

Description of Toolbox Themes and Tools in the RETAIN project

Theme description	
Title of Toolbox Theme	Stress management
Description of theme	<p>Teacher stress is an increasingly common problem, often arising as a result of changes in their working conditions. Teachers report increased cognitive and emotional demands, increased working hours, challenges in work-life balance and increasing job insecurity as causes of increasing job stress levels. Stress is the second most frequently reported work-related health problems in Europe and is thought to account for more than half (50–60 %) of all lost working days. A poor psychosocial work environment can have significant negative effects on the workers' health.</p> <p>To deal with these new needs that emerge in the modern organizational world and the changing work environment, this tool uses an approach from Occupational Health Psychology (Salanova 2009). The tools are based on the HERO (Healthy and Resilient Organisation) model (see annex) which sets out to develop best practices and healthy workplaces.</p>
Overall description of the relevant tools for addressing these issues and challenges	<p>The tools for this theme offer resources at individual, group and organisational levels to contribute to the development of healthier organisations using the HERO model, thus reducing teacher stress.</p> <p>At individual level, a role analysis tool focuses on the role of the teacher and clarification of the job requirements. At individual or group level, the Analysis of Organisational Role (AOR) tool focuses on knowledge of how the teaching role is lived and develops within the organisation. Finally, at organisational level, the Vision tool makes use of participatory approaches such as the 'World Café' to facilitate cooperation of members of the organisation to improve communication, priority-setting, motivation and collaboration. These tools combine to promote a shared vision and a healthier organisation.</p> <p>These tools complement each other, but senior leaders in schools may choose to use them individually.</p>
Tool description	
Name of the tool	Teaching Role Analysis (case study)
Aim of the tool	To prevent issues of stress arising due to conflicting teacher roles.
Target group	Teachers
How to work with the tool	The Teaching Role Analysis tool asks teachers to propose anonymised case studies of particular problems. These become the focus of small group discussions.



	<ol style="list-style-type: none">1. Create a committee within the school that promotes the use of the tool and offers support (the commission).2. Collect proposal cases created by all teachers. This is open to all teachers to volunteer a description of a real situation that has caused them tensions, difficulties, or worries. These could be identified as issues that they may have brought home because they have bothered them significantly. Often these issues are associated with social exchanges and professional responsibilities, with students, parents, partners, managers, administrators...3. Select cases. Depending on the overall developmental focus for teachers/teaching, the commission decide on the number and frequency of group discussion sessions. Initially, we suggest planning at least 1-2 sessions per quarter/term although schools may choose to hold more sessions more frequently.4. Preparation of selected cases. The commission prepare written cases for discussion. The length must not exceed one page, and should be fully anonymised. It is most effective if cases are written in a journalistic style, providing information and details to facilitate understanding, provoke debate, and motivate teachers with an accessible and humorous style. Questions for each case should guide the analysis and the search for solutions (see guidelines in supplementary support section).5. Discussion session (approx. 90 minutes). A member of the commission facilitates the session, which is organized as follows:<ul style="list-style-type: none">· Creation of small groups (5-8 people).· Distribution of the case and the questions in writing to the attendees.· Reading and individual analysis of the case (10 minutes).· Small group discussion of the questions (45 minutes).· Sharing of thoughts/comments/ solutions (30 minutes).· Closure with the main conclusions (5 minutes)
Special expertise needed to work with the tool	It is not necessary but some pre-deployment training activity is always desirable especially by those who have to lead the small group discussions
Special material (complementary or additional)	Written cases should be processed by the same teachers and based on critical situations experienced before. Guidelines for formulation of questions for discussion are offered here:





Guidelines for the formulation of questions for discussion

The following questions need to be adapted for use with each case as prompts for both the discussions of each small group and the overall sharing at the end of the session.

1. Approach / description of the case

What is the main problem? How did it originate?

2. Analysis of the role/ teacher role conflict

What are the conflicts that the teacher has (or we assume s/he has) in the case?

What does s/he do to solve them?

How do we think s/he feels?

Is there a relationship between how s/he feels and how s/he acts?

How has it affected him/her?

What are his/her objectives in the case and what could/should they be?

3. Analysis of the role/ conflict of the other protagonist

What actions do each of the main characters perform? How do they feel? Is there a relationship between the feelings they experience and how they act?

a. On a personal/individual level:

What skills would help teachers to solve the problem? What would help them reduce work-life conflict experienced in this case? What lessons could s/he learn?

b. On an organizational level

What organizational actions would help them solve the problem? What organizational actions would help the teacher to live the situation described in a healthier way? How could the organization help to avert situations like the one that has been presented?





Possible risks	The aim is to reach an agreement about the analysis of the difficulties and successes, and to make decisions about adjustments that could be made. Sometimes, if the views on the situation are very different, it may be difficult to reach an agreement.
Outcome	The outcomes of the tool should be a reduction in teacher stress as a result of joint problem-solving, leading to actions that could be implemented by teachers to improve their working conditions.
The theoretical foundation of the tool	<p>The case method is a practice that has shown great potential in numerous settings because of its ability to promote reflective learning and facilitate understanding of complex issues. With this tool specifically, we seek dynamic reflection shared among the teaching staff.</p> <p>It is an economic resource for organizing training since it can be proposed and designed by the teachers themselves or by the management using their own critical incidents. It is also a very efficient strategy as problems or shared difficulties that are represented in cases contextualized to the reality of each school. The tool may have multiple applications and is used as a learning methodology: we propose its use as a preventative tool given the difficulties and tensions that are generated around the role conflicts in teaching.</p> <p>Its main feature as a learning method lies in how it approaches using the case studies. The centre of this methodology is to discuss the possibility of developing questions confronting positions, decisions and to implement the concepts through dialogue.</p> <p>Some bibliographic references: Christensen, R. and Hansen, A.: (1987) "Teaching and the Case Method". Boston. Harvard Business School.</p> <p>Christensen, R.; Garvin, D .; and Sweet, A .: (1991) "Education for Judgement". Boston. Harvard Business School Press.</p>
Tool description	
Name of the tool	ANALYSIS OF THE ORGANIZATIONAL ROLE (AOR)
Aim of the tool	This tool focuses on teachers analysing their own understanding of their role ('role in the mind') in relation to the perspectives of others, rather than thinking of the role as a hierarchical position within their organisation. This explores their subject experience of being a professional within their organisation, and enables them to understand and resolve tensions between their understanding of their role and that of others, or solve problems





	<p>relating to aspects of their role they find less comfortable or more challenging for any reason. It therefore supports them in resolving conflicts, managing their time and reducing stress. The work carried out with the intervention through this technique allows teachers to make adjustments to their understanding and enactment of their role. The adjustments made are aimed at providing a coherent performance with the needs of the organizational system to which it belongs (Bruce & Bazalguette, 2006).</p>
Target group	<p>This tool is often used as an individual process, where the experience of working with the role occurs. It can be carried out with small groups of 4-5 people provided that the members have a close relationship between their roles (same unit, same department, parallel roles, etc ..), the experience in small groups with this technique has proven useful and it is enriched by the contributions and visions of the group. However, in the cases in which this group version of the technique is adopted, the working environment must guarantee psychological security for its members and full confidentiality of the work performed.</p>
How to work with the tool	<p><u>METHODOLOGY.</u> The methodology proposed by Burkard, S and Ulrrich, B. (2009) is followed. Coaching: analysis of the organizational role. Santiago de Chile. Editorial Universitaria.</p> <p>Step 1. Brief explanation to the participants, the underlying model of "role". (1 hour session)</p> <p>Step 2. Each participant draws his own "rolegram" (Auer-Hunzinger & Sievers, 1991, p.37; in Acuña, E & Sanfuentes, M 2009), on some sheets of paper -A3 size or large format, using different colour markers/pens. They are invited to use symbols and colours to represent their images, their "role in the mind" and they are asked to refrain from writing where possible. (1-2 sessions 90 minutes each, depending on the number of participants)</p> <p>Step 3. Once the task of step two is completed, it is time for each participant to present their drawing, trying to express ideas, fantasies, comments or reactions that it suggests, looking for associations between images, and suggestions that can arise from it. The other participants remain silent and they listen actively. (1-2 sessions 90 minutes each)</p> <p>Step 4. After this presentation a space for shared discussion and search is opened. This activity is performed after each drawing and as a group. The debate can reveal fundamental role problems for the participants, or in some cases, it can shed light on issues concerning the relationship between each person and the organization, in the context of their professional role. (1-2 sessions 90 minutes each)</p>
Special expertise need to work with the tool	<p>Previous training in behavioural sciences, psychology and social psychology applied to organizations is helpful for the proper development of the methodology. The facilitator working with the ANALYSIS OF THE</p>





	ORGANIZATIONAL ROLE methodology needs to handle the basic elements of psychoanalytic setting in which the method is based.
Special material (complementary or additional)	<ul style="list-style-type: none">• A3 size or larger format paper.• Markers/pens of different colours.
Possible risks	The risks lie mainly in the formation of the reflective process facilitator, since without the necessary knowledge, the use of the technique may be weak, sometimes creating more confusion for the participants.
Outcome	<p>The benefits of the ANALYSIS OF THE ORGANIZATIONAL ROLE methodology are both personal and organizational. The method seeks to examine the intersection between personal and professional experience, and how this intersection becomes productive.</p> <p>Among the positive results that have been found in the practice of the ANALYSIS OF THE ORGANIZATIONAL ROLE are:</p> <ol style="list-style-type: none">1. Strategies, behaviours and more creative and effective ways of thinking about the role, which allow the participant to anticipate "future challenges".2. Opportunities for individuals to explore and clarify roles and develop a clearer picture of their strengths and limitations, performance issues and areas for development problems which lead to greater flexibility to evaluate situations and judge their own reactions.3. Greater clarity about how the status of role of individuals is influenced by their management style and the way they exercise authority and leadership, along with greater confidence in their abilities to manage and lead their organization in current and expected contexts (empowerment of the role).4. A greater understanding of the individual's contribution to the organizational system.5. Increased readiness to reflect and analyse the experience as a basis for generating new ideas about the functioning of the organization and to test the information about the experience in decisions, actions and interactions with others.
The theoretical foundation of the tool	<p>The methodology of the ANALYSIS OF THE ORGANIZATIONAL ROLE has its origin in a tradition of working with groups and organizations and draws on the work conducted by:</p> <ul style="list-style-type: none">• The Tavistock Institute (http://www.tavistock.org)• The Grubb Institute (http://www.grubbinstitute.org.uk/) <p>Useful further reading:</p> <p>Armstrong, D, (2005) Organization in the mind. (Edited by Robert French) ;, The Tavistock Clinic series. London. Karnac.</p>





	<p>Hutton, J, Bazalguette, J. & Reed, B. (1997) Organization in the Mind, in Newman, Kellner & Dawson-Shepherd (editors) Developing Organizational Consultancy, London. Routledge.</p> <p>John Newton, Susan Long, Burkard Sievers (2006) The Organizational Role Analysis Approach. .London.Karnac.</p> <p>Reed, B. D. (1976) Organizational Role Analysis. In: C.L. Cooper (Ed.), Social Skills in Beveloping Managers. Advances in group Training (pp.89-102). London: Macmillan.</p>
Tool description	
Name of the tool	VISION
Aim of the tool	This tool aims to support school leaders in reviewing the values that make up the vision and purpose of their organisation. The Vision Tool is an intervention in which group members develop and describe their vision of 'how they want their school in the future'. Developing a shared vision can aid the management of teacher stress.
Target group	This tool can be used with the whole staff, including the senior management team, senior and junior teaching staff. It is initiated by the senior leadership team with the participation of the school staff.
How to work with the tool	<p>METHODOLOGY.</p> <p>Step 1. On a sheet of paper, each participant writes the features they would like to see in their school in one year's time and in two years' time. They can use categories proposed by the event coordinators, but examples might include: products / services; relationships with pupils and parents; relationships with managers / partners; Human Resources practices; leadership styles; communication styles; structure of the organization; etc. This step is usually allowed 90 minutes.</p> <p>Step 2. Each participant must make the features of "their future school" easy to visualise, either on a flipchart or on a large poster on the wall.</p> <p>Step 3. Participants describe their features to the group. They should answer questions related to clarification but not enter into debate at this stage.</p> <p>Step 4. Sub-groups (3-4 people) extract individual issues and prepare proposals for submission to the whole group for discussion. This may take approximately 30 minutes.</p> <p>Step 5. Discussion of proposals, aiming to reach a shared vision for the school future.</p>
Special expertise need to work with the tool	Although for the development of the technique previous training is not required, the presence of a facilitator is recommended, to make sure





	participants do not interrupt each other and to ensure efficient and effective use of time.
Special material (complementary or additional)	<ul style="list-style-type: none"> • Flipchart or paper to show individual ideas • Panel or wall where the formulations of the participants' visions can be shown.
Possible risks	The possible risks of this technique, as in any situation that encourages discussion of ideas, could be that it can start a debate and discussion on any topic. The presence of an expert in behavioural sciences to assume the role of facilitator is an ideal.
Outcome	The ideal outcome of the Vision tool is the building of a shared vision with the school which aligns with the organisational values, goals and everyday practices, where each member feels an active part in the realisation of the school's objectives (Senge, 1990).
The theoretical foundation of the tool	<p>This tool draws on the work of :</p> <ul style="list-style-type: none"> • Ronald Lippitt (in Marvin R. Weisbord, 1987. Productive Workplaces. San Francisco. Jossey-Bass Publishers. p283). • The Organization Development Network (http://www.odnetwork.org). • The Society for Organisational Learning (http://www.solonline.org) •

Tool description

Name of the tool	World Café
Aim of the tool	The World Cafe enables the generation of informal conversation networks and social learning, promoting dialogue and exchange of experiences among a large number of people on relevant issues within the school. The spirit of this process is to enable the generation of new ideas, proposals, agreements and plans of creative and innovative action.
Target group	This tool can be used with the whole staff team or with particular groups of staff, (for example a subject department, as an autonomous system with its own characteristics and its dynamics), or between groups (inter - systems).
How to work with the tool	<p>The World Café is a participative methodology which aims to improve practices through eliciting individuals' ideas and sharing them collectively. Round tables of 4-6 people are set up, and questions related to the topic of debate are shared. Participants rotate around tables to ensure ideas are widely shared, with each table having a 'host' who remains at the table and shares the conclusions in a plenary activity.</p> <p><u>Development of a World Café:</u></p> <p><u>The Questions</u></p>



The questions should open a positive perspective, focusing on sharing and developing good practices.

Looking to the future: the groups should talk about what they want to achieve rather than the problems related to the topic that they have in the present.

The Host

During the rotations of the participants for the dialogue roundtable, a person remains at each table, holding the role of "Host". Their function is to summarize the conversation and offer it to the next group that will sit at the table. In each round, the host briefly shares the essence of the previous rounds, ensuring the involvement of everyone in the network of conversations.

It is important to define and assign this figure at the beginning of the first round.

The Conversations

The responsibility of the person speaking is to focus on the issue and express their thoughts as clearly as possible. Participants at the table listen with respect and willingness to be influenced from a positive perspective.

The Talk-stick

The Talk-stick is an object that gives the person who has it the right to speak and it must be passed around all members sitting at the table. The person who is holding the talk-stick is the only one who has the power and authority to speak in that moment.

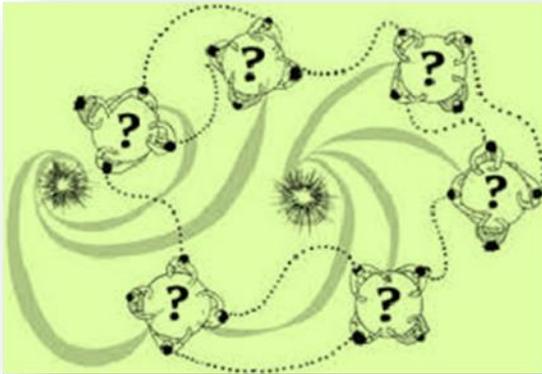
The rounds

Participants change tables between rounds, weaving a network of conversational connections in a short period of time. Whenever a participant moves to another table, they bring the essence of the previous round and they will exchange it with other participants.

The last phase of World Café:

The last phase of World Café involves sharing the findings. After the last round a few minutes are devoted to select the 3-4 most important proposals that have appeared. The host is responsible for translating these ideas onto paper.



	<p>Finally, the host of each table sets out the proposals, conclusions of the group and how they have lived the experience.</p> <p>Example:</p> <p>Question 1</p> <p>1st Round: 20 minutes</p> <p>2nd Round 20 minutes</p> 
Special expertise needed to work with the tool	Although previous training for the development of the methodology of World Café is not required, the presence of a facilitator is recommended, to keep the process to time and to help participants engage in a positive way.
Special material (complementary or additional)	The tables should be provided with a paper tablecloth where participants can draw or express their ideas, and coloured pens or pencils.
Possible risks	It is important that the World Café takes place in a safe environment and an atmosphere of trust where all participants feel free to participate and comment
Outcome	The methodology of the World Café aims to develop a dense network of connections in a short period of time. This encourages the development of collective intelligence and the emergence of shared meanings, leading to an outcome of positive action in the future of the school.
The theoretical foundation of the tool	<p>Its origins are based on a strategic global dialogue which focuses on the future of knowledge and was initiated by Juanita Brown and David Isaacs in the US.</p> <p>www.theworldcafe.com</p> <p>The World Café methodology is rooted in the premises of Development Organisation, which is a discipline of behavioural sciences dedicated to</p>





	<p>improve the organizations and people who work in them by using the theory and practice of a planned change.</p> <p>It also has roots in Appreciative Inquiry, an organizational development process (or philosophy) that involves people in an organization in order to renew, change and focus on the performance.</p>
Process Description	
Process and implementation of the theme in schools	The process of implementing this tool in the organization does not require a precise order. The particular issues to be addressed, the culture of the organization and previous experience in this type of tools are some of the variables to evaluate when choosing these tools of intervention.
Other	
Developed by	Blanquerna (Ramon Llull University)

