

MHPSS AND LIVELIHOOD INTEGRATION (MLI) MANUAL



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INTRODUCTION

WHY HAVE WE DEVELOPED THIS MANUAL?

The MHPSS Programme of the International Organization for Migration (IOM) in Iraq developed the MHPSS and Livelihood Integration manual, MLI manual in short, to complement MHPSS programming that is integrated into livelihood projects. The MLI manual introduces guidance on developing MHPSS activities

adapted for livelihood programme participants. It includes specific modules on a selection of essential psychosocial skills and coping mechanisms that can support persons engaged in livelihoods, promoting their ability to take full advantage of their work in the short and long-term.

WHO CAN USE THIS MANUAL?

This manual is for humanitarian and development actors that look to build the life, social and soft skills of an affected population, specifically those engaged in livelihood programming. The modules in this manual are not exclusively meant for MHPSS programming. They can also be integrated into other programmes.

From the MHPSS perspective, this document is for specialized and non-specialized MHPSS staff and activity facilitators

(psychologists, psychiatrists, counsellors, social workers, and caseworkers) who deliver MHPSS activities under projects that integrate MHPSS with livelihood programmes. The MLI manual provides MHPSS staff engaged in such programming with relevant information and instructions to create and deliver adapted MHPSS sessions tailored to the specific needs of livelihood participants.

WHAT ARE THE MAIN OBJECTIVES OF THIS MANUAL AND THE MLI MODULES?

The MLI manual outlines steps necessary when planning and facilitating integrated MHPSS activities. The document provides a recommended framework and content for MHPSS sessions adapted to the needs of livelihood participants, including MHPSS awareness sessions, peer-support and individual counselling. The main objective of the manual is for MHPSS programmes to have the required resources and content to develop and conduct effective MHPSS activities that strengthen the coping mechanisms and life, social and soft skills of livelihood project participants.

- ✓ Identifying the steps required for MHPSS integration into livelihoods.
- ✓ Equipping MHPSS staff with relevant content for MHPSS sessions that target livelihood participants.
- ✓ Delivering tailored MHPSS that meets the needs of livelihood participants and improves livelihood-related outcomes.



MHPSS AND LIVELIHOOD INTEGRATION

WHAT IS MHPSS AND LIVELIHOOD INTEGRATION (MLI) PROGRAMMING?

MLI integrates MHPSS into existing or new livelihood projects. This integration provides livelihood participants with required social, life, and other soft skills, and coping mechanisms to mitigate and manage work-related psychosocial challenges and stressors. Integrated MHPSS promotes the successful carrying out of livelihood-related tasks.

MHPSS for livelihood participants are sessions tailored to build and strengthen the life, social, and soft skills needed to succeed in a livelihood project.

Integrated MHPSS varies depending on participants' needs and the specific livelihood opportunity at focus. MHPSS activities for livelihood participants are adapted to address common psychosocial challenges that can arise during a particular type of work (e.g., when starting a new business or job or when engaging in a Cash for Work programme). The modules outlined in this manual can be used to tailor MHPSS activities to the needs of individuals involved in a livelihood program.

WHY IS MLI IMPORTANT?

MHPSS integration into humanitarian and development interventions is grounded in the core principles of the IASC Guidelines (2007) and the Sphere Handbook (2018). Both promote MHPSS integration into other humanitarian or development sectors and have become essential references for MHPSS inclusion in humanitarian and subsequently development work.

Research and needs assessments encourage integrating MHPSS into livelihood programmes, especially livelihood projects that work with people who have faced severe adversity, including displacement and protracted violence. Conflict-affected individuals engaged in a livelihood programme can face daily stressors that make their livelihood pursuit challenging. Integrated MHPSS can help address and manage daily work-related psychosocial stressors, building and strengthening coping mechanisms and

essential livelihood-related life and soft skills that participants can apply at work and in other settings.

The long-term benefits of MHPSS integration include improved and more sustainable livelihood outcomes and a workforce with strong coping mechanisms, social and soft skills.

At the individual level, workers retain a positive self-image, have increased self-confidence, decreased emotional distress and better mental health. While livelihoods as income-generating activities naturally improve mental well-being as people feel productive and have their own means to survive, a livelihood intervention complemented by MHPSS elements can further enhance self-efficacy and ensure that one can take full advantage of a job opportunity.



BENEFITS OF MHPSS AND LIVELIHOOD INTEGRATION



Integrate MHPSS activities



Resilient participants managing livelihood effectively



Improved project outcomes, sustainable livelihoods



Heightened individual and community well-being

To many, MHPSS and livelihood integration is still a new way of working. However, there are critical benefits to consider when integrating MHPSS into livelihood programming, both for the service provider and beneficiary.

BENEFITS FOR THE LIVELIHOOD PROGRAMME:

Increased impact

In a humanitarian, development, conflict or post-conflict setting, the impact and effectiveness of any project often depend on the affected population's mental and psychosocial health. A livelihood project that integrates MHPSS, addresses participants' mental and psychosocial needs, and can have an increased impact. This is because integrated programming is grounded in the reality of the community's experiences and implemented to enable people to regain a level of control, safety and dignity. With improved emotional well-being and an ability to address daily work-related challenges, livelihood participants are more likely to succeed in their work.

Sustainable outcome

The integration of MHPSS enhances the sustainability of a livelihood programme and a persons' livelihood trajectory, as strong mental and psychosocial health are essential for successful, sustainable livelihood initiatives and activities.

Improved daily functioning

Integrated MHPSS improves daily functioning around livelihood tasks, increases productivity and attention to the programme, while strengthening the confidence of individuals.

Cost-effectiveness

Task-sharing models have proven to be affordable and offer cost-effective alternatives to separate programmes and specialised services.

BENEFITS FOR THE BENEFICIARIES:

Accessibility and reach

By integrating MHPSS into livelihood projects, an increased number of people in need of MHPSS can be reached safely and in a non-stigmatized manner.

Skills and competencies building

Integrated MHPSS builds the social, soft and other life skills of livelihood participants, providing them with important coping mechanisms to address work-related psychosocial stressors. The skills gained and developed through integrated MHPSS help participants address challenges at work and in other life situations in the short and long term.

Mitigation of livelihood stressors

Integrated MHPSS components can help participants learn how they can anticipate, mitigate and manage unexpected livelihood-related stressors. This will make work easier and more productive.

Improved mental health and psychosocial well-being

Accessing MHPSS services promotes positive outcomes for emotional well-being and employment at the same time, while MHPSS integration is also a significant opportunity to strengthen human development.

Tip: The benefits of MHPSS and Livelihood Integration can be explained to participants when conducting a livelihood training session before integrating MHPSS. A sample leaflet can be found in the attached annex, access the leaflet [here](#).

GENERAL CONSIDERATIONS FOR PROGRAMMING

ADAPTING SESSIONS FOR DIFFERENT LIVELIHOOD PROJECTS

- It is important to adapt MHPSS sessions based on the type of livelihood project and participants. For example, some livelihood participants might have limited literacy, which means that activities must be adapted to be well understood.

REQUIRED STAFF AND SUPPORT

- The needed staff for an MHPSS integration project is as follows (number of staff must be adapted based on the size of the livelihood project):

INDIVIDUAL COUNSELLING

Social workers or MHPSS psychosocial support workers can provide individual counselling support. Female social or psychosocial support workers should be available for sessions with women.

Referrals to specialised staff such as psychologists or psychiatrists are required when a person needs more focused and specialised MHPSS support.

MHPSS AWARENESS SESSIONS, PEER-SUPPORT GROUPS, LIFE, SOCIAL AND SOFT SKILLS TRAINING

Social workers, MHPSS psychosocial workers and in some cases psychologists (based on availability) facilitate these sessions.

Focal points support the organization of the sessions, take attendance and invite participants with the support of the livelihood project staff.

If available, an **MLI focal point** supports the creation of tailored MHPSS sessions that meet the needs of the participants using this manual.



Training

- The staff engaged in MLI programming, both from the MHPSS and livelihood side, must be trained on MHPSS and Livelihood Integration by staff that are managing the MLI process. IOM Iraq developed training focused on MLI, which can be used and adapted for different programmes and contexts.
- The MHPSS staff should receive a briefing from the livelihood team focused on the specific livelihood project, offering an overview of the project that the MHPSS activities are integrated into (e.g., individual livelihood programme, cash for work, business start-up). The livelihood training will help MHPSS staff better understand the livelihood opportunities that participants are involved in (what, why, when, where), selection criteria, participant details, duration of the project, the general livelihood trajectory and more. Based on this information, the MHPSS team can further adapt the integrated support services.

Timing of sessions

- When applying an MLI approach, the MHPSS sessions are implemented alongside the livelihood project. Depending on the livelihood programme, MHPSS activities can be integrated before or after specific-livelihood related sessions. This makes attendance easy and stress-free for participants. For example, if a livelihood project includes training or induction days, an MHPSS awareness session can be delivered during such days.
- If MHPSS cannot be provided easily in close association with livelihood activities, the programme must consult participants on suitable meetings times.
- MHPSS activities should be available to participants for the duration of their livelihood project. Based on interest and project availability, MHPSS can also be provided after a livelihood project has come to an end.

Location

- Whenever possible, MHPSS sessions should take place in person.
- The programme must consult participants on convenient locations and accommodate participant preferences as much as possible.

Continuity of sessions

- Delivering sessions consistently and without interruption is crucial. When integrating MHPSS with livelihoods, it is essential to ensure continuous MHPSS activities and avoid delays in delivering MHPSS.

For example, In case of a livelihood assistance project, the MHPSS awareness session (first MHPSS activity that is integrated into the livelihood project) should occur during the initial livelihood training days. The awareness session can then be followed by peer-support groups (i.e., on a bi-weekly basis) for the duration of the livelihood project. Counselling should be provided based on needs and immediately after an initial awareness session.

- Disruption in MHPSS service provision can cause participants to lose interest quickly and negatively impact the integrated project.

Delivery of session content

- Facilitators should prepare well for each session. Getting to know the materials and modules prior to the session is essential to deliver the content without having to refer to the module frequently in front of the participants. The modules provided in this manual are meant to act as a guide to the facilitators.

PART 1

1. INTRODUCTION
2. MHPSS & LIVELIHOOD INTEGRATION
3. GENERAL CONSIDERATIONS FOR PROGRAMMING
4. RELEVANT INFORMATION FOR FACILITATORS
 - Session facilitators can refer to the information outlined in part one as they prepare for MLI activities. The section outlines important steps that should be taken in preparing for MLI activities.
 - MHPSS staff can use the templates of the different integrated MHPSS sessions to structure MLI activities, adapting and contextualizing the templates as needed.

PART 2

1. SUGGESTED TEMPLATES FOR LIVELIHOOD ADAPTED MHPSS SESSIONS
2. TOPICS TO INCLUDE IN A FIRST MLI SESSION
3. MODULES FOR MHPSS ACTIVITIES
 - The eight modules provided can be used for MHPSS activities that are tailored to livelihood participants.
 - Based on the livelihood project and participant needs and interests, MHPSS session facilitators can choose which skills, competencies and activities to focus on.
 - To create tailored MHPSS sessions, the MHPSS facilitators can select different activities from the modules. The modules do not have to be delivered all at once.

For example, if a participant group requests relationship building, teamwork skills and adapting to change, different activities from these separate modules can be collected and delivered during a session.

RELEVANT INFORMATION FOR FACILITATORS

HOW DO YOU PREPARE FOR AN MHPSS SESSION ADAPTED FOR LIVELIHOOD PARTICIPANTS?

PREPARATION FOR AN INTEGRATED MHPSS ACTIVITY



1. **Get to know the participants** – Before the session, the facilitator gathers relevant information to better understand participants and their backgrounds. Such information is generally provided by the livelihood staff, who orient the MHPSS team on the livelihood programme and participants. Participant information can be sought during a briefing with the livelihood team. Any sharing of participant data must be done by consent. Learning about the participants is imperative to ensure that the content of the MHPSS activity is aligned with their context and culture and is sensitive to their identities, abilities and experiences.
2. **Study and adapt the MLI modules to specific local settings** – To deliver a high-quality MHPSS session adapted to address relevant livelihood-related psychosocial stressors, the facilitator studies the manual and modules to become familiar with the sessions' MLI adapted content. While reviewing the manual and modules, the facilitator uses what they already know about the participants to adapt the content and delivery of the sessions to the specific setting and context.



3. **Gather required materials** – Before any session, it is essential to gather the needed materials. Refer to this manual to know which activity tools, materials and assessment forms are required.
4. **Preparing for a session** – The team working on the MLI programme decides, based on participant information and feedback received after the first session, which session topics and themes (from the modules) to include in a subsequent MHPSS activity. The team or facilitators' responsibility is to select activities from the modules to present in different sessions.

Examples of topics for MLI MHPSS activities:

Based on the livelihood project, participant needs and interests, the MHPSS programme staff selects various topics that strengthen coping mechanisms and build life, social and other soft skills relevant to the work that the livelihood participants engage in.

Examples of topics are:¹

- Stress-management
- Time-management
- Building self-confidence
- Problem-solving skills
- Adapting to change
- Perseverance and motivation
- Positive thinking
- Teamwork and conflict resolution skills
- Patience building skills
- Learning about how to adapt to change
- Communication skills
- Work and life balance
- Leadership skills
- Relationship building



1. The modules in this manual provide relevant content and activities focused on these topics.

SUGGESTED TEMPLATES FOR LIVELIHOOD-ADAPTED MHPSS SESSIONS

MHPSS AWARENESS SESSIONS FOR LIVELIHOOD PARTICIPANTS

At the beginning of a joint MHPSS and Livelihood programme, the MHPSS team usually provides one MHPSS awareness session. Such sessions are generally integrated into livelihood training days (e.g., for individual livelihood programmes) or induction days (e.g., for Cash for Work programmes). The sessions range in duration and can be half-day or one-day sessions. More extensive, one-day sessions are recommended, but shorter sessions can also be effective.

SESSION OBJECTIVES

By the end of the session, participants will be able to:

1. Clearly understand the concept of MHPSS.
2. Understand the connection between a person's mental health and ability to engage in and perform work.
3. Apply different positive coping mechanisms to address work-related stressors and be aware of negative coping mechanisms and how to address them.
4. Understand the concepts of stress-management and self-care.
5. Access other MHPSS activities available through the MLI programme and know for how long these services are available for.
6. Define and differentiate between additional MHPSS activities offered and how these can support with addressing work-related challenges (e.g., peer-support groups, counselling, life skills training).
7. Differentiate between the MHPSS and Livelihood teams and interventions, and understand each team's roles and responsibilities.

REQUIRED RESOURCES

- Session schedule, attendance sheets, leaflets
- Content materials
- Flipcharts, markers, paper, pens
- Intake + feedback forms
- Face Mask + hand sanitizers (Covid-19 pandemic measures)

REQUIRED PREPARATION

- Livelihood briefing
- MLI training

Key messages: *Participants understand that MHPSS activities can help mitigate the impact of stress at work. MLI strengthens a participant's ability to focus on and maintain their work or engage in daily work-related activities. MHPSS activities help livelihood participants focus their attention, increase their emotional well-being and equip them with skills to adapt to change, resolve conflicts, build work relationships, and feel confident in carrying out work-related activities and tasks. The MHPSS activities are separate from livelihood activities, but they complement one another.*

INDIVIDUAL COUNSELLING FOR LIVELIHOOD PARTICIPANTS

Individual counselling can be provided to livelihood participants (based on request) for the duration of any livelihood programme. MLI-adapted counselling follows IOM's standard counselling procedure. The sessions are focused, non-specialised counselling and support sessions, providing necessary emotional and practical support tailored to the participant's need. Specifically, the sessions focus on supporting the individual in their ability to successfully engage in, pursue and maintain their livelihood opportunity.

MLI-adapted counselling supports participants to develop strategies to reduce psychosocial distress caused by their livelihood opportunity and improve daily mental and psychosocial functioning as participants go through the livelihood programme. Expected outcomes are that participants feel empowered and well supported to take full advantage of their livelihood opportunity, are resilient to everyday stressors and meet the demands of their livelihood project and work. Counselling begins with an intake conversation, followed by a minimum of three consecutive counselling sessions and one follow up session. Additional sessions can be provided based on need.

SESSION OBJECTIVES

By the end of the sessions, participants will be able to:

1. Employ strategies to reduce psychosocial distress caused by their work.
2. Independently address work-related psychosocial challenges on a daily basis.
3. Meet the demands of their livelihood project through improved daily functioning around work-related tasks.
4. Have more confidence to take engage in their work and take on responsibilities.

REQUIRED RESOURCES

- Session schedule, attendance sheets, leaflets
- Content materials, manual
- Flipcharts, markers, paper, pens
- Intake + feedback forms
- Face Mask + hand sanitizers (Covid-19 pandemic measures)

Key messages: *Participants understand that the counselling can help them strengthen their ability to focus on and maintain their work or engage in work-related activities. The counselling provided is separate from their livelihood activity, but they complement each other.*

REQUIRED PREPARATION

- Livelihood briefing
- MLI training



PEER-SUPPORT GROUPS FOR LIVELIHOOD PARTICIPANTS

Peer-support groups can be offered to livelihood participants for the duration of the livelihood programme, on a bi-weekly or monthly basis, depending on the length of the programme. Peer-support groups provide a space to build relationships that enhance positive coping, skills-building and problem-solving. Support groups create a sense of belonging and are known for their ability to improve psychosocial well-being and livelihood project outcomes, offering an opportunity to connect and learn from others in a similar situation. Peer groups overcome isolation and help build a strong social network. Each group meetings discusses different topics and supports participants in developing life, social and soft skills related to their work, based on participant interest.

Tip: Based on participant need and interest, the facilitator can select topics and activities from the different modules provided in the manual to structure the sessions and ensure that they are livelihood-related.

Mentoring approach: Community members (e.g., business owners from the community who were previously part of a livelihood project) can be invited to join the sessions to share their work experiences and offer livelihood-related advice. Ideally, these individuals take on a mentorship function. In situations where mentors cannot be included, programme staff can identify talent within the groups and ask attendees who are skilled in a certain livelihood to become a peer mentor. Integrating a mentoring approach has proven effective; it can restore the social fabric and strengthen solidarity.

SESSION OBJECTIVES

By the end of the sessions, participants will:

1. Have improved daily functioning around tasks and increased productivity.
2. Have an increased sense of belonging and attention to the livelihood project.
3. Have a better understanding about the connection between their mental health and their ability engage in and maintain work.
4. Feel more prepared to take on their work opportunity and responsibilities.
5. Know how to cope with and manage everyday stressors arising from work.
6. Be able to rely on a support network, built through peer groups, to learn from and consult.

Key messages: Participants understand that the peer-support groups are offered for them to learn from and support each other, as they are in similar situations, engaged in the same livelihood project. The support group is offered to help the individuals learn about dealing with everyday stressors arising from work opportunities. While the MHPSS activities are separate from the livelihood project; they complement each other.

REQUIRED RESOURCES

- Session schedule, attendance sheets, leaflets
- Content materials, manual
- Flipcharts, markers, paper, pens
- Feedback forms
- Face Mask + hand sanitizers (Covid-19 pandemic measures)

REQUIRED PREPARATION

- Livelihood briefing
- MLI training

Structure of peer-support groups

Peer-support groups should be provided on a bi-weekly basis for the duration of the livelihood project. However, depending on the length of livelihood project, the peer groups can also meet once a month. Each group meeting has a **different focus and theme** to remain relevant to the livelihood participants. Facilitators choose the themes of the different groups based on participant feedback provided either during the MHPSS awareness session or an earlier peer-support group meeting.

LIFE, SOCIAL AND OTHER SOFT SKILLS TRAINING FOR LIVELIHOOD PARTICIPANTS

Life, social and soft skills training sessions can be offered to livelihood participants for the duration of a livelihood programme, following the MHPSS awareness session. Skills training can be available to participants weekly, bi-weekly, or monthly. Conducted in groups, the sessions focus on building interpersonal skills, positive attitude building, critical thinking, adaptability, leadership, conflict resolution, problem-solving and other skills that support participants in carrying out their work, enabling them to manage daily livelihood-related stressors. Each session focuses on different skills.

Tip: Based on participant need and interest, the facilitator can select topics and activities from the different modules provided in the manual to structure the sessions and ensure that they are livelihood-related.

SESSION OBJECTIVES

By the end of the sessions, participants will:

1. Have a better understanding of the connection between their mental health and their ability to engage in and maintain work.
2. Have improved daily functioning around tasks and increased productivity.
3. Feel more prepared to take on their work opportunity and responsibilities.
4. Know how to cope with and manage everyday stressors arising from work.
5. Rely on a support network built through the group to learn from and consult.

REQUIRED RESOURCES

- Session schedule, attendance sheets, leaflets
- Content materials, manual
- Flipcharts, markers, paper, pens
- Feedback forms
- Face Mask + hand sanitizers (Covid-19 pandemic measures)

Key messages: Participants understand that the life, social and other soft skills training sessions are offered to help them learn about dealing with everyday stressors arising from work. Participants also understand that the MHPSS activities are separate from livelihood projects, but both complement each other.

REQUIRED PREPARATION

- Livelihood briefing
- MLI training

Structure of skills training

The training sessions are provided as a group activity weekly, bi-weekly or monthly for the duration of the livelihood project. Each meeting has a **different focus** to remain relevant to the livelihood participants. Facilitators choose the themes of the various meetings based on participant feedback provided during the MHPSS awareness session or the first skills training session conducted with the participants (applies to meetings 2+).

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**more detailed session guide templates can be provided by IOM Iraq upon request.*

TOPICS TO INCLUDE IN A FIRST MLI SESSION

1. INTRODUCTION TO MHPSS – WHAT IS MHPSS?

Make sure that participants know and understand the meaning of MHPSS.

- Explain that MHPSS services can help people have strong emotional health.
- Share facts about mental health well-being and reiterate that everyone can experience mental or psychosocial problems, and it is OK to seek help.
- Make sure that participants understand the importance of taking care of their mental health. Focus on the positive to reduce the stigma surrounding MHPSS.

Mental health or Psychosocial Support (MHPSS):

- **Try to not use the term MHPSS** or Mental Health and Psychosocial support often after you explained its meaning. Simply use the term emotional well-being.
- **Emotional health and well-being** describe how a person thinks and feels. Good emotional health means that we have the ability to manage, communicate, form and sustain relationships.
- **Strong emotional health** means that someone has an overall positive state of emotions, feels satisfied with life and feels a sense of meaning and purpose in life.

Someone with strong emotional health can identify work-related problems and manage them positively. Someone who has strong emotional health can generally better engage in work and keep up with daily and weekly tasks, sustaining the work in the short and long term.

2. THE CONNECTION BETWEEN EMOTIONAL WELL-BEING AND WORK:

How does emotional well-being relate to someone's work?

- A person's emotional health affects his or her ability to pursue and perform work.
- Someone emotionally unwell can find it difficult to engage in work-related activities.
- If someone feels stressed or overwhelmed, he or she cannot focus as well on work.
- A new livelihood project, like starting a business can prompt unexpected stressors that can be a barrier to succeeding in the work.

3. HOW CAN MHPSS ACTIVITIES HELP PARTICIPANTS ENGAGE IN AND MAINTAIN THEIR WORK?

- MHPSS activities can help lessen, address or manage the livelihood-related daily stressors.
- MHPSS can help a person feel more confident to pursue and engage in work.
- MHPSS can help a person focus and concentrate more at work.
- MHPSS can help a person to make well-informed decisions.
- MHPSS informs about positive coping mechanisms to manage work-related stressors.
- MHPSS activities can strengthen the life, social and other soft skills essential for livelihood success (e.g., problem-solving, building healthy work relationships, communicating effectively, self-awareness, practicing wellness and well-being).

The facilitator should mention that MHPSS activities that are offered in connection with a livelihood project focus on livelihood-related issues and stressors to prepare livelihood participants to mitigate or address any psychosocial challenges that can come up as someone engages in a (new) livelihood or takes on a new job.

4. THE PSYCHOSOCIAL WORK-RELATED CHALLENGES

To find out about the work-related challenges participants face, the facilitators can collect simple words or phrases from participants who are willing to share about work-related challenges. If the conversation does not come naturally, the facilitators can share examples from this list:

1. Feelings of stress, uncertainty
2. Lack of confidence, self-esteem, motivation
3. Difficulties with planning and organizing tasks
4. Difficulties managing time
5. Difficulties solving problems
6. Difficulties managing work and social, family life
7. Difficult work relationships with supervisor, colleagues
 - a. Explain that many people who engage in different work likely face the same or very similar problems.
 - b. Inform participants that topics surrounding the challenges they share will be addressed through the additional MHPSS activities provided through the project (see modules 1-8).
 - c. Take note of what participants share, and allow time for reflection and discussion among participants.
 - d. The notes and feedback provided from this segment should inform the themes and topics of future MLI sessions with the participants.



Emotional well-being is important for you to:

- Focus and concentrate at work.
- Feel confident and motivated to pursue your work.
- Feel ready to engage in and complete your daily-work-related tasks.
- Build healthy work relationships with your supervisors, colleagues or customers.
- Manage your responsibilities and adapt to changing situations.
- Build different skills to be able to continue with different work after the cash-for-work activity (communication skills, time management, family and work life balance and more).

Facilitators can distribute the [“What is MHPSS and Livelihood Integration?”](#) leaflet and answer any questions participants might have. The “What is MHPSS and Livelihood Integration” leaflet should always be adapted to reflect the location in which they are distributed in.

MODULES FOR MHPSS ACTIVITIES THAT ARE ADAPTED FOR LIVELIHOOD PARTICIPANTS

MODULES	LEAFLET(S)
MODULE 1 Coping with Stress, Building resilience	<ul style="list-style-type: none"> → Coping with stress → Self-care → Relaxation techniques → What is MHPSS and Livelihood integration?
MODULE 2 Positive thinking, patience, adapting to change, perseverance and motivation	<ul style="list-style-type: none"> → Keeping a positive attitude – practical tips → Adapting to change – practical tips → Tips to improve perseverance skills → Self-motivation skills – practical tips → Building patience – practical tips
MODULE 3 Teamwork and conflict resolution skills	<ul style="list-style-type: none"> → Effective teamwork at the workplace → Strategies to prevent conflict → Skills for effective conflict resolution
MODULE 4 Self-confidence and self-esteem (self-efficacy)	<ul style="list-style-type: none"> → Building self-confidence – practical tips
MODULE 5 Time management and prioritization skills	<ul style="list-style-type: none"> → Effective time management – practical tips → Developing effective prioritization skills
MODULE 6 Communication skills	<ul style="list-style-type: none"> → Communication skills – practical tips
MODULE 7 Problem-solving skills	<ul style="list-style-type: none"> → Problem-solving skills – practical tips → Overcoming barriers to problem solving
MODULE 8 Leadership skills and relationship building	<ul style="list-style-type: none"> → Leadership skills → Skills to nurture a growth mindset → Effective time management in a team – practical tips → Relationship building within teams – practical tips

Table 1: List of Modules and Corresponding leaflets

MODULE 1

COPING WITH STRESS,
BUILDING RESILIENCE



ACTIVITY 1: INTRODUCING THE MODULE

TIME: 5 minutes

MATERIALS REQUIRED: none

PROCEDURE:

1. Facilitators welcome the participants and introduce themselves.
2. Participants introduce themselves (if they do not know each other).
3. Facilitators share group rules and session objectives:

GROUP RULES

- Confidentiality (what happens in the group stays in the group)
- Respecting each other's opinions
- Active listening (avoid interrupting each other)
- Avoid side-talk
- Turn off all electronics (e.g., cell phones)
- Physical distancing and other COVID-19 prevention measures:
 - a. Maintain physical distancing.
 - b. Wear a mask throughout the session.
 - c. Use the sanitizers available during session.
 - d. If a participant feels feverish or unwell, they should postpone their attendance until their symptoms subside.
- Specific livelihood project challenges or questions must be addressed to the livelihoods staff.
- For remote sessions, refer to [the Internal Guidelines for Remote MHPSS Working Modalities](#).

SESSION OBJECTIVES

- To recognize signs of stress and how it can affect a person.
- To identify different sources of work-related stressors.
- To identify different coping skills that can help manage stress effectively.
- To define resilience and identify ways to become resilient.

OUTLINE OF THE ACTIVITIES IN THIS MODULE:

ACTIVITY	OBJECTIVES
What is stress?	Identifying different sources of stress.
Identifying elements of stress	Identifying varied reactions to stress.
Coping with stress	Understanding the difference between negative and positive coping skills.
Building resilience (the rubber band exercise)	Introducing the concept of resilience.
Enhancing one's resilience	Learning skills to strengthen one's resilience.

COPING WITH STRESS

Note to facilitator: Inform participants that this first part of the meeting (activities 2-4) focuses on coping with stress. The second part focuses on resilience.

ACTIVITY 2: WHAT IS STRESS?

TIME: 25 minutes

MATERIALS REQUIRED: flip-chart, markers

PROCEDURE:

1. Ask the participants the following questions to start a discussion:

- Have you faced any stressful situations at work?
- How did you deal with these stressful situations?
- Do you think that there are positive effects to being stressed?

Examples of stressful situations at work: dealing with difficult customers, presence of disagreements with colleagues, long working hours, tight deadlines, job uncertainty.

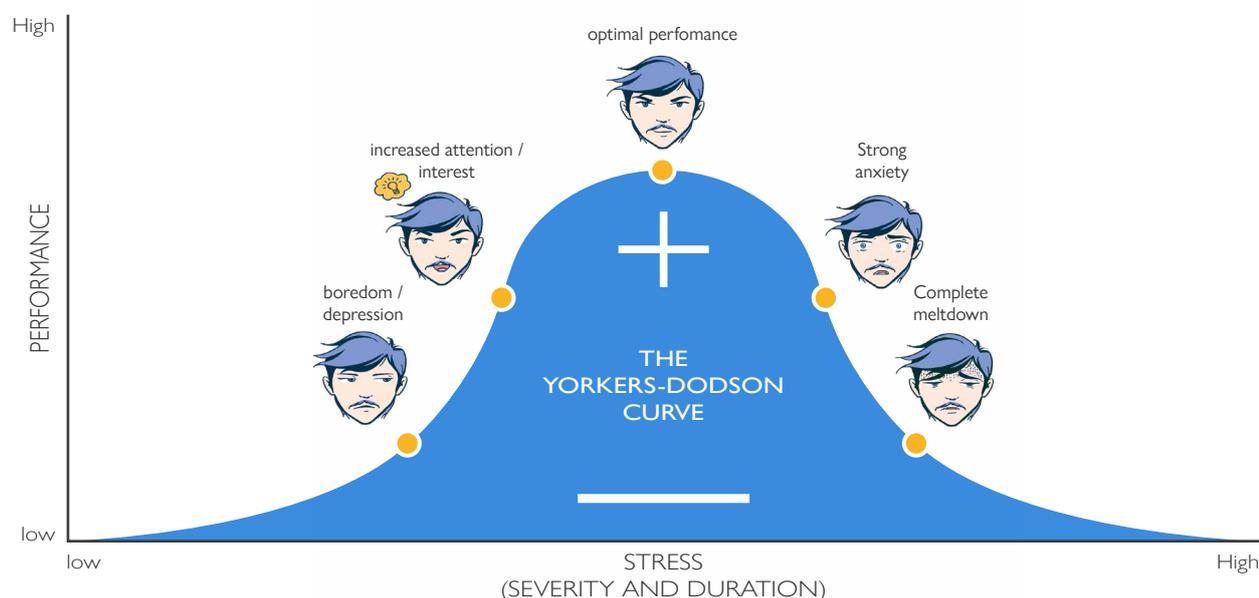
Note to facilitator: Ensure that participants feel comfortable sharing current or past challenges or stressful situations they face or have faced at work. Try to keep a focus on livelihood issues related to psychosocial stressors that can impact a person's mental health and emotional well-being.

Note to facilitator: As much as possible, try to elicit responses from the group rather than just presenting the information below in a lecture format. The response elicited from the group may not be exactly what you prepared, but this is fine so long that the responses are plausible.

2. Elaborate with the information below:

- We all experience stress in different forms in our daily lives.
- A little stress can help us perform better at tasks.
- When the intensity and the duration of stress increase, this can negatively affect our work performance and well-being.
- Harmful effects of stress are experienced when a person faces a situation that they perceive as difficult to deal with or that they do not have the necessary resources to resolve.

Note to facilitator: The above information can be illustrated using the below curve, which can be printed out by the facilitator or be reproduced on a flip-chart.



ACTIVITY 3: IDENTIFYING ELEMENTS OF STRESS

TIME: 15 minutes

MATERIALS REQUIRED: flip-chart, markers, relaxation leaflet

PROCEDURE:

1. Ask the participants what possible thoughts, feelings, behaviors and physical symptoms they might have experienced during times of stress.
2. Write down what participants share following the below format.

THOUGHTS	<ul style="list-style-type: none"> • Incompetence • Failure • Loss or lack of hope • No way out • Things will never get better • Self-blame 		BEHAVIORS	<ul style="list-style-type: none"> • Appetite changes • Aggression (physical, verbal) • Social withdrawal • Smoking excessively • Using illicit drugs/ alcohol
EMOTIONS	<ul style="list-style-type: none"> • Sadness • Guilt • Loneliness • Anger • Uncertainty • Fear • Disappointment 		PHYSICAL SYMPTOMS	<ul style="list-style-type: none"> • Headache • Flushed face • Body pains • Fatigue • Palpitations • Upset stomach • Respiratory problems • Sleep problems

3. Proceed with the following information:
 - Stress can manifest as a constellation of elements (cognitive, emotional, behavioral and physical) experienced in varying degrees.
 - The signs and symptoms of stress differ among individuals, both in duration and intensity.
4. Ask the participants the following questions to start a discussion:
 - Having identified different elements of stress, why do you think is it important to identify these elements in ourselves?

Note to facilitator: Collect responses and elaborate with the following information:

- Being aware of signs of the stress you could experience and identifying these signs early on will give you a chance to manage your feelings of stress effectively before having to deal with the negative impact the stress could have.
- Example:** You are having an argument with a colleague over a problem at work. You feel your heartbeat racing and your face is starting to get warm. Both could be a sign of stress as you might begin to feel angry.
- Noticing these signs early on can help you deal with the situation effectively, rather than getting caught up in your anger, which can escalate the situation and cause more stress.
 - An alternative to getting angry or irritated would be to politely tell your colleague that you need to take a break for a few minutes. This will give you the chance to calm down and avoid the negative impact your anger or irritation might have.
5. Encourage participants to share other similar examples where identifying signs of stress early on can help manage stressful situations calmly and effectively.

Relaxation Technique

If there is time, a relaxation activity can be facilitated using the relaxation technique leaflet. Access the leaflet [here](#) in the annex of the manual.

At the end of the activity, distribute the relaxation technique leaflet and encourage participants to practice and apply these techniques at work or at home whenever they feel overwhelmed, anxious or stressed.

ACTIVITY 4: COPING WITH STRESS

TIME: 30 minutes

MATERIALS REQUIRED: flip chart, markers, “self-care” leaflet, “stress-management” leaflet

PROCEDURE:

1. Ask the participants the following questions to start a discussion:

- What comes to your mind when you hear the term “coping skills”?
- Is it possible that coping skills can be both negative and positive?

2. Introduce the concept of coping skills to the participants using the following information:

Coping skills are strategies that people use when they face difficult or stressful situations. They help manage painful emotions and stressful events and also aid in maintaining emotional health and well-being. Coping skills can be positive (healthy) or negative (unhealthy).

3. Ask the participants to name examples of negative or unhealthy coping skills or strategies.

Examples of negative coping strategies:

- Negative self-talk (I am no good, I will never succeed, etc.).
- Avoiding stressful/difficult situations or people (might lead to operative impairment, especially if work-related).
- Becoming aggressive or violent (hitting someone, throwing or kicking something).
- Eating too much or too little.
- Smoking excessively or drinking a lot of coffee.

4. After collecting participant responses, highlight the negative impact of unhealthy coping skills using this information:

- The mentioned examples can seem like good options because they can quickly relieve some stress and anxiety in the short term. However, they are temporary solutions that have a negative long- impact on a personal and interpersonal level, especially at work.

5. Ask the participants to name examples of positive or healthy coping strategies or skills that they might have used to deal effectively with stressful situations.

Examples of positive coping strategies:

- Accepting what is in your control and what is not.
- Reminding yourself of past successes in dealing effectively with a stressful or difficult situation.
- Educating yourself about something that makes you feel stressed. For example, educating yourself about a project that you are working on. This can increase your confidence while decreasing anxiety and stress that stem from uncertainty or a lack of knowledge.
- Having a support network (trusted contacts, peers, family members, counselors, supervisors, etc.) to discuss problems or stressors that you might face.
- Maintaining self-care. Maintaining a healthy life style, such as getting enough sleep, eating healthy and being physically active.
- Getting involved in recreational, cultural or religious activities.
- Applying other skills, you might have, to manage a difficult, stressful situation (e.g., problem-solving skills, conflict resolution, time management or organizational skills).

Note to facilitator: Distribute the “self-care” and “coping with stress” leaflets to participants and close the activity by discussing different points outlined in the leaflets.



BUILDING RESILIENCE

Note to facilitator: Let participants know that this part of the session focuses on how to build resilience to help manage stress.

ACTIVITY 5: BUILDING RESILIENCE (THE RUBBER BAND EXERCISE)

TIME: 20 minutes

MATERIALS REQUIRED: elastic rubber band, flip-chart, markers

PROCEDURE:

1. Ask the participants what they think the term "resilience" means. Collect responses and write them down.
2. Introduce the rubber band exercise.
 - Stretch a rubber band as far as possible (be careful to make sure that it does not snap at your hand and hurt you).
 - While demonstrating using the rubber band, ask the participants the following questions to start a discussion:
 - What happens when you stretch the rubber band only a little bit? (do not overstretch it).
 - What happens when you let the rubber band go? (it returns to its normal state).
 - What happens if you try to overstretch the rubber band to its maximum? (it could tear or break).
3. Ask the participants how this relates to resilience?

Note to facilitator: Collect responses and proceed with the following information:

“

"Resilience is the inner emotional strength that a person possesses and enables them to cope with difficult circumstances."

- ✓ Resilience does not mean that stressors do not have any effect on an individual, but being resilient means that we are able to adapt, deal with and recover from stressors.
- ✓ With resilience, we can recover from a stressful situation, even if it takes time and effort.

How can we cultivate resilience?

- ✓ Being self-aware of the positive qualities one possesses and practicing positive coping mechanisms helps develop resilience.
- ✓ Resilience is enhanced by the presence of a supportive environment (e.g., family, friends) and self-awareness about one's life and social skills.
- ✓ Considering stressful events or situations as opportunities to learn new skills or coping mechanisms is key to building resilience.



ACTIVITY 6: ENHANCING ONE'S RESILIENCE

TIME: 15 minutes

MATERIALS REQUIRED: flip-chart and markers

PROCEDURE:

1. **Introduce the activity with the following information:**

Being self-aware about one's own personal values, strengths, relationships and abilities can help develop and enhance resilience.

2. **Draw three columns on a flip-chart with these headings:**

"I am"

"I have"

"I can"

Explain the concept based on the following:

- "I am" stands for personal values, beliefs and qualities.
- "I have" includes relationships and resources such as financial resources, education, skills and work experience.
- "I can" includes different abilities, activities and actions.

3. **Encourage participants to make their own list using the three headings.** The table below is an example, click on the table to access a blank version for the participants:

I am	I have	I can
Empathetic	good communication skills	manage time effectively
Trustworthy	two years of work experience	prioritize my needs
Self-confident	supportive peers and friends	resolve conflicts peacefully

Explain to the participants that these features are characteristics of your own resilience.

4. **To close the activity and module, explain that the following can help to practice and build resilience:**

- **Avoid negative-thinking.** When something bad happens, try to not only think about the negatives, try to find positives to move forward.
- **Do not fear failure.** When you are approaching a new project or job that you do not know much about, do not focus on your worries about whether or not you can manage the new tasks, focus on the possibility of being able to handle your new work and role well. This will help build your resilience and make you more likely to succeed.

Other useful resources for facilitators to prepare for the module:

- Psychological First Aid

MODULE 2

POSITIVE THINKING, PATIENCE, ADAPTING
TO CHANGE, PERSEVERANCE
AND MOTIVATION



ACTIVITY 1: INTRODUCING THE MODULE

TIME: 5 minutes

MATERIALS REQUIRED: none

PROCEDURE:

1. Facilitators welcome the participants and introduce themselves.
2. Participants introduce themselves (if they do not know each other).
3. Facilitators share group rules and session objectives:

GROUP RULES

- Confidentiality (what happens in the group stays in the group)
- Respecting each other's opinions
- Active listening (avoid interrupting each other)
- Avoid side-talk
- Turn off all electronics (e.g., cell phones)
- Physical distancing and other COVID-19 prevention measures:
 - a. Maintain physical distancing.
 - b. Wear a mask throughout the session.
 - c. Use the sanitizers available during session.
 - d. If a participant feels feverish or unwell, they should postpone their attendance until their symptoms subside.
- Specific livelihood project challenges or questions must be addressed to the livelihoods staff.
- For remote sessions, refer to the [the Internal Guidelines for Remote MHPSS Working Modalities](#).

SESSION OBJECTIVES

- To understand the effect of negative thoughts that may affect self-image and self-motivation.
- To practice applying positive thoughts instead of negative ones in stressful situations.
- To introduce skills of adapting to change effectively.
- To develop perseverance and motivation skills.
- To develop patience skills.

OUTLINE OF THE ACTIVITIES IN THIS MODULE:

ACTIVITY	OBJECTIVES
Effect of negative thoughts	Understanding the harmful effects of negative thoughts.
Introducing positive thoughts and attitudes	Creating a positive attitude.
Changing negative thoughts to positive ones	Developing alternative positive thoughts.
Practicing having a positive attitude	Learning practical tips on how to have a positive attitude.
Adapting to change	Learning the basic concept of adapting to change.
Perseverance and self-motivation	Understanding the concepts of perseverance and self-motivation skills.
Self-motivation motivators	Knowing about intrinsic and extrinsic motivators.
Building patience	Forming skills on building patience.

POSITIVE-THINKING

Note to facilitator: Let participants know that this part of the meeting focuses on learning how to build and maintain positive thoughts and a positive attitude.

ACTIVITY 2: THE EFFECT OF NEGATIVE THOUGHTS

TIME: 20 minutes

MATERIALS REQUIRED: flip-chart, markers

PROCEDURE:

1. Ask the participants what they think negative thoughts are and give examples.

Note to facilitator: Below are examples of negative thoughts. Collect responses and examples from participants before sharing these:

- "I am no good at anything."
 - "The work is too much; I never have time for myself."
 - "I do not feel like doing anything."
 - "I hate everything that is happening around me."
 - "I am always going to be a failure."
2. After collecting examples of negative thoughts, ask the following questions and allow for discussion:
 - How would you feel if you are around people who constantly think this way?
 - What do you think is the impact of negative thoughts on one's self and others?
 - How do you think negative thoughts/self-talk could impact your achievement and productivity at work?

Note to facilitator: Collect responses from the participants.

3. Elaborate with the following information:

Negative thoughts are demotivating. They can be depressing and can weigh down someone's spirits and energy.

Negative thoughts are contagious. Spending time with people who constantly have negative thoughts can negatively affect one's feelings and thoughts.

Negative thoughts can narrow down one's perspective and increase focus on failures and disappointments rather than successes or progress at work.

Note to facilitator: Explain that when a person faces work-related problems, negative thoughts and emotions can block productivity, and decrease a team's motivation and perseverance. Negative thinking can also affect the colleagues and staff one works with.

Example: When you overthink about everything that you have to get done for the day and focus only on how little time and energy you have, you may find it difficult to start your tasks. This is because you feel stuck by the stress you are feeling and your long to-do list.

4. Explain that in the next activity, participants will learn about avoiding negative thinking by focusing on positive thinking instead, which can help manage problems at work and home.



ACTIVITY 3: INTRODUCING POSITIVE THOUGHTS AND ATTITUDES

TIME: 15 minutes

MATERIALS REQUIRED: Flip-chart, markers

PROCEDURE:

1. **Open the activity by stating:** “now that we have an idea about negative thoughts and their impact, we are going to focus on how we can foster a positive attitude and thoughts. We will also learn about how a positive attitude can impact your work and the workplace as a whole.”
2. **Ask the participants the following questions to start a discussion:**
 - What do you think positive attitudes or thoughts are?
 - How would positive attitudes or thoughts impact your productivity at work?
3. **Collect responses, then proceed with the following:**

Having positive thoughts and attitudes can positively affect your life and help you build long-lasting skills. Positive thinking broadens your sense of possibilities and opens your mind, allowing you to improve and learn new skills and build valuable strengths for many areas in life.

 - Positive thinking improves motivation, determination and perseverance.
 - People with a positive attitude at work have shown higher levels of engagement; they can organize their tasks better and perform well.
 - People with a positive attitude are less likely to experience burnout or engage in counterproductive behavior that delays progress at work.
4. **Close this activity** by explaining that the next activity discusses how we can change negative thoughts to positive ones. This is an essential skill that participants can apply in their daily life, at home, at work and in other situations.



ACTIVITY 4: CHANGING NEGATIVE THOUGHTS TO POSITIVE ONES

TIME: 20 minutes

MATERIALS REQUIRED: flip-chart, markers

PROCEDURE:

1. Start the activity by asking participants to list possible stressful events that they could face at work.

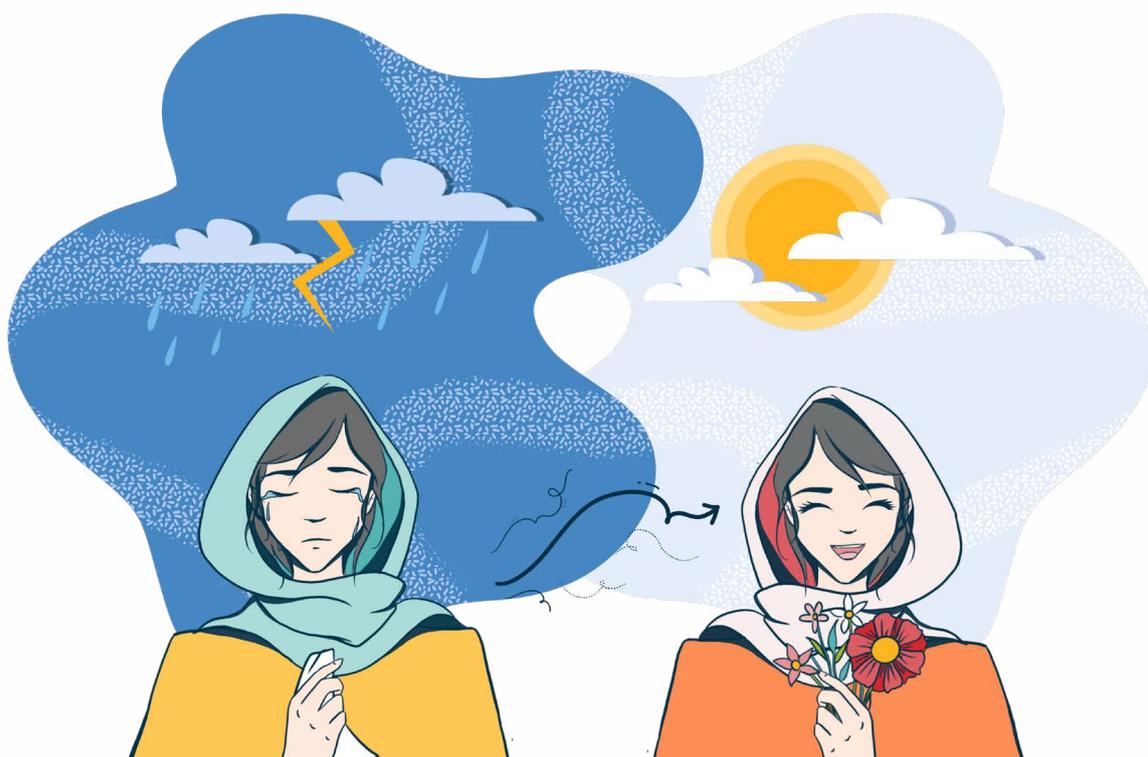
Note to facilitator: List examples from participants in the “Event” section on the flip-chart, as shown in the table below. Note that one example is listed in the table below.

2. Ask the participants to think about and discuss negative thoughts they might have related to the events they have shared. The group can discuss each event separately.
3. Once negative thoughts have been identified, encourage the participants to come up with alternative positive thoughts or examples.

Note to facilitator: Mention that people can use positive thoughts instead of negative thoughts. This means that the person employs positive thinking and has a positive attitude. Mention that staying positive when facing a problem will help participants assess a difficult situation clearly, finding solutions more easily.

TABLE TO BE DRAWN ON FLIP-CHART FOR THIS ACTIVITY:

EVENT	NEGATIVE THOUGHT(S)	ALTERNATIVE POSITIVE THOUGHT(S)
My manager is calling me on my phone.	I probably did something wrong. My manager hates me.	I might have done something wrong, and we will find a solution for it. I will not stress myself out about it until we meet. He may have a positive thing to say to me.



ACTIVITY 5: SKILLS TO PRACTICE HAVING A POSITIVE ATTITUDE

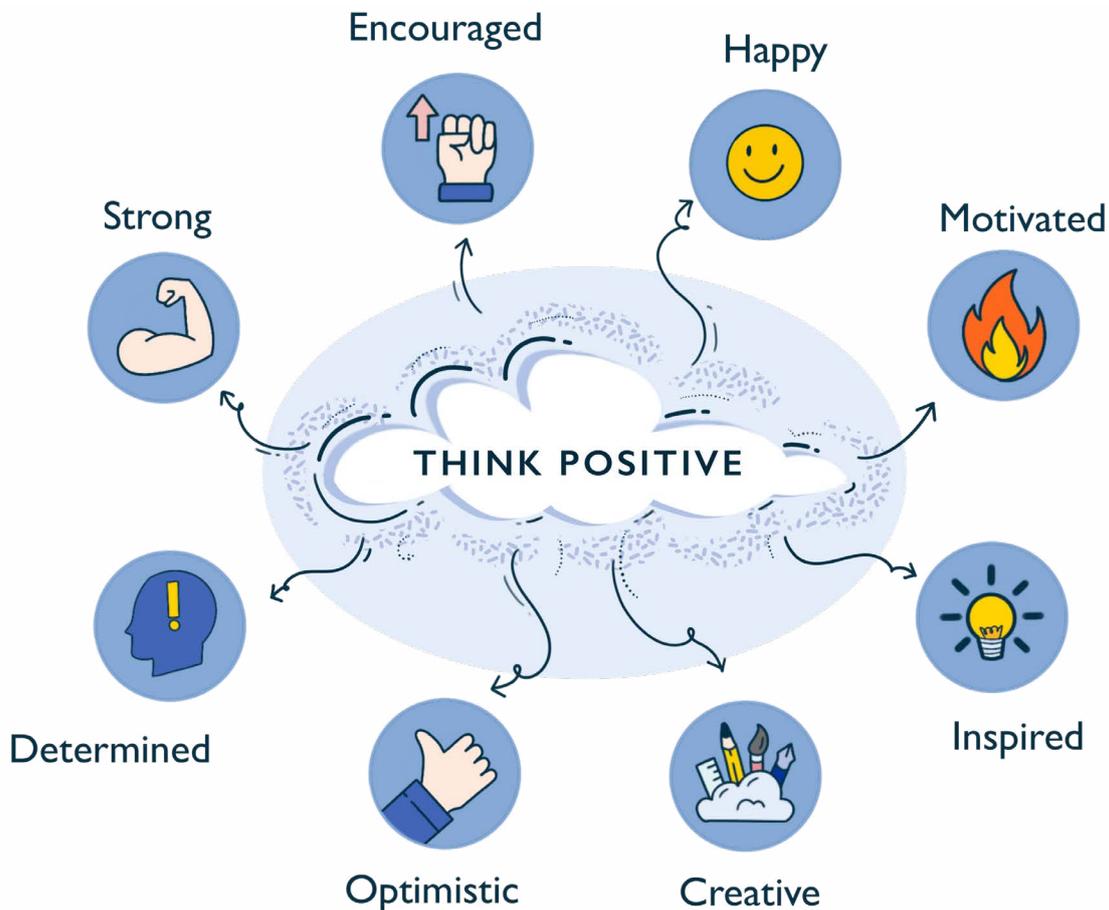
TIME: 15 minutes

MATERIALS REQUIRED: flip-chart, markers, “Keeping a positive-attitude practical tips” leaflet

PROCEDURE:

1. Start the activity by stating that positive thinking is one of many aspects that can help a person have an overall positive attitude.
2. Hand out the “Keeping a positive-attitude – practical tips” leaflet, which can be accessed in leaflet format in the attached annex, [here](#).

Note to facilitator: Walk participants through each of the tips on building and maintaining a positive attitude that are mentioned. Answer any questions that participants might have. Take note of the tips and examples highlighted in the boxes below.



Start the day with positive affirmation

How you start your day in the morning sets the tone for the rest of the day. Think positively as you start your day by using positive self-talk, such as “today will be a good day” or “I am going to do great today.”

Focus on the good things, however small

You might face difficulties and stressors throughout the day. When you face a challenge, focus on the positives, no matter how small or insignificant they seem.

Example: If you did not succeed in achieving your sales target for the day, think of all the new people you got to meet, the time you got to spend at work with your colleagues, remember a positive comment your supervisor has made and so on.

Tip for the facilitator:

Some participants may respond to this by saying “my city is in rubble” or “we live in poverty” or “we do not have our basic needs met.” In this case you can:

- Listen to and acknowledge their feelings.
- Guide them to focus on the resources they have right now (refer to the resilience activity from coping with stress module).
- Remind participants that what they face could be temporary, and in the meantime, they can work on building their coping, life and other soft skills.

Consider mistakes to be learning opportunities

Making mistakes is normal. Instead of focusing on how you failed, think about what you can learn from this. Start thinking of ways that can help you prevent making the same mistake in the future. This will help turn mistakes into lessons learned, which will help you manage problems in the future.

Transform negative self-talk into positive self-talk

Negative thoughts turn into internalized feelings and might reinforce negative conceptions of yourself. You might think I am so bad at this, or I should not have tried that. When you catch yourself thinking negatively, stop and replace those negative thoughts with positive ones. For example, I am so bad at this = once I practice more, I will be better at this. I should not have tried = it did not work out as planned this time — but it will next time.

Practice positive self-talk

Practice positive self-talk throughout the day. Remind yourself about the following in difficult situations:

- Do not say anything to yourself that you would not say to someone else.
- Be gentle and encouraging with yourself. Do not be too hard on yourself.
- Think about things that you are thankful for in your life.
- Having problems is okay, they are part of everyday life.

Examples: “I have good skills and I learn quickly;” “we are all unique in our own special way.”

Tip: Select examples of positive self-talk and encouraging phrases that are applicable in your context. The above are examples that are especially relevant in the Iraqi and Kurdish contexts.

Note to facilitator: At this point, you can ask the participants to share phrases they use to motivate or calm themselves down.

Focus on the present

Focusing on the present means that you focus on the exact moment you are in right now. For example, when you hear a negative comment from your manager, ask yourself this question “what is happening in this moment that is so bad?” Avoid thinking about what your manager said previously or might say in five minutes. Stay in the present.

Find friends, mentors and co-workers with positive attitudes

When you surround yourself with people who have a positive attitude, you have more chances of experiencing positive outlooks, positive stories, helpful advice and positive affirmations. This will positively affect your thinking, behavior and attitude and help decrease your stress level.

Be open to humor

Give yourself permission to smile or laugh, especially during difficult times. Seek humor in everyday happenings. When you can laugh at life, you may feel less stressed.

3. **To close the positive thinking part of the module,** ask the participants to share one thing they learned or a skill that they gained during this session that can help them going forward or that they will remember.

ADAPTING TO CHANGE

ACTIVITY 6: ADAPTING TO CHANGE

TIME: 20 minutes

MATERIALS REQUIRED: equipment for video presentation, flip-chart, markers, “Adapting to change – practical tips”

PROCEDURE:

1. Show participants this video:

Resilience and Adapting to Change



2. Ask the participants the following questions to start a discussion about the video:

- What are your reflections about the video in terms of adapting to change?
- Have you encountered situations (personal/work-related) where you had to adapt to changes? If so, how did you manage?

Note to facilitator: Explain that like mistakes, experiencing changes at the workplace or in other life situations cannot be avoided. Being able to adapt to changes flexibly is a skill that is important to reach different goals, manage daily tasks and responsibilities. Knowing how to adapt to change increases one's resilience and personal coping skills.

3. Ask the participants the following question:

- What are some practical steps that you can take to successfully adapt to changes in your life?

Note to facilitator: Collect responses and refer back to the video shown earlier.

4. Share the “Adapting to Change: Practical Tips” leaflet – access the print version [here](#) – and explain the following points to the participants. Note that these are tips on how we can learn to adapt to change:



Flexibility

Being flexible helps you adapt more quickly to changing situations. Take the example of playdough and a cup of glass. When you press on play dough, it changes its shape without changing its characteristics. The dough is flexible to adapt to the change that occurs. However, when you apply pressure to a cup of glass, it may break. When a person adapts to changing situations flexibly and adjusts thoughts and actions accordingly, the person can deal more effectively with changing conditions.

Example: Due to the COVID-19 pandemic, many people had to change how they communicate and work using technology. Flexibility, in this case, would be the openness to learn how to use necessary applications to start and manage work from home or call a friend or family member, instead of seeing them in person.

Curiosity

Adaptable people are curious. Curious people want to know more about a specific topic, explore problems in detail and are eager to find different solutions. This helps in viewing things from different perspectives and can assist in finding the most practical solution to a certain issue.

Focus on the lessons learned when making mistakes

Instead of considering mistakes as failures, view them as valuable learning opportunities. Focus on what you can learn from them. Having this attitude will enhance your self-learning process and problem-solving skills.

Be a team player at work

When faced with a difficult situation at work, adaptable people criticize less and are not quick to point fingers. They focus on the problem at hand, analyze and adjust team priorities accordingly. To solve a problem, team players ask other team members for their opinions and advice to deal positively with the situation and find a solution that works for everyone.

Adaptable people are emotionally intelligent

Adaptable people have more capacity to care. They encourage empathy and respect for others, even those who may have different views. They are self-aware of the positive coping mechanisms that can help them deal effectively with stressful situations.

Note to facilitator: Highlight to participants that there is a common concern, which is that people mistake “adaptability” for “laying low” or just coping and “waiting” for a bad situation to be over. Remind participants that this can be the case in specific situations that are difficult to deal with, but it is not the norm, as mentioned in this activity.

PERSEVERANCE AND SELF-MOTIVATION

ACTIVITY 7: PERSEVERANCE AND SELF-MOTIVATION

TIME: 15 minutes

MATERIALS REQUIRED: flip-chart, markers, “Tips to improve perseverance skills” leaflet

PROCEDURE:

1. Ask the participants the following questions to start a discussion:

- In our opinion, what do you think “perseverance” and “self-motivation” mean?
- How do you think they are related to each other?

Note to facilitator: Write down the comments that participants share. Elaborate using the following information:

SELF-MOTIVATION

Self-motivation is the process that initiates, guides and maintains goal-oriented behaviors. It is what causes you to act and work towards a goal.

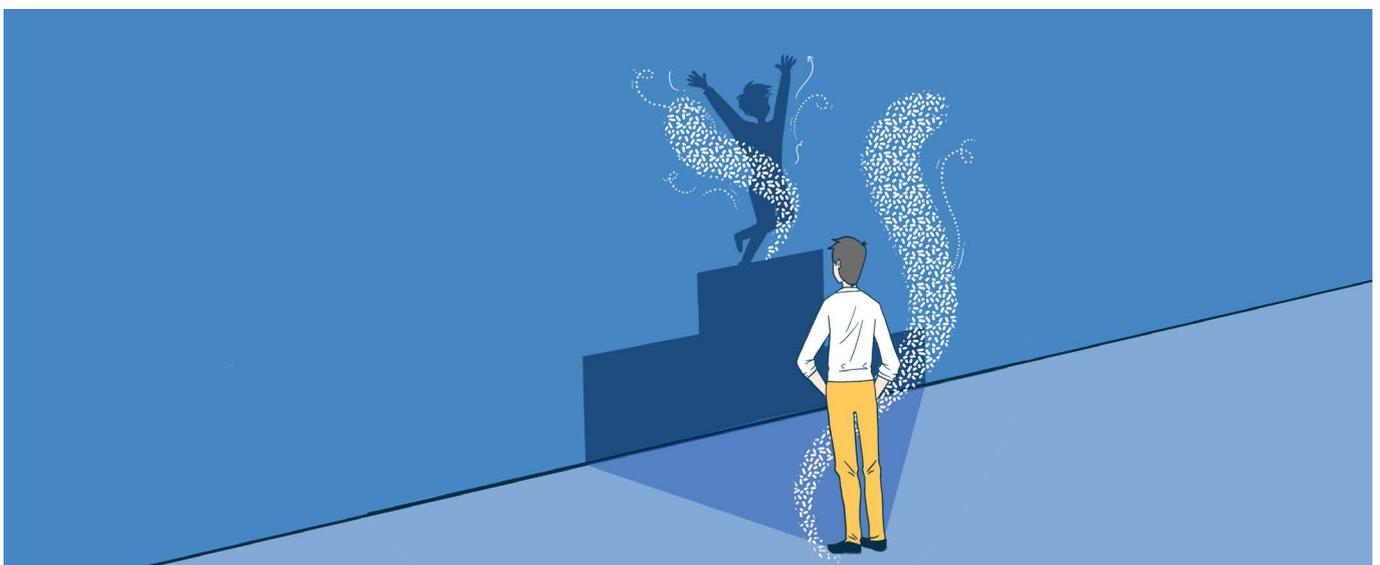
PERSEVERANCE

Perseverance is the continued effort to achieve a goal or task, despite challenges that come your way.

Note to facilitator: Explain that these definitions and self-motivation and perseverance skills go hand in hand and depend on each other.

- You cannot succeed in a task without feeling motivated to achieve the desired goal.
 - You need self-motivation and perseverance to reach your goal.
 - This activity will help you develop both skills.
2. Ask the participants, why they think it is important to have and practice perseverance and self-motivation skills at work?
- Write down the comments that participants share and encourage them to provide examples from past experiences.
3. Share the “Tips to improve perseverance skills” leaflet and discuss the different points. The respective leaflet can be found in the annex, [here](#).

Note to facilitator: After discussing the perseverance skills, explain to participants that they will learn different skills that can be used to motivate themselves and stay motivated in the next module.



ACTIVITY 8: SELF-MOTIVATION MOTIVATORS

TIME: 15 minutes

MATERIALS REQUIRED: flip-chart, markers, “Self-motivation skills – practical tips” leaflet

PROCEDURE:

1. Ask for two volunteers; each will read the following scenarios:

SCENARIO 1

Marwan works because he has to pay his bills and feed himself and his family. He gets no satisfaction from his job, and there is no chance of promotion.

SCENARIO 2

Suaad works because she loves what she does. She gets great satisfaction and self-fulfillment from her work.

An adaptation for participants who cannot read or write:

The facilitator can read out the scenarios to participants and proceed with the activity.



2. Ask the participants the following question to start a discussion:

What motivates Marwan and Suaad to work?

Collect responses and elaborate using the following information: When thinking about self-motivation, it is helpful to understand what motivates you to do things. There are two main types of motivators:

INTRINSIC MOTIVATORS

Performing a task to fulfill specific psychological needs – Intrinsic motivators include having fun, being interested in what one does, achieving personal life goals and personal challenges.

EXTRINSIC MOTIVATORS

Performing a task to reach an external reward. This could include money, power or acknowledgment by others. Marwan is motivated by an extrinsic motivator in the above scenario, while Suaad is motivated by an intrinsic motivator.

3. Proceed by asking participants the following:

Which is better in your opinion:

1. Having only extrinsic motivators?
2. Having only intrinsic motivators?
3. Having a mix of both motivators?

Elaborate using the following information:

It is more realistic to have a balance of extrinsic and intrinsic motivators. Most people have to work to earn money. Still, at the same time, they have to find their day-to-day job psychologically rewarding or satisfying, enjoying their work and having a sense of self-fulfillment.

Note to facilitator: Distribute the “Self-motivation skills – practical tips” leaflet and explain the different skills and tips to the participants. The respective leaflet can be accessed [here](#).



BUILDING PATIENCE

ACTIVITY 9: BUILDING PATIENCE

TIME: 15 minutes

MATERIALS REQUIRED: flip-chart, markers, “building patience – practical tips to become more patient” leaflet

PROCEDURE:

1. Ask the participants the following to start a discussion:

- Can you share a situation where being impatient at work made things worse?
- Do you remember a time when being patient helped you in dealing with an issue or conflict at work?
- How do you think one can enhance patience skills?
- Why do you think “patience” is an important skill to develop at work?

Note to facilitator: Encourage participants to respond to the questions and write down what they share.

2. Share the “Building patience – practical tips to become more patient” leaflet – access the print version [here](#) – and explain the following points to the participants.

Note that these are tips on how we can learn to build our patience:

Take a pause and breathe

In a situation where you start becoming impatient or feel overwhelmed, take a few deep breaths. This will help you calm down and think of positive ways to deal with a certain situation.

Acknowledge your limits

When facing situations that make you feel impatient, stressed or overwhelmed, ask yourself:

“Do I have control over the situation? If not, what do I have control over in this moment?”

Example: In a situation where you are put on hold on the phone or are waiting for an important reply from your manager, you might feel uncomfortable, impatient or worried. These situations are not life-threatening, so even though it may not be enjoyable, it is bearable. Learning to recognize and accept discomfort can make it easier to cope with difficult situations whether at work or at home.

Practice Being Patient

Practice makes perfect. Everyday life will no doubt provide you with many opportunities to practice your patience, but if you prefer to have more focus and control when practicing patience, try a few of these things:

- Play a game that requires patience to complete with family or friends.
- Do not allow yourself to look at your phone while waiting for appointments or if you have some free time on your hands.
- Start gardening. Taking care of a plant and watching it grow can help you become more patient.
- All of these actions require patience and can help you master this skill.

Fill the waiting time productively

In many situations that require patience, you simply need to wait. Examples are having to wait in a long line at the store or having a lengthy ride to your workplace. Instead of stressing about the time spent in the wait, you can fill that time productively. For example, keep with you a book to read or bring your earphones to listen to something that you have not had the time to listen to before, conduct pending calls or do other things on your to-do list while you wait.

Benefits being a patient person at work will help you:

- Be more likely be perceived as a relaxed and friendly person.
- Be able to better focus on long-term goals.
- Become less prone to angry outbursts.
- Have a chance to learn new things instead of giving up too soon on a hard task.
- Become more resilient and effective at coping with different stressors and challenges both at work and at home.



MODULE 3

TEAMWORK AND CONFLICT
RESOLUTION SKILLS



ACTIVITY 1: INTRODUCING THE MODULE

TIME: 5 minutes

MATERIALS REQUIRED: none

PROCEDURE:

1. Facilitators welcome the participants and introduce themselves.
2. Participants introduce themselves (if they do not know each other).
3. Facilitators share group rules and session objectives:

GROUP RULES

- Confidentiality (what happens in the group stays in the group)
- Respecting each other's opinions
- Active listening (avoid interrupting each other)
- Avoid side-talk
- Turn off all electronics (e.g., cell phones)
- Physical distancing and other COVID-19 prevention measures:
 - a. Maintain physical distancing.
 - b. Wear a mask throughout the session.
 - c. Use the sanitizers available during session.
 - d. If a participant feels feverish or unwell, they should postpone their attendance until their symptoms subside.
- Specific livelihood project challenges or questions must be addressed to the livelihoods staff.
- For remote sessions, refer to [the Internal Guidelines for Remote MHPSS Working Modalities](#).

SESSION OBJECTIVES

- To understand the importance of effective teamwork.
- To identify skills to maintain effective teamwork.
- To learn practical conflict-resolution skills.

OUTLINE OF THE ACTIVITIES IN THIS MODULE:

ACTIVITY	OBJECTIVES
Introducing teamwork	Understanding the importance of teamwork.
Characteristics of effective teamwork	Learning about attributes of teamwork and collaboration.
Effective teamwork in the workplace	Knowing why teamwork is important at work.
Building teamwork skills	Developing essential teamwork skills.
Introduction to conflicts	Learning about conflicts at the workplace.
Response to conflicts	Understanding the different reactions to conflict.
Preventing conflicts	Building skills to prevent conflicts.
Effectively managing conflicts	Building skills to deal positively with conflicts or disputes.

TEAMWORK SKILLS

Note to facilitator: Let participants know that this part of the session focuses on learning about the meaning and importance of teamwork.

ACTIVITY 2: INTRODUCING TEAMWORK (MUSICAL INSTRUMENTS EXERCISE)

TIME: 15 minutes

MATERIALS REQUIRED: pictures/illustrations with musical instruments, flip-chart, markers



PROCEDURE:

Depending on the size of the group, this activity can be done in one group or smaller groups.

1. Before the session, print out and attach pictures or illustrations of musical instruments on a board or flip-chart. The instruments on the images must be appropriate for the specific group and their culture (e.g., drums, violin, flute).
2. At beginning of the session, ask the participants to select a musical instrument they like.
3. Once every participant has selected an instrument, encourage them to share why they chose this instrument.

Note to facilitator: To keep within the allotted time, if it is a large group, ask for volunteers to share why they chose the instrument.

4. To start a group discussion about the importance of teamwork, ask the following questions:
 - What do we need to create a beautiful piece of music with the different instruments?
 - How do you think the creation of a song relates to teamwork and collaboration?
5. Allow for discussion and elaborate with the following:
 - To create a beautiful piece of music, several instruments must play in harmony.
 - The same applies to effective teamwork.
 - To produce good work and complete tasks on time, team members must work together, coordinate and collaborate.
 - To work in a team harmoniously combines the energy, passion, talents and skills of different individuals and helps in being more productive and effective.
 - A team that works well together accomplishes tasks well and in time.

SAMPLE
ILLUSTRATIONS
OF INSTRUMENTS



ACTIVITY 3: CHARACTERISTICS OF EFFECTIVE TEAMWORK (BIRDS IN A FLOCK EXERCISE)

TIME: 20 minutes

MATERIALS REQUIRED: Illustration of birds flying together in a V-shaped formation, flip chart, markers, “Skills for Effective Teamwork” leaflet



PROCEDURE:

1. Ask the participants the following questions to start a discussion:

- Have you ever seen a flock of birds flying together in the sky?
- Do these birds fly together randomly or in a particular formation?

2. Collect responses and after participants have shared their answers, shows the group an illustration of a group of birds flying in a “V” formation.

Note to facilitator: *If you think it is more relatable, you can also share an image of a sports team (e.g., a football team) to illustrate teamwork.*

3. Ask the participants the following three questions:

Note to facilitator: *collect responses from participants before presenting the explanatory information:*

Do you know why migratory birds fly in “V” formation?

Possible answer: By flying together and in a v-formation, scientists estimate that a flock of birds can fly about seventy percent farther with the same amount of energy than if each bird flew alone.

What can we learn from this fact with regards to teamwork? (collect responses)

Possible answers:

- ✓ The same is true for teams.
- ✓ Teams that share a common direction and goal will get to their destination quicker and with less effort, working together instead of individually.

What happens when a bird falls out of formation?

Possible answer: The bird suddenly faces more drag and air resistance because it is flying alone. Once birds realize this, they quickly adapt to the situation by thinking of a way to get back on track. In this case, this would mean getting back into formation.

What can we learn from this fact? (collect responses)

Possible answers:

- ✓ This is an example of adapting to changes effectively to overcome adversity.
- ✓ Sometimes, people who work in teams will drop out of the group and try to accomplish goals or tasks by themselves. However, like birds, they usually discover that their work is more efficient when they are part of a team instead of working alone.
- ✓ In a group, people are dependent on each other's skills, capabilities, and resources and complete work faster.

Sometimes, birds start “honking” when flying in the V-formation. Why do you think this happens?

Possible answer: Birds honk to encourage each other in the flock to keep up their speed.

What can we learn from this fact related to working in teams? (collect responses)

Possible answers:

- ✓ When working in a group, each team member has to communicate regularly with the others. Teams frequently fall apart due to poor communication. Steady communication among the team is essential to keep moving forward and to reach a common goal or complete a task on time.
- ✓ The power of encouragement and feedback is essential in teams that can complete work-related tasks on time.

4. Conclude the activity by asking participants for their reflections about working effectively in a team.

- Ask the participants what they think is most important when working in a team and close the activity.

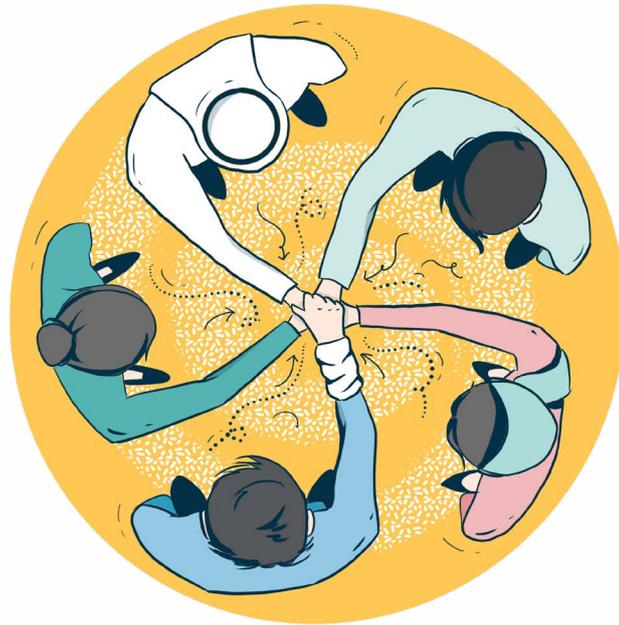
ACTIVITY 4: EFFECTIVE TEAMWORK AT THE WORKPLACE

TIME: 15 minutes

MATERIALS REQUIRED: flipchart, marker, “Effective teamwork at the workplace” leaflet

PROCEDURE:

1. Divide participants into two groups:
2. Ask each group to list reasons why effective teamwork is essential at work.
3. Give each group 5 minutes to complete the activity of collecting a list of reasons.
4. Ask each group to present its answers to the others.
5. Once all groups presented their answers, distribute the “Effective teamwork at the workplace” leaflet and refer to the “importance of teamwork” part. Elaborate with the information from the leaflet. The leaflet can be accessed [here](#).



ACTIVITY 5: BUILDING TEAMWORK SKILLS

TIME: 15 minutes

MATERIALS REQUIRED: flip chart, markers and “Effective teamwork in the workplace” leaflet

PROCEDURE:

1. Ask the participants the following questions to start a discussion:
 - From the previous activities, what do you think are the necessary skills required to ensure effective teamwork?
2. Collect the responses from the participants.
3. Distribute the “Effective teamwork at the workplace” leaflet and refer to the “Skills for effective teamwork” part. Discuss by summarizing the skills included in the leaflet. The leaflet can be accessed [here](#).

Note to facilitator: Encourage participants to apply different strategies from the teamwork leaflet at work.



CONFLICT-RESOLUTION

Note to facilitator: Let participants know that this part of the session focuses on learning about conflicts within a team and at work. The session also discusses how conflicts can be solved within a team.

ACTIVITY 6: INTRODUCTION TO CONFLICTS

TIME: 15 minutes

MATERIALS REQUIRED: flipchart and marker

PROCEDURE:

1. Divide participants into two groups.
2. Introduce the activity by explaining that like many things in life, problems can arise when working in a team.
3. Ask each group to brainstorm about problems they face or could encounter while working in a team (10 minutes).
 - Each group should list 1-3 possible reasons for having those problems or conflicts within a team.
4. Ask each group to present their answers to the rest of the participants.
5. Once all groups have shared their examples, proceed by sharing the following possible reasons for conflicts in the team:
 - Conflicts can emerge because of different perspectives among team members. The way someone views something might be different from someone else.
 - Diverse backgrounds, values and beliefs can influence different perspectives, which can cause conflict in a team.
 - Other reasons for conflict within a team include lack of trust, lack of understanding, miscommunication, different personalities, values and attitudes, negative past experiences and other factors.

Note to facilitator: Explain that participants will learn about how one can respond to conflicts in the next activity.



ACTIVITY 7: RESPONDING TO CONFLICTS

TIME: 20 minutes

MATERIALS REQUIRED: flipchart and marker

PROCEDURE:

1. Divide participants into groups of five.
2. Introduce the activity by telling the participants that sometimes we deal with conflicts negatively, which can escalate disagreements instead of solving them.
3. Ask the different groups to discuss and list 2-3 negative ways to deal with a conflict or a disagreement in a team (10 minutes).
4. Ask each group to present the identified negative ways to deal with conflict in a team. After the presentations, elaborate with the following information:

Examples of negative ways to respond to conflict in a team:

- Violent reactions: getting angry, shouting, yelling.
- Being passive: saying nothing or leaving the group without resolving the issue.
- Forcing a decision: One person forces a decision without consulting the others.
- Blaming each other: pointing fingers instead of focusing on solving the problem.
- Bringing up conflicts that happened in the past.
- Holding grudges.

5. Without going back to group discussion, ask the entire group of participants to discuss positive ways to deal with a conflict in a team.

Examples of positive ways to respond to conflict in a team:

- Taking time to discuss the problem within the team.
- Working together to reach a solution to the conflict as a team, deliberating whether some solutions are better than others and why.
- Focusing on finding solutions to the conflict instead of blaming each other.
- Allowing each team member to share opinions freely and propose solutions that are discussed among the group.
- Taking a break when the situation or discussion escalates or is not leading to a positive solution.
- Restart the conversation when tensions have calmed down.



ACTIVITY 8: PREVENTING ONFLICTS

TIME: 15 minutes

MATERIALS REQUIRED: flipchart, marker, “Strategies to prevent conflict” leaflet

PROCEDURE:

1. Introduce the activity by stating that one effective way to deal with conflict is to prevent them from happening in the first place.
2. Ask the participants this question and discuss their answers (written on the flipchart or shown on the projector):
 - What are some strategies that a team can maintain to help prevent conflicts?

Note to facilitator: Encourage discussion and write down what participants share on the flipchart.

Distribute the “Strategies to prevent conflict” leaflet and explain the different ways to prevent conflict. A copy of the leaflet can be found [here](#).



ACTIVITY 9: EFFECTIVELY MANAGING CONFLICTS

TIME: 15 minutes

MATERIALS REQUIRED: flipchart, marker and “strategies to prevent conflict” leaflet

PROCEDURE:

1. Start the activity by saying that when there is a conflict in a team, team members can take specific steps to reach an adequate solution.
2. Introduce participants to the three-step approach for conflict resolution:

Note to facilitator: Explain that conflicts are expected at any workplace. The good news is that teams can manage conflicts positively using the three-step approach: **STOP-THINK-ACT**.

HERE IS HOW THE THREE-STEP APPROACH TO RESOLVING A CONFLICT WORKS:



STOP

Stop to assess the situation.

Avoid having negative thoughts about the situation. Keep an open mind.

Ask yourself these questions:

- Are emotions running high at the moment?
- Do you know all the facts about the situation?
- Do you understand the other person's point of view?



THINK

Think about the best possible win-win solution.

According to the situation at hand, ask yourself:

- When would be the right time to deal with the problem?
- Can it wait, or does it require an urgent intervention?
- Who else can help with the situation?
- What are the other aspects of the situation?
- What solution would be best for all involved individuals?



ACT

Announce a team meeting and gather everyone together.

- Discuss the issue at hand and share different solutions with the team.
- Encourage team members to share their thoughts and suggestions for a solution.
- Agree on a solution and put it into action.

If the proposed solution works: take a note of what made the solution work, show appreciation to all involved individuals for making it work and discuss ways to prevent similar conflicts in the future.

If the proposed solution does not work: pause, think of other possible solutions and try again.

3. Give the participants the following scenarios so that they can practice the 3-step approach:

SCENARIO 1

Some team members are upset because one member works less than the others. Team members describe him to be “slow at getting things done.”

SCENARIO 2

There are communication problems and mistrust within the team. During meetings, team members interrupt each, some are disrespectful to others and are not listening to different opinions within the group. These problems have made work ineffective

Note to facilitator: Participants can also share scenarios they would like to use.

Tip for the facilitator:

According to the number of the participants, this activity can be conducted in two groups where one scenario is given to each group to work together on applying the 3-step approach.

Encourage participants to apply the three-step approach to come up with a solution to the mentioned scenarios. You can hand out the corresponding handout with the 3-step approach. Access the handout [here](#).



THE FOLLOWING ARE POSSIBLE SOLUTIONS TO THE SCENARIOS:

SOLUTIONS FOR SCENARIO 1

STOP:

- Avoid approaching the problem if you are angry or disappointed.
- Avoid and discourage gossiping behavior within the group.

THINK:

- Think of other aspects of the problem. Keep in mind that you often do not know the whole story. There might be problems at home or something else that the team member is dealing with, causing him or her to work less efficiently.

ACT:

- The team can select one person to speak with the team member who seems to be working less. This could be a close contact, a group leader or a team supervisor.
- The selected person can approach the team member to ask how he or she is doing and let the person know that they can speak to them if they are any challenges or problems they are facing at work.
- Once you find out why the person might be working less, is not motivated or feels down, discuss potential solutions with them:
 - How can the team support the person?
 - What does the person need to work the same amount of time as the others?
- After listening to their point of view, let the person know that the team feels let down because there is a sense that he or she is not as engaged in the work.
- A group conversation can also help bring the team closer together, discuss solutions and resolve tensions.

SOLUTIONS FOR SCENARIO 2

- In cases where some team members dominate every conversation while others stay silent, a team leader can bring the team together for a meeting.
- During the team meeting, the team leader can ask each person what they need from the others to feel effective and comfortable in the group and how the others can help make sure that everyone is comfortable expressing their opinions.
- It should be clarified that every team member must have the opportunity to speak and share their opinions and feedback
- During group discussions, the team leader can introduce the “communication pen.” Using this pen means that only the person holding the pen during the discussion can speak. When that person talks, the others are silent and listen. The pen can be passed around so that everyone has an opportunity to speak.

Note: The “communication pen” can be a pen, but it can also be a small stick or any other available object.

4. To close the module, ask the participants to share one thing they learned that can help them going forward or that they will remember.

MODULE 4

SELF-CONFIDENCE AND
SELF-ESTEEM (SELF-EFFICACY)



ACTIVITY 1: INTRODUCING THE MODULE

TIME: 5 minutes

MATERIALS REQUIRED: none

PROCEDURE:

1. Facilitators welcome participants and introduce themselves.
2. Participants introduce themselves (if they do not know each other).
3. Facilitators share group rules and session objectives:

GROUP RULES

- Confidentiality (what happens in the group stays in the group)
- Respecting each other's opinions
- Active listening (avoid interrupting each other)
- Avoid side-talk
- Turn off all electronics (e.g., cell phones)
- Physical distancing and other COVID-19 prevention measures:
 - a. Maintain physical distancing.
 - b. Wear a mask throughout the session.
 - c. Use the sanitizers available during session.
 - d. If a participant feels feverish or unwell, they should postpone their attendance until their symptoms subside.
- Specific livelihood project challenges or questions must be addressed to the livelihoods staff.
- For remote sessions, refer to the [the Internal Guidelines for Remote MHPSS Working Modalities](#).

SESSION OBJECTIVES

- To help participants identify the importance of having self-confidence, self-esteem and self-efficacy at work.
- To introduce participants to skills that can help them build their self-confidence and self-efficacy.

OUTLINE OF THE ACTIVITIES IN THIS MODULE:

ACTIVITY	OBJECTIVES
What affects one's self-esteem?	Identifying the main factors that could affect one's self-esteem
Self-confidence vs. arrogance	Knowing the difference between self-confidence and arrogance.
High self-confidence vs. low self-confident behavior	Identifying low self-confidence behaviors that people should avoid.
Skills to build self-confidence	Developing practical skills on how to build self-confidence.
Summary	Applying the learnt skills in the workplace.

ACTIVITY 2: WHAT AFFECTS ONE'S SELF-ESTEEM?

TIME: 15 minutes

MATERIALS REQUIRED: flip chart, markers

PROCEDURE:

1. Ask the participants the following to start a discussion:

- What do you think is meant by the term "self-esteem"?
- What are some factors that could affect one's self-esteem in a negative way?

Collect responses from the participants.

2. Elaborate using the following information:

Self-esteem is the opinion we have of ourselves, our evaluation of our worth and the value we consider ourselves to have as people.

Some factors that may affect one's self esteem negatively are:

- Receiving negative comments from supervisors.
- Receiving criticizing comments from parents, other family members or friends.
- Undermining one's own achievements.
- Engaging in negative self-talk such as labelling oneself as being "worthless," "a failure," "unlovable" etc.
- Focusing on failures rather than successes.

Self-esteem is the capacity to respect and think well of yourself. It reflects one's sense of self-worth.

For example: "I deserve to be acknowledged for my commitment and hard work."

Self-confidence is an individual's trust in his or her own abilities and capacities.

For example: "I know that I can do this task well."

Self-efficacy is related to our judgments about our own capabilities and what we think we can or cannot do with those capabilities. It is a person's belief in his or her ability to succeed in a particular situation.

For example: "This is a new situation to me but I am a fast learner and I have what it takes to learn and perform well at this job."



ACTIVITY 3: SELF-CONFIDENCE VERSUS ARROGANCE

TIME: 15 minutes

MATERIALS REQUIRED: flip chart, markers

PROCEDURE:

1. Ask the participants the following questions to start a discussion:

- Do you think there is a difference between “self-confidence” and “arrogance”?
- Can you list some of these differences?

2. Draw a table on the flipchart to list the differences between both terms. Below is an example of possible responses.

SELF- CONFIDENT PEOPLE	ARROGANT PEOPLE
Example: “I know that I have good communication skills with customers.”	Example: “There is no one like me when it comes to dealing with customers.”
Do not need to brag about their skills or capabilities – they know their achievements speak for themselves.	Boast and brag about their skills and capabilities.
Are willing to admit when they are wrong - they know that this does not diminish their skills.	Do not admit when they are wrong.
Focus on “doing” the best they can.	Tend to focus on “appearing” to be the best.
Are usually friendly and good team players.	May drive people away because of their unfriendly attitude.
Encourage others in achieving their goals.	Can feel threatened with the accomplishments of others.

3. Elaborate using the following information:

Self-confidence is about balance:

- At one extreme, there are people with low self-confidence.
- At the other end, there are people who may be over-confident.

People with **low self-confidence** will avoid taking risks and will not discover their true potential.

Over-confident people might take too much risk. Exaggeration of abilities and false optimism may lead to individuals not working hard enough to reach their goals.



ACTIVITY 4: HIGH SELF-CONFIDENCE VS. LOW SELF-CONFIDENT BEHAVIOR

TIME: 20 minutes

MATERIALS REQUIRED: Flip chart, printed table listing high and low self-confident behavior and markers

PROCEDURE:

1. Divide participants into 2-3 groups.
2. Hand each group a printed copy of the high and low confident behavior list (as it is shown below).
3. Ask each group to differentiate high from low self-confidence behavior and put a “✓” in the correct corresponding column.

BEHAVIOR		High self-confidence	Low self-confidence
1	Admitting your mistakes and learning from them.		
2	Being over-sensitive to criticism.		
3	Being willing to take risks and work hard to achieve something.		
4	“Oh, this task was nothing really. Anyone could have done it.”		
5	Doing what you believe is right, even if others criticize you for it.		
6	Showing off your skills and abilities all the time.		
7	Covering up mistakes and hoping that you can fix the problem before anyone notices.		
8	“Thanks, I worked hard on that task. I am pleased you recognize my efforts.”		
9	Refusing to work on a task without even attempting to try.		
10	Willing to ask other people for advice, especially those with expertise and experience.		

***Note to facilitator:** An answered form of this table is presented at the end of the module.

4. Discuss with participants their choices (especially if they have any incorrect answers).
5. Elaborate with the following information:

Having low self-confidence can have negative effects on your achievements at work. It is important to be aware of this type of behavior, so that you can work on increasing your self-confidence.

An adaptation for participants who cannot read or write:

The facilitator can read out each behavior and ask the participants to indicate whether this represents high or low self-confidence.

Note to facilitator: Explain that the next activity will introduce participants to practical tips on how to build self-confidence.



ACTIVITY 5: SKILLS TO BUILD SELF-CONFIDENCE

TIME: 20 minutes

MATERIALS REQUIRED: flip chart, markers and the “Building self-confidence – practical tips” leaflet

PROCEDURE:

1. Ask the participants to share the skills they have learned or used to increase their self-confidence with the rest of the group.

Note to facilitator: Encourage participants to actively participate and share. Write down what the participants share on the flip chart.

2. Hand out the “Practical tips for building self-confidence” leaflet. The leaflet can be found [here](#).

Explain that you will now discuss some important points that participants can practice to build their self-confidence.



ACTIVITY 6: SUMMARY

TIME: 15 minutes

MATERIALS REQUIRED: flip chart and markers

PROCEDURE:

1. Summarize the module by asking participants the following

- Now that we have learnt all of this, why do you think it is important to build self-confidence skills to effectively manage or engage in work?

Note to facilitator: *Collect responses from participants and encourage them to share examples on how they will apply what they learned about self-confidence to their work.*

2. Elaborate by using the following information:

Self-confident people with a high sense of self-efficacy:

- are usually successful at work.
- have good relationships with their peers and supervisors.
- are self-motivated to achieve their goals and show better performance than those who lack such qualities.
- are independent but appreciate cooperative teamwork.
- are reliable and tend to progress smoothly in their work.

It is not uncommon to sometimes question our abilities, but the good news is that self-confidence can be nurtured and built when we put all of what was learned and the skills gained through this module into practice.

Note to facilitator: *Remind participants that if they face difficulties in achieving self-confidence on their own, they might benefit from turning to mental health and psychosocial support staff at local centers for help.*

3. To conclude the activity, share the below characteristics with participants:

CHARACTERISTICS OF PEOPLE WITH A STRONG SENSE OF SELF-EFFICACY AT WORK

- Genuine interest in their work.
- Strong sense of commitment to their interests and work activities.
- Recover quickly from setbacks and disappointments.
- Enjoy work-related challenges and view them as opportunities to learn and grow.
- Make good team players, whether as peers or leaders.
- Focus on their strengths while actively managing their weaknesses.
- Seek out self-improvement opportunities and capacity building.
- Not afraid to admit when they made a mistake or to acknowledge when they do not know something.
- Are honest about their shortcomings.

ANSWERED FORM OF THE TABLE IN ACTIVITY 4

BEHAVIOR		High self-confidence	Low self-confidence
1	Admitting your mistakes and learning from them.	✓	
2	Being over sensitive to criticism.		✓
3	Being willing to take risks and work hard to achieve something.	✓	
4	"Oh, this task was nothing. Anyone could have done it."		✓
5	Doing what you believe is right, even if others criticize you for it.	✓	
6	Showing off your skills and abilities all the time.		✓
7	Covering up mistakes and hoping that you can fix the problem before anyone notices.		✓
8	"Thanks, I really worked hard on that task. I am pleased you recognize my efforts."	✓	
9	Refusing to work on a task without even attempting to try.		✓
10	Willing to ask other people for advice, especially those with expertise and experience	✓	



MODULE 5

TIME MANAGEMENT AND PRIORITIZATION SKILLS



ACTIVITY 1: INTRODUCING THE MODULE

TIME: 5 minutes

MATERIALS REQUIRED: none

PROCEDURE:

1. Facilitators welcome participants and introduce themselves.
2. Participants introduce themselves (if they do not know each other).
3. Facilitators share group rules and session objectives:

GROUP RULES

- Confidentiality (what happens in the group stays in the group)
- Respecting each other's opinions
- Active listening (avoid interrupting each other)
- Avoid side-talk
- Turn off all electronics (e.g., cell phones)
- Physical distancing and other COVID-19 prevention measures:
 - a. Maintain physical distancing.
 - b. Wear a mask throughout the session.
 - c. Use the sanitizers available during session.
 - d. If a participant feels feverish or unwell, they should postpone their attendance until their symptoms subside.
- Specific livelihood project challenges or questions must be addressed to the livelihoods staff.
- For remote sessions, refer to [the Internal Guidelines for Remote MHPSS Working Modalities.](#)

SESSION OBJECTIVES

- To learn the difference between being busy and being effective.
- To identify potential time-wasting behaviors.
- To identify and learn necessary skills to achieve effective time management at work.
- To identify and apply practical tips required to enhance prioritization skills.

OUTLINE OF THE ACTIVITIES IN THIS MODULE:

ACTIVITY	OBJECTIVES
Being busy vs. being effective	Knowing the importance of being effective at work rather than just being busy.
Identifying time wasters	Identifying time-wasting behaviors.
Time management skills	Identifying and learning skills to achieve effective time management at work.
Benefits of time management	Understanding the main benefits of effective time management.
Prioritization skills	Identifying and applying necessary skills to achieve better prioritization at work.

ACTIVITY 2: BEING BUSY VS. BEING EFFECTIVE

TIME: 10 minutes

MATERIALS REQUIRED: flip chart, markers

PROCEDURE:

1. Ask the participants the following questions to start a discussion:

- What do you think is the difference between being busy and being effective or productive at work?
- How do you think this relates to time management skills?

Note to facilitator: collect responses from participants.

2. Elaborate using the following information:

- Being busy is not the same as being effective at work.
- Being busy can mean that you have a lot to do and are maybe multitasking, but this does not necessarily mean that you are achieving your goals or objectives.
- Being effective or productive when being busy means that you are using the time you have wisely, completing work-related tasks successfully and in time. Work smarter rather than harder
- Effective time management skills can help an individual become effective at work rather than just being busy.



ACTIVITY 3: IDENTIFYING TIME WASTERS

TIME: 15 minutes

MATERIALS REQUIRED: flip chart, markers

PROCEDURE:

1. Introduce the activity by stating that before learning about time management skills, one must identify what it means to waste time.

Ask the participants:

- What do you think the term “time-wasters” means?
- Can you identify patterns of time-wasting behavior?
- Have you ever felt that you ran out of time without you realizing it?

Note to facilitator: *Encourage participants to share personal experiences if they feel comfortable doing so.*

Proceed with the following information: Identifying behaviors or situations that waste valuable time is essential for effective time management. Once identified, such behaviors or situations can be better managed, which will improve performance, effectiveness and productivity.

Examples of common time wasters are:

- ✓ Surfing the internet aimlessly, including social media platforms.
- ✓ Making phone calls that are not a high priority.
- ✓ Getting involved in lengthy, unproductive conversations with colleagues. This could include gossiping or unnecessary arguments that do not lead to solutions.
- ✓ Spending a lot of time focusing on things that are out of one’s control at the moment.
- ✓ Procrastinating at work, such as putting off different tasks without a solid plan to accomplish them.



ACTIVITY 4: EFFECTIVE TIME MANAGEMENT SKILLS

TIME: 20 minutes

MATERIALS REQUIRED: flip chart, markers and the “Effective time management – practical tips” leaflet

PROCEDURE:

1. Ask the participants about possible time management strategies that they can apply at work or in other contexts of their lives to manage time more effectively and not feel overwhelmed.

Note to facilitator: collect and write down the responses from participants.

2. Distribute the “Effective time management – practical tips” leaflet and elaborate using the information on the leaflet, which can be accessed [here](#).



ACTIVITY 5: BENEFITS OF EFFECTIVE TIME MANAGEMENT

TIME: 10 minutes

MATERIALS REQUIRED: flip charts and markers

PROCEDURE:

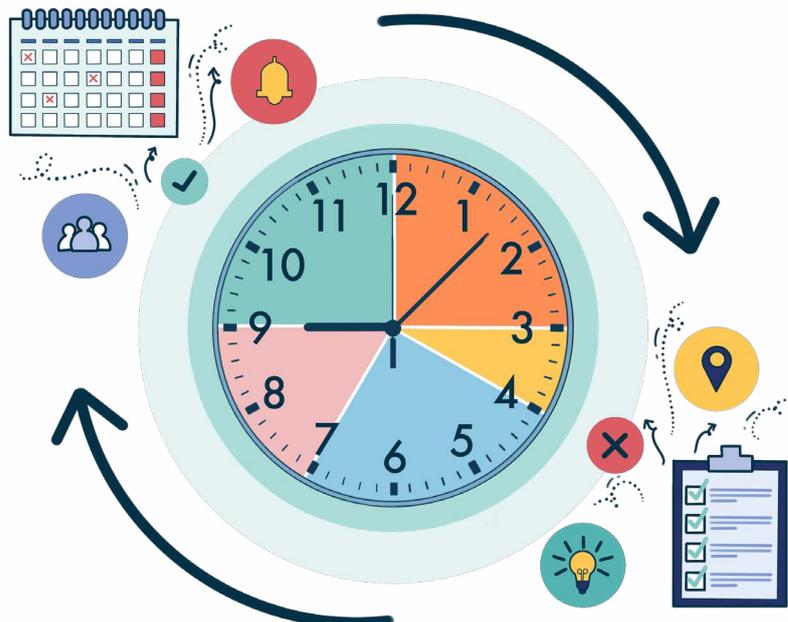
1. Ask the participants the following question to start a discussion:

- Why do you think it is crucial to have efficient time management skills?

Note to facilitator: collect and write down what participants share.

2. Summarize using the following information. Effective time-management skills help in:

- Meeting deadlines and hence increase the sense of achievement.
- Staying motivated to produce high-quality work.
- Having a better work-life balance.
- Experiencing less stress at work.
- Improving prioritization skills.



ACTIVITY 6: EFFECTIVE PRIORITIZATION SKILLS

TIME: 15 minutes

MATERIALS REQUIRED: flip chart, markers and “Developing effective prioritization skills – practical tips” leaflet

PROCEDURE:

1. Ask the participants the following questions to start a discussion:

- How are time management and prioritization skills related?
- How do you think someone can develop prioritization skills?
- What do you think is the difference between a task being "urgent" versus "important" tasks?

Note to facilitator: *collect and write down the responses from participants.*

Elaborate using the following information:

- Time management and prioritization skills go hand in hand.
- A person cannot effectively manage time without prioritizing tasks and vice versa.
- Urgent tasks are tasks that have an immediate deadline or require immediate attention. Important tasks are things that contribute to our long-term mission and goals and do not necessarily have a deadline.

Note to facilitator: *Encourage participants to provide work-related examples to practice prioritization skills.*



2. To better organize tasks, we can classify our daily tasks and goals according to urgency and importance to better understand which tasks we should be focusing our time on by using the below matrix:

		URGENT	NOT URGENT	
IMPORTANT	DO IT	<p>Urgent and important activities or tasks.</p> <p>These could be activities that you did not expect (such as crises or emergencies) or that you have left to do last minute.</p> <p>Last-minute deadlines can be avoided by planning ahead and avoiding procrastination. Unexpected crises or emergencies can be managed effectively by leaving extra time in your schedule to handle unexpected issues.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Tasks with important deadlines • Emergencies at work (e.g.: taking over the work to a colleague in case of falling sick, an imposed lockdown) • Emergencies at home (e.g.: a close family member faces an issue that you need to assist with, important occasions that you need to attend) • Complaints from an angry customer that require to be resolved • Demands from supervisors that cannot be delayed 	<p>Not urgent but important activities or tasks.</p> <p>These are the activities and tasks that help you achieve your personal and professional goals, and complete important work.</p> <p>Try to schedule your time well to complete these tasks efficiently. This will maximize your chances of being on time, and help you avoid the stress of work becoming more urgent than necessary.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Planning and preparing ahead for your daily schedule • Maintaining effective relationships at work with colleagues and supervisors • Working on professional development such as building efficient time management and prioritization skills • Developing personal skills such as coping with stress, communications skills, others • Working on maintaining a healthy work-life balance 	
	NOT IMPORTANT	DELEGATE IT	<p>Urgent, but not important tasks.</p> <p>These are the activities that prevent you from achieving your goals or completing your work efficiently. A common source of such interruptions is from other people at work. Sometimes it is appropriate to say “No” to people. You can also try setting certain time periods when you are available so that people only interrupt you then. Doing this will help you concentrate on the important activities for longer periods of time.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • A colleague at work asking you to call a customer for information • Paying bills • Going out with a friend for coffee 	DELETE IT

Note to facilitator: if you think that it is relevant, you can print out copies of the above matrix (without the examples of the tasks) and hand them out to participants. You can encourage participants to use the matrix as they plan their daily or weekly tasks at work or at home.

3. Distribute the “Developing effective prioritization skills – practical tips” leaflet and explain the different noted points. To access the leaflet, refer to the “Developing effective prioritization skills – practical tips” leaflet in the attached annex, [here](#).
4. To close the module, ask the participants to share one thing they learned or a skill that they have gained that can help them going forward or that they will remember.

MODULE 6

COMMUNICATION SKILLS



ACTIVITY 1: INTRODUCING THE MODULE

TIME: 5 minutes

MATERIALS REQUIRED: none

PROCEDURE:

1. Facilitators welcome participants and introduce themselves.
2. Participants introduce themselves (if they do not know each other).
3. Facilitators share group rules and session objectives:

GROUP RULES

- Confidentiality (what happens in the group stays in the group)
- Respecting each other's opinions
- Active listening (avoid interrupting each other)
- Avoid side-talk
- Turn off all electronics (e.g., cell phones)
- Physical distancing and other COVID-19 prevention measures:
 - a. Maintain physical distancing.
 - b. Wear a mask throughout the session.
 - c. Use the sanitizers available during session.
 - d. If a participant feels feverish or unwell, they should postpone their attendance until their symptoms subside.
- Specific livelihood project challenges or questions must be addressed to the livelihoods staff.
- For remote sessions, refer to [the Internal Guidelines for Remote MHPSS Working Modalities](#).

SESSION OBJECTIVES

- To understand the importance of effective communication skills.
- To identify main barriers of having strong communication skills.
- To learn practical steps to develop strong communication skills.

OUTLINE OF THE ACTIVITIES IN THIS MODULE:

ACTIVITY	OBJECTIVES
Guessing game	Ice-breaker activity to introduce the importance of communication skills.
Barriers to effective communication	Identifying the main obstacles to effectively communicating within a team.
Following directions	Understanding the importance of clear instructions when communicating tasks.
The power of nonverbal communication	Understanding the impact that nonverbal language can have on communication.
Building effective communication skills	Gaining practical skills to practice and maintain effective communication skills.

ACTIVITY 2: GUESSING GAME

TIME: 20 minutes

MATERIALS REQUIRED: Printed or painted cards with illustrations of objects such as a bird, television, car, airplane, a fan or other easily identifiable and contextually appropriate items.

PROCEDURE:



1. **Divide the participants into 2-3 groups.** The minimum number of participants in a group should be three.
2. **Explain that the activity begins with a brief guessing game:**
 - The guessing game is a group activity focused on nonverbal communication skills.
 - A volunteer from each group will choose one illustrated card without showing the card to his or her team members.
 - The volunteer will then act out the illustration on the card using nonverbal gestures (no speaking allowed!)

Important to note: *While the volunteer chooses a card, the rest of the group is not allowed to see the card, because the other group members have to guess the object.*

- Each group has up to three chances to guess the object correctly

Tip for the facilitator: *Always encourage participants to take part in the activities.*

3. **To begin the activity, ask for a volunteer from each group to participate.**
 - Let each volunteer pick an illustrated card. Make sure none of the other team members see what is on the selected cards.
 - One after the other, ask the volunteers to describe to their group the “thing” or item that is on the chosen card using gestures only and without speaking.
 - This requires participants to be creative and apply effective communication skills to help their group members guess correctly.
 - Each group can make up to three guesses only.
 - While one volunteer is playing the game with his or her group, instruct the other groups to watch and only help guess the correct answer if they have a difficult time guessing correctly.
4. **After the first group has played their turn, move to the next group until all groups played the game.**
5. **Once all groups had a chance to play, ask the following to start a discussion:**
 - How hard was it to guess what your team member was trying to describe without speaking?
 - What helped you guess the correct answer?
 - How do you think this is related to effective communication skills?

Collect responses from participants and elaborate using the following information:

- Communication is a process of sending and receiving messages verbally or non-verbally between people. It is the process of creating and sharing ideas.
- Elements of the communication process include the sender of the message or idea, the message itself, the channel through which the message is sent (written or verbal, face to face conversations, phone calls, text messages, written letters, etc.) and the receiver of the message.
- Barriers to communication can occur at any stage of the communication process.
- Communication skills are the tools that are developed and used to enhance the way we communicate with each other. They help overcome barriers to effective communication.

Tip: Nonverbal communication can be as powerful as verbal communication, if not more powerful. One should always be aware of facial expressions, hand gestures and body posture while communicating.

Note to facilitator: Explain to the participants that the next activity will discuss barriers to effective communication.

ACTIVITY 3: BARRIERS TO EFFECTIVE COMMUNICATION

TIME: 15 minutes

MATERIALS REQUIRED: flip chart and markers

PROCEDURE:

1. Ask the participants the following questions to start a discussion:

- What do you think are examples of barriers to communicating effectively within a team?
- How do you think this can impact teamwork?

2. Collect responses from participants and discuss examples of barriers to effective communication after collecting responses. Examples include:

- Not listening carefully to what a person says to you.
- Interrupting each other during conversations and leaving no room for the free expression of opinions.
- Inappropriate use of language (verbal or non-verbal) that can be offensive to the other person or convey disrespect such as the use of a harsh tone, avoiding appropriate eye contact, pointing fingers while talking, etc.
- Taking over conversations instead of encouraging turn-taking.
- Looking down on the person with whom you are speaking.
- Being distracted during conversations. For example, doing something on your phone when someone is speaking to you.



3. Explain that certain factors can impact effective communication.

Examples include:

- **Being in a hurry.** This can cause you only to provide partial information.
- **An unfavorable environment.** Communicating in a place with physical distractions such as poor lighting or noise can negatively impact communication.
- **A negative state of mind.** Communicating a message or idea while anxious, stressed or upset angry can convey feelings of hostility to the receiver that are not intended.

ACTIVITY 4: FOLLOWING DIRECTIONS

TIME: 20 minutes

MATERIALS REQUIRED: flip chart, markers, A4 papers and pens

PROCEDURE:

1. Divide the group of participants into pairs of two.

Note to Facilitator: *if the group size is not even, you can allow a group of 3.*

2. Provide each group with an A4 paper and pen.
3. Introduce the activity by explaining the groups will receive instructions that have to be followed considering these rules:
 - The instructions will only be explained once.
 - No questions are allowed.

4. Proceed by giving the instructions.

On the paper:

- Draw a circle
- Draw a triangle inside the circle
- Draw a square in the corner
- Draw 1 line

5. Allow each group to complete the activity within 5 minutes.

6. Ask the groups to hold up their papers so that all participants can see the drawings.

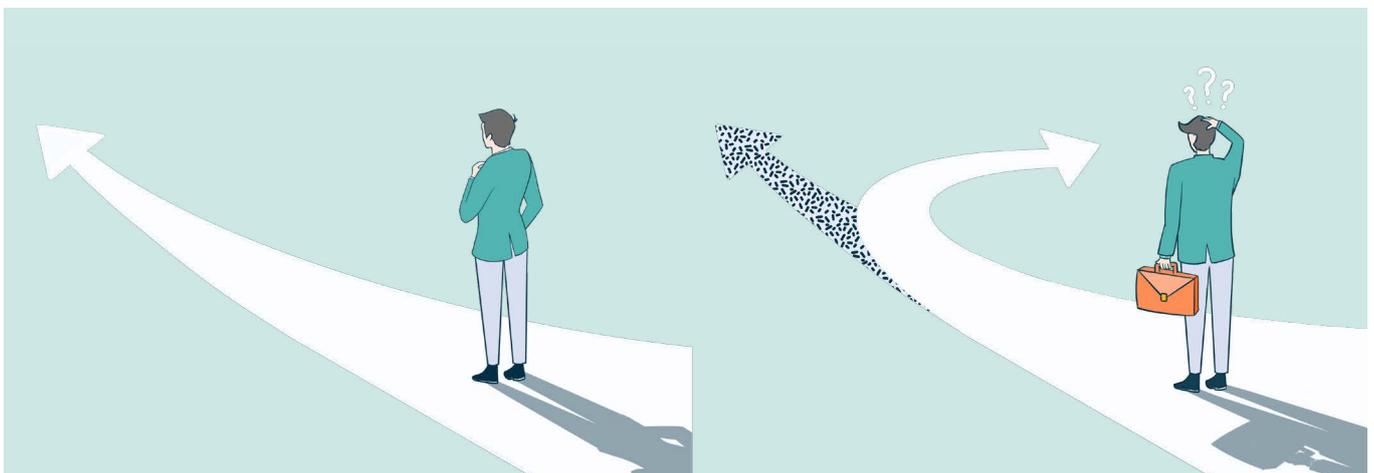
7. Ask the following to start a discussion:

- Are the drawings similar or identical?
- If the drawings are not similar, ask why the participants think that the drawings are not similar or identical?
- Why is this the outcome?
- How can it be avoided in the future?

8. Collect responses and proceed using the following information:

Most of the drawings will look somewhat different. Although everyone has received the same instructions, each group perceived the message differently. Possible reasons for this are:

- No questions were allowed.
- The instructions lacked details.
- The instructions only shared once.



9. Ask each group to flip over their paper and start again. State to the group that inquiries are allowed this time. Proceed by giving the instructions:
 - Draw a circle in the center of the page with a radius of approximately a finger's length.
 - Draw a triangle inside the circle so that all three corners of the triangles are touching the circle.
 - Draw a square that is almost the size of the circle in the bottom left corner of the paper.
 - Draw a horizontal line passing through the center of the circle spanning the breadth of the paper.
10. Ask the groups to hold up their papers so that all participants can see the drawings. This time the pictures will most likely look similar.
11. Ask the participants for their reflections on this activity and how this relates to effective communication skills within teams.
12. Close the activity by stating the following information:

This activity teaches us that reaching goals while working in teams can be achieved by maintaining detailed and specific communication, asking questions and repeating instructions or information whenever necessary.

ACTIVITY 5: POWER OF NONVERBAL COMMUNICATION

TIME: 15 minutes

MATERIALS REQUIRED: flip chart, markers

PROCEDURE:

1. Introduce the activity by saying that everyone in the group will take a turn to act out a nonverbal behavior in front of all participants (according to the size of the group, you may ask for a selected number of volunteers).
2. Ask for a volunteer who is willing to start the activity.
3. Give the volunteer one behavior from the following list to act out in front of the rest of the group:

<ul style="list-style-type: none"> • Leaning back in a chair with arms crossed • Leaning forward in a chair • Smiling • Frowning • Yawning • Nodding 	<ul style="list-style-type: none"> • Resting chin on one hand • Rubbing your temples • Tapping fingers on the table • Looking at your watch • Staring around the room
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Tip for the facilitator: Always encourage participants to take part in the activities

4. After the nonverbal behavior is acted out, ask participants what they may interpret from such behavior and its impact on communication.
5. Proceed with the rest of the behaviors likewise.
6. Elaborate with the following information:

We can learn from this activity that nonverbal communication can be as powerful as verbal communication, if not more powerful. One should always be aware of facial expressions, hand gestures and body posture while communicating.



ACTIVITY 6: EFFECTIVE COMMUNICATION SKILLS

TIME: 15 minutes

MATERIALS REQUIRED: flip chart, markers and “Communication skills – practical tips” leaflet

PROCEDURE:

1. Ask the participants the following questions to start a discussion:
 - What do you think are skills that allow for effective communication among team members?
 - Can you share examples of what should be avoided to maintain effective communication at work?

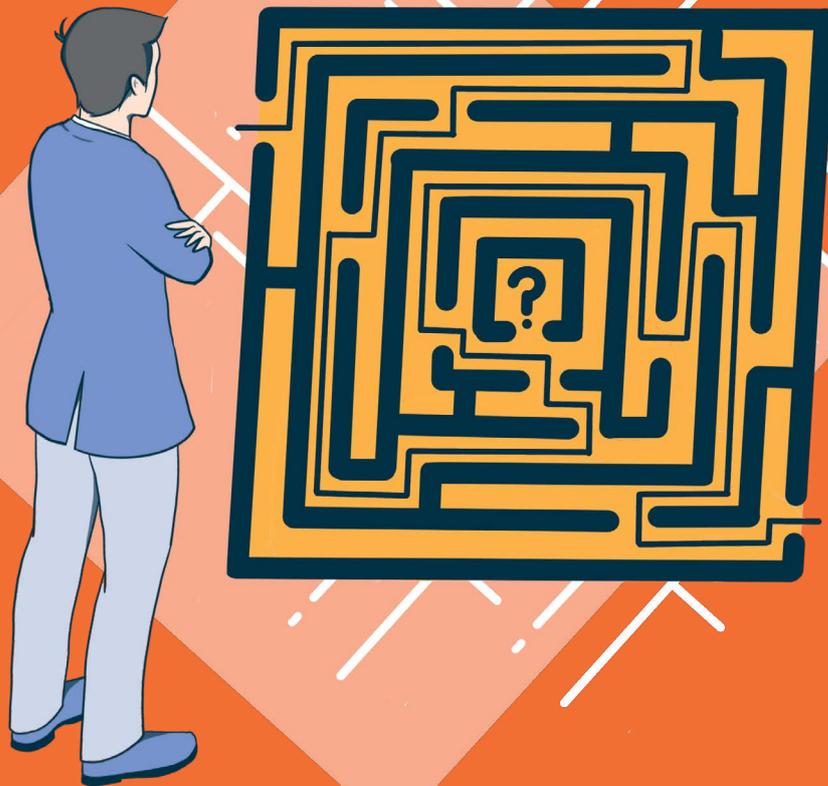
Note to facilitator: *collect responses from participants.*

2. Distribute the “Communication skills – practical tips” leaflet and explain the different points. Refer to the “Communication skills – practical tips” leaflet in the attached annex, [here](#).
3. To close the communication skills module, ask the participants to share one thing they learned that can help them going forward or that they will remember.



MODULE 7

PROBLEM-SOLVING SKILLS



ACTIVITY 1: INTRODUCING THE MODULE

TIME: 5 minutes

MATERIALS REQUIRED: none

PROCEDURE:

1. Facilitators welcome the participants and introduce themselves.
2. Participants introduce themselves (if they do not know each other).
3. Facilitators share group rules and session objectives:

GROUP RULES

- Confidentiality (what happens in the group stays in the group)
- Respecting each other's opinions
- Active listening (avoid interrupting each other)
- Avoid side-talk
- Turn off all electronics (e.g., cell phones)
- Physical distancing and other COVID-19 prevention measures:
 - a. Maintain physical distancing.
 - b. Wear a mask throughout the session.
 - c. Use the sanitizers available during session.
 - d. If a participant feels feverish or unwell, they should postpone their attendance until their symptoms subside.
- Specific livelihood project challenges or questions must be addressed to the livelihoods staff.
- For remote sessions, refer to [the Internal Guidelines for Remote MHPSS Working Modalities](#).

SESSION OBJECTIVES

- To learn basic skills required for effective problem solving.
- To identify possible barriers to problem solving and ways to overcome these barriers.
- Practicing problem-solving skills by applying learnt information based on real life situations.

OUTLINE OF THE ACTIVITIES IN THIS MODULE:

ACTIVITY	OBJECTIVES
Cotton ball tower	Ice-breaker activity to introduce problem-solving skills for teamwork.
Listing problems	Identifying possible problems that participants may need help in dealing with, and classify them as solvable or unsolvable.
Introducing problem-solving skills	Learning basic skills required for effective problem solving.
Overcoming barriers to problem solving	Identifying possible barriers to problem solving and brainstorm ways to overcome them.
Practicing problem solving	Practicing problem-solving skills.

ACTIVITY 2: COTTON BALL TOWER

TIME: 20 minutes

MATERIALS REQUIRED: raw spaghetti noodles and small soft cotton balls

PROCEDURE:

1. Divide the group into two teams.
2. Give each team a bunch of raw spaghetti noodles and a few small cotton balls.
3. Explain that each team is required to form a standing tower using the spaghetti and the soft cotton balls.

Explain the rules of the game:

- Each participant is allowed to use only one hand.
- Only the spaghetti and soft cotton balls can be used.
- 10 minutes are allowed to create the tower.

4. After the activity, ask the participants the following questions to start a discussion:

- What was the main challenge of this game?
- How does this relate to problem-solving skills in a team?

Proceed with the following Information:

When working in teams, more can be achieved when we solve problems and make decisions together.

Problem-solving:

- Improves teamwork.
- Helps people address difficult situations.
- Uses different thinking styles.
- Increases creativity.
- Leads to collective decision making.
- Teaches negotiation and cooperation.



ACTIVITY 3: LISTING PROBLEMS

TIME: 15 minutes

MATERIALS REQUIRED: flip chart and markers

PROCEDURE:

1. Ask the participants the following question to start a discussion:

- Can you list problems or challenges that are related to work that you have faced in the past, are currently facing, or might face at work in the future?

2. Write the answers of the participants onto the flipchart.

Note to facilitator: Some of the mentioned examples can be used later to practice problem-solving skills.

3. Ask the participants to classify the mentioned problems into solvable and unsolvable problems or challenges.

Proceed with the following:

Unsolvable problems are problems that cannot be changed or that we have very little or no control over.

Examples include, a difficult living situation, having a harsh or temporary supervisor, lack of available job opportunities, income is not sufficient enough to meet the needs of the family, etc.

- It is important to distinguish solvable from unsolvable problems to redirect our energy and effort to find solutions for the solvable problems.
- Focusing only on unsolvable problems can lead to increased negative thoughts and a decrease in motivation to get things done.



ACTIVITY 4: INTRODUCING PROBLEM-SOLVING SKILLS

TIME: 15 minutes

MATERIALS REQUIRED: flip chart, markers and leaflet for “Problem-solving skills – practical tips”

PROCEDURE:

1. Ask the participants the following questions to start a discussion:

- What do you think is meant by “problem-solving skills”?
- What are the necessary skills to achieve effective problem solving?

Note to facilitator: collect and write down the responses that participants share.

2. Proceed using the following information:

- Problem solving involves identifying the problem that needs to be dealt with, exploring possible causes of a problem and developing an action plan that solves that problem.
- Problem-solving skills can be used all the time, both in our personal and professional lives.
- Effective problem solving at the workplace often requires following a step-by-step process as follows:

Define: Is there a problem? What is it? How significant is the problem? Is the problem solvable or unsolvable?

Analyze: Why did the problem occur?

Think of solutions: What should be done about the problem? How can we solve the problem?

Act: Are we implementing the solution that we agreed on or thought of?

Evaluate: Has the problem been solved? Did the applied solution work? Why did the solution not work? What needs to be done next?



3. Distribute the “Problem-solving skills – practical tips” and explain the different skills to the participants. The leaflet can be accessed in the attached annex, [here](#).

ACTIVITY 5: OVERCOMING BARRIERS TO PROBLEM SOLVING

TIME: 15 minutes

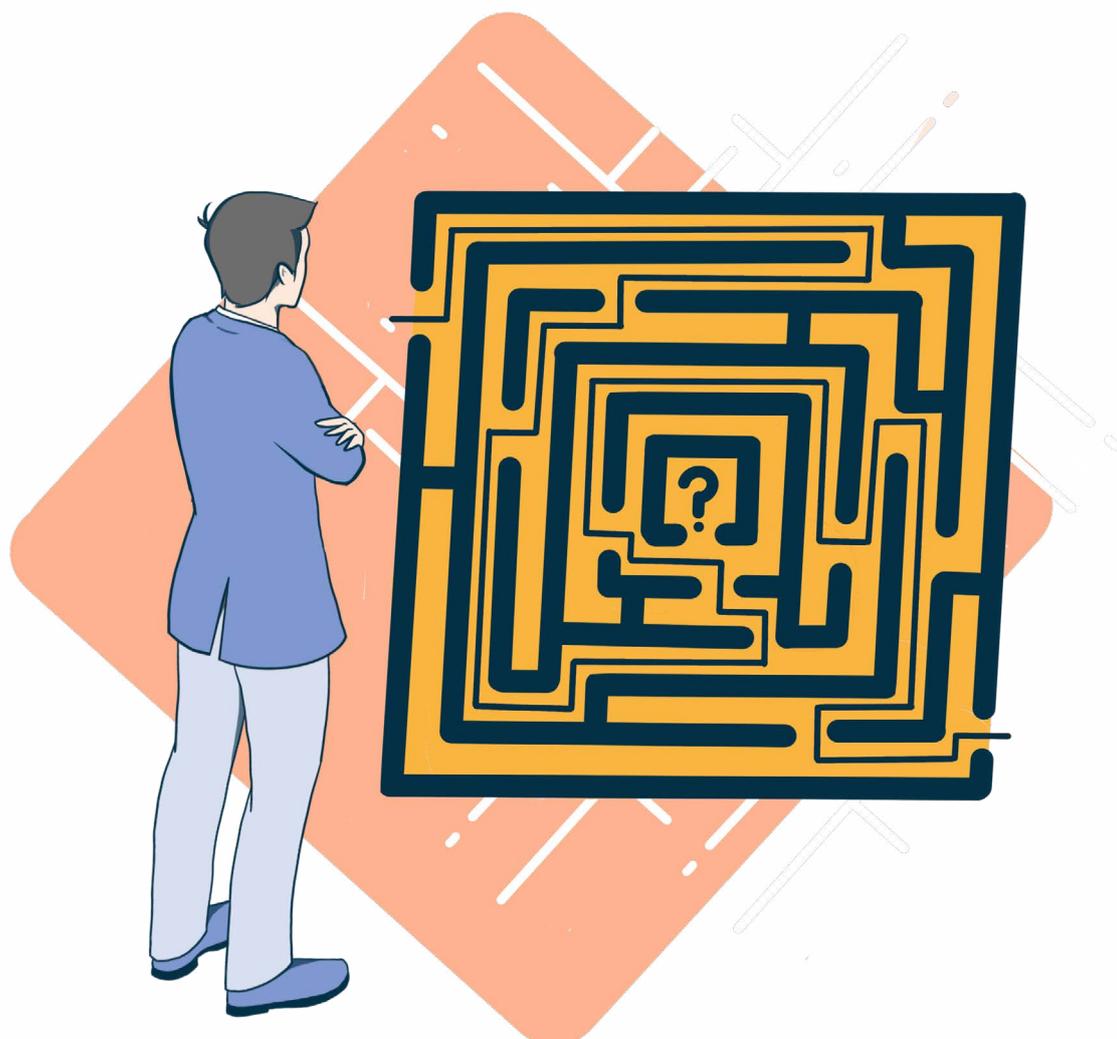
MATERIALS REQUIRED: flip chart, markers and the “Overcoming barriers to problem solving” leaflet

PROCEDURE:

1. Ask the participants the following questions to start a discussion:
 - What are possible barriers that you can face when solving a problem?
 - Can you think of ways to overcome such barriers?

Note to facilitator: *collect responses from participants.*

2. Distribute the “Overcoming barriers to problem solving” leaflet and proceed by sharing the listed information about how to overcome barriers to problem solving. The leaflet can be accessed in the attached annex, [here](#).



ACTIVITY 6: PRACTICING PROBLEM SOLVING

TIME: 15 minutes

MATERIALS REQUIRED: flip chart and markers

PROCEDURE:

1. Divide participants in two groups: A and B
2. Provide each group with a scenario or ask the groups to come up with a scenario themselves with which they can practice the learnt problem-solving skills.

Note to facilitator: Encourage the participants to reference the leaflet on tips to overcome barriers to problem solving during the activity.

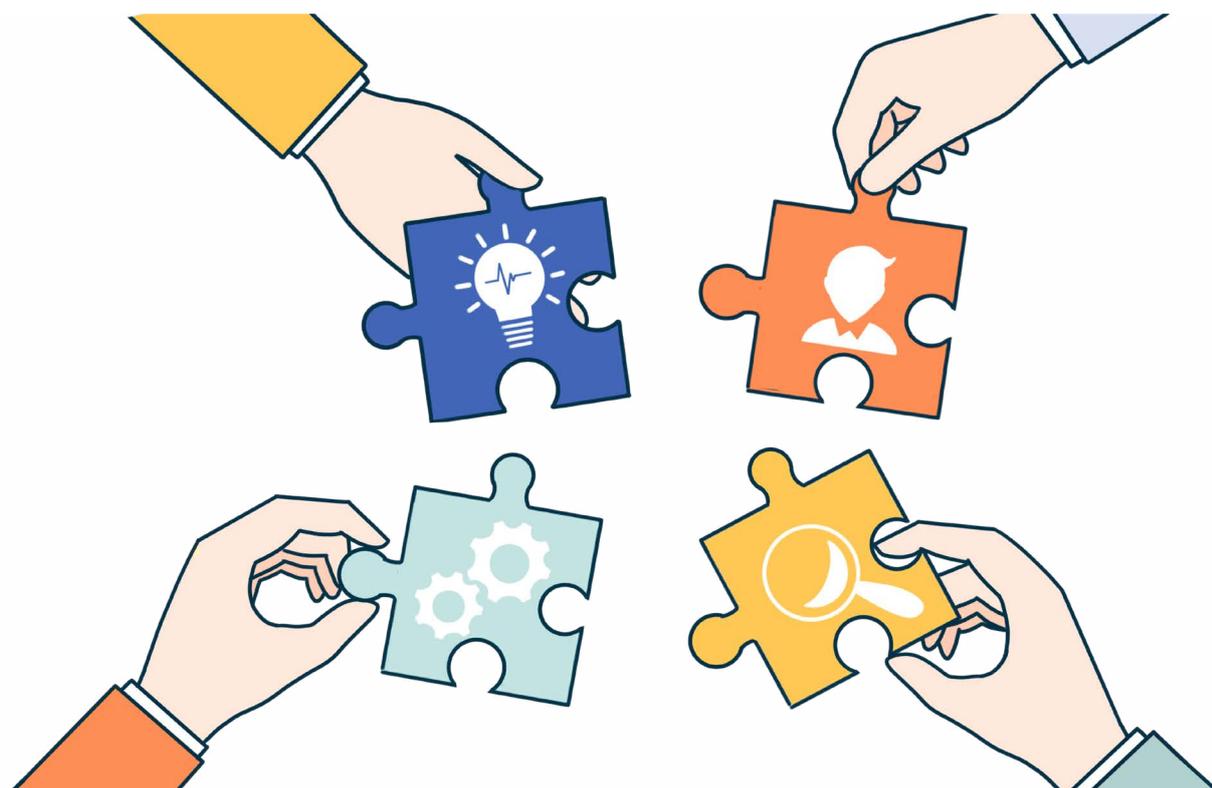
Sample Scenario:

I feel overwhelmed at work. I do not have enough time to complete my tasks at work and I keep taking on more tasks, even though I know that I do not have enough time to complete everything in time.

- Identify the main problem:
- Ask the 5 why's:
- Identified root causes:
- Possible solutions:

3. Ask each group to nominate a volunteer to share the scenario and the list of solutions the group came up with.
4. After completing the activity, encourage participants to share their thoughts and reflections about the activity. Ask participants to discuss what the process(es) were that they used in the exercise.

Note to facilitator: To close the activity and module, you can ask the participants about what they learned during this activity, what skills they developed and if they feel better prepared now to solve problems efficiently in the future.



MODULE 8

LEADERSHIP SKILLS AND
RELATIONSHIP BUILDING



ACTIVITY 1: INTRODUCING THE MODULE

TIME: 5 minutes

MATERIALS REQUIRED: none

PROCEDURE:

1. Facilitators welcome participants and introduce themselves.
2. Participants introduce themselves (if they do not know each other).
3. Facilitators share group rules and session objectives:

GROUP RULES

- Confidentiality (what happens in the group stays in the group)
- Respecting each other's opinions
- Active listening (avoid interrupting each other)
- Avoid side-talk
- Turn off all electronics (e.g., cell phones)
- Physical distancing and other COVID-19 prevention measures:
 - a. Maintain physical distancing.
 - b. Wear a mask throughout the session.
 - c. Use the sanitizers available during session.
 - d. If a participant feels feverish or unwell, they should postpone their attendance until their symptoms subside.
- Specific livelihood project challenges or questions must be addressed to the livelihoods staff.
- For remote sessions, refer to [the Internal Guidelines for Remote MHPSS Working Modalities](#).

SESSION OBJECTIVES

- To understand the main characteristics and skills necessary for successful leadership qualities.
- To adopt a growth mindset facing difficult situations at work.
- To identify primary leadership skills to effectively manage time while working with or in a team.
- To learn practical relationship-building skills within teams.
- To identify the importance of self-evaluating personal leadership qualities.
- To learn the skills necessary to self-evaluate one's personal leadership qualities

OUTLINE OF THE ACTIVITIES IN THIS MODULE:

ACTIVITY	OBJECTIVES
Introducing leadership skills	Identifying the characteristics and skills of effective leaders.
Growth vs. fixed mindset	Knowing the differences between having a growth and a fixed mindset.
Practicing growth vs. fixed mindset	Applying a growth mindset in different situations.
Time management in a team	Learning main skills required to manage time in teams effectively.
Effective relationship building within teams	Identifying skills for effective group relationship building.
Identifying the leader within	Self-evaluating one's leadership skills.

ACTIVITY 2: INTRODUCING LEADERSHIP SKILLS

TIME: 20 minutes

MATERIALS REQUIRED: flip chart, markers and “Leadership skills” leaflet

PROCEDURE:

1. Ask the participants the following questions to start a discussion:

- Can you think of a role model or a person in a leading position that you look up to?
- What are the main qualities this person has that make them a successful leader?
- Do you think “leadership skills” should only be mastered by individuals in leading roles?
- Why do you think it is essential to develop our own leadership skills?

Note to facilitator: Encourage participants to share their thoughts.

2. Elaborate using the following information:

What are leadership skills?

- Leadership skills are used when working with or managing people whose efforts and work are required to reach a shared goal.
- Whether in a leadership position or not, leadership skills require us to motivate others to complete tasks using different skills.
- Leadership skills are not just a particular set of skills. They are a combination of various different skills being applied together.
- Leadership skills are important for all aspects of the professional life, from applying to jobs, to seeking career advancement and effectively managing teams under your leadership.

All of us can face a situation in which we need to be reliable leaders and apply our leadership skills. This can be at work, in our community or within our families.

3. Distribute the “Leadership skills” leaflet and briefly explain the different skills. Refer to the “Leadership skills” leaflet in the annex attached to this manual [here](#).

Note to the facilitator: Remind participants that many of the mentioned skills are discussed in the other modules of the MLI manual. Because of this, the subsequent activities discuss skills that are not addressed elsewhere in the manual.



ACTIVITY 3: GROWTH VS. FIXED MINDSET

TIME: 25 minutes

MATERIALS REQUIRED: flip chart, markers

PROCEDURE:

1. Introduce the activity by stating:

One can have a “growth mindset” or a “fixed mindset.”

Ask the participants the following question to start a discussion:

- What do you think those two terms mean in terms of leadership skills?

2. Encourage participants to share their thoughts:

Elaborate using the following information in the below table and explain the differences between a growth and fixed mindset.

Note to facilitator: You can draw the table with the items on the left and encourage participants to guess the differences between both terms.



A GROWTH MINDSET VERSUS A FIXED MINDSET

	GROWTH MINDSET	FIXED MINDSET
Definition	The understanding that a person's abilities and understanding can be continuously developed.	A fixed mindset assumes that a person's abilities and understanding are relatively fixed.
Belief about personal qualities	Believe that they can become more thoughtful, intelligent and talented by putting in time and effort.	May not believe that intelligence can be enhanced, or that a person either “has those qualities or they do not.”
Actions and attitude	Eager to learn, explore and to boost performance.	Stick to what they are familiar with and do not attempt to try new things or develop new ideas.
When faced with failure	Consider failure as feedback about performance and not as a judgment of personality, potential or value.	Feel in doubt and lose confidence, feel demotivated quickly.
Sensitivity to criticism	Not sensitive to criticism, consider it as feedback for improvement.	Anxious and extremely sensitive to criticism.

3. Ask the participants the following questions:

- What do you think is the effect of such patterns of thinking? what are the outcomes of each mindset?

Elaborate with the following information:

- A difference in mindset can lead to differences in behavior.
- With a **growth mindset**, individuals can achieve more than others because they worry less about appearing smart or talented, putting more energy towards learning and actively working towards achieving goals.
- A **growth mindset** also allows people to develop new skills, attain knowledge and develop areas of expertise.
- In contrast, a **fixed mindset** will leave a person with little skill in a task at hand as well as a diminished confidence in their abilities.

ACTIVITY 4: PRACTICING THE GROWTH VS. THE FIXED MINDSET

TIME: 20 minutes

MATERIALS REQUIRED: flip chart, markers and the “Skills to nurture a growth mindset” leaflet

PROCEDURE:

1. Divide participants into two groups: A and B.
2. Provide the groups with the following scenario to which they will apply growth and fixed mindsets:

Receiving negative feedback from a manager

You go in for an evaluation with your manager and receive negative feedback. Your manager believes that you are not putting in enough effort at work and are making too many mistakes.

3. Give the groups 5-10 minutes to discuss the scenario and develop two responses to the manager:
 - a. A response employing a **growth mindset**
 - b. A response employing a **fixed mindset**.
4. Ask each group to present their work.
5. Proceed with the following information:

Here are possible growth and fixed mindset responses to the scenario:

FIXED MINDSET RESPONSE:

The person decides that the manager is unfair and ignores the feedback. Someone with a fixed mindset may also blindly agree with their manager and think: “I cannot do anything right. I do not have what it takes to be successful.”

GROWTH MINDSET RESPONSE:

The person seriously considers the feedback and evaluates it as objectively as possible (why did this happen? how can I learn from this? what can I do to prevent this from occurring in the future?). If the manager is right about the feedback, a person with a growth mindset will develop possible solutions to improve their performance and do their best to implement them.



6. Distribute the “Skills to nurture a growth mindset” and explain the different skills. The leaflet format can be accessed [here](#).
1. View challenges as opportunities for self-improvement.
 2. Replace the word “failure” with the term “learning opportunities.”
 3. Value the learning process over the result.
 4. Give constructive criticism and accepting criticism of your work as beneficial.
 5. Reflect on learning regularly.
 6. Abandon the idea of depending on talent alone in succeeding at tasks and recognize that it will always take some work to achieve goals.
 7. Use the phrase “not yet” more often, as in, “I have not yet mastered this skill,” instead of “I do not have the skill to get this job done.”
 8. Think realistically about how much time and effort reaching a goal will take.
 9. Take ownership of your attitude and actions along with taking pride in developing a growth mindset.

ACTIVITY 5: TIME MANAGEMENT IN A TEAM

TIME: 15 minutes

MATERIALS REQUIRED: flip chart, markers and the “Effective time management in a team – practical tips” leaflet

PROCEDURE:

1. Introduce the activity by stating: As leaders, an essential skill to master is effectively managing time within teams.

Ask the participants the following questions to start a discussion:

- What are practical ways to effectively manage time while working in a team?

Note to facilitator: Encourage participants to share their thoughts

2. Distribute the “Effective time management in a team – practical tips” leaflet and elaborate with the following listed on the leaflet. To access the leaflet, refer to the “Effective time management in a team – practical tips” leaflet in the attached annex, [here](#).



ACTIVITY 6: EFFECTIVE RELATIONSHIP BUILDING WITHIN TEAMS

TIME: 20 minutes

MATERIALS REQUIRED: flip chart, markers and the “Relationship building within teams – practical tips” leaflet

PROCEDURE:

1. To introduce the topic, note that maintaining good relationships among team members is a skill that all individuals in leading positions should master.

Ask the participants the following question to start a discussion:

- What are some practical tips to enhance relationship building within teams?

Note to facilitator: *Encourage participants to share their thoughts.*

2. Distribute the “Relationship building within teams – practical tips” leaflet, which can be accessed [here](#), and elaborate with the information listed on the leaflet.



ACTIVITY 7: IDENTIFYING THE LEADER WITHIN

TIME: 20 minutes

MATERIALS REQUIRED: flip chart, markers and the leadership self-evaluation checklist

PROCEDURE:

1. Introduce the activity by stating: To be successful leaders at work, we need to be self-aware about our strengths and areas that need improvement.

Ask the participants the following question to start a discussion:

What are some questions that we can ask ourselves to identify specific aspects of our leadership that require improvement?

Note to facilitator: Encourage participants to share their thoughts.

2. Distribute the leadership self-evaluation form. Access the checklist in print format [here](#).
3. Give the participants 5 minutes to read the questions.
4. Ask a volunteer to share their answers with the rest of the group.

Note to facilitator: Encourage the volunteer to give examples to support his or her answers.

5. Proceed with the following information:

- It is important to revisit this checklist from time to time to identify areas that require improvement. Work on these areas as soon as possible.
- Even the best leaders have skills they need to improve for better results at work and within teams.
- The goal is to be self-aware about our strengths and weaknesses while not being too hard on ourselves.
- Being dedicated to improve skills that you lack is essential and will bring the best out of you and eventually out of the team that you are working with.



ANNEX:

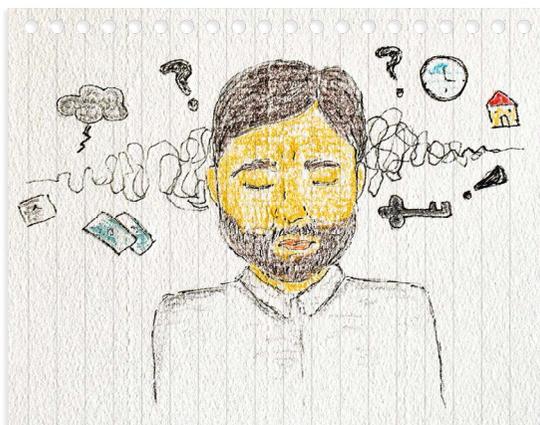
CORRESPONDING LEAFLETS

Are you experiencing difficulty concentrating, paying attention and making decisions?

Having sleeping problems and nightmares?

This leaflet gives you some basic information about stress:

Stress occurs when a physical, mental, or emotional trigger causes body or mental tension. Stress is negative when it exceeds your coping resources, especially when it is accumulated over time.



Remember that stress reactions are normal. Eat well, sleep enough and be active. Stay in contact with friends and family.



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COPING WITH STRESS



What leads to stress?

Stress occurs when a physical, mental, or emotional trigger causes body or mental tension. Stress is negative when it exceeds your coping resources, especially when it is accumulated over time.

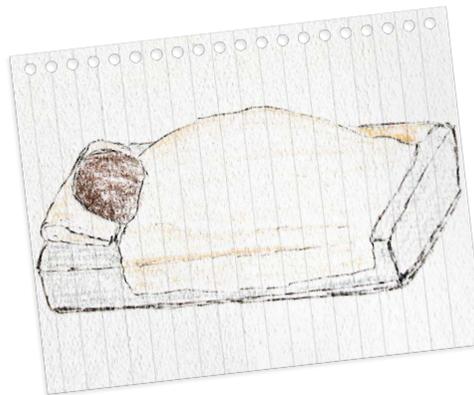


When does stress occur?

When a difficult event takes place, such as displacement, loss of property or unemployment, most people experience stress. This can affect your health and daily life.

Reactions to extreme stress are different for each person, but might include:

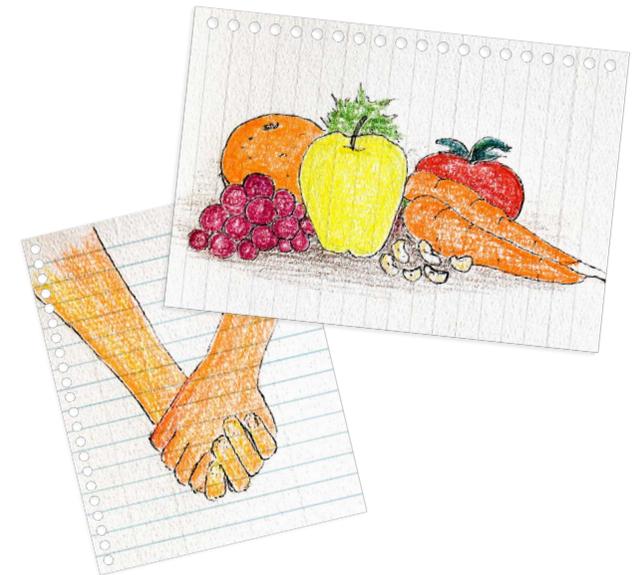
- Sleeping problems, nightmares
- Headaches and other body pains
- Upset stomach, nausea or changes in appetite
- Fast heart beat and breathing
- Negative feelings
- Irritability or anger
- Increased use of tobacco, alcohol, drugs, sugar or caffeine



- Memory problems, disorientation or confusion
- Difficulty in concentrating, paying attention and making decisions
- Isolation from people and difficulties in communicating
- Flashbacks or thinking about the stressful incident very often
- Nervousness
- Loss of interest or pleasure in activities you used to enjoy

To manage the effects of stress, you can:

- Remember that stress reactions are normal
- Eat well, sleep enough and be active
- Stay in contact with friends and family
- Keep daily routines



Seek help from health professionals or organizations in your area if:

- Stress reactions persist for a few weeks and affect the performance of regular activities over a long period of time
- You panic randomly or excessively, and you worry too much for minor reasons
- You have thought of doing something that can hurt yourself or others

Do you want to stay healthy and energetic?

Do you want to be free of negative feelings?

This leaflet gives you some tips about self care:

When your life undergoes important changes, it is important to take care of yourself to stay healthy and be able to take care of others. Moving to a new area, experiencing violence or loss, or returning to your area of origin can be challenging experiences. Self-care practices will help you adapt better to your situation.



“ Try replacing negative feelings with positive ones. Think of positive memories or hopes that can challenge negativity.



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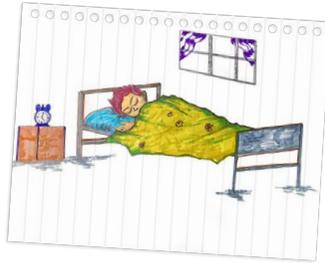
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SELF CARE



Sleep well:

Quality sleep can help protect your mental health, physical health and quality of life. Sleeping 7 to 9 hours per day will help you feel better and improve your concentration, productivity and safety.



Eat well and drink enough water:

Eating well and drinking enough water will help you feel well, think clearly and increase your energy levels.



Keep active:

Activities like walking with your family and friends can be a great mood booster. You can join a sports group, attend religious services, work in the garden or volunteer in your community.



You can also keep learning new things through reading, observing others and staying open to advice.

Look after your hygiene:

Small things, like taking a shower or getting dressed can make a difference in how you feel. Pay daily attention to your personal hygiene and the hygiene of your family.

Connect with other people:

Keep in touch with friends or family and talk to them about your feelings and experiences.

Try new activities in your community or go back to old ones to stay in contact with others and meet with new people.



Avoid drugs and alcohol:

While you might think that drugs and alcohol can help you cope with negative feelings and difficult situations, in the long term they can make you feel worse. Drugs and alcohol affect your brain and your social and family life; they make you dependent and have a negative impact on your health.

Using drugs or alcohol over a long period of time will damage your kidneys and your liver.



Establish daily routines:

Keeping at least one basic routine is beneficial for you; it will help you to stay focused, build confidence and reduce stress. Try to establish regular times to eat, sleep, pray, work or study.

Find ways to relax:

You can try relaxation techniques and breathing exercises to feel better.

Try to do at least one positive thing for yourself every day:

Identify actions that make you feel good and find time for them every day.

You can try making a list of activities, people and places that make you feel happy or feel good. After making the list, think of how you can include these activities in your daily routine. It probably will not be possible to include all the things that make you happy but try to find a few that are easy to include among other tasks.

This could be simple things like visiting a friend, praying, organizing a picnic or making something creative.

Challenge negative feelings with other activities:

If you start having negative feelings or memories, you can try replacing them with positive ones. Think of positive memories or hopes that can challenge negativity.

Practicing enjoyable activities such as playing board games, reading poetry, drawing, walking, and many others can help you overcome negative feelings.

Wrapping up:

- After relaxation, do not rush to get up after a relaxation exercise. Stand up slowly to avoid feeling dizzy.
- Rather than choosing just one technique, try several to see which one works best for you. Try to practice relaxation for at least 20 minutes a day, although even just a few minutes can help. The longer and the more often you practice these relaxation techniques, the greater the benefits and the more you can reduce your stress and anxieties, feeling calmer as you go about your day.



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RELAXATION TECHNIQUES

This leaflet provides tips on several relaxation techniques that you can use during times of stress:





1. Breathing to relax

Taking deep breaths is one of the easiest stress reduction practices because it simply requires you to focus on your breathing. As you slowly take deep breaths, you gently disengage your mind from distracting thoughts and sensations. This can help you to control any anxiety, stress or other difficult feelings.

Steps:

1. Sit or lie down in a place that is as quiet as possible. You can close your eyes or keep them open if you feel uncomfortable closing them.
2. Place one hand on your chest and the other over your stomach.
3. Breathe in deeply for four seconds, hold your breath for four seconds, then exhale for four seconds.
4. Notice your hands as you breathe in. You want your stomach to move more than your chest as you breathe.
5. Repeat taking a deep breath ten times, twice a day if you feel stressed and unable to relax.

Important points:

- This technique may not be appropriate for those with health problems that make breathing difficult, such as respiratory or cardiac disorders.
- Breathing too quickly can make you feel dizzy – or even more anxious. Take it slow!
- Repeating short prayers during this exercise can also help you lessen your anxieties. You can try this while lying down and if you are having trouble falling to sleep.



2. Visualization

Visualization involves recalling comforting memories or mentally visualizing places or experiences in your mind to help you relax and decrease the stress that you may be experiencing.

Steps:

1. Create an image in your mind of an ideal place for you to relax. It can be:
 - real or imaginary.
 - somewhere you feel rested, calm, at peace, safe and happy.
 - a place you would want to return to when you feel the need to relax or calm down.
2. Imagine the place in as much detail as you can – use your senses to make it feel as real as possible.
3. Close your eyes (or keep them open if you feel uncomfortable closing them) and take slow, regular breaths through your nose.
4. Stay engaged in this exercise for ten to twenty minutes.

Example: If you choose a sandy beach as the imagined place you would like to focus on, try to activate all of your senses while imagining it. Try to feel the warmth of the sun, the breeze, the texture of the sand, the smell of the salt water, the sounds around you (seagulls, waves of the sea, etc.).



3. Physical exercise

Exercise of any kind can help decrease stress and calm the mind. This could be walking, running, hiking, playing around with your children or any other type of movement. Try to form a regular habit of performing any physical movement during your day, even if for a few minutes.



4. Quick muscle relaxation

This exercise teaches you to recognize and reduce muscle tension. You can relieve tension in any part of your body by just tensing and relaxing each muscle in turn.

Steps:

1. Sit in any comfortable position.
2. Close your eyes (or keep them open if you feel uncomfortable closing them) and focus on your breathing. Slowly breathe in through your nose and out through your mouth.
3. Form a fist with one hand, then squeeze it tightly. Hold the squeeze for a few seconds.
4. Slowly open your fingers, feel the difference and notice the tension leaving.
5. Try the same with your other hand and repeat.
6. You can attempt this with any group of muscles.

Important note:

- If you have any physical injuries or conditions that may cause muscle pain, do not tense the muscle in that area.

What does it mean to receive MHPSS during your work project?

IOM offers psychosocial support with your livelihood programme to provide you with the required life, social and other soft skills to deal with different challenges at work and to promote emotional health.



Benefits of MHPSS Activities

MHPSS activities help you take full advantage of your work opportunity and build important coping mechanisms and skills such as stress and time management, problem solving, relationship building and more.



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WHAT IS MHPSS AND LIVELIHOOD INTEGRATION?

Integrating MHPSS with your livelihood project



TYPES OF MHPSS ACTIVITIES

1. MHPSS Awareness Sessions

These group sessions introduce the meaning of MHPSS and equip participants with essential coping mechanisms so that they can address stressors that arise at the workplace. The sessions help people to manage daily work-related tasks effectively.

2. Peer-Support Groups

Peer-group sessions help participants connect, share experiences, learn from and support one another. They enhance positive coping, socio-emotional skills, relationship building, as well as daily functioning around work-related tasks. Each session focuses on building a different skill.



3. Individual Counselling

Counselling provides emotional and practical support tailored to a person's specific needs. These one-on-one sessions help improve coping strategies, reduce work-related distress and strengthen emotional health and well-being.

4. Life, Social and Soft Skills

These training sessions focus on building interpersonal skills that help a person engage in and maintain their work. The sessions are tailored to participant interest and needs, focusing on topics such as positive attitude building, problem solving, leadership, teamwork, communication or other relevant skills that support people who are engaged in work.



Examples of skills that are taught in MHPSS activities that are tailored for people who work:

- Stress management
- Resilience building
- Positive thinking
- Building patience
- Adapting to change
- Motivation
- Teamwork
- Conflict Resolution
- Self-confidence
- Time management
- Prioritization
- Communication
- Problem-solving
- Leadership
- Relationship building

Find positive friends, mentors and co-workers

When you surround yourself with people who have a positive attitude, you will hear positive outlooks, positive stories, helpful advice and positive affirmations. The positive attitudes and ways of thinking that a positive person has will affect your own thinking, which then affects your behavior and attitude. Surround yourself with people that have a positive attitude, this can help decrease your stress level and help you manage stress in healthy ways.

Be open to humor

Give yourself permission to smile or laugh, especially during difficult times. Seek humor in everyday happenings. When you can laugh at life, you may feel less stressed.

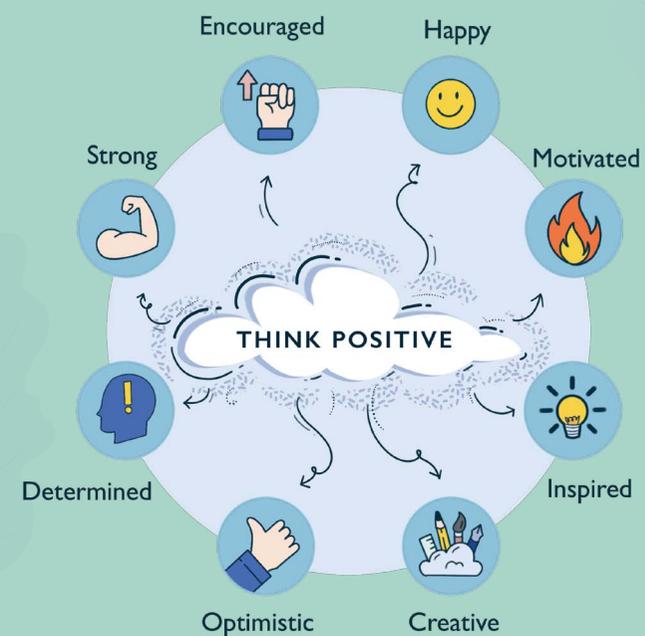


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KEEPING A POSITIVE ATTITUDE

PRACTICAL TIPS



Start the day with positive affirmation

How you start your day in the morning sets the tone for the rest of the day.

Think positively as you start your day by using positive self-talk, such as “today will be a good day” or “I am going to do great today.” This can help you maintain a positive and optimistic attitude throughout the day.

Focus on the good things, however small

You might face difficulties and stressors throughout the day. When you face a challenge, focus on the positives, no matter how small or insignificant they seem.

Example: If you did not find a ride to get to work on time, think about how you now have time, while you wait for your transportation to read something, reflect on your activities for the rest of the day or your plan to relax after the long workday.

Consider mistakes to be learning opportunities

Making mistakes is normal, and everyone makes them. Instead of focusing on how you failed, think about what you will do better next time. Also start thinking about other ways that can help you prevent making the same mistake in the future. This will help turn mistakes into lessons learned, that will help you manage problems in the future.

Transform negative self-talk into positive self-talk

Negative self-talk happens easily and is often hard to notice. You might think “I am so bad at this, or I should not have tried that”. These negative thoughts turn into feelings and might reinforce negative conceptions of yourself. When you catch yourself thinking negatively, stop and replace those negative thoughts with positive ones. For example, “I am so bad at this; becomes once I get more practice, I will be much better at this. I should not have tried; becomes it did not work out as planned this time — but it will next time.



Practice positive self-talk

One can practice positive self-talk by following simple rules and always remembering these phrases in difficult situations:

- Do not say anything to yourself that you would not say to someone else.
- Be gentle and encouraging with yourself. Do not be too hard on yourself.
- Think about things that you are thankful for in your life (think about the positive).
- Having problems is okay, they are part of normal life.
- I have good skills and learn quickly.

Focus on the present

Focusing on the present means that you focus on the here and now, not today, not this hour, but the exact moment you are in. For example, when you hear a negative comment from your supervisor or manager, ask yourself this question “what in this moment is happening that is so bad?” Do not think about what your supervisor said or might say in five minutes from now. Most sources of negativity stem from a memory of a recent event or the exaggerated imagination of a potential future event. Stay in the present.

Adaptable people are emotionally intelligent

Adaptable people have more capacity to care. They encourage empathy and respect for others, even those who may have different views. They are self-aware of the positive coping mechanisms that can help them deal effectively with stressful situations. Adaptive people seek creative and sometimes alternative ways to make things happen and solve problems.



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ADAPTING TO CHANGE

PRACTICAL TIPS



Flexibility

Being flexible helps you adapt more quickly to changing situations. Take the example of playdough and a cup of glass. When you press on play dough, it changes its shape without changing its characteristics. The dough is flexible to adapt to the change that occurs. However, when you apply pressure to a cup of glass, it can break easily. When a person adapts to changing situations and adjusts thoughts and actions accordingly, the person can deal more effectively with changing conditions.

Example: Due to the COVID-19 pandemic, many people had to change how they communicate and work using technology. Flexibility, in this case, would be the openness to learning how to use necessary applications to start working from home or call a friend or family member, instead of seeing them in person.



Curiosity

Adaptable people are curious. Curious people want to know more about a specific topic, explore problems in detail and are eager to find different solutions, viewing things from different perspectives. Being curious and able to assess issues using different perspectives can help find the most practical solution.

Focus on the lessons learned when making mistakes

Instead of considering mistakes as failures, view them as valuable learning opportunities. Having this point of view will make you more resilient when mistakes happen; it improves your self-learning process and enhances problem-solving skills. When you made a mistake, focus on what you will learn from it.



Be a team player at work

When faced with a difficult situation at work, adaptable people criticize less and are not quick to point fingers. They focus on the problem at hand, analyze and adjust team priorities accordingly. Being a team player at work means that you are focusing on the general outcome for the team rather than individual goals. To solve a problem, team players ask other team members for their opinions and advice to deal positively with the situation and find a solution that works for everyone.



Remember your 'why'

When facing a challenge, ask yourself these questions: "Why am I doing this? What was the main reason I set out on this path?" Reflecting on these questions can help remind you about why this journey is worth your effort and time.

"It is not the most talented people that make it, it is the ones with the most endurance." – Anonymous.



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TIPS TO IMPROVE PERSEVERANCE SKILLS



Accept that it is okay to fail or make mistakes. Keep going

Resist the urge to quit a task before achieving it by keeping the ultimate goal in mind.

Many people lose motivation to complete a task or job because they fear that they might fail. Focus on the fact that making mistakes or failing at something provides us with a significant opportunity to learn something new and build the needed skills to deal better with similar challenges in the future.



Create a clear action plan for a task

Setting a timeline, identifying necessary resources and steps, and having a clear picture of the outcome of any task will help you form an action plan to reach your goal. This will make it easier for you to track progress, stay motivated, and focus on the task's primary outcome.



Maintain an optimistic attitude

It is easier to complete a task when you think positively rather than having a pessimistic attitude about a certain situation.



Get enough rest

To keep motivation strong, we must give ourselves time to pause and rest, especially during times of stress. Taking care of yourself with breaks for rest will help sustain your motivation.



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SELF-MOTIVATION SKILLS

PRACTICAL TIPS



Prioritize your to-do list

Instead of trying to pursue many goals at once, choose to focus on one task and prioritize that. This will help simplify your life and allow you to direct your talents and time towards the most important or urgent task.



Break down large tasks into smaller ones

Focusing on achieving smaller tasks instead of just focusing only on the final outcome will keep you motivated to keep going until you reach your desired goal.



Have realistic expectations

Keep your expectations realistic because this will increase the chances of meeting your goals. Putting too much pressure on yourself by setting high and unrealistic expectations can easily be demotivating.



Surround yourself with supportive people

People who have a strong support system or even just one supportive person perform better than those alone. Make sure to surround yourself with supportive people because an unsupportive environment triggers psychological and physical distress that may disrupt progress towards your goals.



Practice gratitude

It is important to recognize the blessings in life and the things you have accomplished so far. You can do this by taking note of what has happened that has worked well in the past and by noticing positive changes, no matter how big or small.



Celebrate your achievements

When you have a win, big or small, reward yourself. Your reward could be anything from having some time off with your loved ones, buying something for yourself or simply taking a walk.



Fill waiting time productively

In many situations that require patience, you simply need to wait. Examples are long lines at the store or having a lengthy ride to your workplace. Instead of worrying about the time spent in the wait, you can fill that time productively. For example, keep a book with you to read or bring your earphones to listen to something that you have not had the time to listen to before, conduct pending calls or do other things on your to-do list while you wait.

Benefits of being a patient person at work:

- You will more likely be perceived as a relaxed and friendly person.
- You will be able to better focus on long-term goals.
- You will be less prone to angry outbursts.
- You will have a chance to learn new things instead of giving up due to impatience.
- You will become more resilient and effective at coping with different stressors and challenges at work and at home.



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BUILDING PATIENCE

PRACTICAL TIPS TO BECOME
MORE PATIENT



Take a pause and breathe

If you are in a situation where you become impatient or feel overwhelmed, take a few deep breaths. This will help you relax and calm down, which is especially important when a conflict or argument is arising or escalating. Taking deep breaths can help you feel calmer and think of positive ways to deal with a certain situation.



Acknowledge your limits

When facing situations that make you feel impatient, stressed or overwhelmed, ask yourself:

“Do I have control over the situation? If not, what do I have control over in this moment?”

In a situation where, for example, you are put on hold on the phone or are waiting for an important reply from your manager, you might feel uncomfortable, impatient or worried. You are waiting with little to no control over the situation. Try to remember that you are just uncomfortable or worried. These situations are not life-threatening, so even though it may not be enjoyable, it is bearable. Learning to recognize and accept discomfort can make it easier to cope with difficult situations whether at work or at home.



Practice Being Patient

Practice makes perfect. Everyday life will no doubt provide you with many opportunities to practice your patience, but if you prefer to have more focus and control when practicing patience, try a few of these things:

- Play a game that requires patience to complete with family or friends.
- Do not allow yourself to look at your phone while waiting for appointments or if you have some free time.
- Start gardening. Taking care of a plant and watching it grow can help you become more patient.

All of these actions require patience and can help you master this skill.



EFFECTIVE TEAMWORK AT THE WORKPLACE

Importance of teamwork

Improves productivity

The performance and knowledge of one person are limited compared with a group of varied expertise and skills.

Encourages flexibility

By working and communicating together, teams benefit from different perspectives that can be considered, allowing the work and/or business to respond to change or challenges faster.

Allows for quick and comprehensive problem-solving

This different team members bring many skills and talents to the team giving room for different solutions to managing problems. Challenges are managed as a team, which helps to find solutions that work for everyone.

Allows for ideas to flourish and goals to be achieved better and faster

Strong teamwork allows for more efficient work performances and the meeting of deadlines, especially when the team is well organized.

Skills for effective teamwork

Communication

- Communicate regularly within the team and engage in open and honest conversations about work-related matters.
- Communicate about problems early on, do not delay important conversations.
- Communicate appropriately when something is bothering you.

Respecting each other's opinions

- Listen to and respect the opinions of other team members.
- Listen actively to others during discussions.

Supporting each other

- Offer support to a struggling team member.

Encouraging each other

- Encourage and congratulate each other for team efforts.

Focusing on the common goal

- Focus on the common goal of the team rather than individual goals.

Building social and friendly relationships

- Encourage after work activities, such as a monthly group outing or gathering.
- Share meals together during lunch breaks.

Focus on positive thinking and positive attitudes

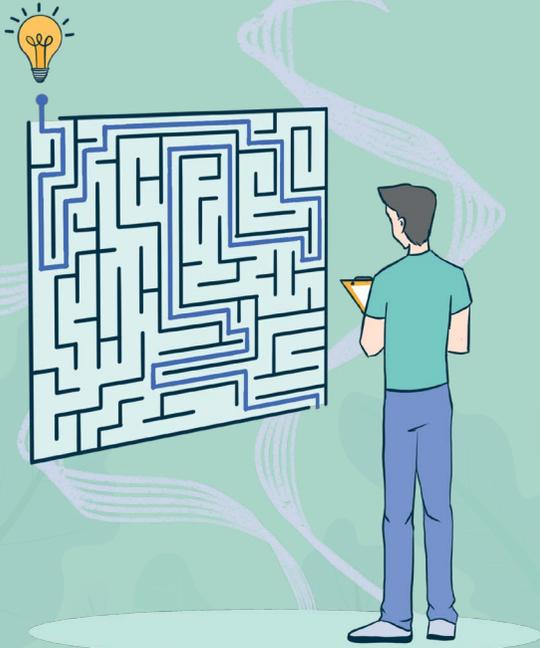
- Break cycles of negative thoughts among the team members.
- Avoid workplace gossip.



TRY OUT THE PROPOSED SOLUTION.

If the proposed solution works, take a note of what made the solution work, appreciate all involved individuals for making it work, and discuss ways to prevent similar conflicts in the future.

If the proposed solution does not work, pause, think of other possible solutions, and try again.



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STRATEGIES TO PREVENT CONFLICT



Strategies to prevent conflict:

- Setting clear objectives for tasks that have to be achieved by the team.
- Setting timelines and deadlines for each task.
- Delegating tasks to different members. This ensures that each member knows what is expected from them and what needs to be accomplished.
- Respecting each other's opinions and suggestions during group discussions.
- Creating a friendly and supportive environment by scheduling out-of-work social gatherings when appropriate.
- Using practical communication skills, such as engaging in active listening, using positive nonverbal gestures, being empathetic towards others.
- Discouraging work-related gossip.
- Avoiding criticizing, complaining or blaming within the team.

SKILLS FOR EFFECTIVE CONFLICT RESOLUTION

STOP

To assess the situation. Ask yourself these questions:

- Are emotions high at the moment?
- Do you know all the facts?
- Do you understand the other's point of view?

Avoid having negative thoughts about the situation. Keep an open mind.



THINK

Think about the best possible win-win solution. According to the situation at hand, ask yourself:

- When would be the right time to deal with the problem?
- Can it wait, or does it require urgent intervention?
- Who else can help with the situation?
- What are other aspects of the situation?
- What solution would be best for all involved individuals?



ACT

Have a team meeting. Put the team's thoughts and suggestions for a solution into action.



Avoid negative self-talk

It is easy to fall into the trap of negative self-talk when we face problems. This can trap us in a cycle where negative self-talk can affect our self-confidence, bring our spirits down and impact our work performance. The good news is that practicing to identify these thoughts as soon as they arise and coming up with positive alternatives can help build self-confidence and self-esteem. This can be achieved by focusing on what we can do to move past the situation, considering mistakes as learning opportunities and focusing on problem-solving.

FOR EXAMPLE:

"I am good for nothing" becomes "Okay, I made a mistake. We all make mistakes. At least now I know what should not be done."

"I hate working here" becomes "Okay, right now I am not happy with my job. This is temporary." Or "I should start working on myself to get promoted or apply for a different job."



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BUILDING SELF-CONFIDENCE

PRACTICAL TIPS



Constantly remind yourself of what you have achieved

Think about your life so far, and list the ten best things you have achieved. Examples can include: played a key role in a team, produced the best sales figures during a specific period, did something that made a difference in someone else's life, or contributed a project that meant a lot to your business. Keep updating the list as you achieve more things. Make it a habit to spend a few minutes each week enjoying the success you have already achieved so far.

Think About Your Strengths

Strengths are positive qualities that a person has. For example, the abilities and skills that you are efficient in or positive support systems around you (colleagues, friends or family).

Set your goals

Think about the things that are important to you, and what you want to achieve in your life. Confidence comes from setting and achieving goals.

Practice positive affirmations

Affirmations are positive statements that you can use to encourage and motivate yourself. Statements should start with "I", using the present tense "I am" instead of "I will be". They should be stated in positive language "I am smart" instead of "I am not dumb."

Maintain a good posture at meetings or during an interview

The way a person sits or stands says a lot about them. People with dropped-down shoulders and slow movements display a lack of self-confidence. By practicing good posture (standing up straight, keeping your head up and maintaining appropriate eye contact), you will automatically feel more confident and convey this to others as well.



Sit in the front rows

People often sit in the back row in trainings, group discussions or other meetings because they fear being noticed or asked to interact. Make sure to choose the front rows whenever you get the chance. This will help you get over your fears and make you feel more confident.

Speak up during meetings or group discussions

During group discussions, some people may avoid speaking up because they fear that they will be judged or criticized. Most people deal with the same fears or worries. By speaking up at least once in every group discussion, you will become a better public speaker, be more confident in sharing your opinions and with time you may be recognized as a leader by others.

Self-motivational talk

Formulate a short paragraph as if you are writing a personal advertisement about yourself. Include your strengths, reasons why you are good at your job, what you like most about yourself and what others view as positive about you. In moments when you are feeling low, read out your "personal advertisement," which will help remind you that you are a valued person with a lot to be proud of.

Always try to learn something new at work

In your work, always look for something new that you can learn about, whether it is information or a skill. Even if you can dedicate only a few moments a day to do that, this can help you build your confidence by enhancing your knowledge or mastering a necessary skill.

Example: An example of multitasking is when you are speaking with a customer and are replying to messages on your phone at the same time. It is not possible for you to give full attention to either task at the same time. In this case, the customer may feel offended and unimportant since they do not have your full attention, or you may make mistakes while typing the message on your phone or send it to the wrong person!

Have a clock nearby!

Keeping a clock or watch nearby is the simplest and easiest way to keep track of time effectively.

Take breaks

Whether your work requires physical or mental effort or both, taking breaks is essential to maintain concentration and boost energy to continue working productively.



Canada



EFFECTIVE TIME MANAGEMENT

PRACTICAL TIPS



Plan your day ahead

Time management begins with planning. Take some time each morning to make a list of tasks that require your immediate attention. You can do this using a planner, a calendar or by recording a voice note at the beginning of each day. Keeping a to-do list enhances productivity and makes work during the day more manageable.



Identify common time-wasters to avoid them

Keep track of activities or behaviors that keep you from completing tasks on time. This could mean avoiding or minimizing the following behaviors:

- Surfing the internet aimlessly.
- Making unnecessary phone calls.
- Getting involved in long, unproductive conversations with colleagues.
- Gossiping amongst team members.
- Complaining about things that you cannot change.
- Delaying making decisions when they are required.
- Spending time with negative people.
- Procrastinating or putting off more challenging tasks instead of attempting to finish them.



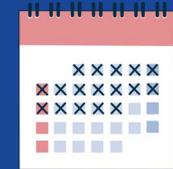
Learn to say no

Politely discuss with your manager or colleagues at work when you have to decline taking on more work because you feel overworked or overwhelmed. When you have a lot of work, review your to-do list before accepting a new task. This is important because a new task could interfere with your ability to complete existing priority work.



Set deadlines

Make sure you set realistic deadlines to complete your intended work. Realistic deadlines mean that they are not too tight to avoid unnecessary stress and not too flexible, which can lower your sense of motivation.



Avoid multitasking

While multitasking can seem like the best way to “achieve” a lot of things at the same time, it often reduces productivity since it will take longer to finish any tasks on your to-do list. Achieving one task at a time accurately can be more effective, takes less time and decreases the risk of mistakes.



Avoid:

- Interrupting the person who is speaking.
- Undermining or minimizing what the other person is saying.
- Immediately talking about your own story even if you have gone through a similar experience.
- Using an aggressive or intimidating tone or other nonverbal gestures.
- Making assumptions about what the other person is trying to say.
- Giving mixed messages, such as saying one thing and using nonverbal gestures that convey the opposite.
- Being distracted during conversations, such as using the phone or thinking about something else.



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COMMUNICATION SKILLS

PRACTICAL TIPS



- Listen intently to what is being said. We often think that we can only listen with our ears, but we also listen with our eyes, body, mind and heart.
- Give your undivided attention to the person you are speaking with.
- Be kind and respectful during conversations, even when opinions differ.
- Be empathetic and trustworthy.

Example: If a team member talks to you about personal issues, listen, try to put yourself in their shoes and maintain confidentiality.



- Use validating nonverbal gestures such as head nodding and other facial expressions while listening to what is being said.
- Engage in eye contact while respecting cultural norms.
- Sit or stand face to face when speaking.
- Choose a quiet place with minimal distractions to have discussions.
- Ask for clarification to understand the person better, especially if something is unclear during the conversation.



- Ask the person that you are speaking with if they would like to hear your opinion or suggestion regarding a matter (after they finish what they are saying).
- Give appropriate feedback, reassurance or encouragement.
- Notice when the conversation starts to become charged with emotions and deal effectively with the situation before it escalates.

Example: politely ask to take a break or offer to reconvene the conversation at another time.



Evaluate the process and outcomes

Observe how your solution is working and decide if further action is required to problem solve. If the solution did not have the expected outcome, re-evaluate and brainstorm the reasons as to why this is happening. Identify different solutions, following the steps outlined in this leaflet.

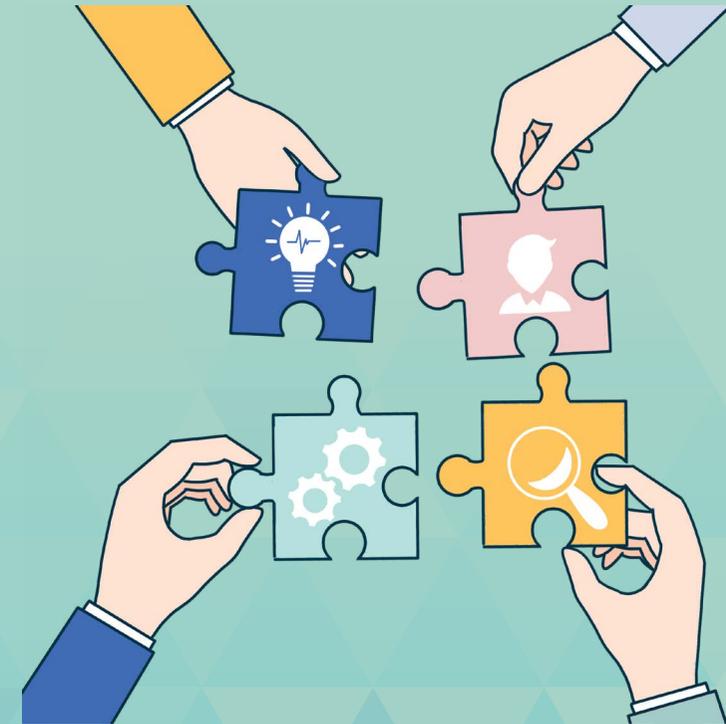


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PROBLEM SOLVING SKILLS

PRACTICAL TIPS



Identify the problem

It is essential that you know what the problem is that you are trying to solve. If there is more than one problem, make a list of the problems and prioritize them according to what needs to be dealt with first. If you are working in a team, make sure that you have a shared understanding of the problem(s) you are addressing and aim to solve.



Brainstorm causes of the problem

Think of the nature of the problem and its possible causes. This might include looking into the causes of similar issues that have been resolved in the past or it might require asking the opinion of a colleague or supervisor who might have dealt with similar problems in the past. This will help in reaching a suitable solution and in preventing similar problems from occurring again.



Decide on a solution

After identifying different potential solutions to your problem, narrow it down to the best solution. If you are working as a team, make decisions together and arrive at a solution that most, if not all, members agree with.



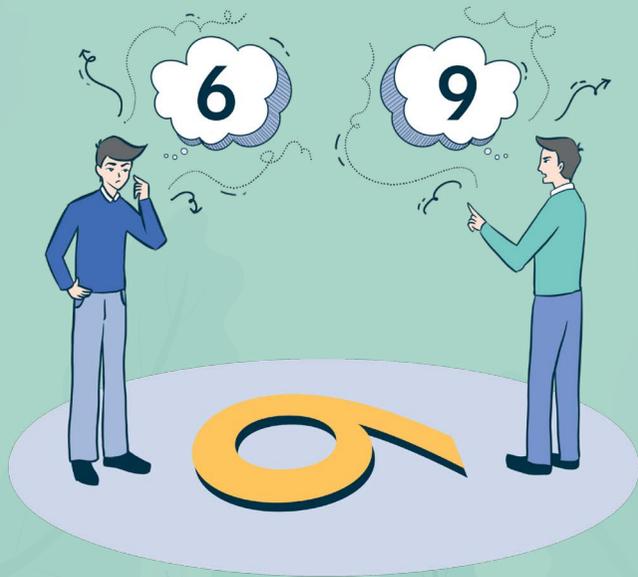
Put your solution into action!

Implement your chosen solution in a planned way.



Avoid jumping to conclusions

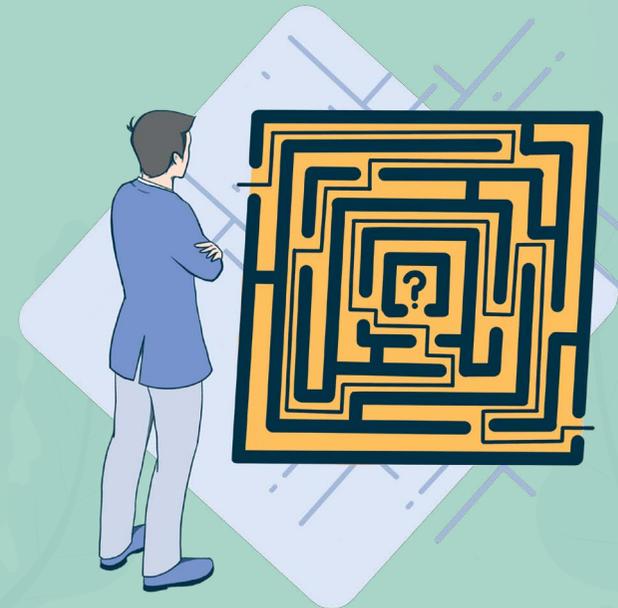
In a team, people often have assumptions about a problem and potential solutions. Be sure to back up any problem statements or potential solutions with facts, research and expert opinion from senior colleagues, trusted contacts or supervisors. Make sure that you take your time and approach the process with a clear, rational and relaxed mindset.



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OVERCOMING BARRIERS TO PROBLEM SOLVING



A PERSON CAN OVERCOME BARRIERS TO PROBLEM SOLVING BY

1. Focus on solutions rather than problems

It is hard to find solutions for a problem if one is only focused on the problem itself. Focusing on the problem may increase thoughts and emotions of negativity which can block the thought process for finding potential solutions. One may think that this means "ignoring the problem" but this is not true, it is just redirecting your energy to be solution-focused rather than problem focused.

2. Apply the "5 Whys" to help identify the root cause of a problem

By repeatedly asking the question "why" about a problem for 5 consecutive times, one can dig deeper into the root cause of a problem. This can help in identifying the best solution to tackle the root causes of an issue.

FOR EXAMPLE

If the problem is "always being late to work" ...
We can apply asking "Why" for five consecutive times as follows:

Why am I late to work?

Possible answer: I usually switch off the alarm and continue to sleep.

Why do I do that?

Possible answer: I feel so tired in the morning.

Why do I feel tired in the morning?

Possible answer: I slept late the night before.

I went to bed too late and slept very little.

Possible answer: I drank coffee in the afternoon and did not feel sleepy. I just kept scrolling the internet for hours.

Why did I drink coffee in the afternoon?

Possible cause: Because I was sleepy at work in the afternoon, not having had enough sleep the night before.

These five "why" questions identified numerous problems that can be solved, including limiting the coffee intake to the morning for a better quality of sleep at night and avoiding surfing the internet aimlessly before going to bed. Avoiding these behaviors will eventually help in waking up early and more easily for a new work day.



Teaching and mentoring

Having the ability to effectively teach colleagues to build their skills can help any business grow. This requires that leaders think less about themselves and more about how their team can be successful and grow as a whole.



Canada



LEADERSHIP SKILLS



Communication skills

Listen actively to what others say. Encourage people to keep an open mind and share their thoughts, pointing to areas of agreement before disagreement. Avoid an "am right, you are wrong" attitude.

Positively adapting to change

Like mistakes, experiencing change at the workplace or in other life situations cannot be avoided. The ability to adapt to change flexibly is a skill that is important to reach different goals, manage daily tasks and responsibilities. Being able to adapt to change enhances one's resilience and personal coping mechanisms.

Motivation and increasing a team's self-esteem

Recognizing the effort and achievement of a team, giving an employee new responsibility to learn new skills and further their investment in their job and the business.



Task delegation

Smartly delegate tasks. This means knowing about the different skills of team members, delegating tasks accordingly to those best suited for them. This will help attain the maximum benefit.

Trustworthiness and dependability

Being dependable and reliable at work means that you meet your deadlines and obligations and are honest when you are unable to meet a deadline or a goal. Communicating this early on and having a backup plan is a vital characteristic of a good leader.

Creativity and innovative working methods

Engaging in innovative working methods can mean that you include technology when running a business (whenever possible) instead of relying only on traditional working methods.



Commitment and responsibility

Good leaders follow what has been agreed upon, are committed and keep their promises. Being a good leader means that you take responsibility for mistakes and acknowledge them. This requires a willingness to receive feedback from others.

Problem-solving skills

Problem solving involves identifying the problem, exploring possible causes and coming up with an action plan to solve the issue at hand. Problem-solving skills can be used all the time, on personal and professional levels.

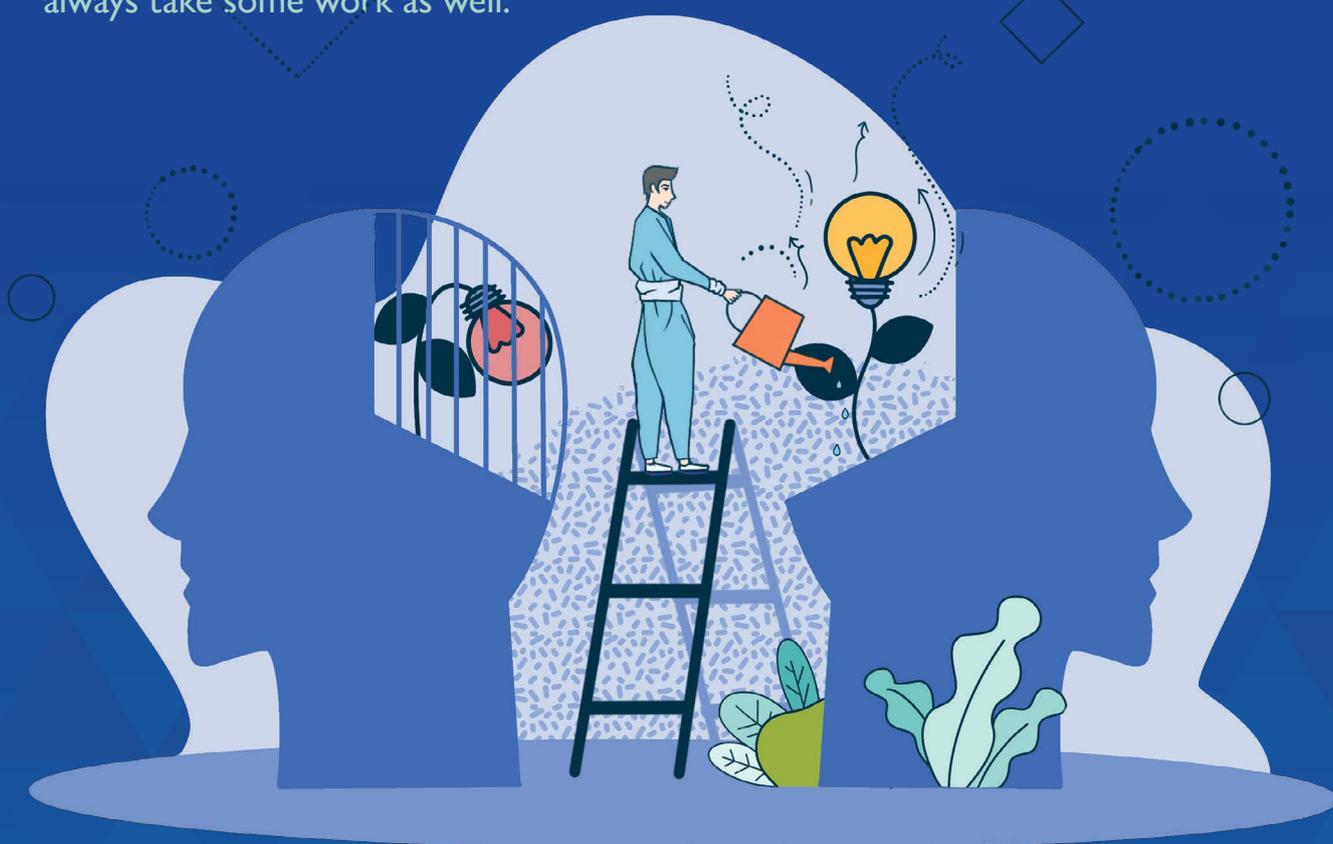
Relationship building

Leadership requires building and maintaining a collaborative team of individuals that work toward the same objectives and goals. This requires leadership strengths such as effective communication and conflict resolution. Relationship building is one of the most essential skills for a leader. Strong relationship building skills make the communication of tasks, responsibilities and goals more effective.



SKILLS TO NURTURE A GROWTH MINDSET

1. View challenges as opportunities for self-improvement.
2. Replace the word “failure” with the term “learning opportunities.”
3. Value the learning process over the result.
4. Give constructive criticism and accepting criticism of your work as beneficial.
5. Reflect on learning regularly.
6. Reward hard work before talent.
7. Abandon the idea of succeeding on talent alone, recognize that it will always take some work as well.
8. Use the phrase “not yet” more often, as in, “I have not yet mastered this skill,” instead of “I do not have the skill to get this job done.”
9. Think realistically about how much time and effort reaching a goal will take.
10. Take ownership of your attitude and actions along with taking pride in developing a growth mindset.



EFFECTIVE TIME MANAGEMENT IN A TEAM

PRACTICAL TIPS

Set deadlines and goals

Set realistic deadlines and goals for the team. Ask team members what other work they have and what needs to be done first. Be flexible to change priorities.

Be a role model

As a leader, you need to lead by example and display excellent time management skills. This means being on time for work, adhering to working hours, meeting deadlines and producing quality work.

Delegate tasks

Every team member has unique strengths and weaknesses. Smart delegation will not only free up your time, but it will also help team members develop and work at their own pace effectively.

Communicate clearly

Clear communication involves careful listening, reading, speaking and writing to convey information and instructions for a specific task. Poor communication wastes time and can cause team members to do their job incorrectly due to insufficient and unclear instructions.

Attend and provide training

Seek out time management workshops or seminars and encourage team members to participate. Attend training opportunities with the team to demonstrate the importance you place on time management.



Solve interpersonal conflict within the team effectively

- Identify and state the conflict or problem as simply as possible.
- Gather all relevant information from different sources.
- Brainstorm as many solutions as possible (with the concerned team members when appropriate).
- Decide on a plan to apply an agreed-upon solution to the issue.
- Follow up on the plan, ask if the solution has helped resolve the conflict, find out why it has or has not worked.



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RELATIONSHIP BUILDING WITHIN TEAMS

PRACTICAL TIPS



Encourage enthusiasm and a sense of belonging by:

- Being equally fair to all team members regarding treatment and offering work or professional development opportunities.
- Showing interest in group goals and objectives rather than personal or individual goals.
- Providing rewards for good work and incentives.
- Understanding that everyone makes mistakes. Try to be constructive and tolerant when offering criticism and feedback.
- Show appreciation and encouragement for good ideas, hard work and extra effort.



Get to know the people on the team:

- Keep in mind that everyone has different abilities, capabilities, interests, needs and dedications.
- Take note of each person's unique qualities and characteristics.
- Delegate responsibilities successfully. This is only possible if you are aware of each person's different abilities and skills.
- Interact with team members often.
- Schedule occasional out-of-work meetings or social gatherings.

Keep everyone working toward agreed-upon goals:

- From time to time, remind the team of the group's primary objectives on a task or project.
- Involve everyone in discussions and decision-making.
- Ask for team feedback and suggestions.

Set a leading example to the team members:

- Take initiative to get things done.
- Offer help and information when needed.
- Ask for advice if you need it. This will encourage group involvement and help accomplish group goals.

It will encourage others to ask advice and help on complicated matters.



DEVELOPING EFFECTIVE PRIORITIZATION SKILLS

PRACTICAL TIPS

Create a list of the tasks that require your attention

Arrange the tasks on the list according to their importance and what needs to be completed first. The following questions can help you formulate this list:

“What am I going to do first? Why?”

“Which is more important? Why?”

“What could happen if I do not do this now?”

Be aware that you might need to adapt or re-evaluate the list due to changes that occur during the day or week.

Set realistic deadlines for each task and stick to it

Apply effective time-management skills. Use your time wisely and avoid distractions.

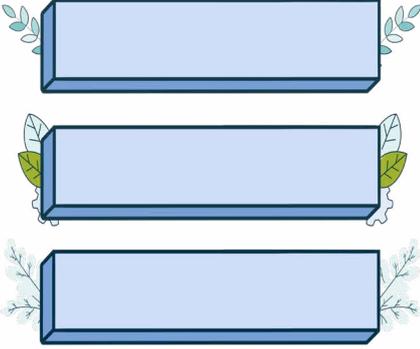
Seek the help of a supervisor or an experienced colleague if you feel stuck. Their experience and advice can help you in prioritizing and organizing your work.

Benefits of having effective and practical prioritization skills:

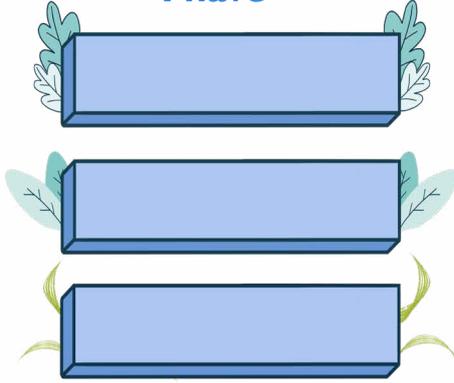
- You remain focused on your objectives and goals.
- You can focus on the tasks with the highest priority while still remembering and keeping track of the less urgent tasks.
- You can save time and achieve better time management skills.
- You are in control of your work and on track to meet deadlines.
- You keep a record of what you have achieved and can feel a sense of accomplishment as you complete tasks.



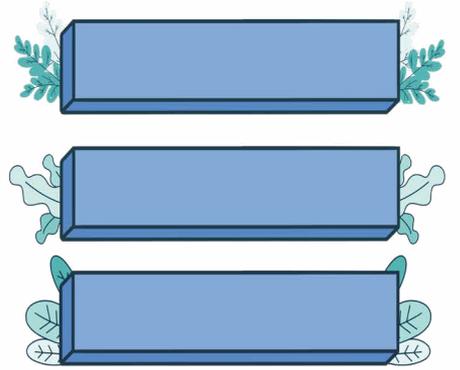
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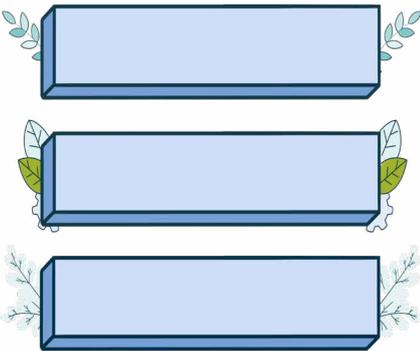
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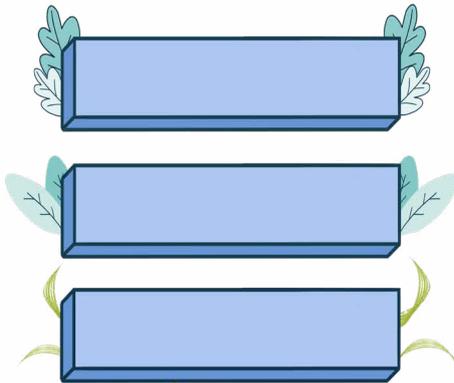
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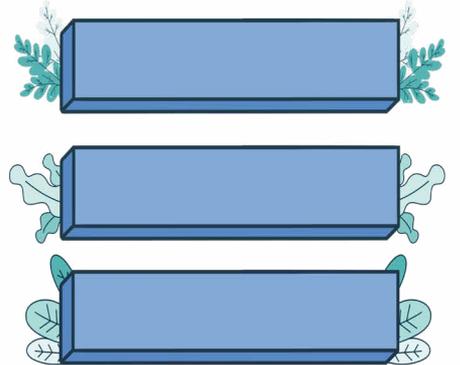
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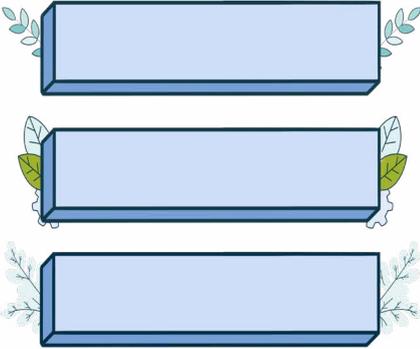
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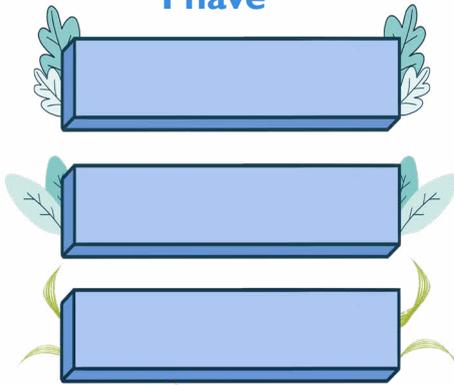
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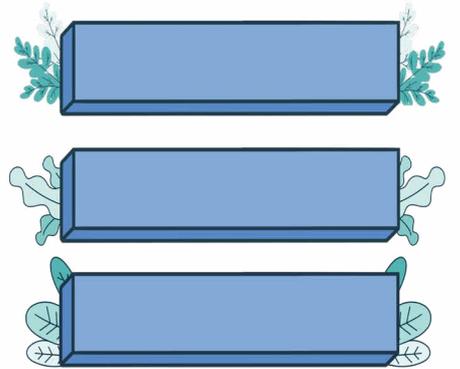
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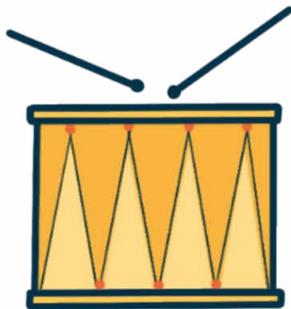
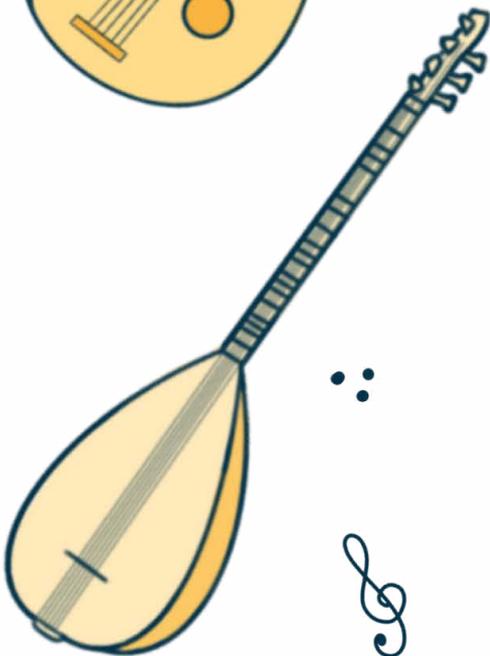
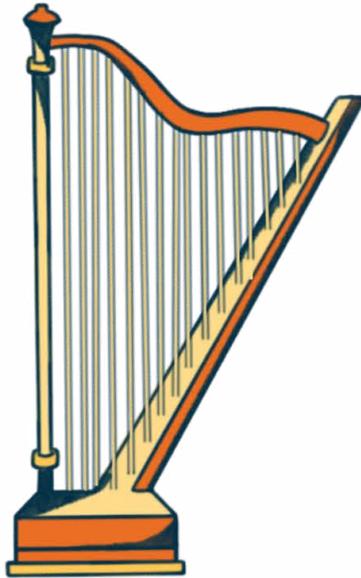
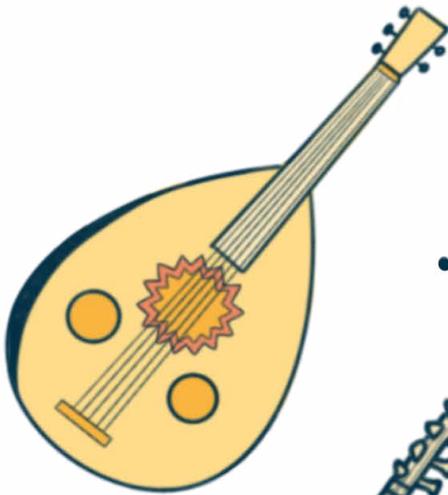


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	BEHAVIOR	High self-confidence	Low self-confidence
1	Admitting your mistakes and learning from them.		
2	Being over-sensitive to criticism.		
3	Being willing to take risks and work hard to achieve something.		
4	"Oh, this task was nothing really. Anyone could have done it."		
5	Doing what you believe is right, even if others criticize you for it.		
6	Showing off your skills and abilities all the time.		
7	Covering up mistakes and hoping that you can fix the problem before anyone notices.		
8	"Thanks, I worked hard on that task. I am pleased you recognize my efforts."		
9	Refusing to work on a task without even attempting to try.		
10	Willing to ask other people for advice, especially those with expertise and experience.		

	BEHAVIOR	High self-confidence	Low self-confidence
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9	Refusing to work on a task without even attempting to try.		
10	Willing to ask other people for advice, especially those with expertise and experience.		

IMPORTANT

URGENT

DO IT

Urgent and important activities or tasks.

These could be activities that you did not expect (such as crises or emergencies) or that you have left to do last minute.

Last-minute deadlines can be avoided by planning ahead and avoiding procrastination. Unexpected crises or emergencies can be managed effectively by leaving extra time in your schedule to handle unexpected issues.

Examples include:

- Tasks with important deadlines
- Emergencies at work (e.g.: taking over the work to a colleague in case of falling sick, an imposed lockdown)
- Emergencies at home (e.g.: a close family member faces an issue that you need to assist with, important occasions that you need to attend)
- Complaints from an angry customer that require to be resolved
- Demands from supervisors that cannot be delayed

NOT URGENT

SCHEDULE IT

Not urgent but important activities or tasks.

These are the activities and tasks that help you achieve your personal and professional goals, and complete important work.

Try to schedule your time well to complete these tasks efficiently. This will maximize your chances of being on time, and help you avoid the stress of work becoming more urgent than necessary.

Examples include:

- Planning and preparing ahead for your daily schedule
- Maintaining effective relationships at work with colleagues and supervisors
- Working on professional development such as building efficient time management and prioritization skills
- Developing personal skills such as coping with stress, communications skills, others
- Working on maintaining a healthy work-life balance

DELEGATE IT

Urgent, but not important tasks.

These are the activities that prevent you from achieving your goals or completing your work efficiently. A common source of such interruptions is from other people at work. Sometimes it is appropriate to say "No" to people. You can also try setting certain time periods when you are available so that people only interrupt you then. Doing this will help you concentrate on the important activities for longer periods of time.

Examples include:

- A colleague at work asking you to call a customer for information
- Paying bills
- Going out with a friend for coffee

DELETE IT

Not urgent and not important activities or tasks.

These activities or tasks are a distraction, and should be avoided if possible. These activities may also include tasks that you are asked to complete that are not your responsibility.

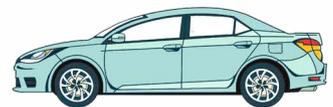
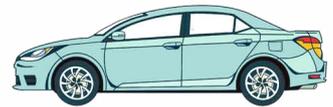
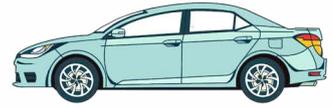
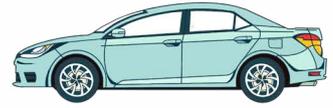
Some of these activities can be ignored while others can be politely refused.

Examples include:

- Aimlessly surfing the web
- Watching television for long hours
- Gossiping at work
- Timewasting activities, such as unnecessary phone calls, procrastination
- A colleague asking you to do tasks that are their own responsibility or not related to your tasks or job description.

NOT IMPORTANT

	URGENT	NOT URGENT
IMPORTANT	DO IT	SCHEDULE IT
NOT IMPORTANT	DELEGATE IT	DELETE IT



LEADERSHIP SELF-EVALUATION FORM

Please answer the following questions. Whenever possible, support your answers with examples.

- **What kind of a leader am I?**

- A leader who helps solve problems?
- A leader who helps people get along?
- How do others see me as a leader?

- **What are my goals and expectations while working with a particular team?**

- Do I try to be aware of how others in the team think or feel?
- Do I try to help others perform to the best of their abilities?

- **Am I willing to accept responsibility for my actions or choices?**

- **Am I willing to try new ideas and new ways of doing things?**

- **Am I able to communicate with others effectively?**

- **Am I good at problem-solving?**

- **Do I accept and appreciate other people's different perspectives or opinions?**

- **Am I aware of current issues and concerns at my work or in my community?**

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