

# lifestyle



## L2 LIFESTYLE EFFECTIVE COACHING OF LANGUAGE STUDENTS IN EUROPE



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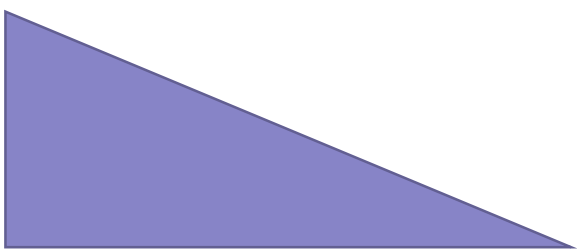
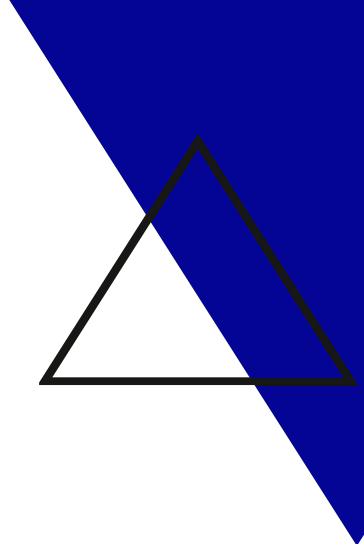
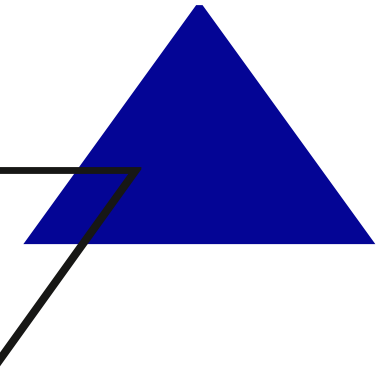


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## **L2 LIFESTYLE**

### **THE PROJECT**

The L2 Lifestyle project exists to increase language learners' motivation across Europe. Language learners want to find meaningful connections between the words and phrases they learn, and their deep desires and motivations for learning a language. Incidentally, so do we - we're all learners of other languages or have experience of teaching languages and running language schools across Europe.

But we believe we need to rethink some of the techniques we use to teach languages. At some point along the line, it became less about the individual and more about the grammar, the page of the course book or the final exam. We push back against that. We think teachers play a vital role in motivating their learners. But, we also know they're not always trained to do this.

That's the reason for our project. We want to improve teachers' use of coaching, emotional intelligence and soft skills in the classroom. We want to improve their teaching of these skills to their learners, and we want to create a coaching-friendly environment in language schools across Europe.

### **BENEFITS**

The coach helps students to explore challenging situations in a creative way, enabling them to think in new ways about themselves and others. Rather than identifying goals and giving solutions, the coach supports the student to find their own goals and solutions. Coaching can be a single conversation but usually takes place over a longer and agreed time frame.

#### **Coaching enables you to...**

1. Personalize the learning process of students at personal and collective level
2. Identify student limitations and overcome them
3. Adapt the teaching process to the students' abilities, radically improving results
4. Enhance the most powerful skills of teachers and teaches them how to make better use of them
5. Aid teachers in identifying their weaknesses and improve them
6. Develop trust and open a feedback dialogue in your organization





## ***L2 LIFESTYLE***

### **IO3 SYLLABUS**



**01**

#### **RE-INTRODUCTION TO COACHING**

- what is coaching?
- why coaching?

**02**

#### **PREPARE**

Review key concepts from IO1 and extend them before running workshops

- Powerful questions
- Developmental Environments
- Relationship Building
- Challenging Conversations
- Building a strong team
- Time management
- The strong professional

**03**

#### **DELIVER**

Workshop templates to use with teachers in professional development sessions

- Group coaching
- Powerful questions
- Time management
- Building a strong team
- Giving feedback
- Challenging conversation with difficult students
- Building relationships with difficult people
- Getting your point across

**04**

#### **REFLECT**

Planning the next steps

- Your own development
- Teachers helping teachers
- Real-life stories





## ***L2 LIFESTYLE***

### **RE-INTRODUCTION TO COACHING**

A coach is a person who accompanies another person (the coachee) in achieving their goals and in overcoming difficult situations that prevent them from reaching their goals.

At an educational level, especially in language teaching, the continuous training of teachers and their techniques and strategies is very important, so that their students achieve their goals and reach a higher level of satisfaction.

At the same time, coaching is linked to skills related to emotional intelligence (motivation, rapport, assertiveness, self-awareness, empathy, self-confidence, communication etc.), and are used in the process to achieve the best results for the learner.

On the other hand, coaching could improve the work of the language school managers, their relationships with the teachers, students and parents. That's why the consortium of this project has identified nine key skills to be trained, which we believe will be useful for you, your teachers and your language school.





## ***L2 LIFESTYLE***

### **WHAT IS COACHING**

#### ***THE ESSENCE OF COACHING***

Coaching has been defined in many ways. The essence of coaching is:

- To help a person change in the way they wish and helping them go in the direction they want to go
- Coaching supports a person at every level in becoming who they want to be
- Coaching builds awareness, empowers choice, and leads to change

Coaching is a form of development in which a person called a coach supports a learner in achieving a specific personal or professional goal through training and guidance. The learner (student) is sometimes called a coachee.

The essential element to this coaching dynamic is the relationship and the mutual trust between the coach and their coachee, who is the person ultimately responsible for their results. The coach supports them in the process of learning and helps broaden their horizons of consciousness.

Through a one-to-one conversation, the coach ask the right questions that force the coachee to analyse the current situation, and look at the problem from another point of view.

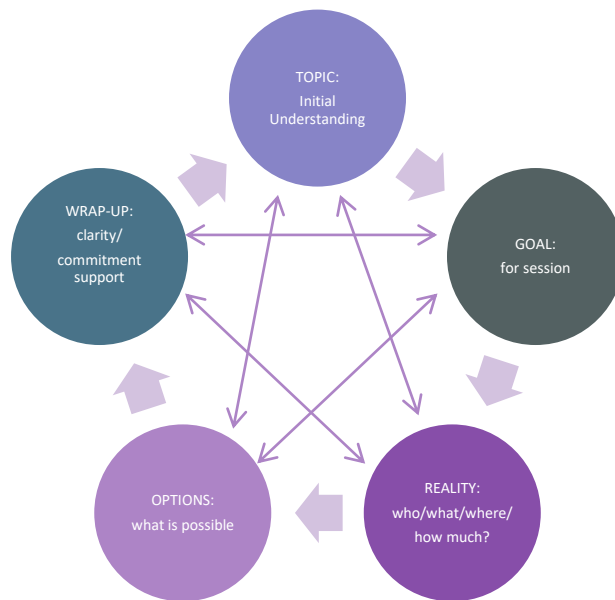
#### ***APPLICATIONS OF THE GROW MODEL***

The GROW model is usually used at the beginning of a coaching session to determine the client's initial state.

The GROW model is a simple and comprehensive tool that can be used in planning the future or in moments of progress being blocked. The GROW method is good for allowing the client to be creative and to formulate questions appropriate to the situation.



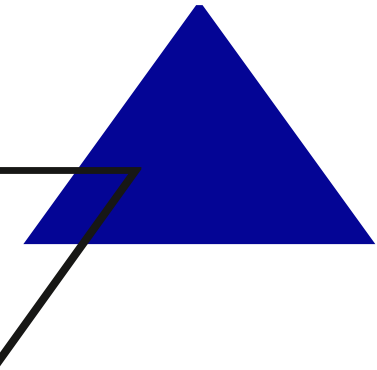
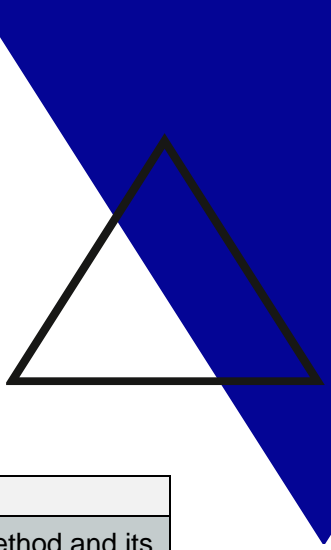
## THE GROW MODEL IN COACHING



The GROW model (short for the words Goal, Reality, Options, Will) is one of the most common coaching tools developed by Graham Alexander, Sir John Whitmore and Alan Fine. The TGROW model is extended with the letter T standing for the word Topic. Many people think that this model is easy to use, hence its popularity.

1. **GOAL** - the key task at this stage is to formulate the goal in terms of end result. Often, this involves reformulating a challenge or problem the coachee may have. The coach helps determine what the client wants to achieve, not what they want to avoid. The SMART method can be helpful at this stage
2. **REALITY** - the analysis and understanding of the situation deepens the coachee's self-awareness. This identifies tension between the coachee's desired and actual state, and often leads to a reformulation of the coaching goal
3. **OPTIONS** - this stage is to generate potential solutions and analyse their usability. The coach helps the coachee see different possibilities and check their consequences
4. **WILL (or WRAP-UP)** - at this stage, the coachee decides what action to take



STAGE	GOALS	PROCESS
<b>GOAL</b>	<ul style="list-style-type: none"> <li>• Build a relationship for development</li> <li>• Build commitment</li> <li>• Set a goal and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Agree on the work method and its rules</li> <li>• Agree on a specific topic and purpose of the conversation</li> <li>• Determine the long-term goal</li> </ul>
<b>REALITY</b>	<ul style="list-style-type: none"> <li>• Diagnose a problem or situation</li> <li>• Understand the reasons</li> <li>• Specify the needs of the coachee</li> </ul>	<ul style="list-style-type: none"> <li>• Ask to describe the current situation</li> <li>• Avoid assumptions</li> <li>• Identify support resources</li> <li>• Provide specific feedback</li> <li>• Avoid irrelevant stories</li> </ul>
<b>OPTIONS</b>	<ul style="list-style-type: none"> <li>• Determine possible solutions</li> <li>• Check their consequences</li> <li>• Broaden the coachee's perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Create a list of possible options together</li> <li>• Encourage the coachee to propose their own solutions</li> <li>• Carefully suggest your own explanations</li> </ul>
<b>WILL / WRAP-UP</b>	<ul style="list-style-type: none"> <li>• Choose a solution</li> <li>• Define an action plan</li> <li>• Involve somebody who can support the implementation of the plan</li> <li>• Summarize</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure commitment</li> <li>• Determine what obstacles may arise and how to overcome them</li> <li>• Set a schedule for specific actions</li> </ul>

## HOW AND WHO CAN USE IT?

The GROW model is intended for use by both teachers to improve the educational process and to managers of educational establishments to improve the overall work process.





## **L2 LIFESTYLE**

### **WHY COACHING**

#### **WHY COACHING**

The practice of coaching in the classroom is one of the most effective ways to bring out the best in students. The coach enables students to formulate their own goals and then helps them achieve them in an optimal way. Language coaching is based on self-control, self-direction, and the own experiences of the coachee, with the coach helping the coachee to choose the most efficient methods to achieve their goals.

The reasons why people are deciding to use coaching are as follows:

1. Establish and take action towards achieving goals
2. Share resources
3. Increased self-awareness
4. Improved problem-solving
5. Increased self-expression
6. Develop relationships
7. Increased self-confidence

#### **APPLICATION**

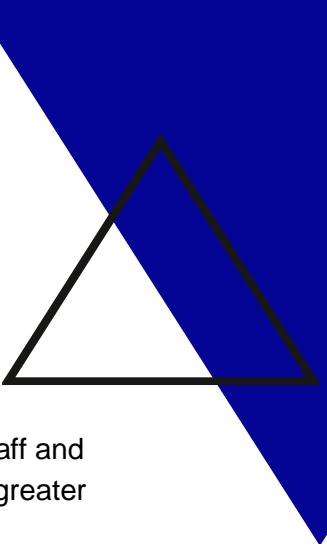
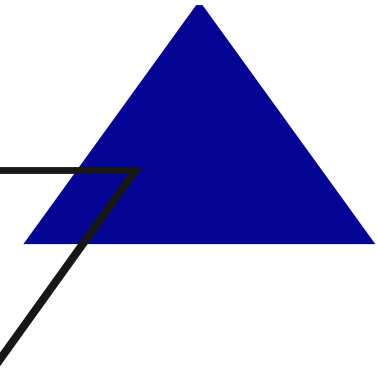
Improving learning in the classroom – it raises self-awareness, deepens self-reflection, and delivers the most effective progress and results.

Improving creativity in the classroom and across the school, allowing the school to thrive in today's changing and challenging world, where speed of adaptation and innovation is so important.

A greater openness for staff to share practice, take risks in trying new things, to admit and learn from mistakes and to create a whole school learning culture.

Improving relationships – if you truly value your staff and students they will, in turn, value you and your needs.





Providing much more time for leaders over the medium to long term – staff and students are more effective when they become more self-responsible and take greater personal initiative.

Improving the use of talent and resources – leaders uncover people's talents and encourage them to find answers to problems and do not have to find all the solutions themselves or shoulder the stress of thinking they have to.

Improving engagement from staff and students – by involving them in their work, sharing responsibility for learning and creating more independence.

## ***HOW AND WHO CAN USE IT?***

Coaching is devoted for use by both teachers to improve the educational process and to students to improve their learning process.

The main effects from the perspective of the coaching participants are:

- To mobilise the potential of the coachee
- To better define their priorities and develop their competences
- To help effectively and independently implement the change intended by the coachee
- To solve problems that hinder achieving goals
- To encourage greater team management





## ***L2 LIFESTYLE***

### **PREPARE**

In this part of the manual, we are going to dedicate ourselves to making a short theoretical revision and update of the concepts discussed in IO1. These 7 modules will be the basis of the preparation of the practical workshops of the next part of the manual.

The concepts are divided into individual modules, which will facilitate your work and your choice based on the needs of the situation and the requirement of your teams. We hope you find it useful and do not forget to check the material developed in IO1. Remember that all the material developed in IO1 is aimed at the language teacher.

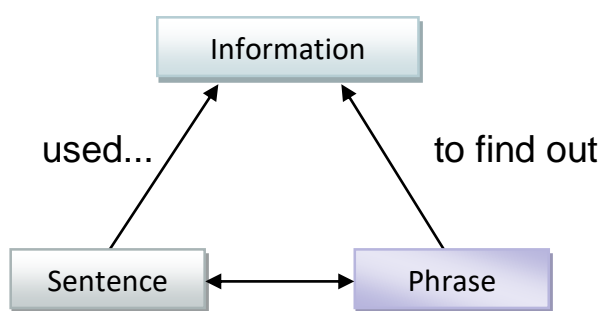


# L2 LIFESTYLE

## POWERFUL QUESTIONS

### WHAT IS A QUESTION?

*The Cambridge Dictionary defines a question as*



### WHY “POWERFUL” QUESTIONS?

- Give a lot of strength to collect individualised input;
- Enhance the “inner force” to make good academic decisions;
- Cultivate the meaningful sense of general “Yes / No” questions / answers;
- Create value over limitations;
- Are provocative and spark creative thinking;
- Stimulate motivation to participate actively in the academic context;
- Identify and interpret thoughts, behaviour and academic challenges;
- Provide the power to make good assumptions through a shared understanding etc.



## *Open vs. closed questions (Findings & Assumptions)*

### OPEN QUESTIONS

Open questions deliberately seek longer answers and generally begin with:

What When Where Why How Describe etc.

The major benefits of using open questions are defined by the opportunities these give to respondents:

- Thinking and reflection;
- Expressing opinions and feelings;
- Freely moderate learning sessions;
- Facilitate the control of the conversation etc.

### Context for using powerful open question – Main typologies

**Mr. Courage:** Initiate and maintain an interesting (academic) conversation in order to encourage school members who are rather quiet.



**Mr. Understanding:** Be sensitive towards the others' needs, issues, limitations, challenges, difficulties etc.



**Mr. Motivation:** Get school members to realize the implications of their limits to assimilations – able to inspire, motivate and provide solutions.





**Mr. Thoughtful:** Get school members to feel good and appreciated by asking after their health and academic problems – demonstrating a powerful interest.

### CLOSED QUESTIONS

The Oxford Reference defines a closed question as a question to which an answer must be selected from a limited set. A closed question can be answered with either a single word (generally Yes / No).

The major benefits of using closed questions are defined by the opportunities these give to respondents:

- Give facts;
- Easy and quick to answer;
- Facilitate quick assimilation;
- No time is wasted;
- Keep control of the conversation;
- Easy to use and interpret etc

### Context for using powerful close question – Main typologies

**Mr. Confidentiality:** Keep a comfortable conversation – it does not force the school members to reveal too much about themselves.



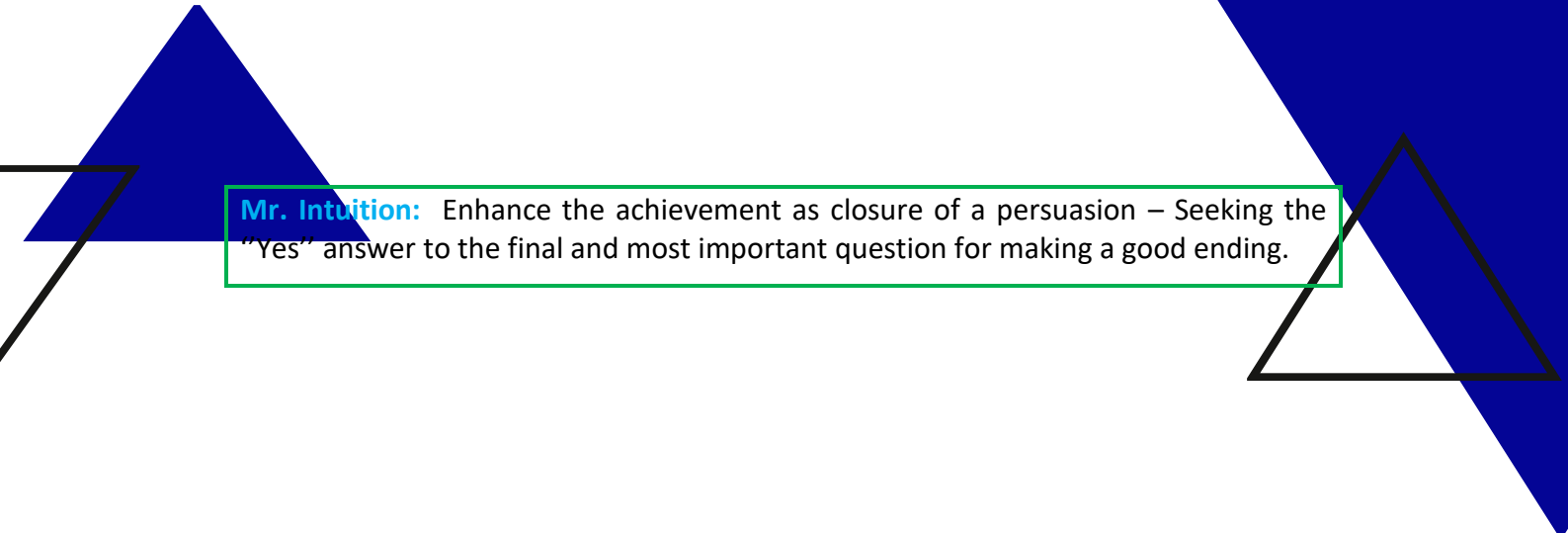
**Mr. Initiative:** Test the academic and management understanding (asking Yes / No questions) – Initiate a specific-closed dialogue but with a powerful message.



**Mr. Assumption:** Setting up a desired positive frame of mind (asking successive questions with obvious / premeditated answers).







**Mr. Intuition:** Enhance the achievement as closure of a persuasion – Seeking the “Yes” answer to the final and most important question for making a good ending.

***Why are powerful questions useful for fostering the academic environment?***

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- Meaningful teaching inquiry;
- Explore ways of advancing the school management;
- Improving teaching and school cooperation;
- Create strong teams of teachers as a key academic manager;
- Enhance a high-performance school leadership-position;
- Build educational trust and interest;
- Deliver great organizational school approaches etc.





## **L2 LIFESTYLE**

### **DEVELOPMENTAL ENVIRONMENTS**

#### **WHAT IS MENTORING?**

**Mentoring** involves primarily listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board, encouraging" *David Clutterbuck*.

"**Mentoring** is a long-term relationship that meets a development need, helps develop full potential, and benefits all partners: mentor, mentee and the organization"  
*Suzanne Fauer*"

A **mentor** assists a mentee with learning something that otherwise would be acquired less thoroughly, more slowly or not at all.

As a manager, we often have to wear many different. Unfortunately for us, there are only 24 hours in the day, and we can't always be sure that we can dedicate as much time as we'd like to supporting teachers. That's why if you haven't done so already, setting up a structured mentoring system in your school can have a profound impact on the support your teachers get.

#### **HOW TO SET UP A DEVELOPMENTAL ENVIRONMENT**

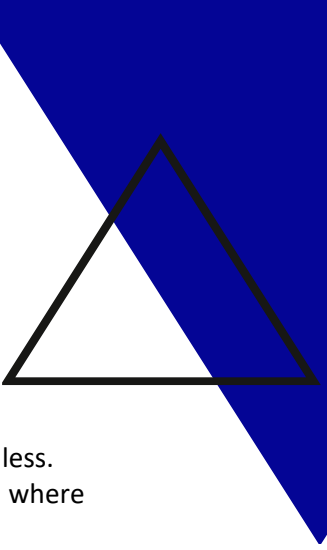
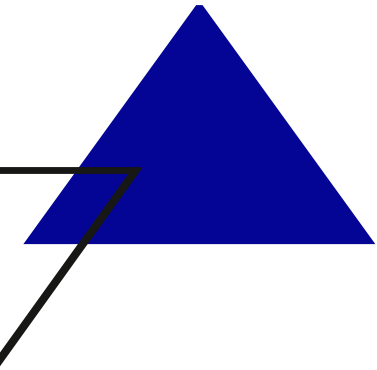
##### **Activity 1: (10 minutes)**

There are many instances in popular culture of mentoring relationships. One of the most common is in films.

Show some of the following pictures. Ask teachers to think what significance they have for mentoring?

- Yoda
- Mary Poppins
- Goodwill hunting
- Karate Kid





Explore the various perspectives that arise. They may involve age, gender, knowledge. Essentially, mentoring usually involves one person with more knowledge and one with less. Although this isn't always the case, many successful companies use reverse mentoring, where interns or new hires will mentor executive level managers.

Activity 2: (30 minutes) for this activity, you will need to have a an idea of which of your teachers you'd like to mentor and which you'd like to be mentees. This decision is often easy to make at the start of an academic year with returning teachers and new teachers.

Put the mentors into one group and the mentees into another. The mentors should thing answer the question: *what would you NOT want from a Mentee?* And the mentees should answer the question: *what would you like from a Mentor?*

Give groups enough time to cover a flip-chart sized piece of paper with ideas. Have mentor and mentee groups present their findings to each other. At the end, encourage the group to create one set, drawing on the values of each set of answers.

### **Activity 2 (10 minutes).**

Briefly present the qualities of a mentor:

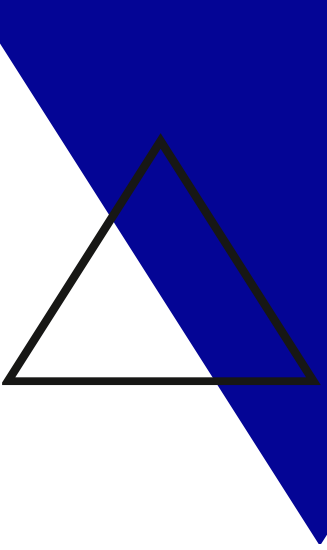
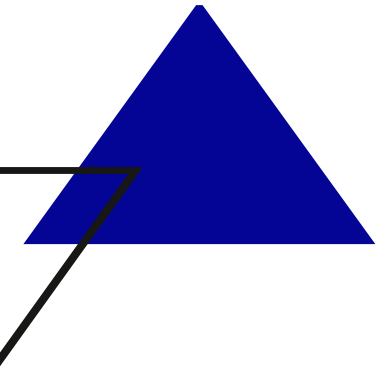
A Mentor needs to:

- Be a strong contributor with depth in teaching
- have awareness, experience and a clear understanding of the school and its context
- be a ROLE MODEL for behaviours
- be interested in the development of others
- be available!!

A mentor does not:

- Engage in secret meetings with the mentee
- Act as a replacement for the line manager in terms of personal development and allocating of tasks
- Provide specific details on what the mentee "should" do.
- Encourage gossip or complaints
- Act on behalf of the mentee
- Create a clone!





### A Good mentee:

- Accepts accountability for their own teacher development
- Asks for and is open to feedback
- Gives feedback
- Is clear about expectations and objectives for the relationship
- Prepares well for each meeting
- Is prepared to be challenged and to challenge

**Activity 3: (30 minutes)** the first meeting of the mentor and the mentee can take place in the workshop. At this point tell the mentee teachers who their mentor will be. Give them the following criteria to hold their first meeting of around 20-30 minutes

### Getting to know each other

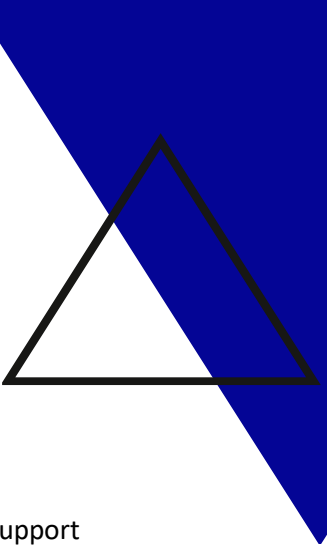
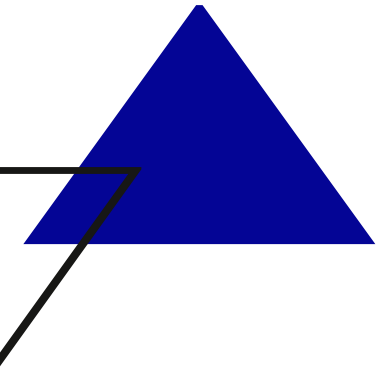
- A brief description of mentor's (and mentees) teaching background
- Parameters of relationship – expectations (the contract)
- Discussion about aspirations, challenges, development needs
- Set clear action points
- Schedule next meeting

### Ground rules

- Objectives
- What are the boundaries/constraints of the mentor?
- How will you know when the relationship is working?
- How will you both work together?
- How do you want to schedule meetings and communicate with one another?
- How will the meetings be arranged?
- How often do you want to meet?
- How structured do you want your meetings to be?
- How will you deal with the relationship if one party thinks it is not working?

There's no specific set of feedback questions to ask for this workshop, but generally it's good to schedule a follow-up workshop after 3 months to check in on the mentoring: what's working well? What's not working yet? What extra support to both parties need?





Informally, managers can begin to monitor the number of questions and requests for support they receive. It's likely these will go down. At the same time, the level of support should increase in your team!

If you feel your team needs extra support with aspects of mentoring, we would recommend running the powerful questions workshop with them and asking a stronger mentoring partnership to demonstrate what a mentoring session would look like.





## **L2 LIFESTYLE**

### **RELATIONSHIP BUILDING**

#### ***WHAT IS RAPPORT?***

**Building rapport** is the process of developing an emotional connection and creating a relation of confidence with someone else. It's a matter of being able to "see the world through the other person's eyes". In the classroom, rapport refers to the relationship between the teacher and the student as well as between the students themselves.

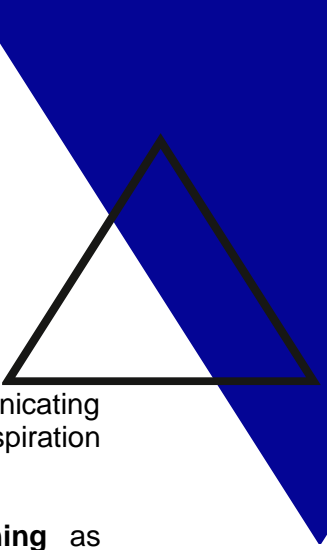
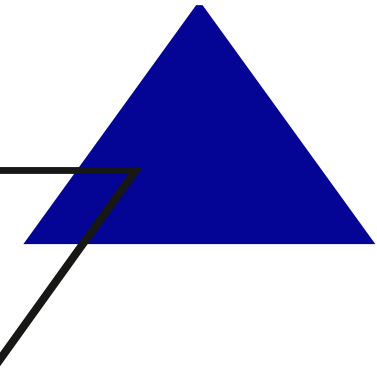
If rapport is mutual, and on a more friendship base, it is usually based on sharing similar views, interests and experiences. It's important to create that type of relationship between the students in your classroom. Several students in your class might be watching the same Netflix series or like the same type of music. Or they may have similar difficulties with learning English. This creates a bond between them, which is an important outcome of building rapport.

Nevertheless, rapport can also be created on a non-friendship basis. Teachers do not need to be friends with their students. Teachers don't need to like what their students watch on Netflix, nor do they need to share taste for music. Let alone have the same difficulties with English as their students. But the students need to feel confident around their teacher to be able to reach their full learning potential. Therefore, the teacher needs to understand their student's world and their views. It's not necessary to like those views and agree with them or to share your student's interests, but it's important for the student to know that you, the teacher, "understand where they're coming from".

Rapport is also of vital importance in the work environment. As a director of studies or (academic) manager, you don't have to share your teachers' anxiety, worries or problems, but understanding them and seeing where the teacher comes from is a big step forward towards being able to help your teachers overcoming those problems. Building better rapport with your teachers and other colleagues will enhance their trust in you and will enable you to help them gain a better version of themselves.

Teachers tend to build rapport with their students from the start of their acquaintanceship in order to create a more open and successful learning environment. Developing rapport results in a positive, enjoyable and respectful relationship between teacher and learners and it adds value to the class by giving students the confidence to





Rapport is enforced by tools such as eye contact, body posture, communicating at the same height, body language, nodding, gestures, tone of voice, respiration frequency and, most of all, active listening

The International Coach Federation (ICF) mentions **active listening** as being “the ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.”

In ESL “the client” becomes the student, the teacher, the coordinator, the colleague and so on and they require maximum concentration from you on what they are transmitting rather than just hearing the message. In other words, full attention is given to the speaker which involves all senses, **verbal and non-verbal signs**.

### **VERBAL AND NON-VERBAL SIGNS OF ACTIVE LISTENING:**

It is worth mentioning that these signs may not apply in every situation and may not be appropriate across all cultures, but generally people who are listening tend to present at least some of these signs.

- Smiles combined with nods of the head can be used to show that the listener is paying close attention to what the speaker is saying and they can display agreement or understanding of the message that is being transmitted.
- Eye contact is essential, but for some people can be overwhelming especially if they are shy, so it is advised to use it appropriately according to the circumstances.
- Positive reinforcement is a powerful tool to encourage the speaker alongside with elaborate explanations of why you are agreeing with the information given. Positive words or phrases or encouragement such as: “good point, indeed, agreed, very interesting” are signs that the listener is paying close attention.
- Positive reinforcement can also be done non verbally, by smiling, putting your thumbs up, giving high fives or fist bumps, etc.. It's important to be natural and not overdo it and accompanying the encouragement by explanations of why you are doing it.
- Asking relevant questions and making a series of statements is another way to confirm that the listener is interested in the topic and willing to elaborate their thoughts. It is important to ask appropriate and powerful questions which enable the speaker to expand on specific points.
- Summarising or repeating in your own words what has been said is a different way to show that you have received and understood the message clearly.





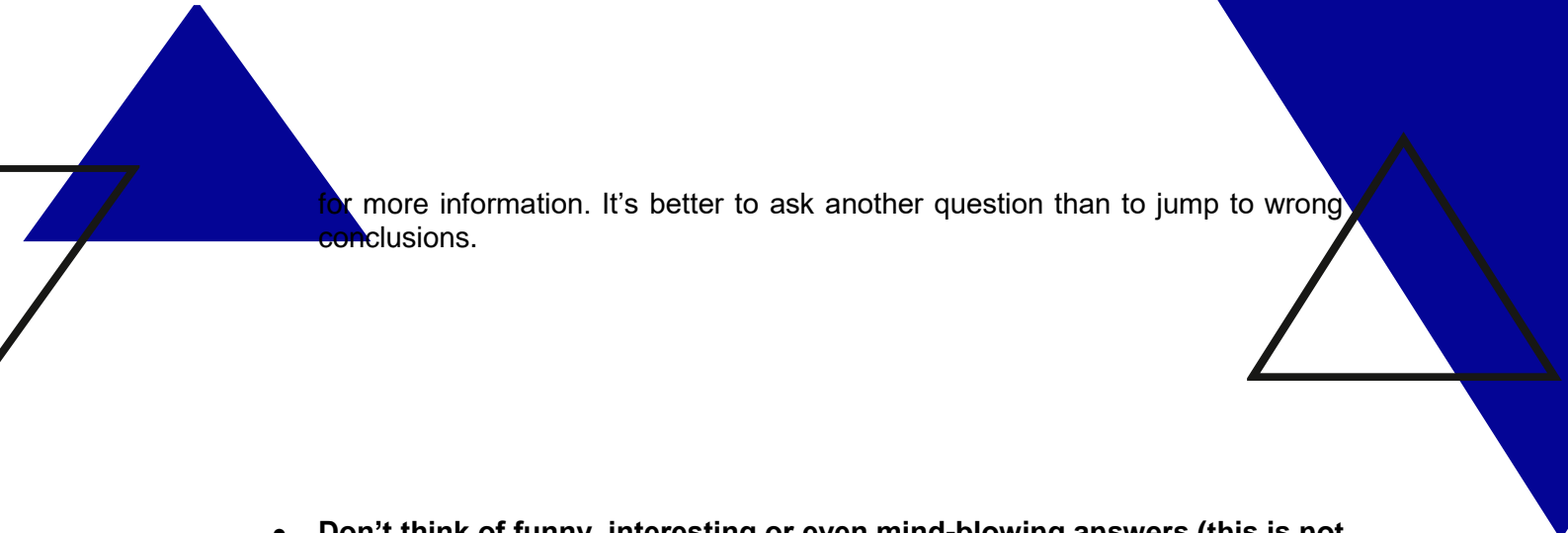
## APPLICATION

Rapport creation can be applied in the classroom between teachers and students and outside the classroom between teachers and their colleagues

### Techniques for building rapport:

- **Put your full attention on the other person.** Try to not think of anything else, nor be disturbed by other stimuli around you.
- **Listen with curiosity** Be truly interested in the other person and what they have to say. This conversation is about them, not about you.
- **Listen to every word they say.** Every word counts and many times the solution to a problem lies in one single word.
- **Adjust your body posture to the other person (don't overdo it).** Do not be the other person's mirror, but try to align your body posture with theirs. If they sit down, do the same. If they lean forward, do the same.
- **Nod every now and then.** This will show them that you are paying attention to what they are saying. Don't overdo it, or they will know and it will be counterproductive.
- **Maintain eye contact** When you put your attention on someone, don't look at things or people that are around you, nor your phone. Focus on them and maintain eye contact in a natural way.
- **Point your feet towards the person.** This might sound funny, but by pointing your feet away from someone, your body posture says you would rather walk away from the conversation.
- **Adjust your tone of voice to that of the other person** Like with body posture, it's not about imitating the other person, but to align your communication style with theirs. If they have a low tone of voice, don't shout at them. And vice versa.
- **Adjust your speech speed to that of the other person.** Same as with the tone of voice. If the person speaks fast, don't start speaking slow. That will only make them nervous, and that is not good in rapport building. Try to adjust your speech speed to theirs.
- **Adjust your respiration frequency to that of the other person.** This might be the most difficult technique of rapport creation and it probably is for the most advanced practitioners.
- **Don't be biased while listening.** It's important to listen with an open mind. Building rapport is not about liking what the other person is saying or agreeing with them, it's about understanding.
- **Ask for more information if you don't fully understand** If you're not 100% sure of understanding the exact meaning of what the other person is saying, ask





for more information. It's better to ask another question than to jump to wrong conclusions.

- **Don't think of funny, interesting or even mind-blowing answers (this is not about you!!).** When we talk to people we're usually more worried about what we are going to say next than about understanding what they're saying.
- **Use silence to reflect on what the other person has just told you and analyze if you've fully understood.** Active listening takes time and energy. You need to create a deep understanding of what the other person is saying to you. This takes time. So take it whenever you need it. The other person will understand that you need that time and might even appreciate you putting so much effort into understanding them.
- **Ask a feedback question to confirm that you've fully understood (so, what you mean is...../ If I understand it correctly, you mean..... / etc.)** . Don't assume you've understood the other person without checking.
- **Use the other person's words and expressions (talk "their" language).** It's like body posture, speed of speech and tone of voice. Don't imitate the other person but aligning your expressions with theirs shows them that you understand.

## ***RELEVANCE AND DESCRIPTION***

Teachers building a rapport with their co-workers or teachers building a rapport with their students can make a significant difference. It is extremely relevant to both parties because it helps build trust, comfort, growth and it gives a better understanding of what is expected from this professional relationship. Teachers need to get to know their students in order to better manage the classroom and to offer a unique experience.

As previously mentioned, this does not mean that they are building a friendship, but the teachers create a safe space where students feel completely comfortable to ask questions, to express their honest opinions and to face any possible challenges together.

Therefore, by connecting emotionally with their students, the teachers give them the necessary motivation to actively participate during the lesson which is undoubtedly beneficial.

All this also applies for relations between academic managers and teachers or other colleagues but also between teachers and the parents of their students.





## **WHO CAN USE IT AND WHEN**

It can be used in any educational institution, such as schools or academies, by teachers, coordinators, managers or directors in relation to students or among themselves.

## **PRACTICAL EXAMPLES (REAL CASES)**

### **Case Study 1:**

Peter is a director of studies at a private language school in Spain. One morning, he walks into the teachers room and sees Jamilla at one of the desks. She's their new, 31 year old English teacher who just arrived two weeks ago from Manchester. This is Jamilla's first experience working abroad, although she's got over 5 years teaching experience and already has great feedback from her students.

Standing at the door, Peter notices that Jamilla is rather quiet this morning. Normally, he would have asked; "Are you OK?" upon which she would have probably responded with a quick and rather evasive "Yes, sure".

But Peter has learned how to build rapport and he cares about his new team member. So he grabs a chair to sit next to her, looks her in the eyes and says "I know you're completely new to this country and that changes can be overwhelming sometimes. Remember I'm here to help you. What can I do for you?"

She feels comfortable to speak to Peter and notices that he's truly interested in her wellbeing. So she explains that, the other day, she woke up with a bad tooth ache and has been trying to get a dentist appointment for a couple of days. But she can't find a dentist that speaks English and she's worried about going to the wrong place, paying too much and get a bad treatment.

After asking several questions about her pain, her fears, in what area of town she lives and what type of dentist she's looking for, Peter offers to help her getting an appointment and explaining them in Spanish what she needs.

Jamilla's problem is solved now and she feels that her director of studies understands her and that she can rely on him when necessary. They have a trusting relationship and she feels a much stronger connection with the school.





## Case Study 2:

Katrin is a German teacher in Hamburg. She teaches adult students from all around the world. Some are on a language holiday, while others stay for months and are looking for a way to build a life in Germany.

One of her students, Paolo, from Italy, who booked for an 8 week language course, has been in her class for 4 weeks already. He's shy and always sits in the back of the room. He'll only speak when asked to but seems to be learning at a normal pace.

But after 4 weeks in the course he seems to have lost motivation. He even missed 2 days of class this week.

Other teachers might think that's normal. The student is adult, can do what he like, go where he wants and make his own decisions. And it's not the teacher's job to motivate

them. They believe that teachers should teach, and students should learn and come motivated to do so.

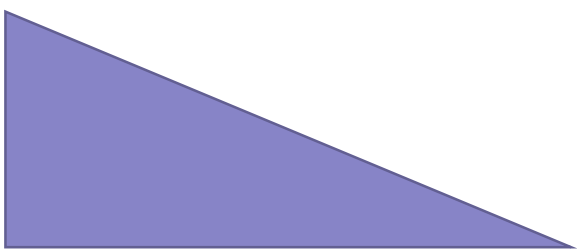
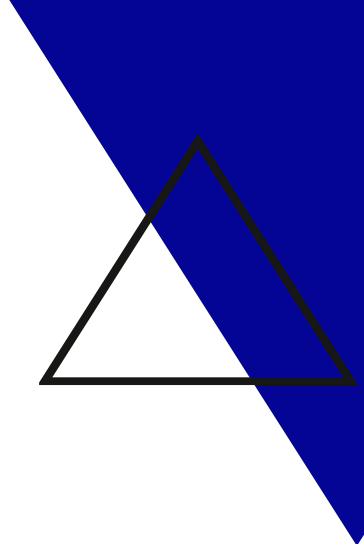
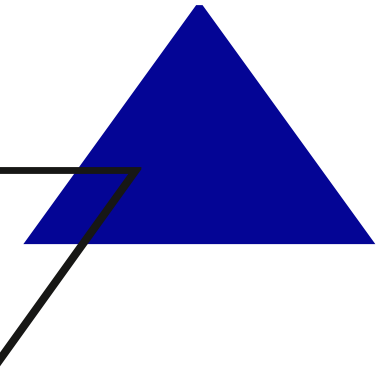
But Katrin decides to speak to Ismael to find out if there's any way for her to help him more and asks him stay after class for a little chat. They sit down in a quiet area of the school cafeteria and she asks him how he's feeling about his German classes and his own progress. He says that, for the first 3 weeks everything went well. He was learning fast, exploring the city and enjoying himself. But since last week he's been having doubts. The language starts to seem more difficult than he thought, there's nothing new to the city anymore, and he's even thinking of cutting his course and go back home after 6 weeks. Although his initial plan was to stay in Germany to try and find a job, he now thinks that idea might have been a big mistake.

They talk for half an hour and Katrin asks him many questions. Paolo feels understood by his teacher and, while speaking to her, notices an enormous weight coming off his shoulders. After listening to him and really understanding how he feels and what he needs, she offers to get him in contact with some of her former students. Italians, like him, who also took a language course and are now working in a local company.

3 Weeks later, Paolo not only finishes his initial 8 week language course but he also books another 8 week extension and is much more participative in class.

One 30-minute conversation has changed his perspective on learning German and his future.









## ***L2 LIFESTYLE***

### **CHALLENGING CONVERSATIONS**

#### **PRESENTATION OF THE WORKSHOP**

You are observing a new teacher that has just started at the school and have noticed that they are incorrectly explaining a grammar rule to their students. You offer them some advice in the post-observation feedback, but afterwards you notice that they're still incorrectly explaining the grammar rule – this time to another class. You address the situation with the new teacher again, and offer to walk them through the correct explanation, but now you notice that they are becoming defensive. Why are they reacting so badly to your advice when all you want to do is help their professional development as a language teacher? Well, if you had used the SCARF model, you would have identified that instead of empowering the new teacher, you were making them feel threatened.

Difficult conversations are an inevitable part of language school management and can occur between a host of different stakeholders. The workshop will help identify various stakeholders in a language school setting with which one might need to have a 'challenging conversation' and explain how the SCARF model can be used to collaborate and work more effectively with them.

**Duration:** 2 hours 15 minutes

#### **OBJECTIVES OF THE WORKSHOP**

By the end of this workshop, participants will be better able to:

- understand what the SCARF model is
- explain how the SCARF model can be applied to a language school setting
- use the SCARF model with a variety of language school stakeholders



## CONTENT & DEVELOPMENT OF THE WORKSHOP

We recommend having a defined outline for the workshop to ensure that it meets its objectives. For this particular module, the following workshop structure is suggested:

- **STEP 1: Introduction to the workshop and overview of the objectives** (15 minutes)

After walking participants through the objectives for this particular workshop, have them in pairs/small groups make a list of the various stakeholders involved in a language school environment. Begin by eliciting a couple of examples (learners, teachers etc.) before letting them break out into smaller groups. Afterwards, feedback on the exercise by writing down their ideas on a flipchart so that they can be used in the next stage of the workshop.

- **STEP 2: Identifying possible applications for the SCARF model** (25 minutes)

Now have workshop participants identify perceived threats for each of these stakeholders in smaller groups, with each breakout group working on one stakeholder. Elicit a couple of examples beforehand (i.e. teachers may feel threatened by their Director of Studies telling them how to better teach a grammar rule, and a learner may feel threatened by a teacher saying they've given a wrong answer to a question). Whilst working, have them write the stakeholder in the middle of a piece of flipchart paper, and write perceived threats around this heading. After they have worked in their teams, nominate a spokesperson for each group and have them present their flipchart paper and feedback to the rest of the workshop on the perceived threats they have been able to identify. During this stage of the workshop, feel free to challenge participants on why they feel these scenarios are deemed to be perceived as threats to each stakeholder, and why it's important to overcome them. Elicit (or explain) at the end of this stage that perceived threats make us less willing to work with others, as well as having a negative impact on our creative and problem-solving abilities. Also explain that the opposite of this, namely when we perceive reward instead of threat, leads to us feeling more empowered and self-confident. Explain that in situations that require people to work together, the SCARF model can help these different stakeholders to feel more rewarded instead of feeling threatened.

- **STEP 3: Explaining the different categories of the SCARF model** (45 minutes)

Begin this stage of the workshop by saying that you will be explaining what the SCARF model is. First, explain that it is made up of five categories that influence how we act in certain social situations. These categories are:



- **Status** – how we perceive our importance in relation to others
- **Certainty** – how we perceive our ability to predict the future
- **Autonomy** – how we perceive our ability to control certain events
- **Relatedness** – how we perceive our safety in relation to others
- **Fairness** – how fair we perceive exchanges with others to be

Second, explain that both the feelings of perceived threat and reward can be triggered by each of these categories, and that this is because the social nature of these categories can cause strong emotional and ‘primitive’ reactions. Third, explain that the feeling of perceived threat can increase cortisol levels, which has a negative effect on our productivity and creativity levels, whilst feelings of perceived reward can lead to higher levels of dopamine. Finally, explain that the SCARF model can be used to reduce perceived threats for all stakeholders by mapping them to the correct category of the SCARF model, and identifying how they can be converted to maximise a sense of perceived reward instead.

Now explain to the workshop participants that you are going to provide them with a series of case studies. Ask them in their groups to decide which category of the SCARF model these case studies apply to and to have them justify their decisions. You can find the five case-studies in the annex section below. Afterwards, have each group feedback on their decisions, and challenge them to justify where appropriate.

*Answers:*

*Case Study #1: Status*

*Case Study #2: Certainty*

*Case Study #3: Autonomy*

*Case Study #4: Relatedness*

*Case Study #5: Fairness*

- **STEP 4: Identifying how to implement the SCARF model in a language school (35 minutes)**

In this stage of the workshop, explain to the participants that, using the five case studies from the previous exercise, they will now discuss strategies that could be used for each of the different SCARF model categories to convert perceived threat to perceived reward. Elicit a couple of examples, allocate one case study to each group, and then have them think of other strategies that could be used. Have each group feedback to the other participants and share other strategies. Challenge certain ideas on how participants feel these strategies will lead stakeholders to perceive reward rather than threat.

At the end of this exercise, explain the following examples of strategies for each category that can be used to eliminate perceived threats and maximise a sense of perceived reward:



- **STATUS:** Adopt a more constructive and positive approach to feedback so as to eliminate stakeholders perceiving criticism as a threat on their status, whilst increased praise and opportunities to expand their skills will result in them feeling more rewarded
- **CERTAINTY:** To minimise any threat to certainty and maximise the perceived sense of reward, try to break down complex processes into smaller and more manageable stages, and make it very clear what is expected from the other person during each stage
- **AUTONOMY:** Try to avoid micro-managing other people by encouraging people to use their own initiative whilst also being willing to delegate tasks to others
- **RELATEDNESS:** Perceived threats can be converted to perceived rewards by establishing a mentoring programme and creating opportunities for all stakeholders to check in with each other on a regular one-to-one basis, so as to better build stronger working relationships
- **FAIRNESS:** Strategies to eliminate threats to fairness include creating an organisation-wide charter with input from all stakeholders so as to establish a set of mutually accepted rules and expectations, to which everybody can be held accountable

**BONUS ACTIVITY:** *If there is time, have participants role-play one strategy discussed in the previous exercise. Otherwise, have participants refer back to perceived threats that other stakeholders may experience as identified in Step 2 of the workshop, and have participants first group these according to the correct SCARF model category, and then discuss how these perceived threats could be converted into perceived rewards.*

- **STEP 5: Feedback and close of workshop (15 minutes)**

Finish by summarizing the main points of the workshop, including the categories of the SCARF model, and strategies that can be used to ensure certain activities are perceived as rewards instead of threats. Finally, either distribute copies of the original paper by David Rock on the SCARF model for post-workshop reading, or share the link to the PDF version of the article. Thank everybody for attending and then bring the workshop to a close.

## MATERIALS & LINKS TO USE

Throughout this workshop, be sure to have the following materials prepared:

- Flipchart paper and marker pens
- Case studies involving different stakeholders (in the annex)
- A link to the original paper on the SCARF model written by David Rock, titled “SCARF: A Brain-Based Model for Collaborating with and Influencing Others” which can be found here: [http://web.archive.org/web/20100705024057/http://www.your-brain-at-work.com/files/NLJ\\_SCARFUS.pdf](http://web.archive.org/web/20100705024057/http://www.your-brain-at-work.com/files/NLJ_SCARFUS.pdf)





## FEEDBACK & VERIFICATION QUESTIONS

In order to clarify and check learner understanding both during and after the workshop, we suggest using the following feedback and verification questions:

- To what extent do you consider this workshop useful, considering the objective?
- What part of the workshop would you improve, change or exclude? Why?
- What would you add to the content of the workshop?
- What have you learned?
- Do you consider the tools used in this workshop adequate?
- What is your level of satisfaction with this workshop?
- How do you think that the SCARF model is an appropriate way to approach challenging conversations?

## CONCLUSIONS

We will use this section to describe the conclusions inferred according to the answers in the previous section and also during the workshop. This will help us improve the following workshops and take steps to improve the different phases of the process. It will also help us to correct attitudes within the team and carry out actions to improve the working environment of which until now we were not aware. (For example, improving the forms and quality of communication within the academy, or increasing the motivation of some colleagues so that the lack of it does not influence the quality of their work and results)



## ***L2 LIFESTYLE***

### **BUILDING A STRONG TEAM**

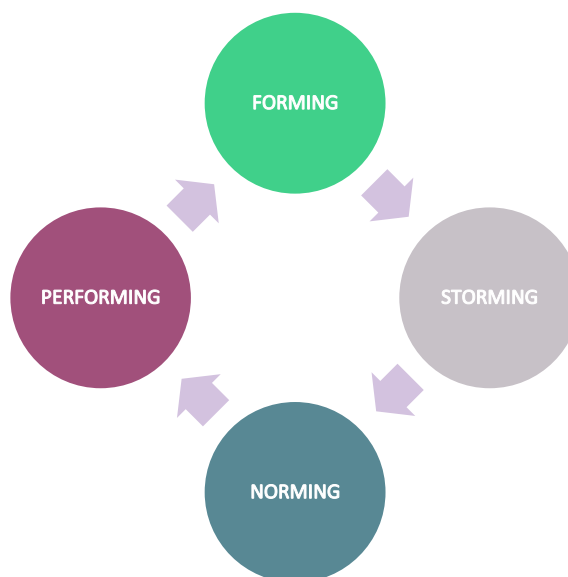
#### ***TEAM BUILDING PRINCIPLES – TUCKMAN'S STAGES OF GROUP DEVELOPMENT***

##### What is Tuckman's process?

The Tuckman stages refers to a cyclical process that is used to detect the factors that influence the development of work teams. It usually has 5 stages, but in our case only the 4 initial phases are relevant.

We consider it to be a cyclical process because all the phases are necessary. When any change occurs, the team can return to an earlier phase and thus resume the process from that point. Any change in the work environment, however small, determines a change of stage in the functioning of the work groups. Today, the work teams are self-sufficient most of the time and do not wait for the boss to solve the problems.

E.g: The team of professionals at your language school (academy) works perfectly with very well defined roles. Given the high demand, the HR department of the academy has just added a new teacher to the staff. In addition, management is proposing a new class schedule and a new approach to the study process. What phase was the team in before? What phase is the team in now?





## Applications of the Tuckman model

The Tuckman model has two main areas of application:

- for the construction and development of work teams
- to analyze the behavior and evolution of the team

## Relevance of the model and description of the phases

The relevance of the model is precisely that it is a guide for the development of work teams. It helps to consider the phase in which they are and facilitate cohesion within the organization as well as the assumption of relays by people.

- Forming: It is a phase of evaluation of the intrapersonal skills of the team members, coinciding at the same time with the establishment of relationships between them. In this phase curiosity prevails towards others and also towards the process to develop. Different techniques can be used for this phase such as: icebreakers, elevator pitches, brainstorming, etc. The role of the manager in this phase is to foster interpersonal relationships and could even inform about the process and how it could help them.
- Storming: In this phase, several conflicts can occur due to the fact that each of the team member tries to defend their idea, proposal and point of view. That can lead to frustration and disagreement about goals, expectations, and even responsibilities within the team. The role of the manager in this case is to lead the phase and provide solutions and tools for conflict solving, make things as easy and clear as possible and focus the team's work towards the goal.
- Norming: At this point, once the conflicts of the previous phase have been overcome, teamwork is effective and members adjust their behaviors and functions to each other working for the common goal with high motivation. Common rules, methods and tools are established. As a master tool of this phase, we propose "The Map". It is a living tool, throughout the life of the process, which reflects the stages of the process, assesses possible setbacks and viable solutions to make the best decision. That makes the whole team always in tune and the fluidity and quality of the work is greatly improved. The manager's role in this phase is participatory, allowing the team to make their own decisions.
- Performing: It is the phase in which the team works as a whole without the need for supervision. It is when creativity increases, as well as functionality, the roles within the team become flexible, even collaborating in the same task without competing. Recommended tool: "Reflection briefing": It consists of a short meeting (15 minutes) before and after each milestone, or each week to evaluate possible adjustments of the milestone / week that is ending and evaluation of risks and solutions of the milestone / week that is beginning. The



manager in this case adopts a delegative style, allowing the team to make most of the decisions.

## **HOW AND WHO CAN USE IT?**

The way to use this process is detailed in the description part of the stages. In an academy, teachers work with a shared responsibility to design and manage their school organized formally or informally.

Working through these four stages, teams of teachers will learn:

- how to start developing the teaching and collaboration process in the organization
- what to expect from this process
- how to develop high-performance teams;
- what steps and tasks to consider when designing and managing your team and school.

All teams of teachers should be seen as transformative forces of teaching and learning. Teacher-led teams, drawing on their collective experience in school design and management, can help improve educational issues such as the quality of teaching and student achievement.

By following the five stages, academic managers could strengthen their teams, modify their processes or manage internal changes in leadership and increase the quality of their academy.

## **B – MOTIVATING YOURSELF AND OTHERS**

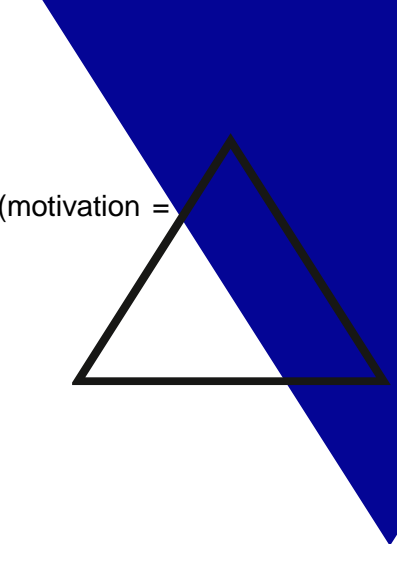
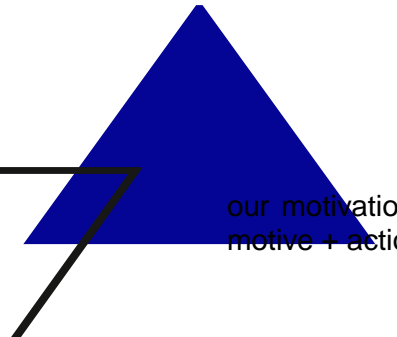
Motivation is a powerful ingredient in the functioning of a team. As the word indicates, motivation is "action with a motive". In a team, it is very important that everyone acts on the same goal (that they have the same motive). That will make a difference and make a team transform into a strong team.

Obviously, it also influences the ability to self-motivate and have individual motivation in addition to the group motivation. This is where the academic manager's leadership ability comes in to make every team function like a well-oiled gear.

One way to motivate can be a simple conversation, or it can be a recognition of a person's skills and results. It can also be used as a way to motivate knowing how to teach the other person the importance of their work.

Motivation is an important part in the effective operation and achievement of results of a team. As we discussed in IO2 there are several tools that help us motivate ourselves and motivate others. However, there are two important aspects that determine





our motivation and it is just the first part of the same word: the motive (motivation = motive + action).

The reason may be pain or pleasure. We refer to pain when the situation is so difficult that we have no choice but to act. The pleasure, on the other hand, is when what we are going to achieve (our objective), gives us an achievement and a pleasure that has more weight than the stress generated by the action.

In conclusion, the best motivation is to have a good motive to act.

Practical example:

Academic managers inform their teachers that if they manage to improve by 30% the statistics of their results from last year, they could benefit from an important incentive.

- Motivating others: incentive
- Personal motivation: Personal needs of each one
- Strategy: Improve teamwork (Tuckman)





## L2 LIFESTYLE

### TIME MANAGEMENT IN ACTION

#### What is time management?

Time is one of the most important available resources. There are many other resources: information, people, money, etc. If we are in control of time, we can make the most of it in our busy language school. We can also then make the most of many other resources. This makes time a most valuable resource.

Everybody has all the available time: 24 hours a day. Therefore, the point is not so much the lack of time, but the use of it.

It is a skill to have an adequate distribution of this resource to develop tasks, projects and schedules. It is a key to achieve the proposed goals and targets. Time management is a tool to arrange and have complete working time, avoiding, as far as possible, any interruption which does not contribute to the job goals.

Time needs to be managed in order to achieve the schedules and see where we want to get. It consists of giving coherence to actions and this allows us to get the targets chosen by using **two basic conceptual tools:**

1. **Clarification of objectives**, to know better what our goals are.
2. **Identification of the waste of time** main points, to combat them.

#### Objectives

Nowadays, time is one of the scarcest resources in all organisations. We live in a society of services where the success or the failure is resolved by using the time of the human resources and their motivations. Because of it, time management, whether professional or personal, redounds significantly in welfare and productivity.

Thus, the objectives are:

- Improving productivity.
- Providing tools which allow to leverage in domains of greater interest.
- Increasing welfare by reducing stress and tension.



- Fulfilling objectives and commitment.

Objectives are specific concretions about desired results. An objective may be relevant, specific, measurable, achievable and with a deadline. They have to be clear, concrete, concise and consistent with the rest of job policies and goals.

It is fundamental to know which their objectives as a job counselor are, what the company, department and its higher expects in order to focus on the important tasks and to work towards the achievement of them: IT IS ITS STARTING POINT.

### The Smart Model

**Specific:** make the goal concrete and clear

**Measurable:** decide how you will measure success in reaching the goal

**Achievable / Attainable** keep goals reasonable—milestones are helpful

**Realistic / Relevant:** consider other factors that may affect the goal

**Time-bound:** make yourself accountable for a specific date

## SMART GOAL

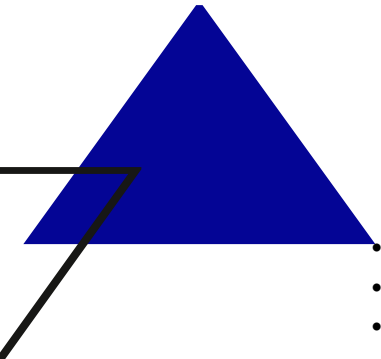
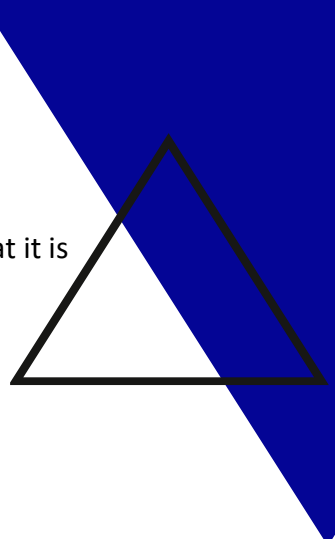


### Being Busy and Being Productive

Being busy is not synonymous with being productive.

**Being Busy:**



- 
- 
- They seem to have a goal, when in reality they have no idea what it is
  - Have numerous priorities
  - They are multitaskers
  - Respond with a 'yes' immediately
  - Keeping talking about how busy they are

### **Being Productive:**

- They know what their mission is
- Have a couple of priorities
- Concentrate on one important goal
- Think twice before saying YES
- Less talking about themselves

### **Stimulus Response Model**

#### **Reactive people**

They expect things to be solved on their own and they are not able to make decisions, respond to stimuli always in the same manner, driven by emotions, feelings, circumstances, conditions or by the environment itself.

#### **Proactive people**

They are able to break that model because they have inner freedom, that is to say, they have the ability to choose how to react in specific situations. Therefore, they can make cautious decisions. They face personal and professional life by taking initiative.

Differences:

#### **REACTIVE**

- ✓ They blame their acts on others things that occur to them
- ✓ They feel offended easily
- ✓ They become victims
- ✓ They get angry, lose control and say things which they can regret after it
- ✓ They complain and cry
- ✓ They are paralysed by the failure and fear of making mistakes.

#### **PROACTIVE**

- ✓ They are responsible for their actions
- ✓ They make things happen



- ✓ They have initiative
- ✓ They do not feel easily offended
- ✓ They exercise control
- ✓ They think before doing, they are cautious
- ✓ They try again if something goes wrong
- ✓ They recognise their failures, learn from them and correct them.

### How to be proactive

1. **Self-knowledge:** knowledge or understanding of one's own capabilities, character, feelings, or motivations
2. **Awareness:** knowing how to distinguish between something right and wrong.
3. **Imagination:** staring up new possibilities and assessing possible consequences.
4. **Independent will:** having the power to choose the best alternative.

The more these tools are exercised, the more proactive one is and the more control on life one has.

### Practical case:

The exam time in the language school is coming up and lots of teacher schedules and student timetables must be put in place. Good planning will improve productivity and make the school run more smoothly. Apply the smart model to see the difference and make sure all elements are taken into account when preparing the full schedule.

### References:

- Stephen R. Covey's book, **The 7 Habits of Highly Effective People**
- **SMART Goals. How to Make Your Goals**  
Achievable <https://www.mindtools.com/pages/article/smart-goals.htm>
- **Time Management Skills | SkillsYouNeed**  
<https://www.skillsyouneed.com › time-management>





## ***L2 LIFESTYLE***

### **THE STRONG PROFESSIONAL**

- IDENTIFYING STRENGTH AND WEAKNESSES***
- LIMITING BELIEFS AND THEIR IMPACTS***

#### ***WHAT DOES IT CONSIST OF AND WHAT IS IT FOR?***

The identification of strengths and weaknesses is a much-needed analysis both personally and professionally, individually and collectively.

It consists of determining what personal and professional qualities and resources of the teaching team could influence and contribute positively to the growth and development of the academy and its students. At the same time, another analysis is carried out on the external factors that can influence the results of the academy and the results of the students.

Strengths allow a high level of competitiveness, while weaknesses harm the achievement of objectives. This analysis is important when establishing a strategy that brings us closer to the desired objectives.

Limiting beliefs do not have an absolute truth base, they have simply been internalized as truth from the repetition of a message. Limiting beliefs can condition us in all aspects of our life: partner, friendship, predisposition to the present and future, at work. It is these beliefs that sometimes lead us to think that something is impossible. And also, based on these beliefs we define and face our strengths and weaknesses.



## ***APPLICATIONS / WHO CAN USE IT AND WHEN***

This analysis is applied as a previous step to establishing objectives and the strategy to be used to achieve them. This field can and should be worked both within the teaching team and with the students.

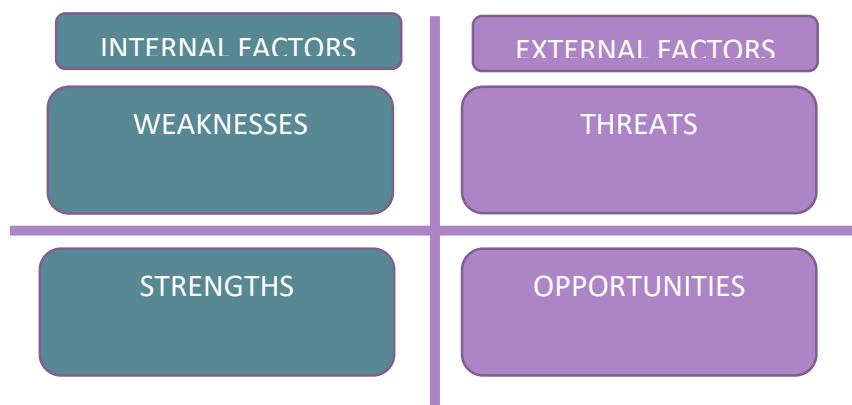
Knowing the characteristics of the students, you can choose one or another learning strategy that improves their results.

## ***RELEVANCE AND DESCRIPTION***

Knowing your team's strengths and weaknesses is key in maximizing potentials and minimizing threats in the workplace. Knowledge of these points is vital information that is required if the organization wants to succeed in its goals. To achieve this information, academic managers must interact closely with their teaching teams and create a favorable atmosphere in which the frankness of such strengths and weaknesses can be noted and treated respectively.

We have two very powerful tools when carrying out this analysis in our academy: SWOT and the Johari window.

### **SWOT:**



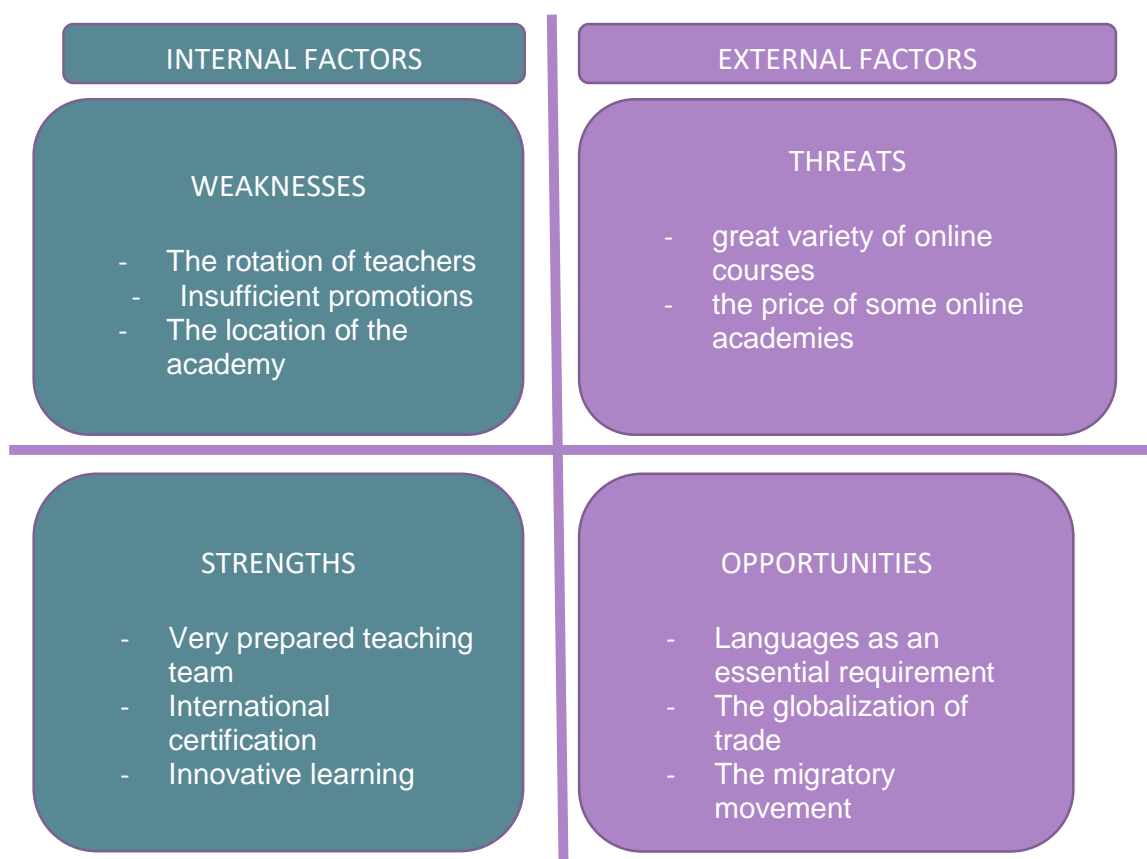
### **THE JOHARI WINDOW:**



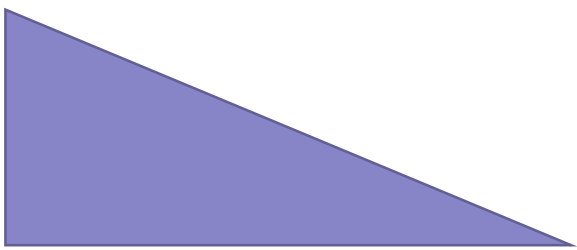
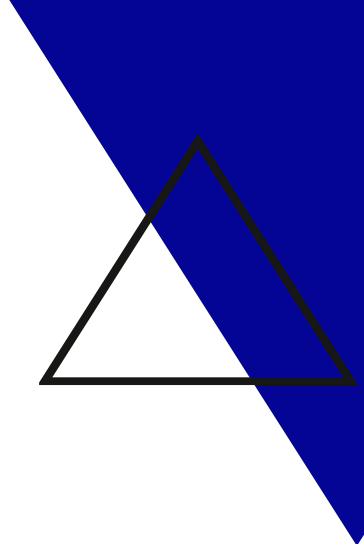
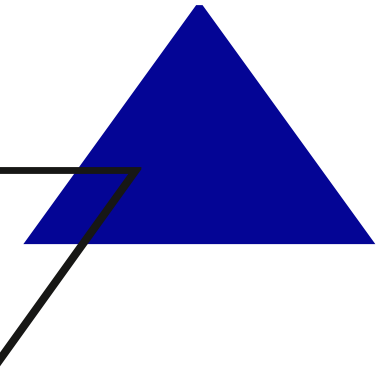
PERSON NAME	WHAT PEOPLE KNOW ABOUT THEMSELVES	WHAT PEOPLE DO NOT KNOW ABOUT THEMSELVES
WHAT OTHERS KNOW ABOUT THE PERSON	<u>PUBLIC AREA</u> Sociable Daring Perfectionist	<u>BLIND AREA</u> They always want to be the protagonist and they are very persistent when they do not succeed
WHAT OTHERS DO NOT KNOW ABOUT THE PERSON	<u>HIDDEN AREA</u> They do not like the environment where they work	<u>UNKNOWN AREA</u> You defend your partners even though you thought you couldn't do it because you don't like them

### PRACTICAL EXAMPLES (REAL CASES)

**SWOT** practical example in the language school:











## ***L2 LIFESTYLE***

### **DELIVER**

This part of the manual, is intended to be a guide and an example to put into practice the concepts developed in the first part, and to train the skills described there.

Each module is presented in a template that aims to facilitate the development of the workshop, although we encourage you to feel free to modify them according to the needs of each session and group of attendees.

Likewise, you can enrich the workshop with different support materials (videos, photos, dynamics), following the example of the templates.

We advise keeping the structure of the workshop, which has been designed with the aim of making the training as effective as possible.

We hope that this is a useful tool in your day-to-day routines, that it changes for the better the work environment of your language school, and that it makes a difference, improving the results of your academic activity.



## L2 LIFESTYLE

### GROUP COACHING

#### PRESENTATION OF THE WORKSHOP

Group coaching is coaching in a group. Nevertheless, there are many different formats for how that can be done. There could be one, some or all of the members of the group that do the coaching to one, some or all of the group members. For example, a professional coach might coach each of the members of the group or the group members might coach each other. We will talk about the principles of group coaching, the roles of the members and the responsibility of each one in the coaching process. For this, the workshop will be based on 3 exercises as an example for the development of the group coaching.

Duration: 2 hours

#### OBJECTIVES OF THE WORKSHOP

The objective of this workshop is to deliver tools for effective group coaching. We will try to explain and teach the advantages and also techniques of group coaching. Another objective of the workshop is to enhance creativity and communication, in order to improve the efficiency of the group (team).

#### CONTENT & DEVELOPMENT OF THE WORKSHOP

We recommend having a detailed schedule for the development of the workshop to ensure that it meets its objectives. For this particular module the following structure is proposed. (times may vary depending on the number of participants):

- 20 minutes - presentation of the workshop and objectives
- 30 minutes - presentation of the first phase- brain storming (description of dynamics in the annex). In this phase, participants will be encouraged to describe their creativity and communication.
- 30 minutes - presentation of the second phase – reverse brain storming (description of dynamics in the annex). In this phase, participants will increase the skills from the first phase and will the opportunity to see different approaches to the brain storming method.
- 30 minutes - presentation of the third phase – Chinese shadow theater (description of dynamics in the annex). In this phase participants will train group cooperation with the



utilization of coaching methods and also find out about their own strengths.

- 10 minutes – summarizing and feedback from participants

## **MATERIALS & LINKS TO USE**

- Pen
- Blank sheets
- Annex

## **FEEDBACK & VERIFICATION QUESTIONS**

We propose using the following verification questions to check the learning of the participants and to have consistent feedback:

- To what extent do you consider this workshop useful, considering the objective?
- What part of the workshop would you improve, exchange or exclude? Why?
- What would you add to the content of the workshop?
- What have you learned?
- Do you consider the tools used adequate?
- What is your level of satisfaction with this workshop?
- What do you think about training group coaching methods? What would you implement in your daily work in regards to gained competences?

## **CONCLUSIONS**

We will use this section to describe the conclusions drawn according to the answers in the previous section and also during the performance of the dynamics. This will help us improve the following workshops and take steps to improve the different phases of the process. It will also help us to correct attitudes within the team and carry out actions to improve the environment of which until now we were not aware. (For example, improving the forms and quality of communication within the academy, or increasing the motivation of colleagues so that its lack does not influence the quality of their work and results)





## ANNEX

### "Brain storming" dynamics

In pairs, choose a problem that you face together. Now write it in a positive way, e.g.

**Problem: We have several neighbors who do not allow us to listen to loud music at night.**

**Positive goal: We want to listen to loud music at night.**

Questions:

What is your goal?

What do you see or feel are the possibilities of achieving your goal?

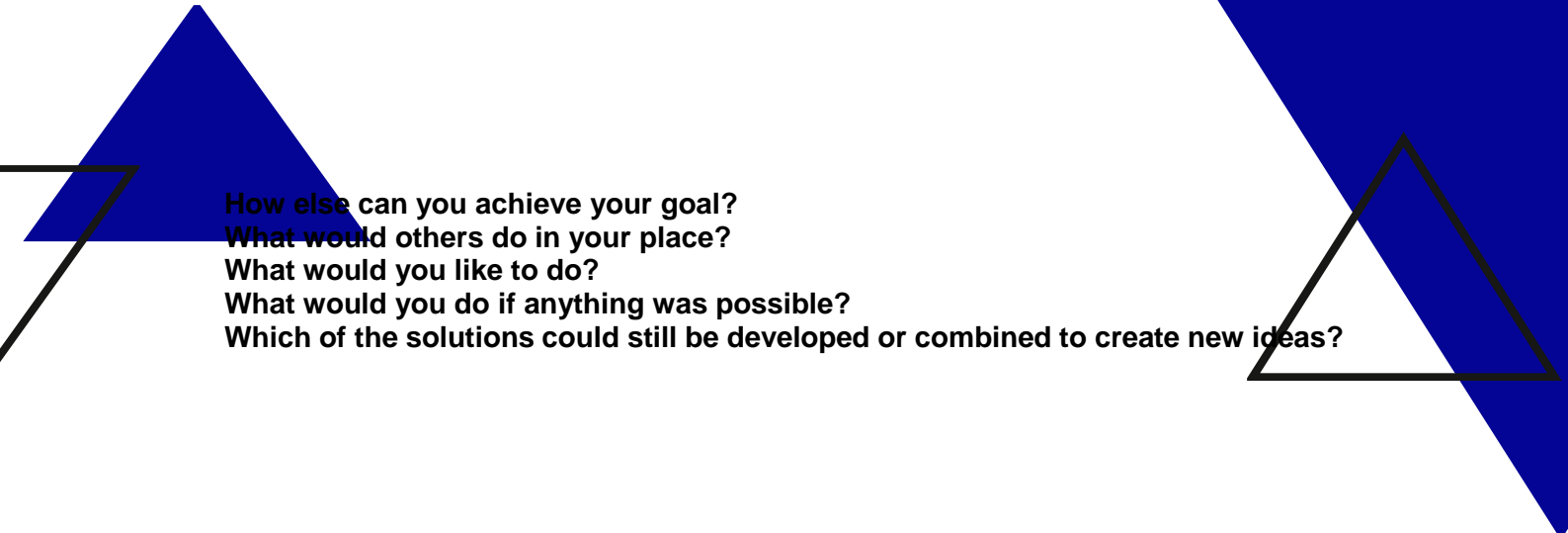
List all the ideas that come to your mind. They can be the most unbelievable or crazy. It's about coming up with as many of them as possible. Time for evaluation will be later.

Think of at least 10 ways in which you can achieve the goal.

1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_
5. \_\_\_\_
6. \_\_\_\_
7. \_\_\_\_
8. \_\_\_\_
9. \_\_\_\_
10. \_\_\_\_

Use the following prompts to help you if you're unable to find 10 ideas:





**How else can you achieve your goal?**  
**What would others do in your place?**  
**What would you like to do?**  
**What would you do if anything was possible?**  
**Which of the solutions could still be developed or combined to create new ideas?**

The next day, look at the ideas written on the paper and think about:

- Which ideas are impossible to fulfill right now?
- What are the criteria that eliminate them from the set of ideas?
- How can the other ideas be combined?
- Which categories should be assigned?
- How do you look at ideas that are in particular categories, what do you think?
- Which solution do you like the most? And for what reason?
- Which ones do you like the least?
- Which solution do you think optimal at the moment?
- Which are you considering in the future?
- Which solution do you want to use right now?

### "Reverse brain storming" dynamics

To use the reverse brainstorming technique, ask perverse questions, e.g.

Instead of: How can you solve or avoid this problem? - ask a question: How can you cause this problem to occur?

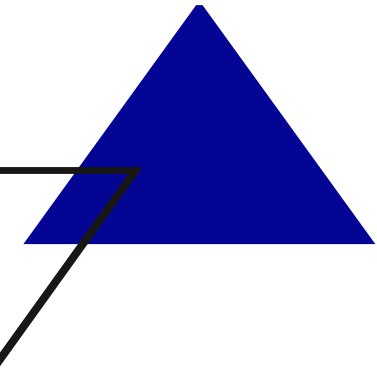
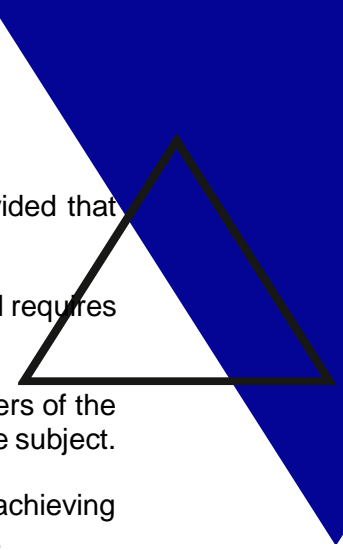
Instead of: How to achieve the goal? - ask: How could I achieve the opposite goal?

The session can look as follows:

1. Name and define the problem or goal and write it on the board or on a piece of paper.
2. Reverse the problem by asking the opposite question: "How could I cause this problem to occur?" or What could I do to achieve the opposite of the intended goal?
3. Perform a classic brainstorming to the problem / purpose defined in this way. At the same time, every idea is good and should be saved without evaluation. Then divide the defects into four categories:

- a) trivial defects - easy to remove immediately and without the need for creative thinking;



- 
- 
- b) non-trivial though obvious defects that can be removed, provided that adequate financial or organizational resources are available;
  - c) hidden defects of which we were not aware and whose removal requires creativity, inventiveness, and productive thinking;
  - d) imaginary defects, often "seemingly witty", irrelevant to the users of the object or to us as people looking for opportunities to improve the subject.
4. Once you've written down all the ideas for causing the problem or not achieving the goal, think about what to do to solve the problem or achieve the goal.
  5. Discuss potential solutions and choose the best.

### "Chinese shadow theater" dynamics

1. Divide participants into three groups: A, B and C.
2. Let a person from group A come up with with different categories and name a person from group B: cars, plants, works of art, etc.
3. Then person A asks B to choose one of the categories listed and to provide an item belonging to this category, e.g. B selects the car category and points to an Audi car
4. Now, person A asks B: What kind of car are you as an Audi? B describes themselves as e.g. an Audi car, while C writes down the attributes that person B attributes to the object
5. Then person C reads the description (minor modifications can be made, but only to make the message consistent), e.g. Audi has a crosshair - the star in front is a known company, it is big, solid, elegant, comfortable
6. C reads the elements given by person B and refers to their person (you can make minor modifications to make the message consistent), e.g. You are big, solid, elegant and you try to make other people comfortable with you. You are not only human, but also a well-known brand, which is characterized by solidity and quality, as in the Audi star on the front
7. Now is the time for person B to express his opinion on the assigned attributes. So, person A asks B: How do you feel when you hear the description? What do you see? What has become clear? (Note: on communication channels that A and B receive).
8. The exercise can be continued by swapping roles.



## ***L2 LIFESTYLE***

### TIME MANAGEMENT

#### **PRESENTATION OF THE WORKSHOP**

Time Management is key and part and parcel of a language school. Correct time management skills can benefit the organisation and coordination of schedules and contribute to the wellbeing of the whole language school community. There are some aspects of time management that can help students create effective working schedules and creating strategies for the language school itself.

We will be using the No Pain No Gain exercise and chart: the idea is to make a list of what makes time management difficult, but also having the positive aspects (benefits) of having work schedules and creating strategies for the whole school. This will get students and management motivated by focusing their brain on the pain but also on the benefits it can bring (gain).

Duration: 2 hours.

#### **OBJECTIVES OF THE WORKSHOP**



The objectives of this workshop are:

1. Not putting things off indefinitely
2. Time management by looking at the benefits
3. Focusing on what's key and important for students and school management and finding the motivation to do it

#### MATERIALS & LINKS TO USE

- Pen
- Blank sheets
- Annex - Chart

#### CONTENT & DEVELOPMENT OF THE WORKSHOP

We recommend having a well-defined schedule for the development of the workshop to ensure that it meets its objectives. This means splitting up the session into two: 1 hour dedicated to focusing on the students and their working plans and schedules, and another 1 hour devoted to creating effective time management strategies for the language school.

For this particular module the following structure is proposed:

First section – focus on students:

- 15 minutes - Presentation of the workshop and objectives.
- 30 minutes - presentation of the **No Pain No Gain** exercise and chart for students. The participants can take the role of the typical language school student and apply the model and chart.
- 15 minutes - feedback and group coaching activity.

Second section – focus on language school strategies:

- 15 minutes - Presentation of the workshop and objectives.
- 30 minutes - presentation of the **No Pain No Gain** exercise and chart for language school managers and teachers. The participants can take the role of the typical language school manager and apply the model and chart.
- 15 minutes - feedback and group coaching activity.



### **STEPS** to follow:

1. STEP 1: The task focuses on filling in a simple chart (see annex) where on one column the group writes a list of what makes putting time management issues off painful.
2. STEP 2: Then the group makes a list of the benefits of time management on the other column.
3. STEP 3: Comparing the list can bring great benefits, overcoming the obstacles and the pain of having to have time schedules, timetables, etc. and focusing on the added benefits that good time management will bring.
4. STEP 4: The presenter puts together all the answers in two columns and explains to the group in a graphic way how the benefits are far more important than the 'pain' being produced in the process.
5. STEP 5: Discussion time can make the group more focused on time well spent getting schedules and timetables done and having strategies in place to achieve this.

## **FEEDBACK & VERIFICATION QUESTIONS**

We propose to use the following verification questions to check the learning of the participants and to have a uniform feedback:

- To what extent do you consider this workshop useful, considering the objective?
- What part of the workshop would you improve, exchange or exclude? Why?
- What would you add to the content of the workshop?
- What have you learned?
- Do you consider the tools used adequate?
- What is your level of satisfaction with this workshop?
- How do you think that time management can influence the team and the results?

Students and management learn that the benefits of good time management far outweigh the sometimes painful task of the process of getting things organised.

Focusing the mind on what's important can make the person turn from the negativity of the PAIN to the positive aspects of the GAIN of time management.

Motivation comes from focusing on the positive aspects of the process of good time management.



## CONCLUSIONS

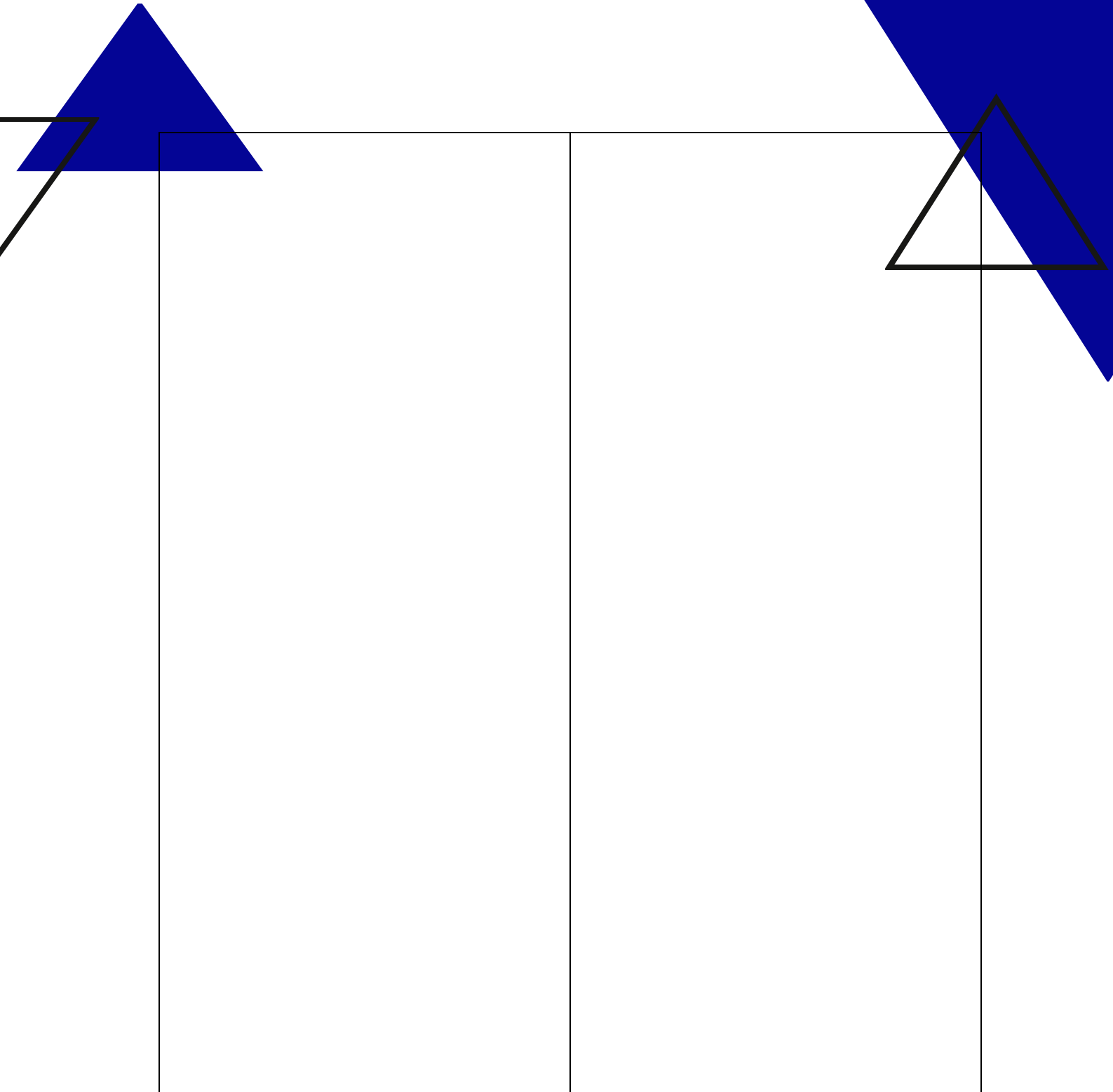
We will use this section to describe the conclusions drawn according to the answers in the previous section and also during the performance of the dynamics.

This will help us improve the following workshops and take steps to improve the different phases of the process. It will also help us to correct attitudes within the team and carry out actions to improve the environment of which until now we were not aware. (For example, improving time management and creating of schedules within the academy, or increasing the motivation for the improvement of time management strategies of some colleagues so that the lack of it does not influence the quality of their work and results).

## ANNEX

PAIN	GAIN
------	------





## ***L2 LIFESTYLE***

BUILDING A STRONG TEAM



## PRESENTATION OF THE WORKSHOP

Teamwork is one of the most important parts in an academy, as the results are affected by the collaboration between the parts of the academy. We will talk about the principles of teamwork, the roles of the members and the responsibility of each one in the development of teamwork. For this, the workshop will be based on the Tuckman model, since it is one of the most complete processes of team development. We will also learn how motivation and self-motivation affect teamwork and how we can work on these aspects.

Duration: 2.5 hours

## OBJECTIVES OF THE WORKSHOP

The objective of this workshop is to know what are the stages of development of an effective and strong team. We will try to promote awareness of the spirits that each one performs and the importance of collaboration to promote fluid and efficient work. Another objective of the workshop is to train motivation and self-motivation, in order to improve the efficiency of the team we are forming.

## CONTENT & DEVELOPMENT OF THE WORKSHOP

We recommend having a defined schedule for the development of the workshop to ensure that it meets its objectives. For this particular module the following structure is proposed.

(Times may vary depending on the number of participants):

- 20 minutes - Presentation of the workshop and objectives
- 30 minutes - presentation of the first phase of the Tuckman model ("Forming") and dynamic "elevator pitch" dynamics (description of dynamics in the annex). In this phase, participants will be encouraged to describe their personal and professional motivations that can influence the improvement of teamwork.
- 30 minutes - presentation of the second and third phase ("Storming & Norming") and dynamics "Assertive presentation of ideas and arguments and Switching roles - decision making" (Description of dynamics in the annex)
- 30 minutes - presentation of the last phase ("Performing") and dynamics "Reflection briefing". Participants should detect lack of motivation from some teammates and find a way to motivate them.

## MATERIALS & LINKS TO USE



- Pen
- Blank sheets
- Annex

## FEEDBACK & VERIFICATION QUESTIONS

We propose to use the following verification questions to check the learning of the participants and to have a uniform feedback:

- To what extent do you consider this workshop useful, considering the objective?
- What part of the workshop would you improve, exchange or exclude? Why?
- What would you add to the content of the workshop?
- What have you learned?
- Do you consider the tools used adequate?
- What is your level of satisfaction with this workshop?
- How do you think that motivating others and self-motivating influenced the team and the results?

## CONCLUSIONS

We will use this section to describe the conclusions drawn according to the answers in the previous section and also during the performance of the dynamics. This will help us improve the following workshops and take steps to improve the different phases of the process. It will also help us to correct attitudes within the team and carry out actions to improve the environment of which until now we were not aware. (For example, improving the forms and quality of communication within the academy, or increasing the motivation of some colleagues so that the lack of it does not influence the quality of their work and results)





## "Elevator pitch" dynamics

Structure of an effective "Elevator pitch":

- 1 - Who are you and what is your experience and motivation?
- 2 - What do you offer the team?
- 3 - What is your best skill?
- 4 - What makes you different from others?
- 5 - What do you contribute to the academy?

## Assertive presentation of ideas and arguments

An assertive presentation and argumentation, allows to expose the wishes, opinions and requests from the respect towards others and without affecting their rights.

## Switching roles - decision making

Through this dynamic, each participant will defend the arguments of other participants as if they were their own, even if they did not agree with them. This will help put him / her in the other's place, also working empathy, and will facilitate decision-making. The diversity of arguments and points of view are essential for good decision making.

## "Reflection briefing" script

- 1 - Define the team situation
- 2 - Define the main objective of the team
- 3 - List the actions to be performed
- 4 - Define the expected results of each action



## **L2 LIFESTYLE**

### GIVING FEEDBACK

#### **PRESENTATION OF THE WORKSHOP**

Whether it's at work, at school or from friends, feedback helps us move forward and improve in both our personal and professional lives. In fact, research says that 69% of employees say they would work harder if they knew their efforts were being recognized. Unfortunately, less than 30% say they actually receive regular performance feedback. Feedback helps motivate a person to perform at their best, and also clarifies any deviations between the preferred and the actual behaviour of the individual by providing information on performance.

Not only is feedback essential for personal and professional growth but it also provides direction and increases the confidence, motivation and self-esteem of the individual, being it a student or a co-worker. In this workshop we will talk about giving and receiving feedback, all its aspects, and strategies of how to give better and more effective feedback, both to teachers as well as students. Active participation from all participants in the workshop is very important as it will ensure the effectiveness and deep understanding of the topics discussed and worked on.

Duration: 75-105 minutes



## OBJECTIVES OF THE WORKSHOP

After completing the workshop, participants will

- Understand what effective feedback is
- Have created awareness of their own reaction to receiving feedback from others
- Know the difference between feedback and criticism
- Be able to empathize with the other person while giving feedback
- Know how to apply different strategies to give feedback
- Know how feedback can affect the other person
- Be more receptive and open to receiving feedback
- Be able to request to receive better feedback when he/she thinks they're being treated wrong

## CONTENT & DEVELOPMENT OF THE WORKSHOP

### 1. Introduction activity (5-15 minutes, depending on the number of participants)

For this activity we want the participants to connect to the topic. It also serves as an introduction of all the participants. Take a small ball (or something else to throw to each other), and throw it at a member of the group. Ask that person to say his name and to answer the following question: What was the worst feedback you've ever received?

When they finish, ask this follow up question: "How did it make you feel?"

Now, ask that person to throw the ball at the next person, who should then say their name and answer the same question(s). This will give you very valuable information for the workshop as by knowing their own, and maybe traumatic, experiences with receiving feedback, you can relate to that at any time of the workshop to make the topic more personal for them. Therefore it's important to ask enough questions when necessary to really understand the situation they are describing as well as their emotions. This activity will also put all participants in a similar mindset and ready to acquire new (and better) feedback giving skills.

To make it complete, and create positive rapport with the participants, ask for the last person to answer the questions to throw the ball back at you and then, as an equal member of the group, give your own answer to the questions. Be as honest as possible here. If you make something up, people will notice and you will have lost all your credibility



## CONTENT & DEVELOPMENT OF THE WORKSHOP

### 1. What do you know about feedback? (10-15 minutes)

**ACTIVITY:** Divide participants in small groups of 3-4. Ask them to write down everything they know about feedback. Give them about 3-5 minutes to do so. Afterwards, discuss their answers in the group and add, adjust any information according to the information given in Annex I.

### 2. Feedback models & strategies (15-20 minutes)

**ACTIVITY:** Divide participants in small groups (preferably not the same groups as before) and give them 3-5 minutes to describe how they usually give feedback.

Afterwards, discuss their answers briefly in the group.

Explain about the models described in Annex II and maybe cross check them with the answers that the participants gave you in the previous activity (describe how you give feedback). With each model, ask them to come up with practical examples of how they would use that model in the classroom.

### DO NOT EXPLAIN 360 FEEDBACK MODEL YET

Afterwards, explain the remaining information on Effective Feedback (Annex II), and make sure they understand it by giving you real life and teacher/student related examples.

### 1. Active listening (10 minutes)

Ask the participants (as a group) what they know about active listening. Write the answers on the whiteboard. Add the ones that are missing (see Annex II) and explain where necessary.

**ACTIVITY:** Make pairs (person A and B). Ask all persons A to leave the room for 1 minute. Tell the person B that, upon entering, you will tell persons A to talk to person B about an episode that happened to them last week in class with a student. Any episode that comes to their mind. True or fiction (it doesn't matter). The important thing is that person B should do the complete OPPOSITE of active listening (not looking in the eye, not mirroring, be uninterested, look at your phone or around the room, yawn, don't nod, interrupt, etc.)

After 2 minutes, tell everyone to stop. Ask person A what just happened and how they felt. Make sure to ask all person A about their emotions on not being listened to. Ask person B how they felt being rude and uninterested.

Now, change roles. Person B will tell person A about last week, but this time, person A WILL be a good active listener.

After 2-3 minutes, ask how they both felt and analyze (as a group) what difference active listening made for them.



## CONTENT & DEVELOPMENT OF THE WORKSHOP

### 1. Role play (15-20 minutes)

Now it's time to practise.

Ask the group to think of situations where they have to give feedback to students/parents/colleagues and write them down on the whiteboard.

Make pairs (not the same as before).

Ask a pair to come to the front of the room. Person A is student and person B is the teacher. Tell them to choose a situation from the list and act it out. If necessary, give person B some time to prepare their feedback and choose which model they want to use. This should not last more than 2 minutes.

Afterwards, as a group, analyse:

- what went well
- what could have been done differently
- how this type of giving feedback felt for the teacher (person B)
- how this type of giving feedback felt for the student (person A)

Now, change roles, where person A is the teacher and person B the student.

Continue with this activity until all participants have practised.

Try to create a variety of feedback situations and personas (student, parent, colleague)

### 2. Group feedback / 360° Feedback (10-15 minutes)

Explain, briefly, what 360° Feedback is (Annex 2)

Ask all participants to stand up.

Tape a sheet of A4 paper on the back of each of the participants.

Each participant should use between 1 and 5 words to describe their impression of the other participants and write it on the paper on their back. Keep it anonymous.

After everyone is finished, participants can take the paper of their backs and read their own 360° Feedback.

Even if participants didn't know each other before this workshop, since we've changed groups and pairs throughout the whole workshop, they will have had the time to get a proper impression from each of the participants.

This activity will also generate very powerful group rapport and participants have a very personal and emotional take away from their workshop.



## MATERIALS & LINKS TO USE

- a small ball
- pen
- paper
- tape
- annex
- whiteboard

## FEEDBACK & VERIFICATION QUESTIONS / CONCLUSION

This will take approximately between 10 and 15 minutes

When the workshop comes to an end, ask everyone to sit down. Grab the ball again. Toss the ball at a random person from the group and tell them to answer the following questions:

- “What’s your name”
- “What are you taking away from this workshop”

And once they’ve answered that,

- “How is your feedback going to change?”

And the last reflective question;

- “How do you feel about that?”

Then, ask that person to toss the ball to another person in the group, and so forth.

Again, you should be the last to answer. Be honest about your feelings with regards to the workshop and what you might have learned from it and from them.

Don’t pressure them to come with a quick answer. You might have to let them (especially the first person) think about it for a minute.

While everyone is giving their answers, write down keywords of their answers on the whiteboard. It could be “new skill”, “different perspective” or “treating students differently”, etc. This will give a good perspective of what the impact of your workshop has been. This is useful not only for you but also for all participants as well as your school’s management as it is a summary of the outcome of the workshop.





## ANNEX I

### What do you know about Feedback?

In large companies 62% of employees say that **they don't ever see changes occur from feedback they give during reviews**. (<https://www.sessionlab.com/blog/effective-feedback-models/>) That's probably the reason why many big companies are eliminating feedback sessions and employee reviews.

Some of this feedback frustration could come from a lack of transparency or consistency from the side of the company, or subjectivism and the absence of actionable steps after giving feedback, and, possibly misused or inadequate forms and methods of giving feedback.

Nevertheless, if done correctly, feedback can provide the opportunity for students, teachers, teams, and whole companies to modify behaviours, go in new directions, reinforce good practices, increase motivation and get recognition for their work and efforts.

According to research by Google, appropriate feedback also enhances **psychological safety** which is the most crucial element to have in team settings, either being that a teacher team or a group of students.

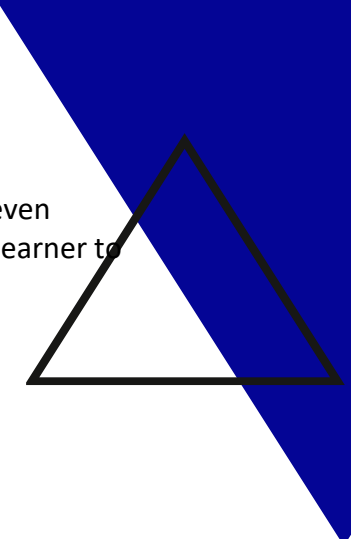
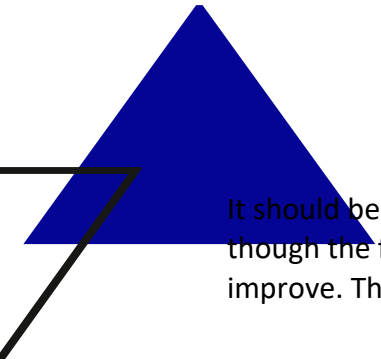
Interestingly, though, and according to a **survey from the Harvard Business Review about performance feedback**, people want to hear negative more than positive feedback.

### Negative Feedback

When receiving negative feedback, even though it's meant to be constructive, there can be a tendency for some people (students or teachers) to become defensive. Feedback can challenge their views about themselves: it can create a sense of discomfort, which can then cause them to become defensive, and not only challenge the feedback provided, but also the credibility of the individual providing the feedback, being it their teacher or their manager.

It's therefore important that there is a good rapport between both individuals and that the emotional state of the receiver is protected





It should be noted that negative feedback can also be perceived as criticism, even though the feedback may have been given with the intention of assisting the learner to improve. This can trigger feelings of shame and guilt.

### Past Feedback

It is important to remember that people also bring their prior experiences with feedback situations to their current feedback conversation. This can impact on how they respond to you giving them feedback depending on the circumstances, their knowledge levels, and their prior experience.

For example, if the student has had an experience receiving feedback that left them feeling demoralised and embarrassed, then this can have an effect on their emotional state when receiving feedback in the future and they could even perceive it as criticism.

### The Feedback Environment

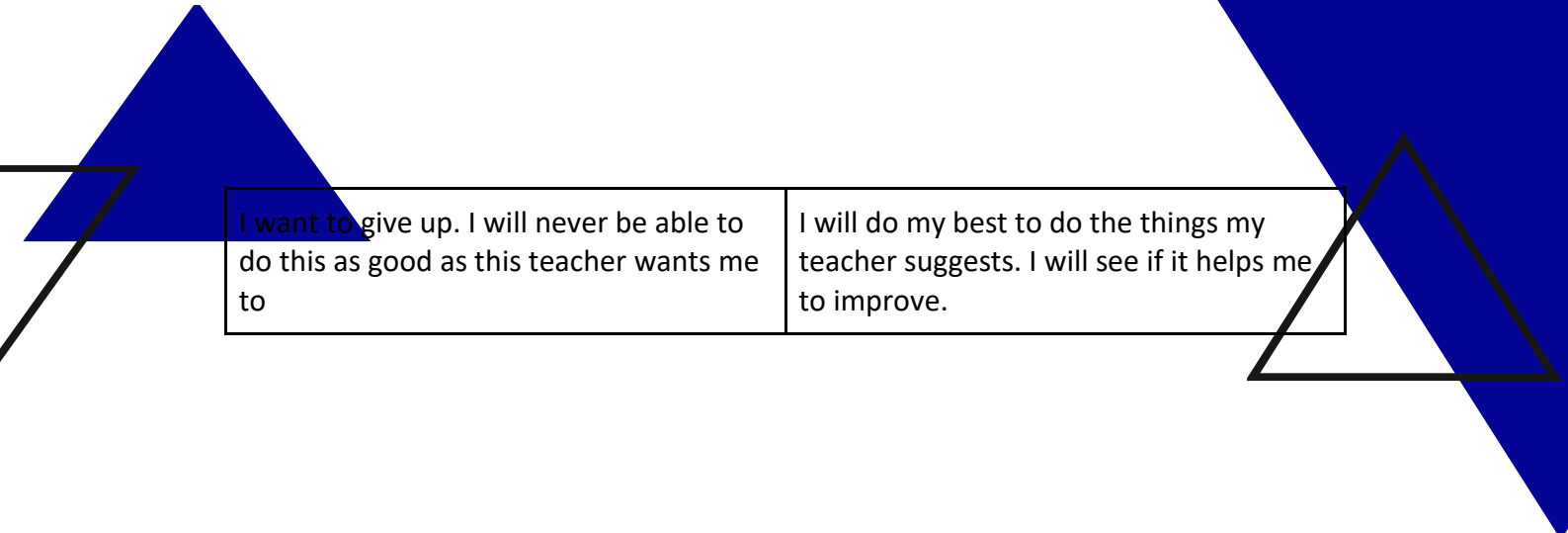
As a teacher or manager, it is important to build a safe feedback environment within which students and teachers feel comfortable and supported. It needs to be an environment where feelings can be discussed, especially when mistakes are made and there are feelings of shame or guilt.

### Differences between feedback and criticism

It is not easy to make the difference between criticism, which has the negative purpose of making someone feel bad about what they did, and feedback, which aims at making them improve. Nevertheless, it makes a very big difference if student interpret your words as feedback or criticism.

<u>Criticism</u>	<u>Feedback</u>
This teacher is picking on me	This teacher cares about me. They're trying to help me
This teacher thinks I'm bad at this	This teacher gives me advice because they must believe I can improve
I'm angry. I feel embarrassed	I'm thankful my teacher is telling me how I can do better





I want to give up. I will never be able to do this as good as this teacher wants me to	I will do my best to do the things my teacher suggests. I will see if it helps me to improve.
--	---

### Receiving Feedback

It's also important to learn how to receive and interpret feedback when it's given to you.

It's important to listen carefully to what the other person has to say and not respond to them until the message has been carefully analyzed.

Analyze if it's meant as criticism or it could be interpreted as feedback.

Will this make me better or will it make me feel bad?

This analysis requires a high level of emotional intelligence, but, as teachers, we can help others to develop those skills.

Therefore students need to have an active role in their own feedback conversation. If a student doesn't implement feedback provided by a teacher, the teacher should consider the following.

- How did I give the feedback?
- Was the student able to contribute their perspective?
- Were they able to have a hand in devising goals that will enable them to enact the feedback and improve their performance?

Enabling the learner to have an active role in their feedback conversation will not only make them more assertive and emotionally stronger, but also provides further motivation to change.





## ANNEX II

### Feedback models & strategies?

Over the past decades, many feedback models have been developed. And they all go by acronyms, such as DESC (Describe, Express, Specify, Consequences), BEEF (Behavior, Example, Effect, Future), AID (Action, Impact, Development or Desired Behavior), BIFF (Behavior, Impact, Future, Feelings), IDEA (Identify, Describe, Encourage, Action), CIGAR (Current state, Ideal state, Gap, Action, Review) and STAR (situation, task, action, result).

Another, widespread used, model is the Sandwich Model, where the negative feedback is brought in between two positive feedbacks (positive-negative-positive). Nevertheless, many people dislike this model as it seems to misguide the other person as the “real (negative) feedback” is wrapped up in positive statements.

Although every person needs to find the model that suits them best, either because of the situation or because of their own preferences, we will describe several models in more detail.

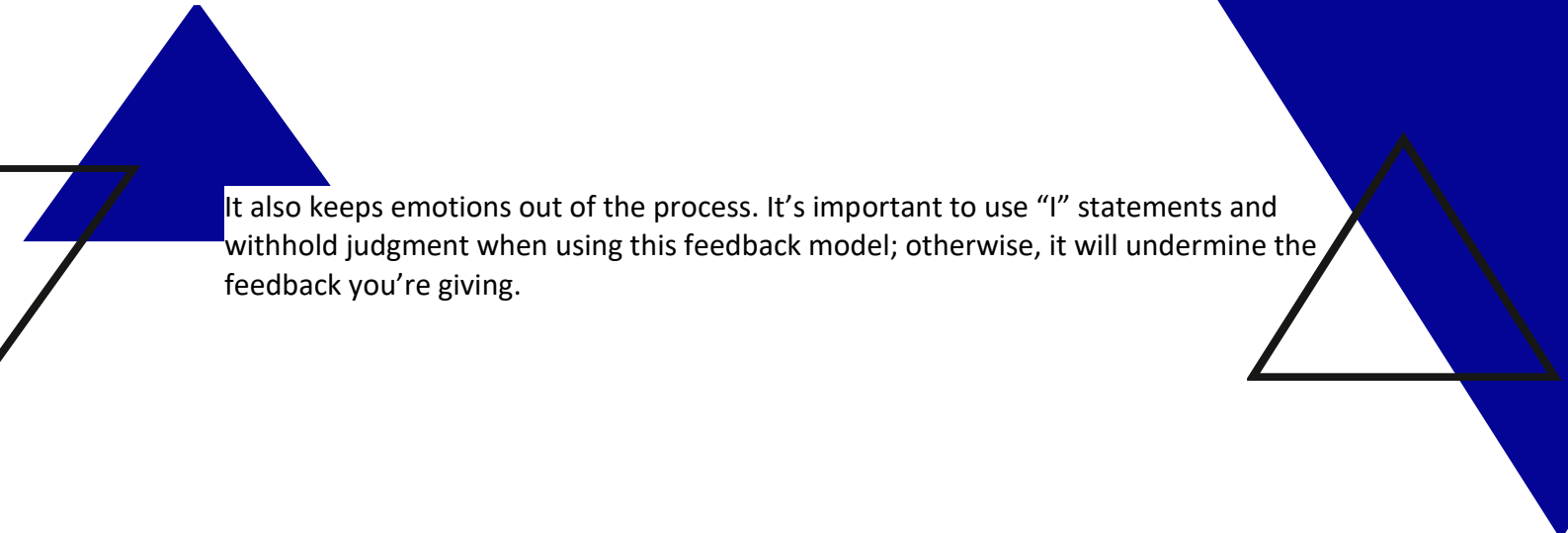
### SBI Model

A very simple and easy to use model is the **SBI model**:

#### **SBI model**

- **Situation:** Describe the situation with specifics.
- **Behavior:** Describe the behavior observed; do not try to guess at motives or causes of the behavior.
- **Impact:** Describe the impact the observed behavior had.





It also keeps emotions out of the process. It's important to use "I" statements and withhold judgment when using this feedback model; otherwise, it will undermine the feedback you're giving.

### CEDAR Model

A slightly more elaborate model is the **CEDAR model**:

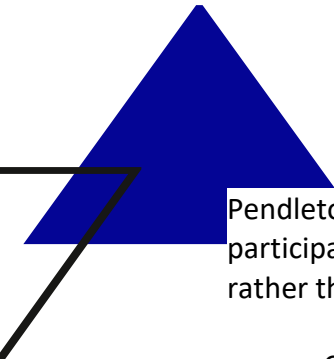
What makes the model unique is that it encourages the individual to take the lead in discussing his/her performance rather than just getting "orders from above".

- **Context:** Set up the environment for feedback. Check if the person you are talking with also understands the importance of receiving feedback and sees its possible impact.
- **Examples:** Encourage the individual to identify specific examples of when and where things went wrong or not as planned. Explore the situation(s) and actions/behavior together.
- **Diagnosis:** This part is about finding out why the person acted the way they did and what could have lead to the mentioned results. Try not to put words in the other person's mouth or let your assumptions affect their answers. Ask open-ended questions to help identify the root causes.
- **Action:** When deciding on actionable steps to improve and reverse the situation, let the ideas come from the person who is receiving the feedback. It generates bigger commitment and motivation toward carrying out these actions.
- **Review:** The final step is to check if the person understood both the feedback and the suggested actions and is truly committed to carry out the action.

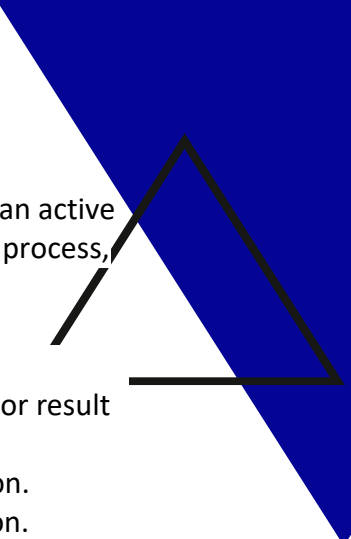
### Pendleton's Model

A very similar, and also famous, model is the **Pendleton's model**:





Pendleton's feedback model encourages the person receiving feedback to be an active participant of the process. It allows enough time for self-reflection during the process, rather than after.

- Check that the student wants and is ready for feedback.
  - Let the student give comments/background to the behavior, situation or result that has been observed.
  - The student identifies any possible positive sides/angles to the situation.
  - The teacher identifies any possible positive sides/angles to the situation.
  - The student states what could be improved and how that could be achieved.
  - The teacher states what could be improved and how that could be achieved.
  - The student and teacher agree on an action plan for improvement.
- 

This feedback model also helps the student feel heard, a critical piece that other processes sometimes miss.

But feedback does not necessarily have to be only negative. When students do something right, feedback is at its place as well.

To give positive feedback and encourage good behavior and results we can use the **PEAR model**:

- **Praise:** Congratulate the student on what they have done well
- **Examples:** Give specific examples of what results you've seen
- **Ask:** How can they make sure this happens again?
- **Reinforce:** Provide encouragement and demonstrate how you will personally offer your support to help ensure this happens again going forward

### 360 Feedback Model

The last model is the **360 degree feedback model**. It's not very applicable to teaching environments, but it can have a very strong effect on team building, either being that a team of teachers or a group of students.

This model offers a safe environment for any individual to receive feedback from peers and supervisors. It involves gathering anonymous feedback from the people around you by asking them to fill out an anonymous survey about your abilities as a student or teacher. Questions are measured on a rating scale, and responders are also asked to provide comments. The person also fills out a self-rating answering the same



questions. The results are presented in a format that helps the person recognize their strengths and weaknesses and create a development plan. 360 degree feedback is important because it offers teachers or managers insight into what is working well and what need to be improved.

A 360 feedback survey *does*:

- Measure behavior and competencies.
- Inform on how others perceive you.
- Evaluate your social skills such as team playing, planning, empathy, etc
- Focus on subjective areas such as teamwork, character, and leadership.
- Increase self-awareness
- Promote dialogue

A 360 feedback survey *does not*:

- Measure performance objectives.
- Determine whether someone is meeting basic requirements.
- Focus on basic teaching or learning skills.
- Measure objective things such as attendance or exam results.

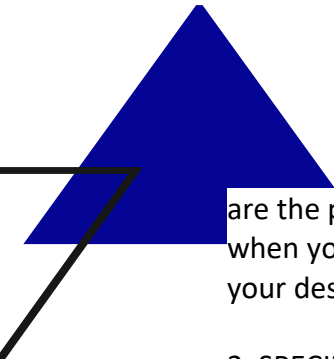
## Effective Feedback

As mentioned before, no model is perfect, and different situations or different people ask for different models. Nevertheless, some things are important to keep in mind to make sure that, whatever model you use, your feedback will be effective and will lead to better performance and results. The most effective feedback requires empathy, strong communication skills, and trust. Keep in mind that your feedback won't automatically be effective just because you have delivered it—you must make sure the receiver is even open to receiving it. It's the package your message comes in that makes all the difference

**Effective feedback should be:**

1. DESCRIPTIVE NOT EVALUATIVE. When you describe your own reaction to someone's behavior or results you reduce the chances of the other person reacting defensively. You also increase the chances of the person accepting the feedback and using it they see fit. For example, if you say, "When you interrupt me, I feel annoyed," the chances





are the person will hear you. However, if you say, “You’re a rude, obnoxious person when you interrupt me,” chances are the person will respond to your evaluation, not your description.

2. SPECIFIC. General feedback is almost never helpful because it does not give the receiver much to work with. Specific feedback gives the person a definite sense of what his or her dominating behavior is and the impact of that behavior on you.

3. WELL INTENDED. The whole idea of feedback is to help the receiver become more self-aware and to improve. The giver of feedback must offer such feedback for the purpose of helping the receiver, not degrading him/her. Always think about feedback before you give it to **make sure it is intended to help the other person, not make you feel better.**

4. DIRECTED TOWARD A BEHAVIOR THE PERSON CAN DO SOMETHING ABOUT AND GET BETTER RESULTS. Before you give someone feedback, make sure it is something they can do something about, not just something based on your own bias.

5. WELL-TIMED. Feedback should be given as soon as possible after the behavior or result and in an atmosphere where the other person is ready to hear it. You should try to be sensitive to the other person’s ability to handle what you have to say at a particular moment.

6. BALANCED OVER TIME: You should balance your positive feedback with negative or developmental feedback. If all your feedback is positive, you’ll miss opportunities to help people strive for higher goals. Also, people might question your sincerity if your feedback is nothing more than endless streams of positive comments. If your comments are always negative, you could create a dynamic that undermines confidence or does not allow the receiver to be open to feedback.

7. CHECKED OUT WITH THE SENDER. The receiver must have an opportunity to repeat what the giver said, to ensure clear communication between the sender and receiver. All feedback should be checked out, all the time, to the point where the sender is satisfied that the receiver has heard precisely what the sender said.

### Active Listening



We've stated before that giving feedback is not about you talking the whole time.

A very important part of the process has to be done by the receiver, thus active listening is very important when giving feedback.

Some tips for active listening are:

- put your full focus and attention on the other person
- look them in the eye
- don't think, just listen and understand what the other person is saying
- ask questions if you don't fully understand
- nod every now and then, so they see that you are listening
- try to mirror their body language (posture, etc) without copying them too much
- try to align with their tone of voice and speed of speech
- ask a feedback questions to check that you've understood ("so, what you mean to say is....")

## ***L2 LIFESTYLE***

### **CHALLENGING CONVERSATIONS**

#### **PRESENTATION OF THE WORKSHOP**

Challenging conversations may occur with students, parents, managers and other teachers.

It's important to address these conversations and to be prepared for them as the outcome, both good and bad, can have a huge impact both on you, as a teacher as well as on your working environment, being that the classroom or the school in general

Although these conversations seem similar to feedback conversations, there are some specific issues to take into account here.

Active participation from all participants in the workshop is very important as it will ensure the effectiveness and deep understanding of the topics discussed and worked on.

Duration of the workshop: 60-75 minutes

#### **OBJECTIVES OF THE WORKSHOP**



After completing the workshop, participants will

- identify challenging conversations
- be able to successfully prepare for a challenging conversation
- have all the tools to hold a challenging conversation

## CONTENT & DEVELOPMENT OF THE WORKSHOP

### 1. Introduction activity (5-10 minutes, depending on the number of participants)

For this activity we want the participants to connect to the topic. It also serves as an introduction of all the participants. Take a small ball (or something else to throw to each other), and throw it at a member of the group. Ask that person to say his name and to answer the following question: What was the most challenging conversation you've ever had? When they finish, ask this follow up question: "How did it make you feel?" Now, ask that person to throw the ball at the next person, who should then say their name and answer the same question(s).

## CONTENT & DEVELOPMENT OF THE WORKSHOP

This will give you very valuable information for the workshop as by knowing their own, and maybe traumatic, experiences with challenging conversations, you can relate to that at any time of the workshop to make the topic more personal for them. Therefore it's important to ask enough questions when necessary to really understand the situation they are describing as well as their emotions.

To make it complete, and create positive rapport with the participants, ask for the last person to answer the questions to throw the ball back at you and then, as an equal member of the group, give your own answer to the questions. Be as honest as possible here. If you make something up, people will notice and you will have lost all your credibility.

### 2. How do you deal with challenging conversations? (10-15 minutes)

**ACTIVITY:** Divide participants in small groups of 3-4. Ask them to brainstorm on these questions and write down the answers:

1. How do you hold a challenging conversation?
2. Should challenging conversations be avoided?

Give them about 3-5 minutes to do so.



Afterwards, discuss their answers in the group and write the key answers on the white board.

### 3. Challenging conversation models (15-20 minutes)

**ACTIVITY:** Divide participants in small groups (preferably not the same groups as before) and give them 3-5 minutes to describe with whom they could need to have a challenging conversation and what for (parents, students, school directors, colleagues).

Afterwards, discuss their answers briefly in the group.

Explain about the models described in Annex I and maybe use various examples from the list of possible conversations that the participants have given to explain how that conversation fits in any of the models.

Once you've explained the models, and to check their understanding, with each model, ask them to come up with practical examples of how they would use that model in the school.

### 4. Role play (15-20 minutes)

Now it's time to practise.

## CONTENT & DEVELOPMENT OF THE WORKSHOP

Ask the group to think of situations where, in the next 3-6 months, they might have to hold challenging conversations with students/parents/colleagues and write them down on the whiteboard.

Make pairs (not the same as before).

Ask a pair to come to the front of the room. Person A is student/parent/colleague and person B is the teacher. Tell them to choose a situation from the list and act it out. If necessary, give person B some time to prepare the conversation. This should not last more than 2 minutes.

Afterwards, as a group, analyse:

- what went well
- what could have been done differently
- how this type of conversations felt for the teacher (person B)
- how this type of conversations felt for the student/parent/colleague (person A)

Continue with this activity until all participants have practised. Try to create a variety of situations and personas (student, parent, colleague)



## MATERIALS & LINKS TO USE

- a small ball
- pen & paper
- annex
- white board

## FEEDBACK & VERIFICATION QUESTIONS

This will take approximately between 10 and 15 minutes

When the workshop comes to an end, ask everyone to sit down. Grab the ball again. Toss the ball at a random person from the group and tell them to answer the following questions:

- “What’s your name”
- “What are you taking away from this workshop”

And once they’ve answered that,

- “How are your challenging conversations going to change?”

And the last reflective question;

- “How do you feel about that?”

Then, ask that person to toss the ball to another person in the group, and so forth.

## FEEDBACK & VERIFICATION QUESTIONS

Again, you should be the last to answer. Be honest about your feelings with regards to the workshop and what you might have learned from it and from them.

Don’t pressure them to come with a quick answer. You might have to let them (especially the first person) think about it for a minute.

While everyone is giving their answers, write down keywords of their answers on the whiteboard. It could be “new skill”, “different perspective” or “treating conversations differently”, etc. This will give a good perspective of what the impact of your workshop has been. This is useful not only for you but also for all participants as well as your school’s management as it is a summary of the outcome of the workshop.





## **ANNEX I**

### **INTRODUCTION**

Having challenging conversations is not just about giving feedback. The situations may be many but here are a few typical examples of reasons to have a challenging conversation:

- Resolving conflict in the classroom
- When students or their parents think they are better than they really are
- Standing up to a senior colleague or a parent
- Pointing out a student's shortcomings that are affecting the whole class
- A problem the student, parent or colleague has that is impacting your work or the learning environment.
- Inappropriate behaviour
- Communicating a change/decision the other person may not like

**Why are challenging conversations so important?**



Research found that the key thing that separated the worst and good organisations and environments from the very best (most successful and long-standing) ones was their approach to challenging conversations and how they dealt with situations when something went wrong. The BEST simply dealt with challenging conversations. Their ethos centred on everyone, at all levels, being able to hold everyone to account. People took responsibility for their actions, for failures, and then for how to rethink strategies to make it better. They also found that those individuals who spoke out were unanimously respected and listened to, and seen as unequivocal high-flyers. This means teachers, students and parents alike.

### **Why do we avoid challenging conversations?**

Given the benefits of having challenging conversations, most of us still find the thought of it uncomfortable and would prefer to avoid it in the hope that the issue will simply go away.

What stops us is:

1. Not knowing how to start
2. Fear of unknown response
3. Reluctance to appear weak
4. Fear of an overly emotional response
5. Anxiety about damaging a relationship
6. Uncertainty about the outcome
  
7. Lacking skills (e.g. feedback, listening)
8. When we don't agree with the message we have to give e.g. change in teacher.
9. Left it so long that it has become much worse

What are the risks of **HAVING** the conversation?

- Powerful relationships
- Labelled as “trouble-maker”
- Feeling excluded
- Retribution
- Problem solved

What are the risks of **NOT HAVING** the conversation?

- Lack of trust
- Low self-esteem
- Poor climate - low moral
- Superficial relationships
- Issue worsens
- The “other” believes all is okay!
- Violation of personal values



## DIFFICULT CONVERSATION MODELS

Models for difficult conversations can be very much like feedback models. Nevertheless, we've highlighted some models that can work specifically for difficult conversations. No model is perfect and every conversation is different. Nevertheless, we will discuss several models that could serve as inspiration. Best is to adapt your difficult conversation to each situation.

**"Cup of Coffee Conversations"** is based on research and curriculum developed by the Center for Patient and Professional Advocacy at Vanderbilt University. Although the model was originally developed for conversations with physicians, it is easily adapted to different situations like talking to a student or a fellow teacher.

A "Cup of Coffee Conversation" is typically precipitated when you see or hear the other person exhibiting behaviors that are contrary to your personal standards or those of your school. This is a conversation that occurs at the time you witness the behavior to make the individual aware that their behavior is not consistent with the standards.

Start by telling them you value them as a student or colleague or appreciate their skills. Then let them know you heard or saw something that was uncharacteristic and not consistent with the standards. For example: "Michael, let's go have a "cup of coffee."

I noticed that you had an outburst with some of my students today . I don't think it was the right way to handle the situation and it's concerning to me." Then pause – thus the cup of coffee – and take a sip. The typical reaction from the person is appreciation for bringing this to their attention. Should they deny or justify the behavior, be patient and ask them to "look in the mirror." You're not telling the person they are "bad"; you are merely relating what you experienced and expressing your feelings..

**Another model is the Low Performer conversation.** This is part of Studer Group's highmiddlelow® evidence-based leadership tool and is designed for use with someone who persistently demonstrates inappropriate behavior. This is a conversation that could be held between a teacher and a student.

Start the conversation on a serious note. This is probably a conversation you've had with this student before and performance hasn't improved. Then use the DESK model:



- D: Describe what has been observed.
- E: Evaluate how you feel.
- S: Show what needs to be done.
- K: Know the consequences of continued same performance.

A very generic model for difficult and challenging conversations are these **6 steps for challenging conversations**:

### **1. Prepare**

If we take time to think in advance about what we really want out of a conversation, we can use this as our anchor to keep focused. More often than not when we end up in a difficult or emotionally charged conversation, we can find ourselves moving away from dialogue and into debate where we are just trying to “win” the argument.

This is not a conversation you want to have in the spur of the moment. You want to think of what you’re going to say, as well as anticipate how the other person might react. Think of the questions they might ask and have answers prepared. The more prepared you are, the easier it will be to stay even tempered and not get flustered, and therefore deliver a more solid critique. If possible, write a script for yourself, setting out the issue or behaviour you want to address. Think about what language you will use. For example, “I want to talk with you about your behaviour in class” gives a very different impression to “I need to talk to you”.

### **2. State intent**

Don’t beat around the bush with this, maintain focus and state the issue that needs to be addressed. This should not be how you are feeling or an emotional ‘rant’ at this stage. Consider how you might express the intent of the conversation beforehand.

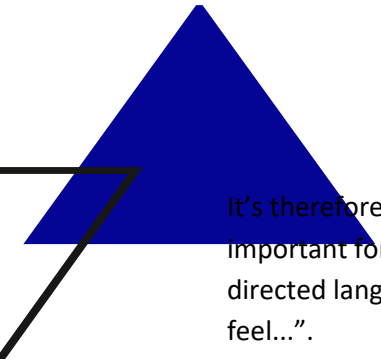
State what outcome you are looking for with this conversation. Understanding? Change in behaviour? A solution to a problem?

The other person has to know there’s no hidden agenda in this conversation.

### **3. Tell your story**

Sometimes it can be a hard task to keep in dialogue and get the other person to fully open up and speak at an honest level.





It's therefore a good idea to start with your side of the story. Bring in facts and feelings. It's important for the other person to understand how you feel about the situation. Avoid person directed language such as, "You make me feel...". Rather say, "This situation makes me feel...".

If you want to understand "where the other person comes from" in this situation, it's very important they also understand "where you come from". How are you feeling and what's the background of that feeling?

#### **4. Listen to their story**

First of all, you need to appreciate and respect if their story and their feelings differ from your own. If you don't fully understand what they mean, don't interpret the meaning but ask to clarify.

Be generous and give them the benefit of the doubt. If possible, reframe -and try to put a positive spin on their words/actions and listen for good intentions. Focus on creating value and the positive intent. Be objective and compassionate, firm but caring.

And don't take it personally. Remember that when we ask a true question, we should be ready for a true answer. Take the higher ground Approach with curiosity rather than judgement. We're trying to understand the other person's view on the matter, not to agree or argue with them.

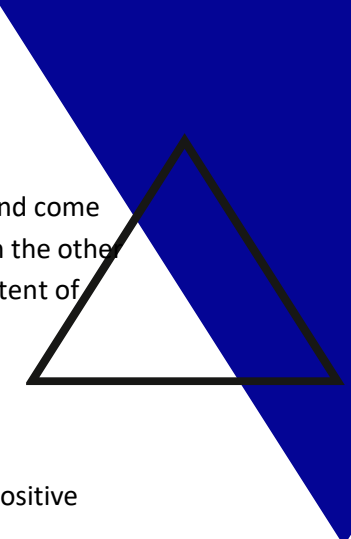
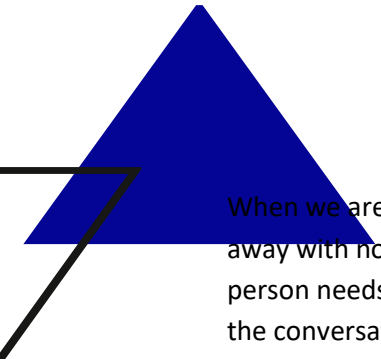
#### **5. Manage reactions**

Cognitive Behavioural Therapy (CBT) theory, by A. Beck, states that by changing our interpretation of events affect our feelings, which can subsequently influence our actions and emotional response. Other people don't make us angry or mad – the way we interpret their words and actions makes us feel an emotional reaction, which in turn makes us angry and act in an enraged way.

During a challenging conversation, it is important to allow thinking time, and resisting filling silence with unnecessary questions or comments. This time is important to reflect on what's been said and to manage your emotions.

Sometimes, the other person may need a lengthy pause to explore and formulate thoughts and feelings. Have confidence to hold the silence; be attentive and encouraging, but don't speak!





When we are in an emotionally charged situation it is very easy for us to lose focus and come away with no conclusion, which can ultimately make the situation even worse. When the other person needs to cry or get angry, allow time for that, but ask them to focus on the intent of the conversation.

## **6. Agree next steps**

Once information has been shared and opinions expressed, it is vital to move on to positive steps to address the situation.

As far as possible, this stage needs to involve give and take. It's not a question of either side. Coercing the other to accept their view of the situation or of either side seeking an easy way out by passively submitting to the demands of the other. It's about exploring the issues, finding common ground and identifying potential ways forward that work for both parties.

Asking open questions will be helpful here. Both sides may need to adjust their previously held assumptions and accept a degree of compromise.

Share your own ideas and listen to the other party's suggestions in return. Explore the reasoning and motivation behind all suggested courses of action. Once agreement has been reached, clarify what has been decided, who is responsible for what; and set a workable timescale for agreed actions or changes.

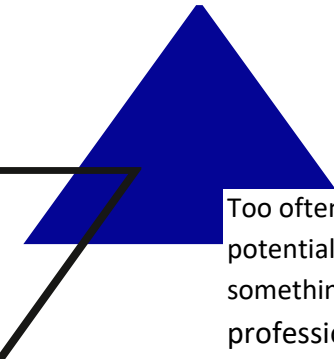
Challenging conversations should not be about winning, they should be about getting better results.

## **DO'S and DONT'S**

### **Be proactive**

Delaying difficult conversations can escalate a situation, increase the stakes, and lead to a build up of emotion over time. Ignoring a misbehaving or under-performing student will never result in an improvement in performance. It is more likely the teacher will become increasingly frustrated until an ill-prepared blow-up occurs in the heat of the moment. To avoid long-term problems and heated exchanges, be proactive and raise concerns as they occur to minimise the potential fallout.





Too often we postpone the difficult conversation because we know that it won't be easy, and potentially we drain our own energies and emotions. While it is important not to rush into something, procrastination simply makes the situation worse. Keep the matter private and professional.

### **Be direct**

When having a difficult conversation, be direct and get to the point quickly. This is not the time for feedback sandwiches or an excess of compliments. Both of these feedback techniques will mask the point of the conversation and lessen its impact. Difficult conversations become even more difficult when the delivery is muddled. While it might seem like you're being too harsh diving right into the critique, you're actually doing the other person a favor. Most of the time, the person you're talking to knows that a critique is coming, so rather than dancing around the subject, just get to it.

### **Be specific**

Be honest and thorough with your comments, and fully clarify why you're having the conversation. Offer as many concrete examples as possible so the person understands you're not just pulling things out of thin air. The more clarity you can provide, the better the critique will be received.

### **Watch your language**

The actual words you use during the conversation matter. Some words or phrases can hurt deeply or can provide a lot of strength. Especially in a teacher - student relationship. Some words can hurt so much that they traumatized the student. Especially in conversations where they've been asked to open up and be in a vulnerable position.

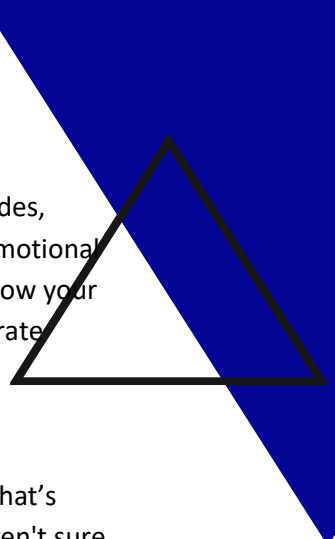
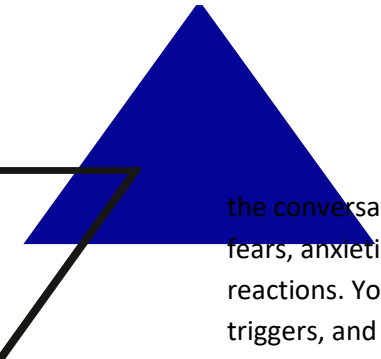
Choose your words carefully and be mindful of your tone, as well as your body language and other non-verbal communication. Focus on the behaviour or actions of the other person and avoid unnecessary criticism.

### **Be empathetic**

While your delivery of the message should be stoic, this doesn't mean you shouldn't empathize. Think of how the other person will feel during the conversation, and allow them to process their emotions. If you see they're really struggling with what you've said, pause for a minute while they collect themselves. If they're really taking the news poorly, remind them of the reasons why you're addressing this issue.

Be aware that what you are saying is not only difficult to say but difficult to hear. No matter what words you are using, what the other person actually hears and what they take away from





the conversation will be affected by their past experiences, personality, culture, attitudes, fears, anxieties, emotional intelligence and assumptions. Also think about your own emotional reactions. Your feelings can be informative of what matters to you in this situation. Know your triggers, and the limits of your role and responsibility. Deliberately decide to demonstrate detached concern during the meeting and if you get overwhelmed, take a break.

### **Allow the other person to ask questions**

Questions serve a double purpose. Asking questions helps the other person process what's happened, and it allows you to clarify and solidify details of the conversation. If you aren't sure that the other person fully comprehended the conversation, ask clarifying questions to check their understanding.

Even where the issue is perfectly clear and must be addressed, ensure the individual's voice is heard. While you are dealing with a particular issue, you are also modelling a process that shows respect for all.

### **Follow up**

Carefully document what is said and by whom, what the issues are, and any agreed outcomes during the conversation. Written confirmation shortly after the event – either in a private file note or an email to the other person confirming your understanding of the discussion – is also important. It can avoid confusion or misunderstanding, and will ensure that later you have a record of the conversation if the matter does not resolve.

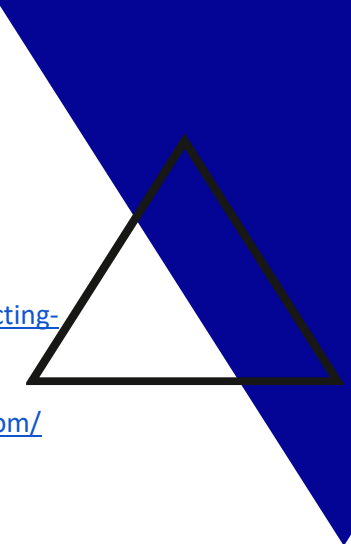
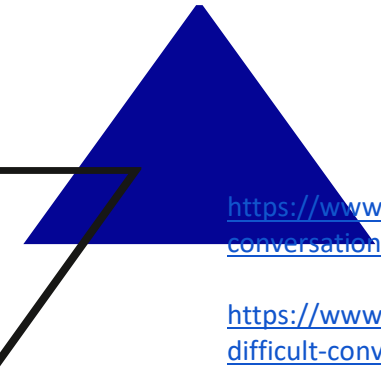
After the event, always reflect on how you could have done better, and then move on. Beware of replaying conversations again and again in your head; what you should have said or not said – this can be exhausting. Accept what is done and move on. Sometimes a small follow-up conversation or nod of the head is enough when next seeing or meeting with the other person.

### **REFERENCES AND RESOURCES:**

<https://www.huronlearninglab.com/resources/articles-and-industry-updates/insights/january-2013/difficult-conversations-three-models-for-your-lead>

<https://www.pat.nhs.uk/community-services/CF2/CF2%20Challenging%20Conversations%20Toolkit.pdf>





<https://www.forbes.com/sites/ashiraprossack1/2018/10/28/how-to-have-difficult-conversations-at-work/?sh=6aac398610b7>

<https://www.fix-your-team.com/fix-your-team-book/5-guiding-principles-for-conducting-difficult-conversations/>

<https://ctl.wustl.edu/resources/facilitating-challenging-conversations-in-the-classroom/>

<https://www.teachertoolkit.co.uk/2017/05/26/difficult-conversations/>

## ***L2 LIFESTYLE***

BUILDING RELATIONSHIPS WITH DIFFICULT PEOPLE

### **PRESENTATION OF THE WORKSHOP**



"Few of us get to choose our students, colleagues or management, so there will always be people we find frustrating and situations we find difficult. If we want the places we live our lives, work, and learn to be effective and enjoyable, we must move beyond our tendencies to label people as 'difficult'"

A key to building relationships with other people to manage our own perceptions of them. It's our strong belief that nobody wakes up in the morning with the intention of making other people's lives more difficult.

In this workshop, we will explore our own perceptions of difficult behaviours, practice seeing the possible positive intentions behind them and reflect on communication strategies to build relationships with people we consider to be 'difficult'.

### OBJECTIVES OF THE WORKSHOP

- Learn to notice when impatience or intolerance of behaviours drives our perceptions of people
- Practice looking at the positive intentions behind behaviours we consider as 'difficult'.
- Learn communication strategies to build relationships with difficult people

### CONTENT & DEVELOPMENT OF THE WORKSHOP

**Part 1: Intro: discussion (10 mins): use groups of participants. Ask for a short 1-minute summary of discussions.**

1. Why do we see other people as difficult?
2. How can we communicate with others more openly?
3. How can we manage our own impatience?
4. What are the advantages of working more closely with people we think are difficult?

**Part 2: Identifying positive intentions. (15 mins)**

**Consider these four adjectives typically used to describe 'difficult' behaviour. Now try to describe them as positive behaviours.**

*"Impatient: this person is perhaps motivated by outcomes and actions."*

Loud

Aggressive

Critical

Shy

### CONTENT & DEVELOPMENT OF THE WORKSHOP



### **Part 3: Identifying positive intentions: situations. (20 mins)**

**10 minutes:** Start conversation with participants about what sorts of situations they experience where people can be difficult. Collect the situations and reasons on a whiteboard or flipchart.

**Now read the quotes below about students in the classroom. Do you have students like this? Explain the situation to someone else, but try to describe it in a positive way.**

1 “Oh I know that student. He just loves the sound of his own voice. He is always dominating discussions and he never asks what other people think”

2 “Watch out for that student. She often corrects other people aggressively and criticises how they use language, but she finds it hard to admit her own mistakes!”

**Now compare your answers with the suggested ones. Were your answers similar or different?**

Answer: this person might have good reason to be very confident in his own expertise and therefore believes he really does have the best answers to other people’s questions. He may view his contributions to discussions as constructive. He may also ask fewer questions because he expects others to input to discussions when they have something to say.

Answer: This may be a student who thinks that they have strong views on the topic. She may even be an expert or language may be a passion for her. It could also be that she’s able to separate the person from the topic and doesn’t intend for her criticism to be personal. It’s also possible that her criticism of other people is a way of hiding her insecurity.

At the end of this activity, have participants go back to the original situations and practice looking at the positive intentions behind these.

Note for the trainer: the intention is to help people see the positives as well as the negatives. More often than not, simply taking a new perspective can be the difference between destructive communication behaviours and ones that build relationships.

### **Part 4: Introduce the Pause, Plan, Reflect model. Have this prepared on a flipchart or slide ahead of the session. (10 mins)**

Use the following framework to analyse your own situation in specific moments of difficulty:  
Pause – Reflect – Plan

#### **Pause**

Take time and a deep breath. Hold the in breath for 2 seconds and out breath for 4 seconds. This should take the edge of the impatience

#### **Reflect**

1. Why do I find this behaviour difficult?
2. How would other people define this behaviour?
3. How would this person explain their behaviour?



4. What parts of this person's behaviour am I misunderstanding?
5. What am I doing to make this situation worse?
6. What can I do to improve the situation?

### Plan

Try to use an effective communication strategy for dialogue.

### Part 5:

<b>Understand motivation</b>	<i>That sounds important. Could you tell me more about why you said it?</i>
<b>Clarify</b>	<i>Why do you say 'unfair'?</i>
<b>Develop</b>	<i>So what will happen if...?</i>
<b>Reject blaming</b>	<i>I don't think blaming people is fair</i>
<b>Accept and move on</b>	<i>I can see you're happy with this. Let's try and find a solution.</i>
<b>Involve</b>	<i>What's your view on this?</i>
<b>Stop negativity</b>	<i>I feel you're comments are quite negative. What would be a positive way forward for you?</i>
<b>Appeal to values</b>	<i>Let's try to focus on being as constructive as possible.</i>
<b>Challenge</b>	<i>You seem to be against this. What would your suggestion be?</i>

**Activity:** (20-25 minutes) use the situations from part three. Put participants in pairs and have them consider how to use the Pause-Reflect-Plan structure. After they have done this, give them the chance to roleplay difficult situations together. After they finish, ask them:

Consider practising a breathing activity with the group using a video. This can be useful experiential addition to part 4 to demonstrate the value of pausing.

<https://www.youtube.com/watch?v=I-RkfE6Mqzk>

Have participants answer the following questions:

1. Which strategies did you use? How effective were they? Did you use any others?
2. In what way will communicating in this way improve the relationship from your scenario?
3. What did you learn about yourself while doing this activity?

## FEEDBACK & VERIFICATION QUESTIONS



As a group, consider the behaviours and communication strategies and situations to adopt as a result of doing this workshop. Use the table below to document it:

When...	Instead of...	We will now...

*e.g. when I have a difficult student in class, instead of complaining to the reception, we will now try to understand the positive reasons for that students behaviours.*

## CONCLUSIONS

Building relationships with people we find 'difficult' means being a more open communicator with them. If we become frustrated or annoyed with people who do not do things our way, we're then limited in who we can work with or learn with. At the end of the day, recognising the negative interpretations you have of someone else's behaviour, considering the meaning of those behaviours and adopting a more positive communication strategy will without a doubt lead to more positive results.



# L2LIFESTYLE

## GETTING YOUR POINT ACROSS

### PRESENTATION OF THE WORKSHOP

#### Johari window

For this workshop we are going to use a tool that, while helping us to know ourselves better, can be used to identify the topics it deals with assertively. It is a tool that works in three directions:

- get to know ourselves better
- declare ourselves assertively
- identify our limiting beliefs

We can use it both with other teachers in some team activity, and with students. Its use with the students is especially interesting, since that way it will be easier to get to know them and thus get a better connection with them. This will significantly improve the learning process.

Duration: 2 hours

### OBJECTIVES OF THE WORKSHOP

The main objectives of this workshop are precisely represented by the lines of action of this tool: get to know ourselves better; learn to express ourselves assertively; and identify our limiting beliefs

### CONTENT & DEVELOPMENT OF THE WORKSHOP

We recommend the following template and timeline for this workshop, although we encourage users to modify it according to their needs and objectives.

- 30 minutes – Presentation of the tool and objectives
- 20 minutes – Development of the individual fields of the Johari window (explanation in annex II)
- 50 minutes – fill in the contents of the fields of the individual windows – (instruction in annex I)

As you can see, in the fields of the hidden zone and unknown zone, limiting beliefs will be highlighted and you can work on them. On the other hand, in the public zone and blind zone we will train assertive communication. Much attention is paid to avoiding personal judgements by the participants and insisting on observing and defining acts and attitudes.



## MATERIALS & LINKS TO USE

- Annex I
- Annex II
- Pens
- Blank sheets

## FEEDBACK & VERIFICATION QUESTIONS

The last part of the workshop will consist of reflecting on the feedback from the participants, related to what they will discover about themselves. An analysis will also be made of the parts that have surprised them the most and how the limiting growths that have arisen with the exercise and the parts that do not favor them that have appeared in the blind zone can change.

We suggest asking open-ended questions like:

- What do you think of how others see you?
- Would you do something to change this?
- Do you think that your unknown area affects you in your life?
- What could you do about it?
- How could you find out more about how to reduce this area? (in the case where it is very wide compared to the other areas)
- How do you think it would affect your window if you improved your communication? What about assertiveness?

## CONCLUSIONS

This part will be dedicated to drawing conclusions about the workshop and the actions we could take to improve our strategy and our results.

The more questions we ask in the previous part of feedback, the more accurate our conclusions and therefore, the more accurate our strategy will be.

You can also write down the questions that obtain the best results to reuse them and introduce others that have appeared by the participants and were not originally planned. This will improve the quality and effectiveness of your next workshops.



## ANNEX I



For the development of the individual Johari window, only 2 questions must be answered:

- 1) How much do I care what they say about me? (we refer to people who are neither our partner nor part of the family)
- 2) How much do I show others about me? (We mean how sincere and honest their opinions are. Do you say what you really think?)

When answering the first one, the corresponding percentage is marked on the upper side of the scale from 0 to 100 - 0 is not important and 100 is very important.

The answer to the second question is marked on the left (0 - I do not share my way of thinking, 100 - I always say what I think)

The next step is to connect the dots and thus define the four areas of our personal window.

Example:





## ANNEX II

PERSON NAME	WHAT THE PEOPLE KNOW ABOUT THEMSELVES	WHAT PEOPLE DO NOT KNOW ABOUT THEMSELVES
WHAT OTHERS KNOW ABOUT THE PERSON	<u>PUBLIC AREA</u>	<u>BLIND AREA</u>
WHAT OTHERS DO NOT KNOW ABOUT THE PERSON	<u>HIDDEN AREA</u>	<u>UNKNOWN AREA</u>

You can use this template, or the one that each one has developed in the previous point.

### **PUBLIC AREA:**

They are aspects of your personality that you want to share with others and they respond by providing feedback without showing any qualms. It is where self-knowledge occurs and relationships with others are strengthened.

### **BLIND AREA:**

In this quadrant we include all the aspects that others know about you, but they escape you. Everything that others know about you but that they don't tell you, for example nervous tics, crutches, recurring gestures that go unnoticed... In addition to the fact that the group does perceive them, it draws conclusions from it and perhaps they do not dare to tell you.





### **HIDDEN AREA:**

It contains aspects that you do not want to reveal to others or share with anyone. All the facts, thoughts, experience, actions of the more or less close past, fears, that we do not want to share with others. We do this for various reasons: not to show weakness, to hide vices, shyness, shame, etc.

### **UNKNOWN AREA:**

It contains aspects of your personality that no one knows, not even yourself. This happens because you cannot know with certainty what your reaction would be and the behavior that you would adopt if the case had not experienced certain situations.

Here we could include:

- Potential skills, talents and skills not yet developed (due to lack of training or lack of opportunities).
- Latent emotions, unexplored feelings
- Fears, phobias or aversions that a person does not know they have.

\*The use of this tool is not recommended in the case of participants who know little of each other, since the information they could share would be scarce and irrelevant.





## ***L2 LIFESTYLE***

### REFLECT

This is the third and last part of this manual and we have dedicated it to creating three modules that collect some tools and concepts and real cases.

We hope that this will help all the human capital of the academy to reflect, map and implement new tools adapted to their specific situations, using as a base all the material that we have seen so far.





## **L2 LIFESTYLE**

### **YOUR OWN DEVELOPMENT**



#### **A – WHAT NEXT?**

Throughout the project we remained focused on carrying out a very self-taught process that can be easily implemented in the academies and that also helps to improve the results that they were obtaining until now.

Due to the tests that were carried out, both the project partners and the academies that we involved for the test of the pills and tools created in each IO, we concluded that the products are optimally created for the initial objective of the project.

Here are some suggestions for you to further develop as an academic manager and take your academy to the next level.

#### **B - MAPPING YOUR OWN DEVELOPMENT AS AN ACADEMIC MANAGER**

Within this project, we offer a new perspective to alleviate the most difficult aspects and enhance the positive aspects, since the change in the way we relate, learn and motivate ourselves in society is increasingly being noticed.

According to the research we carried out during the project, it is clear that soft skills are becoming increasingly important, with the importance of emotional intelligence that is so necessary in both the social, work and academic fields prevailing.

We propose the following steps for development mapping.

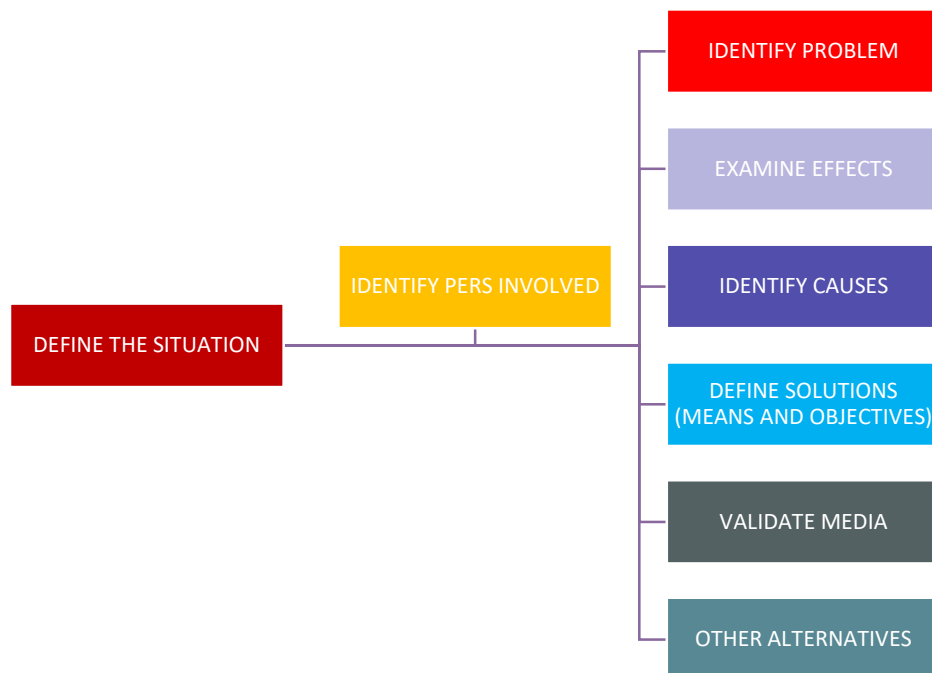
##### **1- Analysis of the situation:**

The ANALYSIS of the situation helps us to take the first step and to visualize the change that the academy needs. The process is with those responsible and affected by this problem (manager, teachers, students).

It is a thorough examination of the entire academy and the processes that are developed and the role that each person is assigned at this time.

To identify the necessary actions in this process, we have developed the scheme that can be seen below.





## 1- Detection of needs

The results obtained in the Multiplying Events, the workshops and the testing phases that the partners have carried out during the project indicate that in order to carry out a functional action plan for the implementation of the training tools it is very necessary, in addition to the analysis of the situation, detect and consider both the needs of students and teachers.

For this reason, we propose as a tool the "360° Evaluation" that you can find below (ANNEX I), together with the instructions for use.

It is a very useful tool in the detection of training needs and in the evaluation of the results of the training process.



## ANNEX I

In the 360º Evaluation, the evaluation criteria are divided into skills and results.

1 - Skills: the use of skills and knowledge to comply with the tasks efficiently

2 - Results: objective data that show that the person has these skills.

The objectives are to develop plans of action so that each one (teacher and student) can improve its abilities and enhance its weak points.

In the case of the 360º Evaluation, the sources of evaluation are various, abandoning the old model in which only manager is responsible of the evaluation.

In this case the sources for this type of evaluation are manager, teachers, clients and students.

To perform the evaluation, it is suggested the table below in which the staff would score individually assess each other's skills, with a score of 0 to 5, in which 0 is very low and 5 is excellent. Then, would be obtained the average valuation of each person and an action plan of improvement would be made if it was necessary.

<b>NAME</b> <b>SKILL</b>	<b>Teacher 1</b>					<b>Teacher 2</b>					<b>Teacher 3</b>					<b>Teacher 4</b>					<b>manager</b>				



# L2 LIFESTYLE

## TEACHERS HELPING TEACHERS

### PRESENTATION OF THE WORKSHOP

Teachers often need support and encouragement, and one of the best ways for them to access such guidance is through joining groups in which teachers can support themselves professionally. Through sharing problems with other teachers, these support groups provide teachers with the opportunity to reflect on their teaching and provides them with the motivation to trial new ideas in the classroom. As such, this module will seek to explain why teacher support groups are important, how they can be set up, and how teachers can employ various coaching strategies to encourage long-term success of such support groups.

**Duration:** 2 hours

### OBJECTIVES OF THE WORKSHOP

By the end of this workshop, participants will be better able to:

- Understand the importance of teachers helping teachers
- Establish teacher support groups
- Use strategies to ensure successful long-term group coaching

### CONTENT & DEVELOPMENT OF THE WORKSHOP

We recommend having a defined outline for the workshop to ensure that it meets its objectives. For this particular module, the following workshop structure is suggested:

- **STEP 1: Introduction to the workshop and overview of the objectives** (10 minutes)  
Briefly walk participants through the objectives for this particular workshop and outline what will happen during the session.
- **STEP 2: Identifying why teachers seek support from other teachers** (20 minutes)  
Have participants in pairs/small groups discuss why they think teachers will benefit from taking part in support group meetings with other teachers. Have a spokesperson from each group feedback to the whole workshop. Elicit and ensure that all participants understand that teachers often need support, and one of the best ways for them to access this is through joining such support groups. By sharing problems with other teachers, these support groups provide teachers with the opportunity to reflect on their teaching.
- **STEP 3: How to prepare for a teacher support group meeting** (30 minutes)  
Explain to the participants that good preparation is vital towards guaranteeing a successful teacher support group, and that part of the preparation stage for a group meeting includes thinking about the following questions:
  - What is/are the topic/s of the support group meeting going to be?
  - What stakeholders will benefit from taking part in this support group meeting?



## CONTENT & DEVELOPMENT OF THE WORKSHOP cont.

Explain to all participants that in small groups they will agree on a series of objectives based on issues they would like support on from other teachers. Then they will also discuss activities that could be used during the meeting to trigger all participants' engagement during these support group meetings. Participants break off into smaller groups. After, nominate a spokesperson from each group to provide feedback on their discussion.

- **STEP 4:** How to structure a teacher support group meeting (30 minutes)

Explain to participants that now they have considered what sort of objectives a teacher support group could meet, now they will be given time to map out a series of activities that could be carried out during the support group. Elicit a series of examples, including role-plays, recording ideas on flipchart paper, brainstorming etc. Record other techniques that participants provide, and then have participants work in the same smaller groups from the previous exercise to decide which activities would best meet the objectives.

Afterwards, nominate a couple of groups to provide feedback on the activities that they designed, and their justification as to why.

- **STEP 5:** Feedback and close of workshop (30 minutes)

During the previous stage, identify one group that may be willing to role-play one of their support group activities with the rest of the workshop. Nominate one member of the group to lead the activity for the entire workshop audience. Provide feedback at the end of the simulation, and close the workshop, thanking everyone for attending.

## MATERIALS & LINKS TO USE

Throughout this workshop, be sure to have the following materials prepared:

- Flipchart paper
- Marker pens

## CONCLUSIONS

We propose to use the following feedback questions to check the learning of the participants and to gather feedback from them:

- To what extent do you consider this workshop useful, considering the objective?
- What part of the workshop would you improve, exchange or exclude? Why?
- What would you add to the content of the workshop?
- What have you learned?
- Do you consider the tools used adequate?

What is your level of satisfaction with this workshop?



## L2 LIFESTYLE

### REAL LIFE STORY

#### PRESENTATION OF THE MODULE

As an academic manager or as teacher it's important to learn new skills. But it's also important to learn from other people's experiences. Someone who's done it before.

How does it work for them? What is difficult for them? What do their students say?

We have interviewed teachers and academic manager about their experience with coaching techniques in the language classroom as well as in the school in general. Some have little experience coaching students and teachers while others have been doing it for many years.

Here are the most relevant reflections they have shared with us.

#### OBJECTIVES OF THE MODULE

- Insight into the practical use of coaching in the language classroom
- Inspiration of how to integrate coaching in your school / classes
- Reflection on how you can integrate coaching in your school and how it would affect your students
- Arguments to convince teachers or managers in your school to take up coaching techniques in the language classroom.

#### WHAT IS THE MOST IMPORTANT CHANGE THAT COACHING HAS BROUGHT TO YOUR CLASSROOM?

**Coaching is all about change. Students and teachers are many times not used to coaching. Coaching is a different approach for them so it's important to see what it is that makes the difference:**

"(Coaching brings) more awareness from students and it gives us more contact to broaden self awareness."

"I think it's a change in mindset and a deeper understanding of the students' perspective. Working harder is not always what they want but having a connection with their teacher and feeling like they can express their frustrations is key for them in their development."

"I think that the biggest change coaching has brought to my classes is the work on SMART goals, especially breaking them down into measurable elements. Not many of my students actually implemented this approach but those that did made considerably more progress than their counterparts. Instead of having the all-encompassing goal "I want to pass my B2 exam", they would tell me "for the next 2/3 weeks, I am studying collocations / perfect tenses / phrasal verbs etc".



## OBJECTIVES OF THE MODULE

I would check in on them a few weeks later, after noticing a net improvement in this area. My validation and encouragement would lead to us discussing their next SMART goal, and on it went. As they accomplish goal after goal, their confidence grows, their interest is stimulated and they put more and more effort into their language learning. As a teacher, this is very exciting to witness.”

“For my learners/clients, a sense of achievement, goal-orientedness, but most of all, clarity regarding learning awareness and optimal learning strategies. All this leading to bigger and bigger successes, which results in self-confidence, which I think is at the core of all language blocks and difficulties language learners encounter during their language learning histories.”

“Calm; a sense of ease; giving more time and space to students to think longer & more deeply about a question or topic and then take their time with their considered answer. Without interruption from me, as teacher.”

“Complete and transparent equality between the client/student and myself. The client feels comfortable and eases into the learning experience without feeling that I’m an authority. They know they can turn to me if they’re stuck or have any question, but our relationship is built on trust, mutual understanding and they know that all the answers to their questions are actually within themselves. I just help them uncover those answers.”

“Learner autonomy”

“It has moved the responsibility for learning from me to my clients. Instead of expecting me to feed them with language, they’re taking responsibility for their own learning. My role now is to guide them, encourage them to reflect, dig deep and find the answers themselves with the language they have. They’re finding that they have more than enough language, all they need is time to reflect and figure out ways to implement their knowledge to their work.”

“The most important change that language coaching has brought to my classroom is an awareness that understanding and harnessing student motivation is key to student progress. Learning is not something that takes place in a vacuum and unless teachers engage with and support the whole person, understanding their strengths, values and vision, progress is more likely to be limited.”



## HOW DO YOUR STUDENTS REACT TO LANGUAGE COACHING?

How students react to coaching is very important for its impact. Teachers and academic managers need to be aware that not all students or colleagues have the same reaction to it and have to adapt to those reactions:

“The ones who are learning from this appreciate it showing us more respect.”

“They become more patient and interested in what is happening. Not all of them appreciate it initially but all of them see that it was worth it. Working on the book or challenging activities is necessary, but sometimes we need to give meaning and sense to what we are doing.”

## HOW DO YOUR STUDENTS REACT TO LANGUAGE COACHING?

“Most of my classes used to be exam prep classes so the students are focused on exam strategies, grammar, vocab etc and most considered the coaching activities frivolous unless combined with language teaching. I think coaching needs to be introduced from the very beginning of the course so it can be just part of the course offered instead of trying to insert it into a pre-existing methodology. In my opinion, it should become an integral part of our teaching from the beginning of the course to the end.”

“I am mostly asked to work with learners in a coaching capacity. This does not, however, mean that learners are aware of Language Coaching. Therefore I put a lot of emphasis on providing enough initial information for a well-informed decision for the learner/client. This comprises of the usual phone/online chemistry call, then a detailed written contract and process description, and time to ask questions at the beginning and end of the intake (first session).

Learners are genuinely surprised that I do not tell them what to do or that I give no advice, but support their meta journey and finding their own way towards finalizing goals and reaching an action plan stage after 1-2 sessions. “

“Mixed. In cases where I reference my coach-approach, they are mostly open-minded. Some individuals are a little sceptical but go along. In-company learners have been interested in knowing more about the details of coaching and the psychological underpinnings. University students can lose patience with being asked to think beyond traditional topics (eg: how to hold a meeting in a Thinking Environment). Other students have given feedback on how rewarding it is to be allowed time and space to carry out tasks autonomously. They still struggle to emulate the non-interruption tenet in discussion, though!”

“They find it interesting and intriguing. They particularly enjoy reflecting on their learning experience. They enjoy moments of self discovery eg. how far they’ve already come or where exactly they are stuck and how they can get through those stumbling blocks.”



“Initially, frustrated that I don't tell them what to do, but ask instead. But that is soon replaced by a greater sense of self-direction, success and self-confidence.”

“They're initially unsure but as they take over control they find it liberating. Finally, they're given permission to explore and make mistakes in a judgment-free environment.”

“Reactions can be mixed as some students are perhaps not initially coaching ready - and can be somewhat reluctant to accept full responsibility for their own progress. Psychologically it can be easier to blame a methodology than take ownership of learning and progress. Most students, though, thrive through this approach and become very engaged in discovering their new ways forward.”

## WHAT HAS BEEN THE MOST DIFFICULT PART OF IMPLEMENTING LANGUAGE COACHING WITH YOUR STUDENTS?

**Theory is beautiful, but reality is, many times, slightly different. Changing your approach to teaching languages overnight is not easy and it is likely that you, and your organisation, face difficulties. Being prepared for those difficulties is important:**

“Realizing that it's worth taking time from the general structure of the course and make them see the value of 'breathing' and reflecting.”

“I think students are more receptive in standard groups (3 hours/week) rather than intensives (10 hours/week) where they are so stressed / focused on the exam and have so much work that they don't see the big picture. Similarly, my private corporate clients have not been very open to coaching activities, seeing them as a waste of time. In some cases, they have been to coaching sessions given by their company and hated them so have a pre-existing negative image and it is hard to convince them of its usefulness as results from coaching are not immediately tangible.”

“Having to pay for it. Time means money most times.”

“Dealing with stress, humiliation, fear, particularly with spoken English. Boosting confidence, getting learners to believe they can do it, to empower them - this is the greatest challenge - also understanding perfection is the biggest enemy, as it leads to a vicious circle of not saying anything until I am perfect, but I won't be perfect, unless I practice enough.”

“With in-service learners, it becomes a natural part of the process. Difficulties have arisen in regular group meetings where goal-setting becomes a bit “tired” – it's hard to get them to think about what they want to achieve by the end of today's session when little changes between meetings. With pre-service learners, blending language coaching with curriculum requirements can be difficult. Although that has little impact on how I am with the students. Having restricted time + exam pressure can create a “hurry up” atmosphere. Also, with large groups, classroom management can become an issue. Although, some coaching-informed pedagogy helps: feedback rules focus on “what went well? What could have gone better?”; listen to the speaker without interruption; the scale of satisfaction (where are you now – measure against where you are at the end of the



lesson / course); SMART goals fit well with business students' wider setting but they struggle sometimes to truly make them "smart", probably due to lack of life experience."

"Some of them are not that much into personal development or self analysing. I have to take things real slow with them and introduce coaching tools gradually."

"Being the first (only) teacher doing it. Students had to conform to several different teaching strategies during the school day."

"I can't say I've had difficulties implementing coaching."

"I've not found it difficult as I have private clients who choose me for my approach, however I could see that in a class situation this approach might initially be more time consuming and you might experience resistance from other educators coming from a more traditional approach."

## SOME ROOM FOR ANECDOTES ;-)

"The door that opened and lead me into the world of language coaching was a bout of laryngitis.

As a language teacher, I talked a lot, perhaps too much. I liked the sound of my voice, I still do. My students liked the sound of my voice too and fairly willingly gave me permission to lead the lesson. That worked out fine for many years until one autumn I got a sore throat which became worse and worse. I went to the doctor, the doctor told me to refrain from speaking for two weeks. Two weeks! That seems like an eternity for a talkative language teacher like me.

But I learned! I learned to pass on the role of the teacher to the students. They took it in turns to lead certain parts of the lesson, and I became the Facilitator. I studied Community Language Learning, and Silent Way. I was no longer the talkative teacher and the door to language coaching was open.

Amongst other things, I learned to correct mistakes by modelling the correct language vocabulary, grammar and pronunciation in normal conversations with the students. I learned to refrain from giving answers and to focus on asking questions that revealed the learning opportunities for the students. Now as a certified life coach, I blend life coaching with language coaching. I think all teachers can learn to do that.

"One group of 2. Semester business students (technically adults, as all over 18) surprised me with feedback at the end of our course. They had found our lessons an "oasis of calm" in comparison to the high pressure courses they were confronted with that semester.

They were happy that they'd been given the space and autonomy to try out and practice new (and known) language in business-related settings (in particular job interview role plays).

They appreciated that everyone was given the chance to speak (we had frequent "rounds", see here for more details: Hunter, M. (2018). Ease, Equality and Speaking in "Rounds" Positively Shapes Group Dynamics. In: Pattison, T. (Ed.) IATEFL 2018 Brighton Conference Selections. Canterbury: IATEFL.)

The reason for my surprise was that I had felt far from calm as I'd been simultaneously conducting research for my MA dissertation! Between holding the class, monitoring recording equipment, trying to take field notes and ensuring I was paying attention to the individuals in the group, I felt quite frazzled.



Perhaps it was after I'd stopped the synchronous research that they were picking up on a calmer me. It struck me at the time, the irony of researching a coach-approach language class based on a Thinking Environment premise of ease and attention.

My students were clearly receptive to the ideas, though, and rewarded me by reflecting that in their comments and feedback. I got some good data for the MA paper."

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"Students are sometimes so stuck in their own thinking patterns, that they can't see the big picture. Not even their own. I remember a 16 year old student who always failed his reading exercises. When talking about how to practise for the reading exam, I asked what he liked to read upon which he immediately responded that he didn't read anything outside school work because he hated reading.

Then, we explored his hobbies and interests, and it seemed he was a big football fan. Trying to find a link between his hobby and the activity of reading, I asked if, maybe, he would consider reading about football. His response was: "I read the sports newspaper every day". A rather surprising answer from someone who, just 2 minutes ago, swore to not ever read anything voluntary and for pleasure. To him, the activity of reading was connected to books and boring texts, but never realised that reading the sports news paper was reading as well.

This paradigm shift woke him up, he started reading some sports articles in English and his reading results got much better.

It was all about not telling him what to do but exploring possibilities with him and help him gain awareness."

## SELF REFLECTION

After 20 modules of theory, information, insights, tips, workshops, tools and, hopefully, inspiration, please answer these 2 questions to yourself:

- What effect can coaching have on me as a teacher/academic manager?
- What effect can applying coaching have on my fellow teachers and students?

And maybe add one more question:

- When will I start applying it?





# lifestyle

Effective coaching  
of language students in Europe

L2LIFESTYLE

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*ERASMUS+ PROGRAMME*

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