

TEACHER RESILIENCE TOOLKIT



COLOPHON

Authors/Developers:

Students: Luc Harthoorn, Thom Kooiman, Roeland van der Ploeg, and Isis van Scheppingen

Researchers:

Gerbert Sipman, Marianne van Etten and Miranda Timmermans

Editing:

Gerbert Sipman

Design and Realization:

Maurijn de Vries, HeldHavtig

Illustrations:

Jessie Berkeveld, Studio Eenvoud

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FOREWORD

Here is a toolkit that can help you respond in a resilient way to situations both in your teacher training program and in the field. Resilience helps one to deal with challenging situations, and shows itself as endurance, determination, self-awareness, and confidence. This toolkit was developed for and with (future) teachers, taking into consideration situations at their university and during their internships. You can use the tools for yourself, as well as to support others who need to be resilient.

The toolkit is easy to use. Read the User guide on the next page and choose a tool with the help of the overview provided on the following pages. The left-hand side of the page for each "Tool" gives its title, goal, a short introduction, and step-by-step instructions. On the right, you'll find "Tips & Tricks" for others who are helping you, or for yourself if you are supporting someone else. Research shows that helping each other has a positive effect; you don't have to go through it alone. Each tool also provides additional materials, which you can access by scanning the QR code next to the Overview of Tools: extra tools, exercises, videos, background information, etc.

Preceding the tools, General instructions for using the toolkit to strengthen your own resilience or to support someone else, and a short theoretical framework on Resilience can be found. The tools start with a "Resilience Check!" to help you determine how resilient you feel and "who" or "what" you might need to become more resilient. On the pages at the end of the toolkit, there is a page where you can write down personal insights, and there you can also find the "Resilience BOOST!"

We wish you much resilience!

NOTE: The tools are meant as a little help in challenging situations. If you have bigger questions, do not wait to seek help.

QR

Read about how the Teacher Resilience Toolkit was developed through applied research by scanning the QR code.

USER GUIDE

1 Look at the overview of tools.

On the following pages, you'll find an overview covering the tools in this toolkit and the additional materials on the website.

2 Consider which category of tools fits best.

The tools are divided according to four dimensions of resilience that influence each other, so make sure to also check the other types of tools:

- **PROFESSION-RELATED RESILIENCE:** Professional behavior in difficult situations; e.g., challenging student behavior, dealing with parents.
- **EMOTIONAL RESILIENCE:** Dealing with emotions arising from experiences within or outside of education; e.g., stress or sadness.
- **MOTIVATIONAL RESILIENCE:** Motivating yourself to keep going and continue learning; e.g., making choices, setting goals, focusing/prioritizing.
- **SOCIAL RESILIENCE:** Building and making use of your (support) network; e.g., collaboration, giving/receiving feedback.

3 Choose a tool based on your feeling and/or goal.

In the Overview of Tools, you'll find the feeling associated with each tool on the left and the goal in the middle column, making it easy to quickly select the appropriate tool(s).

4 If possible, ask someone to support you.

Your resilience will be strengthened if you go through the tool with someone else, so ask someone to support you if possible; the instructions on the right-hand side of the tool page can help them to support you effectively.

5 Use the tool.

The steps and/or points of attention mentioned on the left-hand side of the tool page are meant to help you deal with the situation in a more resilient way; go through them carefully.

6 Use the additional materials on the website.

By scanning the QR code at the top of the Overview of Tools, you'll access additional materials that can support you in this process; extra tools, in-depth exercises, tips, videos, etc.; the page for each tool specifies which materials are relevant.

7 Make sure you have a good wrap-up.

It's important that you feel ready to move on after using the tool; if this isn't the case, it may help to work through the tool again or try another tool.

8 Don't wait to seek help.

If the tools in this toolkit don't achieve the desired effect, don't wait to seek help.

GENERAL INSTRUCTIONS

When things get difficult or are not going the way we want, we often search for quick solutions. To avoid uncomfortable emotions, we switch to a "doing mode"; for instance, worrying, working extra hard, seeking distraction, complaining, being confrontational, joking, withdrawing, and so on. You can probably think of things you do when you switch into "doing mode". In the long run, this mode often makes the problem worse, because it usually triggers more unpleasant emotions. Watch the video "The Struggle Switch" via the QR code for further explanation. In the long term, self-compassion is often more helpful for being and staying resilient. Self-compassion means being supportive of yourself and looking at yourself with "soft eyes", regardless of the outcome.

Having self-compassion is easier said than done, but the following general instructions can help you to look at yourself with soft eyes:

1 Acknowledge and name your feelings.

Describe the emotions you're currently experiencing and where they come from.

If possible, indicate where you feel these emotions in your body.

2. Realize that these feelings are part of being human.

Understand that you're not the only one with these feelings; they are neither strange nor silly. Be kind to yourself; for example: "I'm allowed to feel this way; I'm only human."

3. Determine what you need.

Share your feelings with others who can support you, and think about what might help you (exercise, music, taking a bath, meditating, etc.). It might help to consider what you would wish for someone else in your situation.

When helping someone, we also often switch into a "doing mode," for example, by offering solutions. This may help in the short term, but often doesn't help in the long term. These general instructions are usually more effective in the long run:

- Lend a listening ear.

Simply listening attentively helps someone to share their feelings. Don't interrupt with your own experiences; share them only after the other person has finished sharing.

- Acknowledge the other person's feelings.

Try not to reassure them, but rather acknowledge their feelings; so, not "It'll be okay, don't worry," but "I understand why you feel this way."

- Help by trying to understand.

Respond without judgment to the other person's story, even if you don't fully understand certain choices. Try to understand them by asking open-ended questions, such as "What do you need?" or "How can I help?"

- Support the search for solutions.

Emphasize that a challenging situation can be a learning opportunity and allow the other person to find their own solution. If necessary, suggest options to choose from, but avoid switching into "doing mode".

QR

Scan the QR code for videos that further explain the three general instructions for self-compassion.

OVERVIEW OF TOOLS

This overview can help you choose an appropriate tool. The tools are grouped according to the four dimensions of resilience. You can search based on the **feeling** you have (left column) or the **goal** you have in mind (middle column), but also take a look at the **materials** you can find via the QR code (right column). On the pages at the end of the toolkit, you can note insights emerging from using the tools; here, the extra tool "I'm stuck in negative thoughts" is also available via the QR code.



FEELING

GOAL

MATERIALS

PROFESSION-RELATED RESILIENCE

- 1 How to use my talents?
- 2 Phew, this behavior is challenging!
- 3 What do they mean?!?
- 4 Oh dear, I have a parent-teacher meeting soon!
- 5 You caught me off-guard!
- 6 I feel small compared to the other person.



- Awareness of how you can use your talents
- Looking at/responding to behavior differently
- Asking for clarity when things are unclear
- Conducting parent-teacher meetings professionally
- Responding appropriately to unexpected questions/comments
- Feeling equal in relation to others

- Knowledge clip on talent development
- Video to change perspective on challenging behavior
- Extra tool: I'm stuck, what should I do?!?
- Extra tool: Help, we have a conflict!
- Tips for parent-teacher meetings
- Exercise to discover what the other person triggers in you

EMOTIONAL RESILIENCE

- 7 I keep dwelling on things in my head!
- 8 I'm afraid to make mistakes...
- 9 My goodness, I'm stressed!
- 10 I have to do everything right; it's driving me crazy...
- 11 My emotions are a rollercoaster!!!



- Pulling yourself together when emotionally affected
- Developing a growth mindset
- Determining what to do in stressful situations
- Being satisfied with realistic expectations
- Giving space to emotions and/or letting them go

- Extra tool: Help, things turned out differently than expected!
- Tips for developing a growth mindset
- Music to help you relax
- Step-by-step plan for dealing with mistakes and failures
- Exercises and video for dealing with your emotions

MOTIVATIONAL RESILIENCE

- 12 I'm at a loss...
- 13 How to follow my heart?!?
- 14 I worry about everything and anything!
- 15 So much to do; where to start?!?
- 16 I'm not satisfied with how things are...

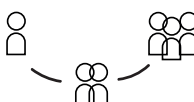


- Motivating yourself, having greater peace of mind
- Getting to the essence to be able to focus
- Focusing on what you can influence yourself
- Setting priorities, motivating yourself
- Working purposefully and effectively on your development

- Quotes for choosing a motto for the day
- Exercise to get to the essence for becoming focused
- Tips to focus on your circle of influence
- Extra tool: How to get all this done?
- Questions and exercise to deepen your thinking

SOCIAL RESILIENCE

- 17 I can't do it alone (anymore) ...
- 18 I'm afraid to say "no" ...
- 19 I find it difficult to give feedback...
- 20 Feedback affects me so much!
- 21 Collaborating is difficult, the connection is missing!



- Determining whom you can ask for support
- Saying "no" appropriately
- Giving feedback appropriately
- Dealing positively with feedback
- Looking at the other person differently

- Exercise to experience feeling supported
- Helpful phrases for saying "no" appropriately
- Video on how to give helpful feedback
- Tips for receiving feedback
- Clip with more explanation, examples, and the extra tool: How can I improve our collaboration?

RESILIENCE

The media regularly mention that our youngsters are not doing well, there are national and international concerns about student well-being (e.g., Cohen, 2020; NVAO, 2020). The COVID-19 crisis painfully highlighted the need for care and attention regarding student well-being. The Marnix Academy has chosen to focus on this by developing research-based tools that support resilience both within the teacher education institute and in the field. Resilience can reduce stress and prevent burnout (Yu et al., 2015), which seems necessary, as novice teachers' dropout rate in the first 5 years is high (Dekker et al., 2021).

Based on various sources from the literature, resilience is described as: "being able to cope with difficult/challenging situations, which shows itself as endurance, determination, self-awareness, and self-confidence." Mansfield and her colleagues (2016) distinguished four dimensions of resilience for teachers that influence each other:



PROFESSION-RELATED RESILIENCE

Overcoming setbacks/challenges in the internship school



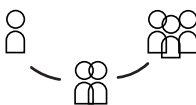
EMOTIONAL RESILIENCE

Dealing with emotions resulting from daily educational experiences (e.g., stress)



MOTIVATIONAL RESILIENCE

Perseverance to improve your teaching and continue learning



SOCIAL RESILIENCE

Skills that facilitate the development of (support) networks

In literature, you can find various ways of strengthening resilience. These can be roughly divided into four approaches, all of which were used in developing this toolkit. The first approach involves stimulating socio-emotional development in general, and the second focuses on teaching skills that can support resilience (operant conditioning). The third tries to change the way you look at situations by changing your thoughts and associated feelings. The fourth approach, related to mindfulness, has been gaining more attention in recent years. By focusing on the here and now, you learn to look at yourself, others, and situations with **"soft eyes."** Looking at yourself with soft eyes is also called **"self-compassion,"** and the General instructions at the beginning of the toolkit can help you to do so; these can always be used in conjunction with the tools offered.



DO THE RESILIENCE CHECK!

It's advisable to regularly check how resilient you feel. This checklist can help you with that. For each statement, indicate how often you feel this way, from 0 (not often) to 10 (often). You can also ask someone else to do the same for you, as they may see you differently than you see yourself. Finally, fill in the "Reflections" at the bottom of the checklist to determine what is going well and/or needs extra attention.

PROFESSION-RELATED RESILIENCE

I can focus well												
not often	0	1	2	3	4	5	6	7	8	9	10	often
I use problem-solving skills												
not often	0	1	2	3	4	5	6	7	8	9	10	often
I reflect on my actions												
not often	0	1	2	3	4	5	6	7	8	9	10	often
I am well-prepared and work in an organized way												
not often	0	1	2	3	4	5	6	7	8	9	10	often

EMOTIONAL RESILIENCE

I am calm in situations with others												
not often	0	1	2	3	4	5	6	7	8	9	10	often
I focus on what is going well												
not often	0	1	2	3	4	5	6	7	8	9	10	often
I have my emotions under control (in case of setbacks)												
not often	0	1	2	3	4	5	6	7	8	9	10	often
I enjoy my life and can have fun												
not often	0	1	2	3	4	5	6	7	8	9	10	often
I can handle difficult situations												
not often	0	1	2	3	4	5	6	7	8	9	10	often

MOTIVATIONAL RESILIENCE

I believe in myself and have self-confidence												
not often	0	1	2	3	4	5	6	7	8	9	10	often
I have realistic expectations or adjust my expectations												
not often	0	1	2	3	4	5	6	7	8	9	10	often
I allow myself to learn from mistakes												
not often	0	1	2	3	4	5	6	7	8	9	10	often

SOCIAL RESILIENCE

I have people around me who are there for me when needed												
not often	0	1	2	3	4	5	6	7	8	9	10	often
I ask for help when needed												
not often	0	1	2	3	4	5	6	7	8	9	10	often
I can receive criticism/feedback												
not often	0	1	2	3	4	5	6	7	8	9	10	often
I can give feedback to others appropriately												
not often	0	1	2	3	4	5	6	7	8	9	10	often

REFLECTIONS

I use my strengths by...

My challenge is...

In the coming period, I will work on...

These tools from the toolkit can help me...

QR

By scanning the QR code, you can access the Teacher Resilience Visual, which you can use to talk with someone about how resilient you feel and "who" or "what" you might need to feel more resilient.

HOW TO USE MY TALENTS?

GOAL AWARENESS OF TALENTS, AND ABILITY TO USE THEM IN SITUATIONS THAT REQUIRE RESILIENCE

Like everyone, you have various talents, but you may not know what those talents are or how to use them in situations that require resilience. It can be helpful to discover and appreciate your talents so that you can use them more consciously; this boosts your self-confidence and resilience. Learning to recognize talents can help in interactions with others too. If you see the talents of others, it is easier to appreciate the person and approach them positively. This tool helps you become aware of your talents, starting with activities that make you happy. Steps 1 to 5 help you become aware of your talents, and step 6 helps you apply these talents in a situation that requires resilience.

1

Take a blank sheet of paper and write your name in the middle.

2

Note the things that make you happy in keywords around your name (e.g., playing football, making others happy, sitting on a terrace, gaming).

3

Write down why these things make you happy next to the keywords (e.g., playing football: My team is my group of friends, I like to win).

4

Repeat steps 2 and 3 until your sheet is full of things that make you happy, with the corresponding reasons.

5

Underline the verbs that are important to you (e.g., being together, winning, making others happy). These verbs likely indicate your talents, lean back and enjoy them.

6

Determine which of the underlined verbs, your talents, you can use in a situation that requires resilience and describe how you can use them.

QR

By scanning the QR code, you will find a knowledge clip that can help you think further about your talents.

SUPPORTING OTHERS

We are often unaware of our talents, because using them feels very natural to us (e.g., caring, enthusiasm, meticulousness). Help the other person to recognize and acknowledge these "hidden talents."

Listen carefully and keep asking about activities that makes the other person happy, so that as many talents as possible can emerge.

Pay attention to small signals; a sparkle in the eyes can be enough to see that you are on the right track.

Name ("mirror") talents that you hear in the other person's story. Do this particularly if you notice that the other person finds it difficult to name their own talents.

Help the other person to come up with concrete plans to use their talents in a situation that requires resilience; for example, think together about "who, what, where, when, why, and how?"



PHEW, THIS BEHAVIOR IS CHALLENGING!

GOAL LOOKING AT BEHAVIOR DIFFERENTLY TO RESPOND DIFFERENTLY

Are you sometimes at a loss because of a pupil's behavior? You experience it as challenging behavior and want to do something about it, but what? It helps to discover the needs behind the behavior, to "hear" the request for help behind the behavior.

The following steps and questions can help you with this:

1

DESCRIBE: *What does the pupil do differently? What is the pupil not yet able to do? What behavior would be more desirable?*

2

OBSERVE: *When does the pupil show the behavior a lot and when less? What triggers the behavior? What factors influence the behavior?*

3

UNDERSTAND: *Why do you think the pupil shows this behavior? How is the behavior reinforced/mitigated?*

4

PLAN: *What does the pupil need (from you as a teacher, from other pupils, from the learning environment/materials, boundaries, etc.)? Who or what can help them to achieve different behavior? How do you give the pupil responsibility for their own behavior?*

5

REALIZE: *How do you work together with the pupil on the behavior? How do you involve other pupils? How do you ensure that you regularly reflect on successes with the pupil?*

It is important to involve the pupil as much as possible in this process. Discuss with the pupil what is already going well and where the pupil can grow, and come up with achievable goals together. It helps to ask solution-oriented questions; see the questions in the table below.

Problem-oriented questions

Why and when does it go wrong?
Why does the pupil act this way?
Why is the pupil so restless?
What is (not) going well?

Solution-oriented questions

When did it improve or stop?
What could help the pupil stop?
Why is the pupil so energetic?
What else is possible?

SUPPORTING OTHERS

Pupil behavior can be experienced as challenging and evoke feelings such as anger, irritation, and powerlessness. Therefore, first listen to the other person's story, summarize regularly, and ask about their feelings. Avoid giving your opinion, as it is often not helpful.

With their behavior, pupils signal that they need help. It is important to understand these signals, but also to set boundaries. Help the person to find a balance between understanding the behavior and setting boundaries.

Take time for the steps "describe, observe, and understand;" do not rush to "planning and realizing." The following questions can help with this:

The pupil's perspective:

*What are positive aspects of the pupil?
How would it be to walk in the pupil's shoes?
What do you think the pupil would want?*

Actions of the other person:

*How do you react to the pupil's behavior?
What is the effect of your behavior on the pupil?
When did you manage to change the behavior?*

Implicit help request of the pupil:

*What do you want to happen differently and what will that bring to both of you?
What does the pupil want to happen differently and how can you help to achieve that?
What does the pupil need from whom?*

QR

Scan the QR code and you will find a video that can help you look at the (challenging) behavior of pupils differently.

WHAT DO THEY MEAN?!?

GOAL ASKING FOR CLARIFICATION WHEN THINGS ARE UNCLEAR

It's an unpleasant feeling not to understand what's going on, not to know the purpose (e.g., of an assignment) or what is expected of you. Dealing with a lack of clarity can lead to frustration, irritation, and less motivation to work. In such situations, it can help to use the following steps to experience greater peace and continue with your work.

CLARIFY WHAT IS NOT CLEAR.

Get clear for yourself what it is that is unclear. Think about what knowledge you need to understand it and who could provide clarification; then choose from the options below.

OPTION 1: ASK FOR CLARIFICATION YOURSELF.

*It is very normal to have questions or ask for clarification.
Contact someone who can provide you the clarification you need.
If possible, start with someone you feel comfortable with.*

OPTION 2: ASK FOR CLARIFICATION WITH OTHERS.

*Others may experience the same lack of clarity,
so ask for clarification together:*

- 1. Contact others who also experience a lack of clarity.*
- 2. Determine together what is and what isn't clear.*
- 3. Ask for clarification together.*

COMMUNICATE ABOUT THE AMBIGUITY.

Whether you choose option 1 or 2, it is always important to ask for clarification respectfully, for example, by using an "I-message": I + feeling + cause of the feeling.

SHIFT YOUR FOCUS.

*The most important step is now to let go; you have done what you could.
Focus on what is clear and start working on that.*

SUPPORTING OTHERS



Reassure the other person by indicating that it is not strange to ask for clarification and that this shows a learning attitude.

Ask questions to find out if the lack of clarity is really the problem; the other person may be insecure and/or find it exciting to ask someone for clarification.

If the situation indeed is unclear, brainstorm together about what knowledge is missing and is making the situation unclear.

Determine together how clarification can be obtained for each part that is not clear: whom should you contact for which information?

Decide together whether the other person will ask for clarification themselves or if it is better to do this together with others.

Note insights from the conversation (e.g., in a word web or action plan) so that the other person can use this later when asking for clarification.



QR

By scanning the QR code, you will find an extra tool that can help you create clarity yourself: "I'm stuck, what should I do!?"

OH DEAR, I HAVE A PARENT-TEACHER MEETING SOON!

GOAL CONDUCTING PARENT-TEACHER MEETINGS PROFESSIONALLY

Conducting parent-teacher meetings is not easy. You want to have a conversation on an equal basis, but it sometimes doesn't feel that way. Thoughts like "Who am I to conduct this conversation?" or "It's their child, they surely know better" may cross your mind. To have a conversation between equals, it is important to open up to the other(s). Get to know the pupil and the parents as well as possible and try to understand them. Prepare for the conversation using the questions below.

Determine what you need to do after answering them:

- > *What do I know about these parents? What do I see the parents doing?*
- > *How do the parents and I interact? How is our relationship?*
How do the parents think about me?
- > *What behavior do I expect from these parents?*
What behavior do I expect from myself?
- > *Why do I think this way about these parents?*
What would I like to think about the parents?
- > *What feelings do these parents evoke in me?*
What doubts or fears do I have? Are these helpful or not?
- > *Why do I feel this way about these parents?*
What beliefs/values play a role in this?
- > *Are my thoughts and feelings based on reality or am I judging?*
What thoughts and feelings do I have when I try not to judge?
- > *Can I look at these parents differently?*
What would be the advantage of that? What do I lose if I don't?
- > *Based on what beliefs/values do I want to approach the conversation with the parents? What would I do or not do?*

Remember, it's not unprofessional to be scared or find something exciting. Acknowledge these feelings for yourself and express them; for example, "I find this conversation exciting" or "I find it difficult to put this into words." Parents often appreciate it when you are honest with them. Try to see the conversation as an opportunity to exchange experiences with parents, and look for what you can learn from the parents about the pupil. Finally, conversations often go differently than you had expected; learn from your mistakes, but also reflect on what you did right.



SUPPORTING OTHERS

Give the other person time to talk about the situation and the reason for contacting the parents:

- > Listen, summarize, and ask questions to encourage the other person to tell more.

Ask about the thoughts and feelings of the other person, for example:

- > How do you think about these parents? What do these thoughts do to how you feel towards the parents?
- > What is the effect of your thoughts and feelings on your actions? And how do the parents react to these actions?
- > What behavior do you find appropriate or inappropriate, and what does this say about your beliefs/values? Are these beliefs/values helpful or not in having a conversation on an equal basis?
- > What are your ideals when it comes to working with parents? What would you like to change about the current situation? What is needed to achieve that change?

Help investigate what unconscious beliefs/values underlie their thoughts and feelings; for example:

- > Beliefs: "I probably don't know, I'm so young," "I can't put it into words well," "Who am I to have an opinion on this," etc.
- > Values: kindness, harmony, respect, openness/honesty, safety, etc.

Question the beliefs and values and see if they can be changed:

- > Beliefs: What keeps these beliefs in place?
What is needed to let them go?
- > Values: How important are these values to you?
Which values will you continue to fight for?
What do you lose if you don't (anymore)? What do you gain if you do?

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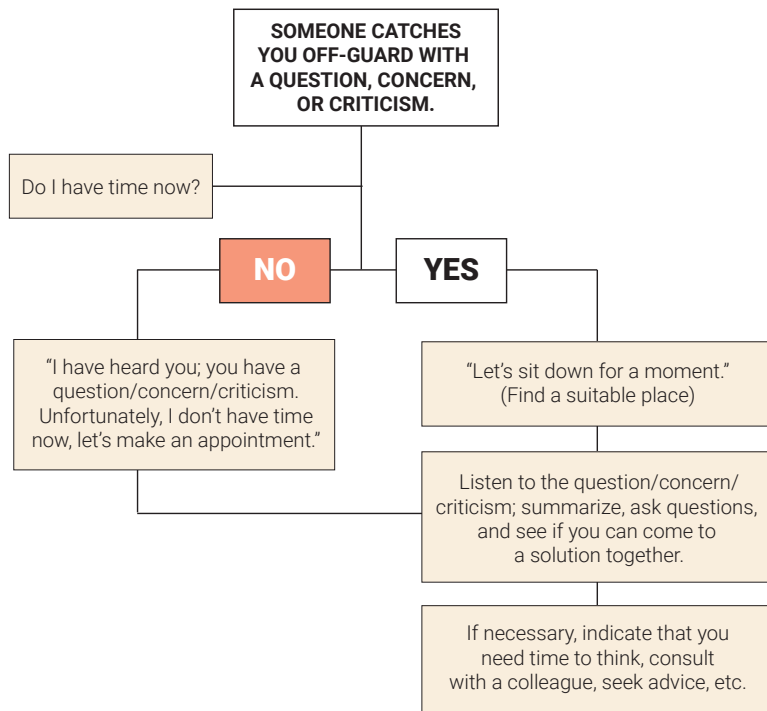
By scanning the QR code, you will find the extra tool "Help, we have a conflict!" that can help you to achieve a win-win situation.

YOU CAUGHT ME OFF-GUARD!

GOAL RESPONDING APPROPRIATELY TO SOMEONE WHEN FACED WITH UNEXPECTED QUESTIONS/COMMENTS

Sometimes you are suddenly approached by someone; for example, a parent of a pupil who asks you a question, expresses concerns, or criticizes your actions. It can be difficult to respond appropriately at that moment. How do you stay in control of your own time while also making the other person feel heard?

The decision tree below can help you prepare for such moments, so that you can respond appropriately when it happens:



Grant yourself time; you don't have to solve everything immediately. It is also good to let everyone's emotions settle first. Realize that these emotions are often a sign of concern. By discussing these concerns, you can work together to find a suitable solution.

SUPPORTING OTHERS

The feeling of being caught off-guard by someone with questions, expressions of concern, or criticism can lead to stress and feelings of powerlessness. Take time to listen to the other person's story and try to understand their feelings.

Emphasize to the other person that an immediate answer is not always necessary and that it is okay to indicate that you don't have time at that moment and/or need time to think.

Think together about appropriate responses and practice some responses as a role-play, so that they become part of the other person's repertoire. Use sentences like:

*"You caught me off-guard with this;
I want to think about it
and ask a colleague for advice."*

*"I'm a bit shocked.
I'll let it settle and get back to you later."*

*"I hear that you are concerned,
and I can understand that.
I would like to discuss it with you;
let's make an appointment."*

*"I understand that you disagree.
I don't have time now; when do you
have time to discuss this calmly?
We'll figure it out together."*

QR

Scan the QR code for tips and a video about conducting parent-teacher meetings.

I FEEL SMALL COMPARED TO THE OTHER PERSON

GOAL FEELING (MORE) EQUAL IN RELATION TO SOMEONE ELSE

Do you experience power differences between yourself and others? Do you sometimes feel small compared to, for example, your mentor, partner in paired teaching, or supervisor? Do you not know how to position yourself? Yet you will have to work with these people/colleagues. This requires, on the one hand, acceptance of those differences; one person simply has more, less, or different experience than the other. On the other hand, ensuring good alignment between collaborators is helpful. The following tips can help:

- > *Mention the power differences you experience and what these do to you; if you don't say anything, nothing can change.*
- > *It can be helpful to gain insight into each other; for example, talk about yourself, your vision of education, how you see your role in the collaboration, etc., and ask the person/colleague you feel small in comparison with about these things as well.*
- > *Look for what you can learn from this person/colleague and how the other can inspire you through your collaboration; ask the other person what added value you have in the collaboration.*
- > *Ask the other person to help you to not feel small and indicate what you need from the person/colleague for this; also ask what the other person might need from you.*
- > *Ensure clear agreements and have a discussion anytime you deviate from these agreements due to circumstances; also inquire about the underlying reasons if the other person/colleague does not keep to the agreements.*
- > *Make time for regular evaluative conversations so that potential problems do not pile up and make you feel even smaller; be honest and open with the other person, no matter how difficult that may be.*

Finally, remember that there are always power differences where people work together; this is neither good nor bad. Dealing with these power differences is a learning process and can sometimes be tough. Grant yourself time to learn about this and look at yourself with "soft eyes" if things don't go exactly as you would like (see also the general instructions at the front of the toolkit).

SUPPORTING OTHERS

Listen to the other person's story and give them space to express their feelings; just being able to express those feelings can be helpful, so take your time.

Summarize regularly and ask for examples to make the story concrete. If needed, help them to structure the story; for example, it can help to divide the story into different situations and/or construct a timeline.

Ask questions to help the other person view the story from a different perspective, for example:

What agreements have you made, and are they helpful in the collaboration?

How does the other person/colleague experience your collaboration?

What behavior of the other person/colleague triggers you?

Is this behavior really intended that way, or do you feel it that way?

How do you react when you are triggered by this behavior?

What would you like to happen differently, and to what extent is that clear?

What is needed for you to be better understood; does the other person/colleague know what you need?

Offer a different perspective on the situation if the other person cannot step out of their own thought circles; avoid making this different perspective judgmental about the persons involved.

QR

By scanning the QR code, you will find an exercise that can help you discover what the other person triggers in you.

I KEEP DWELLING ON THINGS IN MY HEAD!

GOAL PULLING YOURSELF TOGETHER WHEN EMOTIONALLY AFFECTED

Each person is sometimes emotionally affected by situations. These emotions are part of life, but sometimes it can be good to deal with these feelings. It can help to look at the situation differently, so that you think and feel differently about it. Examine what affects you in that particular situation through the following steps:

1

Investigate what you are thinking and feeling about the situation; take the time to experience your thoughts and feelings and write them down.

2

Assess the accuracy of your thoughts:

- Are the thoughts objectively true?
- Do the thoughts lead to the desired feelings and behavior?

3

Determine which thoughts are not helpful; this is the case if the answer to one or both questions in Step 2 is "No."

4

Formulate alternative thoughts for the unhelpful thoughts that can lead instead to helpful feelings; write these down as well.

5

Practice the helpful thoughts in your mind and observe what this does to your feelings.

It can be that ideas for actions come to mind during the exercise. Write these down as well and determine after the exercise "if" and "when" you will carry them out.

SUPPORTING OTHERS



Take the time to go through the steps together; in this case, "Haste makes waste!"

Let the other person tell the story, interrupt as little as possible, and dare to be silent to allow thinking and/or feeling.

Ask about the thoughts and feelings in the situation, and give the other person time to feel these emotions.

Where possible, link thoughts and feelings to determine which thoughts and feelings are helpful or not.

Write down the other person's thought process to reflect on it together; note the insights that emerge during the exercise as well, to remember them.

If necessary, use the calming music that can be found via the QR code as additional material for tool 9, "My goodness, I'm stressed!"



QR

By scanning the QR code, you will find an extra tool that helps you to deal with unexpected events: "Help, things turned out differently than expected!"

I'M AFRAID TO MAKE MISTAKES...

GOAL DEVELOPING A GROWTH MINDSET

Are you afraid to do things wrong and does that hold you back? Then you might have a “fixed mindset.” People with such a mindset often see few opportunities to improve situations. This tool can help you work on a “growth mindset,” allowing you to grant yourself the ability to learn from mistakes you make. Work on your growth mindset by going through the following steps when you notice that you are afraid of making mistakes in a particular situation:

1

Find a quiet place and make sure that you are not disturbed. Breathe in and out deeply a few times and become aware of what feelings the particular situation evokes in you. Try to let the feelings be; do not push them away.

2

Write down which thoughts make you have these feelings, no matter how strange the thoughts that emerge may be.

3

Determine for each thought whether it makes you assume:

- A. that things cannot change and/or that you have no control over them (fixed mindset).*
- B. that development is possible, that you are allowed to learn, and that making mistakes is part of that learning process (growth mindset).*

4

Replace the fixed thoughts with growth thoughts; write down these new thoughts as well.

5

Now reflect on the situation that makes you afraid of making mistakes and think about what you would do if you started from growth thoughts.

6

Choose one or more actions that you are able to influence and that also suit you. Read, and possibly say out loud, your growth thoughts regularly before and during the actions that you are taking.

Learning comes with ups and downs, so be proud of every attempt you make to learn, and be kind to yourself if something does not go exactly your way.

SUPPORTING OTHERS

Encourage the other person to talk about the particular situation by listening, summarizing regularly, and asking questions; interrupt the other person as little as possible and avoid letting your opinion shine through in the conversation.

Deepen the conversation by asking about the thoughts and feelings the other person experiences in that situation. Try to find out together which thoughts make the other person stuck and which thoughts offer room to learn.

Look together for connections between certain thoughts and feelings. This can be difficult, so name (“mirror”) them yourself if necessary: “It seems that these thoughts lead to these feelings, is that correct?”

Try not to change the other person's feelings; help the other person accept the feelings by stating that many people struggle with the fear of making mistakes.

Support the other person in replacing fixed thoughts with growth thoughts, for example, by asking questions from a growth mindset if the other person starts from a fixed mindset:

“You indicate that you think you cannot do it; you may not be able to do it YET. What could you do to become able to do it?”

“What, for you, is a first achievable step towards your goal?”

“Which thoughts help you to actually take this first achievable step?”

Ensure that the other person sets realistic, achievable goals for themselves. Indicate that you have confidence that the other person can do this and possibly ask to be kept informed of any developments.

QR

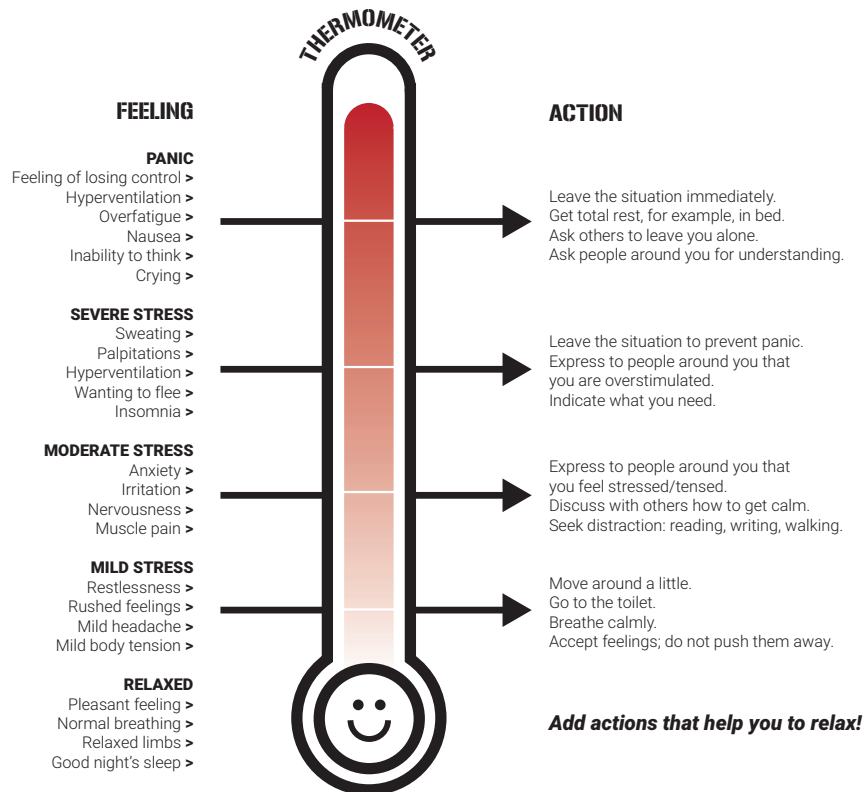
Developing a growth mindset takes time and practice; you will find tips for this via the QR code.

MY GOODNESS, I'M STRESSED!

GOAL DETERMINING WHAT TO DO IN STRESSFUL SITUATIONS

Everyone gets stressed sometimes; it's part of life. But what can you do when you feel stressed? The feeling thermometer below can help you to determine what action is appropriate at that moment to reduce your stress.

- 1** *If necessary, leave the situation causing the stress.*
- 2** *Determine your stress level using the left-hand column of the thermometer.*
- 3** *Choose actions for your identified stress level that suit you from the right-hand column to reduce your stress.*
- 4** *Return to the situation when you feel ready for it.*



SUPPORTING OTHERS



Encourage the other person to choose and carry out an action.

"Mirror" the feelings you think you recognize in the other person when determining the stress level appropriate to the situation.

Acknowledge the other person's feelings, so avoid reacting judgmentally.

Help the other person to choose from the actions at the identified stress level by considering the consequences of the actions.

Encourage the other person to take the time to relax (sufficiently) before going back into the situation.

If necessary, use the following tools:

7 *I keep dwelling on things in my head!*

11 *My emotions are a rollercoaster!!!*

12 *I'm at a loss...*

14 *I worry about everything and anything!*

17 *I can't do it alone (anymore) ...*

QR

The music you can find via the QR code might help you to relax.

I HAVE TO DO EVERYTHING RIGHT; IT'S DRIVING ME CRAZY...

GOAL DEVELOPING REALISTIC EXPECTATIONS AND BEING SATISFIED WITH THEM

Do you want to do everything right and is it still not good enough for you? Are you difficult for yourself, and maybe also for others, because of this? Figuring out that not everything always has to be 100% by realizing that 80% is also okay can help. This tool can help you strive for that 80%.

1

Think of a particular situation that you believe can be improved and imagine what the 100% situation would look like.

2

Consider what you expect from yourself in this 100% situation and then answer the following questions:

- When are you proud (100%) of yourself?
- When can you be satisfied (80%) with yourself?
- When are you disappointed (below 60%) in yourself?

3

Determine what you need to do to be satisfied with yourself; formulate an 80% goal.

4

Divide the 80% goal into small (achievable) tasks and challenge yourself not to strive for 100%.

5

Make a plan that works well for you and start working on the tasks.

6

Regularly reflect on your feelings during the execution of the tasks: are you satisfied or are you unconsciously striving for pride? Be proud of yourself if you're satisfied!

It can be difficult to let go of the desire to do everything right. Be kind to yourself if this doesn't go perfectly right away. Acknowledge that you're allowed to learn and allow yourself to make mistakes. The general instructions at the beginning of the toolkit can help you look at yourself with "soft(er) eyes."



SUPPORTING OTHERS

"Mirror" what you see or hear and check if it is correct. For example, "I see a disgruntled look, is that correct?" or "Am I correct in seeing that you are sad?"

Take the time to discuss the 100% and what makes the other person not yet 100% satisfied; also ask how bad it is that it is not (yet) 100%.

Ask if there are things the other person is proud of, and reflect on how 100% feels; then compare this with how 80% feels, when you are satisfied.

Indicate that it is more than okay not to be at 100% (yet) and mention that these are not shortcomings but growth opportunities.

Mention what 100% or 80% would be for you if you were in the other person's shoes, if this helps the other person to come to (more) realistic expectations.

Deepen the 80% situation with "who-what-where-when-why-how questions" and then determine what the other person needs to do to aim for that 80%.

Work together with the other person to plan step-by-step towards that 80%, including how successes will be celebrated.

Let the other person think about what it would bring to let go of the 100% goal and what it would cost to hold on to it.

QR

By scanning the QR code, you will find a step-by-step plan that can help you to deal with mistakes and failures.

MY EMOTIONS ARE A ROLLERCOASTER!!!

GOAL GIVING SPACE TO EMOTIONS AND/OR LETTING THEM GO

Are your emotions running high and you don't know how to handle them? Then this might be the right tool for you. The following steps can help you to let go of (some of) those feelings. But remember, your emotions are allowed to be there. Don't ignore them; try to give space to them.

- 1** *Try to recall the situation(s) that make your feelings a rollercoaster.*
- 2** *Take time to become aware of feelings that are instigated by these situation(s), and write them down.*
- 3** *Divide each feeling into 10 points and distribute these between the "current situation" and "past experiences that influence the feeling" (e.g., anger: current = 6, past = 4).*
- 4** *Now try to focus only on the feelings related to the current situation, and observe what might change.*
- 5** *Determine for yourself what you can 1) change right now, 2) change in the short term, 3) change in the long term, or 4) never change.*
- 6** *Reflect on what you can never change. This can be painful, but once you try to become aware of this, it can bring you extra peace of mind.*
- 7** *Create a plan for what you can do to change the situation, and divide this into "right now," "short term," and "long term."*
- 8** *Start working on your plan and reflect on your development regularly:*
 - Celebrate every step forward, even if it is relatively small.
 - Be kind to yourself; learning involves trial and error.
 - Take your time; change and letting go take time.



SUPPORTING OTHERS

Provide a listening ear, summarize, and ask questions. Acknowledge the emotions you hear and see by naming them. Try not to judge the other person's feelings and avoid giving advice.

Explore with the other person where the feelings come from, by asking questions like "Have you experienced this before?" or "Do you know where this feeling might come from?" Realizing where feelings come from can sometimes be an eye-opener.

Encourage the other person to regularly reflect on how the feelings may have changed (take extra time for this in steps 3 and 5); also mention any changes you think you have observed.

Help the other person to determine what can or cannot be changed in what time period. Particularly search for possibilities "right now" or "in the short term," as this can provide perspective. Change often takes a lot of time, so encourage the other person to allow themselves the "long term."

Support the other person in arriving at a plan with achievable goals and actions. Ensure that the plan includes moments to reflect regularly, and possibly make an agreement to reflect together.

Focus during reflection moments on the points that have already gone well, and take time for this. Ask questions like "What did you do that made it work?" or "How did you feel when it succeeded?"

If something did not succeed, emphasize that it has not succeeded YET and then determine together what is needed to make it succeed.

QR

By scanning the QR code, you will find extra exercises for letting go of emotions, and a video on how to deal with emotions.

I'M AT A LOSS...

GOAL MOTIVATING YOURSELF,
AND FINDING MORE PEACE OF MIND

Are you unsure about what's going well or what could be improved? Then this tool is highly recommended for you. By exploring your strengths, you can motivate yourself to work on areas that require improvement. Providing yourself with an overview can bring peace of mind. Follow these steps to create such an overview for yourself:

1

Take a blank sheet of paper and divide it into two parts; write a '+' at the top of Part 1 and a '-' at the top of Part 2.

2

Write down negative things under the minus: what, for you, seems less than satisfactory?

3

Write down positive things under the plus: what, for you, is already going well?

4

Think about which positive things can help you deal with which negative things; connect them.

5

Choose one negative thing you want to work on by using your positive things; also think about how you can use the positive things in other ways.

6

Make a small plan, and feel how much the plan gives you new motivation and perhaps greater peace of mind.

SUPPORTING OTHERS

By listening and offering support to someone who can't see the way forward, you ensure that they feel heard.

Let the other person finish speaking; dare to allow thinking and/or feeling silences, and do not judge during the conversation.

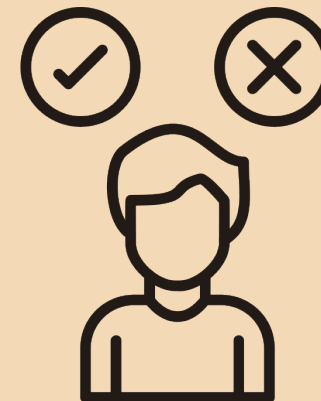
Ensure that the other person is mainly doing the work; don't fill things in for them, and avoid giving advice.

Ask open-ended questions and regularly summarize what is being said so that the other person better understands themselves.

Take the time to reflect on feelings, even if they are not pleasant.

Discuss the negative points first and then let the positive points be mentioned to boost motivation.

Help the other person to stay focused on the positive points if there is a tendency to focus mainly on the negative points.



QR

By scanning the QR code, you can choose a motto for today from a selection of quotes; reading and/or repeating the quote throughout the day can help you focus more on positive things.

HOW TO FOLLOW MY HEART?!?

GOAL. GAINING CONTROL OVER WHAT YOU WANT AND ACTING ACCORDINGLY

Nowadays, there are so many things we have to do that we sometimes no longer know what we ourselves want. Do you also feel that you no longer have the time to do the things you'd like to do in your life? This tool helps you to (re)discover what you'd like to do and then to find ways to take action.

- 1 *Take some time to calm down; possibly close your eyes and take a few deep breaths.*
- 2 *Notice how it feels in your body that you have to do so many things, which prevents you from doing the things you'd like to do.*
- 3 *Imagine that you do have time to do the things you'd like to do, and notice how your feelings might change.*
- 4 *Ask yourself what you would do if you had the time to do the things you'd like to do; take time to let ideas arise.*
- 5 *Make a list of the to-do's that emerged; note everything that has come to mind.*
- 6 *Look at your list and determine what is or what is not possible; notice how the impossibilities feel and then focus on the possibilities.*
- 7 *Rank the possibilities from things that you would love to do to things that are less important to you.*
- 8 *Indicate for each possibility whether you can realize it in the short or the long term.*
- 9 *From this overview, choose possibilities for the short and long term for which you can set aside time. Not too many at once; make sure you choose achievable possibilities.*
- 10 *Make a small plan to achieve the chosen possibilities; think about "who" and/or "what" you need for this, but also about what you might have to give up to realize the plan.*
- 11 *Carry out your plan and realize that every step brings you closer to your goal.*

SUPPORTING OTHERS



Take a few deep breaths together with the other person.

Guide the other person through steps 2, 3, and 4 by reading the steps aloud; take ample time for each step.

Let the other person list all the ideas that have emerged and respond as non-judgmentally as possible.

Often rational thoughts and beliefs overshadow real desires, so encourage the other person to think without these limitations.

Ask about the underlying feelings for each idea and, if necessary, "mirror" the feelings you think you perceive in the other person.

Help the other person to switch perspectives by asking questions or bringing in your own perspective.

Explore together which factors are helpful or hinder taking action, and focus mainly on factors that the other person can influence.

Discuss how you can support the other person when the plan is being carried out, and make agreements to regularly discuss the progress together.

QR

By scanning the QR code, you will find an additional exercise that can help you to get to the essence of what you want, and determine what you need to do.

I WORRY ABOUT EVERYTHING AND ANYTHING!

GOAL FOCUSING ON WHAT YOU CAN INFLUENCE YOURSELF

Is your head sometimes spinning with everything you're dealing with? By being aware of your own "circle of influence," you ensure that you invest your time and energy in what you can influence. It's a waste of energy to try to deal with things you can't do anything about or have no say in. The following steps can help you focus on your circle of influence and let go of what you have no/limited influence over ("circle of concern").

STEP 1

Write down the things that occupy you and experience the feelings they evoke in you.

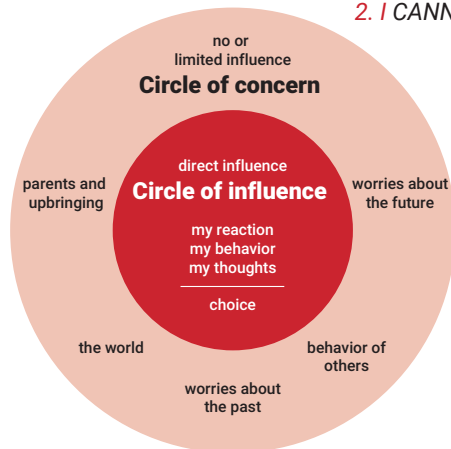
- What do you have to do? What is expected of you?
- What makes you happy? What annoys you? What stresses you out?

STEP 2

For each thing you have written down, consider whether you have influence over it as a person.

Divide what you have written into:

1. I CAN influence this: circle of influence
2. I CANNOT influence this: circle of concern



STEP 3

Review what you have written down.

- Realize that you have no/limited influence over the circle of concern; no matter how unpleasant this might feel, it is what it is.
- Try to focus on what you can influence by reducing your focus on things you can't influence.

It's not easy to focus on your circle of influence, but practice makes perfect!

SUPPORTING OTHERS

Listen attentively to the other person and try to understand what's going on inside them.

Ask questions to make it clear(er) what gives energy and where energy might be leaking.

Regularly summarize what the other person says and mention ("mirror") the feelings you have observed.

Working together, divide up what's part of the circle of influence and what belongs to the circle of concern; writing it down can be helpful, as the other person can literally see it.

Discuss what's needed to focus on the circle of influence and let go of things from the circle of concern.

Ask the other person what the benefits of focusing on the circle of influence will be and what it might "cost" to do so; do the same for letting go of things from the circle of concern.

Make it a habit to direct the other person's focus to the circle of influence: "Hey, but you can't do anything about that? Let it go, focus on what you can influence."

If the other person has difficulty letting go of things from the circle of concern, it can be helpful to use tools like:

7 I keep dwelling on things in my head!

8 I'm afraid to make mistakes...

10 I have to do everything right; it's driving me crazy...

11 My emotions are a rollercoaster!!!

QR

By scanning the QR code, you can find additional tips that can help you to focus on the circle of influence.

SO MUCH TO DO; WHERE TO START?!?

GOAL SETTING PRIORITIES, AND MOTIVATING YOURSELF

You might recognize it, a long to-do list that never seems to end. Everything needs to be done, but where to start?!? This tool can help you to get an overview so you can set priorities for yourself.

- 1 *Make a to-do list of things you still need/want to do.*
- 2 *Determine which things on the to-do list are urgent or not urgent.*
- 3 *Distinguish between things that are more important and less important TO YOU.*
- 4 *Place your to-do's in the appropriate box of the matrix below.*
- 5 *Now you know what you need to do; make a plan and carry it out.*

	URGENT	NOT URGENT
IMPORTANT	DO Get started right away	PLAN Put it in your agenda
NOT IMPORTANT	DELEGATE Ask for help/transfer the task	ELIMINATE Stop doing this task

It can be scary to delegate or eliminate. Allow yourself to learn to do this; take your time. Learning involves trial and error, so be kind to yourself if it's not working out the way you want (yet).

SUPPORTING OTHERS

Reassure the other person; mention that everyone sometimes has difficulty setting priorities.

Fill in the matrix together; ask questions to find out whether a 'to-do' is urgent and/or important.

Acknowledge that the emerging feelings are valid; let the other person take time to reflect on these feelings.

Help the other person to find things on the to-do list that are not urgent/important, which can sometimes be quite challenging:

- > Ask questions like "When does this need to be done?" or "Who will be affected if you don't do this (yet)?"
- > When needed, provide your perspective on the various items on the to-do list, to offer another viewpoint.

Make a plan together and include moments to reflect on the progress; if necessary, offer to reflect together.



QR

Via the QR code, you will find the extra tool, "How to get all this done?," which can help you arrive at a feasible plan.

I'M NOT SATISFIED WITH HOW THINGS ARE ...

GOAL WORKING PURPOSEFULLY AND EFFECTIVELY ON YOUR DEVELOPMENT

Are you dissatisfied with the current situation and do you want to make a change? This tool helps you to become aware of your learning goals and to consider possibilities for how to achieve these goals effectively. By answering the following questions, you will gain insight into how you can grow in areas where you're not (yet) satisfied:

1

CLARIFY YOUR LEARNING GOAL

What do you want to develop in yourself and why is that important (for you or others)?

Why is the current situation challenging?

What in you makes that this situation challenging for you?

2

DESCRIBE THE DESIRED FUTURE

How do you envision the desired situation?

What is your role in this desired situation?

To what extent will your role have a positive effect (on you or others)?

3

ANALYZE PREVIOUS SUCCESSES

Have you encountered similar situations before?

What did you do then?

What helped to improve the situation back then?

4

SHAPE AND EVALUATE YOUR PROGRESS

What could you do to take a first step?

How will you or others be able to notice that you have taken this step?

When can you be satisfied?

SUPPORTING OTHERS



Reassure the other person that learning takes time; for example:

"It's not surprising that this is still difficult."

"You're not the only one experiencing this."



Use what are called continuation questions; for example:

"What doesn't have to change, because it's already going well?"

"What in the current situation are you already satisfied with?"



Ask goal-oriented questions; for example:

"What do you want to improve in?"

"What situation do you want to change?"

"How do you think you can make a difference in this?"



Help the other person come up with a feasible action plan that motivates them to take action.

QR

By scanning the QR code you'll find questions and an exercise that can help to deepen your thinking about how to work purposefully and effectively on your development.

I CAN'T DO IT ALONE (ANYMORE) ...

GOAL MAPPING OUT THE PEOPLE AROUND YOU TO
DETERMINE WHOM YOU CAN ASK FOR SUPPORT

It's not always easy to ask for help; sometimes, we are strongly inclined to do everything ourselves. We don't want to burden others, even though they might be happy to help. If you need help, it's good to consider whom you can best turn to at that moment and in that situation. These steps can help you determine whom that person might be:

1

Take a sheet of paper and put your name in the middle.

2

Draw a large circle around your name and in it write the names of people who could help you and with whom you have a lot of contact.

3

Outside the circle, write the names of people who could also help, but with whom you have less contact.

4

For each person, add a short description of how they could help you in this situation.

5

Circle the people you know you can ask for help if necessary.

6

Put an exclamation mark next to the people you feel comfortable about asking for help.

7

Determine whom among the circled and exclamation-marked people you'd turn to first for help; this can be multiple people.

8

Make a small plan on how to ask for that help and, if necessary, set a deadline for yourself.

SUPPORTING OTHERS



Give the other person time to share their story about the situation in which help is needed; ask about their feelings, and help them recognize these feelings.

Encourage the other person to think of as many people as possible who could help in this particular situation, including the support services that could be of use.

Pay close attention to how the other person reacts to the names mentioned and written on the paper; "mirror" these emotions so the other person becomes (more) aware of them.

Emphasize that it's okay to ask for help, and that it's part of being human; ensure that the other person comes up with a concrete plan and ask to be kept informed of the progress.



QR

This tool includes an exercise that can help you feel supported; scan the QR code to discover the insights that arise from this exercise.

I'M AFRAID TO SAY "NO"...

GOAL BEING ABLE TO SAY "NO" APPROPRIATELY

It can be difficult to refuse something and say "no." However, it's important to do so, in order to (learn to) set boundaries. There are different ways to say "no," and this tool can help you to determine what an appropriate "no" is for the situation you're dealing with.

1

Write down the issue with keywords in the correct box of the matrix below; consider the importance of the issue and the relationship when saying "no":

ISSUE Choose option 1 or 4 if it's important for you to say "no" in relation to the issue, but go for option 2 or 3 if this is not the case.

RELATIONSHIP Options 1, 2, and 3 can have a negative effect on the relationship, while option 4 is less likely to do so.

2

Now determine how you would like to say "no" and formulate an appropriate sentence; you can use the example sentences that you can find via the QR code.

Preferably look for a "no" that accommodates the other person, but also takes yourself into consideration (see the figure on the right-hand page). Practice saying "no," be proud if you succeeded and be kind to yourself if you haven't succeeded (yet).

THE IMPORTANCE OF THE ISSUE		THE IMPORTANCE OF THE RELATIONSHIP
1 Clear about the content (no!), but without considering the relationship.	4 Saying "no" in such a way that the relationship is likely to remain good.	
3 Saying neither "yes" nor "no," because you don't want to harm the issue or the relationship.	2 Saying "yes" for the sake of the relationship, even though you want to say "no."	

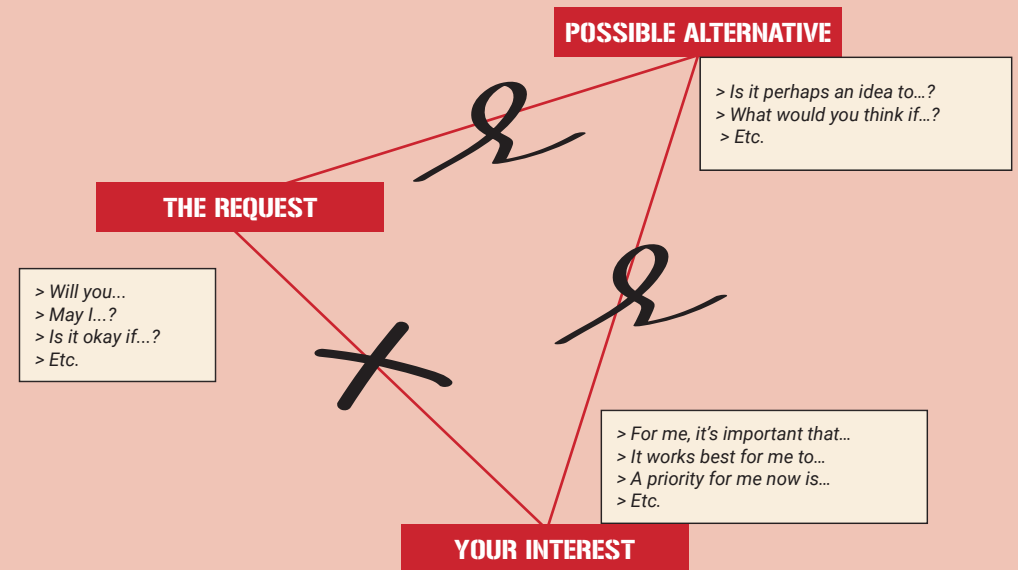
SUPPORTING OTHERS

Ask questions to discover what the other person wants to say "no" to and determine which box of the matrix on the left-hand page the "no" belongs in.

Help the other person to clarify their own boundaries and not overstep them; support the other person in saying "no," as this can be rather difficult.

Mention what a "no" might do to the person it is said to.

Think together about an alternative instead of a "no;" the figure below can help to start the request from a possible alternative instead of from self-interest.



QR

Check out the example sentences for saying "no" appropriately that are included on the website accompanying this toolkit by scanning the QR code.

I FIND IT DIFFICULT TO GIVE FEEDBACK...

GOAL GIVING FEEDBACK APPROPRIATELY

It can be difficult to give feedback, especially if something's gone wrong. The other person can become emotional and react with sadness and/or anger. How do you ensure that your feedback is well received and perceived as helpful? This tool can help you with that.

USE THE ABC METHOD FOR GIVING FEEDBACK

ACCURATE:

If possible, link the feedback to criteria.

BALANCED:

Incorporate the following elements in your feedback:

- Mention what you think is strong.
- Indicate what you would like to see more of.
- Provide a concrete improvement point.

CONCRETE:

Explain your feedback; give examples.

WHEN GIVING FEEDBACK, PAY ATTENTION TO THE OTHER PERSON:

- Focus preferably on feedback questions from the other person, so that ownership lies with them.
- Use an "I-message" so that the other person can better accept the feedback: "I + feeling + what makes you feel that way".
- Be understanding of the other person's feelings; provide space for these emotions.
- Let the other person summarize your feedback to check if it's been understood.
- Think together about actions based on the feedback to achieve improvement.

SUPPORTING OTHERS

Ask about what makes it difficult for the other person to give feedback, so it becomes clear what their challenge is.

Emphasize that giving feedback is meant to help another person; encourage the other person to think about how feedback could help the recipient.

Help the other person to become aware of any judgments and/or beliefs that hinder giving truly helpful feedback.

Check if the feedback contains the following elements, as this combination is most effective:

FEEDBACK:

Information about the quality of the work.

FEEDUP:

Information about the quality of the work in relation to the criteria.

FEEDFORWARD:

Tips for improvement, focused on future work.

QR

Scan the QR code to watch videos on what to do to give helpful feedback.

FEEDBACK AFFECTS ME SO MUCH!

GOAL RECEIVING FEEDBACK POSITIVELY

Many people confuse criticism with feedback. Criticism involves judgment and disapproval, while feedback is meant to be a learning opportunity. However, feedback can feel like criticism. Receiving feedback can be quite emotional; hence, it's not surprising to find receiving feedback to be challenging. But how do you ensure that you handle feedback from others appropriately? How do you respond appropriately? This tool can help you with that.

1

Thank the other person for the feedback; this is an attempt to help you learn.

2

Summarize the feedback you received to check if you understand the other person correctly: "If I understand correctly, you mean that..."

3

*Express the feeling the feedback evokes in you:
"I notice that..." or "I feel that..."*

4

Mention the consequence it has for you: "Therefore..."

5

Indicate what you'll do with the feedback:
- What you have learned and might do differently.
- Where you think differently; it's okay to disagree.

6

If necessary, agree to revisit the conversation later.

7

Possibly express a wish for the next time the other person gives you feedback: "Next time would you...?"

Give the other person time to respond to your reaction, as your feedback can also affect them emotionally.

SUPPORTING OTHERS

Indicate that feedback is meant to be a learning opportunity; the person giving feedback wants to help you.

Emphasize that it's very normal for feedback to affect one emotionally, especially because it's so personal.

Ask about what makes it difficult for the other person to receive feedback, so it becomes clear what their challenge is.

Discuss the feedback that was received with the other person, and offer a listening ear:

- "How was it to receive the feedback?"
- "What did you learn from the feedback?"
- "How did you react?"
- "How did the other person react to your response?"

When how they received feedback didn't go as hoped for, emphasize that learning always involves trial and error, and then focus on what went well.

Mention their growth in receiving feedback; celebrate every success together (no matter how small).



QR

Scan the QR code for extra tips on receiving feedback.

COLLABORATING IS DIFFICULT, THE CONNECTION IS MISSING!

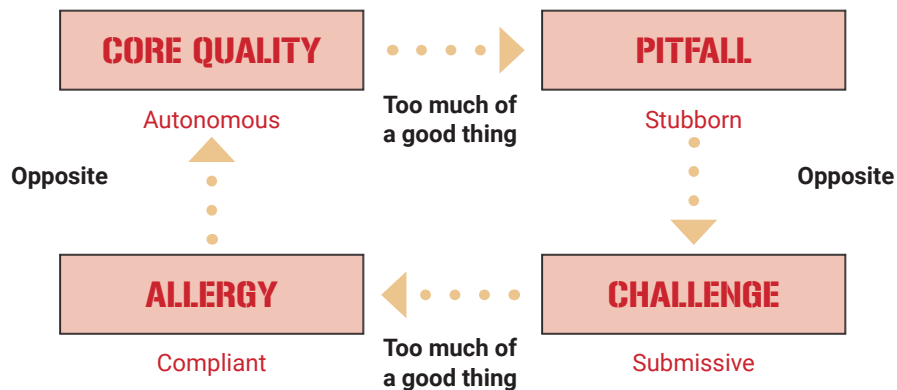
GOAL

EXPLORING WHAT YOU CAN DO TO
IMPROVE YOUR RELATIONSHIP WITH SOMEONE ELSE

Being annoyed by someone you are collaborating with is a sign that you're **allergic** to the other person's behavior. This allergy tells you something about a **core quality** of you, which can become a **pitfall** if you overdo it. This creates a **challenge** for you; your allergy is often an exaggerated version of your challenge. The figure below illustrates this schematically. Use the QR code for further explanation of the tool and some examples.

What do you need to learn how to be less annoyed?

- 1 *Describe the situation and the thoughts and feelings it evokes in you; these thoughts and feelings are valid.*
- 2 *Determine your allergy and fill in the other boxes in the figure below; become aware of what you think and feel for each box.*
- 3 *Become aware of your challenge and determine the type of behavior that corresponds with this challenge; when will you be satisfied and what would make you proud?*
- 4 *Determine what you need to show the behavior corresponding with the challenge; what could you possibly learn from the person you're annoyed with?*



SUPPORTING OTHERS

Recognize and mention the annoyance or allergy you hear in the other person's story; it's not helpful to go along with their story.

Encourage the other person to think, primarily by listening and summarizing regularly what you hear them say; help the other person to understand themselves better.

Ask about their core quality and their allergy, which are opposites; ask how the other person recognizes themselves in these opposites.

Then ask what the pitfall of their core quality is and what the challenge is; that is, preventing the core quality from becoming a pitfall.

Help the other person link their challenge with their allergy; is there an overlap and, if so, what can be learned from the person they're annoyed with?



QR

Scan the QR code for a video with more explanation, other examples, and the extra tool, "How can I improve our collaboration?"

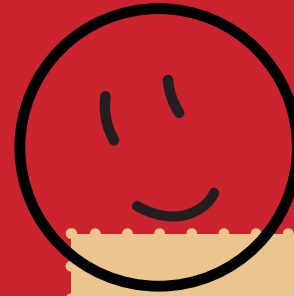
BOOST YOUR RESILIENCE!

WHAT DO OTHERS APPRECIATE ABOUT YOU?



WHAT ARE YOU GOOD AT?

IN WHAT WAY(S) DO YOU HELP OTHERS?



WHAT MAKES YOU HAPPY?

WHO IS ALWAYS THERE FOR YOU?



WHAT ARE YOU PROUD OF?

QR

Scan the QR code for the extra tool, "I'm stuck in negative thoughts," which can help you develop (more) positive thoughts.

NOTES

NOTES

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Note: Tools 5 and 12 were designed based on personal insights.

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— How resilient are you? — — Are you up to the challenge? — — Who/what do you need? —

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