team toolbox cook book

Inspirations for designing
and facilitating processes
in startup teams.

The Team **Tools Cook Book** is a collection of ways to work creatively with socio-emotional competencies in teams and organisations.

By creatively combining "**tools, triggers and transfers**", you can facilitate (nearly) endless ways of planning and executing engaging workshops and learning situations.

The cook book has been developed as part of Nordic Entrepreneurship Hubs; an Interreg project focusing on giving startups the right tools to make their team blossom and grow.

purpose

soft skills

target audience

The purpose of this manual is to create a framework for creating engaging, meaningful and effective workshops that enhance and develop soft skills and socio-emotional competencies. Socio-emotional skills include

- Self-Awareness
- Self-Management
- Responsible Decision Making
- Social Awareness
- Relationship Skills

In other words; communication, teamwork, and self-regulation skills that are essential to personal and academic growth

Soft skills are often the hardest to learn
If you want to learn to swim; you have to get into the water.
If you want to learn to ride a bike, you must get on the bike.
If you want to learn to play the guitar, you must pick it up
- and it won't sound good the first couple of months...

Soft skills must be trained by being with other people. Training by experimenting, by failing and succeeding, by feeling vulnerable and empowered, by sharing, caring and developing soft skills must be learned together.

The target audience for this cookbook is people and professionals who work with developing teams or individuals. This may be in educational settings, in incubators and start-ups where teams meet ongoing growth demands, in organisations and companies, in leader-groups and board rooms and in any setting where relations between humans are present. We hope that this manual will inspire you to be creative in your own workshop design and help you invent and facilitate processes that help humans grow.

tools

trigger

transfer

Step 1: Choose tool There is no shortage of methods, tools, theories and concepts regarding "soft skills", team-building, socio-emotional skills, leadership development and the like. Do a quick search on the internet, and you will have material for a year of daily workshops.

We do not in any way propose that the tools presented here are the most important or the most effective - these are the ones we have worked with, and they are included here as an inspiration for your work.

Feel free to choose any other tool or method as needed!

Step 2: Choose trigger A trigger embodies the tool you have chosen. A trigger may be a visual, auditive or kinesthetic input that will a cognitive experience into a "whole-body" experience. Even smells and tastes can be used. A sweet feeling? Or a salty thought?

Aesthetic affective experiences help us use our "extended minds" and create memorable moments.

Feel free to choose or invent other triggers as needed!

Step 3: Choose transfer A transfer promotes future changes in behaviour, thought patterns, feelings, collaboration forms, relations and work styles.

"Experience alone does not create knowledge." (Kurt Lewin)

A transfer lets the participants reflect upon what has been most helpful and identify their own way of implementing what they have learned.

Feel free to choose any other transfer method as needed!

3 | Tuckman's Stages of Group Development

Tuckman's model explains that as the team develops maturity and ability, relationships establish, and leadership style changes to more collaborative or shared leadership.

These stages are commonly known as:
Forming, Storming, Norming and Performing.

Tuckman later added the phase Adjourning, as the act of saying goodbye to a team has a big impact on the individuals readiness to invest herself fully into a new team.

3 | The Room as a Tactile Placeholder

Make people move their bodies about in the room to experience the concept in a memorable way. Create different zones of meaning within the room and name the zones on a flipover or the like.

What are the opportunities in this room?
How can you invite the participants to move about?
What makes the room special?
Which walls, corners or surfaces can be used?
Which parts of the concept or team tool fit where in the room?

3 | WOOP

WOOP is a science-based mental strategy to find and fulfil wishes, set preferences, and change habits.

Wish: What is your wish, a wish that is challenging, but feasible?
Outcome: What would be the best outcome of fulfilling your wish?
Obstacle: What is your main inner obstacle that holds you back from fulfilling your wish?
Plan: What can you do to overcome your obstacle?

Forming, Storming, Norming, Performing

Often shortened FSNP, Tuckman's phases provides a solid framework for understanding the necessity of working with soft skills:

In order to FORM you must be able to be curious, create trust and build relations. A healthy STORM demands that each individual thinks and acts constructively in conflicts. Without an agreed NORM the standard of the teams work will suffer, and it will not be able to PERFORM.

The framework also offers insights on what leadership skills are most beneficial in the different phases.

3

Set up the Room

Example:
This is the north wall; here we look at the concept with a cool gaze.
This is the eastern wall; here we look at the rising possibilities.
This is the southern wall; here we sense what is warm and passionate about the idea.
This is the western wall; here we look at what parts of the concept the sun is setting on - and say goodbye to them.
Be creative. Make up something. People will join when you lead!

3

Work the WOOP

Ask participants to note their **Wish** in 3-6 words.
Ask participants to note their best **Outcome** in 3-6 words:
        Imagine….
Ask participants to note their main inner **Obstacle** in 3-6 words:
        Imagine…
Ask participants to note their **action plan** or thought in 3-6 words:
        Fill in the blanks: If…… (your obstacle) , then I will…… (your action or thought to overcome obstacle)
Imagine once more:
        If…… (obstacle), then I will…… (action).

3

Six Thinking Hats

As an alternative to the very common adversarial processes often used in group meetings, Dr. Edward de Bono's Six Thinking Hats is a simple, yet effective way to create a thinking process that helps the participants be more focused and productive.

The Six Thinking Hats create a parallel process that makes room for many opinions or voices to be heard, without the meeting turning into a verbal tennis match, where most of the participants are spectators while two opponents hash it out.
As entertaining as it may be, it is very rarely effective.

Tension and release

Sometimes the benefits of learning a new method or mindset is not clear to the participants.

To raise motivation and awareness it may be helpful to experience the opposite first, i.e. stage a badly handled conflict, a tumultuous meeting or the like.

Or have the participants suggest ways to demonstrate how the task most surely not should be done.

Sharing in dyads

Put your experiences into words and say them out loud.

When you say what you are thinking,
you can think about what you are saying.

Six Thinking Hats training

Train the Hats in groups of 4-6 people. Let participants suggest 2-3 controversial topics for discussion, then let each group choose the subject they want to discuss when training "the hats". Even better, let the teams work with hot topics from their daily (work)life!
Build method muscle by having more than one meeting round, starting with blue, white and red hat, then adding black and yellow hat, and finally diving deep in to green hat.

More info on Six Thinking Hats:
https://www.mindtools.com/pages/article/newTED_07.htm

Example

Working with feedback, first create a scenario with bad, inefficient or even harmful (but possibly humoristic) feedback.

Let all participants experience and reflect on how this feels and what the outcomes are.

Ask if they're willing to try another way.
Then present the alternative way or method.

Example

Ask participants to find someone in the room they have only spoken very little with today.

Give each couple 15-20 minutes to discuss what they found most valuable in the concept.

You may ask them to summarise by having each dyad write 4 sticky notes; 3 benefits and 1 caveat.

Change Management According to Rick Maurer's book

According to Rick Maurers book "Through the Wall of Resistance", 70% of all changes in organisations fail.

Trying to overcome or overpower resistance to change often just adds to the opposition. When you encounter resistance to change, start by identifying the three levels of resistance you meet.

Then understand what energy could be supportive when we try to plan and implement change.

Rubber Bands

Rubber bands stretch.
Rubber bands usually return to their original size.
Rubber bands come in many forms and sizes (and colours).
Rubber bands come in many resistance levels.
Rubber bands can be tied together (but may be hard to untie).
Rubber bands can hold things together.
Rubber bands can snap and hurt.
Rubber bands can be worn as reminders.
Rubber bands can provide exercise.

Future Pace

In order to implement what has been learned, let the participants work with the question on the page to the right.

Let the participants work individually and in silence with the question for 5 minutes.

Then let the sharing begin, in teams or in plenary.

Will they commit to try it out? When will they evaluate - and how?

Through the Wall of Resistance

Resistance levels:
1. I don't get it.
2. I don't like it.
3. I don't like you.

Support levels: What we usually need is
1. for people to get it (or understand what we are talking about)
2. like it (get excited, engaged, committed to the change)
3. have trust and confidence in the people leading the change

Example

What part of this concept will require you to stretch your thinking?

How will you exercise your new habits?

Which parts needs to be held together - by what?

Have participants identify crucial learning points for changed behaviour and symbolise it by building and presenting a human sculpture connected (or held together) by rubber bands.

Example

What is the smallest thing that we (or I) can do now that will have the biggest effect?

Fast Feedback Fuels Performance

A work environment where feedback is fast and frequent
Supports agility: Fast Feedback energizes employees and enables teams to make real-time, on-the-fly performance adjustments that create a competitive edge.
Inspires excellence: Employees are 3.6 times more likely to strongly agree that they are motivated to do outstanding work when their manager provides daily (vs. annual) feedback.
Retains talent: Employees today are looking for purpose-driven work and a manager who acknowledges and accelerates their progress.

(https://www.gallup.com/workplace/357764/fast-feedback-fuels-performance.aspx)

Scarves

Scarves are light.
Scarves have different colours.
Scarves may be tied together.
Scarves can make a rope.
Scarves can be knotted into balls to throw.
Scarves fall down slowly when they are thrown into the air.
When you look through scarves, you see things in a different light.
Scarves can be veils.
Veils can be dropped.

Walk and Talk

Yeah, the good ol' walk'n'talk… Isn't it just a handy method for the coach or the facilitator to get a break?

No. Walking boosts creative ideation in real time.

Great thinkers such as Aristotle, Virginia Woolf and Søren Kierkegaard have inextricably linked thinking to walking.

https://www.apa.org/pubs/journals/releases/xlm-a0036577.pdf

XYZ APPROACH

When you did .... (X)
It made me feel .... (Y)
And I'd rather you did .... (Z)

- Say what the problem is
- Say how that made you feel or how it affects the team or the atmosphere
- Suggest what could be changed

This is just an example. There's an ample supply of feedback methods on the net.

Example

Grab one red scarf each, discuss in pairs:
"If you were to make sure you failed, what would you have to do?"
Have each participant mention what action would lead to failure and tie their scarf to the next persons scarf. Pull the long red rope leading to failure.

Grab one green scarf each, discuss in pairs:
"If you were to make sure you succeed, what would you have to do?"
Have each participant mention what action would lead to success and tie their scarf to the next persons scarf. Now pull the long green rope leading to success.

Tips & Tricks

Print instruction cards with talking points, questions or challenges to work with on the Walk'n'Talk. Postcard size is handy.

Make a signpost halfway through the walk with a new set of questions.

Bringing food, snacks and/or hot and cold beverages as a surprise on longer walks may enhance the mood.

Expect participants to need time to get ready for next activity when they return.

Domain Theory

The domain theory is an attempt to visualise three different logics, from which we see, understand and describe the world.

The domains (logics) exist side by side in the conversation, but usually one of the domains at a given time will be predominant in relation to the other two.

Using the domains is helpful in clarifying conversations and in identifying problems, pitfalls and potentials in the way we work together.
(Adaptation of Humberto Maturana's domain theory)

Fishbowl

Participants are separated into an inner and outer circle.

In the inner circle - or fishbowl - participants train or try out a tool or an exercise.

In the outer circle, participants watch and listen, and take notes.

After the inner circle participants have done their work, the outer circle discusses what they saw and heard, and how it affected them while the inner circle listens without commenting.

Engagement curve

Let the participants revisit the experience in pairs.

Let them show each other when they felt most absorbed in the different processes and when they zoned out.
When they had the highest energy and when they were low on energy.
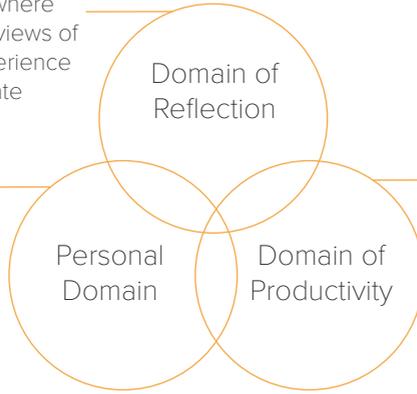When they learned the most and when they were bored.
When they were engaged and committed - and when they chose not to be.

Use a trigger to enhance the sharing; have them walk the talk, draw an energy line, show what they felt with gestures...

The 3 domains

A subjective space where we reflect upon the views of others, our own experience and the way we create meaning.

Domain of Reflection

Rules, routines, guidelines, procedures and tasks. Specific "right" ways of doing things.

Determined by participants' values, morals, and ethics. The participants can not remain neutral, but take a personal position based on what they consider good practice.

Personal Domain

Domain of Productivity

outer circle

inner circle
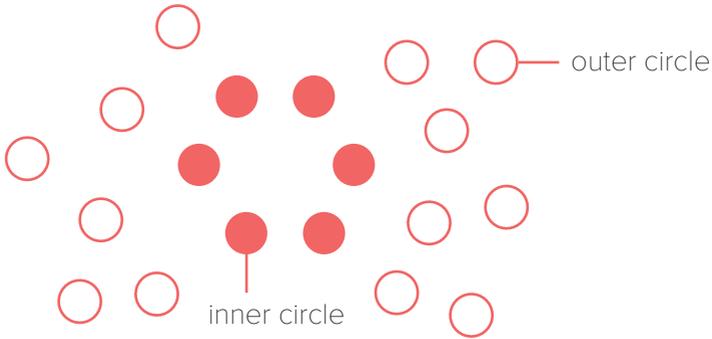
Example

Put blue painters tape on floor, the longer the better.
Mark tape with time indications - first hour, second hour etc.
Have participants walk along the tape in pairs, reiterating what they worked on.
After having walked the length of the tape and talked the workshop through, have them each write their initials and a "plus" where their greatest aha moment was - and their initials and a "minus" where they zoned out.

If applicable, you may ask if their outcome matched their engagement.

Conflict Behaviour

Every teams has conflicts, both internally between team members and externally with other parts. With the right conflict management tools it can be controlled, though seldomly avoided.
The Thomas Kilman Inventory lists five major styles of conflict management. By taking a conflict style assessment, participants will gain awareness on which conflict style they use most often.

Through facilitated discussions and examples from the participant's own experiences, the team members gain a better understanding of their own conflict styles as well as the conflict styles of the other team members.

Ropes

Use ropes to lay out lines, grids, crosses, horseshoes and other shapes on floors inside or grass or parking lots outside.

Define values attributed to certain places or parts of the rope, and have participants moving about in the field you have established.

You can work in silence or have the participants engage in dialogue about why the stand where they stand. Because people stand the same place - but maybe for different reasons - the can have "safe" and engaging dialogues.

Celebrity Interview

In groups of 2-4 persons, have one person interview the other.
Use a pencil or the like as an imaginary microphone, and let the interviewer be interested in the engaging style of a TV-reporter.
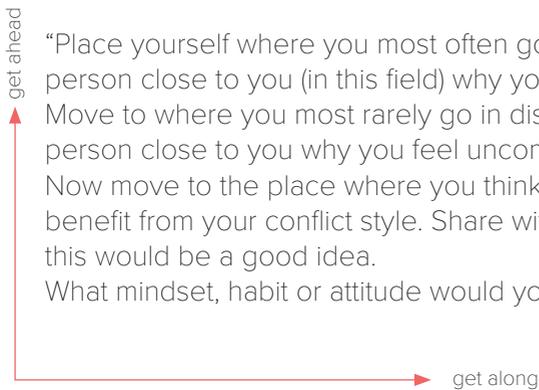If more than 2 persons, the remaining participants observes and take notes.
Change roles until everyone has been interviewer and interviewee.
Compare notes.

Thomas-Kilmann

get ahead

competing   collaborating

compromising

avoiding   accommodating

get along

Example: Thomas-Kilman conflict modes

get ahead

"Place yourself where you most often go in discussions. Share with a person close to you (in this field) why you feel comfortable here.
Move to where you most rarely go in discussions, and share with a new person close to you why you feel uncomfortable here.
Now move to the place where you think your team would most likely benefit from your conflict style. Share with the person closest to you why this would be a good idea.
What mindset, habit or attitude would you need to do this? Share…"

get along

Example questions

Tell me more about that.
Help me understand.
What is challenging about it?
What will you do, try, or consider?
How will you prepare for that?
Who will be affected - positively or negatively - by these potential changes?
Who could offer you feedback or support?
Where or when do you feel most challenged or reactive?
Where might you experience resistance from others?

Active Listening

Listening may seem simple, but it is not.
To give another person your undivided attention for just a few minutes can be really challenging.
Entrepreneurs and business leaders will benefit from training and using this essential interpersonal skill. Listen to understand, and remember that you don't have to agree to understand.

"The most important thing in communication is hearing what isn't said."
(Peter Drucker)

Music

Music evokes feelings and sensations that can put cognitive realisations in a different perspective.
You can broadly work with music in 3 different settings:

• Composing music
• Performing music
• Listening to (and being affected by) music

While the first two demand that the facilitator has a certain level of musical knowledge, the third level can be applied by anyone.

Goal Grid

Clarifying goals, objectives and future actions by determining what we want to **Achieve**, what we want to **Preserve**, what we want to **Avoid** and what we want to **Eliminate**.
• What do we want that we don't have? (Achieve)
• What do we want that we already have? (Preserve)
• What don't we have that we don't want? (Avoid)
• What do we have now that we don't want? (Eliminate)

Checklist

○ Shut down internal dialogue
○ Be open, neutral and patient
○ Make eye contact
○ Don't interrupt
○ Nod your head, say "mmm"
○ Watch nonverbal behaviour
○ Withhold judgment
○ Paraphrase what's been said
○ Ask open-ended questions

Example

We're gonna work with this method by using music.

In groups of four, choose a song or a piece of music that exemplifies how and why this method is important/why it works/how it works.

Play the song in plenary, and discuss your findings.

Example

Have teams or individuals draw and fill out the Goal Grid.

• Large papers and lots of colours may enhance the experience.
• Or map it out on the floor, having participants moving in the grid.
• Or just use sticky notes and the good ol' whiteboard.

	do we have it?	
	no	yes
yes (do we want it?)	achieve	preserve
no	avoid	eliminate

The Five Dysfunctions of a Team

In his 2002 leadership fable, Patrick Lencioni demonstrates a dynamic, five-part model of dysfunctions of a team. By identifying the behaviours and mindsets of poor teamwork, teams can develop strategies for overcoming them in order to:

• be comfortable with one another
• be willing to engage in constructive debate
• achieve clarity and buy-in around team priorities
• hold one another to high standards
• focus on team results instead of individual ambition

Power Briefing

Most of the time, participants have great tacit knowledge about the theory or model they are about to learn.

Bringing this knowledge into play from the beginning will activate the "group mind", exemplifying that together, we know more. The feeling of "Hey! I know a lot of this stuff already" can be very empowering and motivating.

Be prepared to loose control and trust the "group animal" while being aware of following the energy of the participants. Show enthusiasm!

Facts, Feelings, Findings, Future

This four-level model helps you reflect upon what you have learned and how you will put it to use in the future. A game of cards may be used as symbols for remembering the 4 levels:

♦ Diamonds with their square, even sides symbolise facts
♥ Hearts symbolise feelings
♠ Digging deeper is symbolised by spades
♣ The opportunity to grow is symbolised by clubs

Root causes of poor teamwork

```
                              results
          Inattention to   /        \
          Avoidance of    / accountability \
          Lack of        /   commitment      \
          Fear of       /      conflict         \
          Absance of   /         trust            \
```


10

Example

Working with "The Five Dysfunctions of a Team", ask the participants:

You: Starting at the top, what do you need to do as at team?
Participants: Reach our goals. Deliver. Create results.
You: Exactly! See, you know this stuff already! When do you create results?
Participants: When we do as we promise. When we live up to our agreements. When we hold each other accountable.
You: Precisely! Good work! We call this accountability. I knew you know!
- continue until the concept has been grasped. Back up with handouts later.

10

Example

In groups of four, review this workshop by discussing:

♦ Facts: An objective account of what happened
♥ Feelings: The emotional reaction to the situation
♠ Findings: The concrete learning that you can take away from the situation
♣ Future: Structuring your learning such that you can use it in the future

https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/four-f

10

Roles, Rewards, Responsibilities

One of the most challenging conversations a team can have is the clarification of Roles, Rewards and Responsibilities, creating The Team Manifesto, writing the Team Contract, sharing the equity of the startup.

There's lots of literature and info on this, see links
https://hbr.org/2012/05/three-pitfalls-startup-founder
https://www.skylab.dtu.dk/programmes/toolbox
https://blog.hubspot.com/sales/startup-equity

But how to work with the socio-emotional implications?

Picture Cards

A picture says more than a thousand words.
Use picture cards to create engaging dialogues. Have enough pictures for participants to choose among - at least 3-5 pictures per participant. Collect postcards, print pictures found on the internet or buy complete sets made for this purpose.

Permission Slip

To change behavior as a team or as an individual, you may need permission. When we grow up, we had to get permission from our parents to get home late, spend our pocket money and the like.
When in school, we had to bring a permission slip if we needed to go to the dentist, leave early or sit on the bench during physical training.
As grown ups, we may still believe that we need permission. But the difference is, that unless what we plan is illegal, we can give this permission ourselves.

Feelings as medicine

When working with the roles, rewards and responsibilities within the team, feelings will be present. Don't push the feelings away when they occur. Instead of viewing feelings as a problem, view them as a resource.

Ask
• What's going on?
• How does it make you feel?
• What are you gonna do?

Example

"Pick one picture as a metaphor for how the team works now, and one picture for how you would like the team to work in the near future."

"Pick a picture that says something about the challenges this method poses, and one picture for what succesful outcomes the process could bring."

Examples (permission slips written by participants)

"I hereby give myself permission to be bold
and honest."

_____
Signature

"The next 6 weeks, I have permission to
be more creative, even if that includes
saying dumb things and making people laugh."

_____
Signature

"I am permitted to show my feelings, to
be vulnerable and to be silent."

_____
Signature

Shame in organisations

Shame is a very powerful and potentially toxic feeling.
We all have it, and it is a basic part of our emotional wiring.

Shame comes up when we are in doubt if we can handle a task or a position, when we are unsure if we're "good enough" and feel unworthy or disconnected. Shame is linked to "insecure overachievers", "imposter syndrome", perfectionism, procrastination, aggression, lack of engagement and addiction (also to work).
Use the **compass of shame** to identify behaviours that relate to shame and bring in an experienced professional to work with it!

Silence

Silence is provocative.
Silence is thoughtful.
Being silent without thinking is called meditation, and for most people takes many years of practice to master.
So stay assured that when you ask participants to be silent, they will start thinking. But you need to give their thoughts direction, so they don't wander off. Ask them to present or share in some way after the thinking.
And since silence is silent, you may consider playing some music while the thinking is going on - preferably without words.

Personal Goal Setting

Take the biggest learning from this session, turn it into clear and specific goals. Ask yourself:

• What do I want to accomplish?
• Why is this goal important?
• Who is involved?
• Where is it located?
• Which resources or limits are involved? Turn your answers into a "SMART" goal.

The Compass of Shame

Withdrawal:
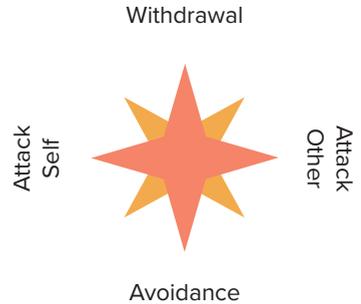Isolating oneself, running and hiding
Avoidance:
Denial, abusing drugs and alcohol,
distraction through thrill seeking
Attack Other:
"Turning the tables", blaming the victim,
lashing out verbally or physically
Attack Self:
Self putdown, masochism

Withdrawal

Attack Self

Attack Other

Avoidance

Example

Working with The Compass of Shame, tell the participants...

"We have laid out the compass of shame on the floor with ropes.
This is the attack axis, and this is the withdrawal axis.
Please think of a recent experience where you either attacked yourself or others, or withdrew from yourself or others.
Move about in the cross of shame in silence, and take note of the different feelings that occur.
Afterwards you will share your experience in dyads."

Activation Plan

Clear and reachable goals are:

• **Specific** (simple, sensible, significant).
• **Measurable** (meaningful, motivating).
• **Achievable** (agreed, attainable).
• **Relevant** (reasonable, realistic and resourced, results-based).
• **Time bound** (time-based, time limited, time/cost limited, timely, time-sensitive).

13 Tool (fill in your favourite)

_____

_____

_____

_____

_____

13 Trigger (fill in your favourite)

_____

_____

_____

_____

13 Transfer (fill in your favourite)

_____

_____

_____

_____

Example/description

_____

_____

_____

_____

_____

13

Example/description

_____

_____

_____

_____

_____

13

Example/description

_____

_____

_____

_____

_____

13

14 Tool (fill in your favourite)

_____

_____

_____

_____

_____

14 Trigger (fill in your favourite)

_____

_____

_____

_____

14 Transfer (fill in your favourite)

_____

_____

_____

_____

Example/description

_____

_____

_____

_____

_____

Example/description

_____

_____

_____

_____

_____

Example/description

_____

_____

_____

_____

_____

15 Tool (fill in your favourite)

_____

_____

_____

_____

_____

15 Trigger (fill in your favourite)

_____

_____

_____

_____

_____

15 Transfer (fill in your favourite)

_____

_____

_____

_____

_____

Example/description

_____

_____

_____

_____

_____

15

Example/description

_____

_____

_____

_____

_____

15

Example/description

_____

_____

_____

_____

_____

15

Thoughts on planning and facilitating workshops

Facilitation

To facilitate means to make (an action or process) easy or easier.
Whenever you bring people together, you are also creating a possibility for sharing knowledge, experience and (maybe even) wisdom.
Don't expect to be the smartest person in the room (and don't pretend to be either, you'll most likely be wrong).
Instead, try to create a safe and inspiring space where the knowledge, experience and wisdom of the participants can unfold.

Experiental learning

We all have a vast catalogue of experiences from the socio-emotional field to draw upon. We implicitly know when teams work and when they don't, when feedback makes us grow and when it stifles us, when commitment is deep and heartfelt and when it is shallow or lacking.
We may even have experienced when positive changes have occurred, but we may not be sure what made it happen.
When working with our own experiences, we get a chance to be more aware as to how positive change happens, and what we ourselves can do to further growth.

Participant preparation

To prepare for workshops, the participants may be encouraged to think about recent unresolved issues in teams they are part of, as well as situations where they would like to give positive or corrective feedback to specific persons, but haven't done it yet
Consider activating participants 1-4 weeks before the workshop by sending out a couple of questions to raise awareness on the subject (tool) you are going to work with.

Requirements

This is a manual about workshops. When we work, we need ample and undisturbed space to move about and use our "extended brains".
We also need food, oxygen and breaks - usually more than planned for.
For many, working with Soft Skills (however touchy-feely it may sound) is actually taxing work. We are often more used to working with our cognitive and physical power than with our socio-emotional muscles.
Plan for taking time when you go deep.
Participants may feel vulnerable and debriefing may be needed.

Where's the power and what's the point?

Humans have a tendency to grasp concepts in the same tempo as it takes for a person to write it down. PowerPoints may be powerful and have good points, but use them wisely: not for text, but for images.
Consider using flipovers or whiteboards instead - you need to note the opinions, experiences and insights of participants, and they may be hard to know ahead of time.
The largest amount of participants we've had was 125 persons, but more would be possible.
Due to group dynamics it is preferable to have minimum of 16 participants.

Personal profiles

The "Big Five" Domains are included in the OECD's Study on Social and Emotional Skills, and are commonly used in the research and study of personality. The "Big Five" is the only psychometric test to gather scientific consensus in personality psychology.
Remember; it's not a test in the sense that some results are "better" or "worse" than others.
It is not a diagnostic tool and should not be used as such.
But it provides a common platform for growth oriented dialogues in teams and other relations. Use them wisely.

The "Big Five" Domains

Task Performance (Conscientiousness)
        Achievement orientation, Responsibility, Self-control, Persistence
Emotion Regulation (Emotional Stability)
        Stress Resistance, Optimism, Emotional Control
Collaboration (Agreeableness)
        Empathy, Trust, Cooperation
Open-mindedness (Openness to Experience)
        Curiosity, Tolerance, Creativity
Engagement With Others (Extraversion)
        Sociability, Assertiveness, Energy

Compound Skills (from working with "The Big Five"

Self-Efficacy
Critical Thinking/Independence
Self-reflection/Meta-Cognition

As defined by OECD in
https://www.oecd.org/education/school/UPDATED%20Social%20and%20
Emotional%20Skills%20-%20Well-being,%20connectedness%20and%20
success.pdf%20(website).pdf

Popcorn #1

By working with experiental learning and with case stories provided by the participants, we ensure the content is relevant and engaging.

When you make popcorn, it takes a while before the first one pops.

Then they pop more and more often and sometimes in big waves of simultaneous popping.

And in the end, there's still corn in the bottom of the pot that never popped. It may even be burned.

Popcorn #2

Workshop participants can be like popcorn.

Some will get it quickly, and the knowledge they gained may be used in or immediately after the workshop.

Others pop a little later.
After the workshop, they may need more training, but will still know more about socio-emotional competencies, as well as having gained insight into personal patterns, triggers and responses in different situations.

Popcorn #3

And some may be lying un-popped at the bottom of the workshop pot.

They may require extra attention during or after the workshop.

Be prepared to give it to them; we're here to help each other.

Hybrid workshops Time

Hybrid workshops

Digital and hybrid workshops are **not ideal** for working with Soft Skills. But it IS possible.

In order to maintain the impact of the workshop, it has to be planned with an attention to detail that equals the preparation for the european song contest. It's a lot harder to create relevant audio-visual and kinaesthetic material on the fly, so you need to pre-create these materials in shareable form.

To keep participants attention, shifting modalities is even more important - breakout rooms, questionnaires, engaging presentations are your friends.

Time

Take your time. When working with socio-emotional skills, it takes time for participants to warm up, and you need time to "close" and integrate what has been opened up to.

Don't expect to go through more than one tool per half-day.

Be over-prepared, but under-structured.

„In preparing for battle I have always found that plans are useless, but planning is indispensable." – Eisenhower

Personal notes