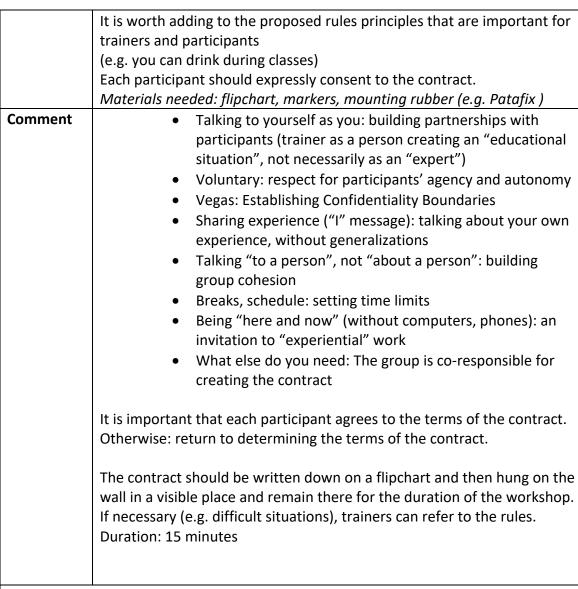


Workshop scenario: "Psychological well-being in organizations"

DAY I

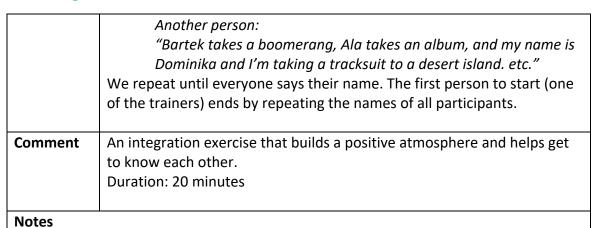
Workshop: Mental well-being in organizations	
Activity name	Welcome and introduction
Description	Welcoming the participants and briefly talking about the goals and structure of the workshop, introducing the presenters
Comment	Introduction, workshop start sign, building safety Duration: 10 minutes
Notes	
Activity name	Starting round
Description	Each participant says "what he comes to the workshop with" (what thoughts, feelings, needs).
Comment	It is very important that each participant expresses his or her opinion (building commitment and a sense of belonging to the group). Trainers also speak out. Each participant has to express their feelings. This allows the trainer to understand the state of the group. Duration: 20 minutes
Notes	
Exercise name	Conclusion of a contract
Description of the exercise	Establishing the rules of cooperation in the group. Rules proposed by trainers: Talking to yourself starting the sentence from "I" Voluntary Vegas Sharing experience ("I" message) Talking to a person, not about a person Breaks, schedule Being "here and now" (without computers, phones) What else do you need?





Exercise	Remembering names - "desert island"
name	
Description	Participants wonder what they would take to a desert island. It is
of the	important that it must be something that begins with the first letter of
exercise	their name. Each participant takes turns saying their name and the thing they are taking with them. Subsequent people repeat the names of all participants, e.g. "My name is Bartek and I'm taking a boomerang to a deserted island."
	Another person: "Bartek takes a boomerang, and my name is Ala and I'm taking an album to a deserted island."





Exercise name	What connects us?
Description of the exercise	Participants receive cards and markers. They get up from their seats and their task is to find one (non-obvious – non visible: it cannot be the colour of t-shirt) thing that connects them. We encourage participants to engage in deeper conversations. Participants write down the name of the person they are talking to and a common thing they discovered about themselves. The trainers ring the bell after every 3 minutes and the participants are changed. Everyone looks for a person to talk to on their own. Trainers try to conduct as many "rounds" so that each person has a chance to talk to each of the other participants. After the exercise, the trainers ask you to return to your beanbags and place the written sheets of paper in front of you.
	Discussing: How do you feel after this exercise? Was approaching strangers easy or difficult? When you look at these cards, what thoughts come to your mind? What do you think about the things you wrote down?
Comment	The aim of the exercise is to build a sense of community, integrate participants and show "similarities". At this stage of the group process, emphasizing "what is common" serves to build a sense of security and group cohesion. Duration: 45 minutes Materials needed: cards for everyone, markers.
Notes	





Exercise	"I message"
name	
Description of the exercise	Trainers explain what the "I message" is and show an example. It irritates me when you interrupt my words. It was nice when you made coffee for me this morning. I don't like attending lectures (instead of, for example, "lectures make no sense at all"). Then, participants in pairs with people sitting next to them talk about a topic that connects them (e.g. "my first moments at the university", "my fears and hopes in connection with the defence of the bachelor's thesis"). The common topic should be different depending on the group profile.
	Discussing: How did you use the "I message"? Do you see the difference from other messages? How do you rate this tool?
Comment	The aim of the exercise is to familiarize participants with the communication style from a "personal" level. Using the "I message" we speak from our position. We focus on facts. We describe behaviours and our feelings. This is communication based on partnership. From the point of view of the entire workshop, the "I message" is useful for, for example, preventing generalization, but also so that in subsequent exercises people can share their own experience and engage on a "personal" level.
Notes	Duration: 30 minutes Materials needed: drawing tokens

Exercise	Collage
name	
Description	Participants are divided into teams of 4-5 people.
of the	Participants are asked to create a collage on the topic "mental well-being
exercise	in organizations".
	Each subgroup creates its own image.
	Working time on the collage: approx. 25 minutes.





minutes. Participants present their work and explain why they added chosen pictures.

Discussing:

Describe your collage.

What does this mean for you?

What are your thoughts and feelings after seeing all the collages?

Comment

Collage is a projection technique that is intended to help trigger group reflection on a topic related to the workshop.

The technique is intended to be a starting point for a discussion on the role of the organization in taking care of employees' mental health, on the limits of care and responsibility for oneself and one's well-being. The aim is to emphasize the role of the organization in taking care of the mental well-being of employees, but above all, their own role and taking responsibility for themselves and their mental health. It is important to conduct discussions to learn about students' expectations regarding mental health at work and to discuss together how much and whose responsibility it is to take care of them.

Duration: 55 minutes

Materials needed: 1 sheet (flipchart) per group, markers, scissors (at least one per group), glue, newspapers for cutting out pictures, drawing tokens.

Exercise	Leader traits
name	
Description	Participants are divided into groups of 4-5 people. Each group receives a
of the	sheet of paper from a flipchart. The group's task is to write down their
exercise	expectations regarding the leader.
	Discussing:
	Introduce your leader. What are his/her characteristics, competences and
	behaviours?
	What do you need from him?
	How did you listen to other people's expectations?
Comment	We divide into groups based on drawing lots (further group integration).



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The aim of the exercise is to reflect on the limits of a leader's responsibility in "taking care of the well-being" of employees. In the discussion we can show that:

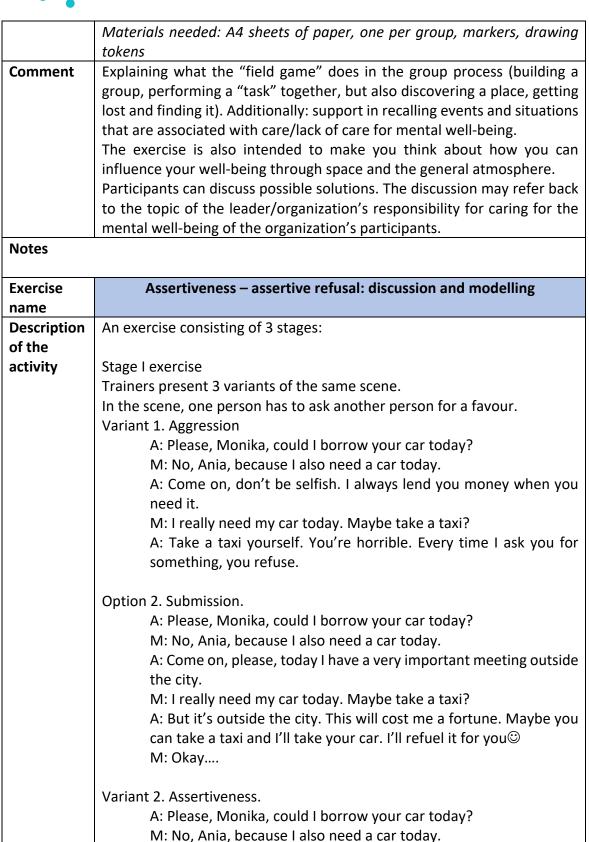
- expectations towards the leader are numerous, often contradictory and impossible to meet (the leader must be empathetic, decisive, people-oriented, but "delivering" tasks, friendly, energetic, charismatic, warm, caring, "seeing and hearing" us, helpful... the list is endless)
- maybe the "perfect leader" does not exist, we all have limitations, leaders are just people
- the pressure of expectations towards the leader may be difficult for him to bear
- some of the needs we direct towards the leader may come from the "childish part" (the desire to be fully accepted, seen, cared for, without having to experience any frustration). In adult life we are adults, and we can enter into relationships from an "adult" position. We have the opportunity to take responsibility for ourselves
- speaking in the language of transactional analysis: in organizations it is possible to experience relationships from the position of adult adult, but also adult child.

Duration: 45 minutes

Materials needed: flipcharts 1 per group, markers, drawing tokens

Exercise	Outdoor game
name	Does my organization care about my mental well-being?
Description	Participants are divided into subgroups of 4-5 people (draw). We ask
of the	subgroup participants not to separate. Participants go for a walk around
exercise	the building and try to find places in the space that, in their opinion, are conducive to their "well-being" and those that are not. They also try to recall various situations (that took place in this building) that will serve as examples of the organization's care or lack of care for their well-being. They write down all their reflections on a piece of paper.
	Discussing: How was it for you? How was it working for you? What examples do you have of taking care of you? What anti-examples? How can an organization take care of the well-being of participants? Duration: 60 minutes







A: Come on, please, today I have a very important meeting outside the city.

M: No, Ania, because I also need a car today.

A: But it's outside the city. This will cost me a fortune. Maybe you can take a taxi and I'll take your car. I'll refuel it for you

M: No, Ania, because I also need a car today.

Discussing:

How were the scenes different?

How did you feel hearing the rejection?

Which one do you think is the most effective?

The aim of the discussion is to show the difference between assertiveness and aggression and submission.

Showing that assertive refusal means saying NO clearly and giving reasons. Assertive refusal model: NO + justification + optional relationship protection: Can I help you differently? I see you, I hear you, but I won't do what you ask me to do.

Duration of this part: 15 minutes

Stage II of the exercise

In the next stage of the exercise, we ask participants to refuse a small favour on the forum (e.g. "borrow 5 zlotys"). You can diversify the scenes and give the participants various requests: borrow your phone, can I borrow your jacket?

The participants' task is to refuse the trainers on the forum using the assertive refusal formula: NO + justification.

Discussing:

What was it like to say no to you?

How did you feel?

The purpose of the discussion is to normalize assertive refusal and practice assertive refusal in simple situations.

Duration of this part: 15 minutes

Stage III of the exercise:

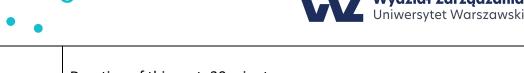
Participants are divided into pairs by drawing lots. They receive various situational scenes (described on cards). One person says no to another, then a change happens. We refuse assertively.

Discussing:

How did you feel about saying no?

How did you feel when you heard the rejection?





Duration of this part: 30 minutes Total duration: 60 minutes Materials needed: printed scenes, drawing tokens Assertiveness is a choice; refusal is a choice. Comment It is important that participants have the opportunity to a) reflect that giving them the right to say "no" also gives them the right to ask for help, b) self-reflection: when is it easier and when is it more difficult for me to say no? What does it depend on? What are the effects of aggression/submissiveness? What does it lead to in relationships? How does it affect my own well-being? Duration: 60 minutes

Exercise	Final round
name	
Description	Final round ("what do I leave with"), when participants tell us what
of the	thoughts and feelings they have at the end of the first day of the
exercise	workshop.
Comment	It is important that each participant speaks before the end of the meeting. The goal of the final round is to find out the condition of the participants before the next day. Additionally, you can ask participants to invite another person to speak by using their name (name reminder). This exercise serves to find out what was important to the participants, but also to let everyone have their say in the forum. Duration: 25 minutes
Notes	



DAY II

Exercise	Starting round
name	
Description	A round using DIXIT cards. Each participant chooses the card that best
of the	suits his or her mood today.
exercise	During the round, everyone says what they have come with and why
	they have chosen this card.
Comment	It is very important that each participant expresses his/her opinion.
	Trainers also speak out.
	The aim is to build the commitment of each participant, as well as to
	recognize the mood of the participants/group.
	Duration: 20 minutes
	Materials needed: DIXIT cards
Notes	
Exercise	Assertive expression of requests - FFE message
name	Assertive expression of requests - FFL message
Description	Trainers present 3 variants of the same scene (expressing requests:
of the	criticism in an aggressive / submissive / assertive way)
exercise	citation in an aggressive / submissive / assertive way)
CALCI CIOC	The situation between the manager and the employee:
	Scene 1: You messed it up! I was counting on you to do everything right,
	but it's such a tragedy. You were supposed to use my script and I find out
	you didn't use any of it!
	Scene 2: I know you prepared this training, but But what? Oh no, nothing.
	Scene 3: I found out that you didn't use my script in training. I feel bad that
	you didn't follow my request. Next time I'd like you to follow instructions
	exactly.
	chactly.
	Discussing:
	How did you listen to this scene?
	Which one do you find helpful when making requests?
	How do you feel?
	The purpose of the discussion is to draw attention to the lack of
	aggression/submissiveness in the third scene and the assertive approach
	to the situation.
	Next, the trainers describe the FFE tool:
	FACT + FEELING + EXPECTATIONS



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Duration of this part 15 minutes

Participants are divided into pairs and each pair gets scenes. Each person has to say something using the FFE message for each scene.

- A friend from work once again asks you to cover for the Friday shift and explains that she would like to go with her children to the Christmas fair at her son's kindergarten. You haven't been feeling well lately, you're tired after a week of work. You want to have Friday evening off. Refuse.
- Your boss asks you to order lunch for the entire team, you should pay for everyone, and "you'll settle the accounts later." It was similar recently and to this day not everyone has given you their money back. If you don't like this idea, say no.
- For half a year, you have been leading a four-person team, which was recently joined by a new person. After a week of work, she asks you for permission to work remotely two days each week because she has important classes at the university in the morning. She would like to make up the hours she is absent in the evenings. As a team, you have already developed a way of working together and you feel that remote work is not working. Refuse.
- A friend sent an application to the company you work for. She cares about this job very much, so she asks you to "put in a good word" to your boss. You don't want to do this - you went through the official recruitment process yourself because that's how it works in this company. Refuse.

Discussing:

How did you feel in the scenes? How did you like using the FUO message?

Duration: 30 minutes

Comment

The aim of this exercise is to familiarize participants with the FFE tool. Scenes should be adapted to the group's profile.

Exercise duration: 45 minutes

Materials needed: scenes, drawing tokens

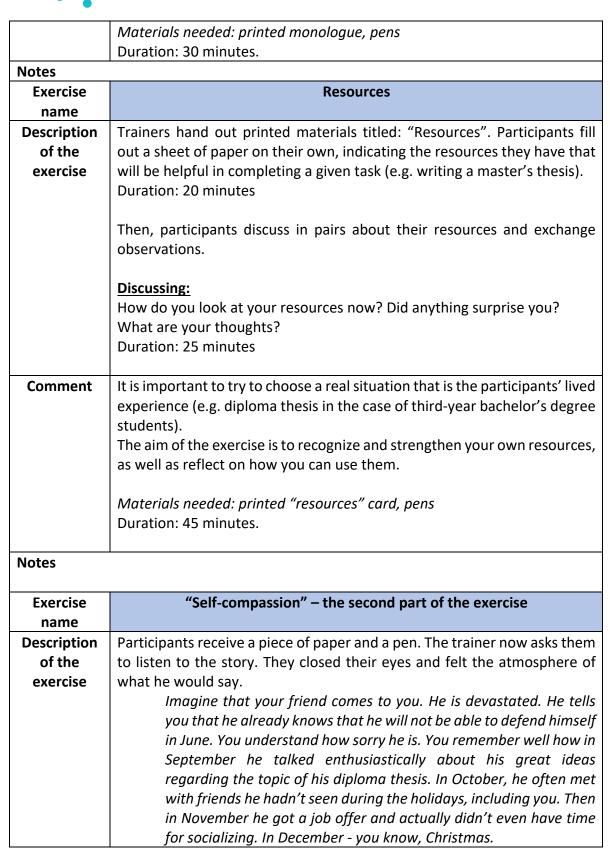


Exercise	Accepting criticism and compliments
name	
Description	Each participant gets 4 cards. Participants write on one sheet of paper
of the	one positive thing about themselves (skills, traits) with which they agree,
exercise	on the second sheet of paper they write one positive thing with which they disagree, on the third sheet of paper they write something critical about themselves with which they agree, on the fourth sheet of paper they write something critical about themselves with which they agree, on the fourth sheet of paper they write something critical about themselves that they do not agree with. They sign the cards with their name so that it is known who they belong to. About 10 minutes to prepare. Then we collect the cards and read them on the forum. Participants are asked to respond assertively to praise/criticism, e.g.: Wiola, you cook great I think so too. Wiola, I think you are very good at performing in front of an audience You know, I don't think of myself that way. Wiola, you are such a mess I do not think so. Wiola, you could work on parking your car Yes, it's true, I'm not very good at parking. Discussing: How did you feel receiving the feedback? How did you feel receiving the feedback? Group discussion about what it's like to accept criticism and compliments. The next stage of the exercise: positive feedback and accepting it. You worked in pairs, and you already know each other a bit. I ask you to pair up with someone sitting nearby. Your task will be to give real positive feedback to the other person, and the other person will accept it. Duration 10 minutes
	<u>Discussing:</u> What was it like for you to hear positive information from other people? How did you deal with this statement? Duration 10 minutes
Comment	Exercise duration: 1 hour 10 minutes
	The aim of the exercise is for participants to practice their reactions when
	they hear criticism and something positive. People often have problems
	with accepting not only negative feedback, but also positive feedback. The
	ability to accept positive feedback is very important in building your self-
	esteem. Understanding that criticism is not about a person, but is an
	opinion and you can ignore it, is also helpful in building mental resilience.
	Materials needed: small pieces of paper, pens
Notes	



Exercise	"Self-compassion" - introductory exercise
name	
Description	Participants receive a piece of paper and a pen. The trainer now asks them
of the	to listen to the story.
exercise	Close your eyes and imagine that you have to write a diploma
	thesis. It's September. The defence is in July. You're full of ideas of
	what you want to write about. October is starting, it's time to meet
	friends you haven't seen all summer. In November you start an
	interesting internship. You have a lot of work in December, and the
	pre-Christmas period is not conducive to learning.
	In January you prepare for the session. There are short holidays in
	February, so you try to rest. In March, you start reading job requirements and meet with your supervisor. You're conducting
	research in April, but few people want to schedule interviews. In
	May, you're still try to write at night, but you get sick from overload
	and can't get out of bed. In June you know that there will be no
	defence.
	What do you think about yourself in this situation? Write down
	everything that comes to your mind on a piece of paper. Accurate
	sentences, expressions.
	Participants write down their thoughts and are asked to put the note in
	their pocket for later. We would like to emphasize that the cards will not
	be read on the forum. They are only for them, so please write your
	answers honestly on the cards.
Comment	An exercise introducing the topic of self-compassion. It is important that
	participants keep the cards from this exercise - they will be needed in the
	next part of the exercise, later in the workshop.
	Materials needed: small pieces of paper, pens
	Duration: 10 minutes.
Notes	
Exercise	Supportive/unsupportive inner monologue
name Description	Trainers distribute printed materials entitled: "Internal Monologue".
of the	Participants read the sheets of paper on their own and mark the
exercise	expressions that are close to them. They can also add their own.
CACICISE	Duration: 15 minutes.
	Datation. 15 minutes.
	Then the participants talk in pairs: did they find it difficult to read?
	, , , , , , , , , , , , , , , , , , , ,
Comment	The aim of the exercise is to increase self-awareness - recognizing your
	inner critic and identifying him in difficult situations.







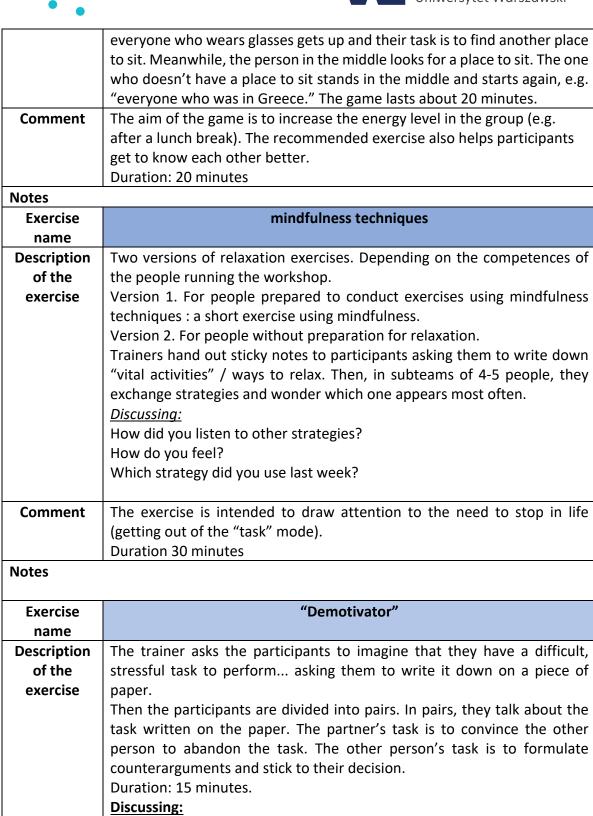
In January, preparation for the session. February was a short break and everyone was exhausted. March passed quickly. Do you remember that in April he was at a seminar and said that he had already started research for work. He didn't go with you on the May weekend because he was writing a paper. But as you can see, it couldn't be finished. What do you tell your friend? Write down everything that comes to your mind on a piece of paper. Accurate sentences, expressions. Participants write down their thoughts on pieces of paper. We would like to emphasize that the cards will not be read on the forum. Duration: 10 minutes Discussing: Take out the previous cards (from the introductory exercise). Compare if there are any differences in what you said to yourself and to your friend. Why is it so different? What can you do about it? Duration: 20 minutes Comment The purpose of the exercise is to draw attention to the fact that we often send unsupportive, critical messages to ourselves. This type of internal monologue is not conducive to motivation. We are talking about the socalled self-compassion and self-care (being in a friendly relationship with yourself). Materials needed: small pieces of paper, pens Duration: 30 minutes

Exercise	Energizer
name	
Description	The exercise is planned when participants return from lunch.
of the	Trainers can do whatever exercise they feel most confident in.
exercise	Exercise proposal: Cell phones for rent.
	We remove one beanbag from the circle so that one person stands in the
	middle and has no seat. The person in the middle starts the sentence with:
	"All those who They get up" or "Who, like me"
	Instead of dots, everyone who stands in the middle indicates a feature of
	their own, an activity that they also look for in others, e.g. "everyone who
	wears glasses stands up" or "who wears glasses like me." And then

task?

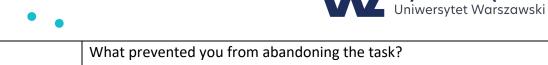
What was difficult?





How did you feel when you heard someone telling you to give up on a





	What prevented you from abandoning the task? How can you use the experience from this exercise?
Comment	The goal is for participants to find sources of their own motivation to perform difficult tasks.
	Duration: 40 minutes.
Materials needed: drawing tokens Notes	
Exercise name	Final round
Description of the exercise	Final round, when participants tell us what thoughts and feelings they leave the workshop with.
Comment	It is important that each participant expresses his or her opinion and tries to look at the workshop from the perspective of the benefits they have gained. The aim of the final round is to find out the condition of the participants after the workshop. Duration: 40 minutes
Notes	

Organizational notes:

Preparing the room: placing beanbag in a circle. Place for a flipchart.

During the workshop, there is an hour-long lunch break and two 15-minute breaks. Breaks are determined depending on the course of the educational process and the needs of participants.

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