



NEW SPIRIT

Improved understanding and interaction
between company managers and young
adult employees via new work styles

Training Programme

For effective NEW SPIRIT cooperation
in companies without generation gaps



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INTRODUCTION



In this project, we aim to develop innovative working models to improve the way education providers work with young adult learners and company managers to jointly bring about positive change in terms of people management and communication as a basis for successful working styles in training and work environments.

Our New Spirit conceptual handbook addresses the issues that many people in organisations come across. It provides insights into how to create a dialogue between not only the different generations but also between different organizational layers. By not only focusing on the surface current but also including what is not visible and tangible, the dialogues will go deeper and the real issues will come up. This way a shared reality is created considering the different perspectives of the different types of employees in the organisation. In the end, this will lead to better decisions.

We found that it is less an issue of different generations, but more an emerging new phase in the development of humankind that some are adapting to earlier than others. The handbook will help you to achieve a new frame to have a look at and analyze the symptoms in your organization.

With our New Spirit toolbox related to the conceptual handbook, we offer tools and exercises focusing on the identified categories and symptoms from the handbook. It is designed to support an increasing consciousness of what is really going on, focusing on relevant topics and symptoms in organisations.

The training programme in this document is meant as a guideline on how to choose the appropriate categories and exercises from the New Spirit conceptual handbook and the toolbox, based on the symptoms of the company. It also helps to combine different tools and tells you how to implement and evaluate the practical training.

The New Spirit Toolbox covers 9 different symptom categories and each activity refers to one or more symptoms covered and to the related learning objectives:

- 1.** Getting energy from your work
- 2.** Creating possibilities for growth and personal development
- 3.** Acknowledging differences between people and nourishing them
- 4.** Being aware of your full being and seeing others as a full being
- 5.** Creating cohesion
- 6.** Effortless collaboration
- 7.** Meaningful and transparent conversations
- 8.** Aligning different interests
- 9.** Creating meaningful and fulfilling work

The tools can be implemented in different training settings. Some of them can be assigned to several categories, some combined for a broader approach to a specific topic.

For a maximum impact please feel free to adapt them to your own and your participants' individual needs and settings!

THE NEW SPIRIT TRAINING PROGRAMME - HOW TO ELABORATE AND IMPLEMENT A ONE-DAY TRAINING EVENT

1. Training needs analysis – the narrative interview

As a preparation for the training or team day, the trainer can conduct a narrative interview with the HR managers, team leaders and/or staff members. The aim is to identify the issues or symptoms in the group that need to be covered in the training. Based on these findings you can design the appropriate training with the relevant exercises and approaches.

(Sample of a narrative interview see Appendix 1)

2. Learning objectives and expected outcomes - what do you want to achieve with the training programme?

The New Spirit training content aims to focus on the identified topics and symptoms in the organisation and the solutions as expected learning outcomes. With the identified issues from the narrative interviews, the trainer can design the training of the team day, choosing the most appropriate methods from the toolbox, as well as background information from the conceptual handbook.

3. Time frame and location of the training event

It is highly recommended that the training takes place for minimal one day and in a place outside the company, for example in a seminar hotel or another suitable location.

This context allows the participating staff members to step out of their daily system and thus achieve a different perspective on the topics which are covered in the training. During these days, they can look at the issues and their organisation from the outside. In a new and safe environment among peers, participants will feel more open to experiment and innovate.

4. Implementation of the training day

The New Spirit training content for the one-day training event, based on the identified training needs of the team, offers a comprehensive, practical step-by-step description of how to conduct the exercises. It also shows which topics they cover and with which tools they can be combined if applicable. The description contains also information on duration, the number of participants and required equipment and materials, as well as recommendations for a successful implementation.

The sample programme below provides suggestions for a one-day (8 hours) training event with exercises for the relevant topics that have been identified for this team/for this organisation, beginning with an ice-breaker activity and ending with a reflection round of what has been achieved, what new insights and perspectives could be developed, and what the participants feel has changed or improved.

Do not forget the breaks! We suggest holding coffee- and lunch breaks flexibly, preferably when one activity has ended and been wrapped up, depending on the individual needs and settings of your team day!

5. Validation And Follow-up

The New Spirit project aims to achieve sustainable results and new approaches for staff members working together in an organisation. To consolidate and further develop these new insights it is highly recommended to conduct a follow-up training day, where the topics can continue to be addressed and strengthened.

For validation of the team day, a short survey can be carried out after one or two weeks. Observations by team members, managers and team leaders can also provide information about the processes that have been started.

SAMPLE OF A TRAINING DAY - SUGGESTED STEPS OF THE TRAINING PROGRAMME

1. Welcome of participants, overview of the day's schedule

 Duration: 15 minutes


2. Presentation of the aim of the training event, the learning objectives and expected outcomes, checking participants' expectations for the day.

In this sample, the topics are creating cohesion and effortless cooperation.

 Duration: 15 minutes


3. Icebreaker activity

For a successful training event, a positive atmosphere is a prerequisite. Therefore, start the team day with an icebreaker. This is a short activity that helps facilitate communication and encourages individuals to feel more comfortable in a group, especially with new people or in new settings. It serves to create a positive atmosphere and make participants feel motivated and full of expectation. Samples for warm-up and icebreaking activities: [17 Fun Icebreaker Games for Adults \(teambuilding.com\)](https://www.teambuilding.com/17-fun-icebreaker-games-for-adults/), [Warm up activities - Teaching resources \(wordwall.net\)](https://www.wordwall.net/warm-up-activities-teaching-resources/)

 Duration: 2-3 minutes per person

Get a peek view into my world

Topics: Being aware of your full being and seeing others as a full being,
Creating cohesion

 **Learning objectives:** To share more about yourself

Implementation steps:

1. Explain what systems are and how everyone is part of many systems.
2. Let all participants introduce themselves by sharing 3 systems they are part of.

One that is the most important system for them, one that they normally wouldn't tell people about, and one other system they would like to share. Ask them to share why they chose this system, how others can see that they are part of this system (certain behaviours, certain habits, certain values), and how this system influences the way they act in the team.

 **Number of participants:** minimum of 2

Suggestions for implementation:

You might want to start yourself by sharing your systems. This way the others get an idea of what is expected. Note that the more vulnerable you present yourself, the more vulnerability and openness there will be in the group.


References: Systemic theory about systems and systemic consciences.

4. Carrying out the first activity

 **Duration:** 1-2 hours

It is alright if you... (Guidelines for cooperation)

Topic: Effortless collaboration

 **Learning objectives:** Developing common guidelines, formulating common priorities


▶ Implementation steps:

1. this activity aims to formulate the common guideline of the team: how to feel our fundamental values in daily life, what rules do we have that we follow during work and in our communication with each other? Discuss the goal with your team, then divide the participants into 3-5 small groups.
2. The task of the small groups is to formulate the core values and rules of the team. The main question is, how do we want to work together, what can we agree to, and what can we allow ourselves to do?
3. All small groups should present their findings in plenary. Discuss in the team which points everyone can agree on. So now there is a list.
4. Formulate these sentences into "It's okay if you/we..." statements that focus on the most concrete rules of conduct and processes in the team, e.g.: "We accept if you are in a bad mood / everyone can make mistakes / we cannot know everything right from the start / it is alright if you struggle to stay positive / it is alright if you make a mistake / it is alright if you don't know the answer."


5. Optional follow-up: Make some posters with the "it is alright-statements" and find a visible place for them in the office. You can also make social media posts like flyers that can be distributed digitally. Of course, this can take a few days to create an appealing layout, but it is worth it.
6. Present the result to the whole team.
7. Conclusion/Debriefing: The "it is alright-statements" allow us to think a little differently about our most important values and transform them as a general rule for our daily lives.

 **Number of participants:** 10-15

 **Materials:** pens/pencils, flipchart, computers

 **Suggestions for implementation:** After the first draft, it is worth checking at least once a year whether everything still fits or supplementing the statements with others.

5. Facilitate a short wrap-up of what participants could take with them from the first activity, and how their findings are interlinked with the topic of the day.

 **Duration:** 15-20 minutes

6. Carrying out the second activity

 **Duration:** 1-2 hours

Team-storytelling

Topic: Creating cohesion



Learning objectives: Build a team, connect team memories from the past to the future, and create a sense of being part of the big picture.

Implementation steps:

1. Ask participants 1-2 weeks before the activity to reflect on which events/results/projects of the organisation are most important to them from any point of view (personal, professional, and concerning the history of the company). Ask them to present their findings in a visual form (e.g. image, certificate, award, message, chart, object).
2. Organise a story-telling meeting where all employees get the opportunity to tell the story that is most important to them. (You can also agree that colleagues who have been with the company for many years can share more memories).
3. Ask the participants which of the stories shared by other colleagues they liked the most:
 - Why did they choose this story?
 - Was there anything among the stories that surprised them?
 - Which of the stories can serve as motivation/inspiration/teaching for the future?



Number of participants: 10-18

Materials: beamer, pins to attach materials to flipchart/wall...


Suggestions for implementation:

It is worth repeating this activity 1-2 times a year, mainly when the team expands significantly.

▶ **Combination with other tools:** Team timeline

▶ **References:** Systemic family therapy

7. Facilitate a short wrap-up of what participants could take with them from the second activity, and how their findings are interlinked with the topic of the day.

 **Duration:** 15-20 minutes

8. Reflective questions about the team training day

 **Duration:** 30-40 minutes

To close the training event a reflection round can be facilitated to discuss the essence of this day. Guiding questions could be:

- Did the learning outcomes meet your expectations for today?
- What has been achieved with this training?
- What new insights and perspectives could be developed by the participants?
- What did the participant feel has changed or improved?



1. Narrative interview

Topics: all categories



Learning objectives: Learning objectives: To do a quick scan in your team or organisation to find out what symptom or symptoms are at stake regarding the differences between generations. Secondly, discover what results the team really wants and more importantly why and what their thoughts and feelings in the undercurrents are about this topic. One uses the narrative interview technique as a preparation for the training or a team day.

Introduction:

A narrative interview is more like a conversation than a real interview. A narrative conversation should be a better title, but we call it a narrative interview because it is often used as a replacement for the more traditional survey.

The big difference between a survey and a narrative interview is that in a survey people tell what you want them to talk about and what you want to know about them. People answer the question and then you go to the next question. In a narrative interview, you invite people to talk about a work situation that shows how it should or shouldn't be at work. The interviewee tells you what he or she finds important for you to know about a certain topic. Although there is a questionnaire to follow, the questions are subordinate to the story told by the interviewee.

Implementation steps:

1. Decide what eliciting questions you want the interviewees to choose from.

The eliciting question is the invitation to the interviewee to tell a story about a situation in their day-to-day work, that they find exemplary for the topic, i.e. the differences between the generations and how this shows in the day-to-day work.

See the example of a narrative questionnaire for eliciting questions you can think of. Any question to which the answer can be a story is perfect to use. A tip is to pick two or three eliciting questions so people have something to choose from.


2. Decide which deepening questions you want to ask to get to know more about the context of the story and to get to know more about what is 'hidden' in the undercurrents of the interviewee.


See the example of a narrative questionnaire for deepening questions you can think of. Make sure that one of the questions is the symptoms they think are at stake in the situation they described.


3. You either choose to do the interviews yourself, or just give people the interview form and ask them to prepare a story about a situation at work concerning for example the symptom. In any case, make sure that every participant in the training brings his or her own story. Realise that it is your first 'intervention' in the group, without making it explicit. Because you invite people to tell a story of a situation which they think is exemplary of the differences between the generations,


for example, you automatically invite them to think more deeply about their perspective on the situation. As human beings, we tell stories because by nature we want to give meaning to situations. Most of the time we are unaware of the fact that we create a story out of a situation. By asking people to share a story, we automatically make them aware of the story they have created themselves out of that situation. In other words, we appeal to the innate reflective capacity of every human being.

4. Based on the different stories shared and the answers to the deepening questions, you can decide which result you want more of and want to focus on during the team day.

 **Duration:** 15-30 minutes per interview


 **Number of participants:** this is either an individual exercise to do in preparation for the training or in couples. In the latter case, there is one interviewer and one interviewee. The interviewer can be the trainer or HR manager who is preparing the training/ team day.

 **Materials:** Recorder (on your phone for example) to record the story told and work it out later, Interview form to write down the answers of the interviewee.

 **Suggestions for the implementation:**

As a preparation for the training of team day.

2. Example of a Narrative interview questionnaire

 **Introduction:**

As a preparation for the training, we would like to ask you to fill in this narrative questionnaire. We do it in this manner for two reasons. Firstly it is to become more aware of what is really at stake when we talk about differences between generations at work. This issue shows in very different ways at work and we would like to discover what is the problem (or what are the problems) lying underneath the age differences. Secondly, by collecting the stories of all of us, we give meaning to what is important to each of us. We automatically show more context about a situation. A context that is important to understand the situation more wholly.

Therefore we start this interview by asking you to tell a story, like you would do when you are having lunch with colleagues and share with them a situation you experienced at work and they weren't there.

Please respect your colleagues when you talk about a situation, even if you share a story about a situation when a lot went wrong from your perspective. It helps if you mention roles and functions instead of names.

1. Eliciting questions:

- A.** Tell me about a moment in your work when you had the idea that the differences between generations were holding you back from what you wanted to achieve. What happened?
- B.** Tell me about a moment in your work when you had the idea that the different generations and their perspectives added value to the situation you were in together.
- C.** Can you recall a moment during your work when you were really proud of the way you and your colleagues were cooperating? What happened?

D. Tell me about a situation during your work when you were really surprised about the way we do things here. What happened?

E. Has one of your colleagues of a different generation ever spoken to you or treated you in a way you will always remember? What happened?

Pick one of these questions to answer as the start of this narrative interview.

Write down the story you want to share as if you are telling it to somebody who wasn't there and you want him/her to understand what happened. Be as detailed as you want and can be.

Preferably name roles and functions and not names of persons.

2. What do you want to name the story you just shared?

This name or title can be anything. It is just to make it possible to refer to it more easily during the training.

3. How would you rate the emotional tone of this story?

Very negative 0 1 2 3 4 5 Very positive

4. Are you satisfied with the way this situation turned out?

- yes, because...
- no, because...
- partially, because...

5. How often does this situation happen?

- Very often (every week)
- Often (every fortnight)

- Regularly (once a month)
- Sometimes (quarterly)
- Rarely (a few times a year)
- This was a rare exception

6. What symptoms visible in organisations are addressed in this story?

- a. Employees losing energy in their work, often leading to burnout.
- b. Employees having different work ethos. It seems to be a lack of commitment, but underneath it is often more about the idea or feeling that personal development and personal experience are more important than commitment to the organisation.
- c. Employees having the feeling that their full being and full potential are not being seen.
- d. Employees indicating missing cohesion and a sense of togetherness in the organisation.
- e. Employees complaining about miscommunication and/or lack of communication in the organisation. The real issues stay underneath the surface and are not being talked about.
- f. Organisations seem a constant battlefield. Employees or teams having conflicts, because of opposite interests. The 'us versus them' or 'island'-cultures are the results of this symptom.
- g. Employees having the sense of not being able to have fulfilment and/ or to have a meaningful contribution.

7. If you or someone else had the chance to redo the situation, what would you do or advise to do?

What if everything were possible? Dare to dream when you answer this question. What is the ideal way to react and behave in these

kinds of situations?

8. What would be the ideal result or results of this advice?

1. Getting energy from your work. Making more fun again
2. Creating possibilities for growth and personal development within the organisation.
3. Acknowledging differences between people and nourishing them.
4. Being aware of your full being and seeing others in their full being
5. Creating cohesion
6. Effortless collaboration
7. Meaningful and transparent conversations
8. Aligning different interests
9. Creating meaningful and fulfilling work
10. Other, namely...