

## **“Toolkit” helpful in developing the competences of an individual that are useful in building up positive social atmosphere of an organisation (e.g. MOW/MOS)**

### **Introduction**

The world functions as one gigantic system based on dependencies, as any other “worlds” that are within it, i.e. all organisations regardless of their scope, aim, specificity (corporations, enterprises, schools, educational facilities). It is up to the standards and ways of co-operation between the elements of an organisation what the quality of its system and its further effectiveness will be like. For that simple reason, the following notions are going to be brought closer to the reader in this article – “toolkit”: organisation, organisational culture, social atmosphere of an organisation.

The notion *organisation* may be looked at from many perspectives. In literature, understanding of the kind means looking at the system as a group that fulfils certain roles through organised human and subject systems. This is possible thanks to implicit processes such as managing information and decisions, and explicit processes that can be physically seen and that have their material manifestations. In the opinion of Lesław Martan, an organisation is a “consciously created collective set of items [...] and relations between these items of consciously provoked changeability or immutability of their own states.”<sup>1</sup> In this approach, it is the structure that is of particular importance as well as dependencies between its components.

In the functional understanding, an organisation is a process that is based on concentration around human resources, so as to effectively achieve their goals and verify the ways in which these goals are

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<sup>1</sup> L. Martan, “W sprawie tożsamości nauk o kierowaniu organizacjami”, *Organizacja i Kierowanie* 2/64 (1991), pp. 43–51.

achieved. Thus, an organisation has the same meaning as the function of organising, i.e. a process of formulating goals, planning activities, spreading human resources, purposeful coordination of activities, work and procedures.

In its attribute understanding, organisation emphasises the quality of organisation *per se*, as: important or unimportant, positive or negative, effective or ineffective, good or bad, economical or wasteful, understandable or not, etc.

A complex understanding of an organisation is provided by a specialist in the theory of organisation, Jan Zieleniewski, when he treats it as a "generally understood feature of things or chain of events seen as parts and, due to the attitude of these parts to each other and to the whole - based on the fact that these parts contribute to the success of the whole."<sup>2</sup>

Systems that organised themselves in this way or consciously organised, create a certain organisation culture that is named explicitly or functioning in this manner. Occasionally, this issue is identified with the notion of an organisation atmosphere, which by definition is frequently: "a formal and at the same time internalised by the participants system of values, norms, characteristic for a given enterprise and determining the way in which employees behave."<sup>3</sup> Understood in this way, culture will determine organisation atmosphere and will directly influence the behaviour of the individuals. Organisational culture is in a way a meta-programme on which individuals in a certain environment function.

Social atmosphere of an organisation in a colloquial sense, is atmosphere where organisation culture is realised as well as its goals. Formally, to describe psycho-social phenomena, the notion of "social atmosphere" was used for the first time by Kurt Lewin,<sup>4</sup> who understood it as a function of an individual's personality and environment, and relations between them. The result of such impacts are types of behaviour of individual people who enter an organisation and creating an atmosphere of a system on their approach. Just like an organisation's culture - more formally - distinguishes subjects from each other, similarly organisational atmosphere is very much individualised

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<sup>2</sup> J. Zieleniewski, *Organizacja zespołów ludzkich. Wstęp do teorii organizacji i kierowania*, Warsaw: PWN, 1978.

<sup>3</sup> M. C. Kliber, M. C. Wyrwicka, "Analiza klimatu społecznego w wybranym przedsiębiorstwie handlowym", *Zeszyty Naukowe Politechniki Poznańskiej. Organizacja i Zarządzanie* 58 (2012), p. 32.

<sup>4</sup> K. Levine, *Field Theory in Social Science: Elected Theoretical Papers*, New York: Harper & Row, 1951.

and particularly linked to the subjective emotions of the participants of a given organisation that objectively exists and concerns their reality personally.<sup>5</sup>

Studying this variable and attempts to influence it may both enhance an organisation itself and prevent dangers connected with worsening of the social atmosphere as the most directly depending on individuals and at the same time, most directly influencing people and their attitudes in a given organisation. As Pierre Louart writes, social atmosphere is manifested in the behaviour of employees and is shaped by their individual emotions and impressions, and – most importantly – influences the functioning of the members of an organisation, their efficiency, engagement, co-responsibility and co-operation.<sup>6</sup>

As emphasised by Magdalena Staniaszek,<sup>7</sup> following Rudolf H. Moos,<sup>8</sup> an expert in the field of studies into social atmosphere, it is a certain “personality” of environment that makes it possible to see it as united and coherent. There are organisations with social atmosphere that is more or less developing, depending on the possibilities and needs of the people who create them, and – what is of even more importance – the quality of this atmosphere also is reflected in the attitude: emotions, behaviour, way of thinking of an individual and its morale. Thus, a variable of social atmosphere impacts the individuals and at the same time may be shaped by them quite consciously. Social atmosphere of an organisation may be created by working on people’s attitude in all three aspects: cognitive, emotional and behavioural, including working on interpersonal relations that directly create social atmosphere of an organisation.

Types of impact suggested in this “toolkit” are to model the attitudes in the following areas:

1. Cognitive level – increase in self-awareness, analysis of the accepted values, realising the inner motivations, developing skills connected with setting goals, identifying personal and external resources, building up self-efficiency.

2. Emotional level – increasing the skills connected with dealing with stress and managing emotions.

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<sup>5</sup> M. Bratnicki, M. Wyciślak, “Klimat organizacyjny: pojęcie, mierzenie, badania i diagnoza”, *Prakseologia* 4/76 (1980), p. 93.

<sup>6</sup> P. Louart, *Kierowanie personelem w przedsiębiorstwie*, Warsaw: Poltext, 1995.

<sup>7</sup> M. Staniaszek, *Klimat społeczny młodzieżowych ośrodków wychowawczych w Polsce. Studium resocjalizacyjne*, unpublished PhD dissertation, Łódź: University of Łódź, 2013.

<sup>8</sup> R. H. Moos, *Evaluating Correctional and Community Settings*, New York–London–Sydney–Toronto: John Wiley & Sons, 1975.

3. Behavioural level – enhancing integration by self-knowledge and increased understanding in a group, increasing competences to do with co-operation in a team, enhancing communication and conflict-preventing skills, and building up strategy of solving conflicts.

As emphasised by the specialists, social atmosphere of an educational institution, as in any other one, depends on all the people who create its structure. Thus, activities aiming at changing the social atmosphere of such an institution should include a range of activities directed at managing personnel, educators, and wards alike. That is why, there are exercises in this “toolkit” which may well be applied in all of the listed types of recipients. They are presented in three parts due to the degree of attitudes they concern: part 1 – recognition, part 2 – emotions, part 3 – mutual behaviour.

#### PART 1 – COGNITIVE LEVEL

Topic of a workshop: **Discovering personal resources**

Participants: 6–12 people.

Time: 90 minutes, break, 90 minutes.

Aids: board and chalk/flipchart and markers to draw instructions in form of a grid, multimedia presentation on resources and the importance of self-efficiency, pens and A4 sheets of paper, coloured sheets of paper and A4 envelopes.

General and detailed aims:

- increasing self-awareness of the participants concerning their own personal resources thanks to the exercise “Success file”;
- evoking positive emotions of the participants by focusing their attention of the areas of resources and personal competences they have impact on;
- increasing knowledge of the recipients in the area of self-efficiency sense (SES) by using a multimedia presentation;
- empowering recipients in their pro-active approach “Active success”, i.e. analysing the content while emphasising identification of the undertaken activities and outlining active words – verbs;
- empowering SES in the participants by “The letter of gratitude” in which they are encouraged to express their heartiness and thankfulness for all the activities they undertook to get them closer to success they achieved;
- extinguishing the negative attitude and the self-taught helplessness by encouraging the participants to identify their 10 key skills which appeared in their “Success file”, which will become “A list of competences” they will work on for the next 30 days;

- increase of openness in the group by making it possible for the participants to express their strong sides in “A presentation of competences.” We communicate our current skills to other people together with one sentence that proves it. The exercise may be carried out on the day of the workshop and after 30 days, at an extra meeting that would capture the changes in the perception of the participants;

- change of attitude in the students to a more pro-active one, appreciating the already possessed personal resources and more optimistic, albeit realistic by combining exercises into one block and organising an additional meeting after 30 days.

### Workshop script: **Discovering personal resources**

#### INTRODUCTION:

1. Welcoming the group and an integration exercise: “MN – MF” i.e. “My name – My letter – My feature – My move”. A participant states his/her name, the others memorise the first letter of this name and the job of the participant is to present in a pantomime, the most important character feature that begins with the first letter of the name. It is meant to be a pun and the group guesses what feature it is.

2. Presenting the main aim of the meeting and the schedule, including the break and presenting the agenda.

#### PROPER PART:

3. Introducing the instruction to the exercise and realising it: “Success file”, “SES presentation”, “Gratitude letter”, “List of competences”, “Presentation of competences”.

#### Instruction: „**Success file**”

Each participant receives a clean sheet of paper and a pen. They are asked to remember bigger or smaller or even the tiny situations in which they were victorious and successful. It is vital to stress that they will not have to mention these on the forum. The leader draws a grid divided into three columns and 10 or more verses, and he explains their meaning. The first column is a REASON; there, we describe everything that motivated us to undertake an activity for some cause. We shed some light onto the introductory situation, sometimes it will be a description of a problem we sought a solution to, some other time it will be a challenge a participant tried to face. The middle column means ACTION and there a participant writes all the activities that got him closer to the goal, including external resources such as people, information, situations and tools and he concentrates on how he himself used these opportunities. The third column means RESULT and is the space

to describe outcomes, consequences and results of activities. The participant describes his final actions or what he desisted doing, what he was pleased with or even proud. He writes about solutions, ideas he had, challenges he faced or skills he acquired. Participants have about 30 minutes to analyse themselves and it is important that they list 10 or more such situations in the course of reason-activity-cause. Finally, they are asked to reflect and suggest voluntary sharing of conclusions with the group. During the discussion, we encourage the participants to identify the patterns of their behaviour and think of what they discovered that they had not been aware of before.

### **Presentation on self-efficiency sense (SES)**

We suggest a multimedia presentation to the participants combined with a group discussion. Slides are connected with: sense of self-efficiency, influence of SES on functioning, health and effectiveness of a human, certain ways of empowering SES and the importance it has for active and systematic care for SES.

Break

### **Instruction: “Active success”**

We encourage the participants to analyse the content paying special attention to the activities they undertook and circling the active words, i.e. all verbs, and adding to the middle column any activities that took place there and were necessary to achieve the goal, but which they forgot to mention.

### **Instruction: “Gratitude letter”**

The participants are presented with a colourful sheet of paper and encouraged to show gratitude to themselves for everything they did and to think on the way they did it, and people who deserve gratitude. We also encourage them to write “I thank myself for...” every activity that made them closer to the set goal.

### **Instruction: “List of competences”**

Basing on the “Success file”, “Active success” and the “Gratitude letter”, we ask the participants to name their 10 key skills that presented themselves in the course of their current reflection. The participants list them on a separate piece of paper of a different colour as a “List of competences” and they are given envelopes to symbolically “send” them to themselves by hanging them on the wall in the room. Since the day of the workshop, for the 30 next days, the envelope is to

remain there and become a post box of sorts, where the participants will add pieces of paper with skills they observed every day – so that they have at least 40 competences after one month.

Instruction: **“Presentation of competences”**

We encourage the participants to step out on the forum and share their 3 or possibly 10 strengths they discovered. During the “Presentation of competences”, a participant names it and proves it. The exercise is to strengthen one’s own SES and is also the starting point for re-evaluation of the self and one’s own competences 30 days after the workshop during the meeting empowering the obtained changes.

FINAL PART:

4. We encourage the participants to list three benefits they gained from the workshop and to talk about one of them. We collect suggestions of organisation or any other essential improvements.

PART 2 – EMOTIONAL LEVEL

Topic of a workshop: **Managing emotions**

Participants: 6–12 people.

Time: 90 minutes, break, 90 minutes.

Aids: board and chalk/flipchart and markers to draw instructions in form of a grid; multimedia presentation about the sources of emotions and their effects; pens; white and colourful sheets of A4 paper.

General and detailed aims:

- to increase self-awareness of the participants in the field of cognitive processes of man, using drawings presenting ambiguity of reality;
- making the participants aware of the mechanisms that trigger off emotions that begin in human cognitive processes and evaluations and not in the ambiguity of reality because it is us who provide it with the subjective meaning. This aim is achieved by a multimedia presentation that explains the roots of emotions according to the cognitive-behavioural model and the impact of errant convictions on psychological and somatic health of an individual;
- exercising the attitude of not knowing in the participants, unassuming and not being judgemental by the use of an exercise differentiating their ability to make notes of the observations and identifying their ability to differentiate evaluations and opinions from observations in an active form of observing – evaluating;
- increasing the competences of the participants to handle difficult emotions that appear in situations of failure by exercising a model of


reprocessing these events in the model of “GOLDEN information: failure and success”;

- changing the attitude of the participants towards emotions of other people and their own through understanding the mechanism generating them, mechanisms of grading emotions and ways of quietening them, e.g. relaxation.

Workshop script: **Managing emotions and stress**

INTRODUCTION:

1. Welcoming the group.
2. Integration exercise: **“E-motion”**, i.e. showing emotions and states currently experienced and those we would rather feel in form of a movement. A participant is to stand up and, without saying a word, show his emotion at the moment for some 30 seconds and for the next 60 seconds present the state he would rather be in. Finally, he is to say: *Even though a moment ago I felt...* (here he names the state he experiences), *today I decide to work on...* (here he names the final state he presented).
3. **Thermometer of states**. Participants reveal their names on the board/flipchart where a “Thermometer of states” is drawn as below, with exemplary listed names of states and emotions and they fill the space with the currently experienced state as well as the one they would like to experience (we will come back to that exercise by the end of the workshop).

Hyper-state		euphoria, creativity, mega-energy, optimism, readiness to take risks, pugnacity, engagement ...
Optimum		calmness, organisation, flexibility, care, curiosity, gladness, balance, readiness to take action ...
Hypo-state		melancholy, tension, exasperation, anger, concern, criticism, malice, withdrawal, impatience ...

**Fig. 1.** Thermometer of states

Source: own work

4. Presenting the main aim of the meeting and the agenda with a break and substantive agenda.



### PROPER PART:

Introducing an instruction to the exercise and realising them: „Ambiguity of reality”, multimedia presentation, „Evaluating or observing”, „GOLDEN information: failure and success”, relaxation.

### Instruction: „**Ambiguity of reality**”

1. A coach has already prepared ambiguous drawings, the same ones as included below this instruction. He hands the drawings over upside-down to the participants and asks them to look at them without asking questions, exchanging ideas, impressions or conclusions. He states that the aim of this exercise is to teach participants to focus on themselves as much as possible.

2. A coach asks to look at the drawings one by one, following their order. The participants are to ask themselves a question: “What do I see in picture No 1, 2, 3... n?” We ask the participants to write down the first impression and move on to the next picture.

3. When everyone has finished, the leader asks the participants to share their opinions without anyone else commenting on them. We begin with the first picture and ask every participant about his opinion. If any emotions appear and there is a need for a comment, we ask the participants to notice that fact, quieten their urge to express their emotions and comments, and we move on to the next person and the next picture.

4. Having collected all the preliminary impressions, we allow the group to exchange their experiences, considering the following questions:

1) how can we account for the fact that everyone saw something different looking at the same picture?

2) what was happening with you when someone else said he had seen something different?

3) how did you really react on the level of behaviour when someone had different observations?

4) how can you account for the fact that emotions and behaviour are created?

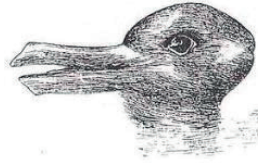
We encourage the group to summarise the conclusions related to:

- the human right to perception and cognitive prisms,
- function of emotion as a reaction to ambiguity of internally accepted assumptions and visions of the world as opposed to the actual reality,
- meaning of behaviour control in building up interpersonal relationships.

We summarise the discussion with a conclusion to be drawn at home: mere facts do not make us angry, no-one and nothing can scare

us or elate us, nothing only just makes us sad or happy. It is our attitude to the things that create our emotions. We are solely responsible for what we do with our observations, whether we judge or treat it as information. As Epictetus said, "We are not upset by the things or events but by our attitude to them." And what Mark Twain used to stress: "I've been through many terrible things – most of them fortunately never happened."

Examples of ambiguous drawings:



**Fig. 2.** Rabbit or duck?

Source: [http://strasznasztuka.blox.pl/tagi\\_b/436003/Ernst-Gombrich.html](http://strasznasztuka.blox.pl/tagi_b/436003/Ernst-Gombrich.html) [accessed: 15.01.2015]



**Fig. 3.** A younger or older woman?

Source: <https://lhvauladon.wordpress.com/2010/06/20/imagens-ambiguas> [accessed: 15.01.2015]



**Fig. 4.** Universe or Dalmatian?

Source: <http://oquevoceveuff.blogspot.com> [accessed: 15.01.2015]



**Fig. 5.** Woman or saxophone player?

Source: <http://oquevoceveuff.blogspot.com>  
[accessed: 15.01.2015]

### Instruction: **multimedia presentation**

The coach uses a multimedia presentation adjusted to the level of the recipients so as to explain the basics of how emotions are created according to the cognitive-behavioural model, and presents the results of studies concerning the impact of errant convictions of psychological and somatic health of an individual. He may also point out to the curable effect of Rational Behaviour Therapy and Simonton Method as well as the connections between thinking – emotions – physical health that are studied by psycho-neuro-immunology.

### Instruction: **“Evaluating or observing”**

As all of the participants should understand the value of thinking in generating emotions by now, we suggest a test and a quiz. The test “I evaluate or observe” is a tool testing their skills in differentiating between notions of judgemental character and those that are merely observations. They may carry out the test by writing down answers in the printed sheets of paper with sentences or answer after the question has been read out loud to the whole group. After completing work on each statement, the participants may discuss their correctness and finally, the coach provides the proper answer and justifies its accuracy.

### Test “I evaluate or observe”

Mark, whether the statements below are evaluation or observation:

1. he was angry
2. he sat by the phone
3. little boy cried
4. she was tired
5. she laughed loudly
6. a group of friends wanted to go out
7. she wasn't interested in him
8. she succeeded

9. she was dressed to the nines
10. he was focused during lectures
11. he was sitting bored at the table
12. she answered the phone with a smile
13. he failed the exam
14. when she saw her friend's dress, she wanted to have the same one
15. she asked her friend where she'd bought her dress
16. she asked an accurate question
17. people should be helped
18. whoever has loads of money is happy
19. she wrote a sentence and cried
20. I've answered 20 test questions

Key – evaluating sentences: 1, 4, 6, 7, 8, 9, 10, 11, 14, 16, 17, 18.

The quiz for observing without evaluating is an exercise developing the skill of observation, differentiating facts from fiction, observations from assumptions. The participants know by now that what they perceive through the judgements they make, has certain influence on our emotions, thus it is good to be careful not to mix evaluation with observation. We remind the participants that when we combine these two, we lower the likelihood of the interlocutor actually receiving precisely this notion that was intended. How we can put ourselves in someone else's shoes determines the precision of our perception. We approach the other person if we can observe them without being judgemental, but there are plenty of possibilities of interpretation and we have to remember that sometimes we assume a judgement unconsciously. The exercise is carried out on sheets of paper, individually or by reading out loud a given point to the group and discussing it together, trying to find a solution.

#### Quiz for observing – evaluating – observing (OEO)

Below, there are different situations and comments with a judgement. Your task is to add to each example a clear observation without being judgemental. Picturing yourself as a camera may be helpful here as you will only register these events.

##### Example 1

S: Your friend gives 50 PLN to a busker.

J: Then you say on top of your voice and tapping your forehead: "Have you got money to burn?! Are you crazy?!"

S: I reacted with a high voice and tapping my forehead to my friend's act of giving 50 PLN to a busker.

##### Example 2

S: James is a student and has got his finals tomorrow. It's 8 pm and he hasn't even cracked a book yet.

J: He is a typical unorganised student.

S: .....

### Example 3

S: Peter and Paul are at a cafe. A tall woman enters, all dressed in black and wearing a black hat.

J: Chris says: “She’s so out of place!”

S: .....

### Example 4

S: A famous footballer scored no goal in the last matches.

J: He sucks!

S: .....

### Example 5

S: A boy fell down and grated his knee.

J: What a crybaby!

S: .....

### Example 6

S: There are 2 rusty bikes on the neighbour’s balcony, broken flower pots and a wicker basket – torn.

J: What slatterns!

S: .....

### Example 7

S: A grandmother does not follow her diet despite her poor stomach.

J: She’s irresponsible.

S: .....

## Break

### Instruction: “**GOLDEN information: failure and success**”

In this exercise, a coach asks the participants to think of two of their failures and two successes, both little and big ones. He ensures confidentiality and no need to talk about these events. Referring to previous exercises, he encourages the participants to put themselves in the role of the observers yet again and answer the questions from the grid of “GOLDEN information”. He copies the grid below onto the board/flipchart and talks about each of the categories, so that the participants focus on the most specific behaviour and most observable and measurable facts. The participants are presented with sheets of paper with the printed table 1 or they copy it to their own sheets of paper.

Table 1. „GOLDEN information”

	<div>G</div> <div>Goal</div> <div>What was the goal?</div>	<div>O</div> <div>Outcome</div> <div>What was the outcome?</div>	<div>L</div> <div>Learned</div> <div>What did you learn?</div>	<div>D</div> <div>Different</div> <div>What would you do differently in this situation next time?</div>	<div>E</div> <div>Enterprise</div> <div>What enterprise are you going to check your idea now?</div>	<div>N</div> <div>Next step</div> <div>What is your next step going to be to check this?</div>
1.						
2.						
3.						
4.						

Source: own work.

When the participants have finished completing the grid, we encourage them to share their conclusions on the group forum. We moderate the discussion using the following questions: 1) what is failure?; 2) what is success?; 3) how should you think about a failure so as not to become limited and fearful? (e.g. a failure is a tip); 4) how should we think about success so as to not become de-motivated? (e.g. success is an even greater challenge); 5) what actually is failure and success? (we emphasise that it is merely information that we decide what to do with); 6) we encourage the participants to specify one goal they set to themselves after this task: what exactly and when are they going to do differently and in what situation, so as to manage their emotions better.

Instruction: **relaxation**

We suggest that the participants sat comfortably and with their backs straightened. We ask them to focus of breathing and observing how it slowly becomes deeper. We suggest closing their eyes and perform a massage with a nice sphere of warmth. We begin with feet, listing all body parts that the participants may massage with their conscious awareness until we reach the face and the top of the head. To finish off the exercise, we ask to focus on breathing again, deepening it and eventually opening the eyes. After the relaxation session, we ask the participants how they felt and what their reflections are.

FINAL PART:

**“Thermometer of states”**. We ask the participants to concentrate on themselves and feel the state they are in at the moment. Everybody

marks their states and emotions on the “Thermometer of states”. We suggest everyone to remember the state they were before the workshop and compare it with their current state, and draw conclusions from this information, without evaluating it as a good or a bad one. These tips are written on a colourful piece of paper and that is followed by listing the benefits of the workshop.

Finally, we encourage all participants to list three benefits they gained from the workshop and to talk at least about one which seems most important. We collect the suggestions of organisational improvements.

### PART 3 – BEHAVIOURAL LEVEL

Topic of a workshop: **Effective communication and preventing conflicts**

Participants: 6–12 people.

Time: 90 minutes, break, 90 minutes.

Aids: board and chalk/flipchart and markers to draw instructions in form of a grid, multimedia presentation of habitual activities and a change of habits, pens and white A4 sheets of paper, white, yellow and green small sheets of paper.

General and detailed aims:

- to develop the skill of transmitting a positively justified feedback as a factor that builds up interpersonal relationships and empowering self-efficiency sense (SES) of the individuals thanks to learning how to complement;
- providing knowledge about shaping habits and changes through a multimedia presentation;
- empowering an open attitude of the participants in the space that was especially created so as to exchange the observations about one’s own behaviour in an exercise called “Paper feedback”;
- change in the attitude related to establishing group relationships and caring for them thanks to auto analysis of minuses and increasing the insight into one’s own behaviour;
- integrating the group through concentrating on a positive goal such as increasing the quality of co-operation and standards in the group, thanks to creating an “AKA group code”;
- stimulating the change of attitude by initiating entries to the „Register of a better attitude”.

## Workshop script: **Effective communication and preventing conflicts**

### INTRODUCTION:

1. Welcoming the group.
2. Integrating exercise: **"Me as a pet"**. We encourage the participants to share five important facts of their life and connect them with the skills of an animal they would like to be.
3. Presenting the main aim of the meeting and the agenda, including a break and the agenda.

### PROPER PART:

Introducing the instructions of the exercise and realising the aims: complementing, multimedia presentation, "Paper feedback", "Auto analysis of the minuses", "AKA group code", "Register of better attitude".

### Instruction: **complementing in the experiment called "The box of good news"**

This exercise develops the competences that the participants already have, providing the script had been run through all its parts; if not, it becomes the incentive for the group to concentrate on what is good, effective and positive. We ask the participants to sit in two rows opposite each other and we place two boxes in front of them. The first box is called "The full range of skills", the second "The full range of possibilities". We explain, that inside there are pieces of paper with unfinished sentences. The participants work in pairs as they sat – facing each other. The task of one person is to draw three pieces of paper from the box "The full range of skills", whereas the other person draws from the box "The full range of possibilities". The participants then exchange information by finishing the drawn sentence according to the intention written on the box they drew it from. We ask for full concentration on positive resources of potential of the other person, and for the greatest possible honesty and constructiveness of the answer. When both sides have finished, we swap and the participants draw from the box they have not yet drawn from, and they exchange statements according to the stipulated intention.

Following the exchange of information, we invite the group to share their impressions. We moderate the group discussion concentrating on the following topics: 1) is it easier to talk about actual skills or the assumed possibilities of another person?; 2) what must a positive statement include to be received by the other person as a true one and as positive communication?; 3) what must be avoided when passing on the good news so that it is effectively received?



Examples of unfinished sentences:

I see that you...
I see the world in pink when you...
I feel that you...
I have a feeling that you...
I have an impression that you...
I sense... when you...
I hear... when you...
I get upset... when you...
I get power... when you...
I am sure that you...
I am deeply convinced that you...
My heart tells me that you...

Instruction: **complementing in theory**

We ask the participants to pair up and discuss the following issues: what is a complement?; when do you use it?; what complements do you like and believe in?; what do effective complements do? The participants present their conclusions to the group. The coach collects the conclusions and shares his own knowledge on how to create an effective complement by drawing it on the board or discussing the distributed grid (see table 2 and 3).

**Table 2.** Information: “What makes a good complement?”

<b>It motivates...</b>	It concentrates on actual resources...	It shows what we could not see	It adds up to our vision of perspectives!
<b>It energises...</b>	Through making me realise what I can and makes achieving a goal real	It allows to have a look from a different view	It gives us vigour!
<b>It supports... to action and in action!</b>	It eases self-criticism... thus it stops blocking activities	It makes us think more realistically	It gives hope!

Source: own work.

**Table 3.** A correctly structured complement

<b>Statement “I”</b>	You are wearing... ( <b>appearance</b> ) You can... ( <b>actual skills</b> ) You’ve achieved... ( <b>achievements, success</b> ) You wrote... ( <b>knowledge</b> ) You could have... ( <b>completed activity</b> ) You follow... ( <b>system of values</b> )  <b>You don’t have features but skills to...</b>	<b>Fact</b>  <b>Fact</b>  <b>Fact</b>  <b>Fact</b>	<b>+ and I like that...</b>
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Source: own work.

Instruction: **complementing in practice, i.e. “voices seen”**

We ask the participants to stand facing each other the furthest possible. Their task is to exchange these information but remembering the rules they have become familiar with. Having paid another person a complement, you can only make one step forward when in the opinion of both sides: 1) it was an “I” statement, 2) facts were named very clearly and 3) the skills of another person were named. If a person did not include these three points in their statement, they must make two steps backward. E.g. “You are beautiful...” instead of “I can see you’ve made a bun, which suits you in my opinion”. The participants take as much time for this exercise as necessary for the first pair to come close and shake hands.

Instruction: **multimedia presentation**

The coach explains to the participants the mechanisms of creating habits, the basic rules of learning and unlearning, and the basics of managing the change.

Break

Instruction: **“Paper feedback”**

1. We present the aim of the exercise to the group so as to ensure some safe space to show emotions in the group and intensify and improve the process of providing feedback. When realised in a group that know each other and is not in conflict, favours better familiarity, increasing he levels of trust and reducing any potential tension or prevents escalation of problems.
2. Every participant is handed pieces of paper in white, yellow and green. Their task is to sign each sheet of paper and pass it on to the next person, following the rules:

- a white sheet - is for the person whom I would like to know something more about, whom I would like to get to know better and ask a few questions;

- a yellow sheet - is for the person whom I need to change something in and I have a certain justified expectation;

- a green sheet - is for the person whom we get on well with and co-operate, but we never had the chance to tell this.

3. Next, the leader encourages the participants to meet and express their expectations, thankfulness and requests. The participants talk about the sheets of paper they have handed in within the space of about 15 minutes in the following order: 1) yellow, 2) white, 3) green.

E.g. Ann gave a change expectation (yellow) to Jacob, so she comes up to him and explains the reasons and the desired effects of the change. The coach makes sure that only two people talk to each other at one time, the others wait for their turn if there is such a situation that someone has a pile of yellow sheets of paper. The person who received it is to comment as little as possible, do not show emotions and decide what kind of behaviour she/he is going to work upon. While working on the yellow sheets of paper, we create some space for positive thinking and solving potential conflicts. Discussions on the basis of white sheets of paper are to integrate and get to know people better, whereas green sheets of paper encourage mutual appreciation and trust.

4. Finally, the coach moderates the group discussion in the following fields: what did this exercise give to the participant?, what was the most difficult?, how did the participants feel during the exercise?, what did the individual talks influence (colours of paper)?, what conclusions did the participants draw?

In the summary, the coach reminds the importance of open communication in a team and the meaning of beginning each of the types of talks so as to improve one's own functioning in a team and support others in their attempts to build up a team.

#### Instruction: **“Auto analysis of minuses”**

We make sure that everyone received or has an idea for a change in his behaviour written on a yellow piece of paper, which may support the functioning of a team. Basing on these suggestions, every participant pictures the world after that change has taken place. The coach asks additional questions: how do you feel?, what are you thinking about?, how do you behave?, how do others react?, what are the positive sides of that? The participants may write down their reflections on the back of their yellow pieces of paper together with the resolutions of a specific change.

Instruction: **„AKA group code”**

We invite the whole group to work in sub-teams (3–4 people). Their task is to make a discussion on the basis of AKA model on the following topic: strengthening team work and building up social atmosphere of a given organisation. The coach asks to write down conclusions in the grid the participants may copy from the board or have already printed. He encourages them to write down as specific tips as possible and to work on at least 5 categories.

**Table 4.** AKA model – encouraging team work and creating social atmosphere

AKA	Avoid What would be worth minimizing?	Keep What would be worth leaving as it is/securing?	Achieve What would be worth initiating, strengthening and developing?
1.			
2.			
3.			
4.			
5.			

Source: own work.

Groups present the results of their work and the coach writes them down on the board. At the same time, for groups that know each other and co-operate, a code is created that may be suggested as an additional contract that would verify the readiness to follow these norms and encourage to sign a contract.

Instruction: **“Register of better attitude”**

In order to encourage the participants to continue their work, the coach draws up (or hand out the already printed version) a “Register of better attitude” (RBA). This form is to be a reminder of the undertaken obligation and motivate to behave in a constructive way. It makes it easier to monitor progress and further work when it is necessary to remind the required behaviour.

Every participant is asked to look closely at their behaviour for the next 30 days beginning with the day of the workshop and list – at least one – example of practising a given skill daily, even if this attempt is not fully successful. We ask the participants to put in their chosen behaviour straightaway in their RBA.

**Table 5.** Register of better attitude

Day	Situation	What did people do in this situation?	What did I think about? How did I feel? What did I do?	What am I going to take greater care of in the future?	What skill came to light or I wish to develop?
Mon.					
Tue.					
Wed.					
Thu.					
Fri.					
Sat.					
Sun.					

Source: own work.

#### FINAL PART:

4. We encourage the participants to list three benefits they received from this workshop and to tell about one of them. We collect the suggestions of improvements within the organisation.

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