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# Leadership for Coexistence Programme Train the Trainer Module 3 Deepening training and facilitation proficiency

## Participant Booklet



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# Understanding Challenging Behaviour

A concern for many people who are new to training or facilitating groups is dealing with participants' 'challenging' behaviour.

**What kind of participant behaviours are you concerned by or worried about dealing with?**

It can be helpful to look at each of the examples you listed and think about...

1. How **likely** is it that this behaviour could happen? It is useful to learn how to deal with behaviours that could happen often.
2. How much of an **impact** would this behaviour have? Behaviours that have a negative or disruptive effect on you, the group or the individual may be worth preparing for. Some behaviours may even risk the physical or psychological safety of people.

**What did you notice as you sorted the behaviours by likelihood and impact?**

One of our priorities as a trainer or facilitator is to create a safe and positive environment for participants to learn in. Sometimes when we are worried about participants 'misbehaving' or 'being difficult' we can actually reduce the safety of the space. This is because we start to pre-judge participants as potentially disruptive, making our job hard or labelling them as 'issues' that need dealing with. We may also try to assert too much control over them or the space and can even speak in ways that become condescending or patronising.

Our job is to help keep participants safe, maintain a brave space and support them to work through their challenges so that they can continue to engage in the learning productively.

The first step to managing participant's behaviour effectively is **empathy** – understanding them.

### **Drivers of participant behaviour**

Ernest Hemmingway developed a "theory of omission" where the information left out of a text told you more about the story than what was written. This is now more commonly known as the iceberg theory, which recognises that only the tip of an iceberg is visible and around 90% is hidden under the water.

This general theory has been applied to many different psychological phenomenon – including behaviour management.

On the surface we may see participants:

- Behaviours
- Words used
- Tone
- Body language



We might use this information to make judgements or assumptions – which could be incorrect. Underneath the surface, participants are affected by a number of hidden factors:

- Feelings
- Hopes and motivations
- Fears and insecurities
- Beliefs
- Values
- Prejudices
- Biases
- Past experiences
- Unmet needs
- Learning difficulties
- Context and circumstances

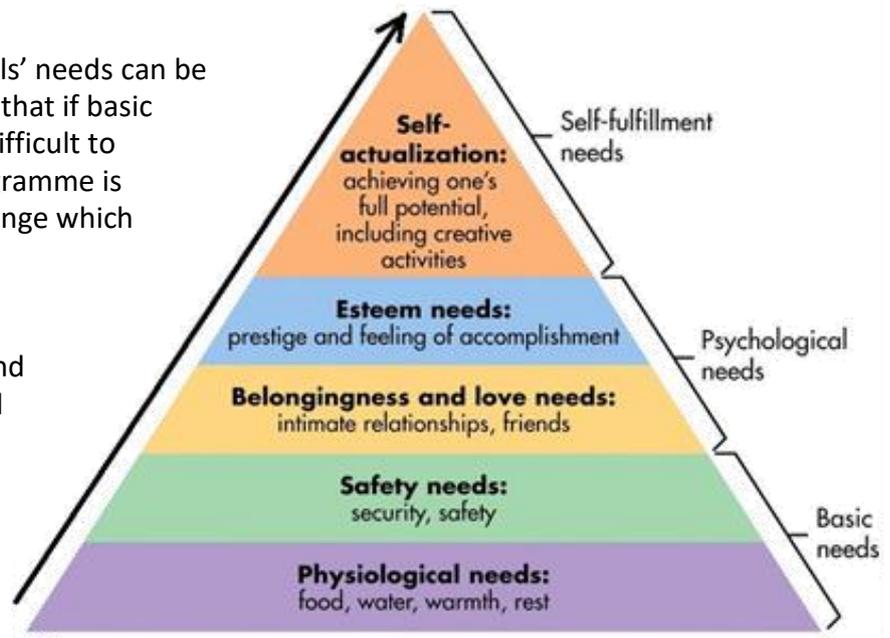
This means that when we see participants display challenging or 'difficult' behaviour, it could be happening for any number of very personal and perhaps unintentional reasons. Remembering that there is more happening beneath the iceberg helps us to be curious (instead of judgemental) and make an effort to empathise with the participants.

There are a number of models which can help us to understand and appreciate what is happening underneath the iceberg.

## Maslow's hierarchy of needs<sup>1</sup>

This model suggests that individuals' needs can be sorted in order of importance and that if basic needs are not met then it is very difficult to operate at a higher level. Our programme is about leadership and personal change which falls under self-actualisation.

A hungry participant might be distracted by their unmet needs and so display behaviours (which could be challenging) that focus on the basic need of getting food instead – such as wandering away from the session to get snacks.



In a home group, a participant may share a controversial opinion. If this leads to a feeling that they are disliked, misunderstood or disrespected then this may challenge their 'belongingness and love' needs. They may then display challenging behaviours such as withdrawal from the rest of the discussion.

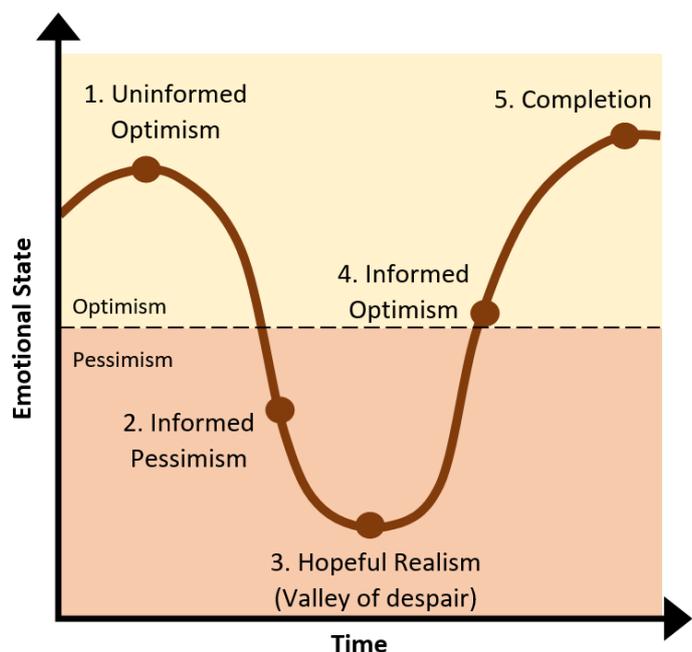
This model teaches us that it is important for us to make sure all of the basic needs are adequately addressed so that participants can operate at the top of the pyramid.

## The emotional cycle of change

We have already covered Kelley and Connor's<sup>2</sup> emotional cycle of change in previous modules. It focuses on the emotional journey people go on as they experience change – in this case, learning new skills. Participants who are in hopeful realism (the valley of despair) may be more likely to exhibit challenging behaviours as they process their negative emotional state.

We can use this model to:

- Understand the challenging behaviours that can come up during learning
- Anticipate when participants most need support
- Provide effective and appropriate support at each stage of the learning process



<sup>1</sup> Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396.

<sup>2</sup> Kelley, D. & Conner, D.R., "The Emotional Cycle of Change," in Jones, J.E. & Pfeifer, J.W. (1979) *The 1979 Annual Handbook for Group Facilitators*, San Diego, Calif: University Associates, Inc

## SCARF Model

One of the main jobs of the human brain is to minimise threat levels and maximise rewards experienced. This means that we are motivated either towards pleasurable outcomes or away from painful ones and much of our behaviour is guided by these motivations. David Rock's SCARF<sup>3</sup> model is used to explain five key areas of social motivation which drive us (and spell out SCARF)

**Status** – our sense of standing or importance in a social group. Wanting to be recognised, accepted and even admired.

**Certainty** – our ability to predict what will happen.

**Autonomy** – our sense of control over events and choices about how we do things.

**Relatedness** – our need to connect with others and experience belonging

**Fairness** – our sense of justice in social interactions

If any of these areas are not being met, being threatened, or, we perceive a threat, then this can trigger a negative response in the brain. Our brains are much more sensitive to threats than rewards because this is what has helped us to survive as a species.

When we perceive threats (physical or social) we can experience a range of physiological symptoms. Blood is redistributed from our brain to other parts of the body like our hands and legs, so we can fight or flight. We may experience sweaty palms, increased heart rate, dizziness, faster breathing and a sense of alertness. We can also experience psychological effects such as racing thoughts, defensiveness, blame, and insecurity.

These physical and psychological experiences are powerful motivators which may lead us to engage in 'challenging' behaviour as a way to avoid the threat or return to a more positively motivated state.

Alternatively, when our social needs are met, we experience rewards that make us feel good. Because we feel safe and secure, we are better able to apply ourselves to the work, be collaborative and vulnerable, create and make decisions.

The SCARF model can give us quick guidelines on how to meet participants needs so that they are most able to participate:

**Status** – break it down between the group so everyone's on a level playing field

**Certainty** – help people feel secure knowing what's going to happen

**Autonomy** – give people choice, ability to make own decisions

**Relatedness** – opportunities to connect with people. Belonging increases trust

**Fairness** – fair principles for everyone to reduce threats

There are more detailed ideas for each of the needs on the next page.

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<sup>3</sup> Rock, D. (2008). SCARF: a brain-based model for collaborating with and influencing others. *Neuroleadership Journal*, 1, 78-87.

	<b>Avoid these threats</b>	<b>Meet people's needs:</b>
<b>Status</b>	<ul style="list-style-type: none"> <li>• Competitions that could lead to people feeling inadequate</li> <li>• Dismissing people's contributions</li> <li>• Showing bias based on status</li> <li>• Embarrassing people</li> <li>• Publicly challenging people in ways that could be negative</li> <li>• Giving critical (not constructive) feedback</li> <li>• Patronising or condescending people</li> </ul>	<ul style="list-style-type: none"> <li>• Equalise the status in the room</li> <li>• Respect everyone</li> <li>• Acknowledge people's contributions</li> <li>• Praise people's progress</li> <li>• Seek people's input</li> <li>• Give positive, constructive feedback</li> <li>• Give people responsibility (but share it evenly in the group or rotate who is given the responsibilities)</li> </ul>
<b>Certainty</b>	<ul style="list-style-type: none"> <li>• Sudden changes to a schedule or routine</li> <li>• Sudden changes to an agreed process</li> <li>• Unclear or changing goals</li> <li>• Badly communicated expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Clear individual, team and organisational goals</li> <li>• Break complex things into small steps</li> <li>• Clear instructions and expectations</li> <li>• Tell people about the purpose of things</li> <li>• Communicate changes / updates as soon as possible</li> <li>• Identify possible risks or changes early</li> </ul>
<b>Autonomy</b>	<ul style="list-style-type: none"> <li>• Being prescriptive / micro managing</li> <li>• Making everyone act in the same way</li> <li>• Being closed to new ideas, opinions or ways of working</li> <li>• Rigid chains of command and authorisation for minor decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage team working so people can discuss and share</li> <li>• Offer flexibility and choice</li> <li>• Ask or invite rather than instructing</li> <li>• Help people to focus on what is within their control</li> <li>• Allow people to set their own goals</li> </ul>
<b>Relatedness</b>	<ul style="list-style-type: none"> <li>• Too much individual or isolated work</li> <li>• Group work which singles people out</li> <li>• Being so task focused that there's no time for human interaction</li> <li>• Using 'us vs them' language or mindset</li> </ul>	<ul style="list-style-type: none"> <li>• Build community – icebreakers and opportunities for bonding</li> <li>• Collaborative work</li> <li>• Constructive peer feedback</li> <li>• Adequate breaks for people to socialise</li> <li>• Model vulnerability and authenticity</li> <li>• Support brave spaces for sharing</li> </ul>
<b>Fairness</b>	<ul style="list-style-type: none"> <li>• Changing rules or expectations part way through</li> <li>• Showing favouritism to people</li> <li>• Not upholding rules or agreements</li> <li>• Not living by espoused values</li> <li>• Acting in ways which are hypocritical</li> </ul>	<ul style="list-style-type: none"> <li>• Be transparent about assessment criteria, evaluations, rewards and punishment processes</li> <li>• Be consistent with everyone</li> <li>• Take feedback and act on it</li> <li>• Create group norms</li> <li>• Equity – be aware of people's different needs</li> <li>• Create clear expectations</li> </ul>

## Group dynamics and behaviour

Participant's behaviour is also affected by the behaviour of the whole group – so sometimes it is useful to learn from the world of team dynamics. Wilfred Bion<sup>4,5</sup> suggested that when people are in a team or a group, they could take on two possible mental states:

1. **Work group** – the team members are focused on the primary task or objective of the group. People are cooperating towards the specific goal, acting rationally and staying productive.
2. **Basic-assumption group** – some or all of the team members are being affected by unconscious drivers of behaviour. The group are unintentionally prioritising their own survival needs (psychologically) over the task.

Bion suggested 3 basic assumptions (or beliefs) that can affect a group:

**Dependency** – when group members seek security, reassurance and direction from a single member of the group. This is usually the authority figure or leader. Groups may be passive, helpless or unwilling to take responsibility for their own thoughts and actions. They may unhelpfully idolise the leader (or target individual) and so not critique or challenge them. Some members may resent the dominant role of the authority figure.

**Fight or flight** – when group members perceive a threat or challenge, they either respond with aggression or avoidance. This may include being hostile, competitive, defensiveness, confrontation, ignoring, leaving or withdrawing.

**Pairing** – when group members form small alliances and seek reassurance and validation from their chosen partner. They may overly rely on their partner for emotional support, guidance, ideas or decisions. This can lead to exclusion of the wider group.

Other authors have then suggested two further basic assumptions:

**One-ness**<sup>6</sup> - when group members 'seek to join in a powerful union with an omnipotent force, unobtainably high, to surrender self for passive participation, and thereby feel existence, well-being, and wholeness'. The group members desire becoming immersed in a whole unit and acting as one. This can create strong feelings of belonging and security but also prevents challenging of ideas and could lead to ostracising of any behaviours outside the group 'norm'.

**Me-ness**<sup>7</sup> - when each group member is acting in their own right as individuals rather than having any sense of connection to the group. It is as if the members cannot tolerate the idea of being 'we'. Each person is pre-occupied with their own needs, agenda or private troubles than the goals of the group. This can lead to competitiveness, ignoring, lack of cohesion and the failure to meet group goals.

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<sup>4</sup> Bion, W.R. (1961) *Experiences in Groups*. London: Tavistock Publications.

<sup>5</sup> Bion, W.R. (1952) Group Dynamics: A Re-View. *International Journal of Analysts*, 33:235-247.

<sup>6</sup> Turquet, P.M. (1974) "Leadership: The individual and the group." In Gibbard, G.S. et al., eds. *The Large Group: Therapy and Dynamics*. San Francisco and London: JosseyBass

<sup>7</sup> Lawrence, W. G., Bain, A. & Gould, L. (1996) The fifth basic assumption. *Free associations, Volume 6, Part 1* (No 37: 2855)

When groups are operating with any of these basic assumptions then you may experience challenging behaviours in the group or individuals. They may not always be exactly as these authors describe them – there are other examples later in this pack.

To manage these behaviours, it is worth thinking about the safety and psychological needs of people and how to meet those so that they can return to the work group state.

### **Examples of challenging behaviour in training**

The table across the following pages gives examples of what the 5 basic assumption behaviours may look like in a training environment. They have been adapted slightly from their original definitions to make them more applicable to the real world.

In addition to the 5 basic assumptions, other challenging behaviours have been added. You do not need to remember the names or definitions of these behaviours in order to manage them well.

<b>Challenging Behaviour</b>	<b>Examples</b>
<b>Dependency</b> When someone is reliant on another group member. This may be an authority figure or a peer. Reliance may be for social support, decision making, status or to protect from insecurity.	Each time you give out a task or discussion topic, one person won't get started until the facilitator has been over to help them.
	One participant always copies whatever their friend has to say in team discussions. They refuse to give their own ideas or opinions until they have heard what their friend says.
<b>Flight response</b> When stressed, the person withdraws, refuses to join in, leaves the room or stops engaging in the activities.	You tell the group they will be delivering a presentation. One person leaves for the toilet and is gone for 20 minutes.
	In a team game, someone is given critical feedback. In the next round of the game they sit out and don't speak to the team.
<b>Fight Response</b> When stressed, the person gets aggressive, argumentative, refuses to follow instructions or becomes passive aggressive.	You tell the group they will be delivering a presentation and one person shouts out "urgh, what's the point? This workshop is stupid."
	In a team game someone is given some critical feedback. In the next round of the game they deliberately make the team lose.
<b>Pairings</b> A participant is focused on their relationship with someone else in the group. This could be in a positive or negative way. It causes a distraction.	You mix people into random groups and then start giving instructions. One participant spends the instructions whispering to other people trying to swap groups to be with their friend.
	Two participants don't like each other very much. Whenever one of them offers an idea or comment – the other interrupts with questions to criticise them.
<b>One-ness</b> When a group is more interested in the social relationships between each other than the task or session. They care about operating as a unanimous group.	Everyone has split into groups to design a project. One group has started chatting about their shared hobbies in order to bond and get along and so has forgotten all about the task.
	You asked the whole group to discuss an idea. A popular person in the group made fun of the task saying it was boring. Now the whole group has stopped talking because they are conflicted about the difference of opinion in the group.

Challenging Behaviour	Examples
<b>Me-ness</b> A person has individualistic motives and is not interested in working as a group. If a session does not meet their own agenda they may act unhelpfully, ignore instructions, leave or start their own separate task.	You have asked the team to do a presentation on climate change. Someone is not interested in this topic so they ignore their group and start doing their own presentation on dinosaurs.
	You are presenting on a topic. Someone keeps interrupting to tell the group about their own project or expertise in this area.
<b>Dominance / power seeking</b> A participant wants to take the lead or be in charge in some way. This might be sharing ideas, insisting their ideas are acted upon, getting cross if they are challenged or taking up lots of speaking time.	This is the third team game the groups have played. You notice that a participant in one group has taken on the role of team leader every time.
	The group is deciding on a team project. Someone keeps suggesting the same idea. When it is not picked, they get frustrated and start talking over others to explain why their idea is better than the other ideas.
<b>Attention Seeking</b> Someone feels that they need the facilitator or group to spend a lot of time with them, notice them or like them. This can be linked to some of the other behaviours.	You notice that the same person keeps volunteering to help you hand out resources, give their answers and be the demonstration volunteer for activities.
	Someone keeps making random jokes or giving silly answers during discussions to make the group laugh.

These examples show categories of behaviour that participants may display and some of the reasons why they may express them. There may also be lots of other reasons why participants display challenging behaviours:

- A learning need is not met
- The content is too simple or complex
- The speed of learning is too fast or too slow
- The participant feels physically or psychologically unsafe
- The participant feels overwhelmed or is processing a lot (either in the session or in their personal life)
- Something about the content reminds them of an emotional situation or trigger that is personal to them.
- An interaction with another participant has been challenging or problematic for them.

**Type of participant behaviour you are focused on**

**Use the models we've discussed – why might a participant display that behaviour?**

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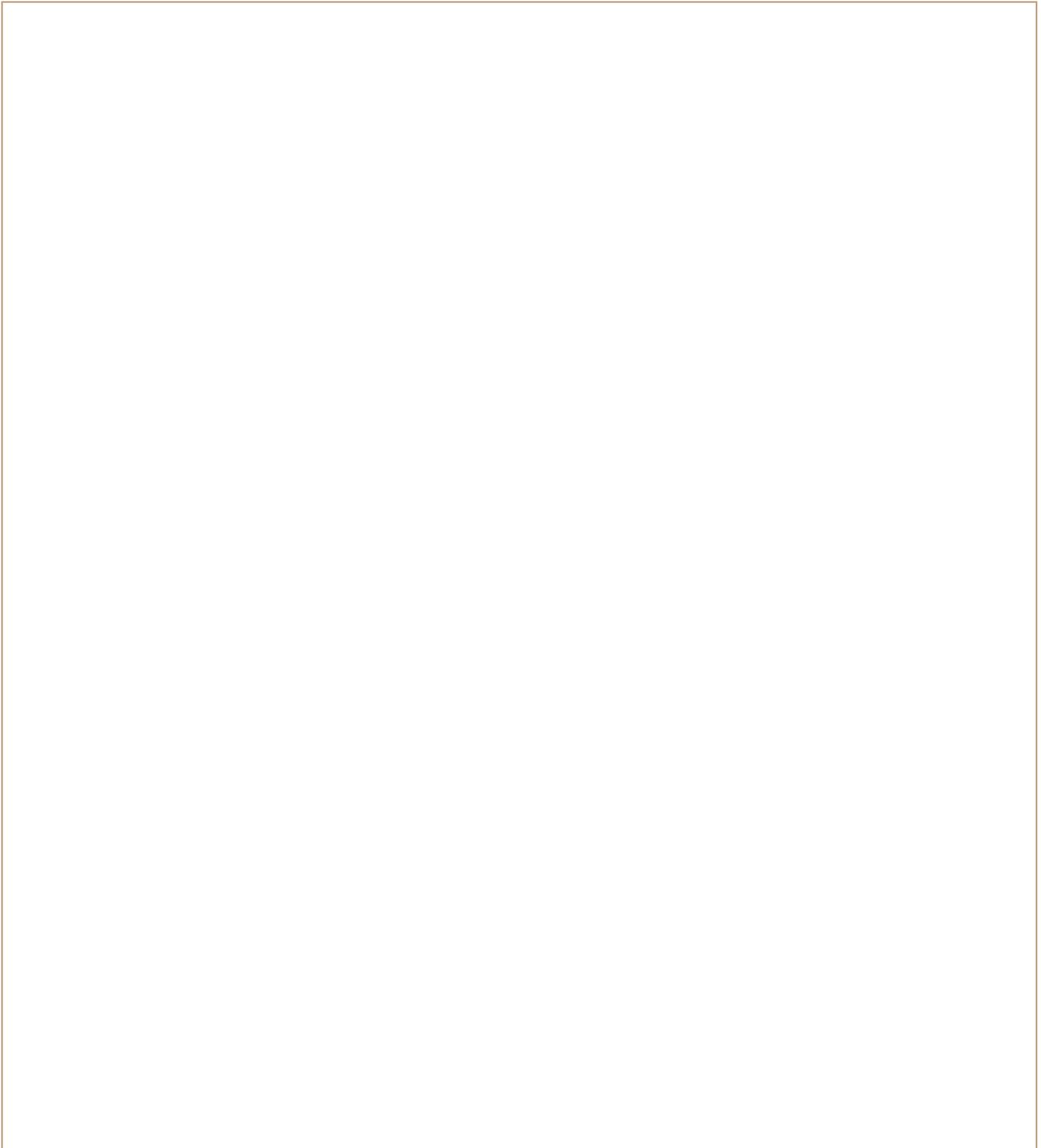
**Type of participant behaviour you are focused on**

**Use the models we've discussed – why might a participant display that behaviour?**

# Home Group 1

You may like to record any reflections from your discussion (being mindful of confidentiality).

- What are my challenging behaviours as a participant?
- When do they show up?
- How would a trainer / facilitator handle them?

A large, empty rectangular box with a thin brown border, intended for participants to record their reflections on the discussion questions.

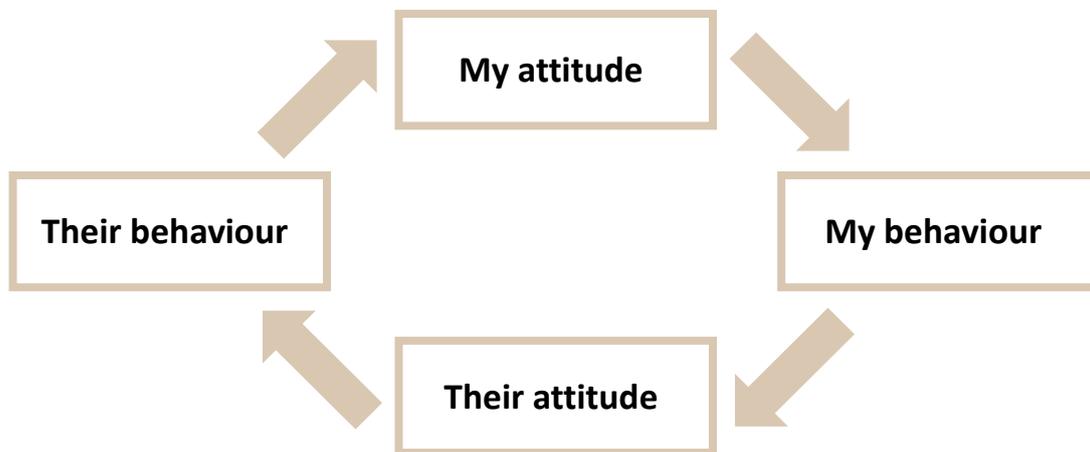
# Managing Challenging Behaviour

It is important to remember that you are never in control of participant's behaviour. You cannot make them do or stop doing anything. However, you can use your own behaviours and the way you communicate to influence them in positive ways and you can do your best to create a safe and productive learning environment.

## The Betari Box

The origin of this model is not known, but it has become a popular tool in behaviour management. The model encourages us to think about how our attitude and behaviour impacts others:

- **Attitude** – your state of mind, your beliefs and your opinions about others and the situation.
- **Behaviour** – the things you say and do that others can observe.



The model suggests that your attitude affects your behaviour which then affects participants attitude and therefore their behaviour. This cycle could be positive or negative. For example:

If you enter the training room assuming that a group of participants are lazy, stupid or won't put the effort in then this will affect your behaviour. You may treat them in condescending ways or make comments that imply they are not good enough. The participants will pick up on these signals and may form an attitude that the trainer is bossy, disrespectful or inadequate. That attitude may lead them to pay less attention, challenge the trainer or withdraw.

OR You may enter the training room with enthusiasm and an attitude that everyone has the capacity to learn and is doing their best. This means you communicate and behave in ways that encourage the participants and support them in their learning. They may then form an attitude that the trainer is caring, knowledgeable and has their best interests at heart. Which may lead participants to pay close attention and work hard in the session.

As a trainer and facilitator, the main learning point from this model is to remember to enter the training space with a positive attitude.

**What attitude and behaviours will you try to use to create a positive learning environment?**

Participants may display ‘challenging’ behaviours in the session but it is important to try and reduce the negative impact that they have on your attitude.

**If participants display challenging behaviours, what can you think or do to try and maintain a positive attitude?**

## Strategies for Managing Behaviour

When individuals or groups are behaving in ways that disrupt learning, there are a number of different ways that you can try to get things back on track in a sensitive way. Some strategies should be in place the whole time such as maintaining a safe environment and building rapport with the group. Some strategies are very subtle or 'light touch' where others are very direct and should be used for more serious behavioural incidents.

Learning to judge which strategies to use will depend very much on your level of resonance with the group, the time boundaries of the task and the emotional state of the individuals within the group.

The following pages contain examples of strategies for getting groups and individuals back on task. They are sorted into an order from indirect or light strategies to direct and more serious strategies.

Strategy	Why it is useful	Examples
<b>Expectations and boundaries</b> At the beginning of the session, make sure all participants know why they are here, what they will be doing and any ground rules.	This makes sure anyone with different motives can voice them early on. Knowing the purpose of an activity helps people to engage. If people go off task you can remind them of the purpose. Any behaviour which doesn't meet ground rules can be politely challenged / held accountable.	Remember by the end of the session your group should have a finished project idea.
		We all agreed at the beginning to give people a fair voice. You have already shared quite a few ideas so I am going to let _____ speak.
<b>Building rapport</b> Forming a positive, caring and engaged relationship with participants.	Building quality relationships with participants makes them feel safe so that they are more likely to participate and try their best. They will also be more likely to raise issues with you in constructive ways rather than displaying challenging behaviours.	Start the event by welcoming participants at the door, asking them how they are and about themselves.
		When participants contribute to sessions, listen with attention and acknowledge them.
<b>Pacing</b> Changing the whole group activity with an energiser, cool down or reflective task.	If the session pacing is right then people stay engaged and don't feel the need to go off task. If lots of people in the room are having the same behavioural issue then it may be the delivery style that needs changing.	I can see we are all a bit sleepy so let's play a warm up game.
		That was quite a heavy discussion so let's all share one word with how we are feeling before we go for a break.
<b>Modelling</b> You (or mentors) demonstrate the behaviour that you would like participants to show.	Participants will be clear on what is expected of them because they can see it. It gives you and the training team a sense of integrity which participants may respect – and so they may be more willing to follow.	We are going to give each other feedback that is constructive using this model. I'll start to show you how [gives feedback]
		You ask participants to clear their own coffee cups at the end of the break and immediately tidy your own.

Strategy	Why it is useful	Examples
<b>Positive reinforcement</b> Praise people who are acting in the way you would like.	It doesn't 'tell off' people who are not displaying those behaviours. It encourages them to make changes in order to be praised too. It makes the people working well feel good.	Well done, team one has started getting their ideas organised onto their poster.
		Thank you for waiting patiently to share your idea. What would you like to tell us?
<b>Tactical Ignoring</b> If a behaviour is small you may not want to address it at all. This works the situation doesn't distract others or stop the person from taking part.	Confronting every undesirable behaviour can ruin a session because it looks like you are bossing participants around or targeting people. Ignoring some minor behaviours saves you time and lowers the chance of a conflict from escalating.	A participant is using their phone during the discussion. They are a bit distracted but they contribute a few ideas. You say nothing.
		Two participants who are great friends are working in a group. One is styling the other's hair whilst they all chat. They are still engaged in the discussion so you let them carry on.
<b>Mix Groupings</b> Change who people sit next to or work with. This can be done randomly or you can plan new groups.	This can reduce pairings and dependencies. It is also nice to make sure all participants get the chance to bond with each other. When you choose groups people may resist, so playing moving around games can make it appear more random.	Stand up and swap seats if you... have white socks on, if you have a dog etc. Now with the person next to you, you are going to...
		For this activity I would like X, Y & Z to be a team...
<b>Altered Task</b> Give the participant a slightly different version of the task that is still based on the same objectives.	This can build confidence for those people with dependencies or reduce stress for those with fight/flight responses. You can also give an altered 'harder' task for those with attention or power needs.	I can see you are nervous about presenting to the whole group. Would you like to deliver your speech to just 3 people? Or to present sat down?
		You already have some experience in _____ so can you observe this team and make a list of all the techniques they are using during the task.
<b>Give Responsibility</b> Give a participant a specific role to play during a task such as the scribe, leader, observer, time keeper or person who feeds back what the group said. etc.	This can make people feel important if they seem to need power or attention. It can ensure they engage because they know you will check in on their role.	Everyone is going to take it in turns to present their project. X, can you time each group for two minutes and make a funny noise when their time is up?
		X, can you be in charge of recording all the ideas from your group's discussion and summarising them at the end?

Strategy	Why it is useful	Examples
<p><b>Offer to help</b> Tell the participant that you have noticed an issue and offer to help or ask how you can help. This may lead into the next two strategies – remove barriers and meet needs.</p>	<p>Rather than ‘telling off’ you are recognising there is a problem and focusing on a positive outcome. Offering to help can reduce fight/flight response. The participant may open up, come up with a solution or at least appreciate that you are showing a supportive attitude.</p>	<p>I’ve noticed that you keep getting distracted in that group. Is there anything I can do to help with that?</p> <p>You seem to be getting quite frustrated with this task. Do you have any ideas of how you could do it differently or how I could help you?</p>
<p><b>Remove barriers</b> Try to understand whether something situational or structural is preventing participants from engaging in the learning – then resolve the problem.</p>	<p>If participants are experiencing a temporary barrier (can’t see / hear, don’t understand) and you remove it then you build more trust and immediately get them back on track. If one participant experiences a barrier then others may experience it too, so removing it supports everyone.</p>	<p>A participant has dyslexia and cannot read the instruction sheet. You provide them with notes on different coloured paper so now they can follow along.</p> <p>A participant struggles to understand some English words and so finds activities hard to follow. You slow down your speech and let them ask a friend or use Google translate to clarify.</p>
<p><b>Meet needs</b> Try to understand whether the participant needs something physically or psychologically which may be distracting them from participating. (This may not be appropriate if the behaviour is caused by complex past issues or if their need is not reasonable for you to meet).</p>	<p>Trying to understand participants needs promotes more rapport and empathy between you and participants – it shows you care. Sometimes the needs are highly personal (like reassurance due to insecurity). Some needs may be shared by multiple group members like getting hungry just before lunch. Addressing one person’s needs may support others in the room.</p>	<p>A participant is incredibly shy and refuses to participate in team activities because they don’t want to embarrass themselves. In the break you discuss how they feel and what strategies might help. You agree to let them work in a smaller group with someone they already know to help them feel more secure.</p> <p>You notice that the whole group is a little lethargic and sleepy. Lots of people keep leaving the room to top up their water. The room is too hot so you open some windows / change the air conditioning settings to make the space more comfortable.</p>

Strategy	Why it is useful	Examples
<p><b>Non Violent Communication</b> Directly address the challenging behaviour in a constructive way using NVC:</p> <ul style="list-style-type: none"> <li>• Observe the situation</li> <li>• State your feelings</li> <li>• State your needs</li> <li>• Request a solution (the behaviour you would like to see)</li> </ul>	<p>This is useful for diplomatically addressing behaviour that is disrupting the individual or the group. It shows that you are assertive yet polite. It is usually best to have this conversation with the individual on their own. The NVC model allows you to be non-judgemental, empathetic, educate the other person on how their behaviour is affecting people and make very clear what you would like them to do instead so that they can follow easily.</p>	<p>Privately: In the last team discussion you spoke over [x] in the middle of their point. They seemed quite upset and stopped engaging. I would like everyone to feel included and have a fair chance to speak. Next time can you wait for someone to finish their point before you share your ideas?</p>
		<p>Privately: You have arrived 20 minutes late to the last two sessions. I get distracted and anxious as a trainer because I know that you have missed the instructions for the activity we are doing and so will find it hard to join in. Can we discuss ways of helping you to join in smoothly if you arrive late?</p>
<p><b>Take-up time</b> You ask a participant to do something but you walk away whilst they think about it or get started on it.</p>	<p>Waiting next to someone for them to follow an instruction can lead to a confrontation because they feel forced. Walking away gives the participant time to calm down and act. It also means that they don't feel as embarrassed or 'lose face'. It shows some trust in them which maintains the relationship.</p>	<p>I need you to decide which team you are going to work with. I'm going to visit X group and then come back to see who you have chosen.</p>
		<p>I'd like you have a go at [activity / reflection]. I'll come back in 10 minutes and see how you are getting on.</p>
<p><b>Consequences and choice</b> Remind the participant that they have control over their behaviour and choices. Be explicit about the consequences of the choices they face.</p>	<p>Rather than 'telling off' and you holding the power, you make sure the participant knows that the power lies with them. If they continue to make disruptive or difficult choices they have agreed to the consequences.</p>	<p>You can either speak constructively with this team about a project idea or put something together on your own.</p>
		<p>You can either finish ___ so that you can move on to the next activity or spend the next session finishing off ___. Which would you prefer?</p>
<p><b>Removal</b> A participant should only be removed if they are preventing others from achieving objectives, causing harm, or if they need time and space before they re-engage.</p>	<p>Removing someone politely and assertively protects the remainder of the group and allows them to carry on with the programme. It sets a clear boundary of what will happen if behaviour is not appropriate. Removal can be temporary (to calm down) or permanent (for offensive attitude or dangerous behaviour).</p>	<p>Right now, you don't seem ready to join in. I'd like you to go for a little walk outside, get a drink and I'll come and speak to you in 10 minutes.</p>
		<p>We all agreed to speak to each other respectfully but your comments are hurtful to others. Please wait outside whilst I get people started on their task. (Then speak to this participant about consequences and next steps).</p>

On page 3 you recorded some ideas of participant behaviours that you are concerned by or worried about dealing with. Choose some of them to discuss in detail and plan how you might manage them.

**What is the situation you are concerned about?  
How would you manage that behaviour?**

**What is the situation you are concerned about?  
How would you manage that behaviour?**

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How would you manage that behaviour?**

## Hot Buttons

In order to be an effective leader - facilitator, trainer, or any other type of leader, it is important that you identify what “pushes your buttons”. These may be situations or topics that trigger a fight or flight response in you and so make you ineffective.

It is good to reflect on your own ‘hot button’ topics - the conversations or issues that might be

- hard for you to engage with
- difficult to empathise with those that think differently from you
- cause an intense emotional response (anger, sadness, fear, anxiety)

Identify 1-2 of your hot button or triggers by thinking over the past week or so and answering the following questions:

**When you read/watch the news, what makes you angry?**

**What types of people or topics do you avoid? Or cause an intense emotional reaction?**

**Was there anything someone did or said recently that made you instantly angry or/unable to listen to or engage them any longer?**

The answers to those reflections may reveal common themes or issues for you. What do you think your top Hot Buttons are?

1.

2.

For the next reflection choose ONE of these hot buttons to focus on.

**What emotions come up for you when this issue, topic or situation occurs? (i.e anger, sadness, hurt, anxiety, fear, disappointment etc.)**

**What do you feel in your body? (i.e. tightness, tension, heat or pain? Where?)**

**What do you usually do when this happens/how do you respond?**

**If you are comfortable answering this, what in your past has caused this to be a challenge or important hot button for you?**

Take some time to discuss your responses with a partner.

**What did you learn about yourself?**

**How does this show up and impact your leadership/work?**

## Home Group 2

Here is a reminder of the values we explored in module 1

Acceptance	Dependability	Hope	Resourcefulness
Accountability	Determination	Humility	Respect
Adventure	Devotion	Idealism	Responsibility
Ambition	Diligence	Integrity	Selflessness
Appreciation	Discipline	Joyfulness	Sensitivity
Assertiveness	Empathy	Justice	Service
Beauty	Encouragement	Kindness	Simplicity
Bravery	Enthusiasm	Knowledge	Sincerity
Calm	Excellence	Listening	Spontaneity
Caring	Fairness	Love	Strength
Caution	Flexibility	Loyalty	Tact
Charity	Forgiveness	Moderation	Thrift
Cheerful	Friendship	Modesty	Tolerance
Commitment	Fun	Obedience	Tranquillity
Communication	Generosity	Openness	Trust
Compassion	Gentleness	Patience	Truth
Cooperation	Gratitude	Peace	Understanding
Courage	Happiness	Perseverance	Unity
Courtesy	Helpfulness	Persistence	Vitality
Creativity	Honesty	Purity	Wisdom
Curiosity	Honour	Reliability	Wonder

You may like to record any reflections from your discussion (being mindful of confidentiality).

- What are your core values?
- How do they help you to do coexistence work?
- What are the shadow sides of your values? Do they create any barriers to doing coexistence work?

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# Overcoming Procrastination

Procrastination is when we choose to delay a task or activity that we wish to complete. Knaus (1998) noted that it is counterintuitive to procrastinate, stating;

**‘When we try to buy time by procrastinating, we condemn ourselves to running out of time.’<sup>8</sup>**

Procrastinating is fundamentally an irrational thing to do because we would feel better (and avoid negative consequences) if we completed the task rather than putting it off for short term comfort.

There are *some* instances where procrastination can be beneficial:

**Idea Generation** – in that space between intending to do a task and actually doing it, you may be playing with ideas, generating themes, organising thoughts and even task planning that can make it easier to achieve the task later.

**Clearing Space** – Some procrastination activities can help you prepare for the work later. Such as cleaning a desk, organising files, or maybe even doing other chores. This may ensure a sense of clarity so that full attention can be given to the task later.

**Getting in the Zone** – Both of the above points combined with a looming deadline may support some people to get in the right state of mind to work. People who enjoy pressure and deadlines often like to utilise their previous thinking time and clear environment to jump straight into a state of un-interrupted flow.

**Stress Relief** – One possible reason for procrastination is to alleviate stress. If you are carrying around concerns and pressures then avoiding other tasks which will add to that stress is a form of coping mechanism. The desire to procrastinate could be a cue to engage in self-care activities before coming back to the task.

If you have decided that your procrastination is not helping you then you may want to overcome it.

**What task would you like to get motivated for (stop procrastinating)?**

<sup>8</sup> Knaus, W.J. (1998). *Do it now! Break the procrastination habit*. New York: John WileyveSons, Inc.

One way to tackle procrastination is to reflect on WHY you are procrastinating. Different reasons lead to different strategies for overcoming the procrastination.

Possible reason	Strategy for overcoming this procrastination
I'm worried about not being able to do the task	<ul style="list-style-type: none"> <li>• See challenge as a part of learning</li> <li>• Develop a growth mindset</li> <li>• Don't use the word 'failure' or see failure as a normal part of learning</li> </ul>
I'm worried what others will say about my performance	<ul style="list-style-type: none"> <li>• Seek feedback from people that you trust</li> <li>• Put more focus on your self-evaluation</li> <li>• Notice where the worry comes from and try to address it</li> </ul>
I don't know where to start	<ul style="list-style-type: none"> <li>• Break the task down into smaller parts</li> <li>• Use a prioritisation tool to help you choose a start</li> </ul>
I don't have the right resources / equipment	<ul style="list-style-type: none"> <li>• Gather everything you need before getting started</li> <li>• Ask others what is needed</li> <li>• Do research before starting</li> </ul>
I don't have the right skills or experience for the task	<ul style="list-style-type: none"> <li>• Start anyway and learn as you go</li> <li>• Learn with study, training or instructional videos</li> <li>• Get a mentor who can help you</li> </ul>
I'm feeling low energy	<ul style="list-style-type: none"> <li>• Take a break – you may not be ready now</li> <li>• Start anyway – you may get energy once you start</li> </ul>
I don't like the task	<ul style="list-style-type: none"> <li>• Find a way to make the task enjoyable (put music on, do it with others)</li> <li>• Remind yourself how this task supports your goals or other things that are important to you</li> <li>• Plan a reward for after the task is completed</li> </ul>
I won't get anything good out of the task	<ul style="list-style-type: none"> <li>• Remind yourself how this task supports your goals or other things that are important to you</li> <li>• Plan a reward for after the task is completed</li> </ul>
I'm not confident asking for help	<ul style="list-style-type: none"> <li>• Develop your self-esteem and assertiveness</li> <li>• Go to a trusted person for help</li> <li>• Remind yourself of the benefits of help vs the cost of asking</li> </ul>
I feel overwhelmed	<ul style="list-style-type: none"> <li>• Break the task into smaller chunks</li> <li>• Take a break</li> <li>• Work out which part of the task will make the biggest difference</li> </ul>
Not doing the task actually has some benefits for me	<ul style="list-style-type: none"> <li>• Work out what those benefits are – maybe you don't want / need to do the task after all</li> <li>• Eliminate the secondary benefits</li> </ul>
I get distracted easily	<ul style="list-style-type: none"> <li>• Remove the distractions from your environment</li> <li>• Change environment</li> <li>• Put boundaries in with other people</li> </ul>
I'm not in the right environment for the task	<ul style="list-style-type: none"> <li>• Identify the right environment for you</li> <li>• Plan to do the task in an environment where you can focus</li> </ul>

Another way of understanding procrastination is to break it down into components. Piers Steel has created the following formula<sup>9</sup>:

$$\text{Motivation} = \frac{\text{expectancy} \times \text{value}}{\text{impulsiveness} \times \text{delay}}$$

- **Motivation** – the opposite of procrastination, the willingness to do a task.
- **Expectancy** – how much we think that we will be successful at completing the given task. This may reflect the task difficulty and our own skills and confidence.
- **Value** – how much we enjoy that particular task and the reward for completing the task.
- **Impulsiveness** – our tendency to get distracted by others things.
- **Delay** – the length of time between completing the task and actually experiencing the desired reward.

Many of the common procrastination challenges that you reflected on before affect different parts of this formula. If we expect we will do badly, don't like the task, get distracted and won't get a reward for a long time then our motivation will be very low.

### Increasing motivation

Using Steel's procrastination formula, we can analyse the different parts of procrastination and try to change behaviours and attitudes in order to get more motivated (reduce procrastination.)

**Expectancy. How can I make the task as easy as possible or increase my chances of success?**

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<sup>9</sup> Steel, P. (2011). *The Procrastination Equation: How to stop putting things off and start getting things done*. Pearson Education.

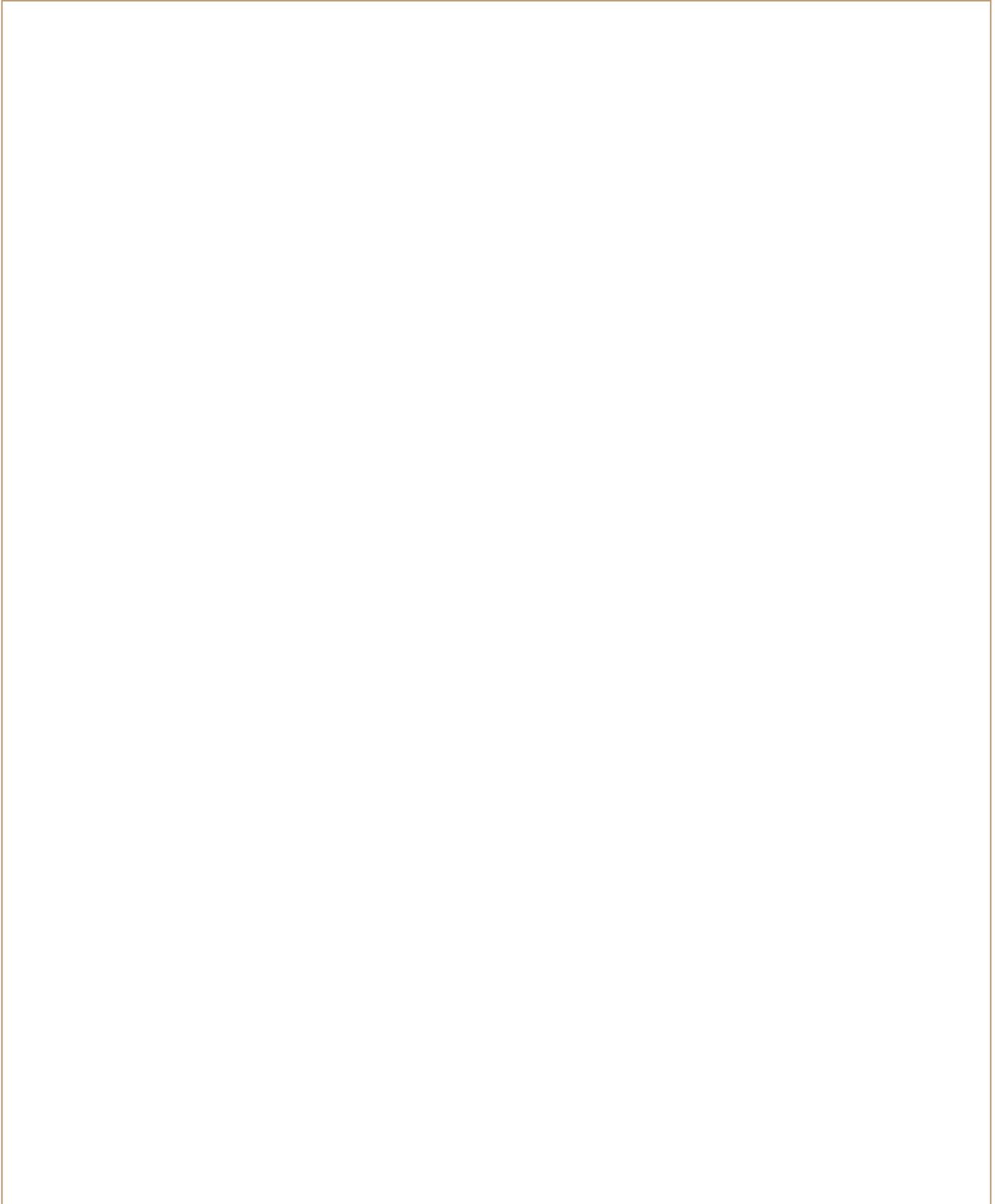
**Value. How can I make the task itself enjoyable or make it feel more rewarding?**

**Impulsiveness. How can I reduce my distractions or increase my focus?**

**Delay. How can I make sure I get a positive outcome as soon as possible?**

## Home Group 3

You may like to record any reflections from your discussion (being mindful of confidentiality).

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## Quiz

Tick the columns to show how much you agree with each statement<sup>10</sup>.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
1) Your intelligence is something basic about you that you can't change very much.				
2) No matter how much intelligence you have, you can always change it quite a bit.				
3) Only a few people will truly be good at sports. You have to be born with the ability.				
4) The harder you work at something, the better you will be.				
5) I often get angry when I get feedback about my performance.				
6) I appreciate when people, parents, coaches or teachers give me feedback about my performance				
7) Truly smart people do not need to try hard				
8) Trying new things is stressful for me and I avoid it				
9) You are a certain kind of person and there is not much that can be done to really change that				
10) An important reason why I do my studies is that I enjoy learning new things				

<sup>10</sup> Adapted from: Dweck, C. (2006). *Mindset: The new psychology of success*. New York: Random House Inc.

# Growth Mindset

Statement	Strongly agree	Agree	Disagree	Strongly disagree
1)	0	1	2	3
2)	3	2	1	0
3)	0	1	2	3
4)	3	2	1	0
5)	0	1	2	3
6)	3	2	1	0
7)	0	1	2	3
8)	0	1	2	3
9)	0	1	2	3
10)	3	2	1	0

The table shows how many points to score based on the answers you gave.

**Add up your score:**

**22-30** = Strong growth mindset

**17-21** = Growth with some fixed ideas

**11-16** = Fixed with some growth ideas

**0-10** = Strong fixed mindset

Carol Dweck<sup>11</sup> developed the theory of mindset by looking at people who succeeded or struggled in their fields – such as sciences, music, sports, business and education. She noticed that some people experienced early success but then gave up or did poorly later. Others started off average or behind but were able to gradually improve and become highly successful.

The major difference between these two groups of people was their attitude to learning, which Dweck called their mindset. She defined two types of mindset:

**Growth Mindset** – believing that intelligence / skills are flexible and can be improved with effort.

**Fixed Mindset** – believing that intelligence / skills are fixed. You either have them or you don't.

In her research, Dweck noticed that having a fixed or growth mindset influenced other behaviours and attitudes that people might have:

Fixed mindset	Growth mindset
<b>Wants to look good</b> - Overly focused on how they come across, getting it 'right' and achieving	<b>Wants to improve</b> – Focused on their own sense of growth and achievement
<b>Scared of failure or mistakes</b> - Doesn't want to look silly or be embarrassed by 'getting it wrong'	<b>Accepts mistakes</b> – May not 'like' mistakes or failure but sees them as a natural part of learning
<b>Avoids challenges</b> - Gives up when things are hard or only engages within their comfort zone	<b>Seeks challenges</b> – enjoys challenges and persists in order to improve.
<b>Compares with peers</b> - Might try to fit in with others or 'beat' their ability levels	<b>Works at their own pace</b> – doesn't compare to others. Work at the speed and style they need.
<b>Dislikes feedback</b> - May ignore feedback or take it as a personal criticism	<b>Seeks feedback</b> – Values others' feedback as a way to improve
<b>Dislikes others success</b> - May find it to be threatening or get jealous	<b>Likes others success</b> – Celebrates with them and finds way to learn from them

<sup>11</sup> Dweck, C. (2012) *Mindset: How You Can Fulfil Your Potential*. Constable & Robinson, London.

**What did you notice about your mindset? What aspects of fixed or growth mindset do you have?**

**The language of mindset**

Our mindset is a kind of belief about ourselves and the world around us. Like all beliefs, it is heavily shaped by our childhood interactions with parents, teachers and the cultural community we live in. Language plays a key role in which mindset we end up adopting.

Fixed mindset language	Growth mindset language
reinforces ‘smartness’, getting it right, doing something quickly, ‘beating’ others, achieving outcomes first time or the idea that skills and intelligence are limited.	praises effort, patience, trying new things, learning from experience, overcoming challenges, persistence and the idea that skills and intelligence can be improved.
I’m no good at sports.	I’m not keen on sports but I could practice.
You always get great results.	You always work hard and it pays off.
It’s not fair, [Name] can do this.	[Name] is really good at this, maybe I can ask them to show me.
This is too hard for me.	This will be a challenge but I will try.
You passed without even revising, well done.	You passed this quite easily so what would be the next step to challenge your learning?

It is important to notice whether we are using fixed mindset phrases to talk to ourselves (I can’t do it) and when giving feedback to others (You’re a natural artist). We can learn to use more growth mindset language by:

- **Praising effort over results.** – We might praise a student for getting 10/10 and be disappointed at the student who got 5/10. But maybe the student who got full marks didn’t study at all and the student with half marks worked really hard to improve because they scored 0 last time. Praising effort encourages people to keep putting in more effort.
- **Value challenge** – talk about challenges as being exciting opportunities for growth. You can still acknowledge the difficulty but also focus on the reward that comes from overcoming the challenge.
- **Encourage self reflection** – asking coaching questions and encouraging people to think about what went well and what could be improved support growth mindset.
- **Emphasise the power of ‘yet’.** – Good things take time and the word yet shows that whilst you haven’t got results right now, they will come with time and practice.
- **Not settling for easy results** – praising people for low effort, cheating and taking the easy option encourages fixed mindset. Speak in ways that challenge people to improve or think about the next step. (However, we don’t want to overdo it and demand perfection!)

Take a look at these examples of fixed mindset language that people might use to speak to themselves or others. Can you write alternatives that promote growth mindset thinking?

- Reinforces that intelligence and skills can be developed
- Encourages self reflection
- Praises effort over results
- Emphasises the power of yet
- Values challenge
- Doesn't settle for easy results

Fixed mindset phrase	Growth mindset alternative
This is really hard – that must mean I'm dumb.	
I've never been able to understand maths.	
Don't do [activity] you might not be any good at it.	
I smashed this exam because I'm so clever.	
You are such a natural musician.	
[Person] is so great at public speaking that they always make me look rubbish.	
I made a mistake, I'm such a failure.	
I'm already a great writer so I don't need to get any better.	
This task is probably going to be too hard for you so maybe you should do something else.	
If I stick to what I know then I'll always succeed.	

Gradually changing your language will help to reinforce a growth mindset in you and the people around you. Having a growth mindset is beneficial because people with a growth mindset:

- Are more used to putting time and effort into challenges
- Are more resilient
- Gain more long term success
- Can cope with harder challenges because they see the value in them
- Are continually learning and improving
- Look after their own needs when experiencing a challenge – taking things at their own pace, getting support and taking breaks when needed

**Action plan - How will you use this growth mindset model in your own leadership journey?**

# Circles of Control

Locus of Control is a psychological measure that describes how much you feel that your own choices and behaviour have an impact on your life:

People with an **external** locus of control believe that nothing they do really makes a difference to their life. Events are caused or controlled by things outside of themselves (like luck or other people).

People with an **internal** locus of control believe that they have the power to change their environment, take charge of their own life and, even when things are more random, they can at least control how they think and feel about the situation.

We can think of locus of control as a scale. Different people will score along this scale:



Research studies have repeatedly linked locus of control to stress and wellbeing:

- People with an external locus of control had higher levels of depression.<sup>12</sup>
- Care home residents who were given more control over their environment were more alert, happier and lived longer than those without control.<sup>13</sup>
- Students with internal control felt less academic stress during exam season.<sup>14</sup>

Our locus of control forms when we are about 7-8 years old and is shaped by the kinds of language and messages we hear about why and how things happen. We can learn to change our locus of control as an adult by changing our language and gradually shifting our mindset. One helpful way to do that is the circles of control model.

## What are some of the things you worry about?

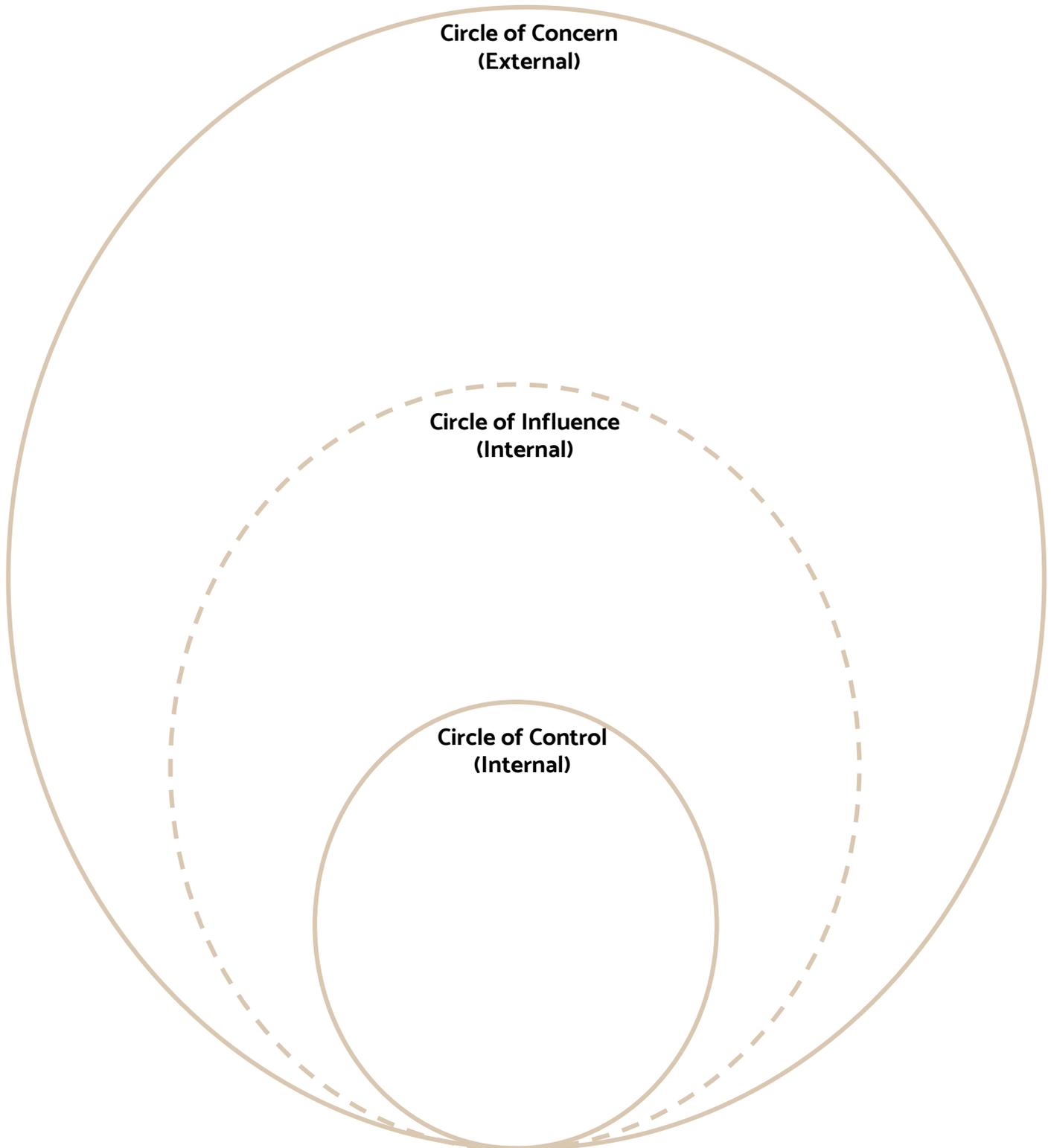
<sup>12</sup> Burger, J. M. (1984). Desire for control, locus of control and proneness to depression. *Journal of Personality*, 52, (1), 71-89.

<sup>13</sup> Rodin, J. & Langer, E. J. (1977). Long term effects of a control-relevant intervention with the institutionalised aged. *Journal of Personality and Social Psychology*, 35, (12), 897-902.

<sup>14</sup> Abouserie, R. (1994). Sources and levels of stress in relation to locus of control and self-esteem in University students. *Educational Psychology*, 14, (3), 323-330.

The circles of control<sup>15</sup> model is a widely used stress management and wellbeing tool. It can be used to sort out the worries you listed on the previous page:

- **Circle of Concern** – the worries you can't do anything about, they are outside of your control
- **Circle of Influence** – the worries you can partly influence
- **Circle of Control** – the worries that you can directly affect or that are your responsibility



<sup>15</sup> Covey, S. R. (1989). *The Seven Habits of Highly Effective People*. New York: Simon and Schuster.

The model can help us in two ways:

1. **Name it to tame it.** Psychologists have found that sometimes simply saying things out loud and acknowledging them helps us to feel better about them than if we were holding onto them in our head. Sorting our worries onto this model can help us to clear our mind.
2. **Focus our attention proactively.** This model gives us guidance about where to direct our energy in order to address some of our worries in a constructive way.

In Covey's book, *The Seven Habits of Highly Effective People*, he explores the differences between effective and ineffective people. Someone who is ineffective may have a strong external locus of control. If we take the example of the weather, the 'external' person may put this in their Circle of Concern and feel stressed, worrying about how weather conditions could ruin their plans for the day.

An effective person would have an 'internal' locus of control. They accept that they don't control the weather, but they may look up the forecast, pack an umbrella and warm layer and then go about their day feeling prepared and having a positive attitude.

Covey suggests that proactive people:

- Learn to accept the things they cannot control – they don't spend mental energy worrying
- Spend some time influencing things that they can in order to try and achieve positive outcomes
- Spend most of their time actioning the things that are in their control – tackling these issues head on and putting effort into these situations.
- Find ways to bring things into their influence or control

**"Grant me the serenity to accept the things I cannot change, courage to change the things I can, and wisdom to know the difference."**

**How can you spend your time more effectively? Are there any items you can bring into your control?**

**How can the circles of control model support you to do coexistence work?**

## Home Group 4

You may like to record any reflections from your discussion (being mindful of confidentiality).

- Which area areas of PESTEL are you interested in: Political, Economic, Social, Technological, Environmental, Legal?
- What coexistence work can be done in these fields?
- What actions will you do to promote coexistence going forwards?

# Delivery Reflection 1

**What training content / facilitation activity did you deliver?**

Make a note of both your own reflections and some of the key feedback you receive from others.

**What went well?**

**What are your next steps? And how will you achieve them?**

## Delivery Reflection 2

**What training content / facilitation activity did you deliver?**

Make a note of both your own reflections and some of the key feedback you receive from others.

**What went well?**

**What are your next steps? And how will you achieve them?**