

European Labor Mobility Support – *LAMOS EU*



Training Programme Toolkit

Workbook

Module 1

Intercultural Competence.

Cultural awareness

(MOBILITY & ADAPT)

Content

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Handout to Tool 1 “The culture onion”

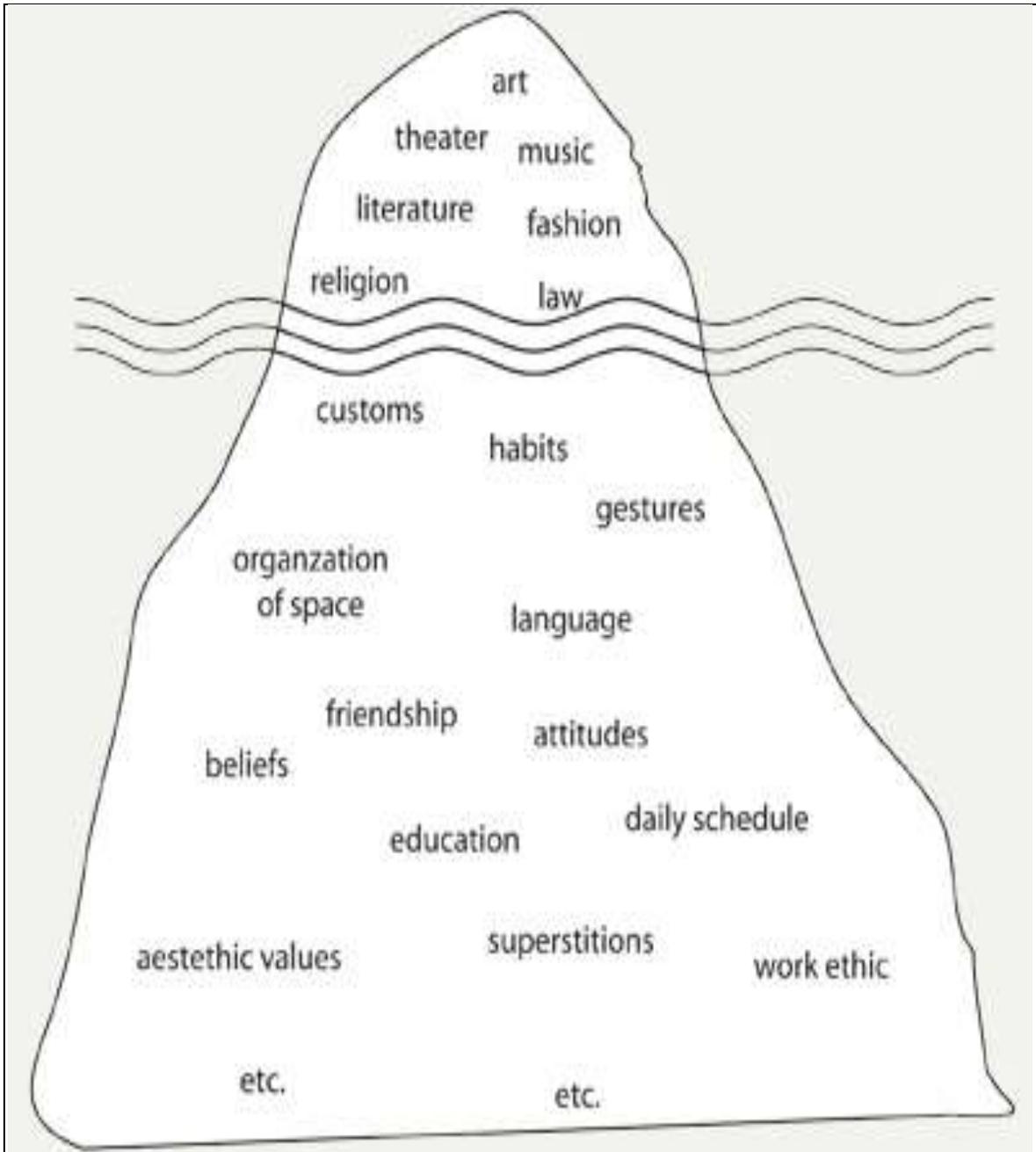
Five alternative definitions of culture

Below are five alternative definitions of cultures. Which definition(s) of culture do you prefer? You can choose as many as you wish.

1. Objective visible artefacts such as rituals, superstitions, heroes, myths, symbols and taboos.
2. Basic truths about identity and relationships, time and space, ways of thinking and learning, ways of working and organizing, and ways of communicating.
3. Ideals shared by group members to which strong emotions are attached.
4. The 'right' and 'wrong' ways of doing things. The rules people live by in practice.
5. Subjective behavioural orientations to do things in one way, rather than another. They are most noticeable in relationship styles, thinking and learning styles, organization and work styles and communication styles.

Handout to Tool 2

“Iceberg” Model of Culture”



Redrawn from French and Bell (1995).

Handout to Tool 4
“Mapping of Cultural Orientation”

Map your own cultural orientation by placing an X at the spot that most accurately reflects your values on each continuum below. Remember that a continuum represents an infinite number of possibilities between the two opposing ends. There are no right or wrong answers.

Monochronic	Polychronic
I like to be on time and expect the same of others.	What happens is more important than when it starts and ends.
Low Context	High Context
When rules are presented, I prefer that every detail is spelled out clearly.	Some rules are understood by everyone so it's not necessary to spell everything out.
Individualistic	Collectivistic
I prefer to work independently and be recognized individually.	I prefer to work as part of a group and think it's better when individuals are not singled out.
Egalitarian	Hierarchical
All people should be treated the same, no matter what their position is.	People should be treated differently depending on their title, position, rank.
Task Focused	Relationship Focused
When working on a project, I prefer to focus on getting the job done and become impatient with socializing.	When working on a project, I value time spent in building relationships and work better with people when I get to know them.
Surfacing Differences	Maintaining Harmony
I directly address differences when there is an issue so the problem can be solved quickly.	I prefer to deal with differences indirectly, behind the scenes, to avoid causing upset.
Emotionally Restrained	Emotionally Expressive
It's better to keep emotions private	It's better to express emotions openly
Being	Doing
I derive more of my identity from who I am and who my family is	I derive more of my identity from what I do: schoolwork, activities, etc.



Handout to Tool 5 “Intercultural Checklist“

1. Think about another country or culture.
2. Complete the checklist by answering “Yes”, “No” or “Don’t Know” to each question.
3. Where you answer Don’t Know, how will you find out about the answer to this cultural question?

Non verbal communication

	Y es	N o	Don't Know
Should I expect differences in what is thought of as appropriate 'personal space'?			
Should I anticipate differences in the way my counterparts use touch?			
Is there anything particular I need to be careful about in giving or receiving business cards?			
Should I avoid any particular gestures?			
Should I expect differences in the level of acceptable eye contact?			
Do I know what body language is taboo?			

Communication

Should I anticipate different attitudes about the acceptability of asking personal questions?			
Should I anticipate different attitudes towards the acceptability of humour and emotions?			
Should I anticipate different attitudes towards the acceptability of interrupting?			
Do I know what type of argument is likely to be most persuasive?			
Should I anticipate a different attitude towards addressing difficult issues directly?			
Do I know what style of feedback is acceptable?			
Should I anticipate different expectations about the expression of criticism?			
Should I anticipate different expectations about the expression of anger?			
Should I anticipate different expectations about the formality of feedback?			
Do I know the range of ways in which disagreement is likely to be expressed?			
Should I expect a different style of conflict resolution?			
Should I anticipate different expectations about the use of silence?			
Should I anticipate different communication styles to be in use?			
Do I know when to use first names and surnames?			
Do I know what professional titles to use?			
Should I anticipate different attitudes towards small-talk?			
Should I anticipate different attitudes towards the importance of saving face?			
Should I anticipate a different use of tone or pitch when speaking?			
Should I expect different attitudes towards displays of affection?			

Handout to Tool 6 „Values at Work“ - Checklist

The way in which each of us thinks and acts at work can be influenced by the attitudes and values in the cultures to which we belong. When we come into contact with people from different cultural backgrounds we can sometimes encounter workplace behaviour that does not match our assumptions and expectations. We can sometimes even misinterpret other people's workplace behaviour and make incorrect assumptions based on our own cultural background. This can result in confusion, misunderstandings and even conflict.

The checklist will help you identify some of the ways in which your cultural background has had an impact on your workplace behaviour.

On the following pages you will find several statements asking about the way in which you prefer to communicate and the way in which you prefer to learn, think and apply knowledge.

1. Read each description in order.
2. Decide which behaviour is closest to your own. If you identify with both statements, choose the one you identify with more often, or in more situations.
3. Mark a score indicating how strongly you tend to exhibit this behaviour.
4. When you have completed this activity, decide how you think people in a different culture of interest to you would probably respond to the statements.
5. Where you have identified important cultural differences between your approach and that of people in the culture of your host country, please consider:
 - Are these differences important?
 - How might these differences become apparent in the working environment?
 - How might people from that country or culture perceive your approach?
 - What challenge do these differences present?
 - In what ways might you adapt your behaviour to manage and overcome these cultural differences?



Direct I prefer people to go directly to the point and not to spend time beating around the bush.	Indirect I think it is important to avoid conflict even if it means only hinting at difficult issues.
5 4 3 2 1	1 2 3 4 5
Being frank It is important to be frank, open and honest at all times, even at the risk of causing others to lose face and experience shame.	Saving face It is important that nothing I do causes others to lose face, even if this means that I have to find other ways of transmitting important information.
5 4 3 2 1	1 2 3 4 5
Theory I prefer to learn by receiving and absorbing information from an expert source	Practise I prefer to learn by exploring, practising and experimenting with new ideas.
5 4 3 2 1	1 2 3 4 5
Deal When I have a job to do, I prefer to focus on the task: walking straight into the situation, sorting things out and moving on.	Relationship When I have a job to do, I prefer to focus on the people: spending time getting to know those I will work with.
5 4 3 2 1	1 2 3 4 5
Prompt I prefer people to stick strictly to measurable and structured deadlines. Being on time is the key to efficiency.	Flexible I prefer people to take a flexible approach to timekeeping. Being flexible about deadlines is the key to efficiency.
5 4 3 2 1	1 2 3 4 5
Teacher I prefer to give out precise and detailed instructions to people I work with. It is important that people do what they are told.	Facilitator I prefer to guide people towards making as many of their own decisions as possible. It is important people take the initiative at work.
5 4 3 2 1	1 2 3 4 5
Informal I prefer to talk with people in an informal way, regardless of who they are or what position they hold.	Formal I prefer to show the proper level of respect for position and status by using formal titles, surnames or polite forms of address.
5 4 3 2 1	1 2 3 4 5
Logic I prefer to stick to logic and facts when I am arguing a case. In business, emotions should be controlled as much as possible.	Feeling I prefer to display emotions and warmth when I am arguing a case. In business, emotions should be listened to and respected.
5 4 3 2 1	1 2 3 4 5



Handout to Tool 7: “What is wrong with stereotypes?”

A British trainer recently asked colleagues from Australia, France, Germany, Italy, Spain and the USA to describe a stereotype that is held in that culture about the British.

Match the stereotype with the culture that holds it.

1. The British have bad teeth.
2. The British treat their children badly.
3. The British are insular.
4. The British do not wash.
5. The British are obsessed by time.
6. The British are hypocrites.

Please discuss:

How helpful or true are these stereotypes about people in the UK?

What stereotypes do you hold about the people in other cultures or countries (e.g. Poland, Germany, Spain, Greece, Cyprus)?

How helpful are these stereotypes?

Handout to Tool 8: “What do they need to know about us?”

Prepare a briefing for someone who is about to spend some time in your country.

Use the table below as a guide to the content.

<p>Background</p> <ul style="list-style-type: none"> – Geography and topography – History – Economic system – Business and commerce – Political structures – Media and broadcasting – Language(s) 	<p>Society</p> <ul style="list-style-type: none"> – Current political situation – Legal system – Religious influences – Regional differences – Social and community life – Ethnic minorities – Gender issues – Education system – Heroes and myths – Private / work life overlap
<p>Traditions and customs</p> <ul style="list-style-type: none"> – Communication styles – Greetings – Gestures – Levels of formality – Holidays and festivals – Taboos – Gift-giving 	<p>Daily life</p> <ul style="list-style-type: none"> – Shopping – Entertaining – Food and Eating out – Getting around – Climate – Healthcare – Housing – Security
<p>Business Etiquette</p> <ul style="list-style-type: none"> – Business relationships – Approaches to work – Approaches to leadership and teams – Management styles – Formal and informal meetings and discussions – Negotiations and presentations 	<ul style="list-style-type: none"> – Other....



Handout to Tool 9: „Facts, Attitudes, Behaviours“

- Think carefully about another country or culture.
- Identify some of the key background and environmental factors that influence this culture.
- Then speculate on the culture's core attitudes and values, and how these are reflected in observable behaviours.

(Cultural information and advice often includes hints, tips, do's and don'ts.)

Background facts:
Core attitudes:
Observable behaviour:

Handout to Tool 10: Communication types

- Read each of the following pairs of descriptions.
- Decide which descriptions is more like your country, A or B?.
- Think of another culture or country of interest to you. Does it come closer to type A or type B?
- Choose one or two statement pairs that interest you. Can you think of any misunderstandings that might arise when people from cultures more like A, communicate with people from cultures more like B?

1	In some countries, people tend to talk quite quickly, frequently interrupting others in order to get their ideas across.	In other countries, people tend to talk in a slow and considered way, rarely interrupting other people when they are talking.
2	In some countries, people tend to talk quite loudly and are not particularly concerned if people they do not know overhear their conversations.	In other countries, people tend to be more soft-spoken, and take care to ensure that they do not talk so loudly that other people can hear their conversations.
3	In some countries, people use many physical gestures (such as smiling a lot, waving their arms or banging the table) to emphasize what they are saying and to communicate important ideas and feelings.	In other countries, people do not often use many physical gestures (such as smiling a lot, waving their arms or banging the table). Instead, they use words and their tone of voice to communicate important ideas and information.
4	In some countries, demonstrating interest in what other people have to say means maintaining good eye contact with them when they are talking.	In other countries, demonstrating respect for other people means trying to avoid too much direct or close eye contact while they are speaking.
5	In some countries, even people who do not know each other very well will hold hands, embrace, place their arms around each other's shoulders, or touch each other on the arms.	In other countries, people are taught not to touch other people they do not know, and will try to avoid physical contact with strangers wherever possible.
6	In some countries, when people talk to each other they stand or sit a considerable distance apart, sometimes as much as 50 cm.	In other countries, when people talk to each other than stand or sit very close to each other - sometimes so close that they are almost touching the other person.
7	In some countries, people are direct and frank in the way they speak. They will give their personal opinions freely, regardless of whom they are talking to, and will often criticize other people directly if necessary.	In other countries, people are less direct in the way they speak. They will often avoid giving their personal opinions unless they know the people they are talking to well, and will try to avoid saying things that might come across as too critical of others.
8	In some countries, people write e-mails or faxes that are as short, direct and factual as possible. They pose questions	In other countries, people sometimes write e-mails or faxes in a less direct and wordier way. They often don't feel the need to spell



	directly and ask for information in an explicit and unambiguous way.	out precisely and unambiguously the information they require.
9	In some countries, people often prefer to use e-mails, faxes, letters or other forms of written communication to pass on important information and make sure they get the response they want.	In other countries, people often prefer to use face-to-face discussions, telephone calls or other forms of spoken communication to pass on important information and make sure they get the response they want.
10	In some countries, learning foreign languages (particularly English) forms a big part of the educational curriculum. People from these countries often speak other languages very well.	In other countries, learning foreign languages is not an important part of the educational curriculum. People from these countries often do speak other languages very well.
11	In some countries, people are happy to talk about their personal and family life with their colleagues at work. They are also inclined to ask other people questions about their private and family life, even if they do not know them very well.	In other countries, people prefer to keep their private life and their work life separate. They do not tend to ask questions or talk about personal and family life at work, unless it is with close colleagues who they know well.
12	In some countries, people like to make 'small talk' (that is, talk about the weather, football, politics) before they start talking about business.	In other countries, people like to get straight into business without bothering with too much 'small talk' (that is, talk about the weather, football, politics).
13	In some countries, people are happy to talk about their accomplishments without embarrassment or shame. They think it is polite and honest to describe what they have achieved in their lives.	In other countries, people feel uncomfortable talking about what they have accomplished. They think it is polite and courteous to keep quiet about their attainments.
14	In some countries, people will try to remain as reasonable, rational and dispassionate as possible during business discussions and conversations. They believe that the best way to remain objective is to argue based on facts and talk from the head, not from the heart.	In other countries, people feel comfortable following their feelings and intuition during business discussions and conversations. They believe that the best way to get their message across is to talk with passion and conviction, even if this sometimes comes across as being emotional.
15	In some countries, people are happy cracking jokes and telling funny stories at work or in business situations, even with people they do not know very well.	In other countries, people think work is a serious place to be and try to avoid making jokes or telling funny stories unless they know the other person very well.
16	In some countries, people tend to communicate in an informal way, using first names at work or when dealing with customers and colleagues. People rarely use formal titles (like Mr or Mrs, Doctor, Engineer, Architect).	In other countries, people tend to use formal titles (like Mr or Mrs, Doctor, Engineer, Architect) at work, or when dealing with customers and colleagues, people tend to use first names mainly with family and close friends.

Handout to Tool 11: Hofstede's Five-Dimension Model

The model uses the following five dimensions to analyse cultural characteristics:

1. Power distance

Power distance reflects the degree to which a society accepts the idea that power is to be distributed unequally through hierarchical distinctions. The more this is accepted, the higher the country's ranking in power distance. High power-distance culture can be characterized by a strong hierarchal structure within their organizations. In such societies, managers are respected in and out of the organization and are rarely publicly contradicted.

By contrast, low power-distance societies tend to value notions of empowerment for employees and consensual decision-making. In Europe, current levels of power distance rather neatly match the boundaries of the former Roman Empire. Former Roman spheres of influence tend to resolve the essential tension between low and high power distance in favour of the latter. The opposite is true in areas that were not influenced by Roman values.

2. Individualism versus collectivism

Individualism reflects the degree to which individual beliefs and actions should be independent of collective thought and action. Individualism contrasts with collectivism, which is the belief that people should integrate their thoughts and actions with those of a group (for example, extended family, or employer). In individualistic societies people are more likely to pursue their own personal goals.

In collective societies people are more likely to integrate their own goals with those of other group members and tend to avoid putting people in situations where they might lose face. The cohesion of the group plays a more important role than pursuing one's own individual achievement.

3. Uncertainty avoidance

Uncertainty avoidance reflects the degree to which a society feels threatened by ambiguous situations and tries to avoid them by formulating rules and refusing to tolerate deviance. In essence, it relates to an essential tension about the nature of 'truth'. The more a society accepts that truth is 'absolute', the higher it ranks on uncertainty avoidance. Societies that rank high on uncertainty avoidance have highly structured working environments.

Employees and managers pay attention to precise objectives and clear rules, detailed assignments and schedules set up well in advance.

4. Masculinity versus femininity

This dimension relates to essential tension between attitudes towards gender. Masculinity describes the degree to which the focus is placed on assertiveness, task achievement and the acquisition of material goods. This is contrasted with femininity in which quality-of-life issues such as caring for others, group solidarity and helping the less fortunate are valued.

5. Long-term versus short-term orientation CDI (Confucian Dynamism Index)

The essential conflict in this dimension relates to attitudes towards what is, and what is not, considered 'virtuous'. Long-term cultures focuses on the distant future and emphasize the importance of saving, persistence and achieving goals that may only come to fruition after

several generations. Short-term cultures emphasize the past and the present, and there is respect for fulfilling social obligations and a consistent understanding of morality. Hofstede claimed that Chinese people have a relatively high Confucian dynamism index value, while American people have a relatively low Confucian dynamism index value. He suggested that this distinction is reflected in business. In China top management emphasizes thrift and perseverance and respect for tradition, and also maintains a long-term orientation (that is, the company is regarded as a family). In contrast, in the USA, top management is said to focus on current needs, creativity and adopting a short-term orientation.

Read the four short incidents described below.

Underline any sentences that suggest cultural differences were at work and answer the following questions:

- How would you explain these differences in terms of Hofstede's cultural dimensions?
- What hints or tips would you give to each of the people below to overcome cultural barriers?

Sarah

Sarah Marshall is head of the business development group at a US-based law firm. Recently she was assigned the task of winning a contract for a new project with the Colombian government. She was competing with teams from Spain and France.

Sarah had quite a lot of background information on the proposed project and on the packages her competitors were offering. On the basis of this information and her organization's extensive resources she felt confident that the company would win the contract.

Sarah drew up a proposal that was time and cost-effective and designed a presentation based on convincing numbers and a persuasive argument. Arriving in Bogota the day before, Sarah personally made the sales pitch in which she detailed all the relevant facts, highlighted the various ways forward and made a clear recommendation of the best solution. She eventually lost the project to the Spanish team, even though her Colombian counterparts acknowledged the quality of her proposals.

Richard

Richard, an Australian, is part of a team of lawyers based in Paris. Claude, 48, is the team's PA. Claude works from 9 a.m. to 6 p.m., with an hour and a half for lunch.

Richard is very pleased with the quality of Claude's work and her commitment to the team. Unfortunately because of his extensive travel commitments abroad he has never had the opportunity to have lunch with her or spend any time with her and the team outside the work environment. After a while Richard asks to be addressed by his first name and the informal 712. Several months later, however, Claude is still calling him 'Monsieur Lafleur' and addressing him with 'Voulez-vous bien...' although Richard calls her 'Claude' and addresses her with 'Veux-tu...'

Richard is puzzled and decides to talk to Claude about this matter in order to clarify the situation.. To his amazement Claude replies that she prefers to call him by his surname and refer to him with the formal vous.

Karl

Karl, a Dutch lawyer, felt that his first business trip to Japan was going fairly well. He was determined to get to know his colleagues better and was particularly pleased to be invited out for drinks after work with most of the team, including the senior managers.

At the bar, everyone was expected to entertain; even the senior staff got to sing karaoke songs or tell jokes. Everything seemed fairly informal and cooperative, with Karl's karaoke version of 'Imagine' winning rapturous applause from the group. One of the senior managers even asked Karl for a repeat rendition later in the evening.

Keeping this informality in mind, Karl used a team meeting early the next morning to present a proposal for resolving a minor logistics problem he had noticed. He was surprised to be met with a wall of embarrassed silence and was noticeably excluded from informal exchanges as people left the meeting.

Rebecca

Rebecca, a recently recruited British executive in an international law firm, was asked to chair a meeting with her French and British colleagues.

From Rebecca's point of view, the meeting went well. She did her utmost to make sure that everyone was heard and the relevant issues discussed and summarized in a diplomatic way. She even changed the agenda and extended the meeting to accommodate new issues that some British delegates had brought up.

At the end of the meeting Rebecca was shocked to hear one French colleague whisper to another `... typical British, just typical. No proper preparation...'. She was even more surprised to hear the reply: 'Yes, and they never say what they mean, do they?'

Handout to Tool 12: “Observing Body Language”

Watch the video.

Closely observe how people dress, greet and interact with each other. While watching, please tick the boxes that match your observations and reflect on what the individuals concerned are trying to communicate.

<p>Dress code</p> <ul style="list-style-type: none"> <input type="checkbox"/> Casual <input type="checkbox"/> Uniformed <input type="checkbox"/> Colourful <input type="checkbox"/> Formal <input type="checkbox"/> Eccentric <input type="checkbox"/> Neutral <p>What are the individuals concerned trying to communicate through their dress code?</p>	<p>Greetings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collective greeting <input type="checkbox"/> Hugging <input type="checkbox"/> No touching <input type="checkbox"/> Neutral face <input type="checkbox"/> No greeting <input type="checkbox"/> Handshaking <input type="checkbox"/> Smiling <input type="checkbox"/> Individual greeting <input type="checkbox"/> Kissing <input type="checkbox"/> Touching <input type="checkbox"/> Emotion <p>What are the individuals concerned trying to communicate through their greetings?</p>
<p>Gestures and personal space</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stand close <input type="checkbox"/> Keep their distance <input type="checkbox"/> Avoid physical contact <input type="checkbox"/> Good eye contact <input type="checkbox"/> Avoid eye contact <p>What are the individuals concerned trying to communicate through their gestures and personal space?</p>	<p>General impression of the interaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formal <input type="checkbox"/> Hierarchical <input type="checkbox"/> Laid-back <input type="checkbox"/> Informal <input type="checkbox"/> Organized <p>What are your overall impressions of the communication?</p>



Handout to Tool 13: “Recognising culture shock”

Culture shock is the process of adjustment to an unfamiliar culture. It is a more or less sudden immersion into a state of uncertainty - in which you become unsure about what is expected of you and what you can expect from other people. Culture shock can occur in any situation where you are forced to adjust to an unfamiliar system in which many of your previous ways of doing or understanding things no longer apply.

Five stages of culture shock can be identified:

1. Honeymoon

This is where the newly arrived individual experiences the curiosity and excitement of a tourist, but where the person's basic identity is rooted back at home.

2. Disorientation

This stage involves the disintegration of almost everything familiar. The individual is overwhelmed by the requirements of the new culture and bombarded by stimuli in the new environment.

3. Shock

This stage is associated with the experience of anger and resentment towards the new culture. Stress, anxiety, irritation and hostility are common.

4. Adaptation

This involves the integration of new cues and an increased ability to function in the new culture. The individual increasingly sees the bad and the good elements in both the new culture and the home culture.

5. Adjustment

In this stage, the individual has become comfortable in both the old and the new culture. There is some controversy about whether anyone can really attain this stage.

Exercise

Below you will see a number of comments likely to be made by individuals in one of the five stages of culture shock. Read each comment and write down what stage of culture shock you think the individual concerned is most likely to be in:

1. 'We do that too, only in a different way.'
2. 'Why can't they just ...?'
3. 'I can't wait to tell ... about this.'
4. 'You don't understand them like I do.'
5. 'Isn't this exciting?'
6. 'These people are so damn ...'
7. 'Only ...more months before I can go home'
8. 'Aren't they interesting?'
9. 'Actually, I am beginning to like this'
10. 'Everything here is so difficult!'
11. 'We would never do that where I come from'
12. 'On the other hand, why shouldn't they do that'



Handout to Tool 14: „Culture-shock Checklist“

Read each of the following strategies and techniques for dealing with culture shock. On the right hand side, write down some specific behaviours that describe how you can put each strategy or technique into practice. The first two have some examples already inserted.

Strategies and techniques	How you can put this in practice.
1. Anticipate it - do not let it take you by surprise.	<i>For example, make a list of all the things likely to cause me culture shock.</i>
2. Find out as much as you can about where you are going before you leave.	<i>For example, attend a country-specific briefing. Read a cultural awareness book.</i>
3. Identify familiar things you can do to keep you busy and active.	
4. Fight stress, do not deny your symptoms and do not give in to them.	
5. Monitor your drinking and eating habits.	
6. Give yourself time to adapt. Making mistakes is a normal part of learning.	
7. Discuss your experiences with your colleagues.	
8. Expect the same symptoms when you come home.	
9. Think about the positive aspects of culture shock.	
10. Retain a sense of humour!	



Handout to Tool 15: Intercultural Communication Skills Checklist

Read each of the following strategies and techniques for communicating effectively across cultures. On the right hand side, write down some specific behaviour that describes how you can put each strategy or technique into practice. The first two have some examples already inserted.

Strategies and techniques.	How you can put this in practice.
Clarify frequently	Paraphrase what you think you have heard to make sure that you understand the communication accurately. Emphasize the feelings expressed, as well as the substance. Confirm that you accurately understand and acknowledge the message, even if you do not agree with it.
Use active listening	Demonstrate interest. Acknowledge comments with your head or voice. Avoid mistaking vagueness for ambiguity or disinterest.
Summarise frequently	
Aim for dialogue, not debate.	
Be structured and clear.	
Be open and friendly.	
Invite feedback, do not just expect it.	
Use questions effectively and often.	
Keep positive.	
Grade your language to suit your counterpart.	
Make sure that your verbal and non-verbal communication agrees.	
Know yourself to know others.	

Handout to Tool 16: What Makes an Interculturally Effective Individual?

The quotes below are adapted from interviews conducted with individuals who are highly experienced in intercultural working. Each respondent was asked what he or she believed to be the most important characteristics contributing to their success in working across cultures.

Read each quote...

1. 'You need to continually question your own assumptions and preconceptions; even about things you think should be blindingly obvious to everyone concerned'
2. 'The most successful expatriates are those who can slip into 'local time' as soon as they get there'
3. 'The best people are interested in international work, and motivated to live and work with people from different backgrounds'
4. 'For me, learning the language was a vital part of coming to understand the people and the country.'
5. 'You have to recognize that other people are different and look at things in different ways. Usually not better or worse, just different'
6. 'Having a set of clear core values helps guide our people and provides them with support wherever they go'
7. 'You know that you are not going to understand everything that is going on; you just have to learn to accept it, even laugh about it'
8. 'Of course, sometimes you have to adapt and sometimes you have to stand your ground. You cannot change everything you do. It is knowing when to take either approach that is so difficult'
9. 'Once you know the rules people follow and the logic they operate by, everything else falls into place'

Draw on these quotes (and your own experiences) to clarify the combination of attitudes, skills and knowledge you think are most important for a interculturally effective individual. To what extent do you, your team and your organization currently possess the attitude, skills and knowledge outlined above?

Handout to Tool 17: Use your RADAR

- Read the following two “critical incidents”.
- Apply the 5 RADAR steps to each incident. Incident 1 (Ronald) has been done for you as an example.

Critical incident 1

A British manufacturing company wanted to boost its flagging exports to continental Europe. Ronald, a young Dutch marketing manager with a lot of experience in the Amsterdam office of the organization was seconded to the company's London headquarters for six months in order to help with a new marketing project. Ronald spent several weeks researching the marketing department's methods and talking to his counterparts. Eventually, he drew up a number of clear proposals for boosting European sales, which he intended to present at a senior management meeting. During the meeting Ronald explained what the problems were and what needed to be done to solve them.

At the end of the meeting Ronald asked if anyone had any comments or suggestions, and was a little surprised when everyone kept silent. A week later Ronald was transferred back to Amsterdam, even though he still had three months of his secondment to serve. Shortly afterwards, Ronald's manager in Amsterdam received a memo from head office suggesting that he be moved to a 'less sensitive' position in the company where he did not have to deal with clients or senior management.

Critical incident 2

Andreas, a young American business school graduate, strode confidently into the Berlin conference room and stood at the podium. He was there to present a radical change to his organization's networking systems to an audience drawn from across the German joint venture. Andreas worked confidently through each of his presentation points in a logical progression, relying on the slides to convey the more technical information. To engage the audience he added a bit of humour by telling some jokes along the way. After completing the formal presentation, Andreas invited questions. At this point, he adopted a more informal stance, taking off his jacket, loosening his tie and perching on the edge of the table. He addressed the audience by their first names and made sure that he kept good eye contact with anyone he spoke to.

As the audience left he shook hands with everyone and slapped them on the back in a gesture of camaraderie, just like in the films. To his surprise, the feedback from some parts of the organization was decidedly mixed.



	Incident One - Ronald	Incident Two
Recognize the cultural dimension.	The misunderstanding took place in a situation in which people from different cultural backgrounds came into contact. Ronald felt that he was acting in a courteous and constructive fashion, yet his behaviour was seen in a different way by his counterparts. This suggests that cultural differences played a part in what happened.	
Analyse what caused the misunderstanding.	The misunderstanding occurred as a result of a presentation given by Ronald. The Dutch tend to value communication that is direct and explicit. In contrast, the British often value communication that does not rock the boat or expresses criticism in quite ambiguous terms. The British may therefore have misperceived Ronald's considered and polite presentation as overtly confrontational and critical.	
Decide what options are available.	Ronald could choose not to interact with the British again, or simply change his communication style to suit his audience. Alternatively, he could make differences in communication styles explicit and work with his counterparts to find a style of communication that suited everyone concerned.	
Act on the best option(s).	The best option in the short term is probably for Ronald to adapt his communication style to suit his audience. This is most likely to enable him to get the response he wants from his communication. In the longer term, addressing cultural differences in the organization will probably be beneficial.	
Review what happened.	Reviewing the response to his next presentation will enable him to decide what effect changing communication style has had.	

Module 2

Adaptability and Openness

(MOBILITY & ADAPT)

Content

Handouts for practical exercises

Tool 2 – Find someone

Tool 8 – Real Scenarios

Tool 10 – Examples of adaptability?

Tool 15 – Active listener – Part 2

Tool 20 – Time for giving and handling criticism!

Tool 23 – Find me!

Tool 26 – The Give and Take of Criticism: Role-Playing Exercises

Tool 29 – Deal with the unexpected!

Tool 33 - Strategies to Achieve a Work-Life Balance

Handout to Tool 2 “Find someone”

Task & Questions

1. Find someone whose name starts with a consonant
2. Find some who likes sports and write the sport here
3. Hug someone and tell him something nice
4. Find someone who has 2 pets
5. Find someone who speaks more than 2 foreign languages
6. Dance with someone waltz for 30 seconds
7. Find someone who has already worked in a foreign environment
8. Find someone who has kids
9. Play “Rock–paper–scissors–pencil” with someone for 30 seconds
10. Find somebody who is vegetarian

Handout to Tool 8 “Real Scenarios”

SCENARIOS

Scenario 1: Our manager left unexpectedly one day, without a warning. Even now we never learned what happened, but it definitely caused some chaos in the workplace, since no one was there to take her place and she had her own processes that weren't necessarily public.

Scenario 2: There is a big conference scheduled for mid-morning. The company receptionist, who was to greet those attending the conference, has called in sick with the flu. Everyone else has been assigned another function to ensure this conference, which has been in the works for months, goes off as planned. No one else is available to cover the receptionist's duties. Should the attendees just wander into the office with no one there to greet them?

Scenario 3: I am there on the train at 6:00 a.m. heading into work. I spend the hour train ride scheduling the entire week into 15-minute chunks. However, disaster strikes in the office when a series of events transpire to remove me from my office and send me on a wild goose chase around the city. This blows my carefully scheduled day out of the water! I want to ask about your thoughts on scheduling carefully and yet still allowing for flexibility within the schedule, given that I work in an industry where clients will often request meetings at the drop of a hat and I am expected to oblige. These guys pay the bills and so it's not really advisable to keep them waiting for the next “scheduled opening.”

Scenario 4: Your inconsiderate co-worker uses speakerphone to discuss everything from meeting recaps with clients to dinner plans with her husband; reads your computer screen over your shoulder; and readily jumps into your conversations without invitation.

Sources:

- <https://everydayinterviewtips.com/how-to-deal-with-unexpected-workplace-problems/>
- <https://www.thebalance.com/dealing-with-a-crisis-at-work-526251>
- <https://www.forbes.com/sites/kevinkruse/2016/04/18/dealing-with-the-unexpected-at-work/#6e51145b7f3f>
- <https://www.fastcompany.com/3043067/how-to-handle-five-of-the-most-difficult-office-problems>



Handout to Tool 10 “Examples of adaptability?”

Discuss in your group the following examples

No.	Examples
1	Admitting an oversight and suggesting alternative ways to avoid similar mistakes
2	Allowing employees to work from home when feasible to help balance work with family responsibilities
3	Analysing the style and preferences of individual subordinates
4	Assessing the needs and preferences of individual customers
5	Postponing routine tasks in order to focus on priorities
6	Enabling workers to vary arrival and departure times as long as they work the prescribed number of hours
7	Learning complex, new practices/skills, etc. that will increase efficiency
8	Listening carefully to constructive criticism as part of a performance review
9	Pushing aside the work planned for the day to respond to an emerging problem
10	Rewarding subordinates who make impactful suggestions
11	Shifting attention to a customer (e.g. when entering the facility) even though immersed in detailed task
12	Tailoring a pitch to the unique needs of a customer
13	Volunteering to change your schedule to accommodate another employee's needs
14	Volunteering to take the lead for a key presentation when a colleague comes down with an illness
15	Working overtime to help a colleague meet a deadline for an assigned task

Source: <https://www.thebalance.com/workplace-flexibility-definition-with-examples-2059699>



Handout to Tool 15 “Active listener – part 2”

ACTIVE LISTENING SCENARIOS

ACTIVE LISTENING SCENARIO #1:

You’re talking to your supervisor who called you in to ask if you were okay. You have been tired and worn out for the last several weeks. You just don’t feel enthused about anything and each day is not something you look forward to. You feel like you’re just going through the motions on everything you do.

ACTIVE LISTENING SCENARIO #2

You’re talking to a co-worker about a new colleague who gives you his/her work when he/she is really stressed.

ACTIVE LISTENING SCENARIO #3

You think the two colleagues across the room have been talking about you because they keep looking over at you and then whispering back and forth to each other. You decide to confront one of them about it at the end of the day.

ACTIVE LISTENING SCENARIO #4

You’re thinking about quitting your job. You and your spouse have talked about this for a while. It would mean selling your house and moving away to live somewhere less expensive. You think you want to do this but at the same time you wonder if it is the best thing for you and your spouse. You are talking to your co-worker. Take it from there!

ACTIVE LISTENING SCENARIO #5

You’re talking to your co-worker about all the changes happening at your company with expansion, new equipment, new personnel, new policies, etc. It’s all very overwhelming to you.



ACTIVE LISTENING SCENARIO #6

Earlier in your shift, you made a fairly serious mistake and you're really upset about it. Usually, you're really outgoing and upbeat, but this mistake is really eating at you. Even though nothing happened to the involved parties, you feel really terrible and question whether you can still do the job and keep up with all the activity levels like you once did.

ACTIVE LISTENING SCENARIO #7

You are "up to here" with your kids. They are simply driving you nuts with whining and quarreling. You love them but you do need a break. You're talking to a co-worker.

ACTIVE LISTENING SCENARIO #8

You're in a dilemma and you ask your friend if they have a few minutes to talk. You have an opportunity to take a new job with regular hours and holidays and weekends off. At the same time, you love what you do and you're just really torn.

ACTIVE LISTENING SCENARIO #9

You're upset about a conflict you had with a co-worker a few days ago. You're talking to a different co-worker about it. You feel like you acted like a rat. You did apologize to the person you offended, and you have tried to make up for it. Still, you keep hearing about it and you feel that you can't do any more, so why doesn't everyone just drop it!

ACTIVE LISTENING SCENARIO #10

You're talking to a friend about this: you've been working on a project for some time, you did all the surveying, the compiling, even the writing. And, it was your idea in the first place. But, someone else turned in your project with their name on it, and they got all the credit.

Source: <http://www.scr911.org/>

Handout to Tool 20 “Time for giving and handling criticism!”

With a partner, role-play the following scenarios.

When you give feedback, be sure to:

- Describe your observations of the behaviour with “I” statements
- Describe how the behaviour affects you or the workplace
- Express appreciation or concern and request a specific change in behaviour

SCENARIOS	
<p>Co-worker A Your co-worker recently had a negative performance evaluation. He is feeling resentful toward the manager and is constantly making negative comments to you about the manager and the company. You like the manager and are happy with your job at the company. Give your co-worker some constructive criticism.</p>	<p>Co-worker B You recently had a negative performance evaluation. You feel your manager was unfair and you are feeling angry and resentful. You have been voicing your negative feelings about the manager and the company to your co-worker. Respond to criticism from your co-worker.</p>
<p>Co-worker A You are getting married in two months and you have a lot to do to plan a big wedding. You are not too busy at work these days, so you have been spending time on the phone calling various vendors to make your wedding plans. Respond to criticism from your co-worker.</p>	<p>Co-worker B You work in a cubicle beside a co-worker who is getting married. She spends a lot of time every day on the telephone planning her wedding and discussing her plans with friends. You are tired of listening to these conversations and they are affecting your ability to concentrate on your work. Give your co-worker constructive criticism.</p>
<p>Co-worker A You are part of a team of that is planning a project. During team meetings, one member of your team is consistently negative toward your ideas. In one meeting, she responded to a suggestion from you by saying, Well, that’s a stupid idea. Give your team member some constructive criticism.</p>	<p>Co-worker B You are part of a team that is planning a project. You are enjoying the project and feel you work well with the team members. You have a lot of ideas and you feel your team members are receptive toward them. You have more experience than your team members. Respond to criticism from a team member.</p>
<p>Employee You prepared the monthly report for your manager as usual. You were a little late this month because your manager had given you several other responsibilities. Respond to criticism from your manager.</p>	<p>Manager Your employee submitted a monthly report that contained some factual and typographical errors. You had to spend time redoing the report. Give your employee some constructive criticism.</p>

Source: https://www.settlementatwork.org/lincdocs/linc5-7/03-interact.w.others/pdfs/social.interact.LINC7/09.being_assertiv_criticism.pdf

Handout to Tool 23 “Find me!”

List of Questions

1. If you could have an endless supply of any food, what would you get?
2. What is one goal you’d like to accomplish during your lifetime?
3. What’s your favourite thing to do in the summer?
4. If you were an ice cream flavour, which one would you be and why?
5. If you could visit any place in the world, where would you choose to go and why?
6. What’s the ideal dream job for you?
7. Are you a morning or night person?
8. What are your favourite hobbies?
9. What’s the weirdest thing you’ve ever eaten?
10. If you had to describe yourself using three words, it would be...
11. If someone made a movie of your life would it be a drama, a comedy, a romantic-comedy, action film, or science fiction?
12. If I could be anybody besides myself, I would be...

Handout to Tool 26 “The Give and Take of Criticism: Role-Playing Exercises”

Role Playing Exercise 1: Outside Vendor Doesn't Measure Up

You are a marketing manager at GoLightly, a small company that packages and sells items to big box retailers. Two of GoLightly's most popular products are clip-on book lights and plug-in nightlights. You recently hired an outside contractor to update your company's Web copy. The copywriter, Tiffany Holly, is a fresh college graduate whose portfolio and experience impressed you. Because she attended your former college, you were happy to throw her the business.

GoLightly's Web site has two distinct sets of readers: retailers and consumers. When you hired Tiffany, you explained that the current Web copy needed to refresh information for both sets of readers. For retailers, the rewrite needed to update product specs, explain GoLightly's return policies in detail, and present the company's retailing point-of-purchase options.

But the site also must be accessible to consumers who want to learn about the lights. In addition to the technical information geared to the retailers, some of the copy needed to be more playful but still informative. This copy needed to be rewritten to include the updated product specs as well as include some bulleted points about the products' features and benefits.

When you received a draft of Tiffany's revisions of your Web site, you were disheartened. Although she delivered on time, the copy was far from usable. The problems you found included the following:

1. **Tone.** The copy geared to your business clients was too cutesy. Although you understand that asking her to write for both a business and consumer audience is challenging, you know that her overly casual writing voice, use of slang instead of more standard words, and excessive exclamation points will turn off business-minded purchasing agents. She needs to alter her tone to fit the needs of each set of readers.
2. **Accuracy.** You notice that a few of the product specs are incorrect. In addition, a few spelling errors had crept in.
3. **Correctness.** Although you're no grammar pro, even you know that bulleted points need parallel construction. You're not sure whether other grammatical errors exist, but you don't want to have to look for any.
4. **Consistency.** Some bulleted points end with periods; others do not. Some headings use all caps; others do not.

You hired a writer because you don't have time to write or edit copy! You're irritated but want to give Tiffany one more chance before firing her. Using the guidelines above, take Tiffany aside to discuss the problems you have with her work.

Role Playing Exercise 2: Team Member Undermines Group's Productivity

As a marketing communications writer for a software firm, you have been asked by your boss, the marketing director, to head up a group of your coworkers. The task before you is creating a strategy to rewrite the current sales support materials. Your teammates include Kirsten, a salesperson, and Bryson, the product manager.

From the get-go, Bryson has been a pain to work with. Everyone has tried to be understanding of his abrupt, sometimes sarcastic manner because Bryson is going through a rough divorce. But his bad humor creates tension, and his negativity is difficult to take. At one meeting, Kirsten volunteered some ideas: redesign the brochure cover; update the product specs to be less technical; and focus the message on productivity. But Bryson shot down Kirsten's ideas without giving them any thought, saying, "How innovative...NOT!" When Kirsten asked him for an alternative, Bryson had nothing to offer. Kirsten then suggested including an expanded diagram to illustrate some of the products' features. Bryson retorted, "We've never done it that way before."

After several grueling sessions, the team has finally agreed upon a way to attack the project, and each person is working individually to create the material you need to present to your boss. But Bryson is dragging his feet. He has missed several deadlines to give you essential information.

Finally, you've had enough. You decide you have to talk to Bryson or you will be unable to produce the work your boss has requested. You consider where you can best talk to Bryson so he will not be humiliated in front of his colleagues. Your firm has designed an open office, so finding privacy will not be easy. You also outline some of the behaviors that Bryson has demonstrated that you have found to be counterproductive: (a) making sarcastic, unkind remarks; (b) shooting down ideas and not contributing replacements; (c) missing deadlines.

Though you are sensitive to Bryson's personal problems, you know the way you handle this task will affect how your boss thinks about your abilities. Talk to Bryson using the guidelines we've discussed.

Source for Role plays 1 & 2:

<https://www.cengage.com/bcomm/guffey/newsletter/archives/2010-11/10113.html>

Giving Criticism Checklist

Well Done ✓	Needs Improvement ✓	Behavior
		Began with positive statement
		Critiqued behavior rather than the person
		Offered specific, relevant criticisms
		Offered solution
		Exhibited discretion, empathy, and sensitivity
		Used euphemisms, soft language
		Delivered criticism in even tone of voice; avoided sarcasm; maintained good eye contact
		Avoided words <i>always</i> and <i>never</i> ; did not repeat points
		Ended criticism on positive note
		Comments:
		Accepting Criticism Checklist
		Listened to criticism before reacting
		Avoided reacting defensively; did not make excuses
		Thanked criticizer for input; behaved graciously
		Comments:



Handout to Tool 29 “Deal with the unexpected!”

SCENARIOS

Scenario A – You Get a Last-Minute Deadline

It’s Friday evening and you’re about to leave town for your friend’s wedding — until you get an email from your boss about an assignment due Monday morning. Naturally, your first thought is probably along the lines of: “Why wouldn’t she give me more notice?!” What to do?

Scenario B – You Have a Conflict with a Co-worker

A colleague begins to publicly berate you in the hallway for stealing his client or some other offense. You’re caught off guard, embarrassed and want to defend yourself. What to do?

SCENARIO C – Your Department’s Budget Has Been Cut

You just found out your pet project might be cancelled due to significant budget cuts. Understandably, you’re freaked out — and concerned the consequence will be that your boss will decide you’re not contributing. What to do?

SCENARIO D – Your Job Description Changed

You just started a transnational labour mobility at an organisation. After 2 months, your organization has merged with another, and because your role is now redundant, you have been assigned to a completely new one, an area you know nothing about. What to do?

Source: <https://www.dailyworth.com/posts/2577-5-stressful-work-situations-mdash-and-how-to-cope>

Handout to Tool 33 “Strategies to Achieve a Work-Life Balance”

Write down 10 challenging/stressful things in your workplace that influence or will influence your private life and vice-versa.

No.	Topic	Short- term actions	Long- term actions
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Module 3

Optimism and Emotional Stability

(MOBILITY & ADAPT)

Content

Handouts for practical exercises

- Tool 1 – VIA character strengths
- Tool 2 – Best possible self
- Tool 3 – Goal Setting – obstacles and workarounds
- Tool 4 – Three good things
- Tool 5 – My ABCDEs
- Tool 6 – Emotional regulation questionnaire
- Tool 7 – Emotional regulation Worksheet
- Tool 8 – STOPP
- Tool 10 – Mindful listening



Handout to Tool 1 “VIA character strengths”

340 Ways to Use VIA Character Strengths by Tayyab Rashid & Afroze Anjum

University of Pennsylvania © 2005, Tayyab Rashid

CORE VIRTUE----WISDOM & KNOWLEDGE

acquisition and use of knowledge

I. Curiosity [interest, novelty-seeking, openness to experience]:

1. Expand your knowledge in an area of interest through books, journals, magazines, TV, radio or internet, for half an hour, three times a week.
2. Attend a function/lecture/colloquium of a culture that differs from yours.
3. Find a person who shares your area of your interest and learn how he/she increases his/her expertise in that area.
4. Eat food of a different culture, explore its cultural context and become aware of your thoughts.
5. Connect with a person of a different culture and spend at least an hour, twice a month to learn about his/her culture.
6. Make a list of unknowns about your favorite topic.
7. Visit at least one new town, state or country yearly.
8. Identify factors which might have diminished your curiosity in an area and search three new ways to rejuvenate it.
9. Get engaged in more open-ended learning experiences (i.e., making ice cream to understand physics and chemistry or taking a yoga class to understand different muscle groups).
10. Explore processes of nature, for at least one hour weekly, by being in the woods, park, stream, yard, etc.

II. Creativity [Originality, ingenuity]:

1. Create and refine at least one original idea weekly in an area of your interest.
2. Do at least one assignment weekly in a different and creative manner.
3. Write an article, essay, short story, poem, draw, or paint in relation to your passion once a week.
4. Offer at least one creative solution to challenges of a sibling or a friend.
5. Compile an original and practical list of solutions or tips that will address common challenges faced by you and your peers.
6. Brain-storm ideas on a challenging task with your friends.
7. Audition for community theatre or choir.
8. Redesign your room or home.
9. Take a pottery, photography, stained glass, sculpture or painting class.
10. Read about famous creative people and identify what made them unique.
11. Use leftovers (food, stationary and such) to make new products.



III. Open-mindedness [judgment, critical thinking]:

1. Identify reasons of your last three actions that you are not happy with (not following through with a goal) and brainstorm better alternative ideas for the future.
2. Ask a trusted and wise friend to critically appraise your judgment on your last three significant actions.
3. Play devil's advocate on an issue that you have strong opinions about.
4. At least once a week, practice the common themes that exist across races and religions on an important issue.
5. Identify the last three actions for which you did not think your way through.
6. Start an activity and ask yourself -- Why? When? And how?
7. Attend a multi-cultural event and critically evaluate your views during and afterwards.
8. Identify causes of a perceived failure of an activity in the past. Are there any patterns? Take some time to think deeply about how you can improve.
9. When deciding about an important issue, write pros and cons and repeat them while taking breaks in between.
10. Mentor someone of a different ethnic or religious background.
11. Monitor if you often find information to confirm your opinions or seek new information to expand your view.
12. When you face the next challenge, first imagine the best and worst scenarios and then decide the most realistic course of action.

IV. Love of learning:

1. Deliberately learn five new words, including their meaning and usage, at least twice a week.
2. Visit a new museum every month and write about new things learned.
3. Read a non-fiction book monthly on a topic you find absorbing and engaging.
4. Read and research about a topic by visiting the library at least once a week. Write one page of pragmatic ideas which can advance that field and discuss them with someone.
5. Converse with someone on a topic of mutual interest.
6. Follow an ongoing global event through newspapers, TV or internet.
7. Join a local book club.
8. Attend new gallery/exhibition openings in your area.
9. Identify topics on which you can share your knowledge with your peers.
10. Attend seminars, workshops, and conferences in your area of interest.
11. Travel to new places and blend education with leisure.
12. Visit (with children) local factories and laboratories to understand process of production

V. Perspective [wisdom]:

1. Explain the broad outlook of your life in one or two sentences as a weekly exercise.
2. Find purpose in the last five of your significant actions/decisions.



3. Find someone wise (alive or someone who has passed on), read or watch a film on their life, and identify how their life can guide your decisions and actions.
4. Read quotes of wisdom and re-write them in small practical action steps for yourself.
5. Offer advice, but only when asked and after listening empathically to the seeker.
6. Become aware of the moral implications and potential consequences of your future actions.
7. Reflect on the moral implications of scientific endeavors that directly affect your life.
8. Exercise optimism and patience with tasks which challenge you most.
9. Examine a world event from historical, cultural and economic perspectives.
10. Seek a role, at least once every three months which requires you to counsel others.

CORE VIRTUE----COURAGE

exercising will to accomplish goals in the face of opposition, external or internal

I. Bravery [valor]:

1. Resist social or peer pressure for noble values and causes in meaningful ways (write, speak out, participate in a protest, join an activist organization).
2. Speak up for or write about an unpopular idea in a group.
3. Take small, practical steps for a constructive social change.
4. Report an injustice, abuse, blatant unethical practice, or abuse of power or resources to appropriate authorities, even if the perpetrator is someone close to you.
5. Protect or stand up for someone (such as a younger sibling or a battered woman) who will not otherwise stand up for themselves.
6. Ask difficult questions that help you and others face reality.
7. Clarify your values by thinking about how best they have served you in challenging situations.
8. Cultivate a reputation for recognizing and appreciating brave acts which are accomplished despite challenges.
9. Identify an area in which you generally shy away from confrontations. Practice the phrases, the tones, and the mannerisms that will enable you to effectively confront the situation next time.
10. Collect contemporary stories of bravery in everyday life situations.

II. Persistence [perseverance, industriousness]:

1. Plan a big project and finish it ahead of time.
2. Select two activities that you find engaging and meaningful and give 100% to them.
3. Set five small goals weekly. Break them into practical steps, accomplish them on time, and monitor your progress from week to week.
4. Work harder than usual at your most important goal.
5. Select a role-model who exemplifies perseverance and determine how you can follow her/his footsteps.
6. Read an inspiring quotation or poem which motivates you to achieve your goals.



7. Write your goals and aims and post them where you can see them regularly. Let them inspire you.
8. Manage a challenging task from start to finish at your work.
9. Take control of at least one new situation at home or work, one that you can handle. If you fail, revise your plan but don't give up until you finish.
10. Regularly articulate your goals into specific actions. This helps you to stay motivated and persistent.
11. Keep a checklist of things to do and regularly update it.
12. Share your goals with your loved ones. Let them inspire you regularly.
13. Be aware how to cut your losses in tasks which don't require persistence.
14. For your next challenging task, make a realistic timeline.

III. Integrity [authenticity, honesty]:

1. Refrain from telling small, white lies to friends and family (including insincere compliments). If you do tell one, admit it and apologize right away.
2. Think of creative yet honest ways of relating to others.
3. Monitor every time you tell a lie, even if it is a small one. Try to make your list shorter every day.
4. Monitor to catch lies of omission (such as not volunteering important information when selling a used item) and think how you would feel if someone did the same to you.
5. Rate your satisfaction with authentic, honest, and genuine deeds vs. inauthentic and less than honest actions.
6. Monitor whether your next five significant actions match your words and vice-versa.
7. Write on issues about which you feel moral obligation. It helps to crystallize and integrate thinking.
8. Think and act fairly when your face the next challenge, regardless of its impact on your position or popularity.
9. Seek roles with clear structure that allow you to be authentic and honest.
10. Learn and practice the ethical standards of your profession.

IV. Vitality [zest, enthusiasm, vigor, energy]:

1. Do something that you already do, but with more energy, including some creative and different elements.
2. Exercise at least 2-3 times a week and notice how it affects your energy level.
3. Do a physical activity of your choice, one that you don't "have to do" and that you are not told to do.
4. Improve your sleep hygiene by establishing regular sleep time, eating 3-4 hours before sleeping, avoiding doing any work in the bed, not taking caffeine late in the evening, etc. Notice changes in your energy level.
5. Think of ways to make an assignment exciting and engaging before you undertake it.
6. Do a physically rigorous activity (bike riding, running, sports singing, playing) that you always wanted to do but have not done yet.
7. Sing in a choir or play an instrument.



8. Attend a dance club, concert, or a performing art event.
9. Watch a sitcom or a comedy film weekly.
10. Do at least one outdoor activity weekly such as hiking, biking, mountain climbing, brisk walking, or jogging, for an hour.

CORE VIRTUE----HUMANITY

tending and befriending others

I. Love:

1. Express (verbally and/or non-verbally) to your loved ones that no matter what happens, your love for them will remain unconditional.
2. Express your love through physical gestures (hugs, kisses, cuddling, giving a gentle massage).
3. Focus on the implicit motives of your loved ones, rather their behaviors.
4. Explore and appreciate the strengths of your loved ones.
5. Arrange a date with your mate that celebrates both of your signature strengths.
6. Express your love through gifts. When possible, create gifts yourself.
7. Always celebrate days or occasions that are mutually important.
8. Express your love creatively (e.g., through a poem, notes, sketches, photographs of an important place, event or situation which reminds you of mutual love).
9. Help your loved ones with a self-improvement plan (e.g., a new class, weight loss, exercise, a new career).
10. Plan and host a dinner party with your significant other.
11. Reunite at the end of the day and discuss how it went.
12. Attend a concert, theatre, movies, or go dancing with your loved one.
13. Engage in a favorite activity (e.g., hiking, going to an amusement park, biking, walking in the park, swimming, camping, jogging) together.

II. Kindness [generosity, nurturance, care, compassion, altruistic love, “nice-ness”]:

1. Do three random acts of kindness per week for those whom you know (e.g., small favors for friends and neighbors, calling sick or sad friends, getting groceries for a friend busy in exams, or baby-sitting, etc.).
2. Do one random act of kindness weekly for someone you don’t know.
3. Donate blood periodically.
4. Visit someone who is sick and in the hospital.
5. Visit someone in a nursing home or hospice.
6. Give gifts to others which involve experiential activities.
7. Take out a friend(s) on a surprise dinner and pay for it.
8. Say kinder and softer words to people when interacting through email, writing letters, talking on phone.
9. Cook a nice meal for your loved ones.
10. Share your belongings with others (e.g., lawn mover, snow blower, jump cables).
11. Make an inventory of your possessions, keep only what you absolutely need, and donate the rest.



12. Donate your time to others through helpful actions.
13. Greet others with smile.
14. While driving, give way to others or hold the door.

III. Social Intelligence [emotional intelligence, personal intelligence]:

1. Withhold a powerful and decisive argument which will win you the discussion but might hurt someone, at least twice a month.
2. Listen to your friends and siblings empathically, without preparing rebuttals, and simply reflect your feelings.
3. If someone offends you, attempt to find at least one positive element in their motives.
4. Attend an uncomfortable social situation as an active observer and describe what you observe without any judgments.
5. Note and appreciate others in the light of their positive attributes.
6. Write five personal feelings daily for four weeks and monitor patterns.
7. Watch a favorite TV program or film muted and write feelings observed.
8. Express feelings appropriately to someone you have not done so far and process them together.
9. Ask someone close to you about times you did not emotionally understand him/her and how he/she would like to be emotionally understood in the future.
10. Listen to others with unconditional regard.

CORE VIRTUE----JUSTICE

healthy community life

I. Citizenship [social responsibility, loyalty, teamwork]:

1. Pick up litter on curbsides and put it in trashcans.
2. Volunteer weekly for a community service project in your town, one that deals with what you are best at.
3. Facilitate a group discussion and achieve consensus on a conflicting issue.
4. Help at least one person yearly to set goals and periodically check on their progress.
5. Arrange or attend at least one social gathering monthly.
6. Spend at least half an hour weekly cleaning a communal place.
7. Decorate a communal place.
8. Play sports for your town or school.
9. Start a book club.
10. Car pool or give someone ride to work regularly.
11. Start a community garden.
12. Donate blood or become an organ donor.
13. Seek a role in an organization or club that brings people of diverse cultures closer.

II. Fairness, Equity and Justice:

1. The next time you make a mistake, self-monitor to see whether you admit it.



2. The next time you present an argument, self-monitor to see whether you compromise fairness for social desirability.
3. Encourage equal participation of everyone, especially those who feel left out in a discussion/activity.
4. Self-monitor to see whether your judgments are affected by your personal likes and dislikes or are based on principles of justice and fairness.
5. Recall and write about instances where you were unfair or could have been fairer. Consider how you could improve your future behavior.
6. Self-monitor to see whether you think about or treat people of other ethnicities and cultures stereotypically.
7. Serve on a club or organization that offers unprivileged people a leveling playing field.
8. Write a letter to an editor or speak up on an important issue concerning social justice.
9. Politely discuss fairness with a friend whom you notice shows gender or ethnic bias.
10. Volunteer or learn about an organization which educates and campaigns for equal human rights.
11. Explore an ongoing event anywhere in the world where human rights are being violated and write your reactions and suggestions to promote social justice on that issue.
12. Watch a film or a documentary which exemplifies fairness, social justice, and equity.
13. Read biographies of famous people who exemplify social justice such as Gandhi, Martin Luther King, and Nelson Mandela.
14. Speak up for your group.

III. Leadership:

1. Lead an activity, assignment or project and actively solicit opinions from group members.
2. Organize a family event that is intergenerational, including both young and old relatives.
3. Organize an event (surprise birthday party, shower, etc.) at your work that involves your colleagues.
4. Mentor a child in your neighborhood who would benefit from your skills.
5. Stand up for someone who is being treated unfairly.
6. Rotate leadership of an event or activity. Give others the chance to be leaders.
7. Read a biography and/or watch film of your favorite leader and evaluate how he/she inspires you in practical ways.
8. When two people are in an argument, mediate by inviting others to share their thoughts and emphasizing problem solving.

CORE VIRTUE----TEMPERANCE
protecting against excess

I. Forgiveness and Mercy:



1. Remember times when you offended someone and were forgiven, then extend this gift to others.
2. Evaluate your emotions before and after forgiving someone.
3. Understand from the offender's perspective why he/she offended you. Then assess whether your reaction is hurting you more than offender.
4. Make a list of individuals against whom you hold a grudge, then either meet them personally to discuss it or visualize whether bygones can be bygones.
5. Meet a person who offended you in the past, especially if he/she is a family member. Tell them that you have forgiven them, or just be kind in your interaction with them.
6. Ask for forgiveness from a Divine power according to your faith and assess how you feel afterwards.
7. Pray for the noble behavior of your offender.
8. Identify how a grudge tortures you emotionally. Does it produce disruptive emotions (anger, hatred, fear, worry, sadness, anxiety, jealousy and such)? Write three ways these disruptive emotions affect your behavior.
9. Plan out what your response should be the next time someone offends you. Remind yourself of your plan (rehearse if possible) and periodically affirm, "No matter how he/she offends me, I will respond as I have planned."

II. Humility / Modesty:

1. Resist showing off accomplishments for a week and notice the changes in your interpersonal relationships
2. At the end of each day, identify something you did to impress people or put on a show. Resolve not to do it again.
3. Resist showing off if you notice that you are better than someone else.
4. Resist showing off when others show off.
5. Notice if you speak more than others in a group situation.
6. Dress and speak modestly.
7. Compliment sincerely if you find someone is authentic and better than you in some ways.
8. Use environmental resources modestly
9. Admit your mistakes and apologize even to those who are younger than you.
10. Ask a trusted friend for honest feedback about your weaknesses.

III. Prudence:

1. Think twice before saying anything. Do this exercise at least ten times a week and note its effects.
2. Drive cautiously and note that there are fewer time-bound emergencies than you actually think.
3. Remove all extraneous distractions before your make your next three important decisions.
4. Consult with your significant others before making a final decision.



5. Visualize the consequences of your decisions in one, five, and ten years' time.
6. Do a risk-benefit analysis before making a final decision.
7. Make important decisions when you are relaxed, not anxious or depressed.
8. Before cheating or lying even for trivial things, ask yourself whether you will need ten more lies to hide the first lie.
9. Avoid competitive situations that generally end in win-loss outcomes or in which you or your opponent have little chance to win.
10. Don't hesitate to check as often as necessary to ensure all relevant details of your next important task are covered.
11. Evaluate the quality, efficiency, and wisdom of your next three projects and write down methods of improvement.

IV. Self-Regulation [self-control]:

1. Set goals to improve your everyday living (e.g., room cleaning, laundry, doing dishes, cleaning your desk) and make sure you complete the tasks.
2. Monitor and eliminate distractions (phone, TV, computer) while focusing on a particular assignment.
3. Eliminate objects of temptation (dieting – don't eat junk food; alcohol – don't socialize in bars; smoking – replace cigarettes with chewing gum; shopping – leave credit card or money at home)
4. Start a regular workout routine and make sure you stick to it.
5. Next time you get upset, try to control your emotions and focus on positive attributes.
6. Avoid talking about others in their absence.
7. When you get upset, try to do a progressive relaxation
8. Self-congratulate for self-regulation when you successfully resist an indulgence.
9. Carefully create routines that you can follow thorough systematically. Make minor adjustments as needed but keep the core elements intact.
10. Establish a regular time and a place for most of your activities.
11. Identify your role models and examine them in detail. Let these details inspire and regulate your goals.
12. Pay close attentions to your biological clock. Do your most important tasks when you are most alert.
13. Do partial or complete fasting or deliberately resist a comfort (e.g., chocolate, ice-cream, sex, TV) for a while. Reward yourself with it after accomplishing a challenging task.

CORE VIRTUE----TRANSCENDANCE

forging connections to the larger universe and providing meaning

I. Appreciation of Beauty and Excellence [awe, wonder, elevation]:



1. Notice at least one instance of natural beauty around you every day (sunrise, sunset, clouds, sunshine, snowfall, rainbows, trees, moving leaves, birds chirping, flowers, fruits and vegetables, etc.).
2. Make your surroundings aesthetically beautiful.
3. Listen a piece of music or a watch a film and evaluate how it touches you aesthetically.
4. Visit a museum, pick a piece of art, and consider how it touches you aesthetically.
5. Write your aesthetic/artistic reactions to another person's artistic expression.
6. Appreciate a beautiful piece of architecture, dress, sculpture, pottery, poetry, prose, etc.
7. Explore expression of beauty in different cultures.
8. Hang a bird feeder and observe the birds.
9. Decorate the outside of your home on special occasions.
10. Explore beauty in the face of a child.
11. Take mental pictures of art and note how they affect your everyday life. Do they make you feel more happy, cheerful, and fulfilled?
12. Take pictures of natural scenes or your loved ones and make them your PC's desktop.
13. Note weekly how the goodness of other people affects your life.
14. Think of something that contains beauty, love, and connection at least once a day.
15. For next three projects, pick at least one. Instead of doing it meticulously, prioritize to do it with care and an appreciation for beauty.
16. Attend local exhibits of clothes, jewelry, cultural artifacts, and paintings.
17. Experience at least once a day the excellence, beauty, and joy expressed through colors, sounds, flavors, images, ideas, aromas, sensations, or words.
18. Notice how others appreciate beauty and excellence through specific words, expressions, gestures, and actions.
19. Notice and admire excellence of someone's character strengths.
20. Appreciate the subtle changes of different seasons.

II. Gratitude:

1. Consider how this statement describes your usual mental state: "A still mind sees what is good and present. An anxious mind sees what is negative and missing." Still your mind for five minutes in the morning and in the evening.
2. Count three your blessings (good things that happened to you) before going to bed every day.
3. Express your gratitude to someone whom haven't told before, preferably through a personal visit.
4. Every day, select one small yet important thing that you take for granted. Work on being mindful of this thing in the future.
5. Notice how many times you say thanks and whether you mean it every time.



6. Express gratitude by leaving a note for someone who has helped your intellectual growth (e.g., a high school teacher).
7. Express thanks to all who contributed to your success, no matter how small their contribution might have been.
8. Express thanks without just saying “thanks” -- be more descriptive and specific (e.g., “I appreciate your prudent advice”).
9. Write three apprehensions that you feel when you wake every morning. Before you go to bed, write three good things that happened to you and why. Then evaluate your apprehensions in light of the good things.
10. Set aside at least ten minutes every day to savor a pleasant experience. Decide to withhold any conscious decisions during these ten minutes.
11. Write a letter to an editor about an event that brought your community closer.
12. Express gratitude to public officials such as police officers, fire fighters, and postal workers.
13. Before eating, think of all people who have contributed to what you are eating. Do this at least once a week.
14. Over dinner, talk with your loved ones about two good things that happened to them during the day.
15. Think of three past adversities and identify three serendipitous goods they led to.
16. Reminisce about your best moments of recognition, achievement, praise, and connection.

III. Hope [optimism, future-mindedness, future orientation]:

1. Recall a situation when you or someone close to you overcame a difficult obstacle and succeeded.
2. List all the bad things that happened to you, then find at least two positive for each.
3. Visualize where and what you want to be after one, five and ten years. Sketch a pathway that you can follow to get there.
4. Record your negative and positive thoughts and notice how they affect your future performance.
5. Read about someone who succeeded despite difficulties and setbacks.
6. Recall bad decisions you made, forgive yourself, and see how you can make better decisions in the future.
7. When facing adversity, focus how you overcame a similar adversity in the past.
8. Mentally rehearse your next anticipated challenge. Build perspective by managing obstacles rather than trying to eliminate all of them.
9. For the next three challenging tasks, identify what would work best for you, thinking your way into right action or acting your way into right thinking.
10. Document past three accomplishments in detail and let them inspire your future.
11. Surround yourself with optimistic and future-minded friends, particularly when you face a setback.



12. Schedule at least fifteen minutes twice a week to spend generating optimistic ideas. Write them down and list actions you can take to realize your ideas. Discuss your ideas with your friends and make them partners in your endeavors.

IV. Humor [playfulness]:

1. Bring smile to someone's face every day through jokes, gestures, and playful activities.
2. Learn a new joke three times a week and tell them to friends.
3. Watch a sitcom, funny show/movie, or read a comic daily.
4. Cheer up a gloomy friend.
5. Find the fun and lighter side in most situations.
6. Be friends with someone who has great sense of humor.
7. Impersonate someone and share this with someone close to you.
8. Go out with your friends at least once a month for bowling, hiking, cross-country skiing, biking, and such.
9. Make a snowman when it snows or play volleyball at the beach.
10. Send funny emails to your friends.
11. Dress up for Halloween.
12. Play with your pet daily.

V. Spirituality [religiousness, faith, purpose]:

1. Spend some time every day in at least one activity that connects you with a higher power or reminds you where you fit in the large scheme of things.
2. Spend ten minutes daily in breathing deeply, relaxing, and meditating (emptying the mind of thoughts by focusing on breathing).
3. Mindfully worship and/or pray for five to ten minutes a day.
4. Read a spiritual or religious book every day for half an hour.
5. Explore different religions – take a class, research over the internet, meet a person of different religion, or attend the congregation of a different religion.
6. Note whether your everyday actions have any spiritual significance. If not, think ways of connecting the two.
7. Explore a fundamental purpose of your life and link your actions to that purpose.
8. Reflect how your spiritual beliefs and practices connect you with others authentically.
9. Make a weekly list of experiences that forge strong connections in your life.

Handout to Tool 2: Best Possible Self

You have been assigned to a condition in which you are going to think of your best possible self. Your best possible self means imagining yourself in a future in which everything has turned out as well as possible. You have worked hard and you have managed to realize all your life goals. You can envision it as satisfying all your life dreams and development of all your best possible potentials. In a moment, you are going to think of the best possible ways in which your life could develop on three domains (Personal, Relational, and Professional), with the goal to direct the decisions you make in the present.

You have probably never thought about yourself in this way but research has indicated that this method may have a positive influence on your mood. We would like to encourage you to keep thinking about and imagine yourself in this way during the next two weeks. In order to determine and guide constructing your best possible self, for the next 20 minutes you are going to think of and write down your goals, skills and desires you would like to achieve in the far future for each of the three domains, and finally merge these into a personal story like a diary. Think during this whole process of realistic skills and manageable goals/wishes that you would like to possess or attain in the future.

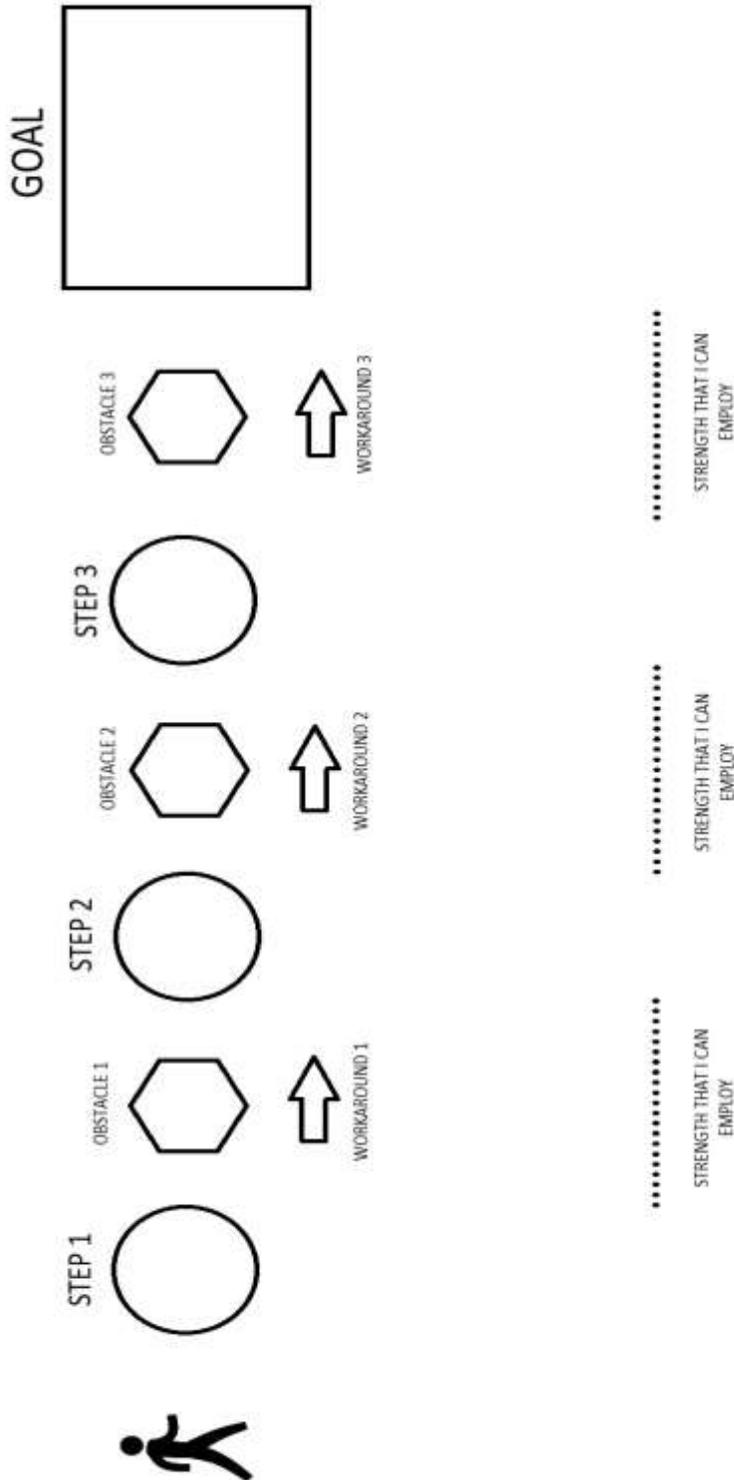
Personal domain: Think of goals you would like to attain on the personal level (e.g. physical and psychological skills and developments).

Professional domain: Think of goals you would like to attain on the professional/work related level (e.g. position, accomplishments, level of expertise, but also occupation and skills, etc.).

Relational domain: Think of goals you would like to attain on the relational level (e.g. relations and contacts with loved ones, friends, colleagues, but also joint activities etc. in your social life). Now we would like to ask you to write down in as much detail as possible your ideal future. You can use the goals you have just constructed as a guide. Try to activate your senses, feelings, and perceptions and make a personal story of it.

Handout to Tool 3: Goal Setting – obstacles and workarounds

GOAL SETTING - OBSTACLES AND WORKAROUNDS





Handout to Tool 4: Three good things

This action involves consciously spending a few minutes each day focusing on some of the good things that happen to us. By doing this we start to notice what goes right as well as wrong in our lives. Even on a bad day there are some good things that happen, however small.

1. Every night - before you go to bed, think back over your day and remember three good things that happened - things that went well, that you enjoyed or were grateful for. These can be small (e.g. a delicious sandwich or a child smiling on the bus) or of bigger importance for you. You'll probably find it varies. Try doing this every night for a week to start with.
2. Note them down - this is important. You may want to get a small notebook just for this purpose - or you can track them online using an app or website.
3. Think about why - for each thing you're grateful for, write down why it happened and why you feel good about it. This may feel a bit tricky at first but you'll soon get the hang.
4. Look back - after a week, have a look back on what you've written. How does it feel when you look at all these good things? Do you notice any themes?
5. Keep it up - try keeping it up for another couple of weeks at least. Many people find it becomes a bedtime habit. After a while you may find that you don't need to do it every night. Three times a week or even once a week might be enough. You may also find that you start to appreciate the good things more as they happen.

Handout to Tool 5: My ABCDEs

ABCDE Disputation (Seligman, 2002) Instructions

There are several key differences between how pessimistic and optimistic people tend to think about the bad and the good things that happen to them (Seligman, 1991, 1998; Seligman et al., 1995). More specifically, people who are optimistic make external, variable, and specific attributions for failure-like events rather than the internal, stable, and global attributions made by pessimists. For example, a person who is optimistic will explain a relationship breakup as being due to a poor match between herself and her partner (external), and something that is unlikely to happen in her next relationship (variable), as this negative event is confined to this particular relationship (specific). In contrast, a pessimistic person in the same situation is likely to view the breakup as her fault because she was not pretty enough, caring enough, or good at opening up to other people (internal), and she will predict that such a poor outcome is likely to be repeated should she even find another person to connect with (global). When it comes to explaining successful events or outcomes, the optimist will attribute the success to internal, stable, and global factors while the pessimist will explain his or her success as the result of external, variable, and specific attributions.

Learning to consider alternative explanations for adverse events and to choose the one that is most bearable and specific (rather than stable and global) is key to increasing optimism. In order to be able to effectively dispute your thoughts and beliefs in a variety of situations, you can set out to find concrete evidence that your beliefs are faulty. Becoming skilled at arguing with yourself is the key to the ABCDE technique (Seligman, 2002).

In order to effectively dispute your own pessimistic thoughts, you must first be able to recognize them and then to treat these thoughts as if someone else had said them to you. Indeed, we are often better able to dispute what other people say to us than what we say to ourselves (Seligman, 2002). One way to argue with yourself when you identify a pessimistic belief is to ask yourself the questions: “What is the evidence for the belief?” and “What alternative ways can I look at this situation?”. When you identify a pessimistic belief that is warranted, you might then ask yourself “What does this negative event really mean – is the outcome as negative as I am making it out to be?” or ask yourself “How useful is it for me to dwell on the negative event or belief?” (Seligman, 2002).

In this exercise you are being asked to pay attention to any **Adverse** experiences that you have over the course of the next few weeks that lead you to think like a pessimist. Next, write down your **Beliefs** about the adverse events and the **Consequences** of these pessimistic beliefs. Then vigorously **Dispute** your current beliefs in order to feel more **Energized** and optimistic about the adversities. If you



find it difficult to dispute the thoughts on your own, turning to a friend or a loved one for help in finding the disputation may be helpful. Please record at least five disputation examples in the spaces provided below. Two examples of completed ABCDE disputation records are provided below for your reference. The first example is about a bad event and the second is about a good event.

Example 1: Negative event

Adversity: I received a negative review from my boss at work. She said that I am not outgoing enough to work the sales floor and therefore is going to have me work in the stockroom instead.

Beliefs: I have been working really hard and obviously it does not matter. I hate my boss and this stupid job. I don't want to see her or anyone at work for that matter. I am fed up with the whole thing.

Consequences: I got my review two days ago and am still furious. I really want to tell my boss off and then quit so that she can deal with covering my hours for the next week. I called in sick already yesterday since I could not fathom seeing her. I don't know what I am going to do tomorrow though. I am scheduled to work a double shift and don't have ny more sick days left.

Disputation: Although I think my boss could have been more fair in my review, she is probably right that my personality is not as naturally outgoing as many of the other salespeople. I am not always comfortable talking to all of the customers and that probably shows through, but at the same time, I am not completely incapable as she made it seem. I guess she must see this on some level since she still wants me to work there, just in a different position. I f she really disliked me, she could have just fired me. Maybe I am taking this too personally. I really do like my colleagues and the pay is pretty good. I guess in the stockroom I will have more time to interact with my colleagues and I don't have to worry so much about my wardrobe. Professional work clothes are expensive!

Energization: I feel much less angry. I am still a little bothered by how the review focused only on the negatives, but I know my boss had a lot of reviews to do that day so she was probably just trying to conserve time. It was hard to admit that I am not as outgoing as some of my colleagues, but I do realize that this is the case. I am actually looking forward to spending more time with my colleagues in the stock room and not feeling so on edge all the time.

Example 2: Positive event

Adversity: I wrote a paper for my English class and my professor thought it was



excellent. He asked me to write another paper to submit for a writing competition. The winner of the competition will have his or her work published nationally.

Beliefs: Oh my goodness! I am terrified! I am not that good of a writer. I just got lucky on that last paper. There is no way that I am going to be able to write anything even close to being competitive with all the other entries. I am going to utterly disappoint my professor and probably end up with a poor grade in this class as a result. I wish he had never asked me to do this.

Consequences: I have writer's block and feel sick to my stomach. I don't even know where to begin. I just want to forget all about this.

Disputation: Wait a minute here, would a professor really tell me how good my work is if that were not true? What reason would he have for doing that? He has been teaching for almost 25 years so surely has seen a lot of papers and if he thinks mine is exceptional, then maybe it actually is. I have always gotten good grades in my English classes and on my papers for other classes too. Maybe I am not giving myself enough credit here. I already committed to doing this so I should just follow through. Even if I don't win, it will be a good experience to at least try.

Energization: I feel much more relaxed and able to think more clearly. I think I am over my writer's block too. I have a good idea of the topic I will write on and am going to head to the library right now to get more resources.

ABCDE Disputation Record				
A Adversity:				
B Beliefs:				
C Consequences:				
D Disputation:				
E Energization:				

**Handout to Tool 6: Emotional regulation questionnaire**

Instructions and Items:

We would like to ask you some questions about your emotional life, in particular, how you control (that is, regulate and manage) your emotions. The questions below involve two distinct aspects of your emotional life. One is your emotional experience, or what you feel like inside. The other is your emotional expression, or how you show your emotions in the way you talk, gesture, or behave. Although some of the following questions may seem similar to one another, they differ in important ways. For each item, please answer using the following scale:

1	2	3	4	5	6	7
Strongly Agree			Neutral			Strongly Disagree

1. ____ When I want to feel more *positive* emotion (such as joy or amusement), I *change what I'm thinking about*.

2. ____ I keep my emotions to myself.

3. ____ When I want to feel less *negative* emotion (such as sadness or anger), I *change what I'm thinking about*.

4. ____ When I am feeling *positive* emotions, I am careful not to express them.

5. ____ When I'm faced with a stressful situation, I make myself *think about it* in a way that helps me stay calm.

6. ____ I control my emotions by *not expressing them*.

7. ____ When I want to feel more *positive* emotion, I *change the way I'm thinking about the situation*.

8. ____ I control my emotions by *changing the way I think about the situation I'm in*.

9. ____ When I am feeling *negative* emotions, I make sure not to express them.

10. ____ When I want to feel less *negative* emotion, I *change the way I'm thinking about the situation*.

Scoring:

Items 1, 3, 5, 7, 8, 10 make up the Cognitive Reappraisal facet.

Items 2, 4, 6, 9 make up the Expressive Suppression facet.

Scoring is kept continuous.

Each facet's scoring is kept separate.

Handout to Tool 7: Emotional regulation worksheet

EMOTION REGULATION WORKSHEET

Identifying the Function of the Emotion

Identify an emotional reaction (lasting a few moments to a few minutes) during the week and describe the following:

1. What was the prompting event?
2. What was your interpretation?
3. What was the emotion and intensity (0-100)?
4. Use the following to identify the function(s) of the emotion:
 - a. Did the emotion communicate something to others or influence their behavior? If so, describe:
 - b. Did the emotion organize or motivate you to do something? If so, describe:
 - c. Did the emotion give you information, color your perception, or lead you to any conclusions? If so, describe:



Handout to Tool 8: STOPP

STOPP is a strategy that will help you in the heat of the moment, when you are dealing with intense emotions. It incorporates aspects of Cognitive Behavioral Therapy (CBT), DBT, and mindfulness meditation to help you more effectively address and manage your emotional response to a challenging, difficult, or rage-inducing incident.

STOPP stands for:

- **S – Stop!**
 - Just pause for a moment.
- **T – Take a Breath**
 - Notice your breathing as you breathe in and out.
- **O – Observe**
 - What thoughts are going through your mind right now?
 - Where is your focus of attention?
 - What are you reacting to?
 - What sensations do you notice in your body?
- **P – Pull Back – Put in Some Perspective**
 - What’s the bigger picture?
 - Take the helicopter view.
 - What is another way of looking at this situation?
 - What would a trusted friend say to me right now?
 - Is this thought a fact or opinion?
 - What is a more reasonable explanation?
 - How important is this? How important will it be in 6 months’ time?
- **P – Practice What Works – Proceed**
 - What is the best thing to do right now?
 - Best for me, for others, for the situation?
 - What can I do that fits with my values?
 - Do what will be effective and appropriate (Vivyan, 2015).

Learning how to pause in between an intense emotional reaction and your ensuing actions is one of the most valuable and life-changing skills that a person can have. Practice STOPPING, and you will be in a great position to manage your most difficult emotions.

STOPP Worksheet

<p>Notice the intrusive or distressing thought, image, memory, trigger...</p>	<p>Write your reactions and alternative, healthier responses in this column. What works for you? What will help? What can you tell yourself? What do you need to remember at those times?</p>
<p>STOPP!</p> 	
<p>Take a breath</p> 	
<p>Observe – describe the feelings, images, thoughts, body sensations, triggers.</p> 	
<p>Pull back / Put in some Perspective. What's the bigger picture? Take the helicopter view. Is this fact or opinion? How would someone else see this? Is there another way of looking at this?</p> 	
<p>Practice what works. What is the best thing to do right now – for me, for others, for the situation.</p> 	



Handout to Tool 10: Mindful listening

Mindful listening questions

- 1: How did you feel when speaking during the exercise?
- 2: How did you feel when listening during the exercise?
- 3: Did you notice any mind-wandering?
- 4: If so, what was the distraction?
- 5: What helped you to bring your attention back to the present?
- 6: Did your mind judge while listening to others?
- 7: If so, how did “judging” feel in the body?
- 8: Were there times where you felt empathy?
- 9: If so, how did this feel in the body?
- 10: How did your body feel right before speaking?
- 11: How did your body feel right after speaking?
- 12: What are you feeling right now?
- 13: What would happen if you practiced mindful listening with each person that you spoke with?
- 14: Do you think mindful listening would change the way you interact and relate with others?
- 15: How would it feel if you set the intention to pay attention with curiosity, kindness and acceptance to everything you said and everything you listened to?

Module 4

Communication competence

(MOBILITY & ADAPT)

CONTENT

Handouts for practical exercises

Tool 4: Role playing: Interviewers and interviewees

Tool 8: mock interview as close as possible to the real-life situation

Tool 10: Feedback

Tool 13: Paying attention

Tool 18: Work Situation

Handout for Tool 4: Role playing: Interviewers and interviewees

There are many aspects to have a look before going to an interview.

A) Tips for when you go to an interview

- When someone interviews us for working with them, they pay attention to several aspects.

They want to know your abilities for working in their company. So, if they are a hotel or any kind of touristic business, they will probably want you to know different languages and perhaps they are looking for someone who has study tourism. The titles and different studies and publications you have are important. As, sometimes, it is the grades you have obtained.

This is why, when you are looking for a job, you need to know which kind of business are you applying to, what do they do and what kind of employee are they looking for.

Also, it is important, to have a look at the “Minimum requirements”, where the business owners have written all the skills they want his/her new employee to have. If they are looking for someone with 5 years of experience and you don't have any experience in that field, you shouldn't apply, because it will probably be a waste of time.

Or, if for example, they need someone to work during mornings, and you cannot work during mornings, you should look for other job offer.

In order to work abroad, having recommendations is highly important. It, you do not count with previous working experience ask any of your College/VET teachers to write a recommendation letter for you. They will probably ask for more than one and they have to be up to date. If you have working experience you can ask both, a teacher and your previous boss. Internships, private lessons or baby sitting can be of use, depending of the position you are applying for. So, look for all the different options you have. The more the merrier.

Get to know the work-life balance of the company. Taking vacations as an example. There are big differences depending on the country you are working, for example: while in the UK you can get an amount of 25 days of vacations, in the U.S. you will get half of that.

Be sure to know how long your position abroad might last, and the conditions of leaving before time. There are places in Europe where you have to give a three-month advance notice. Dress according to code. Not every country has the same dressing code for interviews. Meanwhile, men's dressing code don't significantly change, women might. There are places in Europe, for example, where women have to wear suit for interviews.

Those are some tips you should know before applying to any job.

- Once you have applied, and the business owner tells you they want to interview you should pay attention to the next steps:



· First of all, you should know everything about the business: what they do, when did they create the business, in which cities/countries do they work, which are their mission and vision.

· Once you know everything about them, it is your time to highlight everything about you, and let them to know as much as possible, with facts related to the position. What did you study (including the different languages you speak, your computer knowledge and that kind of abilities you have for the business are you interested in).

· But you don't need to just tell them who you "are", but, also what they want you to "be". This means, you should tell them how good you are for that job and how helpful you will be for their company. Of course, this doesn't mean you should lie, because, one way or another the truth comes out, just tell them everything you know, and how good you are at that, that is why you need to believe in yourself.

Don't forget to highlight the reason you chose that country and how, even with the difficulties you might find, you are the perfect person to go there and for the position you are asking for.

Show your interest for their culture and your knowledge of it.

If you have previously worked or lived abroad, do not hesitate in letting them know, and let them know your experience and anecdotes that might present you as an independent and resourceful person.

B) List of questions for the interview

These are typical questions they can ask you in an interview:

1. Tell me about yourself.
2. What is your greatest strength/weakness?
3. Tell me about something that's not on your resume.
4. How will your greatest strength help you perform?
5. How do you handle failure/success? And stress/pressure?
6. Do you consider yourself successful? Why?
7. How would you describe yourself? Describe a typical work week.
8. Are you lucky?
9. Are you nice?
10. Are you willing to fail?
11. Describe your work style. Do you work well with other people?
12. Do you take work home with you?
13. How are you different from the competition?



14. How do you view yourself? Whom do you compare yourself to?
15. How does this job fit in with your career plan?
16. How many hours per week do you normally work?
17. How would you adjust to working for a new company?
18. How would you describe the pace at which you work?
19. How would your co-workers describe your personality?
20. Is there anything else we should know about you?
21. What motivates you? Are you a self-motivator?
22. What do you find are the most difficult decisions to make?
23. What has been the greatest disappointment in your life?
24. What are you passionate about? What are your hobbies?
25. What are your pet peeves?
26. What is your dream job?
27. What will/won't you miss about your last job?
28. Would you rather be liked or respected?
29. Why should I take a risk on you?
30. If you could relive the last 10 years of your life, what would you do differently?
31. Do you have any previous international experience? Tell us about it.
32. Have you ever worked with people with different cultural background?
33. What kind difficulties do you think you are more likely to face while to adapting to a different country?
34. What skills do you have that would help you adapt to working abroad?
35. Why are you interested to work in our Country?
36. What do you think are the biggest cultural differences between both our Countries?

B) Do's and don'ts of an interview:

Do's of an interview	Don't's of an interview
<ul style="list-style-type: none"> · Eye contact: This way you transmit confidence. · Smile: They want us to be friendly, and even more if you will work face to face with the customers. · Sell Yourself: Describe situations or challenges you have faced, the actions you took to intervene, and the results you 	<ul style="list-style-type: none"> · Do not lie: This never makes sense because finally they will see the truth. For example if they ask you to do something and you don't know how to do that. · Don't be negative: Never criticize any previous employers, supervisors, or co-workers during a job interview. This can raise questions about your ability to work well with others or to accept accountability. As well, don't fixate on your own weaknesses or treat



<p>generated.</p> <ul style="list-style-type: none"> · Use Common Sense: Dressing or behaving too casually can raise questions about your professionalism, as can things like checking your cell phone during the interview. If something seems like it would be inappropriate for a job interview, it probably is. 	<p>them as hindrances. Be prepared to acknowledge them, but address them as an opportunity to learn and improve.</p> <ul style="list-style-type: none"> · Don't be late (or excessively early): Be on time for your interview, and remember to take into account that you'll likely want a few minutes to situate yourself, organize your notes, and maybe use the restroom. Arriving too far in advance of the scheduled time can leave a negative impression and possibly raise questions about your time management skills or ability to follow directions.
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D) Self Assessment Sheet:

<p>We are going to give you some statements and we would like you to tell us how you feel best describe you (Exactly Like me / Very like me / Somewhat like me / A little like me / Not like me at all)</p> <ol style="list-style-type: none"> 1. I am open minded and am willing to change my viewpoint based on the valid opinion of others 2. I prepare for all communications and think things through before I speak 3. I always tailor my message to suit the person(s) I am talking to 4. I find it easy to listen to what other people have to say without interrupting 5. I am good at making eye contact with people when I am talking to them 6. I am not intimidated by situations where I must communicate with difficult employees 7. I am confident when I talk to people and speak clearly without mumbling 8. I am good at getting my point across in a clear, concise manner without waffling 9. I find it easy to concentrate on what others are saying and don't lose my focus 10. I don't start planning my response whilst the other person is talking 11. I don't think that my opinion is the most important in the room 12. I only speak up if I have something valuable to contribute to the conversation and I avoid talking just for the sake of it 13. I make a conscious effort to match my body language to the message I want to convey 14. I am good at reading the body language of others 15. I can keep my cool when talking to other people even if I feel angry about what they say 16. When other people in the group are quiet, I encourage them to contribute 17. I don't shout and point at people when we have a heated conversation 18. When group discussions get heated, I am good at keeping everyone calm and on the point 19. I feel comfortable holding meetings 20. I am good at summarising the key points of conversations which I have with people
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Handout for Tool 8: mock interview as close as possible to the real-life situation

Interviewer questions

1. Why did you choose our company instead of other one from the same sector?
2. Could you tell me what do we do exactly?
3. How do you see yourself in 3 years' time?
4. Could you tell me the experience you have in this field?
5. Why did you quit your last job?
6. How do you feel working extra hours?
7. Could you tell me your best virtue and your worst defect?
8. Tell me about a time when you were a champion for change or a change agent?
9. Why are you memorable?
10. Tell me about a project you're proud of.
11. What would keep you engaged in this role?
12. What defines success in this role?
13. What sets you apart from other candidates?
14. Can you paint me a picture of the role you'd leave your current position for?
15. Tell me about the people you've managed and where they are now?
16. What do you like about your job?
17. Why did you select this as a profession?
18. Can you give an example of a time when you solved a complex problem with little or no information to start?
19. What factors would cause you to consider leaving this role?
20. Why do you want to work abroad?
21. Do you have any previous international experience? Tell us about it.
22. Have you ever worked with people with different cultural background?
23. What kind difficulties do you think you are more likely to face while to adapting to a different country?
24. What skills do you have that would help you adapt to working abroad?
25. Why are you interested to work in our Country?
26. What do you think are the biggest cultural differences between both our Countries?

Applicant questions

1. Could you tell me what will my tasks be exactly? Will they change over time?
2. How often do we have (employees) any kind of trainings/formations?
3. Where are the trainings; in the office, in other place like an academy, online?
4. Do we do work trips? How often and to where?



5. Are you flexible with the schedule?
6. Do we (employees) have the chance to choose the days we want to go on holidays?
7. Do you do any kind of recognition (honorific or economic) in order to congratulate someone who has done a great job?
8. How would you describe the responsibilities of the position?
9. How would you describe a typical day and week in this position?
10. Is this a new position? If not, what did the previous employee go on to do?
11. What is the company's management style?
12. Who does this position report to? If I am offered the position, can I meet him or her?
13. How many people work in this office/department?
14. Is relocation a possibility?
15. Is overtime expected?
16. What are the prospects for growth and advancement?
17. How does one advance in the company?
18. Are there any examples of a career path beginning with this position?
19. Would you like a list of references?
20. If I am extended a job offer, how soon would you like me to start?
21. What can I clarify for you about my qualifications?
22. Do you have a policy for helping new members of the team get on board?
23. What are biggest challenges of this job?
24. What's the most important thing I should accomplish in the first ninety days?
25. How would you describe this company's values?
26. How has the company changed over the last few years?
27. What are the company's plans for growth and development?
28. What are the biggest rewards of the job and working for this company?
29. What is the best part of working for this company?
30. What's your least favourite part of working here?
31. What type of background do you feel would be best suited for success in this position?
32. Are accommodations included?
33. If not, do you offer help finding somewhere to live?
34. What is the typical deposit like?
35. How are the contract conditions to rent a place in your country?
36. Should I apply through a VISA service?
37. What can I save on a monthly basis?
38. What type of medical insurance do you provide?
39. Is there another international employee in the company? If so, could you get me in touch with them?
40. Are languages lessons provided by the company?



Handout for Tool 10: Feedback

Please mark with an x one of the blanks depending on how much you agree with the statements below (1. I totally agree, 2. I agree, 3. I don't know/mind, 4. I disagree, 5. I totally disagree). Besides, we encourage you to write a comment with any suggestion/criticism you may have.

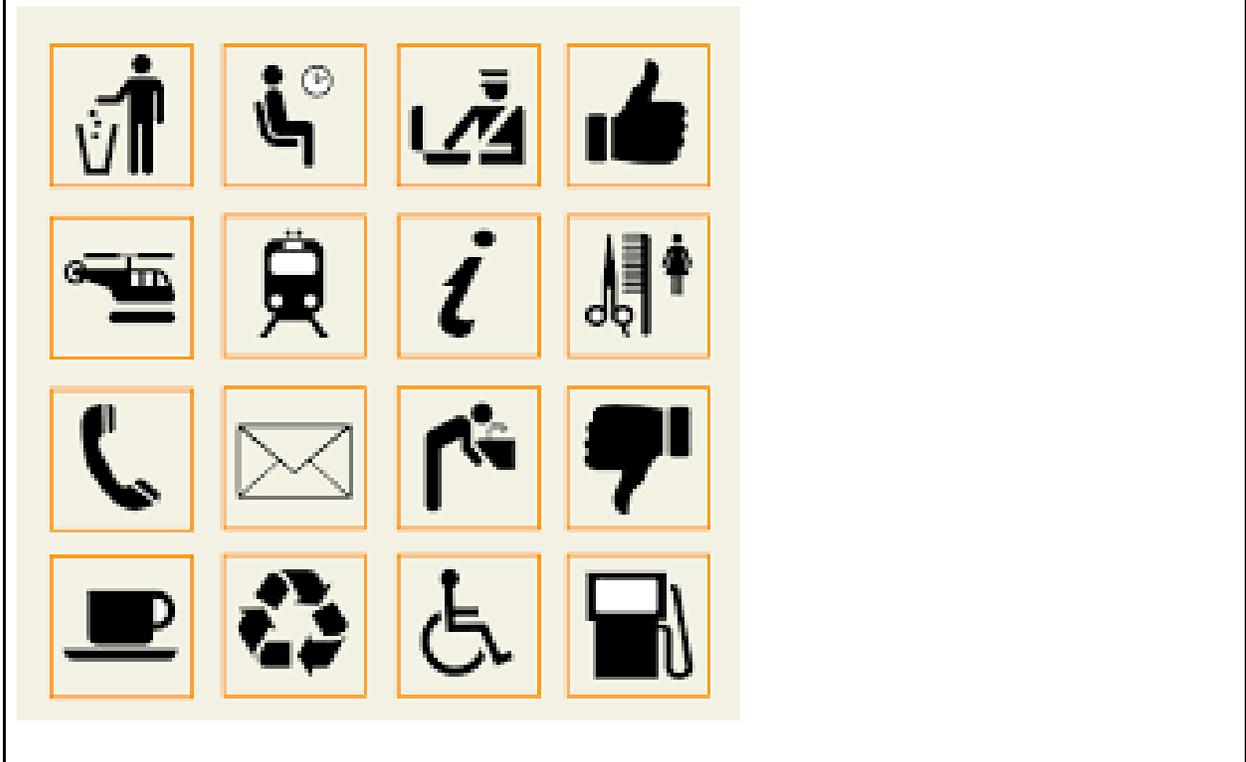
STATEMENTS	1	2	3	4	5
This session has been useful for me.					
This session represents what happens in real life.					
In this session we have done what the title said we were going to do.					
There were some parts of the session I didn't like.					
There were some parts that were not useful.					
This session should be improved somehow.					
It was easy to understand what I had to do in the session (well-expressed title, good explanations).					
I felt comfortable working with my colleagues and trainer.					
I felt respected by others.					
This session was interesting.					
I would do another course like this.					
I have learned new things.					



Comments:

Handout for Tool 13: Paying attention

Here we have a few pictures from the easier to the more difficult to look at them for a few minutes and next, try to remember what you saw.





YELLOW **BLUE** **ORANGE**
BLACK **RED** **GREEN**
PURPLE **YELLOW** **RED**
ORANGE **GREEN** **BLACK**
BLUE **RED** **PURPLE**
GREEN **BLUE** **ORANGE**



Handout for Tool 18: Work Situation

List and description of real-life communication problems and situations that foreigners face

1^a Different ways of talking between a country and another, different standards of politeness.

A) For example when you go to a pub and ask for a drink, in some countries it is very rude if you just ask for the drink, in those countries you need to ask it very politely and be grateful. Same thing can happen in the workplace. For example:

The boss approaches a worker, touches his shoulder and says:

“Make 3 photocopies of each project we have and put them in my office”

The worker is a bit startled, avoids eye contact, nods and hurriedly goes to make the photocopies, wondering what he has done wrong and why his boss is angry with him.

What has happened here? What could both of them have done differently? What communicative skills have been lacking?

That sentence and body language would be alright for people from some countries, but the same would be impolite for people from another country, they would say the same this way:

“Sorry María, could you please make me a favour? I would appreciate if you could make 3 photocopies of each project we have. It would be great if you could put them in my office. Thank you”

This example is maybe a bit exaggerated, but we have to be careful with what we say and how we say it depending on the communicative norms of the country we are in.

B) Other examples are the expressions and ironic phrases, because every country can have a different way to express themselves. Maybe when someone wants to be funny, but for some reason other people think they express seriousness. For example:

It is one of your firsts days working in your new job, you arrive late and your boss says with a straight face:

“I don’t want you to be late ever again.”

You apologize and say it won’t happen again, and your boss starts laughing and says

“Don’t worry, it was just a joke!”

But, you feel bad anyway because now you think they are going to have the stereotype that you are late for work, and you are not sure whether your boss is laughing at you. You are not used to the kind



of humour from that country.

That could be a problem when someone thinks that the other is an impolite person for speaking one way or another, but the thing is, they are just talking like they would in their country.

What has happened here? What could both of them have done differently? What communicative skills have been lacking?

2^a Language barriers

Language is not just words, are expressions, emotions, different ways of talking, made expressions which written have nothing to do in a country or another, but we use them to express the same. These can lead to misunderstandings even between people from the same country, so, of course, it would be more difficult between people from different countries each other. For example:

Your boss tells you

“We have our next meeting in two minutes”

Since your boss has literally told you that your meeting is in two minutes, you grab your suitcase and run to the meeting room. There is no one there, light is not even on. You wait patiently but people don't start arriving until 15 minutes after. You are not sure if your boss was talking figuratively or if this is another joke.

What has happened here? What could both of them have done differently? What communicative skills have been lacking?

3^a Accent

When you go to another country you can think you know their language because you have passed an exam about that language in your country. But that cannot be truly true because it is not the same studying a language to pass an exam than speak a language to communicate in other country.

Also, it is really complicated deal with different accents, because maybe you understand people from the North of a country, but you cannot understand people from the same country but from a different city. For example:

There are many words in some countries which are pronounced the same way or similar. So, if your boss tells you

“I need you to finish this project by eleven fifteen”

But you understand “eleven fifty”, there will be a problem because the project will be finished



late.

What has happened here? What could both of them have done differently? What communicative skills have been lacking?

4^a Culture

Culture can be very different among countries, that is why sometimes immigrants may not feel at home.

For example the lifestyle (at what time you need to get up, have lunch or go to work) can be really different between a country and another, which can be baffling and difficult to get used to.

One of your colleagues tells you to meet for lunch at the door. When it is 1 pm, you go to the door and wait. And wait. When you finally go see if something is keeping your colleague from coming, you see they are still working and you get a bit upset. They look surprised at you and say “Yes, we are going to meet for lunch, but it is not 3pm yet!”

What has happened here? What could both of them have done differently? What communicative skills have been lacking?

5^a Working

When you are working in another country, and more important if you work face to face with the customer, you need to behave yourself as people do in that country.

For example the words you use, body language and actions are very different among countries and those can be seen as not proper behaviour. For example:

You start working face to face with people explaining to them how to use the new I-phone model. You try your hardest to be always polite, friendly and smile a lot, you start conversations with the customers to make them feel at home, you look into their eyes, tap their backs, ask them about their lives. So you are surprised when your boss tells you they have been receiving complaints about you.

What has happened here? What could both of them have done differently? What communicative skills have been lacking?

Of course the opposite would happen if we were in another country where those things are valued the most, and would consider a worker that do not do them quite cold and unapproachable.

Now think of communicative situations like these. Maybe you have lived or seen them. If you have not, invent some of these situations that you think may happen/ are afraid may happen if you are working abroad. Write them down, share them with the class and answer **What has happened? What**



could both of them have done differently? What communicative skills have been lacking?

Module 5

SELF- EFFICACY.

PERSISTENCE

Content

Handouts for practical exercises

Tool 1 - Diagnosis of strengths and weakness – SWOT and TOWS

Tool 2 - Diagnosis of strengths and weakness – SWOT and TOWS

Tool 3 - My hierarchy of values

Tool 4 - If I were rich....

Tool 5 - Successful people I know

Tool 7 - Eisenhower Matrix

Tool 11 - Setting goals - SMART

Tool 17 - Schulz autogenous training

Individual participation sheet – self-assessment

Assessment sheet

Handout to Tool 1**Diagnosis of strengths and weakness – SWOT and TOWS****SWOT ANALYSIS**

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

Threats(T)	ST Strategies	WT Strategies
T1		
T2		
T3		
T4		

Handout to Tool 3**My hierarchy of values**

Aim:

To get to know your hierarchy of values and the principles that govern your life.

Instruction:

1. On a piece of paper write your four most valued possessions (each item on a separate paper). You can consider these things valuable because of many reasons - its financial value, prestige, emotional or sentimental attachment.
2. Take another piece of paper and write four most important persons in your life and think about reasons why they are so important? Why did you choose them? (each person on a separate paper).
3. Take another four papers and write four most important events in your life - coincidences that have happened or events which didn't depend on your choices but on other people or their actions and which had the greatest impact (rather positive than negative) on your life.
4. On the last four papers, write four best moments of your life so far, successes you achieved on your own thanks to your efforts, involvement, emotions, devoted time and hard work.
5. Now take a look at all the papers and piled them to form a pyramid as follows:
 - On the top put one paper – the most important one for you
 - The second layer from the top – two papers
 - The third layer from the top – three papers
 - Two last layers should have all the remaining papers, you can put as many papers for a layer as you wish – arranged by priority
6. Now focus on the top three layers of the pyramid and think what values stand for each paper.
7. Determine your true life values and think what are the factors affecting positively/negatively personal values in everyday life.

Handout to Tool 4 *If I were rich....****IF I WERE RICH...***

The first step to keep your life organized is not to mark your calendar or maintain a daily schedule, but decide what's worth spending your time on!

This exercise will help you decide on your wishes.

Imagine that you became insanely rich. You don't have to work ever again. Now just enjoy it and think what you can spend your money on!

Make a To-Do List – write down 10-20 things you want to do. Don't separate your professional and private life – you can put anything on the list you desire.

My To-Do List:

- 1.....
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- 2.....
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- 3.....
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20.....

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Next, move to the columns: **YES, NO, NEW**

Place all the wishes in one of the first two columns (YES, NO).

What would you do no matter what? What could give up on easily?

When you fill first two columns, think about the last one (NEW).

Knowing that being rich gives you the power of choice, what else would you like to do?

Try to think realistically, consider your talents, but take into account more possibilities.

YES	NO	NEW

Now, keeping your above ideas in mind, fill out the table below.



WHAT AM I DOING? (out of the above)	WHAT WOULD I DO?	WHAT WOULD I DO IN THE FIRST PLACE?



Handout to Tool 5 Successful people I know

	Group 1	Group 2	Group 3
Success			
Performace			
Results			
Motivation			

Handout to Tool 7 Eisenhower Matrix**EISENHOWER MATRIX**

	IMPORTANT	NOT IMPORTANT
URGENT		
NOT URGENT		



Handout to Tool 11 Setting goals - SMART

S	
M	
A	
R	
T	



Handout to Tool 17 Schulz autogenous training

Autogenic Training developed by Dr. J. H. Schultz

Reading instruction for trainer

Note: The participants should lie down in a comfortable position and there should be relaxing music played in the background. Trainer reads the text slowly in a quiet voice.

I sit down/lie down in a comfortable position and breathe calmly. I relax all of the muscles. My whole body is heavy, pleasantly heavy. I feel it. I feel my arms. I feel my right arm. My right arm is heavy. My right arm is getting heavier. My right arm is very heavy now. I feel my left hand. My left arm is heavy. My left arm is getting heavier. My left arm is very heavy now. My breathing is calm.

I feel my legs. My right leg is heavy. My right leg is getting heavier. My right leg is very heavy now. My left leg is heavy. My left leg is getting heavier. My left leg is very heavy now. My breathing is calm and regular. My heart beats calmly and regularly.

I relax my neck and face muscles. My head is heavy. My whole head is getting heavier. My head is very heavy now.

I relax my back and torso. It becomes heavy. My whole body is pleasantly heavy. My breathing is calm and regular. My heart beats calmly and regularly. I am completely calm and relaxed.

Now I turn my attention to my hands. I feel warmth in my hands. First I feel warmth in my right hand. My right hand is getting warmer. My right hand is very warm. I feel warmth in my left hand. My left hand is getting warmer. My left hand is very warm. I breathe calmly and regularly. I feel my heartbeat. My heart beats steadily.

I feel warmth in my legs. I feel warmth in my right leg. My right leg is warm. My right leg is getting warmer. My right leg is very warm. I feel warmth in my left leg. My left leg is warm. My left leg is getting warmer. My left leg is very warm.

A wave of warmth spreads through my torso. I feel my abdomen. My abdomen is relaxed and warm. My abdomen is flowing warm. My abdomen is pleasantly warm and full of energy. I breathe calmly and regularly.

I feel my heartbeat. My heartbeat is calm. My heartbeat is calm and regular. My body is completely relaxed. My body is warm and heavy. Only my forehead is pleasantly cool. I feel my cool forehead. I feel calm. Inner peace. I remain like this for as long as possible.

I slowly finish my relaxation. The feeling of heaviness of my body eases off slowly. The heaviness goes away, energy and vitality comes back. I feel lightness, vitality and relaxation. I come back to my duties. I flex and straighten my arms. I breathe deeply.

I open my eyes.

I look around. I come back to sitting position.

