions has resulted in a lack of success
- Bring the group back together and let them feedback. Then show [part two](#) of the video 'Setting Objectives'
- Ask the group what they think about this communication style. Does it align with the rules of SMART? Is there anything else that could be added?

STEP BY STEP INSTRUCTIONS CONT:

- Make the point that it is the responsibility of both parties to make sure an objective is SMART. If a colleague or manager gives you something to do and it is lacking information, context or a clear deadline, take some time to run through the request thoroughly to clarify expectations
- For teams who are working remotely, this is particularly important. Without the face-to-face element of communication and the opportunity for informal check-ins (whilst the kettle is boiling for example) there is more room for misalignment in expectations which can create frustration and conflict
- Now give the pairs 10 minutes to come up with their own SMART objective for themselves or for a member of their team based on something that is on the To-Do list this week

PART 2

- Show [part three](#) of the video 'Setting Objectives'
- Again, in pairs, ask the group to list the additional elements that improved the objective-setting even further
- When the group comes back together to feedback explain that using SMART can sometimes become too fixed and one-way. Whilst it is relatively quick and easy to set a SMART task, it is time well spent to also:
 - Talk it through verbally, encouraging two-way conversation
 - Explore any potential obstacles by asking the question: "What could possibly get in the way of us achieving this?" or "What obstacles might we encounter?"
 - Agree milestones or mini-check-ins along the way
 - Remind the group of the importance of making time to thank each person for their contribution when the work is complete. Nobody likes to be taken for granted
- Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action

SMART OBJECTIVES

Specific – has the detail of the task been specified or is it still a little vague in places?

Measurable – is it clear what success will look like once this is complete?

Achievable – Is it asking too much or is success achievable in the given time?

Relevant – is it clear how this fits into the bigger picture / why the task is important?

Time – is the deadline or time frame for completion crystal clear?



3.2 Ideas for Planning & Prioritising

KEY LEARNING POINTS:

- Considering tasks in terms of their importance and their urgency can help to manage a long to-do list
- By being clear on our priorities we can be in a better position to help colleagues if needed
- A team in which everyone is clear on priorities, and focussed on their part in achieving a common goal, is more likely to be successful

STEP BY STEP INSTRUCTIONS:

PART ONE

- Start the session by saying: with workloads becoming increasingly busy these days, and with competing priorities, it can be tricky to stay focused on what's most important, especially without the support from a full team
- Confirm in this session we are going to cover two techniques to help us prioritise on what needs to be achieved first
- Confirm one way to make sure we are working on the right things is to use the urgent and important grid known as the Prioritisation Matrix – show the [slide – prioritisation matrix-1](#) and talk it through
- Arrange the group in smaller teams, ideally with people with similar roles in the same teams
- Ask the teams to draw cross in the middle of the page and label each of the quadrants. Then give them 10 minutes to consider every one of the tasks they are trying to accomplish this week / month and to allocate different tasks to the four boxes
- Reconvene. Discuss the type of tasks people put in which box
- Confirm, this is how people in a high-performance organisation allocate their time, even when working remotely, as many organisations do
- Now show the next slide which details the ideal percentage of work which should sit in each box
- Discuss how this compared to what the teams / pairs had discovered earlier
- Confirm there is a tendency to consider everything as urgent particularly when working under pressure. However, using this as a structured approach can help us keep focussed on the right things

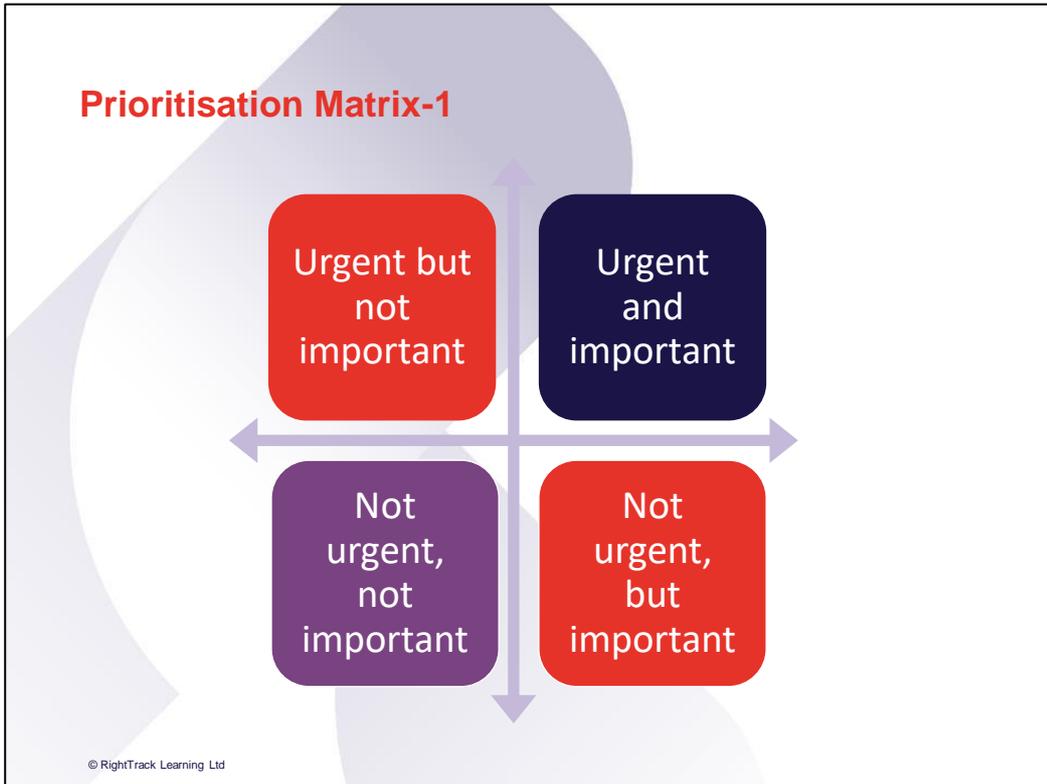
STEP BY STEP INSTRUCTIONS:

- This format can be used by managers in team meetings to ensure there is a common understanding of priorities; by individuals to help prioritise their workload; or within teams to communicate how busy individuals

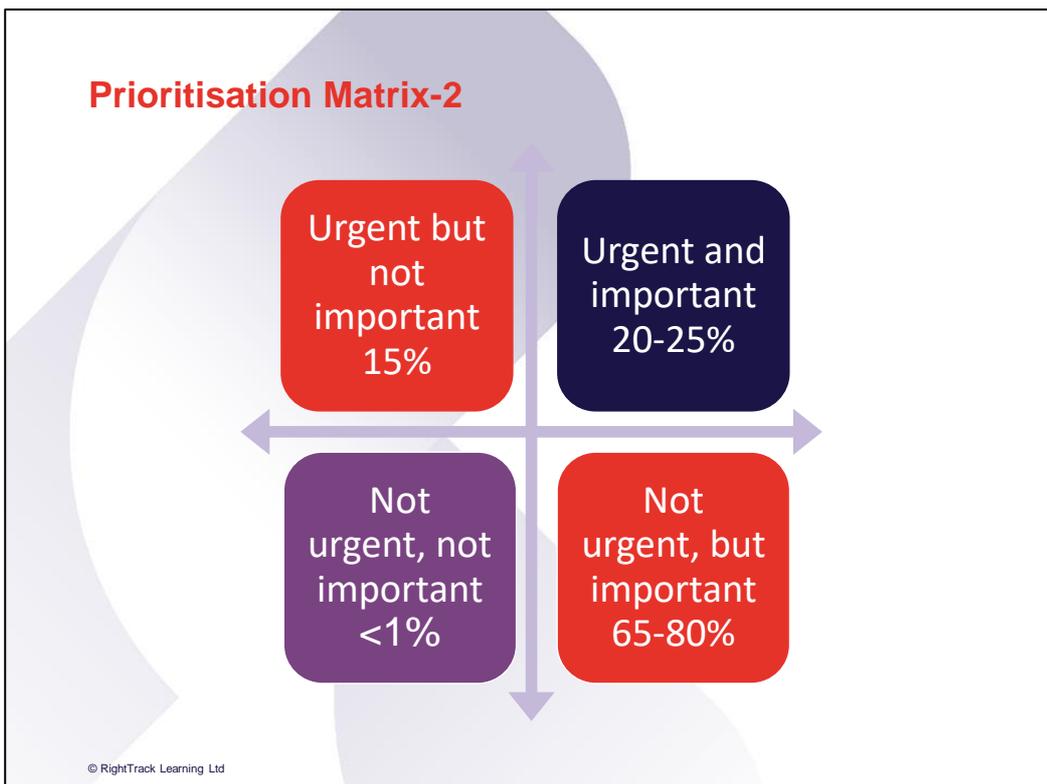
PART TWO

- Explain there is another method we can use to priorities tasks. Explain: at the Charles Schwab Investment Banking Corporation, they have a simple approach to prioritisation, and if the urgent and important matrix feels a bit labour intensive, we can use their 'Schwab 6' approach
- Confirm: at the end of each working day, everyone writes down a list of the six most important things they must do tomorrow, starting with the most important task
- Ask the group to imagine they are coming in tomorrow morning and have just switched on their computers, even before you start wading through emails. Ask the group to write down what would be the top six things they would do tomorrow morning in order of priority. Allow a few minutes. Discuss
- Confirm the trick is to make a start on task number one, and to keep working on it until you can't go any further. That way, no matter what happens during your day, you know you have worked on the most important thing first. It's a simple yet effective technique
- Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action

SLIDE: PRIORITISATION MATRIX – 1



SLIDE: PRIORITISATION MATRIX – 2



Cluster 4

MANAGING PERFORMANCE REMOTELY



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4.1 Humanising Communication

KEY LEARNING POINTS:

- We all have basic human needs, for example: feeling like we belong, having respect from others, and having a purpose
- We can all play a role in helping each other meet these needs
- It is important to remember the 'human touch' despite being busy or under a lot of pressure

STEP BY STEP INSTRUCTIONS:

PART ONE:

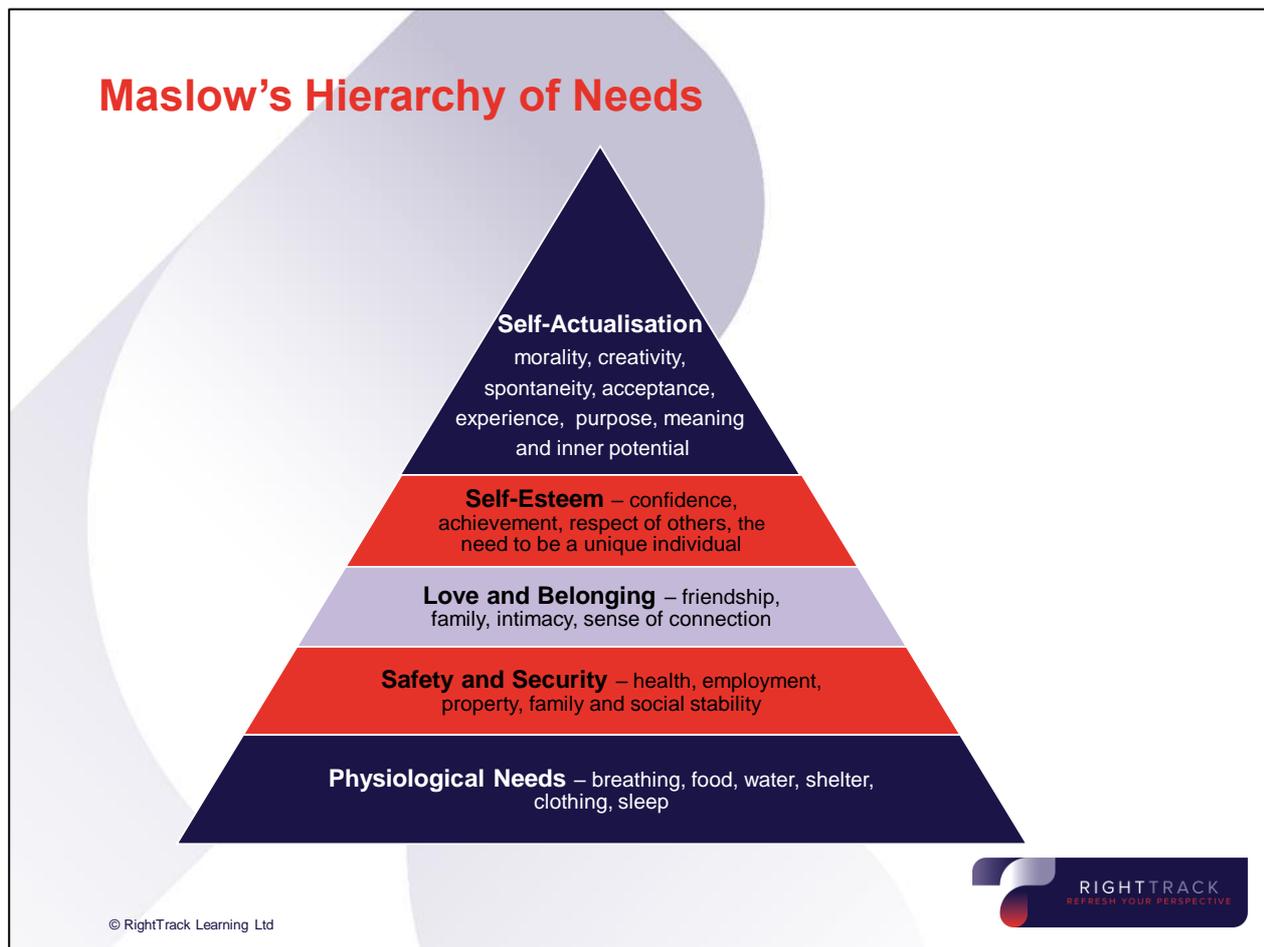
- To start off this session, let's have a look at Maslow's hierarchy of human needs – show the [Slide](#), confirming that Maslow after thorough research showed that we all have basic needs that can be separated into different categories. Once the bottom ones are fulfilled, then we want to move onto the higher level and progress until we reach self-actualisation
- Confirm that even though Maslow first published this in 1943, and the world has changed a great deal since then, our fundamental human needs have not
- During these difficult times, it is helpful to be mindful of our basic needs and what we can all do to ensure those needs are met, when we are working with each other
- Let us assume that the lower two orders ('physiological' and 'safety & security') needs are being met mostly within the home
- Show the short [video clip \(Ed\)](#)
- Ask the group for suggestions about how Ed is feeling. Ask: What is going on in his world? How might this be a problem if left to continue? Is Ed likely to maintain his work performance if his feeling of disconnection continues?
- Now ask the group to work in small teams comprised of 2-4 people. Ask them to discuss 'How can we now work together better to meet needs for belonging and self-esteem'? Refer everyone back to the Maslow triangle. Allow 10 minutes for the activity
- Reconvene the group. Discuss the suggestions made working through what would suit the team or the organisation. What is practical within your working processes?
- Confirm we all need to be mindful not to just be jumping into the business elements of the day. We will all benefit from each person demonstrating genuine care for others despite the stress we may be under
-

STEP BY STEP INSTRUCTIONS:

PART TWO

- The tone and approach could be for example:
 - How are you doing? How is life in the home office today?
 - How did you get on with that email/client/problem we discussed yesterday?
 - What have you got on the list for today?
 - I wondered if you could help me with such and such today – would you have time?
 - Is there anything I can help you with?
 - By the way, I really appreciate the effort you put into that meeting agenda – it worked really
 - Remind me I need to catch up with you on the discussion I had with so and so yesterday
- Depending on your organisation there may be other ways you can integrate more of the 'human touch' for example:
 - Is there opportunity to call more than email, or to do video (face-to-face) calls rather than just use the phone?
 - How do we interact with customers? Is there opportunity to offer more of the 'human touch' to them too?
- Depending on the suggestions made then agree any practical plans to ensure that the 'human touch' is maintained, and everyone is aware of the need not to just focus on the to-do list
- Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action
- Check for any questions / close the session or move onto the next

SLIDE: MASLOW'S HIERARCHY OF NEEDS



4.2 Guidelines for Remote Communication

LEARNING OUTCOMES

- When change happen quickly, it is important to regularly check-in with colleagues to see what is working well, or not so well, in light of current circumstances
- If remote working is new to teams, ways of working and communication processes need reviewing to ensure everyone understands the new rules of engagement
- Having guidelines, that have been discussed and agreed by everyone, will make ways of working easier and more harmonious

STEP BY STEP INSTRUCTIONS:

PART 1:

- Start the session by confirming the experience of remote working may feel alien to many people, and especially if they are also looking after family, their attention may get pulled in many different directions at the same time
- Confirm to that end, it is useful to agree a set of rules for working remotely (If you are a manager reading this please note that those rules will work best if they come from a team discussion and not just dictated by you)
- Highlight that [Harvard Business Review](#) recommends creating a 'rules of engagement' document for remote working, which could include things around timekeeping, single device during group meetings (no multitasking!), delivering on your promises, responding to emails and phone calls in a professional way, working to your own circadian rhythm etc
- (If you want to, share the HBR article with your team before hand to spark discussion about what resonates then you can)
- Start by asking colleagues for their thoughts about remote working or the changes that have been imposed to your working world: what has worked well so far for them? What about other people they know or stories they have heard? Do we need a dress code? Or a food code (i.e.no eating on conference calls.) And what about a pet code?
- List out all their suggestions (typing into a live chat text box, if available on your online platform). Discuss see what everyone thinks about the list

STEP BY STEP INSTRUCTIONS:

PART 2

- It is a good idea to discuss communication specifically:
 - Ask the group how they feel about the number of calls vs WhatsApp messages vs 'chat' messages vs emails vs video calls they are receiving from each other?
 - Do we need to streamline the number of channels we are using?
 - Would you like to encourage video calls to maintain face-to-face interaction?
 - How is the tone of emails and messages? (Mention that it is easy when using 'quick' form communication channels like WhatsApp or 'chat' to be short and sharp however, this can be taken for being aggressive or uncaring)
 - Are messages being re-read before sending to ensure they land without any misunderstanding, and are they being proofread for errors?
 - Do emails need to be more succinct – or replaced by phone calls for speed and efficiency?
- See what else comes up in discussion and make sure everyone has a say
- Once everyone is happy with the Rules of Engagement (or whatever you decide to call it) then circulate so everyone has a reminder
- It is a good idea to give everyone a week or so to test out the new ways of working and then agree to review again. It is new for everyone and it might take some time to find the right approach, similarly as circumstances change, the rules might need evolving too
- Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action
- Check for any questions / close the session

4.3 Self-Managing Performance

LEARNING OUTCOMES

- Remote working means we need to be more self-sufficient and better able to self-manage
- Even if we feel 'stuck' and frustrated at our lack of progress, there are ways we can empower ourselves to move forward

STEP BY STEP INSTRUCTIONS:

PART 1:

- Start the session by introducing the fact that many of us may feel isolated now we are working remotely. Some might be missing the 'on-tap' support they had from colleagues at the mere swivel of a chair. Other might be feeling they are not moving forward with certain goals; that perhaps their performance has slipped, and they have lost a degree of focus, or they may just feel a bit stuck
- Check in with the group to see if anyone has been experiencing this. This is a great opportunity to share and discuss where we feel we are at with self-managing performance and working remotely
- Make the point that this is ok and normal to feel this way. Point out that their line manager is always there for a constructive one-to-one chat (or whoever would be most appropriate in your organisation)
- Explain we are going to practice a Self-Coaching Tool that can be useful in many situations
- The self-coaching questions are based on the GROW Model – Goal / Reality / Options / Will – show the [slide](#) and talk through each aspect

PART 2:

- Now ask individuals to get paper and a pen and give them 5 mins to think of a goal they would like to work on. It needs to be a goal that they feel has become 'stuck' or something they cannot see a clear way to achieving. They do not need to share what it is with the group

STEP BY STEP INSTRUCTIONS:

- Once everyone has a goal in mind, ask them to write it at the top of the paper and then start asking the questions on the [Self-Coaching Questions handout](#). As you ask each question, give everyone time to write their answers down before you move onto the next
- At the end, ask the group, who feels like they have got a clearer plan for moving their goal forward. Ask if anyone would like to share what their goal was and give the group some insight into the journey they went on to find the solution they came to. See how they feel now as a result of using this tool
- Point out that you didn't know – or need to know - what anyone's goal was and that (hopefully) most/all of the group felt it helped to 'unstick' their progress towards reaching their goal. This tool can be used by anyone with another, or as a self-management tool when you feel like you need a fresh perspective
- Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action
- Check for any questions / close the session



SLIDE:

GROW Coaching Model

Goal: Establish a goal for yourself – make sure it is SMART (Specific, Measurable, Attainable, Realistic and Time-bound)

Reality: Ask yourself ‘what is happening now? What’s the reality of where I am starting from?’

Options: What options do you have for the way in which you achieve your goal/s?

Will: This all about how you will motivate yourself to achieve your goal. What needs to be in place for you to succeed?

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HANDOUT 1: SELF- COACHING QUESTIONS

GOAL

- What exactly do you want to achieve?
- How measurable is it?
- How will you know when you've achieved it?
- What will a perfect outcome look / sound / feel like?
- By when do you want to do it?
- Is achieving your goal 100% within your control? If not, refine your goal so that it is.
- Is your goal a positive goal (say what you want, not what you don't want)?
- Will your goal be challenging for you?
- If you could have it, would you truly want it?

REALITY

- What have you achieved so far in reaching this goal?
- What have you learnt from that?
- Why haven't you reached this goal already?
- Who else do you need to help you reach your goal?
- Who else will be affected if you achieve it? How might they react?
- Whose approval do you need?
- What external constraints could get in your way? (time, money)
- How might you overcome these obstacles?
- How might you constrain yourself (e.g. motivation, negative thinking etc)?
- How might you overcome these obstacles?
- What is really stopping you?
- What might you be doing to sabotage your efforts to reach this goal?
- What are you afraid of? (fear of failure, disapproval, risk, change)
- What additional problems might occur if you achieve your goal?
- What would happen if you did nothing at all, and gave up on your goal?
- Is it the right time for you to work on this goal now?



OPTIONS

- How could you break it down into manageable sub-goals?
- What could you do as the next step towards reaching your goal?
- What else could you do? And what else then?
- If time / money / resources / people were not a factor, what could you do?
- Who do you know that has already succeeded in achieving this goal?
- What did they do that you could do, too?
- Whom do you admire who already does this well?
- What could do that they do?

WILL

- Which options appeal most?
- How does this help you in achieving the goal?
- Who else needs to know about your goal?
- How and when will you inform them?
- What obstacles do you expect to meet?
- How will you overcome them?
- What other priorities do you have that might divert your energy and motivation? How will you manage that?
- What will you do first?
- How committed are you to moving forward with this, on a scale of 1 – 10?
- What would need to happen for your score to be higher?



Cluster 5

HAVING GREAT CONVERSATIONS



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REFRESH YOUR PERSPECTIVE

5.1 Empathetic Conversations

KEY LEARNING POINTS:

- There is often room to show greater empathy to others during a conversation
- By consciously relinquishing control of the conversation we can give others more space to share their thoughts and needs, and to feel more connected
- The 4 C's of Communication is a process model that can really help in a conversation or 1-2-1 meeting

STEP BY STEP INSTRUCTIONS:

PART ONE

- Introduce the session and emphasise the importance of having great conversations to enhance the sharing of information and keeping people connected and engaged
- Ask: Does anyone have anyone they regularly talk to either in the workplace/outside work, who is a great conversationalist. Ask everyone to consider at least one person and to spend a few moments writing down what makes them so special in conversations – why do you enjoy talking to them?
- Ask group to share their responses. (Note: attendees do not have to mention the name of the person)
- [Show Slide 1](#) and step through each point. Emphasis the need for us to be aware of the other person, even ahead of the conversation. What are their needs in this discussion? How can I best meet them?
- Confirm too often we dive into a conversation with a clear understanding of our own perspective but often with very little understanding on the other person's perspective, their motivations, or the situation they face behind the scene
- Invite the group when next having a conversation to 'suspend your own agenda'. Confirm you do not have to necessarily abandon your agenda completely – but suspend it to give the other person a chance to communicate their perspective
- Ask: how can we be genuinely more curious about the other person and understand their world and viewpoint, so we engage the other person, so they feel listened to, heard, and valued? Briefly discuss the responses and ideas
- [Leave Slide 1 showing](#). Now ask the group to work individually and consider someone they have regular conversations with. Ask them to draw a large circle with the person's name in the middle of the circle. Then to go through the side of the circle and write down what action they will take to better plan for the next conversation using the process on the slide

STEP BY STEP INSTRUCTIONS CONTINUED:

- Confirm if attendees have a real conversation in mind then so much the better – they will not be asked to share the information. Allow the group 5 minutes
- Bring the group back together. Ask if anyone discovered anything they didn't initially consider about their conversational style? Discuss as time allows

KEY LEARNING POINTS

- Confirm: Everyone is responsible for managing the process of a conversation and keeping to time
- Highlight, that more importantly, the importance of placing the power and content with the other person by allowing them to do the balance of talking. Within the boundaries of your purpose of the conversation allow them to discuss what matters to them

PART 2

- Explain: If you are managing the conversation process it's useful to have a process to work to. A simple but effective process is the 4 C's. This model originated in therapeutic practice, is transferable to other interactions

- [Show Slide 2](#) and talk through:

Contact: Establish contact with the other person by focussing on them, being present, listening and asking questions. In this initial stage stay off the purpose of your conversation and engage with them as another human being you are interested in. If you already know them, ask about something you know is of interest to them i.e. 'How is your project going?', 'How are the children?', 'What did you do at the weekend?'. If you do not know much about them you can just ask 'How are you?'

Contract: Agree the key items for the conversation, what do they and you want from the conversation, how much time is available and any other points relevant to either party

Conversation: Create the space and manage the process to allow conversation to develop and deepen

Conclusion: Ask them to summarise what they are taking from the conversation and clarifying any committed actions on both sides and checking if there is anything not covered that requires discussing another time

- Now ask attendees to revisit their circles and jot down any further planning they will do based on the 4 C's model. Allow 5 minutes. Reconvene the group and discuss if anyone has used this type of format before for considering conversations? What difference do they think it could make?
- Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action

SLIDE 1:

Prior to a conversation consider:

Purpose: What is your purpose for the conversation?

Time: How much time you are allocating?

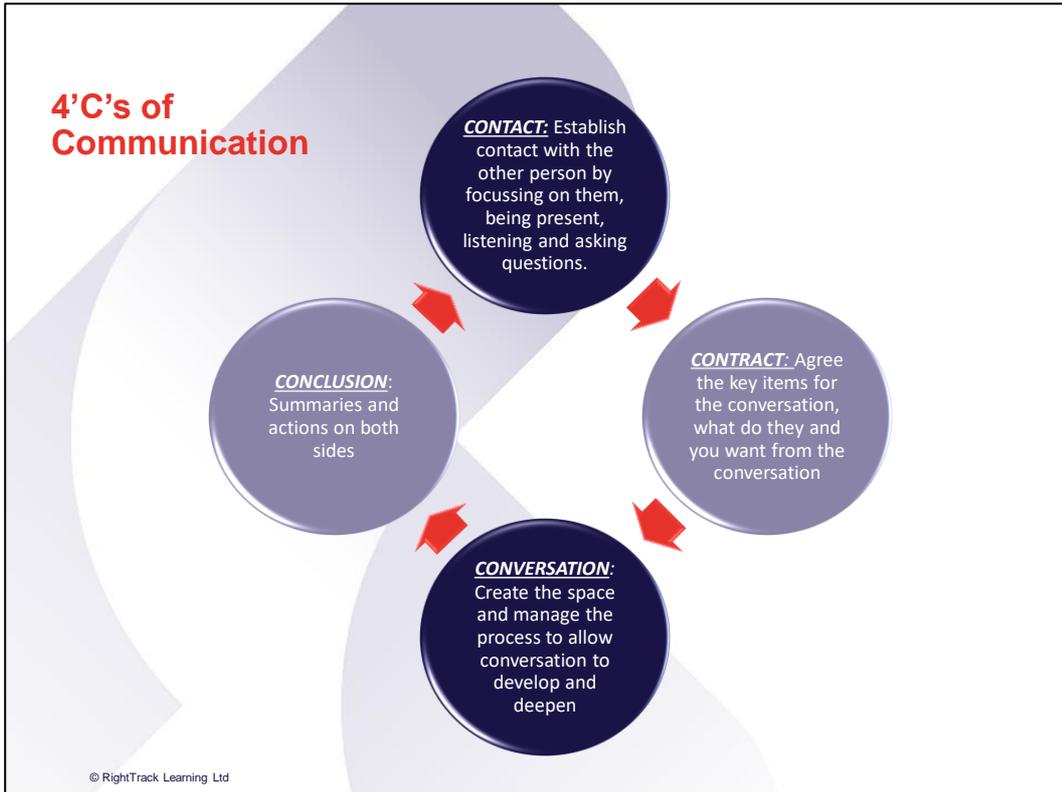
Person: What are the needs of the person I will be talking to? What do they want from the discussion?

Interactive Style: What is the most appropriate interactive style for you to adopt?



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SLIDE 2:



5.2 Transforming the Way We Listen

KEY LEARNING POINTS

- There are lots of things that can get in the way of listening properly (and most of the time we don't even notice)
- Empathic listening is a great skill to develop – it will benefit you and the people around you
- Using TED questions can help us to understand others better (instead of relying on assumptions or being too focussed on our own agendas)

STEP BY STEP INSTRUCTIONS:

PART ONE

- Introduce the session by saying if we have perfectly good hearing, then we often take listening for granted
- Highlight: we have two ears and one mouth, but it is very easy to not use them in proportion! Listening.... really listening actively is a skill most of us need to work on
- Ask the group to have a pen or pencil and a large piece of paper ready for the next activity
- Tell the group, you are going to read out a passage which you want them to listen to
- Read the Listening Passage out loud to the group in a monotone voice – i.e. do not dwell or emphasise any of the words including the numbers:
 - The scene is set in the country on a sunny day, with 4 fluffy clouds in the sky and a group of 8 geese flying by. A thatched house with 6 windows with curtains in 3 windows and 1 red door, sits in the middle of the land. A long drive leading to the house has 2 trees planted each side. The garden has a pond, washing line with jeans and 2 grey socks blowing in the wind, also fresh peas grow in the garden. A blue car is approaching the house whilst a child is playing with a hoop near a pond. A dog is having a lazy day sitting next to a bike, which is balanced against the front window on the right. A man is washing a car and waves to the postman riding by
- Now immediately ask the group to draw the scene from the passage, putting in as much detail as possible. Allow 3 minutes maximum for the drawing. Then call a halt on the drawing

STEP BY STEP INSTRUCTIONS:

- Ask everyone to lift their pictures up to the groups (on screen if working remotely) to share their fabulous artwork
- Then by either calling out each item, with the score, from the scoring sheet and compiling the scores yourself on a shared screen, or by asking everyone to add up their own scores, find out how many of the 21 items everyone included in their picture (no cheating!)
- You might decide to award a prize for the person who got the most correct items in their drawing (optional)
- Use [slide](#) one to confirm different modes of listening
 - Superficial: we act as though we are listening, but our attention is elsewhere. Perhaps we probably consider the other person an unwelcome interruption or the topic of their conversation (or them themselves) is not of interest to us. We pretend to listen because we have been taught that to overtly ignore them is 'rude'
 - Combative: We may nod in feigned agreement and make agreeable grunts, but we have a point we want to make, our agenda to get across and are just seeking the opportunity to take over the conversation
 - Relational: We are playing tennis now. Conversation is toing and froing. We are considering our needs in the conversation and considering the other person. We are probably having a nice chat
 - Empathic: We are focussed, curious and present with the other person seeking to explore and understand their world view and to get to know them. When we meet someone we are attracted to, or who holds a great interest to us, we more naturally adopt this style. Through empathic listening we engage with the other person, we develop rapport and build and strengthen relationship
- Confirm when we listen *empathically*, we gain insights to the other person as they reveal information to us. We are more likely to remember this information rather than it 'going in one ear and out the other' because we have drifted off thinking about something else. Within the information you hear you will find opportunities to gain a broader and deeper understanding. For example, if someone said 'I had a great weekend' we could say 'oh, that's good to hear' and move on, or, we could seek to explore what was great thereby finding out about what the other person likes and values

STEP BY STEP INSTRUCTIONS:

PART TWO

- To build on empathetic listening, we can incorporate **TED** questions which help us to dig a little deeper into information people are share with us
- Ask if anyone knows what **TED** stands for? Discuss
- Show [slide 2](#) and confirm **TED** is a useful acronym that helps us to remember to ask explorative, open questions (instead of closed questions that just have yes/no answers), it stands for:
 - **Tell me about that. Tell me how you feel about it**
 - **Explain how that came about. Explain to me the challenges you face with achieving that**
 - **Describe how you feel when that happened. Describe your ideal outcome**
- Confirm that by asking TED questions we are far more able to expand on the conversation and get a better appreciation of what the other person is *really* trying to say and well as insight into how they feel
- Now divide the group into pairs and ask them to try this technique out (if you are working remotely, pairs can do this exercise over the phone and then come back together online afterwards.) One person starts first by asking how the other person's day has been – a very overused and under-appreciated question. Then using TED, ask them to question their partner to delve deeper and find out what you can. Allow just 2 mins then ask them to swap over
- When you reconvene, discuss the different questions people asked. The information they got back that they wouldn't have, if the answer had just been "My day's been fine thanks." How did it feel to show a deeper interest in how someone's day had been? How did it feel to be on the receiving end – did you feel more listened to?
- Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action
- Summarise and finish the session or move onto the next one

SCORING SHEET FOR LISTENING ACTIVITY

DELEGATE INITIALS								
	POINTS MENTIONED							
1	Sunny day							
2	4 fluffy clouds in the sky							
3	Group of 8 geese flying by							
4	A hatched house							
5	6 windows							
6	Curtains in 3 windows							
7	1 red door							
8	A long drive leading to the house							
9	2 trees planted each side							
10	Pond							
11	Washing line							
12	Jeans							
13	2 grey socks blowing in the wind							
14	Fresh peas							
15	A blue car is approaching the house							
16	A child is playing with a hoop near a pond.							
17	A dog is having a lazy day							
18	Sitting next to a bike							
19	Which is balanced against the front window on the right							
20	Man is washing a car							
21	Waves to the postman riding by							
	TOTAL SCORE							

SLIDE 1:

Different modes of listening

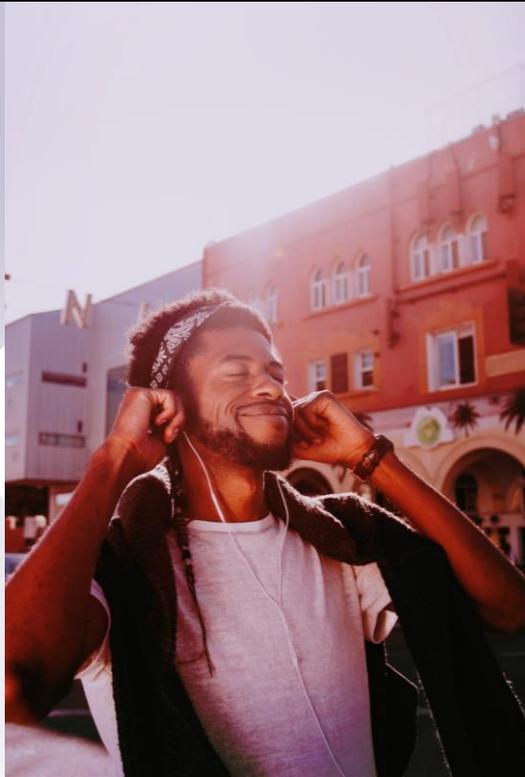
Superficial: we act as though we are listening

Combative: We may nod in feigned agreement and may make agreeable grunts, but we have a point we want to make

Relational: We are playing tennis now. Conversation is toing and froing

Empathic: We are focussed, curious and present with the other person seeking to explore and understand their world view and to get to know them

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SLIDE 2:

TED Questioning Technique

Tell me about that. Tell me how you feel about it

Explain how that came about. Explain to me the challenges you face with achieving that

Describe how you feel when that happened. Describe your ideal outcome.

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5.3 Clear Communication

KEY LEARNING POINTS

- The importance of objectivity and the impact of throw-away comments
- How to delve deeper into what people really mean
- The importance of summarising and concluding a conversation

STEP BY STEP INSTRUCTIONS:

PART ONE

- Introduce the topic: having conversations with customers, colleagues etc is something we all do however, most of us don't consider the structure or technical elements of our conversations to ensure they provide rich and detailed information. This session will enable us to be more objective when making conversation, as well as how to summarise a discussion
- Confirm: when we are listening carefully (empathically), we may find that both the talker and the listener are including in their dialogue statements which are either subjective, assumptive, or judgemental. Often, we hear the words, however we do not take a moment to understand what is really being said
- Confirm that subjective statements, assumptions, and judgements can be real opportunities to disclose deeper meaning and understanding not only for you as the listener, but also for the other person speaking
- Divide the group into 2-3 small teams, depending on number of attendees. Ask them to give two examples each of a subjective statement, an assumption, and a judgement statement. Allow 5 minutes
- Reconvene the group and ask each team to provide examples of each of the different statements. Discuss with the group, how do we feel when someone we are talking to makes these types of statements? Check out with the group how constructive this type of conversation is. Confirm a conversation can often disintegrate quickly into very negative talk which is often of no value or use at all
- Highlight there is a way we can use this information and make it more constructive
- Explain, we can use exploring questions (TED Questions) to explore the statements further. As an example: someone in referring to a colleague arriving late may say 'he is always late, he just doesn't care in fact, he is useless'

STEP BY STEP INSTRUCTIONS:

- Open the [Slides](#) for this session. Use Slide 1 – Exploring Statements, to explain that with this example we have *subjectivity* ‘he is always late’, *assumption* ‘he just doesn’t care’ **and judgement** ‘he is useless’ – so very short, throwaway statements that with a bit of delving could reveal quite a lot about what is going on for that person
- The technique is to seek the evidence and data pertaining to the situation
- Ask the group: if we take the subjective ‘always late’ – what questions might we ask to gain the facts about this person’s lateness? Take different examples from the group. Examples might include: by how many minutes is he late? Tell me when he was last late?
- Ask the group: how can we challenge the assumption ‘he doesn’t care?’ Ask the group to provide examples questions of how we might probe to find existing evidence that he doesn’t care. Allow a few minutes. Take examples from the group and discuss. Examples questions might include: Has he stated that? Could there be other reasons why someone might be late? Tell me why you think he doesn’t care?
- Now ask the group: how can we investigate the judgement ‘he is useless’? What questions might we ask? Allow a few minutes and take examples from the group. Discuss.
- Highlight that people who are very capable, of value and very useful can be late too

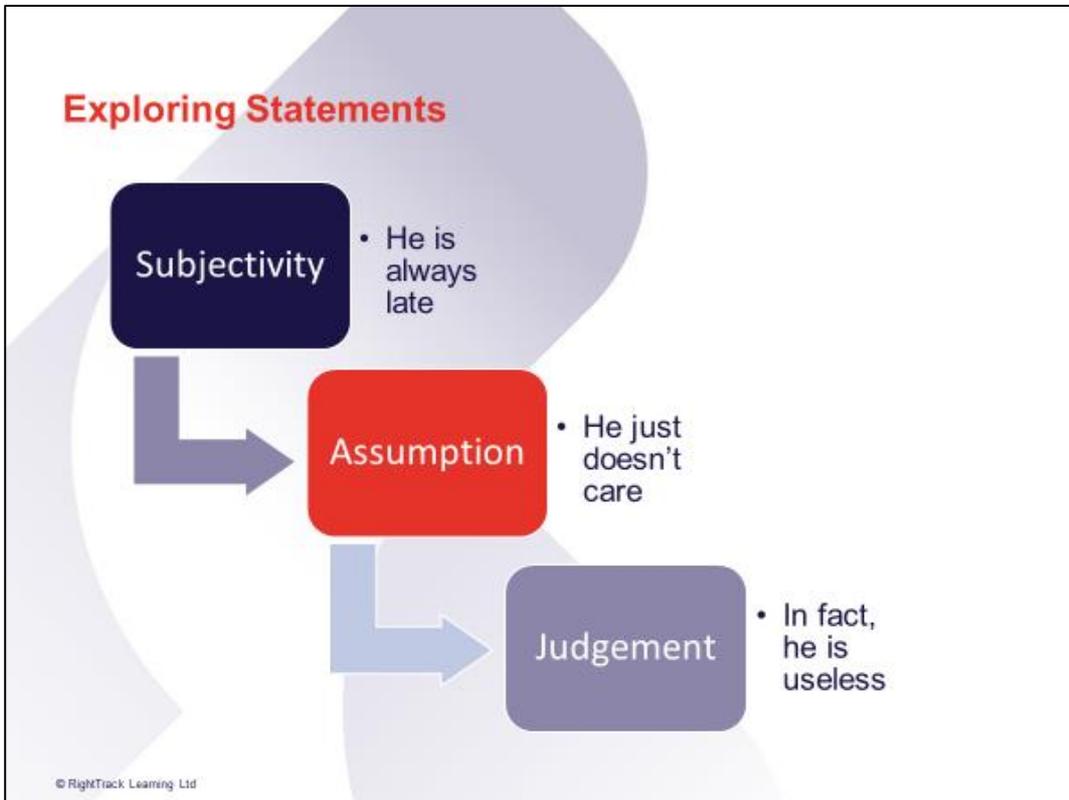
PART 2

- Ask the group: If a discussion has taken place with you and one other person, who summarises the discussion at the end of the conversation, as a matter of routine? Confirm that outside of a formal meeting or one to one review, very few people do
- Ask the group: what would be the benefit of doing so during a normal business discussion. Discuss
- Confirm: there are lots of benefits for doing this as a matter of routine for example: we can summarise action points, but we can also summarise how someone is feeling, or their opinions. This will minimise misunderstandings whilst also providing an opportunity for the other person to clarify certain points they may wish to emphasise

STEP BY STEP INSTRUCTIONS:

- Now move onto the process for summarising. Use slide 2 from **Slides** and talk through:
 1. **Ask the other person to summarise the conversation first.** For example: “Can you just confirm back to me the key takeaways from this conversation?” “So, what’s come out of this discussion for you?”
 2. **Then provide your summary** (acknowledging their viewpoint, concerns, thoughts and feelings)
 3. **Affirm their worth.** For example: “I’ve really found this conversation valuable, thanks for taking the time.” “I know we’ve got some actions that need to come out of this but you’re doing a really great job on this project so thanks so much”
 4. **Clarify where responsibility and accountability sit** with regard to the actions agreed, and conclude
- Confirm that by implementing these very straightforward techniques we can ensure our conversations are more constructive and meaningful, with fewer misunderstandings
- Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action
- Check for questions and conclude the session

SLIDE 1:



SLIDE 2:

Summarising & concluding a conversation

- Ask the other person to summarise the conversation first
- Provide your summary – acknowledging their viewpoint, concerns, thoughts and feelings
- Affirm their worth
- Clarify where responsibility and accountability sit with regards to the committed actions agreed, and conclude

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Cluster 6

CREATING BALANCE & STRUCTURE



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REFRESH YOUR PERSPECTIVE

6.1 Purpose & Goals Check-In

KEY LEARNING POINTS:

- As humans we have a need for structure and purpose
- When our routine is disrupted it can be psychological challenging
- Taking control and reviewing our purpose and goals can help us to build a new routine (that might even be better than before!)

STEP BY STEP INSTRUCTIONS:

PART ONE

- Introduce the session by explaining that from our earliest beginnings our lives are subject to structure. Children in many households grow up with a time to leave for school in the morning, a time school starts, a time to go home, a time to play sport, a teatime and a bedtime. Then when we grow up, we often establish our own structure – often mimicking that of our parents. Which is no surprise because Berne (1961) identified that humans have a psychological need for structure (called Structure-Hunger)
- Confirm for most adults, work acts as a core platform from which we bring structure and a sense of purpose to our lives. Work also provides an opportunity for social interaction, another basic human need
- Explain when our routines are dramatically disrupted changed, as it has with COVID-19, this can have significant consequences on our wellbeing and our ability to perform as effectively as we did previously
- Highlight that when change also involves isolation, and for many this is total isolation from all social contact, the effects will be magnified
- Confirm the current global situation resulting from COVID-19 is having a major impact on millions of people, who have been forced to abandon their well-trodden routines. However, every cloud does have a silver lining. We now have an opportunity to bring greater autonomy to our daily structure and consider our work/life balance
- Explain that in order to create a structure for ourselves we can start with considering our purpose and goals
- Now ask the group to use the [Handout](#) (this can be emailed in advance, printed or drawn by the individual)

STEP BY STEP INSTRUCTIONS:

- Ask the group to consider what is their *purpose* for each of these key sections i.e. WORK and HOME? Ask everyone one to write it down allow 5 minutes until everyone is done
- Now ask everyone to consider their *work goals* and to consider their short, medium, and long-term goals. What are the goals you are aiming to achieve? Highlight the need for these goals to be realistic and meaningful. Confirm that the length of time this refers to is up to the individual. So short term could be today, medium term this week and long term this month
- Allow the group 5 minutes to complete the task
- Confirm if you are unsure what your work goals need to be then perhaps you can have that conversation with your line manager
- Ask if anyone is happy to share their short, medium and, or long-term goals with the group. Take as many examples as time allows
- Now ask the group to consider home goals. What do you want to achieve at home? This could be jobs you have been putting off, learning something new, creating something with the family, maybe there are things you have wanted to do but not had time for in the past because of work and time commuting etc
- Allow the group 5 minutes or so to complete the home part of their plan. Ask for any examples which might inspire others to add to their list. Discuss what goals people have

PART TWO

- Play the video of the [Matts Cutts TED Talk 'Try Something New for 30 Days'](#) – confirming that one or two things mentioned on the video may not be possible just now but the idea in principle is inspiring:
- Ask if the video has inspired anyone to think about what they could do in 30 days? Discuss
- How do individuals feel now they have a clearer plan of what to focus on? How might this influence the way they structure coming days or weekends?
- Close this session by confirming the importance of providing a well-structured day, which is purposeful and balanced. We need to see, where possible, where we can turn this negative situation into an opportunity to live a more balanced and fulfilled life

Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action

HOME

My Purpose:

My Goals:

- Short term

- Medium Term

- Long term

WORK

My Purpose:

My Goals:

- Short term

- Medium Term

- Long term



6.2 Creating the Right Home-Working Environment

KEY LEARNING POINT:

- It is important to create a workspace that supports your wellbeing and physical needs as best it can
- Setting a routine and boundaries for work time in the home space is important

STEP BY STEP INSTRUCTIONS:

- Introduce the session by explaining that everyone's working environment previously was probably well defined and now you find yourself working from a home space
- Check out with the group who has a specific room within their home i.e. a study or home office which has been designed specifically for home working?
- Then ask: What other spaces in the home is everyone working from? Discuss the different spaces people are working from – keep it light-hearted
- Ask who has made a concerted effort to set a routine and make a nice workspace and who is just 'making do'. Make the point that for our own wellbeing it's important not to just 'make do' even if it might be for a relatively short length of time
- Arrange the group into small teams. Ask them to discuss: what are the practical challenges from working from home? Allow 5-8 minutes depending on the group size
- Reconvene the group and ask for examples of the challenges (either note down, flipchart or white board the responses). Discuss the challenges which might include:
 - Finding the right area in the house with enough space / light etc
 - Sitting on a dining room / kitchen chair all day
 - Noise of other people in the home e.g. children, dog
 - Too many distractions – people, home chores, etc
 - Working day begins or extends into family time
 - Not being in a work frame of mind
 - Missing interactions with other people face to face
- Then ask: what solutions might we have for dealing with these issues? Explore each suggestion and talk through
- Run through the examples on the [Handout – Creating the Right Environment](#) if they have not already been covered
- Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action

HANDOUT: CREATING THE RIGHT ENVIRONMENT

Finding the right area in the house with enough space / light etc

Having an environment in the home which is designated for you and your work is helpful. Consider moving furniture around, changing the layout of the room temporarily to accommodate you. If you can have a view out of a window, so much the better. Confirm it is useful if you don't have to pack everything away at the end of each day, but only if you can shut the door on it. If not then better to clear it away, otherwise you will keep being tempted back to work.

Sitting on a dining room / kitchen chair all day

Stress the importance of being comfortable and the need to ensure your posture is not compromised, particularly if on the laptop all day. Good to check out your organisation's Working Safely from Home policy if there is one. Think about a cushion behind your back to maintain a straight back, or even books under your laptop to bring the screen closer to eye level can work a treat.

Distractions from other people in the home

Suggest to the group that they consider negotiating boundaries with those they are sharing a space with. You need to sit down and constructively discuss, negotiate, and agree boundaries such as respecting each other's working space, working times and requirements, home chores and childcare, if you are balancing this as well.

Working day begins or extends into family time

Ask if anyone is having this issue. Check out what other people are doing about it. Confirm it is healthier to not allow this to happen too often. We appreciate things might be busier than usual however, it is better to be focused and structured, but to keep the working hours as normal.

Not being in a work frame of mind

Going through your usual going out to work routine can help. Get up at the same time every day, shower / shave / make-up and do whatever you would normally do to prepare for the day and shift your mindset. Have breakfast and then head to your designated workspace to start the day.

Missing interactions with other people face to face

This is understandable. However, having regular check-ins with people using video conferencing and not the telephone may help. Also having a coffee break / lunch etc with the family or your partner. Setting times and establishing a routine for a morning check-in with your team, or lunch with the people you share the space with will help.

6.3 Making Routine Work for You

KEY LEARNING POINTS

- Scheduling can help foster a sense of achievement at the end of the day
- Being structured in the way we plan our day to cover both work and personal commitments can help reduce chaos and maintain harmony

STEP BY STEP INSTRUCTIONS:

- Start the session by asking: who likes routine and structure? Discuss
- Confirm that many people feel safe with a routine and structure to their day, other people hate both. But what they probably dislike is structure and routine that's been imposed by someone else!

Highlight: well now you have some autonomy. Even if you are the only person in the house it is both useful and beneficial to consider how you want to proportion your time. If there are other people at home, then having clear routines and structure becomes paramount in avoiding chaos. You may need to share working space, childcare or other duties

- Provide everyone with the [Schedule Handout](#) (ideally before the session)
- Ask everyone to consider their own situation including work and personal commitments and to start to draw up a schedule that might work. Note this is a rough and ready template to consider one day of the week. It might be look different on different days. Individuals might also want to use the spare columns to consider the schedules of different people in their house too. Allow the group 10 minutes
- Reconvene the group. Check out how the group found the activity. Were there any surprises in terms of how much they can fit into the schedule in a day by cutting it into 60-minute chunks? Confirm you appreciate the whole household will need to be consulted before a proper plan can be made
- Explain that although schedules and structures are important, we must also retain an element of flexibility and discipline. An appropriate balance of both is essential. It is important not to be too hard on ourselves
- Explain that if the schedule gets changed then fine – that is not a big deal, time could be made up later or on another day
- Point out; that although we need to be flexible, we also need to not go too far the other way and become undisciplined. Ask the group what type of poor disciplines might slip in when we are working from home. Discuss.

STEP BY STEP INSTRUCTIONS:

- Confirm that things like - staying up too late, sleeping in, not eating properly, not exercising, not getting things done that need to be done, are easy habits to get into. However, being clear about what you want / need to achieve, will help you have the discipline to keep on track. Short term goals allow for regular opportunity to feel a sense of achievement
- Highlight: when we do achieve things we set as goals, we also need to celebrate and reward ourselves. This supports our wellbeing. Ask the group for ideas on how we can reward ourselves. Discuss. Suggestions might include simple ideas such as:
 - Giving yourself an extra ten-minute break one day
 - Chocolate biscuits with your morning tea
 - Celebration with the family
 - Organising an online get together with friends
- Confirm it doesn't matter how simple the reward, it's the recognition of achieving a goal or challenge that is the important bit
- Check out if anyone has any other practical suggestions. Discuss
- Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action
- Check for any questions / close the session

HANDOUT: SCHEDULE

Time	Me		
07.00 - 08.00			
08.00 - 09.00			
09.00 - 10.00			
10.00 - 11.00			
11.00 - 12.00			
12.00 - 13.00			
13.00 - 14.00			
14.00 - 15.00			
15.00 - 16.00			
16.00 - 17.00			
17.00 - 18.00			
18.00 - 19.00			





Cluster 7

NUTURING POSITIVITY

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7.1 Dealing with Worrying Thoughts

KEY LEARNING POINTS:

- Dealing with worrying thoughts constructively is better than brushing them under the carpet and continuing to feel helpless, or leaving them to fester
- Talking about your problems can help if you are comfortable to do so
- There is a simple, practical flow chart that can help un-muddle worries and concerns

STEP BY STEP INSTRUCTIONS:

PART ONE

- Introduce the session outlining the key learning points
- Confirm COVID-19 is a very worrying time, it has brought a massive amount of challenges very quickly. It is no wonder most of us feel confused and worried. Virtually overnight, home lives, working lives have been turned upside down, so it is only natural that people will worry
- Ask the group for examples of the types of things people might *generally* be worried about. The list might include concerns regarding health, finances, elderly relatives, family, how to keep children occupied, the future, holiday reimbursements, their customers/patients/tenants etc
- Ask if anyone would like to share any personal worries regarding things at home, at work, or more generally. Remind everyone that what is shared in the session is kept within the group. Acknowledge, it doesn't matter whether the concern is large or small, if it's a worry to you or anyone else, then it's important
- Acknowledge individual's concerns and check out if anyone else has similar worries. (Note, this session is about people discussing concerns not necessarily about having answers for these concerns – there may not be an answer just now)

PART TWO

- Explain most of us will have concerns about one thing or another, some people will worry more than others, however there are techniques to help minimise worry and stop it from impacting our wellbeing
- First, ensure everyone has a copy of both the [Manage Your Worries Flowchart](#) and [Dealing with Worrying Thoughts Handouts](#)

STEP BY STEP INSTRUCTIONS CONTINUED:

- Second, ask everyone to write down individually 3-5 things in the table that they are most worried about, allow five minutes. Confirm no one will have to share this information
- Now ask everyone to take each worry at a time and step through the flow chart step-by-step. As they use the flow chart ask them to record in the table their biggest 'take-away' in the column next to each worry. Allow the group 10 minutes to complete the task
- When everyone has completed, check for any comments. Discuss how people found the activity (make it clear they do not need to discuss individual concerns if they don't want to)
- Check whether everyone has made a diary entry to attend to any problems they foresee further down the line as the future unfolds in this unprecedented time
- Check if anyone in the group has any other practical solutions or practices, they use for dealing with worrying times. Discuss as time allows
- Before closing – let the group know that if you can support anyone who is worried about anything, then to speak with you individually after the training – ensure everyone understands this is ok
- Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action
- Check for any questions close the session or move onto the next session



MANAGE YOUR WORRIES

(Don't Let them Manage You.)

START HERE ↓

Is it a hypothetical 'what if' worry, or a problem you're experiencing now, in the present?

It's a 'what if' worry

It's a 'now' worry

A) Our minds often worry about the worst-case scenario however likely, or unlikely, it is to come true. Brushing these thoughts under the carpet won't make them go away so let's take a constructive look:

- What does worst-case scenario look like?
- What can you do to minimise the chances of it coming true?
- If it did come true, list 3 things you could do to manage or cope with the situation.

B) Now let's take a best-case version of your 'what if' worry.

- What does that look like?
- If it did come true, list 3 things you could do to manage or cope with the situation.

Is there something you could do this week to help resolve this worry (totally, or even slightly)

Yes

No

- What information do you need to help you find a solution?
- Who could you talk to for help or advice?
- What else could you do?
- When specially this week are you going to take action?

Is there a time in the future that you could proactively do something to address your worry?

Yes

No

Schedule a time in your diary when you could review this again. There is no point worrying about it if you can't do anything about it yet. Psychologically, it will help for you to have constructively parked it, rather than just ignoring it.

It is perfectly normal to feel anxious about things that are outside of our control. It might take some perseverance, and trial and error, to find the right technique for you, but some techniques that are proven to help include:

- Mediation
- Journaling
- Exercise
- Opening up to others

Important: 1 in 4 of us experience mental health issues in our lifetime and thankfully there are lots of organisations out there poised to support those who need help now. If you'd like to speak to a professional about how you are feeling www.qwell.io/ is a perfect place to start.

MANAGE YOUR WORRIES

HANDOUT 2: DEALING WITH WORRYING THOUGHTS

	What is your worry?	What have you taken from the flow chart re addressing this worry?
1		
2		
3		
4		
5		

7.2 Mindfulness Techniques

KEY LEARNING POINTS:

- Practical techniques that can help us to be more mindful
- An appreciation of how mindfulness is proven to reduce stress and anxiety
- Different techniques to try out to see what works best for you

STEP BY STEP INSTRUCTIONS:

PART ONE

- Introduce the session outlining the key learning points
- Ask the group for the definition of Mindfulness – what does it mean? Discuss
- Confirm that Mindfulness can be described as:
 - Keeping the mind in the present moment rather than picking over the past or imagining the future
 - Being aware of our thoughts, feelings, our environment and what we are doing in any one moment means we can:
 - i) more easily appreciate the details of the world and people around us
 - ii) more readily recognise and let go of negative emotions or thoughts patterns
- Ask the group why it might be important to keep our thoughts on the moment just now? Discuss. (If you have done session 7.1 then link with the learning from this)
- Confirm that, when we are feeling low or experiencing challenging circumstances that are not fully, if at all, in our control, dwelling on the past or speculating on the future too much will not help
- By practising mindfulness, for even as little as 5 minutes each day, we can find respite from our whirling, over-active minds and instead focus on the present moment. By taking life one moment at a time we are more likely to maintain a positive frame of mind and minimise worry and stress
- Explain the unconscious mind cannot differentiate between what is real and what is imagined, so by being mindful we can monitor the messages we are sending our brains. This improves brain chemistry by boosting dopamine and serotonin levels

STEP BY STEP INSTRUCTIONS:

PART TWO

- “Mindfulness isn’t difficult. We just have to remember to do it” (Sharon Saltzverg)
This is so true. During our busy, frantic lives we live on autopilot and forget to slow down enough to operate mindfully. That’s why, practising specific techniques helps to train the brain to think differently is a great way to start
- The 3 most popular are:
 - i) Breathing techniques
 - ii) Practising gratitude
 - iii) Meditation
- The reason these are the most popular is they all been proven to have positive effects on our bodies, and our minds
- Split the group into three and give each group one technique each. Give each group 10-15 minutes (depending on group size) to find out about their technique and how practising it can benefit us physically and psychologically
- When everyone returns together, let each group feedback. Refer to the **Handout – [Mindfulness Techniques](#)** on the following page to add any supporting details. You can share the handout with attendees after
- Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action

OPTIONAL: PART THREE

Ask each group to practice their nominated technique individually over the coming days, at work, or at home. At the beginning of the next session or team meeting, ask everyone to report back:

- One benefit they got from practicing it
- One aspect they didn’t like or found difficult about practicing it
- One element of it (if any) they might keep for future

HANDOUT 1: MINDFULNESS TECHNIQUES

1. BREATHING TECHNIQUES

It makes sense, the deeper we breathe, the more oxygen we take into our lungs for distribution to every one of the crucial cells in our body. Deep breathing also triggers the vagus nerve in our brains which stimulates the parasympathetic nervous system and puts a brake on our fight-flight-freeze response which reduces feelings of stress or anxiety.

Example of a breathing technique

A simple technique that can be used anywhere is the 2:1 Breath:

- As you breathe in count your breath. Breathe in until you can feel your belly balloon out (this means you've taken a really good deep breath!)
- Once you reach the top, pause for a count of 1
- Then you double the number you counted on your inhale for your exhale. So, if you counted 4 on the inhale, paused for 1 at the top, then you slowly control the exhale for a count of 8
- And repeat
- You can play around with the numbers to find what's comfortable for you. What is important is the deep inhale, the counting so you keep focus on your breath and a slow, controlled, complete exhale. If you start with low numbers, after regular practice you will quickly find you can comfortably extend the count
- If you can do this for 5 rounds it will help. If you can find 5 minutes to close your eyes and do this every day, it could be transformative

Useful Links, Resources or Further Reading

- [Breathing techniques laid out in simple terms](#) for beginners, with a great one-minute animation video from the wonderful Headspace (who have a great app we can't recommend enough!)
- An [easily digestible infographic](#) sharing a wide selection of studies on the benefits of breathing techniques
- A comprehensive article called [Proper Breathing Brings Better Health](#) (for those who enjoy an intellectual read)
- There are many different breathing exercises to try out. Here's [An introduction to 10](#), from some that could be considered a little whacky to some (like Lion's Breath) to Alternate Nostril Breathing (which happens to be one of our favourite)

2. GRATITUDE

When things are not going well or we are becoming stressed, it is easy to downward spiral and follow this thought process into thinking everything is wrong, and nothing is right. This simple yet powerful activity has been proven to help retrain the brain to think differently. [One study](#) showed that participants were 25% happier as a result!

Example of a Gratitude practice

- Get a notebook and before bed, sit and reflect on your day. Write a list of all the good things that happened
- Even if it was a difficult day, maybe there was a colleague who made you a cup of tea, or a friend who phoned you for a chat, you might have seen beautiful spring flowers starting to bud on the grass verge outside your house, or perhaps the binmen came and took away your rubbish today, or maybe you're just grateful for the shower you had before bed, the cosy bed you're sat in, your beautiful children, and your health
- Think of at least 5 things that resonate with you and write them down
- Then sit and recognise in that moment how you feel - no judgement, just check in— any emotions are ok
- Finally, give yourself a smile or a silent thank you as recognition for being amazing (because you are!)
- Repeat every day for a week and see how it makes you feel

Useful Links, Resources or Further Reading

- Here's all [the data in one place](#) regarding how focussing on gratitude can positively impact so many areas of our life from feelings of happiness to our relationship with others
- It's not just a gratitude diary that can help foster an attitude of gratitude, it's appreciating the small things in life and being kind to others, [here are some more ideas](#) to pick from
- It's not the cheapest [journal](#) on the market but boy, is it good – if you want to get into constructive, daily check-ins, this is the best one we've come across yet

3. MEDITATION

“Meditation is all about the pursuit of nothingness. It's like the ultimate rest. It's better than the best sleep you've ever had. It's a quieting of the mind. It sharpens everything, especially your appreciation of your surroundings. It keeps life fresh.” Hugh Jackman

[Start by watching this](#) great explainer video by the fabulous [Headspace](#) which we refer to quite a bit more below.

Meditation sounds a bit scary to some or has 'hippy' connotation for others, but the effects on the brain really are impressive. There is a common misconception that meditation is about stopping all thoughts, even for a seasoned meditator, this is difficult. Instead think of it as a time to allow your thoughts to float by without latching on to them and running off into the future or the past. If you find your mind has wandered off to think about what you need to buy from the shop or what to cook for dinner, then just bring it back to watch the thoughts.

Example of a Meditation practice

- For those new to meditation, using a guided meditation can help enormously
- First watch [this short video](#) about how to set yourself up for a meditation
- Then every day for a week take just 10 mins out of your day (which is just 0.7% of your entire day) and [listen to this guided meditation](#), and see how it makes you feel

Useful Links, Resources or Further Reading

- Here is [a summary of lots of studies](#) on the positive effects of meditation from physical changes to your grey matter to its effects on empathy, depression and pain management
- [Independent's 12 best mindfulness apps to help you keep calm](#) (our favourite is Headspace for beginners and Insight Timer for those feeling adventurous)
- And talking about Headspace, they have a series of [wonderful, short animations](#) about aspects of meditation that are definitely worth checking out
- Interesting article about [how meditations helps anxiety](#) (in layman's terms)
- There are many different types of meditation, some simpler than others. Here's an [article that offers introductions of 7](#)

7.3 Raising Awareness of 'Internal Dialogue'

KEY LEARNING POINTS:

- If left unchecked our 'inner dialogue' or self-talk can be destructive
- Understanding how self-talk works and what we could do to be more positive in difficult or worrying situations (4 videos to select from)

STEP BY STEP INSTRUCTIONS:

PART ONE

- Introduce the session outlining the key learning points
- Ask the group what do we mean by inner dialogue? Discuss
- Confirm that our inner dialogue is how we talk to ourselves, the 'self-talk' that goes on in our heads. Often, without even realising it, we can get into patters of thinking very negative thoughts or putting ourselves down unnecessarily
- Highlight to the group that words to your mind and emotional state, are like food is to your body. Ask: how are we going to feel if we feed our mind nasty, self-deprecating language and thoughts? Discuss
- Confirm we are likely to diminish our well-being and start to feel very negative about ourselves
- Discuss with the group what is likely to be the outcome if we allow this to continue
- Explain that the negative thoughts in our heads and how we talk to ourselves can lead to depression, negative self-image and even aggressive or passive behaviours

PART TWO

- Split the group into teams of 2-4 depending on group size. There are four videos available ([video 1](#), [video 2](#), [video 3](#) or [video 4](#)). Select one or two videos per team
- Ask teams to view the video/s and discuss the inner dialogue within each scenario and to suggest alternative/more positive thought patterns. Allow 10 minutes
- Reconvene and ask each group to discuss their scenario and how they would change it. Get the responses from each team. Does anyone recognise any of the characters in themselves?
- Summarise the session by stressing the importance of a positive inner dialogue – particularly in challenging times. Encourage everyone to be more self-aware of their thoughts. If anything is going to change for the better, it must begin with your self-awareness and inner dialogue. If your inner state is negative, alter it by altering your thoughts, change what you are visualising and reciting inside your mind
- Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action

KEY LEARNING POINTS:

- What do we mean by resilience?
- How can we better bounce back from life's disappointments and pains?
- What tools do we have to stop ourselves from getting to our 'breaking' point?

STEP BY STEP INSTRUCTIONS:

PART ONE

- Introduce the session outlining the key learning points
- Using the [slides](#), refer to slide 1 – resilience. Comment that some people find it easier than others to pull back from challenges and not get emotionally impacted. For some people they are more resilient to certain kinds of challenges which may not be the same for others
- Ask the group: what type of situations do you think you are more resilient to. Discuss the responses. Check out if anyone is willing to share what situations they feel they are less resilient with. Discuss
- Confirm it's a good thing we have problems where we feel less resilient
- From the [slides](#) show slide 2: "Persistence and resilience can only come from having been given the chance to work through difficult problems"
- Ask the group if they can think of negative situations they have been through and learnt from and therefore become more resilient
- Summarise: resilience is the ability to bounce back from life's disappointments and pains. It is the opposite of fragility. If we are resilient, we allow ourselves to step back to gain perspective by being more objective and less emotional in our reactions

PART TWO

- Explain that to be resilient, we need to look after ourselves. It is impossible to keep taking from the 'energy pot', day after day, without putting something back in
- Show [slide 3](#) and ask the group what are the small things that we could all do daily to support ourselves
- Refer to the [Taking Care of Yourself Handout](#) for some simple ideas that many of us forget about

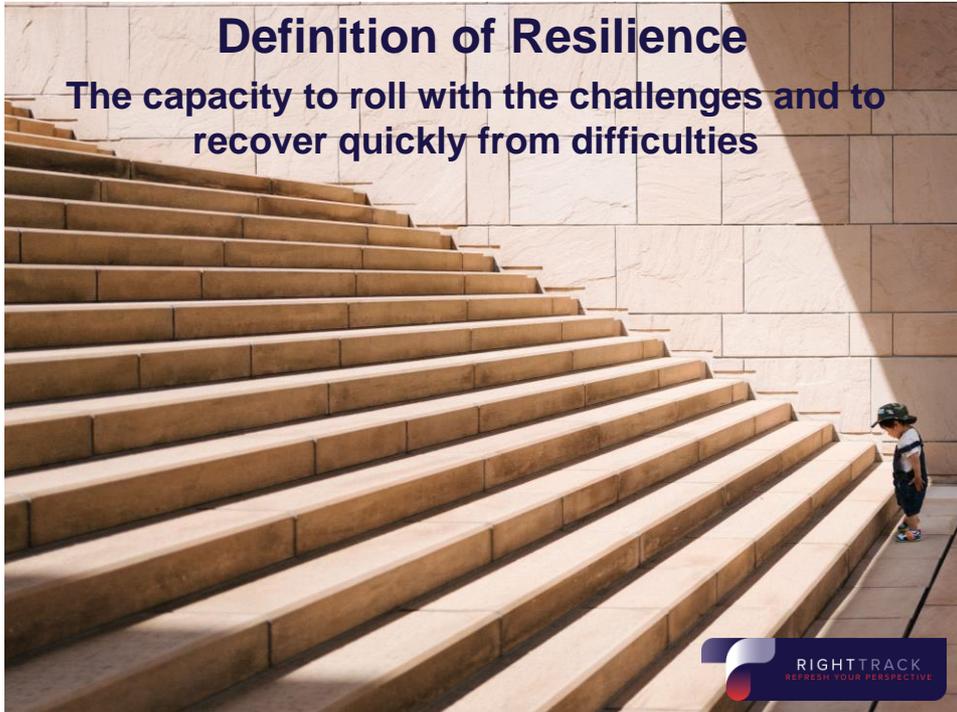
STEP BY STEP INSTRUCTIONS:

- Explain that everyone needs different things on different days. Regularly checking in with ourselves helps us to see where we are at. No matter how resilient you are, there will be a breaking point for everyone. Understanding where that tipping point is for us as individuals is important so that we can stay on the right side of it and keep going
- Split the group into pairs and show [slide 4](#). Explain how the checking-In works and then ask the pairs to each go through the bullet points and discuss. If you are working remotely, individuals will need to facetime or call each other. This is how it works:
 - Taking deep breaths, scan your body slowly from top to bottom. Are your shoulders tight, have you got a headache, are your feet aching, or do you feel energised and ready to roll?
 - Then how does your mind feel? Is it still and calm? Or is it rushing from one thing on the 'To Do' list to another? Is your mind on a loved one that isn't well?
 - What emotions are you feeling? Motivated, sad, tired, angry, calm
 - Then consider what you need. This is the one that people often find most difficult. We are checking in to see how we might make ourselves feel better. For example, I need sleep. I need my partner to look after the kids for a few hours. I need one of my colleagues to support me with some of the workload
 - Finally. We want to turn this into action. If someone needs sleep but has a 12-hour shift facing them then this isn't practical in that moment. However, in asking ourselves what's the one kind thing we can do for ourselves today, we can offer ourselves support which in turn helps us to recharge. For example, it could be that I am going to have a bath with candles after work today. Or it might be that the one kind thing you can do for yourself today is to ask your partner to look after the kids for a few hours, or a colleague to help with the workload
- Bring the group back together and ask if anyone has anything they would like to share or any questions about how this works

Refer delegates to the [Action Plan Handout](#) and ask everyone to reflect on how the learning from the session can turn into positive action

SLIDE 1:

Definition of Resilience
The capacity to roll with the challenges and to recover quickly from difficulties



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SLIDE 2:

“Persistence and resilience only come from having been given the chance to work through difficult problems.”
Gever Tulley (Founder of The Tinkering School)

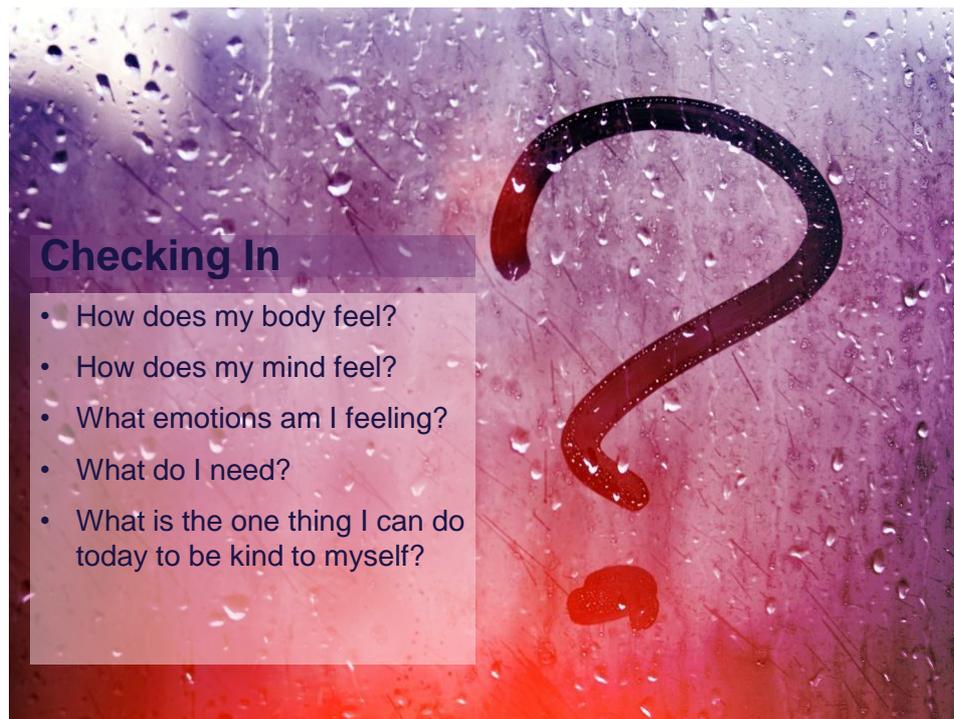


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SLIDE 3:



SLIDE 4:



Take Care of Yourself

These are some general things to support wellness and taking care of ourselves. Please add your own workable suggestions and circulate to your colleagues.

Keep Hydrated

Hydration helps with overall energy levels, alertness and minimizes brain fog. We're 75% water and our organs function at their optimum when we're hydrated. Putting it bluntly, if your urine is yellow, you are dehydrated. A pale straw colour is healthy. Drink often and recognize that urination is one of the body's filtration systems.

Eat Nourishing Foods

Eat often and in smaller quantities. Good protein, complex carbs citrus, fruits and vegetables. Aim for foods that help your body rather than comforting high fat, salt and sugar foods that are highly processed. The body needs vitamins and minerals, that is not news, however, bear in mind that maintaining a healthy and active immune system is key here. A lack of nourishment (food, water, rest & sleep) can make the body's protective fire walls to drop.

Remind yourself that high sugar foods spike your blood sugar causing it to then crash. This not only affects your energy but your moods too. Also, look after your gut health as the evidence linking it to your immune system is undeniable, not to mention your mental health. Good fuel = Better performance.

Alcohol and Caffeine in Moderation

Particularly after 5 pm as they both interfere with the quality of your sleep; affectionately known as Vitamin S. They interfere and disallow your brain from going into R.E.M (Rapid Eye Movement) sleep; in other words: Deep Sleep.

Sleep is the new miracle pursuit that is backed by hard science. Even companies like Google are encouraging their staff to be more aware of the quality of sleep they experience. Your mind needs nourishing sleep to process the challenges you go through to reboot itself for better function. It's not how long you sleep but rather the quality of your sleep.

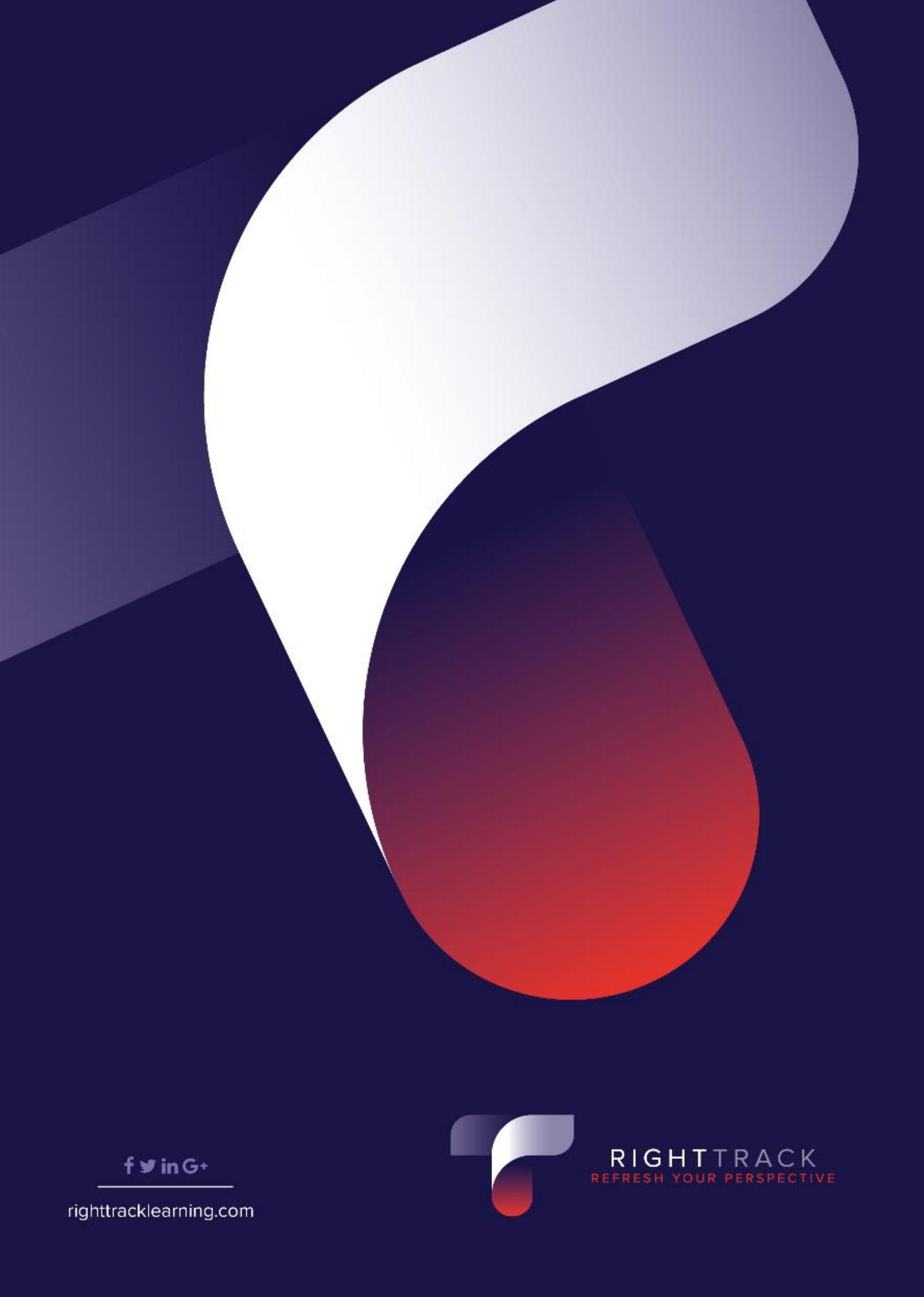
Move

Let's not necessarily call it exercise but move often. Stretch, step away from the computer (or any screen), get some air, walk, Yoga, Pilates, squats as you watch TV, take the stairs; anything so long as it encourages your heart to pump a bit more and increase your blood flow.

Muscle tissue feeds on oxygen that your blood carries, so however you move, you'll benefit. It also encourages your brain to produce endorphins, your fascia to stretch and keep you in a positive state. It's not easy to feel depressed after taking 3 flights of stairs. Mind and body work in tandem. There are many short YouTube clips to choose from that range from relaxing Yoga to back stretches and breathing techniques.

Ration the News / Technology

One thing is to be informed, the other is to get drawn into the drama and highly emotional news feeds that our minds are constantly bombarded with. News feeds are no longer the 10 o'clock news. It's 24/7. Throw into the mix social media and other highly dramatic characters frightening us with their opinions and speculations. Consequently, the mind goes into a state of fight or flight (AKA sympathetic state vs. parasympathetic) which increase the levels of stress hormones such as adrenalin and cortisol. High stress hormones lead to slower cognitive processing and increased lethargy. Simply switch off, in order to switch on.



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