

1 Background Reading

Why Co-operation?

‘Human achievement is like a mountain range with cliffs, crags, slopes, and valleys. To aim for excellence in collective achievement is to aspire to climb to the crowning point. The endeavour requires each climber to be equipped with essential skills and knowledge and good amounts of determination and willpower. However, no climb should ever be undertaken without the most indispensable piece of equipment: the safety rope of co-operation. Co-operation ensures equanimity, empowerment, easiness, and enthusiasm. Co-operation provides the means for each climber to take a step, no matter how small, and for those steps collectively to reach the pinnacle.’

Living Values: A Guidebook (1995) London: Brahma Kumaris World Spiritual University

Delivering healthcare is highly complex, requiring not only the clinical skills of individual practitioners but also effective strategies, management and organisation at all levels – government, health authorities, hospitals, clinics, patients and staff. Co-operation between these levels and within each level is essential to delivering an efficient and effective healthcare system.

Purpose of module

Achieving successful co-operation can only be done by first understanding what co-operation means to each of us at a personal level, before applying it to a work unit or organisation. This module aims to provide a personal experience and to use personal insights in co-operative team tasks. What are the values of co-operation and how do we apply them at work? Everyone has their own specialities that can make a worthwhile contribution and by working co-operatively the outcome will be greater than the sum of individuals’ efforts. By adopting a co-operative approach and really understanding what that means for us, our colleagues and our patients, we can have happier and more effective teams.

Introduction to the *Co-operation* module

This module focuses on experiencing and evaluating the qualities and skills of successful co-operation. To co-operate, we have to understand and value each other so that we can accept and build on each other's ideas. We have to *want* to understand, and *want* to be understood. This connection is often helped by revealing something of ourselves – allowing others to see beyond the behaviour, sharing our values or beliefs, our passions, our fears and our hopes. To do this, however, we need to feel safe and to know that we are not being judged.

Co-operation, therefore, involves the recognition of a *shared* responsibility for creating and maintaining a good and trusting relationship.

Themes of Exercises

Co-operation – what does it mean? (5.1, 5.9)

We can all recollect situations when things really go well, when things just 'click' and fall into place. We feel good and everyone involved in the process seems to benefit. So it is worth while reflecting on why such situations are successful. What are the behaviours and skills people show when they do co-operate and how does that make everyone feel?

Inner values of co-operation (5.2)

When people work well together they will express underlying values such as respect, patience, tolerance and understanding. In addition, good listening skills, calmness, creativity and humour make for good co-operation. When we get in touch with these qualities in ourselves, we act in a co-operative way which results in having consideration and respect for others.

By constantly reminding ourselves of our own inner values we gain an inner strength and can maintain equanimity and work in a co-operative way. This can be done in silence by reflecting on the words and feeling what it is like to be 'calm', 'patient', 'tolerant' etc. We can then consider how we can bring such values into some action at work. Through meditating on the values of co-operation we can build a positive approach to our thinking and develop new beneficial habits.

Co-operative listening (5.3)

A key spiritual tool to co-operation is listening. We need to really hear and understand the other person if we are to work with them in a co-operative way.

These are three things to remember when using listening as a spiritual tool:

- be peaceful
- be attentive
- listen with your heart.

All three aspects of listening are important but the emphasis in this module is listening with full attention to a person's views without interruption. It is learning to listen to each other in a *non-judgmental* way and being *curious* about them and what they are saying.

Attentive listening is about paying attention to what the other person feels deeply about, and it is not influenced by their status or personality. Being non-judgmental releases us to be ourselves. If we stop worrying about (judging) how well we are

doing and what the other person thinks of us, we can give all our energy to listening to that person.

Listening with *curiosity* demonstrates an interest in the other person as an individual. What are their values and beliefs, and why do they have such feelings? Such curiosity is the sign of a healthy, enquiring, open mind. We can examine and evaluate different practices, and be willing to learn and change if appropriate. It means we never become complacent, never become fixed in our attitudes, and certainly never assume that we don't need to go on learning. Curiosity involves us constantly asking questions to clarify and understand both what others are saying and the beliefs and values their words are based on.

Co-operative solutions (5.4)

There are always solutions to what may seem the most difficult and 'stuck' situation. There are many situations in our work settings or in our personal lives that seem impossible to resolve. Yet we can all draw on our innate creative abilities to bring fresh insights and produce new answers. Bringing in positive values and methods is a sure way of making the situation better for everyone, and it can be fun. Using drawing, acting, writing or anything that encourages creativity can change things for the better, and quickly.

A co-operative workplace (5.5)

Creating positive thoughts of how we would like a co-operative workplace to be is the first step in making it a reality. We can think of our own special qualities which we can bring to our work; we can listen and support others; we can encourage and be enthusiastic, and the results may well be far greater than we could expect. Being co-operative leaves everyone feeling good about themselves, about other people and what has been achieved.

Team co-operation (5.6, 5.10)

Team co-operation is basically working in a non-competitive way. It is about respecting everyone in the group by listening to their views and encouraging their contribution. It is not about 'scoring points' over others, or a bargaining game in which one person's success is achieved at the expense of others. The aim of co-operation is mutual benefit in human interactions, so that implementing a task is beyond individual status and personalities in the group.

With co-operation, a task becomes creative and enjoyable. There is a feeling of support and togetherness, in short, 'team spirit'. The process of co-operation itself will be remembered, as well as achieving something special.

Team vision

A vision is an ideal of how we would want things to be. It is about looking positively to the future and being creative in that process. It is about drawing on our wildest hopes for a better future, about building these into a shared vision, and then working co-operatively to achieve it.

A vision can relate to an outcome in terms of a concrete achievement, such as, 'We will create a positive working environment'. Visions can also be seen in terms of a process, *how* we are doing a particular task or living our lives, eg 'We will be patient and enthusiastic in our work'. It is important that the vision is shared and owned by everyone, rather than just one person's good idea that he or she tries to get everyone to adopt.

Exploring the process of co-operation (5.7)

Working co-operatively in a group may be a new experience for many people and it is useful to consider in what way it is different from how groups usually behave.

Often, team training focuses on understanding the different roles people can take within a team. However, roles can be restricting as we tend to behave according to the role and how others expect us to behave in it. This can be true of our position at work or at a group meeting. For instance, in team training, one person may be allocated to the role of 'scribe' which may lead to their creative contributions or facilitating behaviours being ignored or not valued. Behaving according to prescribed roles may not necessarily lead to creative outcomes.

During this module, we experience how it is possible to go beyond this behavioural concept and achieve a 'deeper' level of co-operation. At this level, roles can constantly change as the individual's needs, group needs or task needs change. Each individual has the opportunity to contribute and it will be valued. It is each person's responsibility to facilitate the group process by exhibiting the necessary qualities and skills.

Taking it back to work (5.8, 5.11)

Having experienced the qualities and skills of co-operation, it becomes possible to explore new ways of tackling difficult situations at work and of improving the way in which we interact as colleagues and teams. We can consider how we can go on improving working together so that we benefit, others benefit and ultimately our patients benefit.

2 The Facilitator's Guide to Module 5

Session I: Understanding co-operation

Aims

- To identify the qualities and skills of co-operation
- To experience and evaluate co-operative listening
- To apply the values and process of co-operation to real-life situations

Process

This session focuses on understanding and experiencing co-operation. Participants begin by identifying a successful co-operation, working in pairs to explore the qualities and skills involved. A meditation follows, allowing participants to experience the qualities of co-operation at a deep, personal level. After a movement exercise, participants explore the skill of co-operative listening in pairs, and evaluate this important skill as a basis for effective co-operative interaction. A final exercise uses cartoons to help participants work individually on applying their insights and ideas to a real life scenario, in order to achieve a more co-operative outcome.

Session II: Working in teams

Aims

- To use creativity as a tool for co-operative group working
- To work co-operatively in teams to create a joint vision
- To reflect on and evaluate the process of co-operative team working
- To apply learning to team working and co-operation in practice

Process

This session uses specific tasks to explore the process of working co-operatively in teams. The first exercise uses a visualisation of a co-operative workplace. The insights gained provide the basis of a team exercise developing a collective vision of co-operative working, and then representing the vision as a piece of art work. There is then an opportunity for individuals and teams to reflect on this experience of co-operative working and to evaluate the process. An optional action planning exercise helps small groups to apply this learning to work situations which involve team working or co-operation.

Programme/plan for Module 5 *Co-operation*

<i>Introduction/Review</i>		30 minutes
SESSION I	<i>Understanding co-operation</i>	
Exercise 5.1	Co-operation – what does it mean?	25 minutes
Exercise 5.2	Inner values of co-operation	15 minutes
<i>Movement exercise</i>		10 minutes
Exercise 5.3	Co-operative listening	40 minutes
<i>Break</i>		20 minutes
Exercise 5.4	Co-operation cartoons	35 minutes
<i>Lunch break</i>		
SESSION II	<i>Working in teams</i>	
Exercise 5.5	A co-operative workplace	10 minutes
Exercise 5.6	Creating a team vision	55 minutes
<i>Movement exercise</i>		10 minutes
Exercise 5.7	Exploring the process of co-operation	30 minutes
<i>Break</i>		15 minutes
<i>Session review</i>		10 minutes
<i>Action planning</i>		
Exercise 5.8	Taking it back to work	30 minutes
<i>Evaluation</i>		10 minutes
<i>Closure</i>		
Exercise 5.9	Temple of co-operation	10 minutes
Total time		5 hours 55 mins

Follow-on/homework

Exercise 5.10	Adverts: an exercise in team co-operation	30 minutes
Exercise 5.11	Creating new perspectives	45 minutes

Materials



- Pens and paper
- Flipchart and marker pens
- Coloured pencils/pens
- CD player/tape recorder (optional)

Session I

- Worksheet 5.1 Co-operation – what does it mean?
- Worksheet 5.3 Co-operative listening (2 sheets)
- Worksheet 5.4 Co-operation cartoons
- CD track no. 14 Inner values of co-operation (or relaxing background music)

Session II

- Worksheet 5.7 Exploring the process of co-operation
- Worksheet 5.9 Temple of co-operation
- CD track no. 15 A co-operative workplace (or relaxing background music)
- Flipchart paper or A1 card
- Magazines
- Scissors and glue sticks

Preparation

- 1 Read the introductory notes at the beginning of the session/s so that you are familiar with the way in which the theme is being introduced and explored. Review the list of references and resources for this module in **Part 5: Additional Resources** and reflect on your own experiences.
- 2 Familiarise yourself with the main learning tools which are being used in the session (see **Part 4: Spiritual Tools**).
- 3 Read through the session guidelines and look at the suggested session programme which will incorporate:
 - Session introduction
 - Exercises
 - Movement breaks
 - Breaks
 - Session review
 - Action planning
 - Evaluation
 - Closure

Plan each part of the session and timings in detail, using the session notes, **Part 2: Guidance for Facilitators** and the optional exercises in **Part 5: Additional Resources** for more detailed suggestions.

- 4 Photocopy any handouts and exercise sheets, and make sure that you have any other equipment listed under *Materials*.

3 Introducing the Module



30 minutes

Run through your planned introductory session which may include:

Quiet time

Introductions/optional warm-up exercise

Overview of session

- Theme of session
- Aims and learning outcomes
- Programme/plan for the session
- Practical considerations
- Any questions

Setting the tone

- Ground rules/principles
- Participants' expectations

Review of last session/homework

See **Part 2: Guidance for Facilitators** for further guidance on introducing the session.

4 The Exercises

Session I: Understanding co-operation

Exercise 5.1

Co-operation – what does it mean?



Process:

Reflection and sharing in pairs



25 minutes

Learning outcome

At the end of this exercise participants should be able to:

- ✓ describe the qualities and skills of co-operation.

Materials



- Worksheet 5.1: Co-operation – what does it mean?
- Flipchart
- Paper, pens

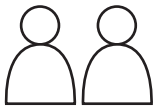
Facilitating the exercise

- 1 Distribute **Worksheet 5.1 Co-operation – what does it mean?** to participants, along with paper and pens.
- 2 Ask participants to choose a partner, introduce themselves, and sit together.
- 3 Introduce the exercise in the following way:



“First, work on your own for a few minutes and think of a situation at home or at work where you experienced successful co-operation. Also, reflect on what made that situation successful. What were some behaviours and skills that were useful in being co-operative? What were the qualities and values that people were expressing? Write your answers on the worksheet.”

Allow between 5 and 10 minutes for this.



4 Next, invite pairs to share their situations with each other, as follows:

“Now share your situations and findings, making a list of the qualities and skills of co-operation. Write down as many possibilities you can think of.”

Allow 10 minutes.

**Feedback
10 minutes**



- 1** Bring the whole group back together and ask each pair to share some of the qualities and skills they have listed, writing them up on a flipchart.
- 2** Invite participants to consider any similarities or differences between the qualities and skills of co-operation in home and work settings.

Exercise 5.2

Inner values of co-operation



Process:

Meditation



15 minutes

Learning outcome

At the end of this exercise participants should be able to:

- ✓ experience qualities of co-operation and their expression through meditation.

Materials



- CD track no. 14 Inner values of co-operation (or relaxing background music)
- CD player/tape recorder

Facilitating the exercise

This exercise is a guided meditation which will help participants to identify with, and find their own personal experience of, the values of co-operation.

You can either use the **CD track no. 14 Inner values of co-operation**, or read out the following commentary, using your own background relaxation music. If you are reading the text, speak in a clear, gentle voice, pausing at ellipses (...) to allow participants to follow you into a relaxed state.

- I Ask participants to choose 3 qualities from the previous exercise. Invite them to sit comfortably on their seats, with their backs supported against the chair backs if necessary, so that the body can relax. Ask them to place their feet on the floor, with legs uncrossed, and rest their hands on their laps.

“ Sit relaxed in your chair... and as your body relaxes so does your mind... you feel calm and peaceful.

Now consider some of the qualities of co-operation. Which of these are your special qualities? Think of just one of these qualities and really experience it... what does it feel like to be that quality...? Does an image, colour or phrase come to mind associated with the quality? Can you see yourself being that quality in your everyday life... ...? **(pause for 20 seconds)**.

When you are ready, think of another quality of co-operation, and again try to feel what it is like to be that quality... Images or colours may come to mind... experience the quality as deeply as you can... experiment with it, comparing how similar or different it is from the first quality you chose... ... **(pause for 20 seconds)**.

When you are ready, move on to a third quality and experience it as deeply as you can... How is it different from the other two? Can you see yourself being that quality... ...? **(pause for 20 seconds)**.

All these qualities are part of the peaceful and co-operative person that you are... get a sense of that person... feel at peace with that person **(pause for 20 seconds)**.

In your own time, become more aware of your body... feel your feet on the ground... Begin to wiggle your toes and fingers... and, in your own time, open your eyes... have a stretch and a shake.”

Helpful hints This exercise will help participants to identify with the qualities of co-operation at a deep, personal level. They can then bring their co-operative essence, ie more of themselves, into the co-operative exercises which follow.

If you have time, you could invite participants to draw or write down some of the images of co-operation which came to them in this meditation. These could be displayed throughout the session or at the end as part of the closure.



Movement exercise



10 minutes

Exercise 5.3

Co-operative listening



Process:

Listening



40 minutes

Learning outcome

At the end of this exercise participants should be able to:

- ✓ describe and evaluate the process of co-operative listening as an important skill in co-operative interaction.

Materials



- Worksheet 5.3 Co-operative listening (2 sheets)
- Paper and pens
- Flipchart and marker pens

Facilitating the exercise

This exercise is in two parts. Invite participants to sit with the same partner from the previous exercise.

Part A: Favourite music (15 minutes)

1 Distribute the first sheet of **Worksheet 5.3 Co-operative listening**, entitled **Part A: Favourite music**.

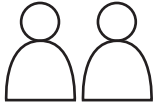
2 Lead the exercise as follows:

“First of all, on your own, remember a piece of music you particularly like. Hear it in your head for a moment. Briefly write down your responses to the questions on the worksheet.”

Allow 5 minutes.

3 Invite participants to share their responses with their partners in the following way:





“Now share your answers with your partner, allowing about 5 minutes each.

As the listener, encourage the person to tell you about the piece of music so that you really understand why it is important to your partner. Use the questions on the worksheet as prompts. Be curious to find out what it is that really makes the music mean so much to them, for example, it might be a romantic song which reminds them of someone or something special.”

Allow 10 minutes, prompting participants to reverse roles after 5 minutes.

Part B: The process (15 minutes)

- 1 Ask participants to work in the same pairs and distribute the second sheet of **Worksheet 5.3 Co-operative listening**, entitled **Part B: The process**.
- 2 Invite pairs to explore the process of co-operative listening, using the questions on the worksheet. There are questions about:
 - the experience of describing the music
 - the experience of listening, and
 - the experience of the co-operative interaction between two people.

Allow a further 15 minutes before moving into feedback.

Feedback 10 minutes



Reconvene the group to discuss some of the main learning points about the process of co-operative listening. Below is a list of personal discoveries which might come up at this point:

- 1 Music is ‘soulful’ and a piece of music can be used to remind you of who you truly are.
- 2 As the ‘speaker’ you can be more involved in the conversation. You want your partner to understand something about you and the piece you have chosen.
- 3 As the ‘speaker’ you just get on with describing the music, and trust that the situation is safe enough that no ‘harm’ will come to you. You believe that you are good enough, that you are able and complete just as you are.

- 4 When you are enthusiastic, you stop judging yourself, and you stop judging other people so much. This helps you see the best in other people in the team.
- 5 Sharing something which is important and has meaning for you is part of forming good relationships with others and makes you feel good. When encouraged, you reveal more about what you feel passionate about. You begin to stop worrying about what the other person thinks about you. You stop comparing yourself with others in the room and realise that you have the same qualities as they do.
- 6 As the listener, your encouragement stops you from judging, you begin to see different aspects of the other person. You also learn about yourself and your own values.
- 7 As you tell your story and are really listened to, you find common ground. So the key is to use co-operation to express your true self and to help others to do the same.
- 8 Usually with a co-operative exchange, you feel enthusiastic and positive.

Helpful hints Most people have a favourite piece of music and often feel passionately about it, although they may not be fully aware of their feelings. It is up to the listener to be curious about this passion. This is a conversation which should be free from 'ego' (personality and status), when individuals can interact at a more meaningful level.



Break



20 minutes

Exercise 5.4

Co-operation cartoons



Process:

Creativity



35 minutes

Learning outcome

At the end of this exercise participants should be able to:

- ✓ apply ideas and methods of co-operation to real life scenarios in order to achieve a more co-operative outcome.

Materials



- Worksheet 5.4: Co-operation cartoons
- Paper, coloured pens/pencils

Facilitating the exercise



1 Distribute **Worksheet 5.4 Co-operation cartoons**, paper and pens to participants.

2 This is an exercise for participants to work on individually. Guide them into the exercise as follows:

“Take a moment to think of a situation in your work or personal life in which there is no co-operation and which you would like to change for the better. Draw the scenario in the square on the left as it seems at this moment, with all its complexity. Use very simple cartoon figures and simple behaviours so that you know exactly what’s going on.

Write in your thoughts, feelings and words, as well as those of others involved in your chosen scenario, in the appropriate places within the scene, using speech bubbles.”

Allow about 10 minutes for this part of the exercise.

3 Next, invite participants to complete the next step as follows:

“Now in the space between the squares, write down any steps, methods, values or thoughts that may be needed to transform the unco-operative scenario into a co-operative one, eg stepping back, calmness, listening, positivity.

It is important that you complete these steps before you proceed further.”

Allow about 5 minutes for this part of the exercise.

4 Finally, ask participants to create the new, co-operative scenario as follows:

“See if you can now draw a new cartoon scenario in the square on the right where co-operation is now obvious.”

Allow about 10 minutes for this part of the exercise.

5 Ask participants to finish working at this point, whether or not they have achieved a satisfactory cartoon.

**Feedback
10 minutes**



- 1 Invite participants to share briefly which values and methods of co-operation they used to create a more positive scenario.
- 2 Explain to participants that they can continue with this process beyond the session itself, by trying out different values and methods until they come up with a satisfactory cartoon. This activity could extend over several weeks, allowing time to develop a sequence of cartoons, and one that finally expresses co-operation in their scenario.

Helpful hints

An alternative process for this exercise is for groups to work on an individual's chosen scenario using role play or tableaux. The individual would act as 'director' of the first, unco-operative scenario, asking other participants to take on the roles or stances of the people concerned. The group would then work together on methods of transforming the scene, before creating and acting out a co-operative alternative. They could discuss how it felt to be in the first scene, compared with the second.



Lunch break

Session II: Working in teams

Exercise 5.5

A co-operative workplace



Process:

Visualisation



10 minutes

Learning outcome

At the end of this exercise participants should be able to:

- ✓ describe the qualities and behaviours within a co-operative workplace, using guided visualisation.

Materials



- CD track no. 15 A co-operative workplace (or CD/tape of relaxing background music)
- CD player/tape recorder (optional)
- Paper and pens

Facilitating the exercise

This exercise is a guided visualisation which will help participants to visualise the qualities and features associated with a co-operative workplace. This is a preparation for the next main exercise on creating a team vision.

You can either use the **CD track no. 15 A co-operative workplace**, or read out the following commentary, using your own background relaxation music (read in a clear, gentle voice, pausing at ellipses (...) to allow time for reflection).

- I Make sure that every participant has a sheet of paper and pen to hand (although they may wish to put it on the floor or to one side while they are carrying out the visualisation).

2 Play the CD or read out the following text:

“ Sit comfortably on a chair so that your body can relax... Place your feet on the floor and rest your hands on your lap. Feel the tension release from your muscles and your breathing become even and regular... Allow your thoughts to slow down and become calm.

You are going to think about work and create a picture in your mind... Think of your workplace and how you would like it to be truly co-operative. How would it be if everyone was working well together...? What comes up in your ideal workplace...? What is it like...? What is the atmosphere...? How are people behaving...? What are they saying...? What feelings are they sharing in their interactions...? What qualities are they showing...?

You may get pictures, feelings or words coming to you... colours, sounds, a texture... let your mind wander freely... is there a symbol or particular image...?

What would it be like at your workplace if everyone were co-operating...? Observe what emerges for you.

When you are ready, become aware of your body sitting on the chair. Feel your feet on the ground... begin to deepen your breathing... and in your own time, open your eyes.”

3 Allow a few minutes for participants to note down or draw any images, words, symbols etc. If time, you may like to invite people to share these, but only if they wish.

Exercise 5.6

Creating a team vision



Process:

Creativity



55 minutes

Learning outcomes

At the end of this exercise participants should be able to:

- ✓ work co-operatively in small groups to achieve a collective vision
- ✓ produce a representation of the vision by working creatively together.

Materials



- Flipchart paper or A1 size card/paper
- Coloured pens and pencils
- Magazines
- Glue sticks
- Scissors

Facilitating the exercise



This exercise is about creating a vision of a co-operative team.

1 Ask participants to form teams of six to eight people. These could be based on real work teams where relevant.

2 Lead the exercise as follows:

“ You are going to work together to create a vision of a co-operative team, and produce a poster which represents this vision.

Begin by sharing some of the insights you gained from the visualisation exercise, using your notes as reference. Drawing on these, produce a collective vision of what a co-operative team might look like, in terms of qualities, attitudes and behaviour. Try to involve everyone in this process. You might wish to ask one person to make some notes at this stage.”

Allow 15 minutes for this first stage.

3 Ask the teams to undertake the second stage of the exercise as follows:

“Now work together on creating a poster which conveys this vision. Share ideas for images, words and colours. Decide on the size and shape of the poster, and how you are going to produce it by working co-operatively. You can use coloured pens, pencils and magazine cuttings of pictures and words.

Again, try to involve everyone in the process. Some people may have ideas for design and colours, others may be more focused on the process of producing the poster, and others may come up with symbols or words which encapsulate everyone's thoughts.”

Allow 30 minutes for this stage before moving into feedback.

**Feedback
10 minutes**



- 1 Invite each team to share their poster and how they feel about it. They will have the opportunity of reflecting on the *process* by which they achieved their outputs in the next exercise.
- 2 At the end of this exercise mention to the group that some people may see the vision in terms of *outcome* and others in terms of *process*, and that the next exercise will focus particularly on the process.

Helpful hints

This exercise is based on groups letting go of personal agendas, status and roles in order to focus on a common task. During the stillness of the preceding visualisation, creative ideas will have emerged; the challenge is then to work with them to achieve a collective vision and fulfil the task of representing that vision. The sharing, the fun, and being non-judgmental about oneself and others lead to co-operative success.



Movement exercise



10 minutes

Exercise 5.7

Exploring the process of co-operation



Process:

Reflection and sharing in groups



30 minutes

Learning outcomes

At the end of this exercise participants should be able to:

- ✓ appreciate the process of co-operation in teams
- ✓ describe and evaluate the main factors which positively affect working co-operatively in groups.

Materials



- Worksheet 5.7 Exploring the process of co-operation
- Flipchart and marker pens

Facilitating the exercise



- 1** Give out **Worksheet 5.7 Exploring the process of co-operation**.
- 2** Ask participants to stay in the same teams, but to spend a few minutes looking through the questions on the sheet individually, reflecting on the process of working together to produce the poster in the previous exercise.

Allow up to 5 minutes.
- 3** Invite everyone to share their responses in their teams. Ask each team to prepare to report back on the main learning from this exercise, in terms of successful team co-operation. They may wish to write the main points on a flipchart sheet, as a reference for action planning at the end of the session.

Allow 20 minutes for team discussion.

Feedback
5 minutes



Invite each team to briefly report their conclusions.



Break



15 minutes

5 Session Review



10 minutes

Guidance notes

Briefly review the session by displaying the session aims, learning outcomes and session programme. Remind participants of the activities they have undertaken.

Pick out any highlights, referring to materials that participants have produced and which you have displayed.

Hand out the **Background Reading** paper for participants to take away, pointing out any references and resources for this module, should they wish to explore the theme in more depth.

See **Part 2: Guidance for Facilitators** for further guidance.

6 Action Planning

See **Part 2: Guidance for Facilitators** and **Part 5: Additional Resources** for information and guidance on action planning. Below is a suggested action planning exercise.

Exercise 5.8

Taking it back to work



Process:

Reflection and sharing in groups



30 minutes

Learning outcome

At the end of this exercise participants should be able to:

- ✓ apply principles of co-operation to resolving problems and issues at work.

Materials



- Paper and pens

Facilitating the exercise



- 1 Ask participants to begin by identifying, individually, a problem/issue where they need to co-operate with others at work to achieve a positive outcome or resolution.

Allow 2 or 3 minutes for them to consider this.



- 2 Ask participants to form groups of three and to work co-operatively on how each person in the trio can apply what they have learned today to their problem or issue.

Allow 20 minutes.

Feedback**5–10 minutes**

If you have time, ask participants to share how they felt about applying the principles/experiences of co-operation to tackling real problems and issues. Concentrate this feedback on the effectiveness of problem solving through co-operation, rather than sharing of the situations themselves.

Summarise the importance of reviewing action plans as follows:

“It is important that you undertake regular reviews to see how you are doing and to remind yourselves of the vision you created. This will help you celebrate the success of the outcome; it will keep you focused on the vision; and it will also keep you on track or show you if you need to take a new direction.

Finally, success breeds success. When people have a sense of achievement – both from successfully completing the task, and from working well together – they gain extra energy to do more.”

See **Part 2: Guidance for Facilitators** and **Part 5: Additional Resources** for information and guidance on action planning and review.

7 Evaluation



10 minutes



Materials

- Copies of evaluation *pro forma* (if being used)
- Pens

Guidance notes

Run through your planned evaluation activity (see **Part 2: Guidance for Facilitators** and **Part 5: Additional Resources** for information and guidance on evaluation).

As an alternative or additional activity, you may also want to give out a more formal evaluation form at this point for participants to complete now or return by a given date.

Remember to plan in some time as soon as possible after the session to complete your own evaluation of how you think the session went.

8 Closure

Lead the group in your planned closure activity (see **Part 2: Guidance for Facilitators** and **Part 5: Additional Resources** for information and guidance on closures), or use the suggested activity below:

Exercise 5.9

Temple of co-operation



Process:

Creativity



10 minutes

Materials



- Worksheet 5.9 Temple of co-operation

Facilitating the exercise



- 1 Give out the **Worksheet 5.9 Temple of co-operation** and ask participants to work in small groups. The handout shows the temple of co-operation comprising: the foundation, pillars and roof.
- 2 Ask participants to colour these parts of the temple and write what they consider to be the qualities, behaviour and attitudes that best represent the foundation, the pillars and the roof in a temple of co-operation. Each group can share their temple with the main group to end the session.

9 Follow on/homework


Exercise 5.10

Adverts: an exercise in group co-operation



Process:

Creativity and play

 30 minutes

Learning outcome

At the end of this exercise participants should be able to:

- ✓ describe the effects of creativity on co-operative working in teams.

Materials



- A selection of objects which could be the focus of an advert, eg an egg, a bar of soap, a fruit or other food, etc.

Facilitating the exercise



1 Invite participants to form groups of four or five people.

2 Lead the groups into the task as follows:

- “The task is to make up a TV advert. You have 15 minutes to make up a two-minute advert which you will be performing to the other groups.

Choose one of the objects as the focus for your advert (or an alternative object, if you wish). Work together quickly, being as creative and non-judgmental as you can.”

After 15 minutes, ask each small group to perform their advert.

Feedback
15 minutes



- 1 Invite everyone to share what has been learned from the exercise, in particular:
 - What was the effect of working creatively on team co-operation?
 - How creative was the group able to be?
 - Additional discussion points: levels of energy; what helped or hindered creativity; what effect did being creative have on individuals and the group, additional factors in the process of co-operation (see discussion points on **Worksheet 5.7 Exploring the process of co-operation**).

2 As the facilitator, summarise as follows:

“This exercise shows how creativity can help in the process of co-operation. Creativity makes us feel good, it raises energy. Creativity is soulful – that is, it enables us to connect with our real selves.

In a creative process there is no time or space to be self-judging or have self-doubt, which lowers energy. We take the ‘third corner’, in other words, we are all concerned about the best solution, rather than worrying about ourselves or the other person.

So, if we want to encourage co-operation we can look at our own contribution and increase our own individual energy by not judging others, or ourselves. As a team, we can reduce the judgements we make about each other by being creative and focusing on something we all think is important at the moment.”

Helpful hints This exercise deliberately focuses on objects which are far removed from the workplace, in order to encourage participants to experience the creative process and its effect on co-operation, rather than the outcome.

Exercise 5.11

Creating new perspectives



Process:

Reflection and sharing in pairs



45 minutes

Learning outcomes

At the end of this exercise participants should be able to:

- ✓ identify solutions to problem situations, based on putting qualities of co-operation into practice
- ✓ translate solutions into specific actions, as part of an individual or team action plan.

Materials



- Paper and pens

Facilitating the exercise



- 1 Distribute sheets of paper and pens to participants and ask them to work on their own, as follows:

“Think on your own of a difficult clinical or organisational situation that is relevant to you and where you wish to seek a clearer solution.

Write the essence of what the tricky situation is.”

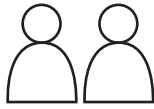
Allow two or three minutes before moving on.

- 2 Invite participants to reflect on solutions as follows:

“Go into silence and reflect on possible solutions, thinking of a co-operative quality or tool that might transform or adequately deal with that situation, drawing on the experiences and insights gained during the main session. Examples might be listening, visualisation, understanding, creativity.

Now write down how the situation or problem might change for the better as a result of using this quality or tool.”

Allow up to 10 minutes for this part of the exercise.



3 Ask individuals to share with a partner as follows:

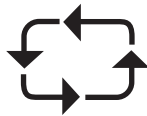
“Share with a partner how the original situation might change as a result of using a co-operative quality or tool. Discuss how this new solution might work in practice.”

Allow a further 5 minutes.

4 Invite each pair to help each other develop an action plan for translating their solution into a set of specific actions to take away.

Allow a further 15 minutes.

**Feedback
10 minutes**



If time allows, ask the whole group for feedback on the process.

- How did using a quality change the situation?
- What kind of action plans did individuals come up with?

Helpful hints

Often, when difficult situations arise, solutions are not always obvious or satisfactory. A new perspective, based on reflection, can help the process of finding a solution.

You could use the Values cards in this pack and ask each participant to choose one as a focus for the exercise.

An alternative or additional exercise can be carried out, asking everyone to describe their problem or situation on paper and to put it into a bowl in the centre of the group. Then each person takes out one piece of paper and uses a quality to create a solution, which they write on the same sheet of paper. In this way, the solutions are anonymous and can be read out to the whole group.

If the group constitutes a working team, or if participants work within the same unit/service, they may wish to identify a situation which is relevant to all of them. Their individual solutions could then be shared and used as a basis for working on a team plan of action.

Worksheet 5.1

Co-operation – what does it mean?

Describe a situation at home or at work where there was successful co-operation.

What made the situation successful?

What were the behaviours and skills people showed?

What were the qualities and values people expressed?

Worksheet 5.3

Co-operative listening

Part A: Favourite music

Why have you chosen that piece of music/song?

What makes it special to you?

What does it remind you of?

How does it make you feel?

Worksheet 5.3 (continued)

Co-operative listening

Part B: The process

When you described the music:

What effect did remembering your piece of music have on you?

How did you feel about the possibility of your partner or others judging you? How safe did you feel?

How enthusiastic were you and what was the effect of this?

What effect did your partner's encouragement have on how much you disclosed?

As a listener:

What effect did this exercise have on you?

As an exercise in individual co-operation:

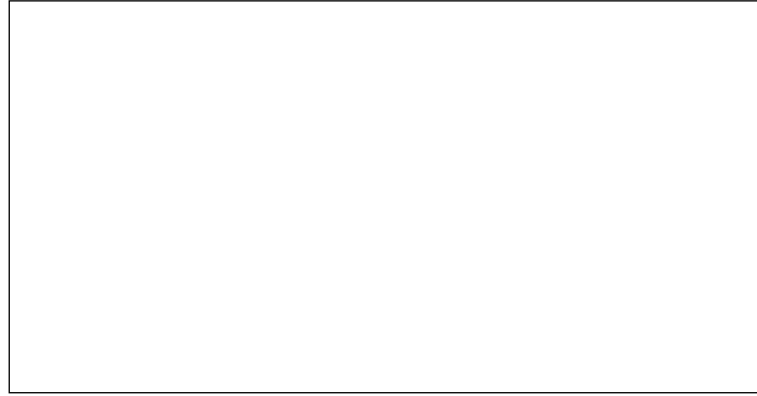
What common ground did you discover?

What are your energy levels like now?

Worksheet 5.4

Co-operation cartoons

- 1** Think of a scenario in which there is no co-operation and that you would like to change for the better. Draw the scenario in the 'before' square as it seems at this moment, with all its complexity. Use simple cartoon figures and simple behaviours so that you know exactly what is going on.
- 2** Write in your thoughts, feelings and words, as well as those of others involved, using speech bubbles.
- 3** In the space between the squares, write down any steps, methods, values or thoughts that may be taken for co-operation and transformation to occur; eg stepping back, looking at myself and others.
- 4** Now, connect and apply ideas and methods of co-operation to the cartoon you have drawn. Draw a new cartoon scenario in the 'after' square in which co-operation is now visible.



Before



After

During

Worksheet 5.7

Exploring the process of co-operation

Discuss the three main questions below as they relate to your experience of the previous exercise on creating a team vision. If you have time, consider some of the additional discussion points given.

1 Contribution

What encouraged individuals to contribute?

Additional discussion points: the effect of having a clear aim; level of focus; whether you took on roles; whether you all maximised your contribution, and if not, why not?

2 Qualities of co-operation

Which of the qualities and skills of co-operation did the group exhibit?

Additional discussion points: what was easy/difficult in working together; whether individuals felt included/excluded; whether and how you worked differently from your usual experience of group/team working.

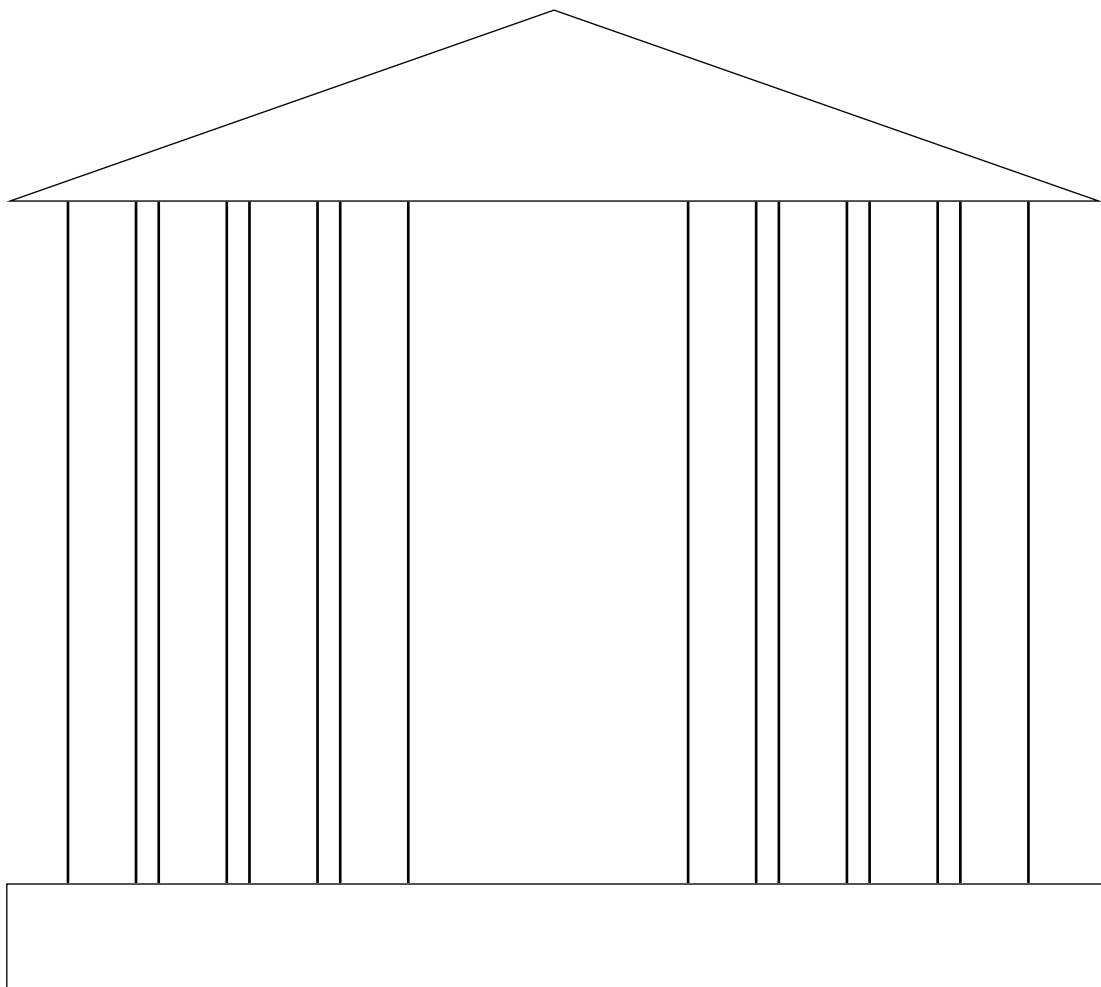
3 Learning

What have you learned from the exercise about the process of co-operative team working?

Additional discussion points: what effect did being successful or having fun have on the group; whether the group took on different energies during the process; how you might have co-operated more effectively?

Worksheet 5.9

Temple of co-operation



Colour the temple and write in words to show what qualities, behaviour and attitudes might be needed:

- As the foundation for co-operation
- To support co-operation (the pillars)
- To maintain co-operation (the roof)