

## Staff Personal Effectiveness Wellbeing Inset Trainer Notes

Time Estimate (minutes)	Content Heading	Content
5 Minutes	Setting the Scene	<p><b>Note to trainer</b></p> <p>These notes and accompanying slides are designed to share information on the importance of self-management and personal effectiveness for senior leaders in looking after their own wellbeing.</p> <p>While these notes are written for training for leaders, these tools and techniques are equally applicable to all staff.</p> <p>Familiarise yourself with the slides and how they animate as you use them. You can edit and amend them, though the copyright will always rest with Welbee and you should not sell or pass them to others beyond your MAT or school. Other than that, you can use these notes and the slides as you wish and please acknowledge the source. Thank you.</p> <p>Timings are approximate and will depend on responses and engagement levels. In addition to the slides, you may find a board or flipchart is helpful too.</p> <p><b>Introduction</b></p> <p>As senior leaders you are often asked to improve things for other staff in your school, and your own wellbeing is often put second, or maybe even not discussed with Trustees, Governors and other stakeholders.</p> <p>Yet if staff and students are to have better wellbeing, then this starts with you.</p> <p><b>Slide 2</b></p> <p>In this training we will look at</p> <ul style="list-style-type: none"> <li>• Understanding what has the biggest impact on your personal energy and wellbeing</li> <li>• Building the knowledge and skills to be fully engaged and perform at your best, regardless of conditions</li> </ul> <p>In a 2018 Union survey of teachers we saw the following: 74% reported low energy levels – and this is important if you are going to be able to deliver well every day.</p> <p>While this is before Covid – you can see recent results from the 2021 Teacher Wellbeing Index (and a five year comparison) in the executive summary at the link below.</p>

		<p><a href="https://www.educationsupport.org.uk/media/51onjdwi/twix_2021_executive-summary.pdf">https://www.educationsupport.org.uk/media/51onjdwi/twix_2021_executive-summary.pdf</a></p> <p>Ask “How would you rate your energy? Hold a brief discussion. Then provide the rest of the information. The survey also reported.</p> <ul style="list-style-type: none"> <li>● 84% lost sleep</li> <li>● 22% greater use of alcohol</li> <li>● 22% increased caffeine intake</li> <li>● 19% lost appetite</li> <li>● 11% started to use or increased the use of anti-depressants</li> <li>● 7% started to take or increased their use of prescription drugs</li> </ul> <p>What do you recognise when you look at the wellbeing of staff?</p>
5 Minutes	Energy Management	<p><b>Slide 4</b></p> <p>The biggest pressure comes from a lack of time to get everything done. We often think of this as time management.</p> <p>But no one can manage time – unless you have a time turner like Hermione or a Tardis like doctor who (or use your own references to match your audience).</p> <p>It is all about personal management and energy management.</p> <p><b>Slide 5</b></p> <p>Show the graph of how energy demand and capacity changes throughout a typical date and how this is likely to be different for different leaders.</p> <p>Ask them “How often do you think about the energy you have throughout the day and how to balance the demands on it?”</p> <p>Then ask, “What is your capacity and how does this vary?”</p> <p>Ask for thoughts and examples of how they feel throughout a typical day. How does this impact their wellbeing?</p>
15 Minutes	Your big Demands / Stressors	<p><b>Slides 6</b> – Ask – “What are your big demands and stressors?”</p> <p>Ask them to discuss on tables or in groups or pairs and then we will share.</p> <p>You are likely to get back answers about workload, students, behaviour, other staff, satisfaction, deadlines, lack of time, lack of flexibility and more.</p> <p>Ask if they think they could manage these better? If you have time you can also ask them to shar ideas of how and write these on a board or flipchart so they are captured.</p>
5 Minutes		<p><b>Slide 7</b></p>

	<p>Selfish or Selfless</p>	<p>Now ask everyone to make a binary choice – which do they think is most important?</p> <p>To be selfish or selfless?</p> <p>Ask them to put their hand up to choose one or the other. In reality we do not have to make a binary choice, though this is a useful exercise. Acknowledge that this may be unrealistic, if needed, and nevertheless ask them to take part.</p> <p>Is it selfish or selfless? Once everyone has an answer, tell them it is to be selfish.</p> <p>Without being selfish and being in a good place personally you cannot be selfless and available to help others (not consistently and sustainably).</p> <p>Show the air stewardess and remind people we say put your oxygen mask on first and not put everyone else's on until you pass out!</p> <p>Gain buy-in that while as leaders our role is to serve, that we can only do this by putting ourselves first and ensuring we are fit to lead.</p>
<p>20 / 30 Minutes</p>	<p>Radiators &amp; Drains</p>	<p>No apologies for the plumbing terms!</p> <p>In this session we are going to understand what are some typical things that motivate and energise us and allow us to radiate energy, and what are those things that bring us down and drain our energy.</p> <p>Ask people to work as a table, group or in pairs and first answer, What are our radiators? They will be different for people, though there are likely to be common themes. Once everyone has done this, you can ask them to share:</p> <p>Examples might include:</p> <ul style="list-style-type: none"> <li>• Doing things of interest</li> <li>• Reading, exercise, walking, various hobbies</li> <li>• Family, friends and other relationships</li> <li>• Mixing with people who are positive</li> <li>• Being personally successful (in any field and examples may be given)</li> <li>• The success of your family, friends or others</li> <li>• Supporting someone else to be successful</li> <li>• Celebrations, events</li> <li>• Sense of humour, laughter, smiling</li> <li>• Being kind, being grateful</li> <li>• And much more...</li> </ul> <p>Now repeat and ask what are the things that drain us?</p> <p>Examples might include:</p> <ul style="list-style-type: none"> <li>• Doing things of no interest</li> <li>• Having too much to do</li> </ul>

		<ul style="list-style-type: none"> <li>• Being forced to reading, exercise, walk, etc</li> <li>• Family, friends and other relationships (that are challenging)</li> <li>• Mixing with people who are negative or moan (mood hoovers)</li> <li>• Being personally unsuccessful (in any field and examples may be given)</li> <li>• The lack success of your family, friends or others</li> <li>• Supporting someone else, who is unsuccessful</li> <li>• Celebrations, events that go wrong or you do not enjoy</li> <li>• Others humour, laughter or banter that is mis-placed</li> <li>• Feeling worthless and ungrateful</li> <li>• And much more...</li> </ul> <p>Once these have all been shared you can comment on how some of the same things, such as family and relationships can be both radiators and drains.</p> <p>Now ask “What could you do to have more radiators in your life and to remove drains?”</p> <p>Ideas might include:</p> <p>Radiators: Take up new hobbies, spend more time with positive or specific people, do more of what you enjoy, create personal time, taking on things you can do, celebrating success, focusing on what you should be grateful for, being kind to others, etc.</p> <p>Drains: Remove toxic or negatively impactful relationships where you can or reduce exposure to them, avoid negative influences or hotspot issues, walk away from conversations that are not helpful, etc.</p> <p>While it is usually not possible to eliminate drains, it is usually possible to significantly reduce their exposure or influence. This is the starting point to raise awareness of them.</p> <p>Ask each person to spend a few minutes thinking about one thing they will do differently and how they will achieve this. Those who are comfortable to do so can share with a partner, and do not share these as a group.</p>
<p>15 Minutes</p>	<p>Managing Energy</p>	<p><b>Slide 9</b></p> <p>Leaders manage themselves and their energy.</p> <p>So don't confuse being busy or active with being productive, effective or feeling well.</p> <p>We are going to focus on energy and how to recognise how much you have at given times and how you can manage and replace this to be more effective in life and work.</p> <p><b>Slide 10</b></p> <p>Explain that we all have four quadrants from where we can draw energy. These come from four intelligences. As you animate the slide these will show as coming from the areas of body (Physical</p>

		<p>Intelligence PQ), spirit (Spiritual Intelligence SQ), mind (Intelligent Quotient IQ) and emotion (Emotional Intelligence EQ). These all show together as you click on the slide.</p> <p>Then as you click to move forward each will translate in turn as follows.</p> <p>The Body provides your quantity of energy – this comes from things like hydration, food, exercise and sleep.</p> <p>Your emotion provides the quality of your energy – think about your energy is impacted when you are sad, annoyed or frustrated.</p> <p>Your mind provides you with focus – think about how you feel when you are ready to work on something you have planned, and you are interrupted or you look at your emails and your energy becomes scattered.</p> <p>Your spirit powers your energy – think about a time when you have made a mistake or tripped up significantly. If you have a clear vision or purpose and are able to keep looking at this, then it is much easier to simply pick yourself up and move on.</p> <p>So being clear in all these four areas gives you the best chance of good personal wellbeing and effectiveness.</p> <p>It also means when you are feeling less energetic or well, you will have a greater awareness of what might be causing it.</p> <p><b>Slide 11</b></p> <p>Take a look at the four areas on the grid – give yourself a score between 1 and 4 for each area. You can score yourself for how you are feeling now or for what you think might be your typical score.</p> <p>This will give you a core between 4 and 16.</p> <p>Don't over think this as it is just to give you a starting point and guide to where you might be.</p> <p><b>Slide 12</b></p> <p>Once everyone says they have a score, show the next slide so they can see where they might currently be. This shows their likely energy level and as a result how engaged they are going to be in what they are doing (in both life and work).</p> <p>Ask for comments and thoughts.</p> <p><b>Slide 13</b></p> <p>Now share that stress is the largest cause of energy loss, while recovery is the largest gain of energy. The drains and radiators we considered earlier are all part of this.</p> <p>We will now take a look at stress.</p>
<p>10 minutes</p>	<p>Stress Beliefs</p>	<p><b>Slide 14</b></p> <p>Ask, Do you think that how you think about stress is important? Do you believe it is good or bad?</p> <p>Seek comments from individuals and allow time to discuss if people want to.</p>

		<p><b>Slide 15</b></p> <p>Research by Keller, Litzelman, Wisk, et al. at the University of Wisconsin School of Medicine and Public Health in a study of nearly 30,000 people showed that individuals who perceived that stress affects their health and reported a large amount of stress had 43% increased risk of premature death.</p> <p>That could be bad news for those in schools?</p> <p><b>Slide 16</b></p> <p>However, they also discovered that those working in high stress environments, who believed stress was helpful in driving action, had 0% risk of increased early death. In fact they had the lowest risk of all. Better than those working in a low stress environment.</p> <p>So working in a school, and accepting stress is a part of what you do and can be helping in supporting action is the best place to be.</p> <p><b>Slide 17</b></p> <p>How you manage things now and your beliefs and habits are a consequence of your past.</p> <p>How you manage moving forward and your belief and habits will be a consequence of your future.</p>
<p>15 Minutes</p>	<p>Your Past</p>	<p><b>Slide 18</b></p> <p>Ask, “What do you do for recovery and to manage your stress?” They can discuss as a table, group or pair and then feedback.</p> <p>Answers could include a wide range of actions and suggestions and be similar to those things raised when looking at radiators, for example:</p> <ul style="list-style-type: none"> <li>• Exercise of all kinds, including sport, Yoga, Pilates, etc.</li> <li>• Reading, hobbies, do something creative, etc.</li> <li>• Spending time with family, friends and positive people.</li> <li>• Mindfulness, resilience training.</li> <li>• Music, dance, etc.</li> <li>• Pets.</li> <li>• Cooking, housework, DIY, etc.</li> <li>• Sleeping routines.</li> </ul> <p>Other things that people do to cope might include alcohol, caffeine and other stimulants. In moderation these are fine, though they may not beyond an initial short period and can cause longer term problems and dependencies.</p>
<p>30 Minutes</p>	<p>Managing Your Stressors</p>	<p><b>Slide 19</b></p> <p>Let’s start by identifying your own main stressors – working on your table, in groups or as a pair, discuss some of your key stressors and identify your top 3 – and prioritise them so you know your biggest one.</p>

You can ask anyone willing to share and pull some examples or move on (some people may not want to share).

Explain to the group that they can use their stressors in the next section.

### **Slide 20**

Now you have identified your stressors you can learn to better manage them. There are 4 ways you can do this.

1. Avoid the stressor – remove it from your life.
2. Change the stressor – change the thing that is causing the stress.
3. Adapt to the stressor – change how you respond to the stress.
4. Accept the stressor – so it no longer affects you.

We are going to look at each in turn.

### **Slide 21**

Ask, “What might you do to avoid or remove stressors from your life?”  
Ask them to discuss as a table, group or pairs.

Once completed ask them to share – examples are shown on the slides and with more detail below.

Ask them to take forward any ideas that resonate for them and their stressors.

1. Learn how to say “No” – know your limits and stick to them. While in peak times there is more to do, be aware of when you are approaching too much strain and explore what you can stop doing. Taking on more than you can handle may help in the short term but will ensure you are not able to give your best over longer periods
2. Take control of your environment – if there are specific jobs that you find more challenging then you might be able to change them with other members of the team or change the way you do them.
3. Avoid hot-button topics – if you repeatedly argue about the same subject or with the same people, stop bringing it up or excuse yourself when it’s the topic of discussion
4. Prioritise – remove things from your daily to-do list by being clear about what is really important and learn to plan more effectively.
5. Avoid distractions and interruptions – you can plan ‘availability time’ rather than always having to be available to make sure you can get important non-classroom tasks done.
6. Avoid working excessive hours.

### **Slide 22**

If you can’t avoid your stressors or a stressful situation, try to alter it. Figure out what you can do to change things so the problem doesn’t

present itself in the future. Often, this involves changing the way you communicate and operate in your daily life.

Ask, “What can you do to change your stressors?”

Examples include:

1. Express your feelings instead of bottling them up – if something or someone is bothering you, communicate your concerns in an open and respectful way.
2. Be willing to compromise – if you ask someone to change their behaviour, be willing to do the same.
3. Be more assertive – don’t take a backseat in your own life. Deal with problems head on, doing your best to anticipate and prevent them.
4. Plan ahead – poor personal management, preparation and planning can make you less resilient in the face of challenges. When you’re stretched too thin and running behind, it’s much harder to stay calm and focused.

### **Slide 23**

If you can’t change the stressor, you might be able to change yourself or how you respond to it. You can adapt to pressure and stressful situations and regain your sense of control by changing your expectations and attitude.

Ask, “What can you do to adapt to your stressors?”

Examples include:

1. Reframe problems – rather than fuming about being given a different job, see it as an opportunity for more responsibility, variety or to recharge.
2. Look at the big picture – how important will it be to you in the long-term? Will it matter in a month? A year? If the answer is no, focus your time and energy elsewhere.
3. Adjust your standards – perfectionism is a major source of avoidable stress. Usually “good enough” is good enough!
4. Focus on the positive - reflect on all the things you appreciate in your life, including your own positive qualities and help keep things in perspective.

### **Slide 24**

Some sources of pressure and stress are unavoidable. You can’t prevent or change stressors such as people calling in sick, parents calling in with a complaint, or some last minute changes. In such cases, the best way to cope is to simply accept things as they are.

Examples include:

1. Focus on the things you can control – recognise when you worry about things you can’t control and choose how to react to them.
2. Look for the upside – when facing major challenges, try to look at them as opportunities for personal growth. If decisions you make



		<p>contribute to stressful situations, reflect on them and learn from your mistakes.</p> <ol style="list-style-type: none"> <li>3. Share your feelings – talk to a trusted friend or make an appointment with a specialist. This can be cathartic, even if you can't alter the stressful situation.</li> <li>4. Learn to forgive – accept the fact that we live in an imperfect world and that people make mistakes and that often what you perceive isn't the intent of the other person / people involved. Learn to let go of anger and resentment and move on. It only hurts you in the long run.</li> <li>5. Be grateful for what you have.</li> <li>6. Show kindness to others.</li> </ol> <p><b>Slide 25</b></p> <p>Now ask, "What else might you do to manage stress and improve your wellbeing?" You can collect feedback and share the following. Note – leaders have to role model this too!</p> <ul style="list-style-type: none"> <li>• Take a break and / or switch tasks</li> <li>• Do more of what you enjoy</li> <li>• Take Exercise</li> <li>• Have the right friends, supporters and network</li> <li>• Try and keep your sense of humour!</li> </ul>
<p>20 Minutes</p>	<p>Self-Awareness Reflection &amp; Practice</p>	<p><b>Slide 26</b></p> <p>Ask, "How much of what you do every day is done consciously and how much is on auto-pilot?"</p> <p>Research suggests a range of answers – all are significant, with the top end suggesting over 90% of what we do is on auto-pilot.</p> <p>For example, do any of you find yourself driving on the motorway or other road, look around and wonder how you got there? Then body functions, breathing, and your deep rooted habits. You probably do the same things when you get up, get ready and arrive at work!</p> <p>Being in the present and aware of what is happening allows you to take action and make changes. It allows you to respond rather than react. Without this awareness you cannot change.</p> <p>Without a high level of self-awareness you cannot make any of the changes that you might improve home and work life. We will touch on this again when we look at emotional energy.</p> <p><b>Slide 27</b></p> <p>You need an awareness of where you are now (your habits, achievements, behaviours, etc).</p> <p>Then to decide where you want to be and what needs to change, in order for you to get there. It is also important to know why you want to</p>

change and to have a powerful reason for it.

And finally to work out what and how you will make the change or take action to get to where you want to be.

Ask, “What is one goal or objective that you currently have?” They can discuss as a table, group or in pairs. Share.

If they are typical leaders these goals are most likely to be about getting work done, their job or home. Very few people seem to have specific personal goals.

Tell them that it is important that they also work on themselves as well as their job or home. What do they want to improve or do differently? And be specific. Some examples.

To improve confidence – what specifically?

To improve leadership – what specifically?

To reduce workload – what specifically?

And what change in behaviour or action will they work on and hold themselves to account.

Tell them that during this training they may decide there are a number of things they would like to work on and that will improve both their wellbeing and personal effectiveness.

Before we look at actions you could take, I want you to think about how you will manage this after the training to ensure you are going to be successful.

**Slide 28**

Ask, “What are some things you could do?” They can discuss as a table, group or in pairs. Share answers, which could include.

- Be very specific on a change you want to make – taking on too much or not having a clear vision or goal is likely to lead to a lack of success.
- Set out clearly what you will do – likewise not translating this into daily actions you will take will undermine your likely success. You often see people with a vision and objective but their daily actions are not aligned with it – to success everything has to be in the same direction and consistently delivered.
- Keep a diary to note when things go well or not – get used to carrying a notebook or use your notes on your phone or other technique to capture brief info every time something you are doing works and every time it doesn’t.
- Book in regular reflection time and use triggers to maintain this and other actions – if you are going to work on yourself, then you have to reflect regularly on how you are doing and give it some attention. What gets measured (or focussed on) gets done. I would recommend booking a short weekly slot – a meeting with yourself.

		<p>Book it in your calendar so it reminds you, or have some other way to trigger it (phone alarm, post-it note on the car steering wheel – anything that reminds you to do it). Work through your diary or examples of what you have done well and where you still want to improve (even better if). Think about opportunities coming up when you can try again. Keep repeating until what you are working on becomes a habit and then move to your next action.</p> <ul style="list-style-type: none"> <li>• Give yourself a score and update it – during reflection time, some people find it helpful to give themselves a score. Ask yourself, compared to where you want to be (10), where are you now. So if you are a 6, ask what do I need to do to be a 7? And keep working and scoring each week until you achieve what you want.</li> <li>• Enlist a supporter or network – publicly declaring what you want to achieve, king a trusted friend or mentor to help, working with others on a similar change, are all likely to increase your accountability and make it easier (and more fun) in achieving your goal</li> <li>• Practice, practice, practice – the biggest challenge is often expectations of immediate change or success. Depending on what you are looking to do, this can be hard and may be undoing years of current practice. Expect it to take time for change to happen and become natural and a long time before you master anything. Behaviour change is not difficult, but the commitment to make a change is, and being resolute in regular practice is too.</li> <li>• Repeat – once something has become a habit, move on to the next thing and repeat the process (though it is useful to continue a little beyond being successful and also looking back and ensuring previous changes remain embedded).</li> </ul> <p>Once you decide on any action as a result of this workshop / these sessions we have covered, or for any other change, this is a useful process to follow.</p> <p>Through discussion and comments, check whether you have buy-in and they have clarity on actions they will take. You can ask individuals to share what they will do.</p>
<p>45 Minutes</p>	<p>Spiritual Energy (Spirit)</p>	<p><b>Slide 29</b></p> <p>We are now going to spend some time looking at each of the four quadrants of energy and how these can help with your wellbeing and effectiveness.</p> <p>First up is Spiritual Energy. We are starting here, as without a clear vision for yourself, the rest will be more challenging.</p> <p>We will focus on building energy through engaging your spirit and increasing your power.</p> <p>The future for most people is based on their perception of the past and present.</p>

**Next Slide Animation** - This is why making change and delivering results over time can be difficult. can be difficult as we limit ourselves by what we have achieved previously or by what we believe might be possible based on our knowledge and experiences.

**Next Slide Animation** – and your real past is different to your perception of it - our past is based on our views and these in turn are corrupted by our own beliefs and experiences. Therefore most future performance and results are likely at best to grow linearly (and as a result of past and current knowledge, experience and energy investment). Changes are likely to be small and incremental.

**Next Slide Animation** - Yet you can make big non-linear changes if you are able to step into your future independently from your past and present and visualise the future you want. Then you can achieve extraordinary things – think about all the major breakthroughs that came about for the first time – they were not based on the past.

Ask, “Can you right down some highlights of your current story – some of the things that you tell yourself based on your knowledge, experiences and beliefs.” These might be things that you know will limit you or if you have empowering beliefs they could support you. Try and find 3 – 5 of your own ‘facts’. This is a personal exercise and you do not need to share your answers with anyone.

Ask them to share about the experience of doing it and any thoughts on the process. You may need to reassure people and ask them to just try it as it is likely some people will be uncomfortable.

Once this has been completed you are ready to ask them to think about their new story.

### **Slide 30**

Say, “Now you have thought about the past and how this might limit you, you can begin to create a new story, from the future.”

Before we start I would like you to spend some time thinking about these questions. You can make some notes if easier.

“Think about you at your best – what does that look like?”

“What would you want people to say about you after you have died or written as your epitaph?”

Once you have given people a few minutes to think about these questions, move on.

### **Next Slide Animation**

“Now Imagine you are here in two year’s time – visualise what you would like your life to be like. Do not think about any actions you took or how you got there.

		<p>Think about your work, your leadership, your family, your health, where you are living, the holidays you have had. This is the life that you want to have – at work and at home.</p> <p>What would this look like and feel like? Some people find it easier to think about this by imagining they are in their own movie.</p> <p>When you have done this capture your new story in a few bullet points.”</p> <p>This is a difficult exercise and it is a starter for ten – most people will need to continue for homework or to develop what they have started and some people will simply not do it beyond superficially at the session.</p> <p><b>Next Slide Animation</b></p> <p>Once that has been completed you can ask the question. Now think about “How did you get here? What did you do?”</p> <p>Note this is different to setting a goal looking forward when you say, what will I do? This approach assumes you have already achieved what it is you wanted and the question is what did I do?</p> <p>People can share as much or as little as they are comfortable with on this and their current and future story and will need to decide what action, if any, they take on this after the training.</p>
<p>15 Minutes</p>	<p>Emotional Energy (Emotion)</p>	<p><b>Slide 31</b></p> <p>We are now going to take a look at how emotions can affect your energy using the Emotion / Energy Grid.</p> <p>One of the things that we do have control over and can manage are our emotions and the effect this has on your energy and performance each and every day.</p> <p>If there are sufficient numbers you can divide the delegates into 4 groups and allocate each a quadrant. Otherwise work out how to do this as one or a smaller number of groups.</p> <p>Ask each group to work on their <b>one</b> quadrant only, so all four are covered (each by a separate group). If there are fewer groups then they will need to cover more of the quadrants.</p> <p>See the grid on the slides.</p> <p>High Energy / Positive</p> <p>Low Energy / Positive</p> <p>High Energy / Negative</p> <p>Low Energy / Negative</p> <p>Now ask each group “What words might you use to describe someone in your quadrant e.g. if they had low energy and were feeling negative,</p>

etc?”

Give 5 minutes to work through and then pull answers in turn.

**Then show slide 32** with words but it doesn't matter if their words are different, as long as they indicate similar ideas.

Now ask, “What might cause you and others to be in the various quadrants?”

And “What do you think might be some of the main causes for you, particularly during busy times?”

Pull in answers to the above questions – if time is tight then you do not have to cover all questions and pick the one that you think is most relevant for the people you are working with

Now ask, “Where on the grid do you spend most of your time?”

Then ask, “Where do you think it would be best to be?”

Answer – on the right hand side. Not always top right as this is very likely to lead to burn-out, and you may also irritate others because they see you as not being ‘real’.

Now ask - “What are some steps to help you to be on (or to move to) the right hand side?” Then pull in.

(E.g. Do more of what you enjoy, have a support network, have a clear purpose, focus only on those things you can control, manage interruptions, work on you and not just the job, plan meetings with yourself, take lunch, switch off (e.g. tennis players between points), work on your mindset, etc.).

To reinforce the point about spending time in the bottom right (positive/low energy), think of elite sports – how do they demonstrate this. In competition and intense training, they are in top right. But they spend as much time in recuperation (bottom right).

How do they recuperate? It might be a massage, physio, warm down, ice bath, etc. All designed to return the physical body to its natural state as fast as possible.

Who else is in their support team. Doctor, nutritionist, psychologist, coach, manager, family, friends, etc. So also about reviewing performance and the mental side too.

Say to them, “Imagine if you had that level of a support team. Do you think it would help you?”

Ask, “As a leader, how can you create the support team you need and who is / will be in it?”

Finally ask, “What will you do?” And “How could you use this grid to help you reflect regularly and choose proactively where you want to be.”

		<p>Answers - Keep your awareness high, recognise where you are, apply the steps we have just covered to move to the right.</p> <p>(Note you can also use this with your staff and students to help them be aware of and manage their own emotions each day.)</p>
<p>10 Minutes</p>	<p>Emotional Intelligence</p>	<p><b>Slide 33</b></p> <p>As we have already said, change starts with self-awareness. This also underpins the idea of Daniel Goleman’s Emotional Intelligence.</p> <p>It is also emotional intelligence that determines the ability to build effective relationships as a leader.</p> <p>On the slide you can see a two by two matrix based on part of Goleman’s work. This covers self-awareness and awareness of others and actions you take yourself and with others.</p> <p>It shows how all change starts in the top left box and that without awareness, any change is not possible.</p> <p>The next stage, bottom left, is to take action and responsibility to self-manage and take the steps you need to implement any change.</p> <p>Top right is the need for awareness of others – both the impact they have on you and the impact you have on them.</p> <p>And bottom right, to take action to manage how you interact with others and build effective relationships.</p> <p>All four quadrants are important in managing your emotions and in being highly effective leaders.</p> <p>Ask, “How might you use this quadrant in raising and managing your awareness and in taking action for change, both for yourself and in how you interact with others?”</p> <p>They can discuss as a table, group or in pairs.</p> <p>Ask them to share feedback.</p>
<p>15 Minutes</p>	<p>Mental Energy (Mind) Mindset</p>	<p><b>Slide 34</b></p> <p>The next area we will consider is mental energy and how this can be effected by your thinking and how you work. Like a muscle the mind can be improved and developed.</p> <p>We will start with Mindset.</p> <p><b>Slide 35</b></p> <p>Ask “What is mindset?”</p> <p>Next Slide Animation - It is your core beliefs (values).</p> <p>Ask, “Where do these come from?” Nature and Nurture, upbringing, experiences, copying others, etc.</p>

In his book 'The Chimp Paradox', the psychiatrist Dr Steve Peters talked about mindset as how you view yourself (click to animate), how you view others (click to animate) and how you view the world (click to animate). In a minute we will explore what would be helpful world beliefs.

Beliefs are so important because they determine your thinking.

And your thinking underpins how you feel, how you act and as a consequence the likely results you will achieve over time.

### **Slide 36**

In this next exercise we will look at what might be a healthy and resilient mindset for you in how you see the world.

Ask, "What might be three useful beliefs about the World and would help you to live within it and achieve greater success?"

Pull in feedback from the group.

### **Slide 37**

Now share what Dr. Steve Peters said for his 3 statements. These are:

- Life isn't fair!!
- The goal posts always move!!
- There are no guarantees in life!!

Often delegates struggle with this – they may think it is negative or not right. However, persevere and help them to see that this mindset is a highly resilient one.

Ask, "Why do you think this mindset would be helpful?"

When things go wrong or people change things for you it is easier to move on. People without this mindset are much more likely to be stuck or bitter.

We know life isn't fair but unless we accept this as a belief we will dwell on things. It is Ok to feel down and take time out when something significant happens such as a bereavement but knowing life isn't fair means we can move on more quickly when dealing with the smaller pressures.

We also know the goalposts move regularly, particularly in teaching – so accept this and move to the next task. When you can influence then get involved but if a decision is made and it is outside your control (E.g. Ofsted after any consultation, DfE, the MAT, Head, etc) then don't waste any energy and emotion.

You can also ask if they know anyone who is still talking about the unfairness of changes months later. Resilient people get over setbacks quickly and then focus their effort and energy on taking action, for example on implementing change.



		<p>The last one fits with life isn't fair – we know nobody owes us a living and that we have to take responsibility for what we want to achieve.</p> <p>Note - This doesn't mean you have to accept everything or you don't fight for greater equality, or influence, but it does mean you accept that things are not perfect and move on when they are things you cannot change or are outside your control.</p> <p>Finally, ask, "What are some steps you could take to make sure you develop these beliefs and how might you change any current ones that are unhelpful?"</p> <p>One answer is to recognise your current mindset, focus on one area that you are stuck on and learn to accept it.</p>
<p>15 Minutes</p>	<p>Mind Your Inner Voice</p>	<p><b>Slide 38</b></p> <p>Your Inner Voice</p> <p>The second area of mindset we will look at, is how you think of yourself.</p> <p>This self-talk, potentially, can have the biggest effect on you because it is one of the things you hear the most. You can be your own biggest cheerleader or biggest critic. Which are you?</p> <p>Ask, "What feedback do you currently give yourself, about you and / or your abilities?"</p> <p>Ask them to discuss as a table, group or in a pair and then ask if anyone is prepared to share.</p> <p>Answers may be positive or negative – for example, I always do my best, I will try, I am happy, I'm good enough, I can...etc. Or I am not good enough, I can't, I don't want to, I am scared...etc.</p> <p>Most of this happens without us thinking consciously about it.</p> <p><b>Slide 39</b></p> <p>Dr Barbara Frederickson, an American Psychologist and author of 'Positivity' created a positivity ration from her research with thousands of business people.</p> <p>She determined that for individuals to be emotionally healthy they needed a positive self-talk ratio. For every negative thing they told themselves they needed to counter this with positive thoughts.</p> <p>Ask "What do you think the ratio is?" Answer 3 : 1 (Click to animate the slide).</p> <p>Now Ask, "For those of you who had negative thoughts, what might you do to reframe these or balance them with positive ones?"</p> <p>Answers – be aware, set goals, reflect, at the end of each day ask (or make a list) of what I did today (rather than what I didn't get done), what went well (rather than what didn't), positive student behaviour (rather than negative), etc.</p> <p>One action could be to think of three things you have done well each day - to do this and change behaviour is likely to need a trigger – this</p>

		<p>might be to do it at the same time each day, stick a post-it note somewhere to remind you (car steering wheel, desk,), digital alert, calendar or other reminder.</p>
<p>10 Minutes</p>	<p>Mind (&amp; Emotion) Workload</p>	<p><b>Slide 40</b></p> <p>You will never get everything done so quit trying.</p> <p>Schools are very busy places and you don't need me to tell you that. Workload is high across the sector and there will always be too much to do, even though we are taking steps to ensure we only work on things that will have an impact.</p> <p>There is no light at the end of the workload tunnel – while we will continue to take steps to reduce workload we can, you also need to get comfortable working in the tunnel.</p> <p>We all have the same time available and some people seem to be able to manage what they have to do more effectively than others. We will share steps that will help you with this.</p> <p><b>Slide 41</b></p> <p>One answer might be to multi-task.</p> <p>Ask, “How effective might this be?”</p> <p>The answer is that multi-tasking rarely works – you are unlikely to do either task well! Ask for examples of multi-tasking and what other options they can think about.</p> <p>Now ask, “When you have work to do, how easily are you taken off task?”</p> <p><b>Slide 42</b></p> <p>We live in the age of distraction. Where we are bombarded.</p> <p>Bombarded with:</p> <ul style="list-style-type: none"> <li>● Emails</li> <li>● Interruptions</li> <li>● Multiple demands and from different people</li> <li>● Social Media...</li> <li>● News...</li> <li>● And much more</li> </ul> <p>Ask, “What are some of the things you do now to successfully manage or better cope with your workload?”</p> <p>Once they have discussed this, share as a group.</p> <p>Highlight good ideas they come up with, and make sure the following is covered.</p> <p><b>Slide 43</b></p> <p>The most effective way of working is in batches and to chunk work up. For example, not opening emails throughout the day, but on one occasion with some rules, and making sure you are not interrupted, or at least only in emergencies.</p> <p>Here are some tips and rules you can apply to your workload.</p>

		<ol style="list-style-type: none"> <li>1. Do the most critical and important things first and before anything has the chance to sabotage your day. It also means that no matter what happens for the rest of the day, you will have achieved something! It is also important not to do your emails before completing your most important task (or maybe more than one) each day. If you are focused and ready to work and open your emails, what happens? You can share directly or ask them first. Your focused energy becomes scattered and if there is anything disappointing, upsetting or that makes you angry, your emotional energy is also affected. Both of these things can affect your wellbeing, reduce your energy and make it less likely you will get your work done</li> <li>2. When you do your emails, find time to do them together, rather than jumping in and out (doing them in batches as this will improve your productivity, rather than sharing them with other tasks). Consider setting up rules for common emails, so they go straight to a folder, if they do not need action. E-mail that can be dealt with quickly, do them. If you need further information or it is a larger job, plan when you will do this and file the email until it is time to action it. Only send emails when needed, do not cc people in and highlight the subject line if action is needed. People will copy you and you will reduce overall traffic. Finally use your out of office to tell staff, parents and others, when you will respond to emails. Companies tell you when they will respond and set reasonable expectations (unless an emergency you should not have to reply the same day). Let people know in your out of office that if it is an emergency they will need to call you.</li> <li>3. Remember you control your work and not the other way round – all of us could work to midnight each day.</li> <li>4. Set your working hours and do the work you can do within them and then pick up anything not done on the next day. Otherwise the day will expand to fit the work!</li> <li>5. Block time and avoid interruptions – if you have important things to do then you have to block time to do them. Do not have an open door policy, where people can walk in and interrupt you. The average interruption adds at least 11 minutes to any task and so having a few each day will make a big difference to your productivity. Plan when you will be available and let staff know and be ready for this and not involved in any complex or significant tasks. You should also plan your visibility around school. The rest of the time be selfish to make sure the most important things get done and in the most effective way.</li> </ol>
10 mins	Mind	<b>Slide 44</b>

	<p>Pareto Principle 80/20 Rule</p>	<p>The pareto principle helps you identify your most important tasks because it suggests that only a small part of what you do is responsible for a significant part of your results.</p> <p>Named after Pareto who initially discovered that a large number of his peas came from a small number of pods. It has been developed by others with terms such as the vital few (Dr Joseph Duran) – those few things that if done well, deliver the majority of outcomes.</p> <p><b>Slide 45 (Check Animation)</b></p> <p>It has also become known as the 80/20 rule. 80% of results come from 20% of the inputs. We could argue if it is 80/20 or 70/30 or different in different circumstances but the principle that a smaller number of actions deliver larger outputs is well known.</p> <p><b>Slide 46</b></p> <p>Ask the following questions and ask participants to share.</p> <p>“What are your current daily habits?”</p> <p>Ask, “What could your habits be and how can you apply the pareto principle to better manage your own workload?”</p> <p>Or you could ask “Which parts of your workload deliver the biggest results for you, your colleagues and students?” and “What can you remove or do less of?”</p> <p>Share the discussion from leaders and any ideas to take forward.</p>
<p>40 Minutes</p>	<p>Mind The right habits Priorities</p>	<p><b>Slide 47</b></p> <p>You will all have seen models of prioritisation. We are going to take a look at one of them. These are just ways to raise your awareness and help you think about the steps you might take to effectively manage your work.</p> <p>You will already take steps and so this may simply help as a reminder or you may have a different process or system and if you do then please share.</p> <p><b>Next Slide Animation</b> – this is one variation of a process first attributed to General Eisenhower.</p> <p>It is a way for you to think about your work.</p> <p>Ask, “Can you think of some tasks you do each day that fit within each category?” Ask them to share with each other and then pull in as a group. Can they find three or four common activities for each box?</p> <p>Once completed ask them to decide how they could deal with some of these tasks differently, for example, not doing them or delegating.</p> <p>Then ask them to share other ways they decide on what work they should do. There are no right or wrong answers and what works for one person may not work for another. This is just an opportunity to share things.</p> <p>For example you can follow a simple process for workload:</p>

		<p><b>Slide 48</b>          Low effort, high impact – do immediately.          High effort, high impact – evaluate &amp; plan (is it worth it).          Low effort, low impact – not a priority.          High effort, low impact – ditch it.          Also think about if you add any new work, either personally or for the team, then adopt a one in, one out policy.</p> <p><b>Slide 49</b>          If this has not been brought up already, then you can ask who uses a to do list. If it has then you can just share so everyone hears.          A to do list can be paper or digital.</p> <p><b>Next Slide Animation</b> – Also ask who uses a to don't list. Like in the prioritisation model, you should also put things you have to do straight onto a to don't list.          You need to be disciplined with the workload you have.</p> <p><b>Use slide 50 and slide 51</b> to remind people of things they can do, some you have already covered and some that are new. The slides are self-explanatory and simply cover tips to better manage workload.</p>
<p>10 Minutes</p>	<p>Mind The right habits Control the controllables!</p>	<p><b>Slide 52</b>          Share the importance of only focusing on what you can control – anything else is a waste of your time and energy.</p> <p><b>Next Slide Animation</b> – Ask, “What do you currently focus on that is outside of your control?” Ask them to share as a table, groups or pairs and then feedback and discuss.          While you can ask why and discuss this, usually people are unable to say why – they have just developed habits.</p> <p><b>Next Slide Animation</b> and then ask, “What can you do to focus only on those things within your control?”</p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>● To stay aware</li> <li>● Be prepared</li> <li>● Reflect regularly</li> <li>● Ask – am I able to do this or at the least influence</li> <li>● Is the time needed worth the effort (that is I can control this and have an impact).</li> </ul>

<p>10 mins</p>	<p>Managing Interruptions</p>	<p><b>Slide 53 – Dealing with Interruptions</b></p> <p>Another area that can add significant demands is interruptions – a typical interruption is said to add 11 minutes to a task (particularly if you were in flow) and if you have to go and do something else, then over 20 minutes). You don't need many to affect your day!</p> <p>Ask, "What interruptions are you regularly faced with?" Ask them to discuss as a table, group or pair and pick out common ones.</p> <p>Things to consider include: (Slide animations 1 and 2)</p> <ul style="list-style-type: none"> <li>● Is it always the same person/people?</li> <li>● Is the interruption valid? If not deal with it</li> </ul> <p>Now ask, "What are some steps you might take to better manage this?"</p> <p>Answers will include – catching your breath, training others well, learn to say no, plan when you are available and let people know. Be available at key times and in key locations around the school rather than have an open door policy. This time does not have to be significant for people to see you.</p> <p>If someone does interrupt then know your options – listen now, book a time for later, coach others to find their own solutions (don't take on their problems or fix everyone's, share workload, don't be a perfectionist – good enough is good enough, etc).</p>
<p>25 Minutes</p>	<p>Mind Managing Meetings &amp; Emails</p>	<p><b>Slide 54</b></p> <p>You all are likely to both hold your own meeting and attend those of others.</p> <p>Ask, "Can you describe some of the characteristics of these meetings. Things that work well and things that don't."</p> <p>They can discuss as a table, group or pair and then share.</p> <p>Once they have completed this, ask, "Why should you hold and attend affective meetings?" Answers may include:</p> <ul style="list-style-type: none"> <li>● Gives back time</li> <li>● Allow other important things to be done</li> <li>● Keeps people engaged and motivated</li> <li>● Delivers results</li> <li>● Respects people, etc.</li> </ul> <p>And finally, "What should the rules for meetings be to ensure they are effective and what can you do as the holder and as an attendee to help ensure these happen?"</p> <p>Rules:</p> <ul style="list-style-type: none"> <li>● Start &amp; finish on time – it is disrespectful not to (and impinges on time people have planned for other things, including if these are after the school day).</li> </ul>

- Keep the agenda brief and focussed (less is more). There is a tendency to pack agendas as we do not meet often, however this both reduces the meeting effectiveness and post meeting implementation and impact.
- Circulate the agenda where possible and as a host set the expectation that people are prepared (you will need to make sure there is not too much to discuss or they are too frequent, etc.).
- Only invite people that need to be there (and only attend meetings that you need to be at).
- Stick to the agenda – if important things come up that need discussing then either agree to remove other items or agree how these will be discussed.
- Keep people on topic.
- Record and agree actions – make sure these are focussed and manageable.
- Begin a meeting by setting out the purpose and what you intent to achieve and review at the end to see if you achieved it.
- Learn from the above and by asking attendees to regularly feedback on how they could be improved.

It is easier to do this as a chair where you can set and agree expectations with attendees and agree these ground rules.

It is harder as an attendee, particularly if it is the meeting of a more senior person, you are new to role or where you do not have a strong personal relationship. You might:

- Give direct feedback
- Ask open questions
- Ensure your behaviour meets the rules and hope others copy
- Suggest items for the agenda, including removing items
- Influence other attendees

### **Managing Emails**

#### **Slide 55**

We touched on managing emails and looked at when to do them when looking at batch working. You can also check if the school has rules or protocols. This section looks at rules you can set up for yourself, including how technology might help.

Ask, “What rules might you set yourself for emails and how can technology help you?”

Answer might include:

- Set up E-mail and folder rules – so regular emails skip the inbox and go to action or filing, etc.
- Email protocols – make quick decisions.
  - Delete it

		<ul style="list-style-type: none"> <li>○ Deal with it if it takes 2 minutes or less</li> <li>○ Put it into a reading file if it is something to read but no action (and then batch read at a set time each week)</li> <li>○ Or add it to your plan or to to do list if action needed.</li> <li>● Don't use copy or group emails – only send to those with action or if they need to know include in the to. People generally use copy for ease, to cover their back or to put pressure on others. It increases email traffic, including the likelihood of getting more emails back.</li> <li>● Don't send emails outside reasonable hours or at the weekend. If you want to do work, then OK but leave emails in draft or use the timed function to send at an appropriate time. Telling people they do not need to read your email, won't stop many of them doing it and feeling the increased stress!</li> <li>● Turn off your phone (or remove work emails)</li> <li>● Automate as much or wherever you where you can</li> </ul> <p><b>Workload – final thoughts.</b></p> <p><b>Slide 56</b></p> <p>Remember:</p> <ul style="list-style-type: none"> <li>● Delegate where you can and where it is effective.</li> <li>● Set your working hours and patterns (not let the work set them for you as it will expand to the time available). Be disciplined with yourself.</li> <li>● Offer yourself rewards (a break) when achieving something.</li> <li>● Choose organising tools that help you and you like.</li> <li>● Remember we are all different – so not everything works for everyone!</li> </ul>
<p>15 Minutes</p>	<p>Physical Energy Body (Quantity)</p>	<p>Slide 57</p> <p>The final quadrant of energy is physical - what you get from your body. We are not going to spend much time on this as it is down to personal choice and responsibility.</p> <p>There are also plenty of Apps, websites and information available.</p> <p>Ask, "What are some of the tips you would give yourself and others to ensure you have the right amount of physical energy each day?"</p> <p>They can talk as a table, group or in pairs and pull list of tips together.</p> <p>Answers or things discussed are likely to include:</p> <ul style="list-style-type: none"> <li>● Nutrition – what you eat and when</li> <li>● Hydration – regular drinking</li> <li>● Movement</li> <li>● Sleep</li> </ul>



		<ul style="list-style-type: none"> <li>● Exercise, relaxation, recovery</li> <li>● Alcohol / stimulants</li> <li>● Daily habits</li> </ul>
	<p>Wrap Up</p>	<p><b>Slide 58</b></p> <p>We talk a lot about work / Life balance.</p> <p>It is better to talk about life balance. We all have the same 24 hours to get everything done – work, eat, sleep, spend time with family or friends, do things we enjoy and everything else we do.</p> <p>The challenge is how we all fit in the important parts of each – and we all know people who do this well and some of you may already do it.</p> <p><b>Slide 59</b></p> <p>For all of others it is about our behaviours each day and our awareness of them.</p> <p>It is about what you allow to happen and accept and whether you make the changes needed.</p> <p>It is about your discipline and reflection.</p> <p>In this final section it is time for you to plan what action you will take.</p> <p>What would you like your story to be? This might include:</p> <ul style="list-style-type: none"> <li>- Changes in your what you do and how you plan</li> <li>- Changes in your thinking</li> <li>- Having a set of pre-determined strategies</li> </ul> <p>There are also other areas you can consider, such as eating well, enough sleep and exercise, that we haven't covered today.</p> <p><b>Slide 60</b></p> <p>It is also important to ensure you have the right energy – using the grid will allow you to have a greater awareness of where deficiencies may be. So rather than saying to yourself you are tired – you can ask where this is coming from.</p> <p>Is it my physical energy – I do not have enough of it and I can make some changes.</p> <p>Or my emotional energy – I am letting myself become angry, sad, frustrated and what can I change.</p> <p>Or my mental energy – my energy is scattered and I am doing far too many things and what can I change.</p> <p>Or my spiritual energy – I do not have a clear vision or purpose and am perhaps drifting! What goals can I set for me (not the school)? Using the grid can help.</p>

We have covered a range of things and making changes can feel like climbing a big mountain.

But we don't need to scale it in one go. Wherever you are now is base camp. We just need to take the next step to move to the next camp – it can be small or larger, depending on where you are and what you want to focus on.

**Slide 61**

What has been your best learning from the session(s). If you have broken this down into different sessions then repeat this part after each one with a bit of personal variation.

Ask, “What has been your best learning or what has resonated with you the most”? Ask them to share with a partner.

Now share as a whole group.

**Slide 62**

Now share that the biggest challenge after training is attendees often have multiple things they would like to work on – if that is you then great. However, to embed change it is important to prioritise and focus on one thing at a time. You are all busy and failing to do this is likely to mean you will be less successful. Once you have successfully achieved one change you can move onto another one.

So can you all find One Thing you will commit to doing as a result of being here today?

Give some personal thinking time and then ask them to share with a partner. You can also ask if anyone will share with the group.

Check that everyone has one thing they will do.

Now ask on a scale of 1 – 10 how committed are you to taking this action. 10 = fully committed and 1 no commitment.

Once they have all confirmed they have a score, ask who is a 10?

Then who is a 9 or 8, 6 or 7...and finally, 5 or less.

You usually have a spread at the top end. If everyone isn't a 10 now say. Of course this is a trick question. Commitment isn't a scale – you are either committed or not.

So if less than a 10 you are not committed. What do you need to add or do to make it a 10?

This might be about not having clarity of the outcome and benefits, it not being rewarding enough for the effort to be made, not having the courage, knowledge or experience to do it, etc. So work through suggestions and if you can't add anything to make it more motivating and compelling for you, then this is probably not the path for you to go down.

	<p>Finally Ask, “What is going to make it more likely you will take some action and make a change?”</p> <p>Pull in thoughts – if this is not suggested then you can ask “Who sets aside time each week to work on themselves?”</p> <p>Training and sharing is easy. Making change and sustaining it needs focus and deliberate practice.</p> <p>If you want to improve you have to set out a specific step but also book in time with yourself to reflect on progress. What went well, what changed, what will I do next, where is there an opportunity to practice.</p> <p>You might even use a reflection log or diary to capture key points as they happen and feed into your reflection. Without this final part it is much less likely you will see the change you want.</p> <p>Other things people may suggest could include having a support network, mentor or plan.</p> <p>Optional as a follow up. You will need paper and envelopes.</p> <p>You can ask everyone to write down on a small piece of paper the one thing they are committing to do. Then seal it in the envelope and write their name on it. Then post this in their pigeon hole 4 to 6 weeks after the training (unopened) for them to challenge themselves as to whether they did what they said they would.</p>
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