



Learning Activities

Helping educators with dynamic and engaging methods for teaching the Post Pandemic Empowerment Programme

www.prosper-project.eu

INTRODUCTION



The PROSPER EMPOWERMENT PROGRAMME is a vocational education and training (VET) focused intervention with a specific focus on Continuing Vocational Education and Training (CVET), a multidimensional, multistakeholder and multilevel interface between learning and the labour market. CVET's uniqueness for productivity is of valued relevance to SMEs.

Continuing vocational education and training (CVET) is 'education or training after initial education or entry into working life, aimed at helping individuals to improve or update their knowledge and/or skills; acquire new skills for a career move or retraining; continue their personal or professional development' (Cedefop and Tissot, 2014).

Beneficiaries of our PROSPER EMPOWERMENT PROGRAMME

Our PROGRAMME has been specifically developed for educators in the field of business and will include those who work with SME managers and support structures for SMEs.

- VET institutions. Vocational schools, Technical Institutes, or Training Centres that specialize in providing vocational education and training, be that public or private entities, who deliver training programmes, courses, and certifications that are relevant to specific industries or occupations.
- Networks of VET institutions – be that on a regional, national or EU level.
- Trainers. May work directly for VET organisations or operate as independent professionals. Typically have expertise in a particular field, e.g. productivity, sustainability, inclusivity or wellbeing – may not have cross discipline expertise.
- Management consultants provide expert advice and assistance to organisations in improving their performance, efficiency, and effectiveness. Within the context of VET, management consultants work with both VET organisations or individual businesses to enhance their training strategies, organisational development, or operational processes.
- Business mentors are experienced individuals who share their professional knowledge and lived expertise to help mentees overcome challenges, develop business skills, and achieve their goals.
- Business networks and skills organisations. Typically, entities that facilitate networking, collaboration, and knowledge-sharing among businesses within a specific industry or geographical area
- Chambers of Commerce. Local or regional associations that represent and support businesses in a particular area, offering a range of services to their members, including advocacy, networking opportunities, business support, and training.
- Business incubators include those offering hybrid work solutions for SMEs. Typically offer hire of physical workspace and more and more they are offering hybrid work solutions, combining physical and virtual workspaces, to cater to the needs of SMEs.

STRUCTURE



The PROSPER EMPOWERMENT PROGRAMME is realised as a set of **Open Education Resources (OERs)** that enable VET providers and individual business trainers to introduce structured, high-quality training to SMEs on the topic of healthy hybrid working and new management practices that favour digital wellbeing. Let us remind ourselves that OERs are..

- freely accessible educational materials that can be used, shared, and modified by individuals and institutions for teaching, learning, and research purposes. offer opportunities for open, inclusive, and accessible education, promoting the sharing of knowledge and empowering educators and learners.
- typically released under open licenses, such as Creative Commons licenses, that grant permissions beyond traditional copyright restrictions.
- developed in the principle of openness and flexibility in terms of how the resources can be utilised.
- accessible to anyone at no cost. They eliminate financial barriers to education by providing educational materials that can be freely obtained and used.
- open to customisation and localisation in that educators can tailor OERs to meet the specific needs of their learners, adapting content to suit local contexts, languages, and cultural references.
- Inclusive of various types of content, such as presentations, learner workbooks, teacher guides including lesson plans, videos, in-class interactive simulations, and reflective assessments.



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- 01** Maximising Digital Productivity in Hybrid Work
- 02** Effective Management of Hybrid Teams
- 03** Digital Wellbeing and Work-related Stress
- 04** Assessing and Managing Wellbeing in Hybrid Settings
- 05** Understanding and implementing digital inclusivity
- 06** EX in the Hybrid Workplace
- 07** Put sustainability at the hearth of hybrid work practices
- 08** Digital Sustainability – taking action



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01

Maximising Digital Productivity in Hybrid Work

- 1.1 Hybrid Productivity Headstand
- 1.2 My Productivity Killers / My Productivity Heroes
- 1.3 Productivity Tools Pitch

Exercise 1.1

Hybrid Productivity Headstand

Activity Type: Group

DESCRIPTION

In small groups, firstly, learners develop ideas to make a hybrid work setting as unproductive as possible. Then, they are invited to reflect on how to turn the unproductive ideas into productive ones.

LEARNING OUTCOMES

After completing this activity, learners will be empowered to understand what aspects can make a hybrid work setting productive or unproductive.

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course
- Flipchart, whiteboard or similar, and markers. (alternatively, online whiteboard, e.g. Miro)
- PowerPoint presentation “Hybrid Productivity Headstand”
- Attached Template “Hybrid Productivity Headstand”
- Pens and paper / PCs or mobile devices for self-reflection.

TIME REQUIRED

60-90 minutes



Hybrid Productivity Headstand

Theoretical background

Trainers should have knowledge of Module 1 of the PROSPER online course:

- <https://course.prosper-project.eu/module-1-unit-1-productivity-in-the-digital-age/>
- <https://course.prosper-project.eu/module-1-unit-2-optimisation-of-organisational-processes/>
- <https://course.prosper-project.eu/module-1-unit-3-maximisation-of-high-quality-outputs-in-hybrid-work/>
- <https://course.prosper-project.eu/module-1-unit-4-effective-management-of-hybrid-teams/>
- <https://course.prosper-project.eu/module-1-unit-5-digital-cybersecurity/>

Preparation

Learners should have knowledge of PROSPER Module 1, Unit 1: Productivity in the digital age: <https://course.prosper-project.eu/module-1-unit-1-productivity-in-the-digital-age/>

This activity should occur before learners are confronted with information about what increases and decreases productivity in a hybrid setting, as this would skew the answers and inhibit creativity.

Introduction

This activity only needs a short introduction to the Headstand method. Teachers can use the provided PPT presentation and adapt as needed.

Activity description

- 1) Preparation: 1 flipchart/flipchart sheet/whiteboard per group (3-5 persons); Add a vertical line to separate the sheet/board into two columns;
- 2) Introduction: Introduce the activity using the provided PPT.

- 3) Forming groups: Form at least two groups. A number of 3-5 learners per group is ideal. Having more than 4 groups will lead to repetitive results and a bloated discussion phase, so teachers should balance group size and number of groups.
- 4) Groups complete task 1: "How can a hybrid work setting be as unproductive as possible?". Discuss in your group and write bullet points in the left column." (timeframe: 10-20 minutes)
- 5) Groups hand over their results to a different group and complete task 2: "Turn the results of your colleagues upside down!" Discuss and write the opposite of their suggestions in the right column. (timeframe: 10-20 minutes)
- 6) Discussion: Each group presents their results (or just the most interesting ones). The second task should have resulted in a list of advice on creating a productive hybrid work environment.

Debriefing

Self-reflection questions to be answered individually:

- ✓ How did you like the activity?
- ✓ What did you learn about productivity in a hybrid work environment?
- ✓ Were there different opinions in your group or between groups? How do you interpret these differences?

Adaptation to online mode

This activity can easily be adapted to an online mode by replacing physical flipcharts/whiteboards with a digital equivalent (e.g. Miro). Group discussions can be facilitated by creating breakout rooms in the conference tool used.

Hybrid Productivity Headstand

The Headstand Method is a brainstorming technique that can help finding creative solutions to a question. What is special about the Headstand Method is that instead of searching for a solution directly, in a first step, the question is flipped into its opposite and participants find solutions to this inverted question. In a second step, the answers are reversed. Thus, answers to the actual question are found.

The Headstand method works for two reasons:

- The unexpected way to frame the question encourages participants to be creative with their answers;
- It is often easier to see problems rather than solutions.

How can a hybrid work setting as unproductive as possible?

Discuss in your group and write down bullet points in the left column.

Turn your colleague's results upside down!

Discuss and write down the opposite of their suggestions in the right column.

Discuss your results!

What are your most interesting outcomes?

Self Reflection

Individually, answer the following questions:

- 1) How did you like the activity?
- 2) What did you learn about productivity in a hybrid work environment?
- 3) Were there different opinions in your group or between groups? What are the reasons behind this?
- 4) What are your most interesting outcomes?



Exercise 1.2

My Productivity Killers / My Productivity Heroes

Activity Type:
Individual /
Group
discussion

DESCRIPTION

Participants will be asked to reflect on their working behaviour both in a remote working setting and office working setting. Optionally, a group discussion can take place after the reflection, where participants can share their findings.

LEARNING OUTCOMES

This is a self-reflection exercise that will help participants gain a better understanding of how they work best.

MATERIALS NEEDED FOR IMPLEMENTATION

- Pinwall, cards, and pins;
- Flipchart,
- Sticky notes; or similar
- Pens
- For online delivery: digital whiteboard, e.g. Miro

TIME REQUIRED

30 – 45 minutes



My Productivity Killers / My Productivity Heroes

Theoretical background

Trainers should have knowledge of Module 1 of the PROSPER online course:

- <https://course.prosper-project.eu/module-1-unit-1-productivity-in-the-digital-age/>
- <https://course.prosper-project.eu/module-1-unit-2-optimisation-of-organisational-processes/>
- <https://course.prosper-project.eu/module-1-unit-3-maximisation-of-high-quality-outputs-in-hybrid-work/>
- <https://course.prosper-project.eu/module-1-unit-4-effective-management-of-hybrid-teams/>
- <https://course.prosper-project.eu/module-1-unit-5-digital-cybersecurity/>

Preparation

Learners should have knowledge of Module 1 of the PROSPER online course and should have experience in hybrid working.

Introduction

No special introduction is needed.

Activity description

The trainer distributes cards and pens among the learners. Learners are asked to reflect on their working behaviour (My Productivity Killers / My Productivity Heroes) both in a remote working setting and an office working setting.

- What affects my productivity positively/negatively at home or in the office?
- Are there tasks I can do more productively in one place or the other?

The learners write their answers on cards and pin them to the board, separated into positive and negative influences. They either read out their

responses to the group, or the trainer takes over this task. When all learners submit their answers, the trainer facilitates a group discussion about the results.

Debriefing

Self-reflection questions to be answered individually:

- How did you like the activity?
- What did you learn about productivity/lack of productivity in a hybrid work environment?
- Do others work differently than I do?
- Did others find benefit in my answers?

Adaptation to online mode

This activity can easily be adapted to an online mode by replacing physical flipcharts/whiteboards with a digital equivalent (e.g. Miro).

Exercise 1.3

Productivity Tools Pitch

Activity Type:
Individual/Group

DESCRIPTION

Participants will research software tools to improve productivity in a hybrid work environment and present them to the other participants.

LEARNING OUTCOMES

Learners will get an overview of productivity tools that help them be more creative in a hybrid environment.

MATERIALS NEEDED FOR IMPLEMENTATION

- Devices for conducting online research
- Presentation Apps (Google Slides, PowerPoint, etc)
- Projector
- Flipcharts/whiteboards.

TIME REQUIRED

15 minutes for introduction

90-120 minutes for individual research and preparation

Time for presentation depending on number of participants, ca. 3-5 minutes per participant plus 20 minutes for discussion.

Productivity Tools Pitch

Theoretical background

Trainers should have knowledge of Module 1 of the PROSPER online course:

- <https://course.prosper-project.eu/module-1-unit-1-productivity-in-the-digital-age/>
- <https://course.prosper-project.eu/module-1-unit-2-optimisation-of-organisational-processes/>
- <https://course.prosper-project.eu/module-1-unit-3-maximisation-of-high-quality-outputs-in-hybrid-work/>
- <https://course.prosper-project.eu/module-1-unit-4-effective-management-of-hybrid-teams/>
- <https://course.prosper-project.eu/module-1-unit-5-digital-cybersecurity/>

Preparation

Learners should have knowledge of PROSPER online course.

Introduction

No special introduction is needed.

Activity description

Introduction: The trainer introduces the learners to the activity. Each learner should research a software tool that can improve productivity in a hybrid work environment, prepare a short (3-minute) pitch of the benefits of using the tool and present it to the teacher and other learners. Learners can take inspiration from the tools presented in PROSPER Module 1 or find their own examples.

Research and preparation: Learners should spend about 1,5 to 2 hours researching the chosen tool and preparing their presentation. Preparation can take place during a session or between sessions (homework), depending on the context of the course.

Presentations: Each learner gets 3 minutes to present their pitch. Participants should convince their peers why using the chosen tool will improve productivity in the SME organisation. The activity can be based either on the needs of real SME businesses or fictional/made-up examples. A vote amongst the learners decides which pitch was the most convincing.

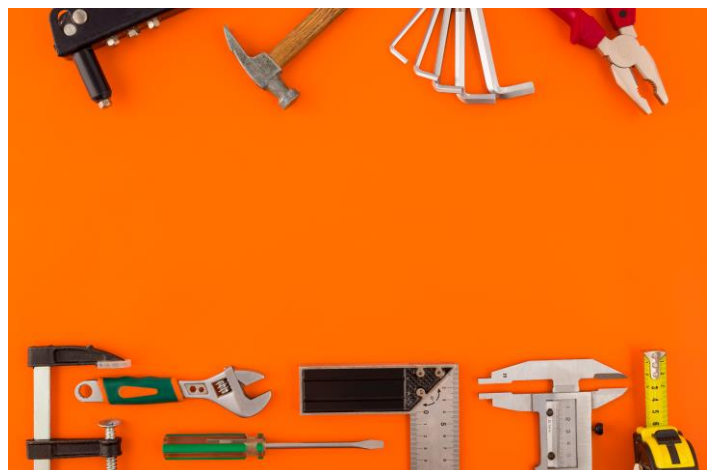
Debriefing

Self-reflection questions to be answered individually:

- What have you learnt from the activity?
- Which tools would you likely use in the future?

Adaptation to online mode

This activity can easily be adapted to an online mode by replacing physical flipcharts/whiteboards with a digital equivalent (e.g. Miro).



02

Effective management of hybrid teams

- 2.1 Understanding Your Team Better
- 2.2 The Best Workload Management Tool
- 2.3 Communicating Needs
- 2.4 Find Your Freedom of Action



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Exercise 2.1

Understanding Your Team Better

Activity Type: Group

DESCRIPTION

This activity explores the ways in which the management of a company can best understand its employees, clients and partners.

LEARNING OUTCOMES

After completing this activity, learners will be able to:

- Better understand the dynamics and challenges of managing hybrid teams
- Apply customer-centric approaches to managing hybrid teams,
- Implement techniques to foster team cohesion and trust in a hybrid work environment.
- Foster a culture of inclusivity and equity within hybrid teams
- Address potential challenges and conflicts that may arise within hybrid teams and apply strategies for resolution.

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course
- Attached PPT - Understanding your team better
- projector
- flipchart
- post-its
- paper
- pens

TIME REQUIRED

65 min.

Understanding Your Team Better

Theoretical background

It is recommended that the trainer reviews the following parts of the PROSPER online course:

- Module 1. Digital Productivity. Unit 4 Effective management of hybrid teams: <https://course.prosper-project.eu/module-1-unit-4-effective-management-of-hybrid-teams/>
- Module 2. Digital Wellbeing. Unit 2 Assessing & Monitoring well-being in hybrid settings: <https://course.prosper-project.eu/module-2-unit-2-assessing-monitoring-well-being-in-hybrid-settingsmodule-2-unit-2/>

In addition, the following resource might provide useful:

- Steve Todd. The Importance of Understanding Employee Needs: How it Impacts Your Business: <https://opensourcedworkplace.com/news/the-importance-of-understanding-employee-needs-how-it-impacts-your-business>

The topics of digital productivity and digital wellbeing are interconnected. Finding out what the employees' needs are is key not only to their satisfaction with being part of the team, but also to ensuring effective cooperation within the team. This is why the trainer must be aware of the ways the two topic interplay with each other.

Preparation

This activity explores the ways in which the management of a company can best understand its employees. The learners should review the Module 1 / Unit 4 Effective management of hybrid teams/ Topic 1 Training the managers. This can be done either as a homework assignment prior to the start of the training, or via projecting the PPT for 10 min. in the beginning of the activity: <https://course.prosper-project.eu/module-1-unit-4-effective-management-of-hybrid-teams/>

Introduction

Participants brainstorm on the role of middle management (e.g. team leaders) in ensuring the productivity of their teams. Every participant writes their suggestions on post-its and briefly presents what they consider important. The trainer groups the

answers in categories based on what learners share. At least one category should be focused on communication and understanding employee needs better. **10 min.**

Activity description

The trainer presents the different methods for understanding employee needs, using the PPT provided. Participants are welcome to suggest further methods, if such come to mind. **5 min.**

In pairs, participants review the different methods. Each pair concentrates on one method - online quiz, structured and unstructured interview, focus group, role play, and other methods suggested by the group. Participants have to review:

- the strengths of the method;
- its limitations;
- the situations where it is best applicable;
- how they would carry it out in the context of a hybrid team - from communicating the idea to possible follow-ups. 20 min.

Each pair presents the results of their discussion. Other participants can ask questions and comment. On the flipchart, the trainer summarises the results in a table with 4 columns: method, strengths, limitations, where to use it? 20 min.

Debriefing

Participants reflect on which of the methods reviewed worked best for them in the past and give examples why. Then they consider what they might change in the future, based on the discussions in this activity. 10 min.

Adaptation to online mode

The activity can be carried-out online with minor modifications:

- For brainstorming, a Miro-board would work well. Alternatively, a Mentimeter can be used.
- Pairs should work in breakout rooms.
- The trainer should prepare a document for writing the summary - once again, Miro can be effective, or, alternatively, a simple table in PowerPoint.

Understanding Your Team Better

ONLINE QUIZ

If you want to find out details about a large number of participants, an online quiz is the default option. It does not require a significant time investment to be completed, and provides structured answers which can be easily compiled into a database. It also works reasonably well when the same data needs to be compiled over a larger timespan.

The closed structure of the questions limits the quality of the results. Open questions are often ignored, answered superficially, or lead to a non-submission if made mandatory. While fast and affordable, the quiz should not be considered a universal solution to all problems.

STRUCTURED INTERVIEW

An interview is a discussion or conversation with an employee or client. A structured interview follows a set of questions that guide the conversation. This allows for more consistent results when more than one person is interviewed. It also provides the opportunity to focus on several key aspects and not to get lost in the one which appears to be most pressing.

A structured interview is a great conversation prompt for the more shy ones, as it provides a clear direction of the discussion. This pre-set direction, however, can also be limiting, in a way already suggesting some of the answers. More open formats allow for more spontaneity.



UNSTRUCTURED INTERVIEW

If you want to get more than the standard answers and reveal previously unseen aspects of a problem, an unstructured interview can be a way to go. In unstructured interviews, a conversation occurs conversationally and spontaneously. This requires a greater effort on the side both of the interviewee and interviewer. The interviewer must ensure a welcoming, open atmosphere is created, and encourage the expression of any unorthodox viewpoints. However, he/she also needs to keep the conversation focused and keep it from getting lost in small talk. An unstructured interview is great for the ones who love to express themselves, but can put some people off, who would prefer a more structure approach.

FOCUS GROUP

A focus group is a research technique used to collect data through group interaction. The participants need to be carefully selected, so that everyone is in the position to discuss the topic in question, while adding a different perspective to it. Focus groups are heavily dependant on active facilitation. While the equal participation of all people present is seldom achieved, there must be a balance between more and less active participants. Another point of balance is the one between a pre-set line of questioning and new aspects spontaneously revealed in the conversation. It is highly recommended that a designated note-taker is employed, or the whole interaction recorded and analysed at a later stage.

ROLE-PLAY

Role-plays have a valuable part to play in revealing previously unanticipated aspects of an interaction. Since they engage participants not only on a cognitive level, but on an emotional and actionable as well, they can provide a fresh perspective on a problem and acts as vessels for creative ideating. Role-plays excel when they help the interaction of participants that know relatively little of each other and would be challenged to interact in a classical discussions. Role-plays can be very demanding on the participants, are not immediately suited for everyone, and require professional facilitation. If taken too lightly, they might lead to a feeling of insecurity and create tension between the participants.



Exercise 2.2

The Best Workload Management Tool

Activity Type: Group

DESCRIPTION

This is a group activity where participants define together the do's and don'ts of workload management, and review different digital tools.

LEARNING OUTCOMES

After completing this activity, learners will achieve the following learning outcomes:

- being able to adapt management practices to effectively lead and motivate hybrid teams;
- being able to leverage technology platforms to support collaborative work, including supporting remote; collaboration and team management;
- being motivated to explore different tools to better suit the company's needs.

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course.
- Flipcharts
- Post-its
- Markers and pens
- Laptops / Smartphones for the participants

TIME REQUIRED

60 min. + 20 min for intro/debriefing.

The Best Workload Management Tool

Theoretical background

It is advisable that the trainer familiarise themselves with the subject of workload management. The following resources can be used:

Runn, 2022 “Everything You Need to Know About Workload Management”:

<https://www.runn.io/blog/workload-management>

Epilogue Systems, 2022 “How Can You Choose Your Best Workload Management Tools?”:

<https://www.epiloguesystems.com/blog/how-can-you-choose-your-best-workload-management-tools/>

Preparation

It is recommended that participants are familiar with the concept of DIGITAL PRODUCTIVITY prior to engaging in this activity. Also, since it involves a group cooperation, it must be preceded by an introduction of participants and an ice-breaker activity.

Introduction

The learners should review the Module 1 / Unit 4 Effective management of hybrid teams/ Topic 2 Digital tools for workload management:

<https://course.prosper-project.eu/module-1-unit-4-effective-management-of-hybrid-teams/>

This can be done either as a homework assignment prior to the start of the training, or via projecting the PPT for 10 min. in the beginning of the activity.

Activity description

1. The do's and don'ts of workload management. On separate post-it, each participant writes down what they consider as a must when it comes to workload management, and what is to be avoided. The post-its are then grouped on two flipcharts - one for the do's and one for the don'ts. The group discusses what has been proposed and has to agree on the top 5 do's and don'ts, which are written on a separate flipchart. **15 min.**
2. The group is divided into pairs. Each pair receives as a task to review a workload management tool. They have to prepare a short presentation for the group, trying to 'sell' the merits of the tool, while also presenting its limitations. Pairs are allowed to make use of existing online reviews, videos, and any

personal experience they have with the tools, but they need to deliver the presentation themselves.

3. The presentations should follow the same structure:

1. Brief presentation of the tool
2. Who are the target users
3. Main functions
4. Strengths
5. Limitations
6. Possible alternatives
7. Why chose this tool over the alternatives?

The tools to be reviewed may include (in addition to any other the trainer and participants might want to include): Asana, ClickUp, Jira, Monday, Open Project, Teamwork, Zoho Projects, Wrike. **30 min.**

Each pair presents the tool they reviewed. On a flipchart, they write down the main pluses and minuses of their tool. The group then discusses the different proposals and tries to come up with a common favourite. **15 min.**

Debriefing

Participants share what their prior experience with workload management tools was - when they are introduced to one, why it was chosen, and how they perceived it. Then they deliberate whether they have a better understanding now that they have compared different tools, and whether they are considering adapting/changing to one. **10 min.**

Adaptation to online mode

If the training is delivered online, provide the participants with the PPT, as well as the additional reading resources provided for the trainers prior to beginning the activity. **For step 1**, please use a collaborative board, such as Miro.com. Please make sure to prepare the sections of the board prior to beginning the activity. **For step 2**, pairs need to split in breakout rooms in Zoom, or a similar setting, while continuing to work on the Miro board. Preparing dedicated presentations, such as on Canva or PPT, is also admissible, but in that case, additional time must be allocated - at least 15 min. **For step 3** and the debriefing, all participants return to the common session.

Exercise 2.3

Communicating Needs

Activity Type: Group

DESCRIPTION

This is a group activity where participants practice communicating their needs to other departments in a clear and unambiguous way.

LEARNING OUTCOMES

After completing this activity, learners will achieve the following learning outcomes:

- Understand the dynamics and challenges of managing hybrid teams.
- Be able to clearly formulate and communicate work needs.
- Develop strategies for effective communication and collaboration within hybrid teams.
- Implement techniques to foster team cohesion and trust in a hybrid work environment.
- Be able to overcome departmental boundaries and understand the needs of other Departments.
- Address potential challenges and conflicts that may arise within hybrid teams and apply strategies for resolution.
- Build trust and reduce frustration levels as prejudices and rumours are eliminated.

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course
- post-its
- paper
- pens

TIME REQUIRED

65 min.

Communicating Needs

Theoretical background

Communication is the key to effective teamwork. However, it is also a source of misunderstandings, frustration, and wasted efforts. One way to tackle this issue is to enable employees on different positions (and from different departments) to communicate clearly what they need from each other in order to fulfill their role effectively. By clearly articulating what is needed to achieve common goals, misunderstandings and prejudices that have developed over time can be resolved. Employees need to learn how to articulate their basic needs and how to respond to the needs of others. In this way, clarity, integrity, and transparency are created while fostering cohesion and coordination across disciplinary boundaries.

The activity is based on the 'What I Need From You' activity from the Liberating Structures website (in German):

<https://liberatingstructures.de/liberating-structures-menu/what-i-need-from-you-winfy/>

The trainer could also benefit from familiarity with the principles of Nonviolent Communication:

- Basics of Nonviolent Communication:

<https://baynvc.org/basics-of-nonviolent-communication/>

- Videos on non-violent communication:

<https://www.youtube.com/playlist?list=PL6wEzJfZzqvcPoOqs0uNdx8dG-L0ORJo>

Preparation

The learners should review the Module 1 / Unit 4 Effective management of hybrid teams/ Topic 3 Communication and feedback: : <https://course.prosper-project.eu/module-1-unit-4-effective-management-of-hybrid-teams/>

This can be done either as a homework assignment prior to the start of the training, or via projecting the PPT for 10 min. in the beginning of the activity.

Introduction

Explain the purpose of the activity. In this activity, learners will work with real life examples taken from

their actual work experience. If the group consists of participants from different companies, they must be assigned roles, ideally close to their real ones. Sample roles might include (for each small group/department):

- Human resources
- IT
- Procurement and Logistics
- Marketing
- Finance and Accounting
- Administration

Ask learners to share their needs clearly and concretely with what they need from others. In their answers, they must also be honest and unambiguous (so if they are unable to fulfil a request, it is better to do so openly, than say 'We will do our best' and fail to deliver')

Activity description

1. If there are participants from the same departments (with similar roles), they form small groups. A small group can have 3 or more members. All the groups (departments) and their responsibilities must be clear to all participants - in case newer employees are present, it may be useful for everyone to present themselves briefly.

With fewer participants, this step can be skipped, and the next one done individually. **5 min.**

2. In the small groups, participants discuss what they need from each group. All ideas are collected on post-its and gathered. Then the group attempts to organise them in areas, as they relate to other groups/departments. After the ideas are organised, they must be evaluated on a desirability/time scale:

- how important is the point in question for the team to fulfil its role;
- how urgent is the need.

Communicating Needs

Once the ideas are evaluated, the ones who are deemed vital need to be formulated clearly in the form: 'What I need from you is...'. The formulation should contain:

- what is being requested (A)
- who should do it (B)
- when it should be ready (C)
- why it is needed (D)

The final suggestion should have the form: 'What I need from you (B) is (A). I need to by (C), because of (D). Can you do it?'. The form invites a clear yes or no answer.

The group selects a speaker to address the other groups. **20 min.**

3. The speakers gather in a small circle. Each speaker addresses the others in turn. While he-she speaks, the others can't ask clarifying questions or respond in any way. They are allowed to keep notes. **10 min.**

4. The speakers of each group respond to the requests they received by:

- Yes, I (B) will do (A) by (C).
- No, I cannot do (A) by (C), because.
- I didn't understand the request.

10 min.

5. If there were any 'I didn't understand' answers, the small groups debate and reformulate the request again, the speaker repeats it, and the other side responds again. **10 min.**

Debriefing

Participants share:

- How difficult was it to prioritise requests?
- What helped make the requests clear and concrete?
- Was it difficult to listen without being able to ask questions?
- Do you feel that your requests were heard?

10 min

Adaptation to online mode

The activity can be delivered in an online mode without major modifications. Small groups work in breakout rooms. During the speaker discussion, it is recommended that non-speakers turn off their cameras.

Exercise 2.4

Find Your Freedom of Action

Activity Type: Group

DESCRIPTION

In this activity, participants identify simple, concrete actions they can undertake immediately to improve the work of their team.

LEARNING OUTCOMES

After completing this activity, learners will achieve the following learning outcomes:

- Understand the dynamics and challenges of managing hybrid teams.
- Develop strategies for effective communication and collaboration within hybrid teams.
- Implement techniques to foster team cohesion and trust in a hybrid work environment.
- Foster a culture of inclusivity and equity within hybrid teams, ensuring equal opportunities and support for both in-person and remote team members.
- Feel empowered to act upon identified issues creating inefficiencies within the team.
- Adopt a proactive attitude towards discovering and solving problems.

MATERIALS NEEDED FOR IMPLEMENTATION

- post-its
- pens

TIME REQUIRED

65 min.

Find Your Freedom of Action

Theoretical background

It is often assumed that truly meeting employee needs requires a drastic restructuring of an organisation, making significant changes to the team composition, activities, processes etc. Because more often than not this is not possible, teams stagnate. There is an alternative, however - not all changes need to be major ones.

There are certain actions that can be carried out immediately by anyone. They might not solve all problems, but they are a way to tackle them. Small changes, carried out systematically, might improve the situation considerably, and are much preferable to doing nothing.

The goal of this activity is to demonstrate that all problems have a solution, and one does not have to wait powerlessly for the change to happen - one can bring it about. It helps determine what an individual can control and what they cannot. When concentrating on what is actually feasible to do, team members can discover simple solutions to complicated problems, and bring together several small steps into a major improvement. Thus, progress happens

The activity is based on the Liberating structure called 15% Solutions:

<https://liberatingstructures.de/liberating-structures-menu/15-solutions/>

Preparation

The trainer should be familiar with Module 1 / Unit 4 Effective management of hybrid teams of the PROSPER online course: <https://course.prosper-project.eu/module-1-unit-4-effective-management-of-hybrid-teams/>

Learners do not require any preparation, apart from a general awareness of work challenges they face.

Introduction

The trainer introduces the principle behind the activity. Then participants are asked to identify one initiative they have undertaken within the last months that has led to an improvement of their work. This does not have

to be a significant action, but in all cases - something that originated in them, like suggesting to go for lunch together, keep the records better, divide tasks more efficiently etc. **10 min.**

Activity description

Step 1. Participants write on post-its to define several causes of frustration in their work life. These causes do not have to apply to the whole team, just to them personally. At that stage, any ideas are welcome, no matter how grand or small. **10 min.**

Step 2. Participants are divided into small groups (of 3-4). There, they need to select a few challenges from the ones already listed, and address them through the question:

Where is your freedom of action? Where are the areas where you do as you decide? What can you do without having to ask for additional resources or permission? Participants have a few minutes to think for themselves, then they discuss in the small group. Other participants can ask questions and provide suggestions. **30 min.**

In the large group, every participant briefly shares one action they have identified they can undertake immediately. **10 min.**

Debriefing

Participants discuss the following questions:

- Did you identify a meaningful solution to a problem you had?
- What is different now? Why didn't you do something earlier to address the issue?
- How can you make proactivity a habit within your team? **5 min.**

Adaptation to online mode

In principle, the activity does not require significant adaptation for an online delivery, besides working in breakout rooms for the small groups. However, because this activity focuses so much on empowering participants to be proactive, it works much better in a live setting. Sharing of experiences is vital for its effectiveness, and participants are less likely to share personal stories when they work online.

03

Digital Wellbeing and Work-related Stress

- 3.1 The Clean Desk Challenge
- 3.2 Midday Mindfulness Sessions
- 3.3 Virtual Team Lunch/ Coffee Hour

Exercise 3.1

The Clean Desk Challenge

Activity Type:
Group/Individual

DESCRIPTION

The Clean Desk Challenge is designed to promote digital well-being and decrease work-related stress by encouraging remote employees to keep tidy workspaces. Participants will upload pictures or short video clips of their organised desks to an online channel or form. The activity aims to establish the link between a clean workspace, higher focus, and reduced distractions, contributing to overall digital life balance.

LEARNING OUTCOMES

After completing this activity, learners will achieve the following learning outcomes:

- Understand the importance of maintaining a clean workspace for improved focus and reduced stress.
- Develop habits for regular desk organisation.
- Engage with colleagues in a fun, stress-reducing environment.
- Use of digital platforms to share progress and encourage a community of wellbeing.

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course
- A desk or workspace
- Camera for taking pictures/ recording video clips
- A chosen online forum for uploading content. A good option suggested could be Google Forms
- Digital Giftcards for rewards (or an alternative chosen reward)

TIME REQUIRED

Initial set up time: 1 hour

Ongoing: 5/10 minutes daily or weekly (depending on how often you want to do it!) for desk tidying and content upload.

The Clean Desk Challenge

Theoretical background

Module 2, Unit 1 of the PROSPER online course:

<https://course.prosper-project.eu/module-2-unit-1-digital-wellbeing-and-work-related-stress/>

Keeping a clean workspace can positively impact mental well-being, reduce stress, and increase productivity. This idea is supported by various psychological and organisational studies that show environmental factors play a crucial role in shaping one's mental state, especially in a remote working setup.

Preparation

Set up the online channel or forum where participants will upload content.

Create guidelines explaining what constitutes as a 'clean desk'.

Decide on the frequency of uploads (this could be daily or weekly or even monthly!).

Then decide on rewards. Finally, announce the challenge to your employees and provide them with the instructions on how to participate.

The trainer should be acquainted with Module 2, Unit 1, 2, 3 and 4 of the PROSPER online course as this activity needs the overall understanding of the module:

- <https://course.prosper-project.eu/module-2-unit-1-digital-wellbeing-and-work-related-stress/>
- <https://course.prosper-project.eu/module-2-unit-2-assessing-monitoring-well-being-in-hybrid-settingsmodule-2-unit-2/>
- <https://course.prosper-project.eu/module-2-unit-3-work-related-stress-prevention-and-actions/>
- <https://course.prosper-project.eu/module-2-unit-4-on-the-spot-interventions/>

Introduction

Introduce the Clean Desk Challenge in a team meeting or via a group email. Explain the purpose, guidelines, and rewards. Encourage everyone to participate for the sake of both their digital and mental well-being.

Activity description

Theoretical intro about how to measure the sense of belonging and inclusivity in a hybrid working environment.

Step 1: Understanding the Importance

Discuss with participants why a clean workspace is essential for better focus and reduced stress. Ask participants to list down or draw symbols for the main factors that they think contribute to a balanced digital life and reduced stress. These could be collected virtually or written on a shared document.

Step 2: Desk Organisation Strategies

Divide participants into small groups. Each group is tasked with coming up with different methods of keeping a desk clean and organised. Strategies could be based on types of clutter (e.g., paper clutter, digital clutter) or based on frequency (e.g., daily, weekly cleaning). Each group should also suggest what rewards could help maintain these habits.

Step 3: Strategy Presentation

Groups will then present their desk organisation strategies to the larger team, describing the methods and rewards they have chosen. Each presentation can be up to 5 minutes.

Step 4: Voting on Best Practices

After all groups have presented, participants can vote on which methods and rewards they find most effective or appealing. The strategies with the most votes will be adopted for the challenge.

The Clean Desk Challenge

Activity description

Step 5: Creating Submission Guidelines

Participants collectively decide on the rules for submitting photos or video clips of their clean desks. These could include aspects like what angles the photos should be taken from or what the minimum requirements are for a desk to be considered "clean".

Step 6: Launch the Challenge

Once guidelines and strategies are in place, the Clean Desk Challenge is launched. Participants will start implementing the chosen methods and upload pictures or video clips of their clean desks to the designated online channel or form.

Step 7: Weekly Round-up and Rewards

At the end of each week, a roundup will be conducted to showcase the cleanest and most improved workspaces. Participants can also share tips or tricks they found helpful. Rewards like digital gift cards will be given based on participation or other decided criteria.

Step 8: End of Challenge Reflection

After the challenge is complete, gather participants to discuss the overall experience. Ask them what they learned, what habits they think they will continue, and how the challenge could be improved for future iterations.

Debriefing

Share the successes of the challenge at the end of each week or at the conclusion of the challenge. Highlight notable clean desks, improvements made, or any tips and tricks learned throughout the challenge.

Adaptation to online mode

The activity is naturally suited for online participation. If needed, periodic video calls can be set up for participants to show their clean desks and to collectively discuss the benefits they've experienced from maintaining a cleaner workspace.

Exercise 3.2

Midday Mindfulness Sessions

Activity Type:
Suitable for
Group / Face to
Face/ Online
settings

DESCRIPTION

This activity involves daily 15-minute sessions of meditation and basic yoga exercises aimed at remote employees and the ones present in the office. Prompted by an alert, each session is designed to be led by either a participating employee or a pre-selected video. The goal is to provide a structured opportunity for remote workers to take a break from screens and engage in activities that promote mental and physical health.

LEARNING OUTCOMES

After completing this activity, learners will achieve the following learning outcomes:

- Develop mindfulness techniques for stress management.
- Enhance focus and concentration.
- Promote better physical health through basic stretches and yoga.
- Foster a culture of wellbeing among remote employees.

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course
- Yoga mats (if in-person)
- Zoom or similar video conferencing software
- Pre-selected meditation and yoga videos or a willing employee to lead
- Alert software to remind employees to join the session

TIME REQUIRED

15 minutes per session, preferably daily at midday.

Midday Mindfulness Sessions

Theoretical background

Module 2 of the PROSPER online course:

- <https://course.prosper-project.eu/module-2-unit-1-digital-wellbeing-and-work-related-stress/>
- <https://course.prosper-project.eu/module-2-unit-2-assessing-monitoring-well-being-in-hybrid-settingsmodule-2-unit-2/>
- <https://course.prosper-project.eu/module-2-unit-3-work-related-stress-prevention-and-actions/>
- <https://course.prosper-project.eu/module-2-unit-4-on-the-spot-interventions/>

Studies have shown that regular breaks from work and screen time can reduce stress, enhance productivity, and prevent the negative impacts of prolonged screen use, such as digital addiction, anxiety, and depression. After completing Module 2, managers will understand the importance of regular breaks to reduce stress and increase productivity. They'll see the value in adding mid-day mindfulness sessions for online workers. These sessions can make employees happier and more focused, benefiting the entire business.

Preparation

Select or create meditation and yoga video materials. Schedule regular alert reminders. Inform team members about the initiative and how to participate. The trainer should be acquainted with Module 2, Unit 1, 2, 3 and 4 of the PROSPER online course as this activity needs the overall understanding of the module.

Introduction

At the beginning of each session, take a minute to remind participants of the importance of digital wellbeing and what the session will involve. Encourage employees to set aside all other tasks and commit to the session fully.

Activity description

Theoretical intro about how to measure the sense of belonging and inclusivity in a hybrid working environment. When the alert goes off, participants join a designated Zoom room or, for those in a physical office, gather in a designated open space. The session begins with a one-minute orientation to remind participants to set aside all distractions, such as mobile phones and ongoing work, and to fully commit to the

session. The first segment of the session is 7 minutes of guided meditation. Participants will be led through breathing exercises to help them relax and let go of any tension. The guidance can come from either a pre-selected video or an employee skilled in meditation techniques. The objective is to bring everyone's focus into the present moment, helping them to disengage from work stress and screen fatigue. The second segment consists of 7 minutes of yoga stretches and poses aimed at relieving muscle tension and promoting physical wellbeing. This could include basic poses like the mountain pose, downward dog, and seated forward bend. Again, these activities can be led by either an instructional video or an employee with yoga experience.

In between the two segments, there will be a one-minute transition time. During this period, participants can adjust their positions, take a sip of water, or simply continue with deep breathing. This serves as a buffer to smoothly transition from the quiet, still nature of meditation to the more active yoga stretches. The session wraps up with a brief closing, where participants are guided to take deep breaths and slowly open their eyes if they had them closed during meditation, ready to re-engage with their work more effectively and mindfully.

Debriefing

After the activity, take a moment to acknowledge the efforts made and encourage participants to carry these healthy habits beyond the session. Remind them that small, consistent actions make a big difference in their wellbeing.

Adaption to online mode

If conducted online, make sure to provide participants with links to the necessary videos and digital rooms beforehand. Participants can also be encouraged to use virtual backgrounds that evoke calmness or nature to further enhance the experience.

Exercise 3.3

Virtual Team Lunch/ Coffee Hour

Activity Type:
Suitable for
Online settings

DESCRIPTION

This is a regularly scheduled online gathering where team members share a meal or a cup of coffee over a video call. The goal is to provide a space for employees to socialise, unwind, and foster a sense of community, thus contributing to improved well-being and team cohesion.

LEARNING OUTCOMES

After completing this activity, learners will achieve the following learning outcomes:

- Strengthen team relationships.
- Increase employee morale and job satisfaction.
- Provide a mental break from work, aiding in stress management.

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course
- Video conferencing software (e.g., Zoom, Microsoft Teams)
- Optional: Pre-selected topics or ice-breaker questions

TIME REQUIRED

30 to 60 minutes

Virtual Team Lunch/Coffee Hour

Theoretical background

Module 2 of the PROSPER online course:

<https://course.prosper-project.eu/module-2-unit-1-digital-wellbeing-and-work-related-stress/>

The module educates them on how to assess employee well-being and address work-related stress in a hybrid setting. This knowledge will make it clear that implementing mindfulness schemes is essential for keeping employees happy, productive, and less likely to suffer from burnout.

Preparation

Schedule the event at a time suitable for all team members.

Send out a calendar invite with the video call link.

Optional: Prepare a list of topics or questions to initiate conversation.

Introduction

Start the meeting by welcoming everyone and outlining the purpose of the virtual gathering. Explain that it's a casual space for everyone to relax and socialise.

Activity description

Team members join the video call at the scheduled time with their meal or coffee.

Optional: The host can initiate conversation using the pre-selected topics or ice-breaker questions.

Allow free-flowing conversation, ensuring that everyone has a chance to speak.

Debriefing

Towards the end, thank everyone for participating and ask for any feedback or suggestions for future sessions. Mention the date and time for the next virtual gathering.

Adaptation to online mode

Use breakout rooms for larger teams to ensure everyone gets a chance to speak.

If team members are in different time zones, consider recording short video messages that can be shared and watched at a convenient time.

Use interactive features like polls or emojis to keep the conversation lively.

04

Assessing and Managing Wellbeing in Hybrid Settings

- 4.1 Mind your posture
- 4.2 Performing stress risk assessment
- 4.3 Deep dive in causes of stress at work and possible actions



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Exercise 4.1

Mind your posture

Activity Type: Group (or pair)

DESCRIPTION

This is a group activity where participants observe one another and, more specifically, how they sit in front of their screens (PC or smartphones) to highlight most common mistakes which affect wellbeing..

LEARNING OUTCOMES

After completing this activity, learners will achieve the following learning outcomes:

- becoming more aware of the consequences of a bad posture in front a personal computer for long while working.
- becoming more aware of own posture.
- improving and keeping a right posture.
- being able to critically see someone's posture finding out common mistakes.
- being able to suggest their team how to improve its posture.
- being stimulated in "testing" and proposing within their venture a new profile acting as a "wellbeing keeper or ambassador".

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course
- Attached PPT – Mind your Posture
- Learners' mobile phones
- (chairs, table, personal computers / laptops)
- Flipchart with suitable markers

TIME REQUIRED

50 min. + 30 min for intro/debriefing.

Mind your posture

Theoretical background

It is advisable that the trainer get acquainted with the subject of the relationship between posture in front of a screen and wellbeing.

Following resources can be used:

- Montare Behavioral Health “How posture influences your physical and mental health” <https://montarebehavioralhealth.com/posture-and-mental-health/>
- Salman Gurung, 2023, “How long should you sit in front of a computer” <https://thenaturehero.com/sit-in-front-of-computer/>
- People Magazine Staff, 2020, Average U.S. Adult Will Spend Equivalent of 44 Years of Their Life Staring at Screens: Poll <https://people.com/human-interest/average-us-adult-screens-study/>
- Southern California Orthopedic Institute (SCOI), FRANK J. D'AMBROSIO <https://www.scoi.com/services/physical-therapy/importance-good-posture>

Preparation

It is recommended that participants are familiar with the concept of wellbeing and what can influence it from a more “physical point of view” prior to engaging in this activity. Also, since it involves group cooperation, it must be preceded by an introduction of participants and an ice-breaker activity.

Introduction

The learners should review the following parts of the PROSPER online course:

- Module 2 / Unit 2 “Assessing & Monitoring well-being in hybrid settings”: <https://course.prosper-project.eu/module-2-unit-2-assessing-monitoring-well-being-in-hybrid-settingsmodule-2-unit-2/>
- Module 2 / Unit 3 “Work related stress prevention and actions”: <https://course.prosper-project.eu/module-2-unit-3-work-related-stress-prevention-and-actions/>

This can be done either as a homework assignment prior to the start of the training, or via projecting the PPT for 15 min. in the beginning of the activity.

Activity description

Step 1) The trainer divides the group in pairs (3 to 5). He/she asks member A to take a picture of member B (part of the same pair) while sitting in front of the PC /smartphone/ notes with member B's smartphone to avoid any privacy concern (in this way the photos taken are saved on the mobile of the person snapped).

Ideally the photo shall be taken when the person has a screen in front of them and uses hands to work on the PC. It is advisable to take three pictures: one from behind the person, one lateral and one from the front. If no PC is available, the photos can be made with the person simply sitting at a table.

Then member B takes a picture of member A using his/her smartphone to avoid any privacy concern.

If there are only 3 – 4 learners a very similar activity can be carried out in a group. In this case mobiles are exchanged among participants and each one takes ideally three pictures of the person who has the mobile in his/her hands. The aim is that every single student has on his / her smart phone three pictures of himself/herself sitting in front of a screen. **5 min.**

Step 2) The trainer presents what is written in the supporting PPT for this activity showing the desirable correct posture while sitting in front of a screen. **10 min.**

Mind your posture

Step 3) The trainer gives the following instructions to learners.

- Again in pairs one member explains to the mate how to correctly sit with oral instructions as previously learnt from the PPT. The one who is giving instructions takes some pictures of the person so that in the future when he/she sees them, he/she immediately recalls what the best posture is. Then roles are exchanged. **10 min.**
- In case of smaller groups instructions are given for example by two people and a third one takes pictures of the person who is under “observation” for improving his/her posture. Everybody has to sit and follow the oral instructions of the mates on how to correctly sit. **15 min.**
- One by one everybody goes to the flipchart and writes down / draws a sketch of a big “mistake” with regards to the hints presented in the PPT. **20 minutes**

Debriefing

- 1) Highlight most common posture mistakes and suggest possible solutions (for example adjustable table and/or chair – ergonomic, put books under the screen/laptop, sit closer or far away from the table, ...)
- 2) Ask the learners what is the most “difficult” hint to follow and why
- 3) Encourage them to hang in the office or next to the coffee machine some pictures / messages to remind people to sit correctly to promote well-being.
- 4) Any time people can also have a look at the pictures (before and after the lesson) on their own mobile phones.
- 5) Propose to select / award / name a colleague in the firm as “wellbeing keeper or ambassador”. The person may organise every now and then the same activity done in the classroom or encourage colleagues to take breaks and do exercises.
- 6) Inform pupils that there are several apps available

for their wellbeing. A specific example is: <https://smartposture.net>

- 7) Make them stand up and propose some easy stretching exercises like Seated Cat-Cow **15 - 20 minutes**

Proper and improper posture

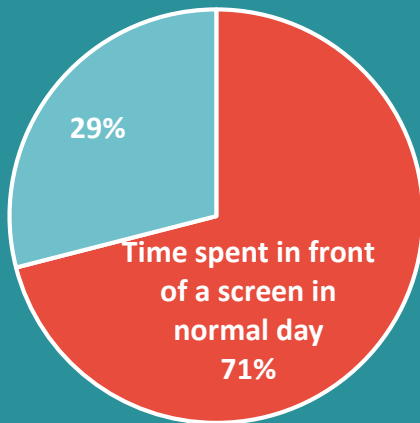


Credits: [Mitindo.it](https://mitindo.it)

Mind your posture

We spend more and more time sitting at a desk in front of the PC or Smartphone. **Average U.S. adult spend equivalent of 44 years of their life staring at screens.** People are spending more than 17 hours a day on screens during normal life!

A correct posture is thus key in order to prevent and avoid both eye strain, neck, shoulder and back pain as well. Beware that a correct posture is also beneficial for your eyes and, overall, your wellbeing (and thus productivity).

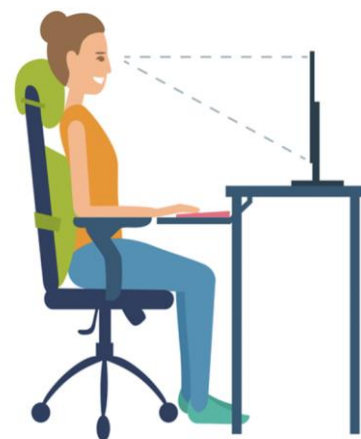


7 HINTS FOR A PROPER POSTURE

- 1) Keep your back straight! Do not bend nor hunch over. An ergonomic chair may help.
- 2) Keep your head up, your shoulders relaxed and your eyes in line with the PC screen, and your shoulders "open." If your PC is too low and this does not allow you to be comfortable, take advantage of the books or laptop riser.
- 3) Rest your feet on the ground. The best position to maintain when you are at the PC is with your feet firmly on the ground, with your legs forming a 90-degree angle.
- 4) Choose the right chair and adjust it properly.
- 5) Elbows should form a 90-100 degree angle and be aligned with the wrists.
- 6) Keep the right distance between eyes and screen.
- 7) Take regular breaks and do exercises.



Proper posture



Credits: [PostureNet](#)

Exercise 4.2

Performing stress risk assessment

Activity Type:
Individual (in pairs – SME / Line manager and employee)

DESCRIPTION

The activity consists of raising awareness of the importance of performing stress risk assessment to evaluate how employees are feeling within the SME. The trainer provides some concrete examples SME / Line managers can adapt and use in their own ventures.

LEARNING OUTCOMES

After completing this activity, learners will achieve the following learning outcomes:

- being aware of the consequences for both employees and employers of a situation of distress / uneasiness in the working environment.
- being aware of the importance of monitoring stress by administering questionnaires.
- being able to create and perform risk assessment questionnaires.
- being able to process data, store them and plan future actions to be monitored.

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course
- Attached PPT: Risk Assessment
- Digital and/or printed copies of the handouts to this activity (i.e. template questionnaires and template action plan).

TIME REQUIRED

60-65 min + 15 min for intro/debriefing.

Performing stress risk assessment

Theoretical background

It is advisable that the trainer get acquainted with the subject of creating effective questionnaires, the causes of stress in hybrid settings, the meaning and the usage of action plans.

Following resources can be used:

- IMotions, “How to design a questionnaire, <https://imotions.com/blog/learning/best-practice/design-a-questionnaire/>
- Pew Research Centre, Writing survey questions, <https://www.pewresearch.org/our-methods/u-s-surveys/writing-survey-questions/>
- Resourceful Scholars Hub, A comprehensive guide for designing and administering a questionnaire, <https://resourcefulscholarshub.com/comprehensive-guide-for-designing-and-administering-questionnaire/>
- Condeco, The link between hybrid working and positive mental health, <https://www.condecsoftware.com/blog/positive-mental-health/>
- Better Health Channel, Work-related stress, <https://www.betterhealth.vic.gov.au/health/healthy-living/work-related-stress>
- European Agency for Safety and Health at Work, Managing stress and psychosocial risks E-guide, https://osha.europa.eu/sites/default/files/Eguide_stress_ENGLISH.pdf
- European Agency for Safety and Health at Work, Campaign toolkit, <https://healthy-workplaces.osha.europa.eu/en/tools-and-publications/campaign-toolkit>
- European Agency for Safety and Health at Work, OiRA: free and simple tools for a straightforward risk assessment process, <https://osha.europa.eu/en/tools-and-resources/oira>

Preparation

It is recommended that participants are familiar with work related stress and its causes (and possible solutions/actions to implement). They shall also have some knowledge on how to create an effective questionnaire, how to communicate its performance, how to write an action plan.

The learners should review the following parts of the PROSPER online course:

- Module 2 / Unit 1 “Digital Wellbeing and Work Related Stress”: <https://course.prosper-project.eu/module-2-unit-1-digital-wellbeing-and-work-related-stress/>
- Module 2 / Unit 2 “Assessing & Monitoring well-being in hybrid settings”: <https://course.prosper-project.eu/module-2-unit-2-assessing-monitoring-well-being-in-hybrid-settingsmodule-2-unit-2/>
- Module 2 / Unit 3 “Work related stress prevention and actions”: <https://course.prosper-project.eu/module-2-unit-3-work-related-stress-prevention-and-actions/>

This can be done as a homework assignment prior to the start of the training.

Introduction

The trainer might want to do a quick recap of the 3 Units learners had to study as a preparatory assignment. This may be done in a Q-and-A session or via projecting the PPT for 15 min. in the beginning of the activity.

Performing stress risk assessment

Activity description

Step 1) If the learners and trainer do not know one another, it is advisable to introduce themselves.

The trainer presents the topic of the lessons but, before going into more details by projecting and discussing the dedicated PPT, asks the participants if they ever monitor the employees' stress at work, if yes how and which are the measures taken to reduce it. This is a sort of knowledge-sharing ice-breaking discussion. **25 min**

Step 2)

- The trainer presents the PPT and the examples of templates of questionnaires.
- The trainer stresses the subject of the questions, how they are built, how the answers are formulated to underline some possible tricks for an effective questionnaire.
- The trainer also draws SME / Line managers' attention to the importance of keeping well organised records, to draft an action plan and monitor the changes potentially occurring.

40 min

Debriefing

- 1) Highlight most common mistakes in writing and administering questionnaires and suggest possible solutions (change types of questions and types of answers)
- 2) Remind the importance of having (and possibly sharing with the team) an action plan.
- 3) Recall to always administering questionnaires at given intervals.

15 min

Adaption to online mode

If the training is delivered online, provide the participants with the PPT and, only at the end, the attachments so as not to lose learners' attention while presenting.

There are no significant changes needed.

Performing Stress Risk Assessments

There are many sources of stress (like for example financial problems, work, personal relationships, parenting, daily life and busyness, personality, health) but the most important one is the workplace.

Stress matters

- **For employees** affecting their happiness, productivity, the way they behave and communicate with colleagues, how much they eat (46% of women are more prone than men - 27% - to overeat while dealing with working stress – according to a Randstad report in 2029), the sense of belonging to a company and much more
- **For employers** as there is a high employee turnover, low levels of creativity and productivity, increased absenteeism.

Stress factors may include

1. workload
2. lack of support
3. changes at work
4. tight deadlines
5. long working hours
6. too much responsibilities
7. lack of managerial support
8. low salaries
9. inability to be themselves at work (especially for Millennials and Gen Zs)



Cost of workplace stress

- Effective stress management reduces sickness absence costs by up to 20%. (StressManagementSociety, 2016)
- Stressed workers incur healthcare costs twice as high than other employees. (HealthAdvocate, 2009)
- The consequences of stress-related illnesses cost businesses an estimated \$200 to \$300 billion a year in lost productivity. (HealthAdvocate, 2018)
- Absenteeism in the workplace due to depression costs the economy around \$23.3 billion per year. (APA, 2015)
- 12.8 million working days are lost in a year due to work-related stress, depression, or anxiety. (HSE, 2019)
- 12% of respondents have called in sick because of job stress. (Maximize Success Academy, 2020)
- Workplace stress leads to a 50% increase in voluntary turnover. (HBR, 2015)

Useful definitions... let's refresh some key ideas

A **hazard** is something that has the potential to cause harm (i.e. slippery floors, lifting activities, electricity, chemicals, etc) A **shark** has the potential to cause harm! A **risk** is the likelihood and consequence of that harm being realised. Risk of shark attack in the water may be high. Risk of shark attack on the beach may be low/non-existent.

A stress risk assessment is a systematic procedure to identify potential stressors in the workplace and evaluate the risks they pose to employees' health and well-being. The purposes of a stress risk assessment are:

- to identify areas within the company that may be contributing to elevated levels of work-related stress. Examples are workload, work schedule, level of control over work, relationships at work, role within the organization, and changes at work.
- to set up intervention strategies to limit work-related stress thus favouring a safe and healthy working environment and climate.



Performing a work-related stress risk assessment

- Look for the hazards in the job
- Decide who might be harmed and how – determine the risk to target and tailor your assessment
- Evaluate the risk and decide whether the existing precautions are adequate or whether more should be done (keep track in an action plan)
- Record and communicate significant findings (including the actions to be taken)
- Review the assessment and revise it if necessary at appropriate intervals

Potential psychological hazards

The following six potential psychological hazards are as detailed in the Health and Safety Executive Management Standards of the Oxfordshire County Council which we propose as a potential baseline for carrying out work relates stress questionnaires (one template is also provided).

1. Control

This is how say the person has in the way they do their work.

2. Support

Includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.

3. Relationships

Includes promoting positive working to avoid conflict and dealing with unacceptable behaviour.

4. Role

Whether people understand their role within the organisation and whether the organisation ensures that the person does not have conflicting roles

5. Change

This is how organisational change (large or small) is managed and communicated in the organisation.

6. Demands

Includes issues like work overload/underload, work patterns and the work environment.



Templates you can adapt and use

PROSPER partners provide you with two templates you can adapt to your organisation and maybe specific stressors you have detected.

Always remember OiRA: free and simple tools for a straightforward risk assessment process, <https://osha.europa.eu/en/tools-and-resources/oira> developed by the European Agency for Safety and Health at Work.

The suggestion is to administer the questionnaires preferably in a digital manner for easing the retrieving of results and their storage, otherwise you can administer them during a bilateral call with your employees or give them the printed version and let them fill them in.

Once you evaluate the results you can determine some possible actions to implement described in an action plan (template available as well). In parallel or as a consequence of the action plan SME / Line manager can also go for a Stress policy (see Module 2, Unit 3 of the PROSPER online course).

Do not forget to perform work-related stress regularly and keep communicate with your team to reduce stressors and improve overall well-being and thus productivity!

What can we do in order to avoid work related stress?

First of all ASSESS the status quo and then ACT!



Exercise 4.3

Deep dive in causes of stress at work and possible actions

Activity Type:
Group – online only, for example through Gather.Town

DESCRIPTION

This is a group activity where participants describe what happens where they work as regards six causes of stress at work and, at the same time, share what they are currently doing for facing these causes thus improving the working environment.

LEARNING OUTCOMES

After completing this activity, learners will achieve the following learning outcomes:

- being aware of the six causes of stress at work.
- being aware that their actions may improve or worsen stress at work for their team.
- being capable of observing what is going on as per a safe and healthy working culture.
- being capable of making up / choosing actions to implement for reducing stress at work.

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course
- Attached PPT: Deep dive in causes of stress at work
- Personal computer connected to Internet
- An avatar created in Gather.Town

TIME REQUIRED

30 min + 120 min (maximum) + 60 min for debriefing.

Deep dive in causes of stress at work and possible actions

Theoretical background

It is advisable that the trainer get acquainted with the subject of the causes of work-related stress (from a more psycho-social point of view) and possible mitigation actions manager can implement.

The teacher should be acquainted with Gather.Town (<https://www.gather.town/blog/guide-getting-started>).

Following resources can be used:

- University of Cambridge (Human resources), “Causes of work related stress”, <https://www.hr.admin.cam.ac.uk/policies-procedures/managing-stress-and-promoting-wellbeing-work-policy/policy-statement/causes-work>
- Concordia University, St. Paul, “Work Stress: Causes, Symptoms, and Solutions” <https://online.csp.edu/resources/article/work-stress/>

Preparation

It is recommended that participants are familiar with the concept of Wellbeing and what can influence it from a more “physical point of view” prior to engaging in this activity. Also, it is important that they are aware there are some actions they can do.

As the activity is totally delivered online participants are invited, prior to it, to watch the tutorial of Gather.Town to know what they can do in this collaborative online platform.

Prior to the activity learners will have received an invitation from the trainer to Gather.Town and create their avatars.

The learners should review the following parts of the PROSPER online course:

- Module 2 / Unit 1 “Digital Wellbeing and Work Related Stress”: <https://course.prosper-project.eu/module-2-unit-1-digital-wellbeing-and-work-related-stress/>

- Module 2 / Unit 2 “Assessing & Monitoring well-being in hybrid settings”: <https://course.prosper-project.eu/module-2-unit-2-assessing-monitoring-well-being-in-hybrid-settingsmodule-2-unit-2/>
- Module 2 / Unit 3 “Work related stress prevention and actions”: <https://course.prosper-project.eu/module-2-unit-3-work-related-stress-prevention-and-actions/>

This can be done as a homework assignment prior to the start of the training.

Introduction

The trainer might want to do a quick recap of the 3 Units learners had to study as a preparatory assignment. This may be done in a Q-and-A session or via projecting the PPT for 15 min. in the beginning of the activity.

Deep dive in causes of stress at work and possible actions

Activity description

Step 1) The trainer shows what learners can do within Gather.Town especially for those who are not familiar with the tool and lets them introduce themselves. 10 min

Step 2) On Gather.Town the trainer presents the PPT of this activity. 20 min

Step 3) Instruct the participants as follows:

- The trainer has created 6 rooms (one per stress cause described). In each room there is a board where learners are invited to share their current working environment situations / what they have experienced in relation to the given stress cause.
- All together will agree on two appointments (each of which of 1 hour) when learners go to Gather.Town and discuss with mates in relation to a given stress cause. The aim is that everybody can share his / her thoughts and business cases with the other learners. Everyone is also invited to write some notes or questions on the boards he / she finds in a given room. It is like a “free entrance” slot. The trainer is present and he / she acts a coach and an IT buddy if needed.
- The above mentioned exchanges shall be within 2 weeks in order not to lose the momentum.

Debriefing

1. The group meets and discusses what is written down in all boards in a closing / recapping happening lasting one hour in Gather.Town.
2. The trainer leaves the outcomes in a chosen place within Gather.Town when pupils for X weeks after can go, see and exchange with the other mates.

Adaption to online mode

If the training is delivered face-to-face, provide the participants with six flip charts (one for each stress cause analysed). The trainer invites participants to go and exchange for 40 minutes on the subject of the exercise. The aim is that everybody has a say in all six causes of stress depicted. Meanwhile the trainer takes notes so as to be able to present the results besides the whole class during the debriefing. Finally the debriefing takes place lasting no more than 40 minutes. The trainer will send the learners photos of the written sheets and some notes to remind them what they can possibly do to mitigate stress at work.

Deep Dive in Causes of Stress at Work

Stress at work is detrimental for both employees and employers! Stress is not perceived equally but it depends on person's age, disability, behaviors, skills and experiences.

There are some circumstances which cause stress. One can find several lists but in our online course we follow the Health and Safety Executive approach which is quite solid and encompasses many areas (six) that can lead to work-related stress if not properly managed.

<https://www.hse.gov.uk/stress/causes.htm>

Source: Appendix 5 of the Stress at work policy

(https://portal.oxfordshire.gov.uk/content/public/corporate/hr/hr_toolkits/policies/StressatWorkOct2010.pdf)

Health and Safety Executive is Britain's national regulator for workplace health and safety. Just to provide you with another example you can also have a look at what the Canadian Centre for Occupational Health and Safety lists as per Psychosocial Risk factors:

https://www.ccohs.ca/oshanswers/psychosocial/mh/mentalhealth_risk.html

Causes of stress at work:

Psychological hazard – Demands

Includes issues like work overload/underload, work patterns and the work environment.

What should be happening in the company is the following:

- the organisation provides employees with adequate and achievable demands in relation to the agreed hours of work
- people's skills and abilities are matched to the job demands
- jobs are designed to be within the capabilities of employees
- employees' concerns about their work environment are addressed.



Causes of stress at work:

Psychological hazard - Control

This is how say the person has in the way they do their work. It involves having meaningful discretion over how, when, and where work gets done.

Workers lack control at work when they feel they have little or no say in how they accomplish their daily tasks, are subject to excessive levels of supervision or surveillance, or cannot reasonably predict their schedules from week to week.

What should be happening in a firm is the following:

- where possible, employees have control over their pace of work
- employees are encouraged to use their skills and initiative to do their work
- where possible, employees are encouraged to develop new skills to help them undertake new and challenging pieces of work
- the organisation encourages employees to develop their skills
- employees have a say over when breaks can be taken
- employees are consulted over their work patterns.



Causes of stress at work:

Psychological hazard – Support

What should be happening in a firm is the following:

- the organisation has policies and procedures to adequately support employees
- systems are in place to enable and encourage managers to support their staff
- systems are in place to enable and encourage employees to support their colleagues
- employees know what support is available and how and when to access it
- employees know how to access the required resources to do their job; and
- employees receive regular and constructive feedback.

Includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues. Support helps employees manage internal and external pressures in the workplace.



Causes of stress at work:

Psychological hazard – Relationships

Includes promoting positive working to avoid conflict and dealing with unacceptable behavior.

Workplace relationships are the human interactions taking place in a work environment. They shall always be based on mutual trust and respect.

What should be happening in a firm is the following :

- the organisation promotes positive behaviours at work to avoid conflict and ensure fairness
- employees share information relevant to their work
- the organisation has agreed policies and procedures to prevent or resolve unacceptable behaviour
- systems are in place to enable and encourage managers to deal with unacceptable behaviour which can be reported by employees.



Causes of stress at work:

Psychological hazard – Role

Whether people understand their role within the organisation and whether the organisation ensures that the person does not have conflicting roles.

Roles refer to one's position on a team. Each team member has a role to play defined by skill set and experience. The point is that all roles have their value in the collaboration of a team.

What should be happening in a firm is the following:

- the organisation ensures that, as far as possible, the different requirements it places upon employees are compatible
- the organisation provides information to enable employees to understand their role and responsibilities
- the organisation ensures that, as far as possible, the requirements it places upon employees are clear
- systems are in place to enable employees to raise concerns about any uncertainties or conflicts they have in their role and responsibilities.



Causes of stress at work:

Psychological hazard – Change

What should be happening in a firm is the following:

- the organisation provides employees with timely information to enable them to understand the reason for proposed changes
- the organisation ensures adequate employee consultation on changes and provides opportunities for employees to influence proposals
- employees are aware of the probable impact of any changes to their jobs. If necessary, employees are given training to support any changes in their jobs.
- employees are aware of timetables for changes
- employees have access to relevant support during changes.

This is how organisational change (large or small) is managed and communicated in the organisation.

Facing causes of stress at work

Having understood what the main broad categories causing stress at work are, there are some actions and working «styles» managers can implement to reduce as much as possible the causes described so far.

Here is what for instance a manager might do:

- being present for his / her team and let them speak up
- assign tasks depending on people's skills and capabilities without overloading them
- recognise people's accomplishment and try to ensure a long lasting and fairly paid job
- encourage lifelong learning
- promote a collaborative working culture
- spur a sound, effective and efficient communication
- prioritize onboarding
- ensure a good work – life balance.



05

Understanding and implementing digital inclusivity

- 5.1 The best and the worst experience
- 5.2 Understand your people
- 5.3 Measure the sense of inclusivity in a hybrid working environment
- 5.4 Create a scenario for a video

Exercise 5.1

The best and the worst experience

Activity Type: Individual or Group

DESCRIPTION

In this activity the participants are encouraged to:

- explore their own positive and negative working experience since the beginning of the online or hybrid working and pay special attention how a specific experience has influenced their sense of belonging to the team and organisation;
- determine the factors that influenced them the most;
- draw their own conclusions about what Digital (Hybrid) Inclusivity means and why it matters.

LEARNING OUTCOMES

After completing this activity, learners will achieve the following learning outcomes:

- be aware of the variety of factors that influence the sense of belonging in a hybrid environment.
- be able to match feelings and needs (especially those, that are not met).
- (if working in a group) be able to exchange ideas and to enrich their own understanding of the scope of the digital inclusivity.
- be able to understand and define areas for further training and development of people in the organisation.

MATERIALS NEEDED FOR IMPLEMENTATION

- For the offline session: flipchart, markers, sticky notes, white papers, pencils, pens, tape
- For the online session: PROSPER online course, PPT presentation (not included), online meeting platform, microphone and headset, laptop / PC with camera, strong internet connection, collaborative platform like Miro.com.

TIME REQUIRED

40 - 50 min., depending on the number of the participants.

The best and the worst experience

Theoretical background

PROSPER online course, Module 3, Units 1 and 2:

- <https://course.prosper-project.eu/module-3-unit-1-understanding-the-digital-inclusivity/>
- <https://course.prosper-project.eu/module-3-unit-2-measuring-digital-inclusivity/>
- the importance of sense of belonging in the organisation
- the factors that influence the sense of belonging
- the risk of lack or poor sense of belonging
- The SCARF theory of employee engagement, based on the Neuroscience discoveries for people's behaviour
- Some statistics and research, included in the Module 3.
- Some real-life examples or case studies (preferably local and international).

Preparation

This activity can be conducted as an intro to the Module 3 of the learning platform. The trainer should be acquainted with Module 3, Unit 1 and Unit 2.

A helpful addition to the preparation, in order to be able to support the participants in exploring their experience, feelings, needs, and possible actions, would be the Non-violent communication theory and practice of Marshall Rosenberg.

- The Center for Nonviolent Communication - <https://www.cnvc.org/>

Mind mapping method can be used to summarise the results of the discussion:

- How To Make a Mind Map - <https://www.mindmapping.com/>

Introduction

The activity itself is like a warming up for Module 3 of the PROSPER online course - Digital Inclusivity. It is a combination of self-reflection, sharing and discussion.

Activity description

Step 1. Recall memories

The trainer will invite the participants to think about 5 positive and 5 negative experiences during the pandemic, related to their personal sense of belonging to a team or organisation.

At this stage people are working alone, writing down their memories, using sticky notes (if working in presence) or Miro.com platform and its virtual sticky notes.

The questions that can be asked:

- When talking about hybrid work, what comes to your mind first?
- Was it positive or negative for you?
- What made it such / What were the main factors?
- How connected did you feel with your team and organisation on the scale of 0 to 100. Why?
- Add more positive and negative examples that influenced your sense of belonging to the company (or your team) during the pandemic and the hybrid working!
- How did you overcome the negative influence and the lack/loss of sense of belonging? What were your strategies?

Step 2. Share in the group

Invite people to choose the 3 examples that are the most important for them.

The trainer should support the group in finding the key factors and the most effective strategies people share, and write them down (on a flipchart or in an online platform).

The best and the worst experience

Activity description

Step 3. Group and Summarise

Once the trainer has the main factors and strategies, he/she can group them by some attributes like values, goals, etc., representing the business in general.

The trainer can use the mind mapping method, if he/she finds it proper for the needs of the exercise.

Step 4. Self-reflection and Conclusions

The trainer invites the participants to write down some insights, conclusions, ideas, about the meaning and importance of the sense of belonging in the hybrid environment for the team effectiveness, personal well-being, and overall business results.

After sharing the conclusions, participants can be invited to develop their own definition of Digital inclusivity and sense of belonging in a hybrid working environment.

Debriefing

At the end of the activity the trainer should invite the participants to reflect on the experience and to:

- first write down impressions, insights, ideas, new things that have been understood or learnt, etc.
- second, to share with the group.
- third, the trainer can group the statements by similarity and importance. This could be a visual file or flipchart, that can be used further in the training.

Adaptation to online mode

The activity is suitable both for online and offline events. For the online session it would be good to have:

- small groups - between 5 and 8 people, to assure space and time for everybody to participate and share experience and opinion.
- online platform for group work like Miro.com.

- online meeting platforms like Zoom, Google Meet, or other, and an option for longer sessions (not 40 min only).
- Agenda and time slots to be able to keep track of time and results as this activity is only part of a training, not the training itself.
- A short presentation with instructions for each phase, so the participants know the topic they are working on every moment.
- Few physical activities / icebreakers to maintain the focus of the people.

Exercise 5.2

Understand your people

Activity Type: Group/Individual

DESCRIPTION

Based on the Design Thinking method, the participants will be invited to create 3 different personas of their employees and / or managers:

- those that work only from a distance;
- those that work hybrid.

The goal is to explore different aspects of such personas, to understand their problems, needs, possibilities, opportunities, sense of belonging to their team and company. Based on that the participants will be able to generate ideas on how to develop programmes and activities that correspond to the needs of their people towards improving the sense of belonging in the team and in the organization.

LEARNING OUTCOMES

After completing this activity, learners will achieve the following learning outcomes:

- they will understand how to use the Design Thinking model to explore the persona and the needs.
- they will be able to create focused and tailor-made programmes and measures to address their own needs regarding the development and maintaining sense of belonging and digital inclusivity.

MATERIALS NEEDED FOR IMPLEMENTATION

- For the offline session: flipchart, markers, sticky notes, white papers, pencils, pens, tape, Design Thinking persona model - <https://www.designabetterbusiness.tools/tools/persona-canvas>
- For the online session: PROSPER online course, PPT presentation, online meeting platform, microphone and headset, laptop / PC with camera, strong internet connection, collaborative platform like Miro.com, Design Thinking persona model.

TIME REQUIRED

~ 60 to 90 min., depending on the number of the participants.

Understand your people

Theoretical background

PROSPER Online course:

Module 3, Units 1 and 2:

- <https://course.prosper-project.eu/module-3-unit-1-understanding-the-digital-inclusivity/>
- <https://course.prosper-project.eu/module-3-unit-2-measuring-digital-inclusivity/>
- the importance of sense of belonging in the organisation
- the factors that influence the sense of belonging
- the risk of lack or poor sense of belonging
- The SCARF theory of employee engagement, based on the Neuroscience discoveries for people's behaviour
- Some statistics and research, included in the Module 3.
- Some real-life examples or case studies (preferably local and international).

Module 3, Unit 3:

- <https://course.prosper-project.eu/module-3-unit-3-developing-a-sense-of-belonging-in-the-hybrid-workplace/>
- Implementing the sense of belonging within the employee experience
- Multicultural aspect and digital inclusivity in hybrid reality

Module 3, Unit 4

- <https://course.prosper-project.eu/module-3-unit-4-creative-approaches-for-better-hybrid-inclusivity/>
- Creative methods for approaching problems and new situations - Design Thinking

Additional information can be obtained here:

- Personas – A Simple Introduction, <https://www.interaction-design.org/literature/article/personas-why-and-how-you-should-use-them>

Preparation

The trainer should be acquainted with Module 3, Unit 1, 2, 3 and 4 of the PROSPER online course, as this activity needs the overall understanding of the module.

A helpful addition to the preparation could be additional online tutorials on how to use and apply the Design Thinking method.

Design Thinking Full Course - <https://www.youtube.com/watch?v=4nTh3AP6knM>

Introduction

The activity could be introduced with some successful stories or an inspiring video.

Activity description

Personas are fictional characters. The participants will create it/them by researching the different types of working models and the employees that are involved in them.

The main goal is to recognize that different people have different needs and expectations, thus you need to apply different solutions.

The main question is "What does this persona need to experience and to have, to feel a strong sense of belonging and inclusivity in a distant or in a hybrid working environment?"

Understand your people

Activity description

Step 1: Form groups (if working in groups) or simply let the single participant choose a persona that she/he wants to focus on.

Step 2: Short theoretical introduction on the Design Thinking methodology and how to describe a persona.

Step 3: Working in small groups / or the trainer works closely with the individual participant. Follow the persona canvas and describe all the fields. Make some conclusions and share them.

Step 4: Ideate: try to generate as many different ideas as possible how to address the needs of the persona regarding the improvement of their sense of belonging to the company/team.

Step 5: Share and rank the best ideas that are simple and easy to be implemented.

Step 6: Comment how particularly each of the participants would be involved in the implementation of some of them.

- an online platform for group work like Miro.com.
- online meeting platforms like Zoom, Google Meets, or other, and an option for longer sessions (not 40 min only).
- Agenda and time slots to be able to keep track of time and results as this activity is only part of a training, not the training itself.
- A short presentation with instructions for each phase, so the participants know the topic they are working on every moment.
- Few physical activities / icebreakers to maintain the focus of the people.
- The Persona canvas of the Design Thinking method as a separate file which can be sent to the small groups for further description of the persona chosen.

Debriefing

At the end of the activity the trainer should invite the participants to reflect on the experience and to:

- first write down impressions, insights, ideas, new things that have been understood or learnt, etc.
- second, to share with the group.
- third, the trainer can group the statements by similarity and importance. This could be a visual file or flipchart, that can be used further in the training.

Adaptation to online mode

The activity is suitable both for online and offline events. For the online session it would be good to have:

- small groups - between 5 and 8 people, to assure space and time for everybody to participate and share experience and opinion.

Exercise 5.3

Measure the sense of inclusivity in a hybrid working environment

Activity Type:
Group/Individual

DESCRIPTION

The activity aims at developing a better understanding of how to create a questionnaire to measure the sense of inclusivity and belonging in a hybrid working environment, by going through a selection of the main factors and based on true stories.

LEARNING OUTCOMES

After completing this activity, learners will achieve the following learning outcomes:

- get a better understanding how to choose what factors to include and measure.
- how to test and improve them.
- how to apply them by developing a communication strategy.

MATERIALS NEEDED FOR IMPLEMENTATION

- For the offline session: flipchart, markers, sticky notes, white papers, pencils, pens, tape, PROSPER online course
- For the online session: PPT presentation (not included), online meeting platform, microphone and headset, laptop / PC with camera, strong internet connection, collaborative platform like Miro.com, Design Thinking persona model.

TIME REQUIRED

~ 60 - 80 min., depending on the number of the participants.

Measure the sense of inclusivity in a hybrid working environment

Theoretical background

Module 3, Unit 2 of the PROSPER online course:

- <https://course.prosper-project.eu/module-3-unit-2-measuring-digital-inclusivity/>
- the factors that influence the sense of belonging;
- the risk of lack or poor sense of belonging;
- the SCARF theory of employee engagement, based on the Neuroscience discoveries for people's behaviour;
- Employee Experience (EX) in the Hybrid Workplace
- Some statistics and research, included in the Module 3.
- Some real-life examples or case studies (preferably local and international).
- Before You Start Measuring the Digital Inclusivity / Sense of Belonging.
- Measuring the Digital Inclusivity / Sense of Belonging
- How-to Methods & Tools for Online Surveys.

Preparation

The trainer should be acquainted with Module 3, Unit 1, 2, 3 and 4 of the PROSPER online course, as this exercise needs the overall understanding of the module.

Introduction

The activity could be introduced with a brainstorming on what are the most important factors for the participants to feel a strong sense of belonging and to collect positive stories. Preferably, the trainer can guide the participants to examine the 3 pillars of the hybrid inclusivity - technical connectivity, feeling of being part of the team/the company, the skill set needed for the managers and the employees. Or to let the participants focus on the most important topics for them.

Activity description

Theoretical intro about how to measure the sense of belonging and inclusivity in a hybrid working environment.

Step 1: Brainstorming on the main factors for the participants to feel included and proud of being part of their teams / company. You may ask participants to draw a symbol for each one of them and to collect them virtually or on a flipchart.

Step 2: Divide participants in groups. Each group has to choose at least one of the factors to form a questionnaire.

Step 3: Let the groups compose a questionnaire and a key to it.

Step 4: Exchange the questionnaires between the groups and let them test and give feedback.

Step 5: If needed - let the groups make some corrections.

Step 6: Each group will create their own communication strategy to present and engage their employees in the process.

Step 7: Comment on the results.

Debriefing

At the end of the activity the trainer should invite the participants to reflect on the experience and to:

- first write down impressions, insights, ideas, new things that have been understood or learnt, etc.
- second, to share with the group.
- third, the trainer can group the statements by similarity and importance. This could be a visual file or flipchart, that can be used further in the training.

Adaptation to online model

The activity is suitable both for online and offline events. For the online session it would be good to have:

- small groups - between 5 and 8 people, to assure space and time for everybody to participate and share experience and opinion.
- An online platform for group work like Miro.com.
- online meeting platforms like Zoom, Google Meet, or other, and an option for longer sessions (not 40 min only).
- Agenda and time slots to be able to keep track of time and results as this activity is only part of a training, not the training itself.
- A short presentation with instructions for each phase, so the participants know the topic they are working on every moment.
- Few physical activities / icebreakers to maintain the focus of the people.
- Some templates of questionnaires.
- If possible - try mentimeter.com

Exercise 5.4

Create a scenario for a video

Activity Type: Group/Individual

DESCRIPTION

Based on the Module 3 of the PROSPER online course, and preferably on the other activities (1, 2 and 3), the participants will be invited to create a scenario for a video that will promote the hybrid inclusivity in the company and will serve as a tool for improving the employer brand - internally and externally.

In the best case the video scenario will be based on the stories shared (good examples and negative ones), conclusions, Persona canvas from the Design Thinking method, and others. During the exercise some creative methods and techniques can be used to generate more and better ideas (if working in a group).

LEARNING OUTCOMES

After completing this activity, learners will achieve the following learning outcomes:

- be able to apply different creative approaches to find a solution to improve the employer brand.
- be able to write a video scenario for future needs.

MATERIALS NEEDED FOR IMPLEMENTATION

- For the offline session: flipchart, markers, sticky notes, white papers, pencils, pens, tape
- For the online session: PROSPER online course, PPT presentation (not included), online meeting platform, microphone and headset, laptop / PC with camera, strong internet connection, collaborative platform like Miro.com

TIME REQUIRED

~ 60 - 80 min., depending on the number of the participants.

Create a scenario for a video

Theoretical background

Module 3, Unit 4 of the PROSPER online course:

- <https://course.prosper-project.eu/module-3-unit-4-creative-approaches-for-better-hybrid-inclusivity/>
- Running creative sessions in hybrid environment
- Brainstorming techniques for better hybrid experience

Additional information of how to write impressive scenarios can be found here:

- How to Write a Video Script [Template + Video], <https://blog.hubspot.com/marketing/how-to-write-a-video-script-ht>

Preparation

The trainer should be acquainted with Module 3, Unit 4 of the PROSPER online course. Also, it would be of good help if they have collected successful or meaningful stories (story telling) during the interactions with their audience.

Introduction

The activity could be introduced with an inspiring video on the subject of hybrid / digital inclusivity. You can use the one from the Module 3, Unit 2 of the PROSPER online course - Inclusion Starts With I, by Accenture, <https://www.youtube.com/watch?v=2g88Ju6nkcq>

Or find a similar or other appropriate video to open the discussion about the importance of showing and using videos in your efforts to create a strong feeling of belonging and inclusivity in your company.

Activity description

Step 1: Ice-breaker with the video + discussion about the strongest moment in the video and the messages in it.

Step 2: Divide participants in pairs/groups. Each group has to select up to 3 factors that would like to focus on in their video. These factors should be meaningful and

important for the participants at the moment.

Step 3: Let the groups compose a scenario for a video no longer than 2 minutes (or less).

Step 4: If possible, ask participants to play it. You may need some extra materials if the training is in person. If online - ask the groups to show different images to make a short presentation of their scenario.

Step 5: Present and share impressions.

Debriefing

At the end of the activity the trainer should invite the participants to reflect on the experience and to:

- first write down impressions, insights, ideas, new things that have been understood or learnt, etc.
- second, to share with the group.
- third, the trainer can group the statements by similarity and importance. This could be a visual file or flipchart, that can be used further in the training.
- draw more ideas for new videos.

Adaptation to online model

The activity is suitable both for online and offline events. For the online session it would be good to have:

- small groups - between 5 and 8 people, to assure space and time for everybody to participate and share experience and opinion.
- an online platform for group work like Miro.com.
- online meeting platforms like Zoom, Google Meets, or other, and an option for longer sessions (not 40 min only).
- Agenda and time slots to be able to keep track of time and results as this activity is only part of a training, not the training itself.
- A short presentation with instructions for each phase, so the participants know the topic they are working on every moment.

06

Experience Design in the Hybrid Workplace

- 6.1 Ideal Employee Experience Design
- 6.2 Hybrid Workplace Challenges and Role Play
- 6.3 Sense of Belonging Assessment



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Exercise 6.1

Ideal Employee Experience Design

Activity Type: Group

DESCRIPTION

Collaboration of employees in order to identify challenges and design solutions aimed at enhancing employee experience in a hybrid workplace.

LEARNING OUTCOMES

After completing this activity, learners will achieve the following learning outcomes:

- Understand the key elements that contribute to positive or negative employee experiences in a hybrid workplace.
- Learn how to work collaboratively to design solutions.
- Enhance problem-solving and presentation skills.

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course, Module 3, Units 1 and 3
- Whiteboard/flip chart for in-person groups or an online platform like Miro for remote teams
- Sticky notes
- Pens/Markers

TIME REQUIRED

90 min.

Ideal Employee Experience Design

Theoretical background

Trainers should familiarise themselves with Module 3, Unit 3 of the PROSPER online course, focusing on the key drivers of Employee Experience (EX) in a hybrid work setting:

<https://course.prosper-project.eu/module-3-unit-3-developing-a-sense-of-belonging-in-the-hybrid-workplace/>

Understanding elements like diversity, team communication, and manager relationships will add depth during the activity.

Preparation

Review the PROSPER course content and ensure participants have access to it before the activity. Prepare the whiteboard or online collaborative platform with sections for problem identification, idea generation, and solution design.

Introduction

Start with a warm-up exercise where everyone shares one word that comes to mind when they hear "Employee Experience." Introduce the activity and divide participants into teams.

Activity description

1. Problem Identification: Each team identifies challenges affecting EX in a hybrid workplace. The challenges could relate to:

- Communication gaps,
- Access to resources,
- Development opportunities.

15 min.

2. Idea Generation: Teams brainstorm solutions and write their ideas on sticky notes. **20 min.**

3. Solution Design: Teams use the whiteboard/online platform to write down their best solution. **25 min.**

4. Presentation: Teams present their solutions to the larger group by using boards. They explain how the solution addresses the problem and enhances EX. **20 min.**

5. Voting and Winning Idea: After the presentations the teams vote for the most impactful solution (other than their own). **10 min.**

Debriefing

Ask participants to reflect on questions like:

- What surprised you most about this activity?
- How has your understanding of EX in a hybrid work environment evolved?
- What is one action item you will take away?

Adaptation to online model

Use breakout rooms for team activities in Zoom or similar platforms.

Use online collaborative boards like Miro or MURAL for brainstorming and prototyping.

Conduct presentations and voting in the main online meeting room.

Exercise 6.2

Hybrid Workplace Challenges and Role Play

Activity Type: Group

DESCRIPTION

Participants engage in role-play based on hybrid workplace scenarios, exploring challenges and strategies related to EX and digital inclusivity.

LEARNING OUTCOMES

After completing this activity, learners will achieve the following learning outcomes:

- Gain hands-on experience navigating scenarios of digital inclusivity and EX.
- Develop strategies for enhancing inclusivity in hybrid settings.
- Understand the impact of communication and collaboration techniques on fostering inclusivity.

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course
- PPT: Hybrid Workplace Challenges and Role Play (attached)
- scenario cards detailing hybrid workplace situations.
- Projector and screen.

TIME REQUIRED

90 min.

Hybrid Workplace Challenges and Role Play

Theoretical background

Concepts of employee experience, sense of belonging, and digital inclusivity. The concept of employee experience in the hybrid workplace.

Importance of digital inclusivity and its impact on EX.

Challenges faced by employees and managers in hybrid settings. Trainers should familiarise themselves with Module 3, Unit 1 and Module 3, Unit 3 of the PROSPER online course:

- <https://course.prosper-project.eu/module-3-unit-1-understanding-the-digital-inclusivity/>
- <https://course.prosper-project.eu/module-3-unit-3-developing-a-sense-of-belonging-in-the-hybrid-workplace/>

They could also familiarise themselves with Module 3, Unit 2 and Module 3, Unit 4 to enhance all aspects of hybrid inclusivity:

- <https://course.prosper-project.eu/module-3-unit-2-measuring-digital-inclusivity/>
- <https://course.prosper-project.eu/module-3-unit-4-creative-approaches-for-better-hybrid-inclusivity/>

Preparation

Print the scenario cards that depict situations highlighting challenges of EX and digital inclusivity.

Introduction

Begin with a warm-up question: What challenges related to inclusivity have you faced or observed in a hybrid workplace setting?

Activity description

1. Participants are divided into groups and distributed a scenario from the PPT.
2. Groups are allowed to choose scenarios and assign roles. More scenarios can be invented.
3. Groups are given 20 minutes to prepare for role-play, emphasising focus areas like impact of digital inclusivity, strategies for inclusivity, and

communication techniques.

4. Groups are given up to 40 minutes in total, to perform their role-play scenarios in front of the other groups.
5. The trainer facilitates a debrief after each role-play providing feedback, and discussing the solutions presented.
6. The activity ends with a summary of the key findings.

Debriefing

Participants should reflect on:

- What was effective in addressing challenges in their role-play?
- How do the role plays reflect real-life hybrid workplace challenges?
- What strategies were most successful?
- How did you feel while navigating the scenario?
- Were there moments where you felt a lack of inclusivity?
- What specific changes would you implement in a real-life situation?

Encourage Sharing:

- Open floor for sharing experiences, observations, and future strategies.

(Optional) QR Code:

- Generate a QR code that leads to a Google Form or other survey tool where participants can anonymously answer the reflection questions and provide additional feedback.

Adaptation to online model

- Use breakout rooms for group discussions and scenario preparation.
- Share scenario cards digitally.
- Groups can present their role plays using video features, ensuring that each member gets a chance to contribute. Debrief can occur in the main session with larger group participation.

Hybrid Workplace Scenarios and Role Play

Brief description:

An interactive role-play activity to delve into the challenges and solutions concerning Employee Experience (EX) and Digital Inclusivity in a hybrid work environment.

Objectives

- Understand EX and its elements.
- Explore the importance of Digital Inclusivity.
- Gain insights into the real-world challenges and strategies.

Scenario Cards Overview

Sample Scenario Card Display Elements Explained

- Situation
- Roles
- Role play process

Scenario Cards (1/3)

The Communication Challenge

- Situation: A remote team member feels excluded during team meetings. They struggle to contribute due to timing delays and overlapping conversations, leading to a sense of frustration.
- Roles: a) Remote Employee , b) Team Manager, c) Team Members
- Process: The team has a meeting where the Remote Employee addresses their concerns. Discuss how to improve inclusive communication in hybrid meetings. The Manager should facilitate a discussion to identify steps for inclusivity. The employees should offer suggestions and commit to improvements in terms of communication.



Hybrid Workplace Scenarios and Role Play

Scenario Cards (2/3)

Digital gap

- Situation: There is a new collaboration that requires remote and in-office employees. The remote team members face technical issues and feel underprivileged compared to the in-office colleagues.
- Roles: a) Remote Team Representative , b) In-Office Team Representative, c) Manager, d) IT Support Manager
- Process: The Remote Team Representative communicates the technical issues. The Representatives brainstorm solutions to bridge this digital gap. With the support of the IT Manager they find a plan that ensures equitable access to resources.

Scenario Cards (3/3)

Balancing Flexibility and Fairness

- Situation: Due to the flexible working schedule of this team, some remote team members have feel that their in-office colleagues have more opportunities for professional advancement and interactions with leadership.
- Roles: a) Remote Employee, c) HR Manager
- Process: The Remote Employee addresses their concerns pointing out examples of unfair treatment. The HR Manager leads a solution-oriented discussion leading to a strategy for professional growth of all employees.



Hybrid Workplace Scenarios and Role Play

Points of Consideration for Role Play

Impact of Digital Inclusivity on EX

- How does a lack of digital tools affect remote workers?
- What kind of digital solutions can improve EX?
- For example, in a meeting, consider if everyone has equal access to digital platforms and feel comfortable using them.

Effective Communication Techniques

- The importance of clear agendas and recaps.
- Tools and platforms that enhance communication.
- For instance, be mindful of the tools used for communication; not everyone may be comfortable or familiar with a specific software.

Strategies for Enhancing Inclusivity

- Scheduling considerations.
- Use of collaborative tools.
- For example, when planning a team meeting, ensure all time zones are considered to include remote team members

Activity Guidelines

Time Allocation

- Briefing and Warm-up: 5 mins
- Scenario Selection and Group Division: 10 mins
- Role-play Preparation: 20 mins
- Role-play Performance: 40 mins
- Debriefing and Discussion: 15 mins

Role-play Steps

- Choose scenario and roles.
- Prepare script and actions.
- Perform role-play.



Exercise 6.3

Sense of Belonging Assessment

Activity Type: Individual

DESCRIPTION

This is a session to gather insights about an individual's EX in a hybrid workplace.

LEARNING OUTCOMES

After completing this activity, learners will achieve the following learning outcomes:

- Insights into the individual struggles and experiences that people have when working in mixed settings.
- Establishment of EX's potential for further enhancements.

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course
- Questionnaire or survey template,
- note-taking materials

TIME REQUIRED

60 min.

Hybrid Workplace Challenges and Role Play

Theoretical background

Trainers need to have a thorough understanding of the complexities of employee experience (EX) and the role that a feeling of belonging plays in affecting that experience. They should be aware of the particular difficulties posed by hybrid workplaces and the significance of feedback in terms of improving the overall experience of working for the company. Therefore, trainers should familiarise themselves with Module 3, Unit 3 of the PROSPER online course:

<https://course.prosper-project.eu/module-3-unit-3-developing-a-sense-of-belonging-in-the-hybrid-workplace/>

Preparation

Ensure the participant has filled a pre-session questionnaire on their general experiences in a hybrid workplace.

Introduction

The trainer is responsible for assuring the session's objective and maintaining the session's confidentiality.

Activity description

1. Overview of the session. The trainer can start by explaining the significance of taking this assessment, ensuring confidentiality and requesting for honest feedback.
2. Complete the survey. The trainer should give the participants the questionnaires assessing their experiences in a hybrid workplace.
3. Open discussion and feedback. The trainer facilitates a discussion based on the survey results, allowing participants to elaborate and offering insights into their specific challenges.

Debriefing

Self-reflection questions on how their experience can be improved.

- How does inclusivity affect their sense of belonging?
- What key aspects can emerge from the discussion?
- How can these findings influence practices and policies within organisations?
- What actionable steps can be taken to address any challenges?

Adaptation to online model

- Use digital platforms like Zoom for the one-on-one session.
- Digital survey tools can be used for feedback.

Hybrid Workplace Challenges and Role Play

Assessment Questionnaire

Demographics (Optional, but can provide context):

Role/Position: _____

Years in the organisation: _____

Primary work setting (e.g., home, office, mixed):

1) On a scale of 1-10, how would you rate your overall experience working in a hybrid environment?

(1 being extremely negative and 10 being extremely positive)

2) How often do you feel digitally included in team activities and discussions?

Always
Often
Sometimes
Rarely
Never

3) Do you feel that the organisation provides adequate tools and platforms to support digital inclusivity?

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

4) How easy is it for you to access and use digital platforms/tools provided by the company?

Very Easy
Easy
Neutral
Difficult
Very Difficult

5) In the past month, have you faced any challenges related to digital inclusivity? If yes, please describe.

Yes (please specify): _____
No

6) Do you feel that the leadership in your organisation promotes an inclusive and engaging work environment in the hybrid model?

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

7) How often do you feel a sense of belonging in the team or organisation while working in a hybrid environment?

Always
Often
Sometimes
Rarely
Never

8) How important do you think is understanding multicultural opportunities in enhancing EX in a hybrid environment?

Extremely Important
Very Important
Moderately Important
Slightly Important
Not Important

9) Have you ever felt left out or not included in team decisions or discussions because of your cultural background or location?

Always
Often
Sometimes
Rarely
Never

10) In your opinion, what can be done better to enhance digital inclusivity and the overall employee experience in our hybrid workplace?

Open-ended response: _____

07

Put sustainability at the heart of hybrid work practices

- 7.1 Eco-Footprint Explorer: Tracing Your Hybrid Impact
- 7.2 Sustainability Hackathon – how can hybrid working deliver smart sustainability
- 7.3 Empathy Mapping for a Greener Hybrid Workplace

Exercise 7.1

Eco-Footprint Explorer: Tracing Your Hybrid Impact

Activity Type: Individual

DESCRIPTION

In this mentor-guided activity, the learner will gain insights into their own hybrid work practices, understand areas of improvement related to sustainability, and chart out an action plan with the mentor's guidance.

LEARNING OUTCOMES

After this activity, the learner will be able to:

- Analyse personal hybrid work habits and their sustainability implications.
- Identify areas of improvement to make their hybrid work more sustainable.
- Create an actionable plan to incorporate sustainability in their work habits.

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course
- Insight worksheet (attached)
- Action plan template (attached)

TIME REQUIRED

30 min. preparation and 120 min. delivery

Eco-Footprint Explorer: Tracing Your Hybrid Impact

Resources

In the context of sustainability, the United Nations' 2030 Agenda for Sustainable Development emphasizes the urgency of adopting more sustainable practices in all spheres of our lives, including our work habits. Hybrid working, the fusion of remote and in-office work, offers a unique opportunity in this regard. Its inherently flexible nature can be leveraged to reduce environmental impact, but it also comes with challenges like digital waste and energy consumption.

Incorporating this knowledge into an interactive activity allows the learner to not only understand but also 'live' the experience of making sustainable choices in a hybrid work environment. The aim is to drive home the idea that sustainability isn't a distant, abstract goal but a tangible, achievable aspiration that can be integrated into our daily work lives.

Preparation

Before starting, the trainer should be familiar with:

- The principles of sustainable hybrid work practices.
- Techniques for self-analysis and self-assessment.
- Goal-setting and action-planning methodologies - use template provided

Refer to the 3 sustainability units of the PROSPER online course:

- <https://course.prosper-project.eu/module-4-unit-1-digital-sustainability-in-context-of-hybrid-working/>
- <https://course.prosper-project.eu/module-4-unit-2-digital-sustainability-taking-action/>
- <https://course.prosper-project.eu/module-4-unit-3-digital-sustainability-tools-for-smes/>

Introduction

Begin by explaining the importance of integrating sustainability into hybrid work practices. Emphasise the personal and organisational benefits of sustainable work habits.

Activity description

1. Self-Insight

Hand over the insight worksheet to the learner. Ask them to fill it out, analysing their current work habits. **30 min.**

2. Discussion and Feedback

The learner shares their insights with the mentor. The mentor provides feedback insights and shares best practices related to sustainability in hybrid working. **30 min.**

3. Action Mapping

With the mentor's guidance, the learner creates a sustainable hybrid work action plan. This plan should detail specific steps, resources required, potential challenges, and ways to measure progress. **45 min.**

4. Commitment and Next Steps

Encourage the learner to commit to implementing the action plan. Discuss potential follow-up sessions to track progress and address challenges. **15 min.**

Debriefing

End the activity by summarising the main takeaways and emphasising the importance of continuous analysis and adaptation in making hybrid work practices more sustainable. This one-on-one activity allows for personalised feedback and creates a space for the learner to openly discuss challenges and areas of improvement. The trainer/mentor can adapt and customise the approach based on the specific needs and context of the learner.

Adaptation to online model

The Eco-Footprint Explorer: Tracing Your Hybrid Impact can easily be adapted for online delivery, making use of tools like video conferencing platforms and digital whiteboards.

Eco-Footprint Explorer: Tracing Your Hybrid Impact

This worksheet is designed to help you analyse your current hybrid work practices and identify areas for sustainability improvement. Reflect on your daily activities and fill out the sections below.

PART 1: Self-Insight

- List your daily work activities (both remote and in-office).
- Beside each activity, note the resources used (energy, paper, digital, etc.).
- Estimate the environmental impact of these resources (low, medium, high).

PART 2: Areas for Improvement

Review your listed activities and their impacts.- Identify which activities have the highest environmental impact.- Suggest changes to reduce the impact.

PART 3: Discussion and Feedback

After completing Part 1 and 2, discuss your findings with a colleague.- Note down any additional insights or suggestions provided by your colleague.

Action Plan Template

1. **GOAL SETTING:-** Define clear and achievable sustainability goals for your hybrid work practices.
2. **ACTION ITEMS:-** Based on the insights from the worksheet, list specific actions you can take to reach your sustainability goals.
3. **RESOURCES REQUIRED:-** Identify any resources or tools you will need to implement your action items.
4. **POTENTIAL CHALLENGES:-** Anticipate challenges you might face and plan how to address them.
5. **PROGRESS MEASUREMENT:-** Decide how you will measure the effectiveness of your actions and track your progress over time.
6. **COMMITMENT:-** Write a commitment statement to implementing your action plan.
7. **FOLLOW-UP SESSIONS:-** Schedule dates for follow-up sessions to review progress with your mentor.

Please use the insights from the PROSPER online course units on Digital Sustainability as a guide throughout this process.



Activity 1: Self-Insight Worksheet (Work Activity Log)

Name: _____

Department: _____

Date: _____

Instructions: Reflect on your daily hybrid work activities and consider their sustainability impact. Use this worksheet to document your findings, which will later be used to create an action plan for more sustainable work practices. Please complete this worksheet thoughtfully and bring it to your mentor-guided session for further discussion and action planning.

List your typical work activities, both remote and in-office.	List the digital tools, energy, and resources you use for each task.	Sustainability Impact Assessment Assess the sustainability impact of these activities. Consider factors such as energy consumption, digital resource use, and physical waste.	Opportunities for Improvement Identify which habits could be modified for better sustainability. Consider potential changes to your routine or tools that could reduce your eco-footprint.

ACTIVITY 2: Digital Sustainability Goal Setting and Action Plan for SMEs

This template is designed to assist SMEs in setting concrete goals and creating a detailed action plan for improving digital sustainability. It follows the SMART criteria – Specific, Measurable, Achievable, Relevant, Time-bound. The template can be adapted as needed to fit the specific needs and context of your SME. Remember, the journey towards digital sustainability is ongoing and requires continuous effort and adaptation.

Part 1: Goal Setting

1. Specific Goals:

Clearly define what you want to achieve in terms of digital sustainability.

Example Goal Your goal

Reduce digital storage needs by 20%

2. Measurability:

Establish criteria for measuring progress toward each goal.

Example Criteria for Measuring Your goal

Track the amount of data stored monthly

3. Achievability:

Ensure that the goals are attainable within your SME's capacity.

Achievability Your goal

Use cloud storage solutions that offer data compression

4. Relevance:

Confirm that the goals align with your SME's broader sustainability objectives.

Achievability Your goal

Align digital storage reduction with overall carbon footprint reduction strategies

5. Time-bound:

Set a reasonable but ambitious deadline for achieving each goal.

Deadline Your goal

Achieve a 20% reduction in digital storage needs within one year

ACTIVITY 2: Digital Sustainability Goal Setting and Action Plan for SMEs

Part 2: Action Planning

1. Action Items:

Break down each goal into smaller, manageable tasks.

Actions Your goal

Conduct an audit of current data storage and usage

2. Resources Required:

Determine what resources or changes are necessary to implement each action item.

Resources needed Your goal

Invest in a cloud service provider with green credentials. Budget allocated of €5,000

3. Potential Challenges:

Identify potential obstacles and how you will overcome them.

Challenges+ overcoming them Your goal

Resistance to changing data storage practices.

Overcome with training and demonstrations of benefits.

4. Progress Tracking:

Decide how you will track each action item's progress toward your goals.

Tracking Your goal

Monthly reports on data usage and storage efficiency.

5. Review and Adjust

-Plan for regular review points to assess progress and make necessary adjustments.

Achievability Your goal

Schedule the first review session three months from the action plan's initiation date to monitor progress and address any issues.

Ongoing quarterly review meetings with key stakeholders to evaluate the action plan's effectiveness and adapt as needed

Now COMMIT:

As we strive for digital sustainability, we pledge to follow this action plan, regularly review our progress, and adapt our strategies to ensure we meet our digital sustainability goals.

Exercise 7.2

Sustainability Hackathon – how can hybrid working deliver smart sustainability

Activity Type: Group activity

DESCRIPTION

The Sustainability Hackathon is an interactive and collaborative activity that engages learners in brainstorming and designing innovative solutions to foster sustainability in hybrid work environments. It encourages creativity, critical thinking, and teamwork while addressing sustainability challenges. This activity promotes active learning, teamwork, and creative problem-solving skills while fostering an understanding of sustainability challenges in the context of hybrid work. It provides a platform for learners to explore innovative solutions and encourages them to be proactive agents of change in creating sustainable work environments.

There are two delivery options:

1. Can be delivered in a single company team setting where a team from an individual company can explore and put their existing hybrid work practices under the spotlight and identify areas of improvement aligned with sustainability. By focusing on the unique dynamic, structure and needs of their company, they can craft bespoke strategies that directly impact their own specific sustainability footprint.
2. With multiple companies e.g. within a Chamber of Commerce, where multiple companies come together, share their individual best practices, and collaboratively brainstorm solutions. This cross-pollination of ideas can lead to innovative learning and solutions that can be adopted across industries. It can also foster a collective commitment to sustainability among the community of businesses, strengthening the local economy's dedication to eco-friendly and socially responsible practices

LEARNING OUTCOMES

- After completing this activity, learners will achieve the following learning outcomes:
- Understand the meaning and importance of sustainability in the context of hybrid working.
- Analyse the contribution of hybrid working to SDGs and ESGs.

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course
- PPT as a Hackathon Guide (attached)

TIME REQUIRED

60 min. preparation and 180 min. Hackathon delivery

Sustainability Hackathon – how can hybrid working deliver smart sustainability

Resources

It is essential for the trainer/hackathon facilitator to understand the importance of hybrid work practices in promoting sustainability. The shift to hybrid work can significantly reduce a company's carbon footprint, minimize paper waste with digital processes, and create an inclusive work environment that respects work-life balance. But how can all the team contribute? Understanding the alignment of hybrid work practices with SDGs and ESGs will be pivotal for the trainer/facilitator.

Preparation

Complete 3 units of the PROSPER online course

- <https://course.prosper-project.eu/module-4-unit-1-digital-sustainability-in-context-of-hybrid-working/>
- <https://course.prosper-project.eu/module-4-unit-2-digital-sustainability-taking-action/>
- <https://course.prosper-project.eu/module-4-unit-3-digital-sustainability-tools-for-smes/>

Read the Guide to Sustainability Hackathon – how can hybrid working deliver smart sustainability .

Introduction

The activity will be introduced to the LEARNER with a short induction on the importance of sustainability in today's world, focusing on how companies are taking steps to ensure they're meeting SDGs. Then, the Hackathon formula will guide the transition into a discussion about how hybrid work can be a tool for sustainability, collective brainstorming and presentation of idea on how the shift to hybrid work can contribute to sustainability.

Activity description

1. Introduction:

- Start the activity by providing an overview of the sustainability challenges in hybrid work environments. Introduce SDGs and ESGs and give examples.
- Explain the purpose of the "Sustainability

Hackathon" as an opportunity for learners to develop creative and practical solutions.

- Divide the learners into small groups of 4-6 participants. **15 min.**

2. Problem Identification (30 minutes): In their groups,

- Instruct learners to identify specific sustainability challenges or opportunities related to hybrid work.
- Encourage them to consider aspects such as energy consumption, waste management, carbon footprint, resource utilization, and employee well-being.
- Provide relevant resources from the PROSPER programme including case studies to assist in their problem identification process. **30 min.**

3. Solution Development: Each group will work together to brainstorm and design innovative solutions to address the identified sustainability challenges.

- Encourage out-of-the-box thinking and creative problem-solving approaches.
- Remind learners to consider the feasibility, effectiveness, and potential impact of their solutions. **60 min.**

4. Solution Pitch (30 minutes): Give each group an opportunity to present their solutions to the class.

- Each group should prepare a concise pitch that highlights the problem, their innovative solution, and its potential benefits.
- Encourage the use of visual aids, prototypes, or technology tools to enhance the presentation. **30 min.**

5. Group Discussion and Evaluation: Facilitate a group discussion after each presentation to encourage feedback, questions, and further exploration of the proposed solutions.

- Encourage the learners to provide constructive feedback and suggestions for improvement.
- Emphasize the importance of considering sustainability, practicality, and scalability in evaluating the solutions. **30 min.**

Sustainability Hackathon – how can hybrid working deliver smart sustainability

Debriefing

Reflection and Collaboration: Conclude the activity by facilitating a reflection session where learners share their key takeaways and insights from the Sustainability Hackathon.

- Encourage them to discuss how the innovative solutions presented could be implemented in real-life hybrid work environments.
- Promote collaboration by encouraging learners to exchange contact information and continue collaborating on sustainability initiatives beyond the classroom. **15 min.**

Adaptation to online model

The Sustainability Hackathon can be adapted for online delivery, making use of tools like video conferencing platforms, digital whiteboards, and breakout rooms:

1. Introduction: Begin the session on a video conferencing platform (like Zoom, Microsoft Teams, etc.). Start with a brief overview of the sustainability challenges posed by hybrid work environments. Explain the aim of the "Sustainability Hackathon". Utilise the breakout room feature to divide participants into smaller groups of 4-6 members. **15 min.**

2. Problem Identification (30 minutes): In breakout rooms: Ask groups to pinpoint specific sustainability challenges related to hybrid work. Encourage considering areas like energy use, waste management, carbon footprints, resource efficiency, and worker well-being. Use shared links or an online platform to provide participants with relevant resources and case studies to guide their thinking. **30 min.**

3. Solution Development (60 minutes): In breakout rooms:

- Direct groups to brainstorm and craft innovative solutions.
- Prompt groups to think creatively and be solution-focused.
- Encourage feasibility checks of their solutions.

60 min.

4. Solution Pitch: Return to the main video call: Each group presents their solution via screen sharing. Ask them to be concise, detailing the problem, the proposed solution, and its advantages. Promote the use of digital tools (like PowerPoint, Google Slides, etc.) to make presentations engaging. **30 min.**

5. Group Discussion and Evaluation: In the main room: After every pitch, have an open discussion, allowing for questions, suggestions, and deeper dives into solutions. Stimulate learners to offer constructive feedback. Highlight the importance of sustainability, practicality, and scalability for evaluation. **30 min.**

6. Reflection and Collaboration (15 minutes): Finish with a reflection session, sharing insights and key takeaways. Encourage participants to discuss the real-world implementation of the suggested solutions. As it's an online setting, urge participants to share their contact information in the chat or through a shared Google Doc to foster collaboration beyond the session. **15 min.**

What is Hackathon?

A collaborative event where individuals pool their skills to solve problems or create prototypes in a short timeframe.

Why are they relevant to Sustainability?

Hackathons bring innovation, speed, and collaborative spirit, making them ideal for tackling sustainability challenges in the hybrid work model.

Core Principles:

- **Innovation:** Encouraging out-of-the-box thinking to develop fresh solutions.
- **Collaboration:** Bringing together diverse minds and skills for a common purpose.
- **Intensity:** Working under time constraints to produce rapid solutions.
- **Openness:** Sharing ideas freely, allowing for feedback and iterative improvements.

The hybrid work model is here to stay. By integrating sustainability, we are addressing future challenges head-on. By focusing on sustainability in the hybrid workspace, the hackathon aligns with the broader UN Sustainable Development Goals, and the obvious benefit for the company is both economic and wellbeing as the team will feel more engaged and invested in purpose-driven initiatives like sustainability.

So how can our team benefit from this Sustainability Hackathon Challenge?

The hackathon format

- encourages cross-functional teamwork, collaborative brainstorming and fosters a culture of open communication.
- leads to solutions for cost savings, process improvements, and even new revenue streams. So it can have a direct bottom-line impact, making the business more resilient and future-ready.
- paves the way for novel sustainability solutions that can be implemented in the workplace, giving companies a competitive edge.
- gives a tangible opportunity for the company to get a clear commitment to global sustainability initiatives.



5 Top Tips for Valuable Hackathon Participation

Hackathons are not just about finding a solution but about the journey of collaboration, innovation, and continuous learning, making them ideal platforms for sustainability challenges in the evolving world of hybrid work.

1. Embrace Collaborative Mindset: A hackathon thrives on diverse thoughts and skills coming together. We want the input of all team members and respect differing viewpoints. Your collective intelligence is more potent than working in silos.

2. Research & Prepare: While hackathons are about innovation, having a base knowledge of the theme will guide our ideation process. Prior to the event, delve into the nuances of sustainability in hybrid working. Familiarise yourself with PROSPER online course Sustainability units

- Module 4 / Unit 1 Digital Sustainability in context of hybrid working | course.prosper-project
- Module 4 / Unit 2 Digital Sustainability – taking action | course.prosper-project
- Module 4 / Unit 3 Digital Sustainability Tools for SMEs | course.prosper-project

3. Stay Flexible: Flexibility is key in a hackathon. It is really common to realise midway that there's a better approach or solution. So, our top tip is: Don't be too attached to one idea. If you find compelling evidence or feedback from another team member, do not be afraid to suggest a change in direction, be agile and adjust.

4. Time Management is Crucial: Hackathons have a tight timeline, making it vital to allocate time effectively. We have broken down this Hackathon into 5 segments – brainstorming, research, solution development, presentation preparation, and feedback. We have set clear time limits for each to avoid last-minute rushes.

5. The Power of Taking Breaks: Hackathons can be intense, it's crucial to maintain your health and mental well-being, so our schedule includes short breaks to stretch, hydrate, and clear your mind. This not only prevents burnout but also often leads to more clear and creative thinking.



The key to a valuable hackathon experience lies in preparation, collaboration, adaptability, and self-care. Keep these in mind, and you're poised for a productive and enriching journey!

Good Practice Example- Green Office Transformation Hackathon

Context: A medium-sized digital marketing agency with a mix of in-office and remote workers recognized the increasing importance of sustainable practices in office spaces. With the hybrid working model in place, they wanted to optimize both their physical office and digital practices to align with sustainability goals.

Aim: The aim of the hackathon was to develop actionable strategies and initiatives to make hybrid work at the agency more sustainable. This could involve both tangible changes to the office space and adjustments to digital work habits to reduce the environmental footprint.

How it worked:

- **Engagement:** The company invited all employees to participate, emphasising the shared responsibility and benefits of a sustainable workspace and the need to develop actionable strategies and initiatives. Teams were formed
- **Research Phase:** Teams were tasked with researching and analysing the current environmental impact of their work habits, from paper usage to digital carbon footprints.
- **Hackathon Event:** Over a dedicated "Green Day", teams brainstormed and proposed initiatives



Good Practice Example- Green Office Transformation Hackathon

These included:

- Implementing digital signature solutions to cut down on paper usage.
- Adopting cloud solutions that use green energy-powered data centers
- Setting up office gardens or green spaces to improve air quality and employee well-being.
- Proposing "no-travel days" where all meetings are held virtually to reduce transportation-related emissions.
- Launching a "Digital Cleanup Day" to declutter and delete unneeded files, thereby reducing storage and energy costs.

Ideas were assessed based on feasibility, environmental impact, cost, and potential for employee engagement.

The winning initiative was the "Digital Cleanup Day", complemented by training sessions on efficient digital storage practices and the environmental impact of massive digital storage.

This example demonstrates that a sustainability hackathon doesn't always need to produce a new product or technology. Instead, it can yield effective strategies to instil sustainable habits and practices in everyday work.



Welcome

Join us in driving sustainable change in our hybrid workplace!

Why are we here?

We want to use the hackathon format to generate innovative solutions that enhance sustainability in our hybrid work environments.

How are we going to do this ?

3 themes, 48-hours from brainstorming to final pitches with checkpoints along the way.

Objective:

To develop actionable solutions that can be implemented to make our hybrid work model more sustainable.

3 Suggested Themes

- Energy Efficiency: Solutions for reducing energy consumption in home and office settings.
- Waste Management: Strategies to minimize waste from hybrid work operations.
- Green Commuting: Ideas to promote eco-friendly commuting options

Team Up

Form your team with a diverse mix of skills from across the company

Create a dedicated online channel to communicate (e.g. via Teams or shared Google Drive) and when in the office, dedicate time to meet and collaborate with your team. Use collaborative editing tools like Google Docs and Sheets for simultaneous working.

Agree on working hours that accommodate different time zones for global teams. Keep the whole team updated with progress to maintain collective focus.

Assign clear roles to ensure efficient teamwork, with a team leader to coordinate efforts.

Acts as the point of contact between the team

Facilitates team meetings and decision-making processes



Idea Development

Explore:

Dive into the daily routines of hybrid workers. Where is the waste happening? What consumes the most energy?

Brainstorm:

With sustainability as your guide, brainstorm to find areas for improvement. Think energy-saving apps, waste-reducing processes, or green commuting options.

Decide:

Evaluate ideas based on potential impact on sustainability in hybrid environments and feasibility. Use tools like impact-effort matrixes to select the best one.

Impact-effort matrix

This visual representation helps teams to quickly see which ideas they should prioritize and tackle first. List all ideas and then plot them in the quadrant that best describes their impact and effort.

1. High Impact, Low Effort (Quick Wins):

These tasks or ideas will have a significant positive effect and are relatively easy to implement. Example: Implementing a policy to turn off all electronics when not in use to save energy

2. High Impact, High Effort (Major Projects):

These are tasks or ideas that will have a significant positive effect but will require a lot of resources and time to implement. Example: Developing a comprehensive recycling programme that includes composting and electronic waste.

3. Low Impact, Low Effort (Fill-Ins):

These tasks or ideas may not have a huge effect but are easy to do and can fill in gaps in your sustainability plan. Example: Switching to eco-friendly office supplies

4. Low Impact, High Effort (Thankless Tasks):

These are tasks or ideas that take a lot of effort but don't contribute significantly to your goals. Example: Overhauling an entire heating system for minimal energy savings.



Sustainable Prototyping

Sustainable prototyping is a critical step in the development process because it allows teams to explore and test their ideas with a focus on sustainability. Use one of the following tools

- Visualize your idea with quick sketches/map that outline the sustainable features of your solution.
- Create a basic model using sustainable materials or mock up a digital interface that encourages sustainable habits among hybrid workers."
- Testing is important at this stage. Get feedback from hybrid workers, refine your model to increase sustainability, and ensure practicality in both home and office setups.

Checking your Progress

First Milestone: Share your concept and receive feedback on its viability and sustainability in a short presentation.

Mid-Hackathon Review: Demonstrate your working model. Is it making hybrid work greener? Gather feedback and refine your approach.

Pre-Final Pitch: Rehearse your pitch, focusing on the solution's sustainability in hybrid work and be ready to iterate based on final feedback.

Some tips on running a sustainable hackathon

1. **VENUE:** Choose a virtual or low-impact venue to minimize the environmental footprint.
2. **TECHNOLOGY:** Use digital collaboration tools to facilitate remote participation, reducing travel-related emissions.
3. **MATERIALS:** Opt for digital materials over printed ones. If physical materials are necessary, choose recycled or sustainable options.
4. **ENERGY:** If in-person, encourage participants to use public transport or carpool.
5. **CATERING:** Provide locally-sourced, organic, or plant-based food options.
6. **WASTE:** Implement a waste reduction policy including recycling stations and the minimal use of disposables.
7. **LEARNING:** Incorporate educational sessions about sustainability into the event.
8. **SHARE:** After the event, share the outcomes and continue to engage with participants on the topic of sustainability



The Hackathon Approach

Ensure teams have time to polish their solutions in preparation for the Final Presentation/Pitch

Brief teams on the process of presenting their developed solution to the panel of judges and the overall team.

The judges should evaluate the final pitches based on the predetermined criteria, for example

- Innovation: Originality of the solution and its approach to sustainability.
- Impact: The potential for the solution to significantly improve sustainability in hybrid work environments.
- Viability: The feasibility of implementing the solution in real-world settings.
- Scalability: The ability to expand the solution for broader application.
- User Experience: The ease of use and the design quality of the solution from the user's perspective.

Judges select the winners. Eco prizes or awards should then be presented to the teams with the best solutions.

Debrief session where participants can reflect on what they've learned and discuss the potential for implementing the sustainability solutions in real-world hybrid work scenarios. For promising solutions, this might involve discussions about further development, potential funding, or pilot projects to test the solution in a live environment.



Exercise 7.3

Empathy Mapping for a Greener Hybrid Workplace

Activity Type:
**Group (can be
adapted for
individuals)**

DESCRIPTION

Through this activity, learners will engage in empathy mapping to better understand how sustainable practices influence employees' feelings, thoughts, and actions in a hybrid work environment. It aims to uncover insights on the human-centric side of sustainability.

LEARNING OUTCOMES

After this activity, the learner will be able to:

- Gain a deeper understanding of employees' perspectives on sustainability in hybrid work settings.
- Identify areas of improvement for integrating sustainable practices that align with employee needs and aspirations.
- Understand the emotional and practical implications of sustainability in day-to-day hybrid working life

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course
- Empathy Mapping template (paper or digital)
- Sticky notes (physical or digital for online sessions)

TIME REQUIRED

30 min. of preparation and 150 min. of delivery

Empathy Mapping for a Greener Hybrid Workplace

Resources

Empathy mapping, derived from Design Thinking principles, is a tool that offers a deep dive into users' needs, desires, and feelings. It provides a more comprehensive understanding of how certain actions or conditions affect individuals. By integrating this tool with sustainability in hybrid work, we can address both the human and environmental components of sustainable practices.

Preparation

Before starting, the trainer should be familiar with:

- The principles of sustainable hybrid work practices.
- Techniques for self-analysis and self-assessment.
- If desired, individualise the empathy map template.

Refer to the 3 sustainability units of the PROSPER online course

- <https://course.prosper-project.eu/module-4-unit-1-digital-sustainability-in-context-of-hybrid-working/>
- <https://course.prosper-project.eu/module-4-unit-2-digital-sustainability-taking-action/>
- <https://course.prosper-project.eu/module-4-unit-3-digital-sustainability-tools-for-smes/>

Introduction

This activity focuses on a different aspect of sustainability, bridging the gap between understanding the human side and implementing effective sustainability practices.

- Explain the importance of integrating sustainability into hybrid work practices.
- Emphasise the personal and organisational benefits of sustainable work habits.

Activity description

1. Introduction:

Introduce the concept of empathy mapping and its relevance to understanding sustainability from a human-centric perspective in hybrid work contexts. **10 min.**

2. Understanding the Empathy Map:

- Walk participants through each section of the empathy map (i.e., Think & Feel, Hear, See, Say & Do, Pains, and Gains).
- Discuss the context: How do employees feel about sustainability in their hybrid workspace? **20 min.**

3. Group Mapping Session:

- Divide participants into small groups.
- Each group selects a hypothetical employee persona or uses real-life experiences.
- Groups fill in the empathy map based on their understanding or experiences related to sustainability practices in the hybrid work context.

60 min.

4. Sharing Insights:

- Groups share their empathy maps.
- Discuss similarities, differences, and standout insights.

30 min.

5. Actionable Recommendations:

- Based on empathy mapping results, each group lists three actionable recommendations to enhance sustainability while considering the human aspect.
- Share recommendations with the wider group.

30 min.

Empathy Mapping for a Greener Hybrid Workplace

Debriefing

- Reflect on the importance of understanding the human element when integrating sustainability into hybrid work.
- Encourage continuous dialogue between management and employees to ensure sustainable practices are holistic, addressing both environmental and human needs.

Adaptation on online mode

Yes, but conducting the activity online offers a unique set of challenges and benefits. Be mindful to

- Keep video cameras on (if possible) to maintain engagement and foster a sense of connection.
- Use interactive features of the video conferencing tool, like polls or reactions, to keep the energy up.
- Encourage participants to use the chat function for questions or comments if they don't want to interrupt.
- Have a co-facilitator to manage any technical issues so the main facilitator can focus on the activity.
- Schedule short breaks to prevent online fatigue.
- Remember, conducting activities online offers a unique set of challenges and benefits. It's crucial to ensure that all participants feel comfortable and engaged throughout the session.

Empathy Mapping for a Greener Hybrid Workplace (Online Adaptation)

Materials Needed for Implementation (Online):

- Digital Empathy Mapping tool or platform (e.g., Miro, MURAL).
- Video conferencing tool (e.g., Zoom, Microsoft Teams) for live discussions.

Preparation:

- Set up the digital empathy map templates on the chosen platform.
- Ensure that all participants have access to the platform and know how to use its basic features. A short tutorial might be helpful.
- Send out invites for the video conferencing session, along with pre-read instructions.

Introduction:

- Start the video call, ensuring everyone's connected

and can see and hear each other.

- Introduce the concept of empathy mapping and its online adaptation. **15 min.**

Activity Description (Online):

1. Understanding the Digital Empathy Map:

- Share your screen and walk participants through each section of the digital empathy map.
- Discuss the online context: How might employees feel about sustainability in their hybrid workspace when working remotely?

2. Group Mapping Session:

- Create breakout rooms for participants to split them into smaller groups.
- Each group selects a persona from real-life experiences provided
- Groups fill in the online empathy map using digital sticky notes, texts, or other elements the platform offers.

3. Sharing Insights:

- Reconvene in the main video conferencing room.
- Groups can present by sharing their screens or by guiding others to view their digital empathy map on the platform.
- Facilitate a discussion on insights, noting similarities, differences, and interesting findings.

4. Actionable Recommendations:

- Using the digital platform, each group lists down three actionable recommendations with the wider group.
- These can be added to a shared digital board or a slide.
- Share and discuss recommendations with the wider group.

5. Conclusion:

- Reflect on the benefits and challenges of conducting this activity online
- Highlight the importance of integrating human-centric approaches to sustainability, even in remote settings.
- Encourage the use of digital tools for continued collaboration on sustainability initiatives.

08

Digital Sustainability – taking action

- 8.1 Strategic scenarios for sustainability
- 8.2 Know your why in order to make it a reality
- 8.3 Matching sustainability goals and digital tools

Exercise 8.1

Strategic scenarios for sustainability

Activity Type: Group

DESCRIPTION

In this activity, participants deliberate possible future strategies in order to respond to possible challenges related to the company's sustainability goals.

LEARNING OUTCOMES

After completing this activity, learners will be able to:

- Understand the importance of incorporating sustainability into company strategies and the environmental responsibilities that businesses have in the context of hybrid working.
- Know about aligning sustainability goals with business objectives and ethical considerations related to environmental responsibilities.
- Comprehend the role of leadership in driving sustainability initiatives and promoting a culture of environmental responsibility.
- Be able to resiliently adapt the company's sustainability strategy to unforeseen challenges
- Be able to devise various strategies and scenarios in order to reach the set sustainability goals
- Expand their repertoire of strategic options.
- Increase their confidence in dealing with unpredictable developments

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course
- paper
- pens
- post-its
- flipchart
- markers

TIME REQUIRED

75 min.

Strategic scenarios for sustainability

Theoretical background

Strategies and plans for future action - they have been created under certain assumptions about the future. However, circumstances often change and new, unanticipated factors need to be taken into account. That is why managers need to be able to

test the viability of current strategies and adopt them rapidly in response to future challenges.

Examining different possible scenarios is not intended to produce a detailed plan for implementation, but rather to increase resilience: the ability to actively shape the system and be prepared to respond to surprises. This means being able to review the overall situation, identify the key factors influencing it, define possible outcomes, and act adaptively in response to changing circumstances. It keeps the overall focus on the goal while adapting the means accordingly. The activity is based on the Liberating structure called Critical Uncertainties:

<https://liberatingstructures.de/critical-uncertainties/>

Preparation

The activity presupposed the topic of sustainability is already familiar to the learners and its purpose doesn't need explaining. It also assumes the company has already defined sustainability goals.

The trainer should be familiar with the PROSPER online course, Module 4, Unit 1. Digital Sustainability in context of hybrid working

<https://course.prosper-project.eu/module-4-unit-1-digital-sustainability-in-context-of-hybrid-working/>

and Module 4, Unit 2. Digital Sustainability – taking action: <https://course.prosper-project.eu/module-4-unit-2-digital-sustainability-taking-action/>

Learners should also be familiar with Unit 2 - shared as a homework assignment prior to the delivery of the activity.

In addition, the following articles provide the context on why and how sustainability is related to the company strategy, if the trainer deems necessary to inform the learners further:

- Why sustainability isn't just for green companies

<https://www.weforum.org/agenda/2020/01/sustainability-green-companies-business-partnership/>

- Operations-driven sustainability:

<https://www.mckinsey.com/capabilities/operations/our-insights/operations-driven-sustainability>

Introduction

The group starts by stating the main sustainability pillars of the company: what goals have been defined and what strategies have been set in place to achieve them. The main points are put on a flipchart and provide a wider content of the activity. 10 min.

Activity description

Step 1. Divide the group into 4 small groups (depending on the number of participants, you might have to go with less, and prioritise certain scenarios). In small groups, participants try to answer the following question by writing on post-its:

What are the factors affecting the company's sustainability strategy that cannot be predicted or controlled? 5 min.

Step 2. Next, participants answer on post-its the question:

What factors threaten the company's ability to deliver on its sustainability strategy? **5 min.**

Strategic scenarios for sustainability

Step 3. The groups then evaluate the factors they identified and select the one factor which brings the most uncertainty (question 1) and the one which carries the greatest risk (question 2).

On a flipchart, create a grid with two axes, both of which represent the presence/absence of a factor. The horizontal axis represents uncertainty (question 1): on the left side, the factor is present, and on the right side, the factor is largely absent. For example, if the uncertain factor is the active commitment by the team, on the left side, the commitment is low, while on the right side, the commitment is high.

The vertical axis represents risk. On the top side, the factor is absent, and on the bottom side, the factor is largely absent. For example, if the risk factor is a reliance on a public funding programme, in the top quadrant the funding is available without interruptions, while in the bottom one the funding programme is cancelled.

There are four quadrants:

high uncertainty, low risk low uncertainty, low risk

high uncertainty, high risk low uncertainty, high risk

5 min.

Step 4. Each group is assigned one quadrant and develops a suitable example scenario - what will happen to the company's sustainability strategy under the circumstances. If there are less than four groups present, scenarios with a single risk/uncertainty factor (low uncertainty, high risk or high uncertainty, low risk) are prioritised. **10 min.**

Step 5. After the scenario is developed, the groups develop three strategies that can help address the challenges identified. **10 min.**

Step 6. Groups share their scenarios and strategies in the bigger group. Together, they try to identify the strategies that can be effective for more than a single scenario. Some strategies can be suitable for a single scenario, but nevertheless play a vital role in preventing the breakdown of the company's sustainability policy.

10 min.

Step 7. Based on the strategies selected, the group can plan possible next steps and responsibilities. **10 min.**

Debriefing

Participants share their answers to the following questions:

- Do you feel more empowered to deal with uncertain future scenarios now?
- Which of the strategies defined was most useful for you as a learning experience?
- If you had to define other uncertainty/risk factors, what would they be?

Adaptation to online mode

The activity can be delivered in an online environment with minor modifications. Small groups must work in breakout rooms. The writing part in each step would be most effective if a Miroboard is set-up in advance, but in absence of preparation time, suggestions can be easily collected in Padlet.

Exercise 8.2

Know your why in order to make it a reality

Activity Type: Group

DESCRIPTION

In this activity, learners start from understanding the larger purpose of sustainability in the company's activities, elaborate their own purpose, and develop concrete steps in order to make that purpose a reality.

LEARNING OUTCOMES

After completing this activity, learners will be able to:

- Demonstrate ethical considerations in making sustainable decisions, considering the impact of business practices on the environment, and evaluating the ethical implications of sustainability initiatives.
- Understand how to engage employees in sustainability goals, promote a culture of environmental responsibility, and empower individuals to contribute to sustainable practices in the workplace.
- Develop skills in selecting appropriate communication channels, crafting engaging sustainability narratives, and conveying the importance of sustainability to various stakeholders.
- Visualise a common future for the team.
- Feel motivated and empowered, understanding the larger purpose of what they do.
- Take part in a participatory and decentralised process of implementation of a strategic vision.
- Develop all the elements required for a systematic implantation of a strategic goal.

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course
- paper
- pens
- post-its
- flipchart
- markers

TIME REQUIRED

145 min.

Know your why in order to make it a reality

Theoretical background

It is very important that sustainability is not seen as an initiative adopted from above, or as a response to political or administrative requirements - that it has a meaning for all employees involved.

Defining a common meaning is a key step towards any practical action plan, and the best way of communicating the importance of the topic. When learners take an active part in co-creating the different elements of the process, the connection between their action and the larger purpose is not lost on them, and they remain motivated to face different challenges.

The overall purpose of the activity is closely aligned with the philosophy described by Simon Sinek in *Start with Why: How Great Leaders Inspire Everyone to Take Action*:

<https://simonsinek.com/books/start-with-why/>

The activity is based on the Liberating structure called Purpose-to-practice:

<https://liberatingstructures.de/purpose-to-practice-p2p/>

Preparation

It is expected that the trainer is familiar with Module 4, Unit 2 of the PROSPER online course. Digital Sustainability – taking action: <https://course.prosper-project.eu/module-4-unit-2-digital-sustainability-taking-action/>

The following TED talk might be useful for introducing why starting with the purpose matters:

https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en

Learners should also be familiar with Unit 2 - shared as a homework assignment prior to the delivery of the activity.

Introduction

Introduce the idea behind the activity, and the five elements that will be reviewed:

- Purpose
- Principles
- Participants
- Structure
- Practices

The group starts by reviewing the main sustainability goals of the company: The main points are put on a flipchart and provide a wider content of the activity.

Activity description

Step 1. Purpose. Participants are divided into small groups (3-5 participants). One of them is tasked with keeping notes from the group discussion on a flipchart. Participants deliberate individually on the questions and write down the key elements of their answer:

- Why is the company's business being sustainable important to you? Why does it matter for the larger community? **5 min.**

Step 2. Then, in the small group, all of them share their ideas and try to formulate a common understanding. They expand the idea they selected in more depth. **10 min.**

Step 3. All groups share their ideas and try to combine them into a common vision. It is important that the final statement is accepted by all participants. **10 min.**

Step 4. Principles. Using the same interaction model as before (5 min individual deliberation, 10 min. small group discussion, 10 min. large group discussion), participants attempt to answer the following question:

What rules must we follow in order to achieve our purpose? **25 min.**

Know your why in order to make it a reality

This is the point where a short break is advisable. If the activity is carried out in two sessions, this is where the first one should end.

Step 5. Participants. Using the same interaction model as before, participants attempt to answer the following question:

Who must be involved in order for us to achieve our purpose? How will they be motivated? **25 min.**

Step 6. Structure. Using the same interaction model as before, participants attempt to answer the following question:

How do we need to organise our team and activities, and how would we distribute the responsibilities in order to achieve our purpose? **25 min.**

Step 7. Practices. Using the same interaction model as before, participants attempt to answer the following questions:

What will our next steps be? What activities will we carry out, what resources do we need for them, and how does the timeline look like? **25 min.**

Debriefing

Participants share their answers to the following questions:

- Do you feel more connected to the company's sustainability strategy now? Why?
- Has any of the steps revealed new elements that did not occur to you before?
- Do you need anything else in order to carry out your role defined in the last step?

10 min.

Adaptation to online mode

The activity can be carried out online without major adaptations, with participants working in breakout rooms. It is recommended that a Miroboard or Padlet is used for keeping notes. The final product of the

discussions may be further developed graphically in Canva and used as a communication material of the company's sustainability strategy.

Exercise 8.3

Matching sustainability goals and digital tools

Activity Type:
Group/Online

DESCRIPTION

In this activity, participants review digital tools for enabling Digital Sustainability in an SME and try to adapt them to fulfil the company's goals.

LEARNING OUTCOMES

After completing this activity, learners will be able to:

- Utilise digital sustainability tools for SMEs, understanding the functions and benefits of tools for recycling, ethical search practices, food waste prevention, paper waste reduction, ESG and carbon footprint management, environmental and building management systems, carbon footprint monitoring, and encouraging sustainable behaviours.
- Understand how to engage employees in sustainability goals, promote a culture of environmental responsibility, and empower individuals to contribute to sustainable practices in the workplace.
- Develop skills in selecting appropriate communication channels, crafting engaging sustainability narratives, and conveying the importance of sustainability to various stakeholders.
- Exchange tangible practical experience and get answers to pressing questions
- Align digital tools to strategic sustainability goals

MATERIALS NEEDED FOR IMPLEMENTATION

- Computers/Laptops
- Projector
- White screen

TIME REQUIRED

80 min.

Matching sustainability goals and digital tools

Theoretical background

This is a practical activity where tools are selected to fit particular goals. This is why it is important that the strategic aspects are explored first, and this activity is done as a follow-up. By no means should it be considered as a stand-alone - if participants merely review tools, the purpose of which is missing, they will not be able to draw significant benefits from the process.

Preparation

The trainer should review the PROSPER online course, Module 4 / Unit 3 Digital Sustainability Tools for SMEs: <https://course.prosper-project.eu/module-4-unit-3-digital-sustainability-tools-for-smes/>

It is assumed that participants are already familiar with the company's sustainability strategy, goals, and their personal role in it. These themes are explored in the other activities of this learning topic.

Introduction

The activity starts with participants discuss the following question:

- Does digitalisation benefit the overall sustainability strategy of the organisation?
- The group tries to agree on some common points of why digitalisation can be helpful. **5 min.**

Activity description

Step 1. The group is divided into pairs. Each pair receives as a task to review some digital tools focused on one of the following aspects of sustainability:

- recycling,
- ethical search,
- food waste prevention,
- paper waste reduction,
- Environmental, Social, and Governance (ESG) and carbon footprint management,
- Environmental and building management systems
- encouraging sustainable behaviours.

Participants can review tools included in the PROSPER online course. Module 4 / Unit 3 Digital Sustainability Tools for SMEs. <https://course.prosper-project.eu/module-4-unit-3-digital-sustainability-tools-for-smes/> Alternatively, they can also include other tools known to them or found online. **30 min.**

Step 2. After reviewing the available tools, the pair has to prepare a short presentation for the group, trying to 'sell' the merits of the tool, while also presenting its limitations. Pairs are allowed to make use of existing online reviews, videos, and any personal experience they have with the tools, but they need to deliver the presentation themselves.

- The presentations should follow the same structure:
- Brief presentation of the tool.
- Who are the target users
- Main functions
- Strengths
- Limitations
- Possible alternatives
- Why chose this tool over the alternatives?

The presentation can take any form the pair deems fitting, with PowerPoint being the default option. **20 min.**

Step 3. Each pair presents the selected tool using the projector and white screen. The big group discussed whether the tool is applicable to the overall company goals and strategy. **15 min.**

Debriefing

Participants share their answers to the following questions:

- Has your opinion on how digitalisation benefits the overall sustainability strategy of the organisation changed?
- Which is the tool you found most useful?
- For which purpose do you feel that an additional search for tool might yield better results?

Adaptation on online mode

If the training is delivered online, pairs need to work in breakout rooms. One of them has to share the screen on what they review. Presentations can be prepared in Canva or Powerpoint, but some additional time must be allocated to compensate for the difficulty of coordination.