

The Module

The module was designed to develop PsyCap for the focused intervention or experimental group. The control group employees underwent the skill based training. Both the modules were delivered at the organization site. The module was delivered by the researcher herself. She has been a professional trainer since last twenty years. The trainer used the experiential learning methodology for delivering both the training modules.

3.1 Experiential Learning Methodology

The experiential learning methodology is based on the experiential learning cycle by Kolb (Kolb, 1984). It involves four learning stages. The cycle begins with the first stage of concrete experience. Here the learner undergoes an immersive experience. In the second stage of observation and reflection, the learner observes herself/himself and reflects on the thoughts, feelings generated during the experience. These reflections make the experience unique and personal. The second stage of observation and reflection leads to formation of a generalization _an abstract concept. Abstract conceptualization is the third stage of the learning cycle. The unique experience now connects with theories. The essence of the experience is derived during this phase. The learner is now ready to enter the application stage. This is done by testing the generalizations derived in the previous stage, in a new situation.

The reason for selecting this particular methodology was that it is learner centered. This helps learner engagement and reduces the threat level in the learning environment. (Sugar & Whitcomb, 2006). The experiential learning methodology was used because learning through direct experience has been found to be most effective for adults (Hattie et al, 1997; Kayes, 2002; Meyer, 2003; Williams, Graham and Baker, 2003 as cited in (Bangari, 2015).

3.2 Development of the module

DEVELOPMENT OF MODULE ON PSYCHOLOGICAL CAPITAL

The contents of the module were identified after the survey of literature. PsyCap involved four dimensions. There is rich literature available for each of the source dimensions. Thus for PsyCap efficacy, development of self efficacy literature was surveyed extensively. The four antecedents of self efficacy are enacting the mastery experience, vicarious experience, verbal persuasion and change in physiological and affective states (Bandura, Self efficacy: The exercise of control, 1997) were all incorporated in the intervention. The tree of life activity reminds the employee of past success or present success in a different area leading to change in self belief. Presence of other employees like himself or herself, lead to modeling, the training used experiential methodology, leading to verbal persuasion and emotional arousal.

The PsyCap hope module involved setting a goal for self, and mapping a pathway towards the goal as described by Snyder (2002). An alternate pathway was also created with the help of other employees leading to an increase in PsyCap hope.

The PsyCap optimism module involved the principles of learned optimism. The employee experienced crossword puzzle activity and then took up a real life example which would help him/her apply the concepts of learned optimism. The employee selected both – a positive experience and a negative experience.

The PsyCap resilience module involved identifying of strengths of the employee. These can be assets in facing an adversity. The strength envelope activity was used for this. Real life stories of role models like Mr. Alexis Leon were also shared to develop PsyCap resilience.

This is how each of the dimension of PsyCap was considered and designed for development. The module was taken to two subject matter experts for review and their comments were also incorporated. The details of the module are provided below.

3.3 The Metamorphosis Module

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Word “Metamorphosis” is defined by the Cambridge dictionary as ‘complete change’.

It has roots in Zoology where the young form of some insects and animals develop into the adult form. The researcher wanted this program to be an insightful and a significant experience hence the name: *Metamorphosis*. It was also surmised that the training and the action plans and their follow up would lead to a mature, more composed and positive individual.






3.4 Metamorphosis Module Overview

Session	Timings	Topic	Objective	Methodology
I	50 minutes	Welcome Prayer Icebreaker	Welcome the Employees and create psychological safety Clarify Objectives. Trainer Introduction	“Peaks and valleys” with strength envelopes
II	30 minutes	Explaining Psychological Capital	What is PsyCap, its history and its benefits	Lecturette
III	Three hours	PsyCap Hope	Detect one’s personal vision statement and set personal goals sheet	Begin with the end in mind (Puzzle Exercise) and Ask yourself tool
IV	Three hours and Thirty minutes	PsyCap Optimism	To explain PsyCap Optimism; attributions given by the employees and tools and techniques to remain optimistic	Crossword Exercise and Personal reflections
V	10 Minutes	Recap	To establish continuity for Day 2	Discussion
VI	Three hours and 30 minutes	PsyCap Efficacy	To understand one’s strengths and maintain and develop self efficacy	Tree of Life Activity and sharing
VII	Three hours and 30 minutes	PsyCap Resilience	To demonstrate the asset based model of self efficacy	The Matchsticks activity and application of questions on self
VIII	50 minutes	Closure, feedback, action plans and Re-survey	To gain feedback and get participant to draw down action	Tools and Questionnaire





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Session	Timings	Topic	Objective	Methodology
			plans for the follow Up	



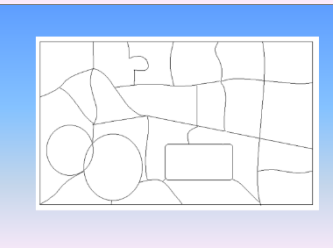

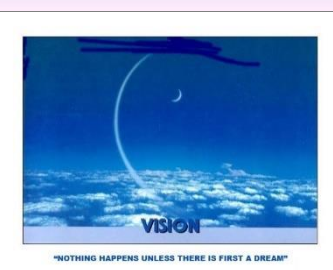

3.5 Metamorphosis Module Agenda

Timings	Slides	Activities /Notes/ Considerations Methodology
9.00 to 9.15	 <p>Welcome to Metamorphosis</p> <p>A Program aimed at Developing our Psychological Capital</p>	<p>Welcome to employees</p> <p>Prayer</p>
9.15 to 9.17	<p>My Methodology</p>	<p>Explaining the Experiential Learning Methodology</p>
9.17 to 9.19	 <p>I hear And ... I forget</p>  <p>I see And ... I remember</p>	<p>Explaining the Experiential Learning Methodology</p>
9.19 to 9.20	<p>I do And... I understand</p> 	<p>Explaining the Experiential Learning Methodology</p>
9.20 to 9.21	<p>Psychological Capital</p> 	<p>Introducing the topic</p>

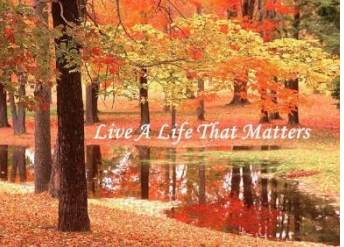




DEVELOPMENT OF MODULE ON PSYCHOLOGICAL CAPITAL

Timings	Slides	Activities /Notes/ Considerations Methodology
9.21 to 9.50		Conducting Peaks and Valleys and strengths envelopes
9.50 to 10.00		Bringing out employees' learning from the sharing that happened and reinforcing positive aspect of identifying strengths
10.00 to 10.05	<p>What is Psychological Capital?</p> <p>An individual's positive psychological state of development. It is characterized by:</p> <ol style="list-style-type: none"> 1. having confidence (efficacy) to take on and put in the necessary effort to succeed at challenging tasks 2. Making a positive attribution (optimism) about succeeding now and in the future 3. persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed 4. When beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success (Luthans, Youssef et al., 2007, p. 3). 	Explaining the definition of PsyCap
10.05-10.10	<p>Proposed by Dr. Fred Luthans</p>  <ul style="list-style-type: none"> • Positive Organizational Behavior: The study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace. 	Explaining the history of PsyCap, Positive Organizational Behavior (POB), Positive Psychology movement
10.10-10.11		Pictorial depiction of four components of PsyCap
10.11 to 10.30	<p>How will it help us?</p> <ul style="list-style-type: none"> • On an individual level, PsyCap <ul style="list-style-type: none"> – Explores the question of “who you are” and therefore results in better self-awareness – can energize our thinking and our perceptions of what we can achieve – Builds our confidence, hope, resilience and optimism, thus enhancing our psychological strengths 	Sharing the benefits of developing one's PsyCap

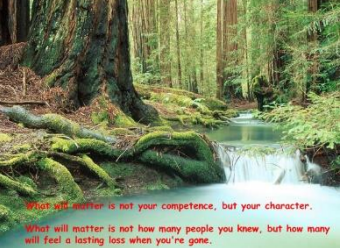
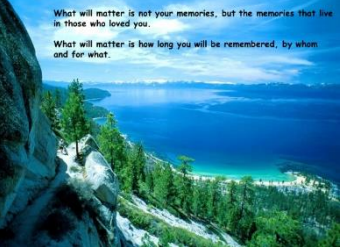
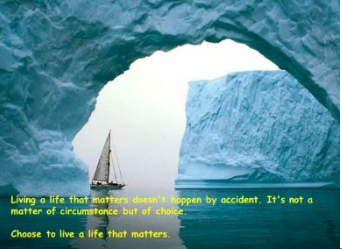

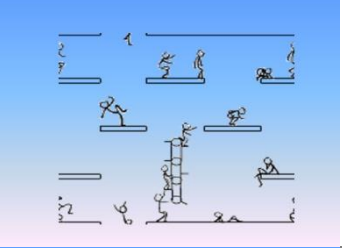

DEVELOPMENT OF MODULE ON PSYCHOLOGICAL CAPITAL

Timings	Slides	Activities /Notes/ Considerations Methodology
10.30 to 10.31		The first component of PsyCap
10.32 to 10.50		Experiential exercise “Begin with the End in Mind” Phase I
10.50 to 10.52		The solution to the wooden puzzle
10.52 to 11.30		Answering the questionnaire “The Journey” Phase II of Begin with the End in Mind
11.30 to 11.35		Debriefing the Phase II with examples of Baba Amte and H. T. Parekh
11.35 to 11.40		Tips on how to create a vision

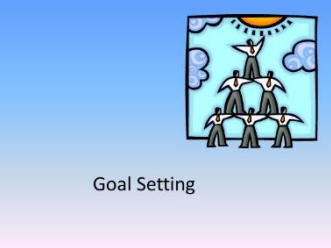
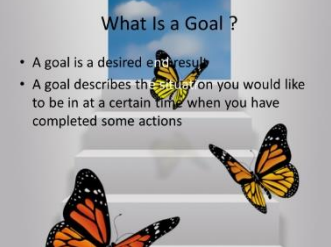


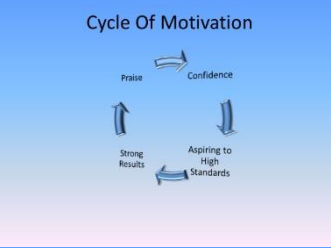
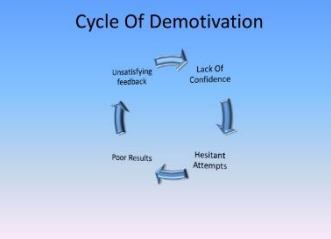
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Timings	Slides	Activities /Notes/ Considerations Methodology
11.40 to 11.45	<p>Describe your personal vision</p> <ul style="list-style-type: none"> • Self Image • Tangibles • Home • Health • Relationships • Work • Personal pursuits • Community • Others • Life purpose 	Different anchors for developing a personal vision
11.45 to 11.46		Read it aloud
11.46 to 11.47	<p>It will not matter what you owned or what you were owed. Your grudges, resentments, frustrations, and jealousies will finally disappear. So, too, your hopes, ambitions, plans, and to-do lists will expire.</p> 	Read it aloud
11.47 to 11.48	 <p>The wins and losses that once seemed so important will fade away. It won't matter where you came from, or on what side of the tracks you lived, at the end. It won't matter whether you were beautiful or brilliant.</p>	Read it aloud
11.48 to 11.49	 <p>Even your gender and skin color will be irrelevant. So what will matter? How will the value of your days be measured?</p>	Read it aloud
11.49 to 11.50	<p>What will matter is not what you thought, but what you built; not what you got, but what you gave. What will matter is not your measures, but your significance. What will matter is not what you learned, but what you taught. What will matter is every act of integrity, compassion, courage or sacrifice that inspired, empowered or encouraged others to emulate your example.</p> 	Read it aloud





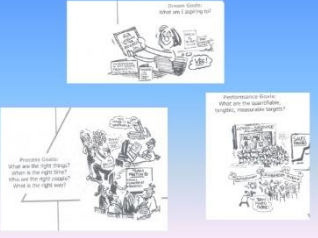

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11.51 to 11.52		Read it aloud
11.52 to 11.53		Read it aloud
11.53 to 11.54		Read it aloud
11.54 to 11.56		Read and explain that what we make out of life is a result of different choices that we make.
11.56 to 11.57		Silence while employees absorb the implication of the clip
11.57 to 11.58		Read it aloud

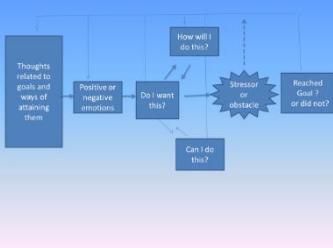
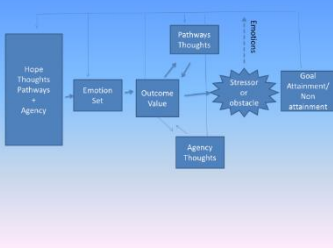
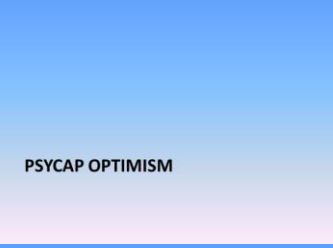

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Timings	Slides	Activities /Notes/ Considerations Methodology
11.58 to 11.59	 <p>Goal Setting</p>	Beginning a new subpoint
11.59 to 12.00	 <p>What Is a Goal ?</p> <ul style="list-style-type: none"> • A goal is a desired end result • A goal describes the position you would like to be in at a certain time when you have completed some actions 	Explain how goal is defined operationally
12.00 to 12.01	 <p>Why Set Goals?</p> <ul style="list-style-type: none"> • People who set goals do better than those who do not. 	Explain significance of goal setting
12.01 to 12.03	 <p>Why Set Goals?</p> <ul style="list-style-type: none"> • Nothing succeeds like success • Difficult goals, if accepted, result in better performance 	Continuing with the significance of goal setting
12.03 to 12.05	 <p>Cycle Of Motivation</p>	Explain how the cycle of motivation works
12.05 to 12.07	 <p>Cycle Of Demotivation</p>	Explain how the cycle of demotivation works

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12.07 to 12.09		The dream goals can be achieved by working on process goals as well as performance goals
12.09 to 12.10	<p style="text-align: center;">Dream Goals</p> <ul style="list-style-type: none"> • What am I aspiring to do? 	Explain what are dream goals
12.10 to 12.11	<p style="text-align: center;">Performance Goals</p> <ul style="list-style-type: none"> • What are the quantifiable, tangible measurable targets? 	Explain what performance goals are
12.11 to 12.12	<p style="text-align: center;">Process Goals</p> <ul style="list-style-type: none"> • What you actually do, day to day 	Explain what process goals are
12.12 to 12.13		Share an example of all three goals in an organizational context
12.13 to 1.00	<p style="text-align: center;">Goal Setting Exercise</p>	Practicing identifying either a process goal or a performance goal using a tool “Goal Setting Exercise”
During the exercise	<p style="text-align: center;">Goal Requirements</p> <ul style="list-style-type: none"> • Specific (Clear) • Measurable • Attainable • Realistic • Time bound ○ Exciting ○ Recorded 	The facilitator helps the employees to adhere to specific, measurable, attainable, realistic and time bound aspects of the goal



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During the exercise	 <p>A flowchart illustrating the process of goal attainment. It starts with 'Thoughts related to goals and ways of attaining them', which leads to 'Positive or negative emotions'. From there, it branches into 'Do I want this?' and 'Can I do this?'. 'Do I want this?' leads to 'How will I do this?' and 'Stressor or obstacle'. 'Can I do this?' also leads to 'Stressor or obstacle'. 'How will I do this?' leads to 'Reached Goal? or did not?'. 'Stressor or obstacle' leads to 'Reached Goal? or did not?'.</p>	The facilitator helps the employees identify steps that they took to find routes to their goal
During the exercise	 <p>A flowchart illustrating the process of goal attainment through hope. It starts with 'Hope Thoughts Pathways Agency', which leads to 'Emotion Set'. 'Emotion Set' leads to 'Outcome Value'. 'Outcome Value' leads to 'Pathways Thoughts' and 'Agency Thoughts'. 'Pathways Thoughts' leads to 'Stressor or obstacle'. 'Agency Thoughts' also leads to 'Stressor or obstacle'. 'Stressor or obstacle' leads to 'Good Attainment/ Non attainment'. 'Outcome Value' also leads to 'Good Attainment/ Non attainment'.</p>	The facilitator helps the employees identify steps involved in the hope component of PsCap
1.00 to 2.00	Lunch	
2.00 to 2.01	 <p>PSYCAP OPTIMISM</p>	Introducing the next component of PsyCap: PsyCap Optimism
2.01 to 2.04	 <p>An illustration of a boy with one hand, wearing a white shirt and a yellow sash, standing on a red and green background.</p>	Story of the boy with only one hand
2.04 to 2.05	<p><i>"You have powers you never dreamed of. You can do things you never thought you could do. There are no limitations in what you can do except the limitations of your own mind."</i> - Darwin P. Kingsley</p>	Read it aloud
2.05 to 2.07	<p>Optimism</p> <ul style="list-style-type: none"> Optimism "means having a strong expectation that, in general, things will turn out to be all right in life, despite setbacks and frustrations." <p>-Daniel Goleman</p>	Read it aloud with explanation of who is Daniel Goleman


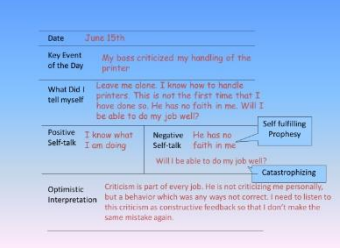

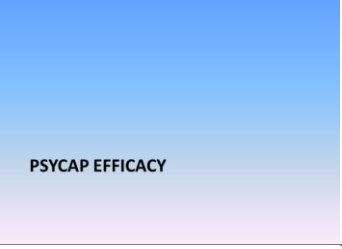
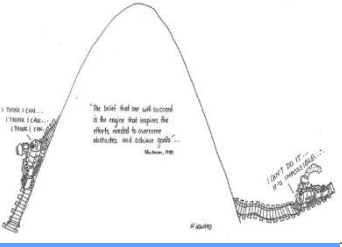
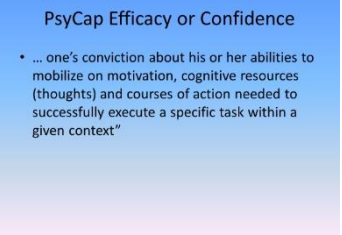
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2.07 to 2.27	<p>CROSSWORD</p>	Crossword Exercise		
2.27 to 2.30	<p style="text-align: center;">What is PsyCap Optimism?</p> <p>Optimism is how we explain to ourselves good and bad events using three dimensions:</p> <ul style="list-style-type: none"> – Internal/external – Permanent/temporary – Pervasive/specific <p style="text-align: right;">Martin Seligman Personal reflections exercise</p>	Explaining the definition of PsyCap Optimism		
2.30 to 2.35	<p style="text-align: center;">What do we tell ourselves?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Positive Event</p> <ul style="list-style-type: none"> • Personal • Permanent • Pervasive </td> <td style="width: 50%; vertical-align: top;"> <p>Negative Event</p> <ul style="list-style-type: none"> • External • Temporary • Situation specific factors </td> </tr> </table>	<p>Positive Event</p> <ul style="list-style-type: none"> • Personal • Permanent • Pervasive 	<p>Negative Event</p> <ul style="list-style-type: none"> • External • Temporary • Situation specific factors 	Operationalizing learned optimism
<p>Positive Event</p> <ul style="list-style-type: none"> • Personal • Permanent • Pervasive 	<p>Negative Event</p> <ul style="list-style-type: none"> • External • Temporary • Situation specific factors 			
2.35 to 3.00	<p>Personal Reflections</p>	Using the tool of Personal reflections identify the self-talk/attributions the participant uses and modify where necessary		
3.00 to 3.10	<p style="text-align: center;">Benefits</p> <ul style="list-style-type: none"> • Makes for a pleasing personality • Is energizing • Increases our enjoyment of life • Buffers us against falling into apathy, hopelessness or depression • Helps us the confidence to handle both positive and negative events • Inspires others around us 	Explain the benefits with examples		
3.10 to 3.20	<p style="text-align: center;">How is Optimism Formed?</p> <ul style="list-style-type: none"> • Our sense of self • Our environment • Our experiences 	Explain the causes of optimism displayed		

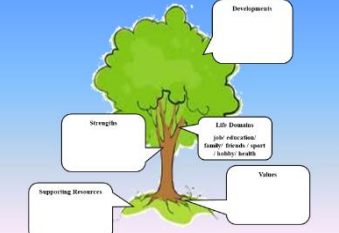
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3.00 to 3.15	<p>Why Optimists Fare Better?</p> <ul style="list-style-type: none"> • Different coping mechanisms • Problem focused coping v/s denial, escape, fatalism 	Explain the reasons for optimists faring better
3.15 to 3.20	<p>Key characteristics</p> <ul style="list-style-type: none"> • A healthy and robust self concept • Resilience • Cheerfulness 	Explain the key characteristics of an optimist
3.20 to 3.25	<p>Self concept</p> <ul style="list-style-type: none"> • Global assessment of the value that you attach to yourself 	Explain what self-concept is
3.26 to 3.34	<p>Optimism can be learned</p> <ul style="list-style-type: none"> • self talk <ul style="list-style-type: none"> – shift the balance of power in our self talk from the negative to the positive. 	Explain using examples displayed during the crossword exercise and the personal reflections exercise
3.35 to 4.15	<p>The techniques are:</p> <ul style="list-style-type: none"> • Thought catching • Thought evaluation • Accurate explanation • Decatastrophizing 	Explain the technique of remaining optimistic
4.00 to 4.15	<p>To develop Realistic Optimism</p> <ul style="list-style-type: none"> • Leniency for the past • Appreciation for the present • Opportunity seeking for the future 	Explain how PsyCap optimism is not about Pollyannaish optimism

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4.15 to 4.30		Share tips on remaining optimistic
4.30 to 4.32		Explain the optimism journal
4.32 to 4.54	Cushion Time	Use Puzzles to solve in cushion time
4.55 to 5.00		Read it aloud
Day2		
9.00 to 9.05	Recap of previous day and sharing by employees	Discussion
9.06 to 9.07		Introducing the next component of PsyCap – PsyCap Efficacy
9.08 to 9.10		Introducing the Little Blue Engine
9.10 to 9.11		Explain the definition of PsyCap Efficacy




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9.11 to 9.13	<p style="text-align: center;">THE LITTLE BLUE ENGINE by Shel Silverstein (1930-1999)</p> <ul style="list-style-type: none"> • The little blue engine looked up at the hill. His light was weak, his whistle was shrill. He was tired and small, and the hill was tall, And his face blushed red as he softly said, "I think I can, I think I can, I think I can." So he started up with a chug and a strain. And he puffed and pulled with might and main. And slowly he climbed, a foot at a time, And his engine coughed as he whispered soft, "I think I can, I think I can, I think I can." • With a squeak and a creak and a toot and a sigh, With an extra hope and an extra try, He would not stop — now he neared the top — And strong and proud he cried out loud, "I think I can, I think I can, I think I can!" 	Read aloud the Poem
9.14 to 9.15	<p style="text-align: center;">Animal school</p> <p>In a forest long ago, there lived a group of friendly animals. Discussing their lot one day, they concluded that they were not progressing because they were uneducated. They then decided that what they needed was a school.</p> <p>A syllabus committee was formed and began to take suggestions. The mynah said that flying should be in the curriculum, so they entered that. The fish said that swimming is important, so they entered that. The squirrel said that perpendicular tree climbing broadens your vision and the rabbit said running is a must and so these, too, were entered, and so with all other animals and their special talents.</p>	Read aloud
9.16	<p>Everyone was thrilled with the skills they were about to learn. In fact, so taken up were they that in their enthusiasm, they declared further that all courses would be <i>compulsory!</i></p>	Read aloud
9.17 to 9.18	<p>The rabbit was a great runner. None could run like the rabbit but they took him up to a branch of a tall tree and said: "Fly, rabbit, fly". The rabbit jumped, kicked his legs frantically, but crashed, broke his leg and suffered brain damage. He got pass marks in flying for effort but he never could run as before. The mynah was a great flyer. She could fly loops and dive like a freak but they had her dig holes in the ground like a field mouse and she broke her beak and wing. She failed in hole digging and barely passed in flying. And so it went. The squirrel almost drowned in his swimming course as the jackal broke his back in tree climbing, but they all got pass marks for good attendance. The gold – medalist was a bat who could do a little bit of many things but nothing well (Night flying was not in the syllabus).</p>	Read aloud
9.19 to 9.45	<p style="text-align: center;">Animal School</p> <ul style="list-style-type: none"> • Do we all have the same strengths and talents? • How do we identify them? 	Ask these questions and ask employees to reflect about self, note down some of their talents and also read the chits from the strengths envelopes created the day before. Ask employees to review whether the feedback given by the other members is valid or are there any surprises. Share the surprises, if any. Ask for clarifications if required.
9.46 to 10.46		Tree of Life experience

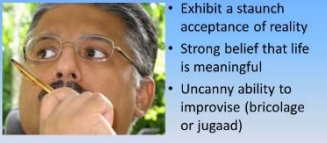
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10.47 to 11.30	<p style="text-align: center;">Select a life domain</p>	Tree of Life experience dyad sharing
11.30 to 11.45	<p style="text-align: center;">PsyCap Efficacy</p> <ul style="list-style-type: none"> • Domain specific • Based on practice or mastery • Room for improvement • Influenced by others • Variable 	Lecturette on PsyCap Efficacy
11.45 to 11.50	<p style="text-align: center;">PsyCap Efficacy</p> <p>One's conviction (or confidence) about his or her abilities to mobilize the motivation, cognitive resources, and courses of action needed to successfully execute a specific task within a given context.</p>	Reiterating the definition with examples from the employees
11.50 to 12.10	<p style="text-align: center;">Characteristics</p> <ul style="list-style-type: none"> • Set high goals for themselves and self select into difficult tasks • Welcome n thrive on challenge • Highly self motivated • Invest in the necessary effort to accomplish their goals • When faced with obstacles they persevere 	Lecturette on PsyCap Efficacy
12.10 to 12.20	<p style="text-align: center;">Thinking processes</p> <ul style="list-style-type: none"> • Symbolizing • Forethought • Modeling • Self regulated processing • Self reflective processing 	Lecturette on PsyCap Efficacy
12.20 to 12.22	<p style="text-align: center;">What happened to the Blue Engine?</p> <ul style="list-style-type: none"> • He was almost there, when — <i>CRASH!</i> <i>SMASH! BASH!</i> He slid down and mashed into engine hash On the rocks below... which goes to show If the track is tough and the hill is rough, THINKING you can just ain't enough! 	Connecting to the Blue Engine

DEVELOPMENT OF MODULE ON PSYCHOLOGICAL CAPITAL

Timings	Slides	Activities /Notes/ Considerations Methodology
12.22 to 12.30	 <pre> graph LR PE[PsyCap Efficacy] --- M[Magnitude] PE --- S[Strength] M --- LD[Level of difficulty] S --- DC[Degree of certainty] </pre>	Lecturette on PsyCap Efficacy
12.30 to 12.59	<p style="text-align: center;">Developing PsyCap Confidence</p> <ul style="list-style-type: none"> • Opportunities to experience mastery or success • Vicarious learning / Modeling • Social Persuasion and positive feedback • Psychological and physiological arousal and well being 	Lecturette on PsyCap Efficacy
12.59 to 1.00	 <p style="text-align: center;">Your "I can" is more important than your IQ</p> <p style="text-align: center;"><small>Robin Sharma</small></p> <p style="text-align: center;"><small>For more inspiration & ideas go to robinsharma.com</small></p>	Lecturette on PsyCap Efficacy
2.00 to 2.01	<p style="text-align: center;">PSYCAP RESILIENCY</p>	Beginning the PsyCap Resiliency module
2.01 to 2.45	<p style="text-align: center;">THE MATCHSTICKS EXERCISE</p>	The Matchsticks Exercise
2.45 to 2.50	<p style="text-align: center;">Resilience</p>  <ul style="list-style-type: none"> • Resilience is the ability to grow and develop in the face of adversity 	Defining PsyCap resilience


DEVELOPMENT OF MODULE ON PSYCHOLOGICAL CAPITAL

Timings	Slides	Activities /Notes/ Considerations Methodology
2.50 to 3.10	<p style="text-align: center;">Resilient people...</p> 	Sharing of stories of resilient people like Mr. Alexis Leon, resilient organizations like the Morgan Stanley response during 9/11
3.10 to 3.30	<p style="text-align: center;">"Everything can be taken from a man but the last of human freedoms – to choose one's attitude in any given set of circumstances, to choose one's own way." - Victor Frankl</p>	Sharing an example described in Man's search for meaning by Victor Frankl
3.31 to 4.00	<p style="text-align: center;">Personal Reflections</p> <ul style="list-style-type: none"> • When was the last time you encountered what you would consider an adversity, a conflict, a failure or even a positive event that has been overwhelming? • What were the coping strategies that you planned and implemented? • How effective they were? • Did you eventually bounce back? • Your lessons 	Asking employees questions related to Asset based resilience and this sharing would bring out the characteristics of resilient people
4.00 to 4.30	<p style="text-align: center;">When was the last time I ...</p> <ul style="list-style-type: none"> • Volunteered for something new and difficult? • Did something unusual, even though it was risky? • Traveled out of my state/abroad? • Tried a new food that I had never tasted before? • Took a different route to a familiar place, just for change? 	Flexing the resilient muscles through consciously trying out stepping out of the comfort zone
4.31 to 4.40	<p style="text-align: center;">When was the last time I ...</p> <ul style="list-style-type: none"> • Chose to listen to a new type of music? • Read about something purely out of curiosity? • Accepted someone's idea over my own because I actually thought it was better? • Befriended someone despite outward appearances or obvious personality differences? • Asked someone for help despite status differences? 	PsyCap Resiliency Lecturette
4.41 to 4.50	<p style="text-align: center;">When was the last time I ...</p> <ul style="list-style-type: none"> • Allowed myself go unprepared and improvised? • Moved to a new location? • Took a completely different direction in my career? • Went back to school to start with a totally new focus and discipline? 	PsyCap Resiliency Lecturette

DEVELOPMENT OF MODULE ON PSYCHOLOGICAL CAPITAL

Timings	Slides	Activities /Notes/ Considerations Methodology
4.50 to 5.00	<p style="text-align: center;">Developing Resiliency</p> <ul style="list-style-type: none"> • Asset focused strategies <ul style="list-style-type: none"> – Education, experience, knowledge, skills, abilities – Social relationships, networking – PsyCap • Risk Management of adversities • Risk avoidance of factors like unhealthy eating habits • Process focused strategies • Values 	PsyCap Resiliency Lecturette
4.58 to 4.59	<p style="text-align: center;">Living an authentic life!</p> <ul style="list-style-type: none"> • 'My great mistake, the fault for which I can't forgive myself, is that one day I ceased my obstinate pursuit of my own individuality' <li style="text-align: right;">• Oscar Wilde 	Read it aloud
4.59 to 5.00	<ul style="list-style-type: none"> • 'Work like you don't need the money, love like you've never been hurt, and dance like no one is watching.' <li style="text-align: right;">• Satchel Paige 	Read it aloud
5.00 to 5.15	<ul style="list-style-type: none"> • Action plans 	Write down the action plans for coming three months
5.16 to 5.30	<ul style="list-style-type: none"> • Course Evaluation 	Evaluate the training intervention
5.31 to 5.55	<ul style="list-style-type: none"> • Questionnaire 	Post training PsyCap Test

DEVELOPMENT OF MODULE ON PSYCHOLOGICAL CAPITAL

Timings	Slides	Activities /Notes/ Considerations Methodology
5.55 to 6.00		Expressing gratitude

Delivering using Lecturettes

3.6 Learning Activities for Metamorphosis Module

Given below are the learning activities of the Metamorphosis module which supports the delivery of the module.

3.6.1 The Peaks and Valleys Experience

The peaks and valleys experience is a powerful icebreaker which uses the visual method (Sibbet, 2010) to connect the participants.

Objectives

- To develop a safe psychological atmosphere for participants to share their significant life events.
- To develop a connect among the participants.
- To identify the strengths in people around us.

Group Size

- Maximum 25 participants in groups of five each. For smaller groups say 12, one can do this activity in a single intact group.

Duration

- 40 minutes to one hour

Physical Setting

- Flexible seating arrangements of tables and chairs so people can work in groups of five when required or can come together as a single group.

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Materials and Equipment

- A 4 Sized Papers and Sketch Pens available for all participants

Facilitation Notes

This activity appears very simple but it generates powerful data as the activity progresses. Initially when the facilitator asks participants to “draw”, the most common reaction is “I can’t draw”. The participants may need a bit of cajoling to draw and not write. In phase two of strengths envelopes, the facilitator needs to be proficient at guiding participants not to be in the judgmental mode but consciously identify strengths.

Process

1. Form groups of five participants using the numbering technique described here. Ask the first participant seated to call out number “One”, the person seated next to her should call out “Two”, the next individual to call out “Three” and so on till the number of groups that the facilitator wants to create. Then restart the numbering from “One”. Ask the participants to remember their numbers.
2. Now ask the number “One” participants to come together, number “Two”s to come together and so on.
3. Hand out a blank A4 sized paper and sketch pens to each participant.
4. Ask participants to fold the A4 sized paper in half horizontally, so that a crease appears on the paper. Then ask the participants to assume that this crease/line is their “Lifeline” starting at their birth year till present. The participants who want to can take the beginning of the line as their year of starting their careers.
5. Now they are to depict their own achievements and challenges through use of images and symbols. The drawing quality is not important. The depicting of the event or the incident is important. Each achievement is depicted as a peak above the fold and each challenge is depicted as a valley.

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6. The facilitator can demonstrate one's own lifeline to make things clear. Time of twenty minutes is allotted to participants to create their 'lifeline'.
7. After the participants are done creating their lifelines, please follow the next exercise of "strengths envelopes" described next. (Please see Appendix B to understand how a lifeline looks like).

Debriefing

The debriefing of this and the next exercise to be done together, after the Strengths envelopes exercise is over.

3.6.2 The Strengths Envelopes

Objectives

To learn to identify the strengths in other people.

Group Size

- Minimum 5; Maximum 25

Duration

- 30 minutes to one hour

Physical Setting

- Tables and chairs so that participants can work in groups.

Materials and Equipment

- An envelope and a pen per person
- Slips of paper approximately four times the number of participants

Facilitation Notes

The facilitator needs to listen in to some of the conversations and identify the strengths of individuals narrating their story. Also, read a few strengths that others have written to make sure that the participants are doing it correctly.

Process

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8. Form groups of five participants using the numbering technique (See “Peaks and Valleys Exercise – Process- Steps 1 and 2)
9. Hand out an envelope and a sketch pen to each participant. Ask the participants to put their names on the envelopes.
10. After the Peaks and Valley “lifeline” sheets are prepared, the participants are asked to share this paper and their content with the group members. The facilitator asks the participants to listen carefully to their group members. Each of them relates their achievements and different challenges that they have faced in life/work.
11. Each participant _after listening to their group member_ is to write down as many strengths that the individuals have displayed in his/her behavior during that incident/work/life on the slips of papers provided. Then insert these slips of paper in the envelope containing the name of the individual.
12. Then it’s the next group member’s turn to share her/his lifeline and thus in a round robin manner, all the participants share their lifelines and all the others in the group note/ identify the strengths that they observed in their group members.
13. After all the groups have finished their sharing, each group would be asked to share at least one person’s lifeline (with his/her permission). This brings the whole group on the same level.

Debriefing

Questions around which the debriefing happens are given below:

- What happened in the group?
- What was the reaction of the other group members?
- What and how did the group members feel when a significant event was shared by a member?
- Were there any situations which were in common with other group members?

3.6.3 Begin with the End in Mind Experience

Objectives

Group Size

- Maximum 25 participants in groups of five each.

Duration

- 30 minutes

Physical Setting

- Flexible seating arrangements of a common table and chairs around it, so people can work in groups of five when required or can come together as a single group.

Materials and Equipment

- Wooden Puzzle Pieces in a bag

Facilitation Notes

The activity requires the facilitator initially to be in a passive mode. When the facilitator distributes the material, the participants may quickly get into solving the puzzle. The facilitator has to be vigilant to locate a participant who is questioning the purpose of the activity with words like “What are we making?” If none of the participants ask, then the facilitator asks “What are you doing?” In phase two of the activity, the facilitator needs to observe when the group got into wrong orientation trap and how did they get out of it.

Process

This exercise conducted in two phases.

Phase I

1. The facilitator uses the previously formed groups or forms a new group of five participants. The technique described below can be used. The facilitator places

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colored dots of different colors in a random sequence during a break in the participants' stationery.

2. At the time of forming groups, she draws their attention to the change made and asks the participants to come together as per the color and form a group.
3. The facilitator hands out a bag containing a set of puzzle pieces to each group.
4. She asks them to empty the bag and solve the puzzle. (See the diagram for a solution)
5. The participants see the puzzle pieces and begin putting the pieces together. While solving the puzzle someone in the group is likely to question the facilitator "What are we making?"
6. When this question is asked, the facilitator calls out a pause and asks the question to rest of the groups. Someone may say "Sparrow", "Ganpati", etc.
7. The facilitator brings out a rectangular tray which can fit in the pieces and hands it to the groups. This acts as a *frame* in which to fit in the pieces. The bag or the pieces do not have an identifying picture or a clue to indicate what is finally going to come out of it.
8. After the participants solve the puzzle, the phase I is debriefed.

Debriefing Phase I

The debriefing questions are given below.

- What happened during the exercise
- Was there a difference in the actions of the group before receiving the frame and after receiving the frame?
- In what way the frame helped or hindered the group?
- Did any of the groups get stuck during the exercise?
- What did the group members do to come out of the dead end?

Note to the facilitator:

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Most of the groups quickly start matching the puzzle pieces once given. There are some pieces which have an obvious connect and these further tempt the participants. The pieces are made of wood and do not have any hints to guide the participants. Most of the shapes are also abstract shapes. This is symbolically equivalent to taking up professions or making choices which appear in front of the participants. E.g. “I am a good student, scoring well in my school exams; then the most obvious choice is to take up Science stream”. Such actions sometimes ignore the natural aptitudes and inclinations of students leading to mismatch and heartburn.

After some attempts at solving the puzzle, some member then may ask the question as to what are they making? After the question the facilitator gets feedback from the other groups too and makes the groups realize that they got drawn into the activity of puzzle solving itself. No one asked the important question to the facilitator what they were supposed to create. Thus, most of us also keep performing the routines and get drawn into “Activity Trap”. Rarely we visualize the end result of the activity and hence may *keep performing things without keeping the end in mind.*

After being given the tray, sometime during the exercise, the groups are likely to get stuck. Most likely they would do so because the puzzle pieces and the tray containing them are at different orientations. The puzzle is naturally moving in landscape manner but the tray may be in portrait orientation. Hence some groups completely dismantle the puzzle and restart. Some groups carefully reorient the puzzle pieces.

This is symbolically equivalent to getting stuck in life because of some wrong choices or some life changing event. The person has to think through carefully about self, one’s aspirations and reorient themselves or the person may need to bring a drastic change in one’s life.

Phase II

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9. This phase is in an individual mode. The facilitator shares that in order to reflect and work on one's purpose in life, the participants will be provided a tool called "The Journey". The journey is a set of carefully arranged questionnaire adapted from Covey (2004) (See Handout 3)
10. The participants have to reflect and answer as many of the questions given in the questionnaire in thirty minutes. The participants may ask clarification regarding any of the questions. They may answer the questions in any order except question 10 which is to be answered last. The participants are also reassured that they will not have to share anything that they write with anyone including the facilitator. The facilitator plays soft music in the background to discourage any talking amongst participants.
11. After the participants have finished answering at least four to five questions in thirty minutes, the facilitator calls a halt. Some participants may have completed the whole questionnaire. Some may still be writing. They are asked to complete the unfinished question and then halt.

Debriefing of Phase II

The facilitator asks the participants the following questions:

- What happened while you were answering the questions?
- What thoughts came into your mind, while answering the questions?

Most participants report that the questionnaire makes them look at the past, visualize the future and makes them think about their strengths. This in turn helps them in clarifying their personal vision. The facilitator agrees and shares that the second habit of Steven Covey's Seven Habits is "Begin with the end in mind". Hence if we decide on the destination of the journey, we are then able to manage challenges, digressions and so on so forth.

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Some examples from Mr. R. M. Lala’s book on “Finding a Purpose in Life” are shared. (Lala, 2009) These include Mr. H. T. Parekh, founder of HDFC, Baba Amte, social reformer who founded Anandvan. Mr. H. T. Parekh’s example is significant because it shows how a vision which remained dormant till he retired from ICICI, still bore fruit in the form of HDFC and is helping millions of Indians own a house of their own. Baba Amte’s vision of creating a facility for leprosy affected people because of his experience of meeting a person with leprosy dead in the night.

Then the facilitator explains how one senses/visualizes a purpose, keeping different anchors in mind. The anchors were then explained with real life examples from facilitator’s knowledge. Participants were also asked the feelings that got generated during the vision building exercise and these were processed.

Handout 3

The Journey



With this handout, we want you to answer some questions that will help you in preparing a mission statement. In order to get the best out of this exercise, find a comfortable place, where you will not be disturbed. Plan to spend at least half an hour.

Now, read these questions carefully. Answer them after giving each one careful thought.



1. Think of a person who made a positive difference in your life. What qualities does this person have that you would like to develop?

.....
.....

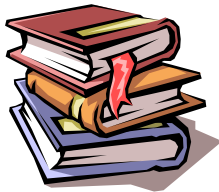
2. Imagine 20 years from now- you are surrounded by the most important people in your life. Who are they and what are you doing?

.....
.....
.....
.....

3. If you have to cross a raging river in a small boat, for what would you be willing to cross? Ten thousand rupees? A million? Your family? Fame? Think carefully...

.....
.....
.....
.....

4. If you could spend one day in a great library studying anything you wanted. What would you study?



.....
.....
.....
.....

5. List 10 things you love to do. It could be singing, playing, dancing, drawing, reading, gardening... anything you absolutely love to do!



1
2
3
4
5

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-
- 7
8
- 9
- 10



6. Describe a time when you were deeply inspired.

.....
.....
.....
.....

7. Think of something that represents you...a rose, a song, an animal...Why does it represent you?

.....
.....
.....
.....



8. If you could spend an hour with any person who ever lived, who would that be? Why that person? What would you ask?

.....
.....
.....
.....

9. Everyone has one or more talents. Which of the ones below are you good at? Or write down ones not listed.

- Good with numbers
- Good with words
- Creative thinking
- Good with tools
- Playing an instrument
- Making things happen
- Sensing needs

- Speaking
- Writing
- Singing
- Artistic
- Sharing
- Listening
- Building things

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Working well with people
Memorizing things
Decision-making

Music
Humorous
Accepting others

.....

.....

.....

.....

10. Now that you have answered these questions, you have made a good jumpstart towards your mission statement. Think deeply about your life and what you want to make of it. If you feel stuck, review the answers to nine questions above. And construct your mission statement. It need not be perfect the first time. You are free to review it. The mission statement can be in the form of a quote, a poem, a song, a picture. Anything as long as it inspires you.

3.6.4 Goal Setting Exercise

Objectives

1. Identify the goals that participant would like to set
2. list down the activities which would be required to be done to reach the goal
3. Identify the obstacles that could affect the achievement of the goal
4. Identify alternate routes to reach the goal, in case the obstacles arise

Group Size

- Any number

Duration

- 45 minutes

Physical Setting

- Participants should be seated comfortably for writing, preferably at tables or desk chairs or have lapboards

Materials and Equipment

- Copies of Ask yourself sheets, one for each participant
- Pens

Facilitation Notes

Process

1. The facilitator explains that the goals of the exercise and tells the participants that they are going to identify and set goals for coming few months.
2. Each participant is given a copy of the Ask Yourself sheet and told that she has fifteen minutes to complete the task. In this phase she has to work independently. The participant has to answer the questions given. The questionnaire helps the participant identify different roles that the participant plays in his life and what actions can help her to be more effective in each role.

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3. The questionnaire also asks them to choose one of these three as an important goal to be worked on in the coming weeks.
4. The participant then identifies different steps to reach the goal.
5. Also, the participant identifies what is the current status as far as the action goes, what specific changes she would make which would be minimally acceptable. What changes would be called a satisfactory improvement and what could be an outstanding achievement.
6. After the participants are ready with this, they are asked to form themselves in groups of four-five people and asked to share what steps they have decided to take and the other members are to play the Devil's advocate and question the steps outlined by the participant. In case they see any flaw in the logic, they are supposed to point it out.

The participant now with the help of the group is supposed to identify alternate ways to attain the goal. Hence at the end of the exercise the participant would have more than one path to reach their goal.

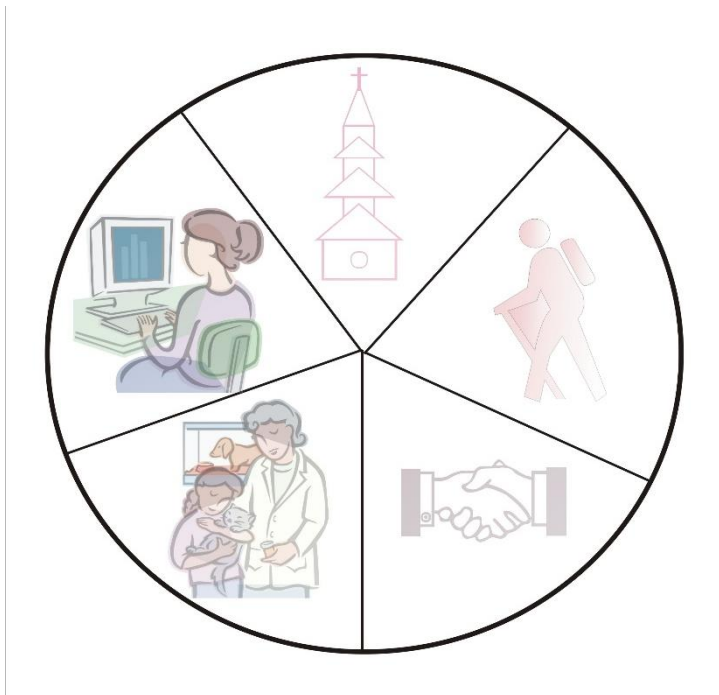
Debriefing

The facilitator observes the exchange between the participants and also gives inputs related to goal setting. She also helps participants make the goals specific, measurable, attainable, realistic and timebound. These are the requirements of SMART goals. In addition, since they are connected to the vision of the participants, they are exciting and putting it all together on the tool makes it recorded.

Handout 4

Ask Yourself...

1. Keeping your vision (that you have developed earlier) in mind, ask yourself, “What are the different roles that I play to be the kind of person I would like to be?” Now list out these roles in the space provided below.



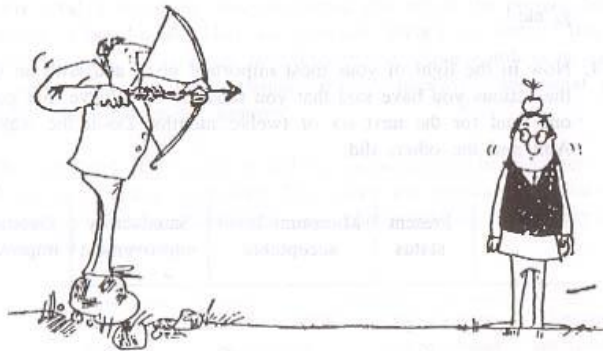
2. Now think of different things/actions which will make you effective in each role. List at least three things per role.

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Area	Present Status	Minimum Level Acceptable	Satisfactory Improvement	Outstanding Achievement

“Failure is always the first step in success. Never consider failure to be anything but a guidepost. If you are not failing pretty regularly, you are working below capacity; that is failure.”

John Powell



3.6.5 Crossword Exercise

Objectives

- To make the participants aware of the attributions that they give to a positive event or a negative event
- To find alternative attributions to remain optimistic

Group Size

- 25 to 30 participants

Duration

- 40 minutes

Physical Setting

- Participants seated in clusters with comfortable writing surfaces

Materials and Equipment

- Twenty-Five Easy Crossword Handouts
- Seven Tough crossword handouts
- Personal Reflections handout one for each participant
- Pen and writing surface

Setting

The facilitator has to skillfully arrange the handouts and to distribute the tough and easy crossword in such a way that participants don't realize that they are receiving different handouts.

Hint: If the seating is cluster seating, give the tough crossword to one particular group or cluster. If the seating is classroom style give the tough crossword to participants in the first row or the last row

Process

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1. Give the crossword handout to the participants face down and ask them to start solving it once the facilitator says “Go!”.
2. Explain to the participants that there are fifteen clues for across and Down for fifteen words. Once the participants solve all the words, they have to stand up.
3. After five participants stand up, (usually it takes ten minutes for the easy crossword to be solved), the facilitator stops the activity, and asks participants how they feel especially those who are standing and those who are sitting.
4. The facilitator notes down the names of those who were standing and requests them to take their seats. She shares the answers to the crossword. She takes a tally of the scores of participants. The tally can range from 1-15
5. Then asks the participants what they attribute their performance to. The facilitator notes down these reasons on the whiteboard.
6. Then asks how they found the crossword, easy or tough. Those with the easy clues like “an animal that says meow” for CAT would chorus that it was easy. The others find this answer difficult to accept and may disagree. Upon questioning and discussing it is revealed that the clues given to some of the participants were *tough* clues. For e.g. the clue for CAT was “a feline mammal”
7. Then the definition of “success” and attributions for completing the crossword are explored. The participants reveal a change in their self-talk, i.e. how they were explaining to themselves ‘good’ event of completing the crossword and ‘bad’ event of not completing the crossword.
8. The personal reflections handout is then shared and participants answer the questions regarding a good event and a bad event. These are then discussed by the facilitator and where required, the facilitator handles the queries of the participants and clarifies

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the concept of learned optimism and its application to the good and bad event of the participant has identified.

Success Markers

Initially the participants who could complete the crossword would get up quickly. Those participants who were still seated would feel a little less confident. They would when asked attribute their 'failure' to studying in vernacular language medium, not having a good vocabulary, etc. Sometimes the participants when asked their score call out number of incorrect words and then the facilitator reminds them that they have to share their "correct" answers.

While doing the personal reflections, the participants are able to identify the how they explain to themselves a good event. Are the participants able to give internal, permanent, and pervasive reasons for the occurrence of the good event? Are the participants able to give specific, temporary, and external reasons for a bad event that occurred?

Debriefing

The participants after doing the crossword are asked the following questions

Questions about what happened

What were the reasons that you gave for your success or failure in the crossword task?

Were these reasons external/internal?

Were these reasons permanent / temporary?

Were these reasons pervasive/specific?

Questions about implications

How many times the we focus on what is not there i.e. in this exercise how many incorrect words rather than correct words?

Questions about applications

How would you apply what you have learnt in your work context?

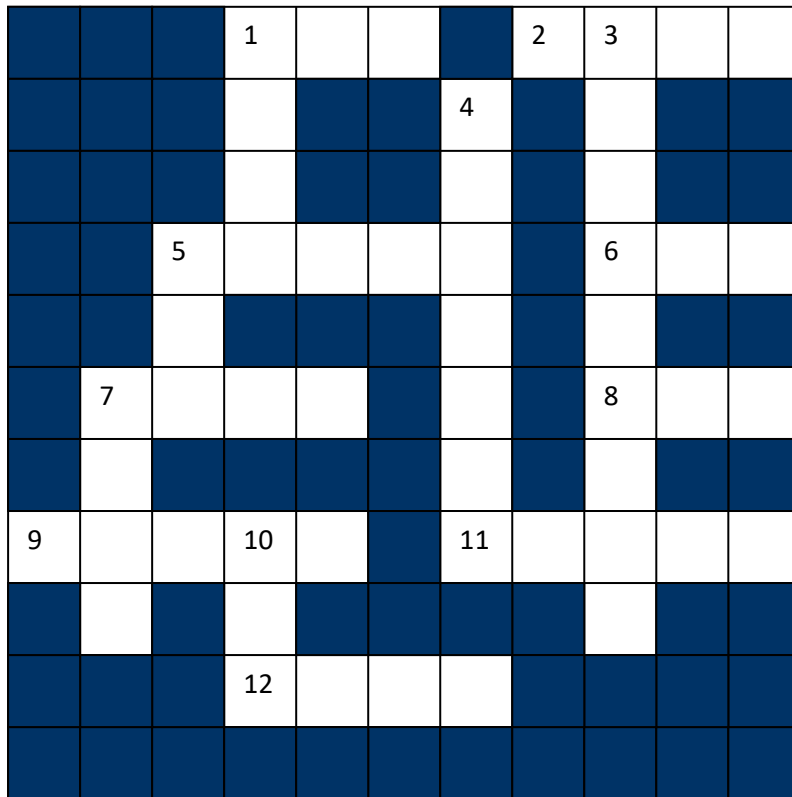
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Now how would you analyze a positive event? How would you analyze a negative event?

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Handout 5

A Crossword



Across

1. An animal that says “meow”
2. Ocean liner
5. Two plus one
6. Furniture used for sleeping
7. A round object used in different games
8. Moving on your feet (faster than walk)
9. Building in which you live
11. Color of growing grass
12. twelve months make up a _____

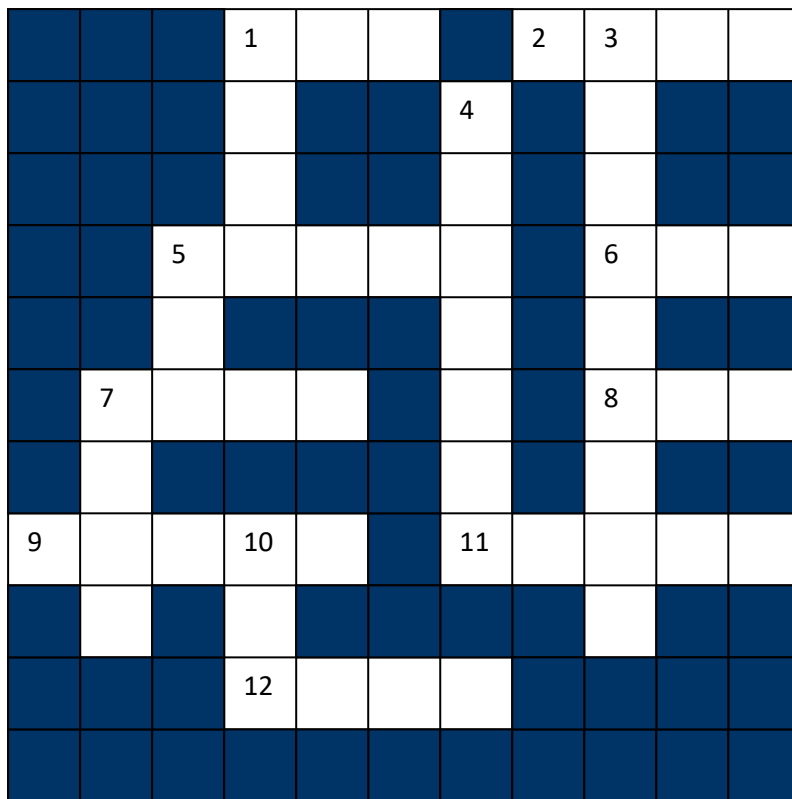
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Down

1. Cheque, card or _____
3. Popular fast food item
4. Coming together to discuss things
5. Coffee, _____ or milk?
7. Bound copy of printed pages
10. Blue region above the earth

Handout 6

A Crossword



Across

1. A Feline mammal
2. Transport used for commercial purposes
5. The smallest odd prime number
6. The ground under a body of water
7. A round object used in different games
8. Moving on your feet (faster than walk)
9. Aristocratic family line
11. Naïve and easily deceived
12. Time taken by earth to complete a revolution

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Down

1. Money in the form of notes and coins
3. Resident of a port city in Germany
4. Coming together for business, social or religious purposes
5. Fragrant glossy leaves that are dried to prepare a hot beverage
7. To arrange for tickets in advance
10. The celestial region

Handout 7

Personal reflections Exercise

Identify a highly memorable positive event that occurred in your life. Once you can vividly recall the details of this event, answer as best as you can the following questions.

Remember, the more honest and thorough you are in your responses, the more insights you can gain as you delve into understanding PsyCap Optimism.

1. What are the possible reasons and circumstances that led to the occurrence of this favorable event?
2. Which of these reasons you would give yourself credit for? In other words, which of the factors that led to the event were controlled by you?
3. How did you express yourself to cause the positive event to occur?
4. To what extent do you believe any external factors contributed to the occurrence of this favorable event?
5. Of the external factors you identified, are there any that you could have had control over? If so, how?
6. Why did you think that you did not need to (or choose to) exhibit control over the factors that you did have power over?

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Now we request you to shift your thinking to a more future oriented perspective and to answer the following questions.

1. Do you believe that this positive event can happen again in the future?
2. Of all the factors that you believe to have contributed to the positive event, including both the ones that are in your control and the ones that are not, which one(s) can you safely count on to almost always exist should you need it (or them) in the future?
Which one (s) do you consider to be temporary, one-time happenstances?
3. Of the factors that you believe to have contributed to the positive event, both the ones that are in your control and the ones that are not, which one(s) do you believe can also be useful in other situations and events that may occur in your life in the future?
Which ones do you consider to be specific to only this situation or to substantially similar ones?
4. What would you do differently should you be in this same situation in the future?

Next, spend some time identifying a highly memorable negative event that you recently encountered. Once you can vividly recall the details of this event, answer as best as you can the following questions similar to the previous questions. Remember, the more honest and thorough you are in your responses, the more insights you can gain as you delve into understanding PsyCap Optimism.

1. Start off by describing in detail the negative event. Remember to address your thoughts, feelings and behaviors before, during and after the selected event.

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2. What are the possible causes that you believe may have led to the occurrence of this unfavorable event?
3. Which of these causal factors would you consider to be beyond your control (bad luck, other peoples' fault, external circumstances)?
4. Which of the reasons that caused this unfortunate event would you blame on yourself?
5. What decisions and actions did you make in trying to prevent or handle the situation?
6. Which of the reasons that caused this unfortunate event would you blame on yourself?
7. What decisions and actions did you make in trying to prevent or handle the situation?
8. Which of your decisions and actions do you think were especially effective in managing the situation?
9. What mistakes do you believe you personally committed, either in causing or handling the situation?
10. How could you have prevented or managed the situation in order to avoid or better deal with it?
11. Overall could you have exerted more control than you did over any of the factors that you believe to have caused this negative event? If so, how?

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Now, at this point, we request you to shift your thinking to the future and to answer the following questions.

1. Do you believe that this negative event can happen again in your lifetime?
2. Of all the factors that you believe to have contributed to the negative event, including both the ones that are in your control and the ones that are not, which one(s) are you worried will continue in the future? Which one (s) do you consider to be temporary, one-time setbacks?
3. Of all the factors that you believe to have contributed to the negative event, both the ones that are in your control and the ones that are not, which one(s) do you feel threatened by in other future situations that you may encounter? Which one(s) do you consider to be specific to only this situation or to very similar situations?
4. What would you do differently should you be in this same situation in the future?

3.6.6 Tree of Life Experience

Objectives

- To raise the belief of personal self- efficacy of the participants

Group Size

- Any Size

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Duration

- One hour

Physical Setting

- Participants to have writing surface and pen

Materials and Equipment

- Tree of Life Handout one for each participant

Facilitation Notes

This activity may lead to participant recalling sometimes traumatic life incidents. The facilitator has to be able to gauge it from the body language and facial expressions of participants.

Process

1. The facilitator shares the handout Tree of Life with the participants and asks them to think of the tree as a metaphor for themselves. Each of the components mentioned i.e. supporting resources, values, strengths, life domains, developments are metaphors for us.
2. The soil around the tree supports the tree and the tree draws its nutrients from these. They can be a metaphor for the people who support and nurture us and from whom we draw our strength from. Just the way the soil holds the tree these are the people who keep us grounded. What are the supporting resources that exist for you? An example can be family relationships.
3. The roots of the tree are the part which keeps the tree stable. These represent the values which help us keep stable in day to day life as well as during challenging times. They help us in making decisions and influence our priorities. Writing down the values, may be one for each root, help in stabilizing us. An example can be integrity.

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4. The strong trunk represents the strengths that one has realized and developed over a period of time. These form the core of the individual. The values that are the roots are expressed through the strengths. This helps us in living authentically. The trunk also supports the branches and the foliage. In the same way, if our strengths are used as the basis for development of life domains and other achievements, the individual flourishes. The trunk may represent different skills and abilities too. What are some of your strengths that get expressed in your work? An example could be creativity.
5. The branches of the tree represent different life domains. The strengths i.e. the trunk provides support and are applied in different life domains. Just the way, the trunk bifurcates and supports many branches, strengths are used in different life domains like one's job, education, family, friends, sport, hobby and health. Each of the life domain can then be divided further into branches. An example of life domain of health and the branches could be diet, exercise, sleep and so on. The expressed strengths provide sound support to different spheres of life.
6. The foliage represents the developments in all areas of life. Although pictorially the fruits and flowers are missing these may be added because these represent the successes that the participant may have achieved.
7. After the briefing of the picture and the metaphorical content, participants are asked to introspect and reflect on these components in their own lives and note these down on the picture of the tree itself. They may also use the strengths that have been identified by other participants.
8. After they have written, the participants are asked to share details from a particular life domain with a person whom they feel comfortable with. This individual can then reflect back the positive and synergistic threads that the participant may have missed.

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9. They are asked to find a common theme which emerges in this life domain and apply these to the goals previously set in the PsyCap hope module.

Success Markers

The introspective parts give the participants the cognitive processing time and content for formalizing their PsyCap efficacy. If the participant is able to connect the linkages right from supporting resources, to values governing them, to development of strengths and abilities to the current successes, then the attainment trajectories become quite visible and provide a robust argument to the participant to raise self efficacy. Other factors like effort that participant has put in to gain success, task difficulty and other contextual factors also may have an impact on the raised self efficacy.

The dyad phase of the self efficacy development involves ability for the participants to discern common threads in the life domain. Based on previous sharing and the current sharing, the dyad partner can remind them that they have been exercising better control over their academic/professional tasks.

Debriefing

Strategic considerations

The activity helps in capturing and establishing the uniqueness of individual participants. No two individuals are alike, just the way no two trees are alike. The activity should help in recalling the incidents/ experiences where the individual gained success and/or failures. These should then be weighed and interpreted in terms of the strengths, skills and abilities that contributed to achieving the success. It is this cognitive processing which is significant. The success by itself is not enough to raise the self efficacy beliefs of the individual. The perceived difficulty of task and the amount of effort that was expended also make a difference. The support that was provided by their environment/people and the

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circumstances under which an individual performs, also makes an impact on the self efficacy beliefs.

Questions about what happened

What is the pattern that one sees in attainment of goals while creating the tree of life?

Which feats/failures come to mind when thinking of the foliage of the tree?

What were the strengths that you observed in yourself?

What were the strengths that were pointed out by your partner in the dyad phase?

Questions about implications

Does writing down of different accomplishments make an impact on your beliefs about your capability?

What were some of the things which led to increasing your self assurance?

Questions about applications

Where will you apply the concepts learned during this activity?

3.6.7 The Matchsticks Exercise

The Matchsticks exercise is a powerful metaphor which can be used for understanding and experiencing the concept of PsyCap resilience.

Objectives

- To verbalize the concept of resilience
- To recognize that resilience is present in self and others
- To outline one's reaction to challenges

Group Size

- Minimum 10, Maximum 30
- It can be done for a very large group but with support available to record the performance of each group

Duration

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- 40 minutes to one hour

Physical Setting

- Tables and chairs so people can work in groups of five. Also the tables surfaces should be visible to the facilitator from far.

Materials and Equipment

- Papers and Pen
- 5-6 Matchboxes (as many as there are groups) containing 24 matchsticks each
- A timer
- Whiteboard to display time taken by each group for each challenge
- Handout

Facilitation Notes

This activity can appear very simple in the initial stage but it requires the facilitator to be very quick on his/her feet as the activity progresses.

Facilitator Preparation

Prepare matchboxes so that each matchbox contains exactly twenty-four matchsticks. Work out the solutions to different challenges. i.e. How to make a square using all the twenty-four matchsticks. Normally this would involve making three squares of the same size using eight matchsticks each. (Refer Figure 3-1) But an alternative solution also exists i.e. making squares with four, eight and twelve matchsticks. (Refer Figure 3- 2)

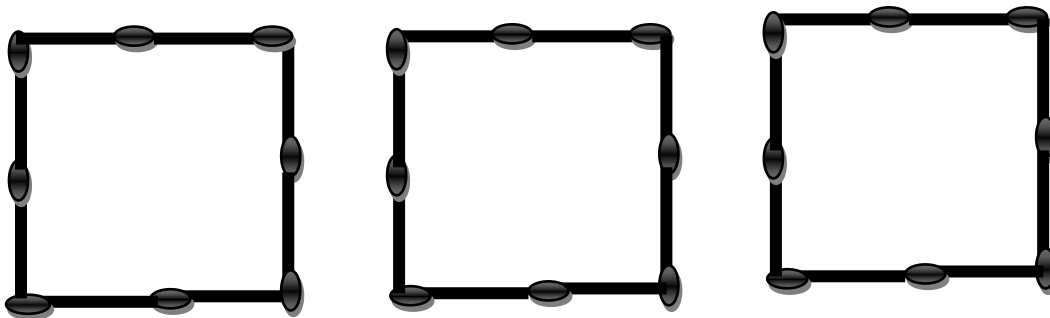


Figure 3-1 Solution of creating three squares out of twenty-four matchsticks

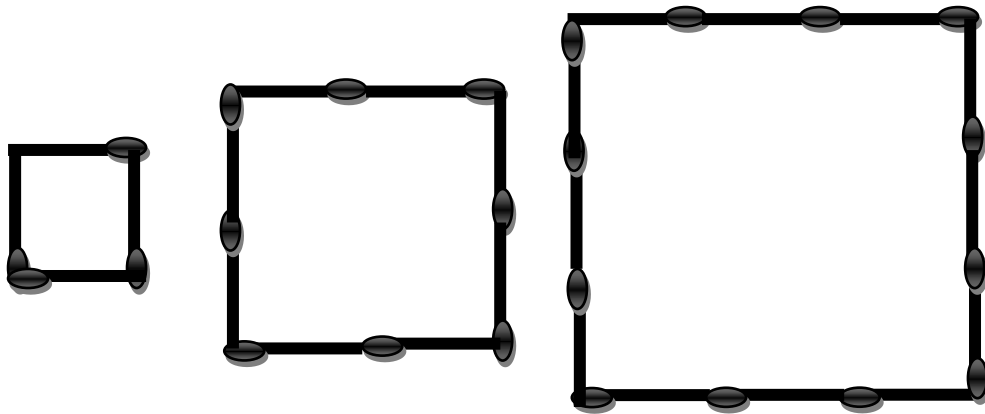


Figure3-2 Solution of creating three squares out of twenty-four matchsticks

Most participants would solve it as per Figure 3-1. Very rarely Figure 3-2 emerges. But both are correct. In the same way work out solutions of making 4, 5, 7, 8, 9, 14, 42 and 110 squares.

Process

1. Form groups of participants of equal number (Ideally five participants in each group).
In case there are any additional participants, ask them to be the recorders/observers.
2. Give the matchbox containing 24 matchsticks to each group.
3. Ask them to count out the matchsticks.
4. Then explain the first challenge to the participants. They have to form three squares from the material given. They must use all the twenty-four matchsticks. Use a timer to record the time each group takes to complete the challenge on a whiteboard where the names of groups are already displayed.
5. Record the time taken by the group, if the solution is correct.
6. Proceed in the same way for all the groups.
7. Once all the groups are through, present the next challenge of making four squares.

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8. Proceed as before, by recording the time taken by each group. Proceed with the challenge of creating five, seven, eight, nine, fourteen, forty-two and one hundred and two squares.
9. Process the challenge keeping in mind that different groups would have different solutions. You may be surprised to see some solutions that you have not seen before. Also participants have to create squares, not necessarily equal squares. Also, when they create nine squares, they may inadvertently create more squares as shown in figure 3-3.

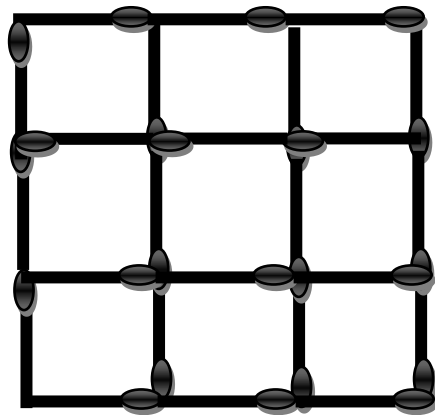


Figure3-3 One of the solutions that could be generated by a team

At first glance, this appears to be a solution for nine squares. But, actually, there are fourteen squares.

10. Notice participants' non verbal and verbal behaviors. When the participants' energy wanes, the facilitator stops (either at 42 squares or 110 squares).
11. After the facilitator stops, ask the participants to answer the handout.
12. Ask participants to share their thoughts and feelings written in the handout.
13. Note down on the whiteboard the participants'

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- a. thoughts moved from being sharp(when they were managing the challenge) to confused (if they felt stretched)
- b. feelings became motivating or destructive
- c. actions demonstrated either their best abilities or became counterproductive to reaching the solution.

Facilitator's Observations

Initially when the facilitator poses a challenge of making three squares, the most agile team may complete it with the solution given in Figure 3-1. When the time taken by each team is displayed, the teams which have fallen behind will quickly try to catch up. Slowly the competition will hot up and participants' involvement will also increase. Slowly, as the challenges become tougher, somebody may say "It's impossible". Keep encouraging the participants with "of course, There is a solution", "think", "brainstorm", "work out different ideas" till the time you sense that each team is fully involved and working effectively. This is the phase when participants are building their resilience. They are looking at the assets within the group i.e. team members who are good at problem solving and conceptualizing, team members who are quick with their fingers etc. Little later, there may be some comments expressing frustration. That is the point at which the facilitator can call a stop. Draw their attention to the involvement of the team members as noted down in the handout. Initially it may be low with one or two members taking active part. Gradually, with increasing challenge, everyone's involvement would have increased. Everyone feels the excitement and the stretch. Some team members may start using the paper/pen to problem solve instead of the physical solution using the matchsticks. This leads them to abstract solutions, not just physical solutions.

Debriefing

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The facilitator debriefed participants on what they had experienced and what they had learned around the “Matchsticks experience” The participants’ attention has to be brought to the fact that although in case of difficult challenges, one might feel like giving up, the participants had the assets (in this case the cognitive abilities) to complete the task at hand. They also may have displayed emotional stability, humor, insight, creativity and many such assets which can help them in sticking on in face of difficult challenges.

The facilitator then asks participants to relate what they have learned during the activity about the key concept of resilience.

Note:

When the teams come to the second challenge of four squares, they may try to make four rectangles if they have mentally equated four squares with four *equal* squares. In the same way for nine squares they may create solution given in Figure 3-3., which is actually the solution to 14 squares.

Success Markers

The activity catches the attention of the participants and they start competing with self as well as other teams. The matchsticks puzzle answers slowly move from physical trials to thinking using pen and paper as the challenge becomes tougher.

Strategic considerations

The activity should help in establishing the fact that individuals face adversities intellectually and then feel tired after a period. At such times, it is our resources like our ability to tolerate negative affect (when one is unable to find a solution), coping mechanisms, social support (from team members in this case) which helps one weather the tough conditions.

The beauty lies in the ordinariness of resilience.

Questions about what happened

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- What were different challenges that participants found difficult?
- At what point did the participants want to give up?
- What made them want to Stop working?
- What made them continue?

Questions about implications

- Did the group explore the strengths of different members?
- How did the solutions emerge?
- What helped the participants to persist at the activity?
- What led to exhaustion (if the group refused to continue)?

Questions about applications

- How do we identify different assets within or outside to us?
- What strengths did you observe in members while doing this activity? Please share it with them.

Handout



Introspection Time

1. If “0” represents no involvement, in the group problem solving activity and “5” represents complete involvement, then ...

- My involvement in the group was, when the group was making 3 squares.
- My involvement in the group was, when the group was making 4 squares.
- My involvement in the group was, when the group was making 5 squares.
- My involvement in the group was, when the group was making 6 squares.
- My involvement in the group was, when the group was making 7 squares.
- My involvement in the group was, when the group was making 8 squares.
- My involvement in the group was, when the group was making 9 squares.
- My involvement in the group was, when the group was making 10 squares.
- My involvement in the group was, when the group was making 14 squares.

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- My involvement in the group was, when the group was making 42 squares.
 - My involvement in the group was, when the group was making 110 squares.
2. While solving the problems. I was thinking
 3. While solving the problems, I was feeling

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3.7 The Sukriti Module

The program was titled as “Sukriti”. “Sukriti” in Hindi means good skills (su- good and kriti means skills). Four soft skills which are commonly used in corporate training programs were included in this program which acted as the control group.


3.8 Sukriti Module Overview

Session	Timings	Topic	Objective	Methodology
I	9.00 to 9.55	Icebreaker	To create Psychological Safety	Lock and Key Exercise
II	Three hours and 30 minutes	Communication Skills	To increase the participants’ effectiveness in communication Skills	Eye Hand Mouth Exercise
III	Three Hours and thirty minutes	Team Building Skills	To increase the participants’ effectiveness in Team Building Skills	Broken Squares Exercise
IV	10 minutes	Recap		
IV	Three hours and 30 minutes	Conflict Management Skills	To increase the participants’ effectiveness in conflict Management Skills	GEMS Exercise and Conflict Management Survey





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Session	Timings	Topic	Objective	Methodology
V	Three hours and 30 minutes	Problem Solving skills	To increase the participants' effectiveness in Problem Solving Skills	Soma Cube Experience
I	V 50 minutes	Closure, feedback, action plans and Re-survey	To gain feedback and get participant to draw down action plans for the follow Up	Tools and Questionnaire

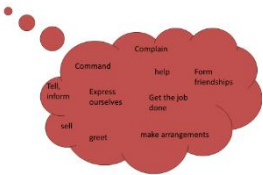

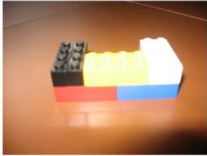
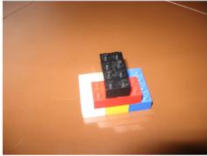
3.9 Sukriti Module Agenda

Timings	Slides	Activities /Notes/ Considerations
		Methodology
	Day 1	
9.00 to 9.05	 <p>A program developing Personal Skills</p>	Welcome to participants Prayer
9.06 to 9.07	My Methodology	Explaining the Experiential Learning Methodology

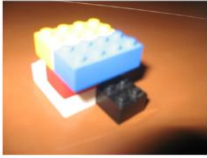


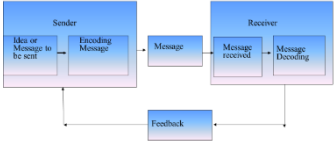
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Timings	Slides	Activities /Notes/ Considerations Methodology
9.08 to 9.09		Explaining the Experiential Learning Methodology
9.09 to 9.10		Explaining the Experiential Learning Methodology
9.10 to 9.55		The Icebreaker Lock and Key Exercise
9.56 to 9.57	<p style="text-align: center;">COMMUNICATION SKILLS</p>	The first soft skill to be covered
9.58 to 10.05	<p style="text-align: center;">What is Communication?</p> <p>Communication is the <i>sharing</i> of ideas, opinions, or information with one or more people.</p> 	Explaining the definition of Communication

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Timings	Slides	Activities /Notes/ Considerations Methodology
10.05 to 10.10	<p>Why Communicate?</p> <ul style="list-style-type: none"> • Communication failures are costly • During times of change, full benefit of change cannot be gained without communicating • Increased productivity • People give their best when they fully understand the decisions that affect them 	Explain the significance of communication
10.10 to 10.15	<p>We Communicate to...</p> 	Explain the purpose of communication
10.15 to 11.15	<p>Eye Hand Mouth Exercise in Communication</p>	The Eye Hand Mouth Exercise
11.16 to 11.17		Card 1
11.17 to 11.18		Card 2
11.18 to 11.19		Card 4





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Timings	Slides	Activities /Notes/ Considerations Methodology
11.19 to 11.20		Card 5
11.20 to 11.21		Card 6
During the exercise		Debriefing the activity
During the exercise	<p data-bbox="424 1301 711 1352">"The peoples of the world are islands shouting at each other across a sea of misunderstanding." George Eliot.</p>	Quote related to Communication
During the exercise		Explaining the process of communication


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Timings	Slides	Activities /Notes/ Considerations Methodology
During the exercise	<p>Why Communicate?</p> <ul style="list-style-type: none"> • Communication failures are costly • During times of change, full benefit of change cannot be gained without communicating • Increased productivity • People give their best when they fully understand the decisions that affect them 	Significance of Communication
11.21 to 11.30	<p>Role of the Sender</p> <ul style="list-style-type: none"> • Clear Presentation • Presentation according to the listener's needs • Credibility has to be established • Evidence to support one's argument • Emotions expressed must be genuine 	Explain how to make communication effective by being an effective sender
11.30 to 11.40	<p>Tips on Sending a clear message</p> <ul style="list-style-type: none"> • Think out your message • Frame your message for the receiver • Prepare the receiver • Say it clearly • Invite feedback • Nonverbal Cues 	Specific tips on sending a clear message and emphasizing that <i>clear to the receiver</i> of the message
11.40 to 11.41	<p>"The peoples of the world are islands shouting at each other across a sea of misunderstanding." George Eliot.</p>	Read aloud the quote
11.42 to 12.15	<p>Six Basics of Communication</p> <ol style="list-style-type: none"> 1. Everything that we do is communication 2. The way we begin our message often determines the outcome of the communication 3. The way the message is delivered always affects the way the message is received 	Explain the Six basics of communication




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Timings	Slides	Activities /Notes/ Considerations Methodology
12.15 to 1.00	<p>Barriers to Communication</p> <ul style="list-style-type: none"> • Us <ul style="list-style-type: none"> – Knowing what we want to say – Our assumptions/beliefs – Confusing communication with showing off 	<p>Explain how we ourselves can become barriers to communication</p>
1.00 to 2.00	<p>Lunch</p>	
2.00 to 2.05	<p><small>Sukriti</small> TEAM BUILDING</p>	<p>Beginning the second skill; Team Building</p>
2.06 to 3.00	 <p>ALONE AND TOGETHER</p>	<p>Alone and Together Activity</p>
3.01 to 3.05	<p>PUZZLE 1</p> 	<p>Solution to Puzzle 1</p>
3.06 to 3.10	<p>PUZZLE 2</p> 	<p>Solution to Puzzle 2</p>



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Timings	Slides	Activities /Notes/ Considerations Methodology
3.11 to 3.20	<p style="text-align: center;">Why Teams</p> <p style="text-align: center;">Use teamwork only when you have tried your best to do it alone and failed miserably!</p>	Reasons for working in a team
3.20 to 3.30	<p style="text-align: center;"><i>Not all groups are teams....</i></p>	Difference between a group and a team
3.31 to 3.45	<p>The four essential elements that differentiate a team from a group is:</p> <ol style="list-style-type: none"> 1. The group members must have shared goals or a reason for working together. 2. The group members must be interdependent. (i.e. they perceive that they need one another's experience, ability , and commitment in order to arrive at mutual goals) 3. The group members must be committed to the idea that working together leads to more effective decisions than working in isolation. 4. The group must be accountable as a functioning unit within a larger organizational context. 	Elements that differentiate a group from a team
3.46 to 4.00	<p style="text-align: center;"><i>Are you performing "work in groups"? Or experiencing "teamwork"?</i></p>	Analyze current working conditions of working in a team
4.00 to 4.02	<p style="text-align: center;">ORGANISATION IS A CONSTELLATION OF GROUPS</p> <div style="text-align: center;">  <p style="font-size: small;">VERTICAL GROUPS, INTERDEPENDANT GROUPS HORIZONTAL GROUPS, DIAGONAL GROUPS</p> </div>	Read aloud

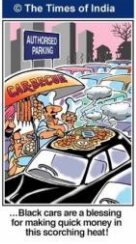


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Timings	Slides	Activities /Notes/ Considerations Methodology
4.03 to 4.35	<p style="text-align: center;">SYMBIOSIS </p> <p>A natural process by which two organisms work together and better each other's existence by complementing and supplementing each other's efforts.</p>	The Broken Squares Activity
4.36 to 5.00	<p style="text-align: center;">SYMBIOSIS </p> <p>There are several ways in which less than five squares can be formed. There is only one way in which all five identical squares can be formed. Pooling of the best available with everyone leads to sybiosis.</p>	Debriefing the Activity
	Day 2	
9.00 to 9.15	What did I learn yesterday...	Recap of Day 1
9.16 to 9.18	<p style="text-align: center;">Problem Solving and Creativity</p> <div style="display: flex; align-items: center;">  <p>A module that makes us question the boundaries</p> </div>	Problem solving skills
9.19 to 9.20	<p>• "We are all continually faced with a series of great opportunities brilliantly disguised as problems." John Gardner</p>	Read aloud

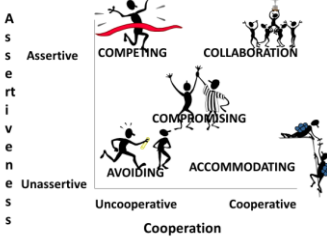

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Timings	Slides	Activities /Notes/ Considerations Methodology
9.21 to 10.30	<p style="text-align: center;">Types of Problems</p> <ul style="list-style-type: none"> • Closed or maintenance problems • Open or achievement problems 	Soma cube exercise
10.31 to 11.00	<p style="text-align: center;">Problem Solving</p> <ul style="list-style-type: none"> • Learning from experience • A social process • Controlling the world 	Debriefing the soma cube activity
11.01 to 11.15	<p style="text-align: center;">Stages of Problem Solving</p> <ol style="list-style-type: none"> 1. Recognizing a problem 2. Defining a problem 3. Finding possible solutions 4. Choosing the best solution 5. Implementing the solution 6. Evaluating outcomes 	The stages of problem solving with examples relevant to the sector
11.16 to 11.45	<p style="text-align: center;">Why do we fail?</p> <ol style="list-style-type: none"> 1. Solution proneness 2. Psychodynamic Fallacy or Simplistic thinking 3. Too few options considered 4. Mixing idea getting with idea evaluation 5. Unexamined assumptions 	Reasons for failing and how to overcome them
11.46 to 12.15	<p style="text-align: center;">Types of Skills required</p> <ol style="list-style-type: none"> 1. Analytical Skills  2. Creative skills  	Skills required for solving problems explain




DEVELOPMENT OF MODULE ON PSYCHOLOGICAL CAPITAL

Timings	Slides	Activities /Notes/ Considerations Methodology
12.16 to 12.50	<p>Vertical Thinking</p> <ul style="list-style-type: none"> • Selective • Rightness • Selects one pathway, excluding others • Selection of the most promising approach • Clearly defined direction • I know what I am looking for.. <p>Lateral Thinking</p> <ul style="list-style-type: none"> • Generative • Richness • Seeks to open up other pathways • Generate as many alternatives as possible • One moves for the sake of moving • I am looking, but I won't know what I am looking for until I've found it... 	Details of two skills and using them in day to day life
12.51 to 12.52		Display
12.53 to 12.54		Display
12.55 to 12.56		Display
12.57 to 1.00	Coclusion	
1.00 to 2.00	Lunch	





DEVELOPMENT OF MODULE ON PSYCHOLOGICAL CAPITAL

Timings	Slides	Activities /Notes/ Considerations Methodology
2.01 to 2.10	<p style="text-align: center;">SUKRITI CONFLICT MANAGEMENT</p>	Introduction
2.11 to 2.45	<p style="text-align: center;">Goal: In the next five minutes you are to collect as many of the same color GEMs as possible</p> <p style="text-align: center;">Rules:</p> <ol style="list-style-type: none"> 1. Do not start until I say, "Go!" 2. How you achieve the goal is up to you. 3. Do no bodily harm! 4. You may only use the GEMs that are out at this time. 	GEMS Exercise
2.46 to 3.00	<p style="text-align: center;">Conflict Management Styles</p> <ul style="list-style-type: none"> • Avoidance – Lose-lose • Accommodation – lose-win • Competition – Win-lose • Compromise • Cooperation – Win-win 	Explain different conflict management styles
3.01 to 3.10	<p style="text-align: center;">  </p>	Analysis of different styles
3.11 to 3.16	<p style="text-align: center;">Avoidance</p> <ul style="list-style-type: none"> • An interim strategy • When the probability of satisfying one's needs is very low • No concern for other's needs • If others can resolve the conflict easily <p style="text-align: right;">  </p>	Explain use of Avoidance style of conflict management

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Timings	Slides	Activities /Notes/ Considerations Methodology
3.17 to 3.22	<p style="text-align: center;">Accommodation</p> <ul style="list-style-type: none"> • If one party is not as concerned • For building good will • For building a base for further collaboration 	Explain use of Accommodation style of conflict management
3.23 to 3.28	<p style="text-align: center;">Competition</p> <ul style="list-style-type: none"> • Many a times the favored style • Useful in <ul style="list-style-type: none"> – Life threatening situations – To protect oneself 	Explain use of Competition style of conflict management
3.29 to 3.34	<p style="text-align: center;">Competition</p> <ul style="list-style-type: none"> • Developing a sense of identity • Developing a sense of responsibility • Developing internal standards of behavior • Developing excellence • Developing individual creativity • Developing autonomy 	Advantages of competition style of conflict management
3.35 to 3.40	<p style="text-align: center;">Compromise</p> <ul style="list-style-type: none"> • partial fulfilment of the needs, concerns, and goals of both people • more aggregate needs being met than would be met through competition • fewer aggregate needs met than would be met by collaboration 	Explain use of compromise in conflict management
3.41 to 3.46	<p style="text-align: center;">Compromise cont.</p> <ul style="list-style-type: none"> • Temporary solution • When the goals of the parties are moderately important • When the parties are strongly committed to mutually exclusive goals 	Explain features of compromise in conflict management

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Timings	Slides	Activities /Notes/ Considerations Methodology
3.47 to 3.52	<p style="text-align: center;">Collaboration</p> <ul style="list-style-type: none"> • High cooperation and assertion • Integrity • Maturity • Abundance mentality 	Explain requirements for collaboration
3.53 to 3.58	<p style="text-align: center;">Collaboration</p>  <ol style="list-style-type: none"> 1. acknowledging a conflict; 2. identifying and acknowledging each other's needs, concerns, and goals; 3. identifying alternative resolutions and their consequences for each person; 	How to use collaborative style
3.59 to 4.04	<p style="text-align: center;">Collaboration (cont)</p> <ol style="list-style-type: none"> 4. Selecting the alternative that meets the needs and concerns and accomplishes the goals of each party; 5. Implementing the alternative selected and evaluating the results. 	Steps involved in collaboration
4.05 to 4.10	<p style="text-align: center;">Managing Conflict</p> <ul style="list-style-type: none"> • Do not ignore something that bothers you • Talk directly to the other person involved • Consult HR for defining the issue • If the solution that you have worked out, involves potential procedural change, consult/inform the relevant people 	Tips on managing conflict
4.11 to 4.12		Significance of trust in managing conflict

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Timings	Slides	Activities /Notes/ Considerations Methodology
4.13 to 4.43	CONFLICT MANAGEMENT SURVEY	Administration of Survey and analysis
4.44 to 4.45	Conclusion	
4.46 to 5.00	Feedback and Action plans	

3.10 Learning Activities for Sukriti Module

Given below are the learning activities of the Sukriti module which supports the delivery of the module.

3.10.1 Lock and Key Exercise

Objectives

- To make participants comfortable and connect to each other
- To explain the concept of leverage for skill leverage

Group Size

- Minimum 9 participants maximum 36 participants

Duration

- 45 minutes to one hour

Physical Setting

- Open area where participants can mingle with each other

Materials and Equipment

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- Lock and Key cards prepared as per diagram
- Paper and Pen for each participant

Facilitation Notes

Preparation of the Lock and Key cards is an important aspect of the exercise. The facilitator cuts out the cards before the activity and makes himself/herself familiar with all the combinations of Lock and Key cards. They are created in such a way that the key portion of participant A would match the lock of participant B and the key of participant B would match lock of participant C and the key of participant C would match the lock of participant A. Thus, three participants would be linked to each other forming a triad. Also, if there are more than twelve participants they would have an identical card with another person in the group i.e. their lock and key would both match. This matching should be disallowed for scoring purposes but the facilitator asks such participants to introduce this participant to others with whom they have had a match.

Process

1. The Lock and Key cards are kept face down and the facilitator invites the participants to come and pick one.
2. After each participant has picked up one card each the remaining are left with the facilitator.
3. The facilitator explains that each card contains a lock and a key which do not fit with each other.
4. The aim of this activity is to find a match for their own lock and a match for their key and introduce players to each other whose lock and keys will match.
5. The participants meet strictly in twos. When they meet they get to know the other's names and a few details. They then ask for the lock and key card and can note down details if they feel they are important.

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6. Each participant gains five points for finding a lock for their key and a key for their lock. Each participant gains ten points if they introduce two participants to each other and if they find a match
7. The winner is the participant with maximum points.

Success Markers

The participants initially approach others a little hesitantly but slowly pick up pace as more dyad meetings are arranged. They get the hang of how the Lock and Key Cards are coded and when they find their matches, their enthusiasm picks up and the energy in the group is visible. Someone in the group finds a match for a member from a previous dyad and arranges a triad meeting and gains ten points if successful.

Debriefing

Strategic considerations

This activity is an icebreaker, but also distinguishes participants who think beyond the obvious. Also, the concept of leverage can be brought out through this activity. Finding a match for one's key or lock will limit the participant to a total of ten points but a large number of points can be gathered if the participant looks at the number of other participants who can be introduced to their match.

Questions about what happened

How many points can maximally be scored in this activity? (This question measures the potential that the participants see)

Who has scored the maximum number of points?

Questions about implications

What does the lock and key card represent?

What is the significance or learning from this activity?

Questions about applications

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How would you be applying the concepts learnt in this activity?

3.10.2 Eye Hand Mouth Exercise

Objectives

- To understand the process of communication.

Group Size

- 25 participants in groups of five each

Duration

- One hour

Physical Setting

- Seating arrangements in clusters for each group
- A separate shielded area for all the “Eyes” in the group

Materials and Equipment

- Five sets of Lego bricks – Each set made up of 8 by 2 Red, White, Blue, Yellow and black Lego bricks and other available Lego bricks
- A container for each set
- A blindfold for each group
- 6 cards with a pattern shown in Handout 1
- Pen Paper and a writing surface for each group

Facilitation Notes

Each group of participants have to finally create structure. The evaluation of the structure has to be done by the facilitator using the color coding given in the card and the position of the bricks. Hence the facilitator has to be familiar with the cards thoroughly.

Process

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1. The participants have to be divided in groups of five using the numbering method.
The facilitator asks each group to allot roles of Eye, Hand, Mouth, Inspector and observer to the five group members. In case of less than five members, the role of the observer can be omitted or the facilitator can play that role for the group.
2. After the group members have decided amongst themselves, these allocations are put up on the whiteboard to be used during debrief.
3. The inspector of each group is allocated to a neighboring group to make sure the group follows all the rules.
4. All the “Eyes” in the group are called aside and asked to choose a card from the six proffered. The facilitator asks them to write down the instructions to create the structure given in their card.
5. These instructions written down by the “Eye” of the group would be handed over to the “Mouth” of the group who in turn would explain it to the “Hands” of the group.
6. Once the “Eyes” are busy writing down the instructions, other rules/constraints are explained to the larger group. These are:
 - a. The Eye has to share only the instructions. The card has to be hidden away till the end of structure making.
 - b. Only the “Mouth” is allowed to speak.
 - c. The “Hands” is to be blindfolded.
 - d. From the point of blindfolding, the “Hands” is not allowed to speak or ask questions.
 - e. Only the “Hands” is allowed to touch the material given.
 - f. Once the “Eyes” give away the instructions they are to wait in the shielded area till the structure is ready.
 - g. The “Inspector” has to make sure all of the above rules are followed.

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- h. The observer has to note down all that is happening in the group they are part of and note down the salient points.
7. While the “Mouth” is writing down the instructions, the remaining group is given a puzzle related to communication. (See Handout 2)
8. As soon as the Mouth indicates that he /she has finished writing the instructions, the “Mouth” is asked to blindfold the hands. The “Mouth” is then asked to read the instructions and explain to the “Hands” what is to be done and created. The material for the structure is also shared now.
9. The “Mouth” now explains the material available to the “Hands” and gives him/her instructions to create the structure.
10. Once the “Mouth” and the “Hands” complete the structure, the “Eye” is called to show the card.
11. The facilitator allots the points for each correctly laid brick and correct color of the brick. Since each structure is made of five 8 by 2 bricks, maximum points that a group can get is 10 points.
12. Each group’s “Observer” shares a verbal report of what happened in the group.

Debriefing

The facilitator observes that the structures do not reflect the card. A report from the observer and the Inspector becomes the starting point of the discussion. The observers and the Inspectors share what happened. The facilitator helped each of the group reflect on what were the deviations from the card, what led to the deviations and how these connect to the real-world communication

Success Markers

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The participants in each group try to create the structure as per the “Eyes” instruction but inevitably, there are gaps in communication and rarely are the groups able to create the same structure with the same color combinations

The participants discover useful and rich insights on how such mistakes happen at work and how to overcome them.

Questions about what happened

Did the “Hands create the same structure as given in the card to the “Eye”

If yes, how did they do it?

If No, what went wrong?

What were some of the assumptions made by each of the role taker?

Did these assumptions help or hinder?

Questions about implications

What are the similarities that connect to participants’ work?

How would the participants overcome these challenges in communication?

Questions about applications

How and where will the participants use the learning from this activity?

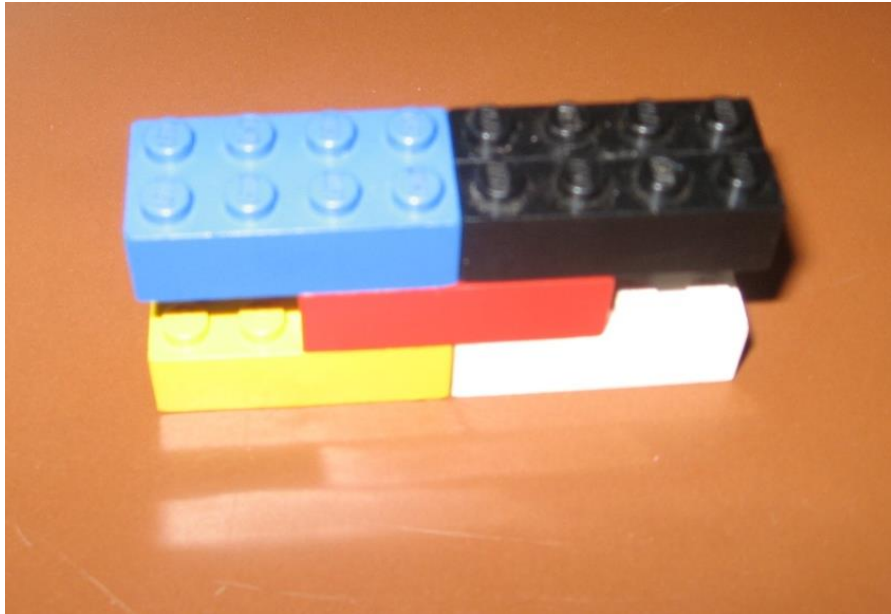
This activity is a metaphor and how would the participants apply their insights in a new context?

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Handout 1

The different patterns used in the Eye Hand Mouth Exercise These are printed on cards.

Pattern 1



Pattern 2

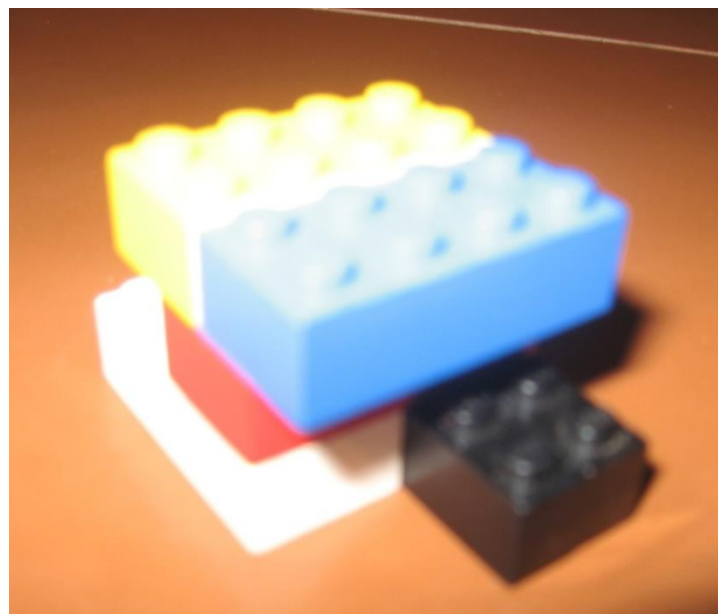


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Pattern 3

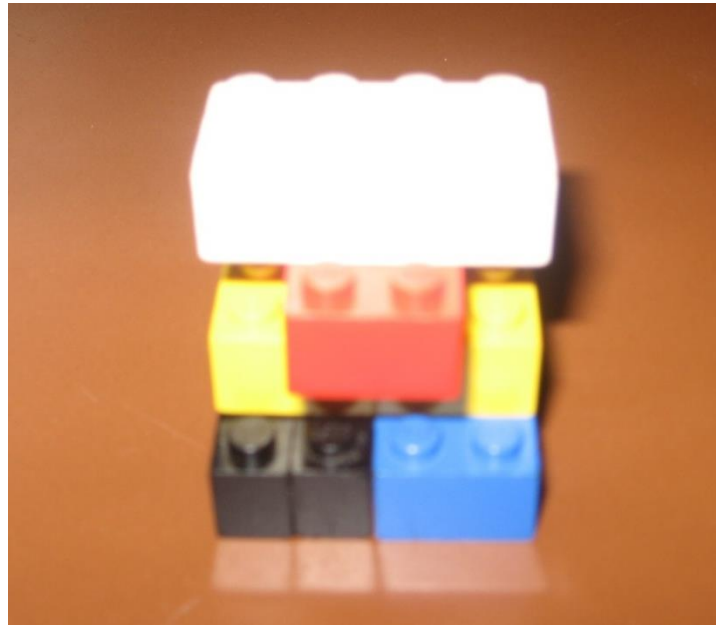


Pattern 4

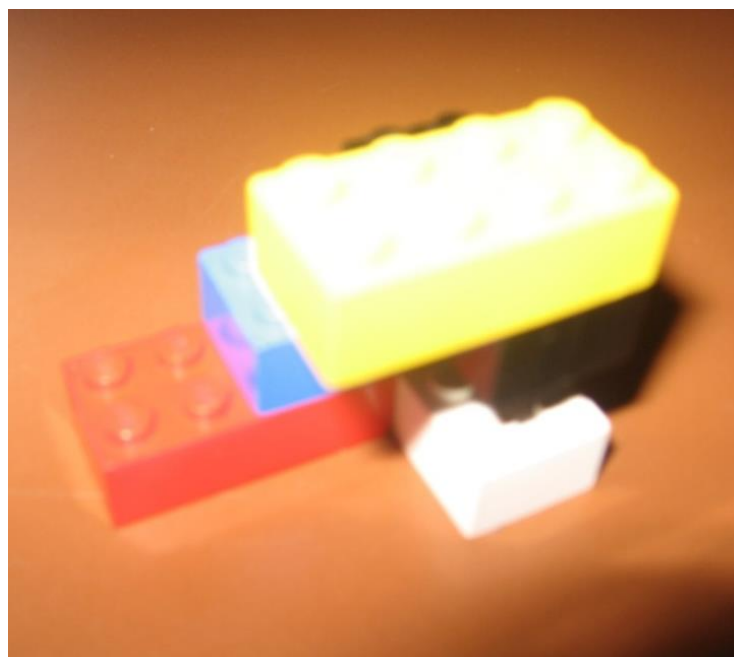


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Pattern 5



Pattern 6



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Handout 2

Stna klat without gnyas a drow! Did you know that when stna touch each other with their eannetna, it is one way they klat or etacinummoc?

3.10.3 Alone and Together Exercise

Note: The above exercise has been adapted from “Alone and Together” (Thiagarajan, 2007)

Objectives

- To understand advantages and disadvantages of teamwork and when to use it

Group Size

- Minimum eight and maximum thirty participants divided in even number of groups

Duration

- Thirty to forty minutes

Physical Setting

- Availability of writing surface

Materials and Equipment

- Handouts containing two mini sudokus
- Pens
- Timer
- Whiteboard

Facilitation Notes

Facilitator should be quick to note down the timings of participants or groups which complete the mini sudoku.

Process

7. Introduce the activity as an experience which will bring out the advantages and disadvantages of teamwork. The activity involves two phases.
8. Divide the participants into even number of teams each with two to seven participants.
9. Give one copy of the first mini sudoku to half the teams to be solved as a team. Give as many copies as there are team members to the other teams. Thus, in the first phase

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half of the teams are solving the mini sudoku in team mode. The other half is solving the mini sudoku in individual mode. Instruct the participants to report loudly as soon as they finish the mini sudoku.

10. The facilitator notes down the timing on the whiteboard, individually or team based.
11. In phase two, the second mini sudokus are distributed. The facilitator has to take care that the team which got team mode earlier gets individual mode and the individual mode teams get team mode.
12. Again, the facilitator notes down the timing on the whiteboard, individually or team based.
13. Debrief the complete group.

Debriefing

The points to be brought out using the questions below are related to the issue of interdependence in teams,

Success Markers

Participants become involved as well as competitive while solving mini sudokus. They can relate to their work situations where teamwork has helped them and where has it hindered them.

Strategic considerations

Teamwork is recommended without realizing that every task is not done more efficiently by a team. The task itself, the proficiency level of team members and other situational factors determine whether to use a team or to work individually.

Questions about what happened

1. How many of you are expert at solving sudokus?
2. How many of you have never solved a Sudoku?
3. What was your experience like when working in a team?

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4. What was your experience like when working alone?

Questions about implications

1. What were the advantages of working in a team?
2. What were the advantages of working alone?
3. What are the disadvantages of working together?
4. What are the disadvantages of working alone?
5. If you are proficient at solving sudokus, how did you feel about working in a team?
Working alone?
6. If you are a novice to solving sudoku puzzles, how did you feel about working in a team?
Working alone?

Questions about applications

1. Where will you apply the learning from this activity?
2. Why do some people like to work alone?
3. Why do some people like to work in a team?
4. Under which circumstances would you prefer to use teamwork?
5. Under which circumstances would you prefer to use independent work?

3.10.4 Broken Squares Exercise or Symbiosis

Note: The above exercise has been adapted from “Broken Squares” (Pfeiffer & Jones, 1969)

Objectives

- To understand the significance of cooperation in teams

Group Size

- Maximum 30, Minimum 5

Duration

- 45 Minutes to One hour

Physical Setting

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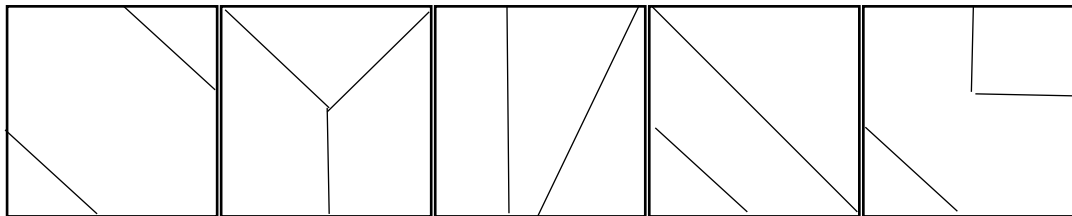
- Participants sitting in groups of five with a table in between. Tables should be far apart so that group members cannot see other groups' actions

Materials and Equipment

- One set of broken squares for each group

Facilitation Notes

A set consists of five envelopes containing plastic which have been cut into different patterns and which when properly arranged, will form five squares of same size. One set should be provided for each group of five people.



The above pieces are mixed up and put in five envelopes, with each envelope containing at least two pieces and in such a way that the intact squares are NOT being formed by the material given in each envelope. Please keep an eye on the frustration and anxiety of participants.

Process

1. The participants are distributed the envelopes.
2. They are instructed not to talk or point, gesture while the activity is on.
3. They can give pieces to their group members.
4. They cannot take /pull/ indicate that they need a piece to their group members.
5. Participants may not throw simply the pieces in the center of the table for others to take; they have to give the piece/s to one person.
6. The aim of the activity is to create from the materials available five squares of same size.

Debriefing

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Teams

Success Markers

When the team members start cooperating, they may solve the puzzle in no time at all.

Strategic considerations

How do these behaviors displayed during the activity reflect themselves in real life?

Questions about what happened

1. Who was willing to give away the pieces to other members?
2. Did someone finish his/her puzzle and then kind of separated himself/herself from the group?
3. Did someone continually struggle with the pieces but did not give away one or all of his/her pieces away?
4. Which was the critical turning point when the group began to cooperate?
5. Did anyone violate the rules of not talking, not pointing?

Questions about implications

What were the behaviors of group members which inspired trust?

1. How would we apply the learning from the activity “back home”?

Questions about applications

1. How do we inspire people to cooperate and collaborate?

3.10.5 GEMS Exercise

Objectives

- To break the ice in participants
- To understand spontaneous styles of managing conflict

Group Size

- Any (minimum 10)

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Duration

- 20 minutes

Physical Setting

- Open area for participants to move around

Materials and Equipment

- 5 GEMS (candies) in different colors

Facilitation Notes

Be prepared for lively movement of participants around the room. Probably a participant may come to you with 5 GEMS as the “first” person with maximum number of GEMS of single color. Point out that there are others with the same color so he/she cannot be called a winner.

Process

14. Gather the participants together. Distribute GEMS in such a way that every participant gets at least five GEMS. Instruct them not to eat them before the activity.
15. Display on the screen

Goal:

In the next five minutes you are to collect as many of the same color GEMs as possible

16. Then explain and display the following rules:
 - i. Do not start until I say, “Go!”
 - ii. How you achieve the goal is up to you.
 - iii. Do no bodily harm!
 - iv. You may only use the GEMs that are out at this time.
17. Say “Go!”
18. Observe the process of conflict and participants’ ways of managing the conflict that arises

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Debriefing

Initially, the participants may exchange the GEMs based on the colors that they have received. E.g. exchanging a red for a yellow GEM. Slowly they realize that they are being limited by their actual numbers. Behaviors that are likely to be displayed:

- i. few participants may try to wrestle GEMs from others
- ii. Some may exchange one for the other color
- iii. Some may give away 'their' GEMs
- iv. Note these different behaviors

Slowly, they realize that in order to collect as many of the same color GEMs they will need to come together and collaborate. The whole group comes together to the facilitator holding hands as "teams" having maximum number of the same color GEMs.

Success Markers

Initial flurry of activity is to exchange, to wrestle out the GEMs. Slowly they realize that this method may not work and then they display behaviors leading to collaboration.

"You" is interpreted in the plural sense.

Strategic considerations

There are five styles of dealing with conflict. These are win-lose, lose-lose, lose-win, compromise and win-win

Questions about what happened

1. Who tried to exchange GEMs?
2. Who gave away the GEMs first? Why?
3. Who got the maximum number of GEMs (with 'you' as singular)?
4. What was the reaction of people when you gave away the GEMs?

Questions about implications

What does this exercise tell us about our style of managing conflict?

Questions about applications

When will you apply which style of managing conflict?

3.10.6 Conflict-Management Style Survey

Note: This survey has been reproduced from The 1982 Annual (Robert, 1982).

Name: _____ **Date:** _____

Instruction: Choose a single frame of reference for answering all fifteen items. (e.g. work-related conflicts, family conflicts, or social conflicts) and keep that frame of reference in mind when answering the items.

Allocate 10 points among the four alternative answers given for each of the fifteen items below.

Example: When the people I supervise become involved in a personal conflict, I usually:

Intervene to settle the dispute	Call a meeting to talk over the problem	Offer to help if I can.	Ignore the problem,
3	6	1	0
_____	_____	_____	_____

Be certain that your answers add up to 10

1. When Someone I care about is actively hostile toward me, i.e. yelling, threatening, abusive, etc. I tend to:

Respond in a hostile manner.	Try to persuade the person to give up his/her actively hostile behaviour.	Stay and listen as long as possible.	Walk away
_____	_____	_____	_____

2. When someone who is relatively unimportant to me is actively hostile toward me, i.e. yelling, threatening, abusive, etc. I tend to:

Respond in a hostile manner.	Try to persuade the person to give up his/her actively hostile behaviour.	Stay and listen as long as possible.	Walk away
_____	_____	_____	_____

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3. When I observe people in conflicts in which anger, threats, hostility, and strong opinions are present. I tend to:

Become involved and take a position _____	Attempt to mediate _____	Observe to see what happens _____	Leave as quickly as possible _____
--	--------------------------------	---	--

4. When I perceive another person as meeting his/her needs at my expense, I am apt to:

Work to do anything I can to change that person. _____	Rely on persuasion and “facts” when attempting to have that person change. _____	Work hard at changing how I relate to that person. _____	Accept the situation as it is. _____
--	--	--	--

5. When involved in an interpersonal dispute, my general pattern is to:

Draw the other person into seeing the problem as I do. _____	Examine the issues between us as logically as possible. _____	look hard for a workable compromise. _____	Let time its course and let the problem work itself out. _____
--	---	---	--

6. The quality that I value the most in dealing with conflict would be:

Emotional strength and security _____	Intelligence _____	Love and Openness _____	Patience _____
--	-----------------------	-------------------------------	-------------------

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7. Following a serious altercation with someone I care for deeply, I:

Strongly desire to go back and settle things my way.	Want to go back and work it out- whatever give- and take is necessary.	Worry about it a lot but not plan to initiate further contract.	Let it lie and not plan to initiate further contact.
_____	_____	_____	_____

8. When I see a serious conflict developing between two people I care about, I tend to:

Express my disappointment that this had to happen.	Attempt to persuade them to resolve their differences.	Watch to see what develops.	Leave the scene
_____	_____	_____	_____

9. When I see a serious conflict developing between two people who are relatively unimportant to me, I tend to:

Express my disappointment that this had to happen.	Attempt to persuade them to resolve their differences.	Watch to see what develops.	Leave the scene
_____	_____	_____	_____

10. The feedback that I receive from people about how I behave when faced with conflict and opposition indicates that:

Try hard to get my way	Try to work out differences cooperatively,	Am easygoing and take a soft or conciliatory position.	Usually avoid the conflict
_____	_____	_____	_____

11. When communicating with someone with whom I am having a serious conflict, I:

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Try to overpower the other person with my speech.	Talk a little bit more than I listen.	Am an active listener (feeding back words and feelings).	Am a passive listener (agreeing and apologizing).
_____	_____	_____	_____

12. When involved in an unpleasant conflict, I:

Use humour with the other party.	Make an occasional quip or joke about the situation or the relationship.	Relate humour only to myself.	Suppress all attempts at humour.
_____	_____	_____	_____

13. When someone does something that irritates me (e.g. smokes in a non smoking area or crowds in line in front of me), my tendency in communicating with the offending person is to:

Insist that the person look me in the eye.	Look the person directly in the eye and maintain eye contact.	Maintain intermittent eye contact	Avoid looking directly at the person.
_____	_____	_____	_____

14. When someone does something that irritates me (e.g. smokes in a non-smoking area or crowds in line in front of me), my tendency in communicating with the offending person is to:

Stand close and make physical contact.	Use my hands and body to illustrate my points.	Stand close to the person without touching him or her.	Stand back and keep my hands to myself.
_____	_____	_____	_____

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15. When someone does something that irritates me (e.g. smokes in a non-smoking area or crowds in line in front of me), my tendency in communicating with the offending person is to:

Use strong direct
language and tell
the person to stop.

Try to persuade
the person to stop.

Talk gently and
tell the person
what my feelings
are.

Say and do
nothing.

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SCORING AND INTERPRETATION SHEET

Instruction: When you have completed all fifteen items, add you scores vertically resulting in our column totals. Put these on the blanks below:

Totals: _____

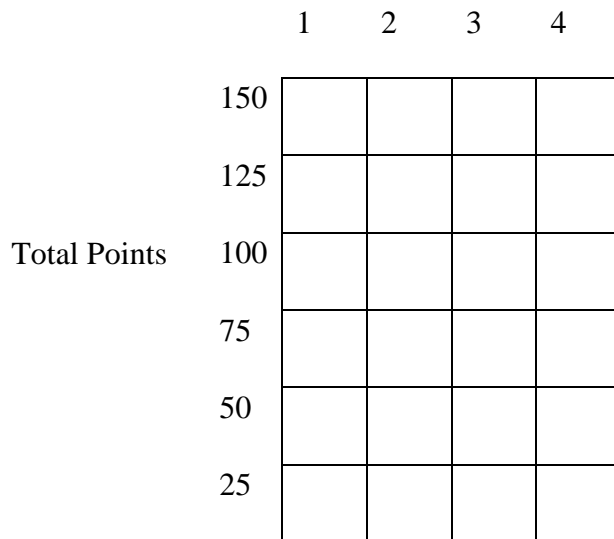
Column 1

Column 2

Column 3

Column 4

Using your total scores in each column, fill in the bar graph below,



Column 1: Aggressive/Confrontative. High scores indicate a tendency toward “taking the bull by the horns” and a strong need to control situations and/or people. Those who use this style are often directive and judgemental.

Column 2: Assertive/Persuasive. High scores indicate a tendency to stand up for oneself without being pushy, a proactive approach to conflict, and willingness to collaborate. People who use this style depend heavily on their verbal skills.

Column 3: Observant/Introspective, High scores indicate a tendency to observe others and examine oneself analytically in response to conflict situations as well as need to adopt counselling and listening modes of behaviour. Those who use this style are likely to be cooperative, even conciliatory.

Column 4: Avoiding/Reactive. High scores indicate a tendency toward passivity or withdrawal in conflict situations and a need to avoid confrontation. Those who use this style are usually accepting and patient, often suppressing their strong feelings.

Now total your scores for column1 and 2 and columns 3 and 4.

Column1 + Column 2 = _____ A Column 3 + Column 4 _____

B

If Score A is significantly higher than Score B (25 Points or more), it may indicate a tendency toward aggressive/assertive conflict management. A significantly higher B Score signals a more conciliatory approach.

3.10.7 Soma Cube Experience

Objectives

- To understand the difference between Creative problem solving and analytical problem solving

Group Size

- 25 participants in groups of five each

Duration

- One hour

Physical Setting

- Seating arrangements in clusters for each group with a table in the center

Materials and Equipment

- Snake cube Puzzle one for each group
- Soma cube components for each group

Facilitation Notes

The facilitator should practice and know the solutions to the snake cube puzzle and the soma cube puzzle.

Process

1. The participants are formed in groups.
2. Each group is asked how they solve problems.
3. To share how each of us actually works on the problems we face, each group is given one snake cube puzzle. Participants are to form a cube. After they solve with the facilitator's help or without it, they are asked what is the method that they use to solve this challenge. From this the participants are debriefed about the what is a problem.
4. Each group is also given the Soma Cube components. Then they are asked to create a cube.
5. After the participants solve it, or just before all the groups have solved it, the participants are given a card containing a wall or some other article which can be

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created using the same components. This is to reflect the reality of changes which bring in problems and the problem-solving behaviors of employees.

Debriefing

The difference in the two situations bring out the difference in analytical reasoning and creative problem solving. Hence the methods and the skills required for the two are different.

Success Markers

The involvement of the participants increases as the challenge increases. The groups are highly involved the solution. Sometimes Zeigarnik effect of an interrupted problem solving process may be observed.