



# PRÄGEWELT - TOOLBOX

## SELF-REFLECTION IN OPEN SPACE

**Building Blocks for Combining Change Management  
and Occupational Health in New Working Environments**

### Introduction and overview

The results of the PräGeWelt project showed that employees use the alternative areas of the open-space office infrequently or only to a small extent. They often find it too difficult to accept the new working style required in the flexible space. This can have a negative effect on their personal stress levels. Employees remain e.g. in the open work area of the open-space office, even when their task demands more concentration and calm than the open area can provide them with.

So far there have been few methods which help the individual to learn how to appropriate space. An open space office has the potential to promote the productivity and well-being of employees – but only if the possibilities that the space offers are used accordingly. The PräGeWelt Reflection Tool offers the opportunity to encounter the change process at an individual level. It follows a holistic approach and provides individuals with methods that promote the proactive use of space, enable them to reflect individual well-being and to empower them to cope with challenges.

The toolbox comprises three building blocks that interlock with one another. It is suited to employees or change agents who have already been working in the open space environment for at least two months.

Tool 1 is essentially the basis for the subsequent tools. The focus of an application can be, depending on the aim, either change management (Tool 1) or occupational health management (OH / combination of Tools 1–3). Here is a brief description of the tools:

TOOL	AIM	FOCUS
TOOL1 (Workshop) Workspace utilisation and resource mapping	Appropriation of space	Change Management
TOOL2 (Diary) My workspace and I	Strengthening well-being	OH
TOOL3 (Workshop) Better utilisation of resources in the workspace	Strengthening well-being	OH

#### TOOL 1 WORKSHOP - WORKSPACE UTILISATION AND RESOURCE MAPPING



The participants of this 3-hour workshop form pairs. One person in each pair takes on the role of coach, the other the role of coachee. Instructed by the coach and with the help of guiding questions, the coachee draws up a “map” of his or her work environment. The different workspaces are evaluated according to functional and emotional criteria. On the basis of the evaluation, the coachee reflects the effect of his/her workspace utilisation. Finally, and with the coach’s help, the coachee derives 2–3 key insights as to which areas work best in particular circumstances and what this means for his or her workspace behaviour and well-being. Afterwards, the roles are reversed. The results of the exercise are discussed in a small group.

#### TOOL 2 DIARY - MY WORKSPACE AND I



Between the first and second workshops there is a 3-day diary phase. During this phase, each participant has the task of reflecting on their behaviour in the new work environment. Reinforcing factors and behaviours should be identified. In addition, the implementation of the key insights from the previous workshop is evaluated. The participants should devote 10 minutes to this task per day.

#### TOOL 3 WORKSHOP - BETTER UTILISATION OF RESOURCES IN THE WORKSPACE



In a concluding 2-hour workshop, again with mutual coaching according to a set of instructions, the results of the diary are documented. In a dyadic process, effective strategies are established to ensure and augment well-being in the long term. The strategies can serve as an anchor point for the future utilisation of the workspace and well-being on a daily basis. A concrete plan of action is drawn up.

## The Toolbox



### TOOL 1

### WORKSHOP - WORKSPACE UTILISATION AND RESOURCE MAPPING

#### Aim

Using a map that they have drawn themselves, the coachees reflect on how they personally behave in the workspace and how they feel in the open space office. This reflection makes the coachee aware of the reasons why s/he uses the workspace certain ways; it enables the formulation of initial strategies for using the space more proactively and improving personal well-being. Mapping things out helps to visualise one's thought process. The creation and actual drawing of the map makes the coachee aware of his/her use of spaces.

#### Group size

A maximum of 16 participants; an even number for pairing up.

#### Target group

Employees or change agents. The latter are trained to act as multipliers on the basis of their own use of the tool, and to be in the position to support their colleagues during the change process.

#### Important

The map should be drawn by the coachees themselves:

- a) This strengthens the coachee's ownership of the coaching process.
- b) This facilitates the coachees' personal reflections. It thereby prompts them to actively engage with the workspaces.
- c) The map is a mental representation of the open space office in the way that the coachee perceives it. The key role in this process is played not by the objective correctness of the map but by the coachee's perception.

#### Duration

Approx. 3 hours

#### Materials

Pair work: at least 2 flipchart pages, marker pens, approx. 20 sticky dots per pair, in two different colours, workshop cards. Each pair has a table to themselves. Group work: a place to secure a flipchart (sticky tape, presentation easel), sticky notes, marker pens.

#### Procedure Step 0

##### Introduction by the moderator (10 mins.)

Moderator explains the method and emphasises that the pairs are to take it in turns to be coach and coachee (30 mins. each).

Participants should choose their own partner.  
Pairs go to their table.

## Step 1

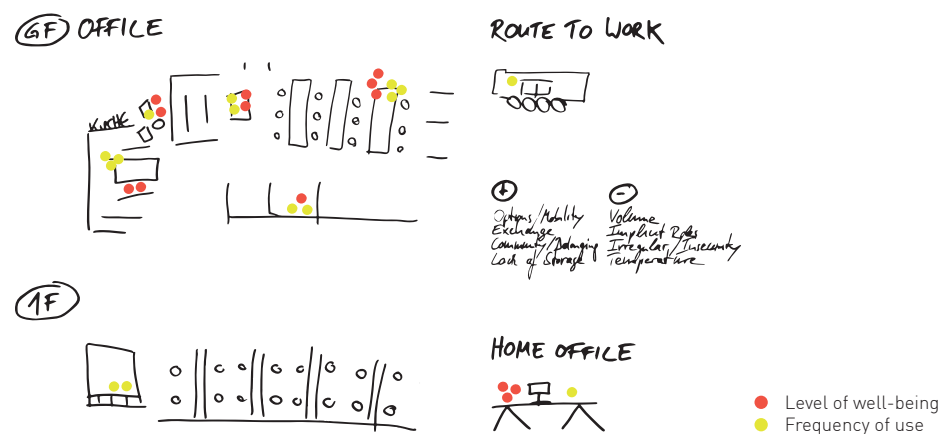
### Map drawing (5-10 mins.)

Coach asks the coachee to draw a map of his/her (the coachee's) work environment. When drawing the map, the following should be kept in mind:

- >> The drawing is best done on flipchart paper (flat on the table).
- >> The scale of the map is not important; the coachee should draw the way that is right for them. There is no wrong and no right regarding the map.
- >> Home-office or other frequently uses workspaces can be added, of course.
- >> The coach makes no judgement, asks only clarifying questions and listens attentively.

At the end, the coach asks the coachee to briefly explain the map.  
The coach asks questions.

Here is an example of a map:



## Step 2

### Frequency of use and functional evaluation of workspaces (5 mins.)

Coachee receives sticky dots of one colour from the coach and allocates them to each workspace, one at a time, in response to the question „How frequently do you work here?“

- >> No dots: never / 3 dots: very frequent use
- >> Each workspace is assessed on its own.

While the coachee is allocating the dots, s/he and the coach discuss the allocation:

- >> Why is a certain space rated in a certain way?
- >> What is especially helpful or disruptive in the individual areas? (Please incorporate both positive and negative factors in the conversation.)

### Step 3

#### Emotional evaluation of the workspaces (10 mins.)

Coachee now receives dots in a second colour and rates each area in response to the question „**How do you feel here?**“.

Rating is carried out as in Step 2.

After rating is finished, the coach and coachee discuss the ratings:

- >> Is there a difference in the areas' ratings with regard to well-being?
- >> What influences well-being in the particular spaces?
- >> Is there a standard dimension for well-being?  
(E.g. volume, light, warmth, particular colleagues, privacy)

### Step 4

#### Define key insights (10–15 mins.)

Coach and coachee analyse the map together. Coach asks the coachee the following questions (note that the coach is welcome to express thoughts and suppositions):

- >> Does anything particular stand out?
- >> What are the advantages and disadvantages of the current use of the areas? (If necessary, ask for examples of situations.)
- >> Is there a mismatch between the frequency of use and degree of well-being? (E.g. frequent use but low degree of well-being).  
If yes, why is that?
- >> What behaviour/strategies could have a more positive effect on the coachee in this workspace? (E.g. addressing the rules, using retreat areas)
- >> (If necessary) What has prevented the coachee from doing this?
- >> Coachee (not the coach!) writes 1–3 active and positively formulated key insights on a card. (E.g. “I should use the small office for quiet work once a day”, “I will actively address disruptions”, “Breaks outside the building do me good” ...)

Coach and coachee reverse roles (after approx. 30 mins.)

Moderator signals the role swap.

After the second session has ended:

## Step 5

### Discussion in small groups (20 mins.)

The participants form groups of 4–6 people (2–3 pairs). One person takes on the role of moderator for the group. A volunteer presents his or her workspace map and explains:

- >> Why did I rate a particular area rated in a particular way?  
(Frequency of use, well-being)
- >> What are the pros and cons of my current use of the area?
- >> What are the possible consequences for me personally?
- >> What key insights I have gained?

The moderators of the small groups pose questions, stimulate discussion among the participants and document the most important points on sticky notes or the flipchart.

- >> Have you had similar experiences? Completely different experiences?
- >> How do you handle similar situations?
- >> What alternative approaches are there?
- >> What are the key insights from today's workshop?

## Step 6

### Group presentations in plenary (20-30 mins.)

The moderators of the small groups each present the most important discussion points and insights from their individual groups. The workshop moderator stimulates further discussion. Possible questions are:

- >> What do the groups have in common and what are the differences?

## Step 7

### Conclusion (15 mins.)

- >> The workshop moderator summarises the most important points of the workshop and the discussion.
- >> Final feedback (E.g. Five finger feedback)

## Wrap-up & Homework

If the focus is on OH: the moderator introduces Tool 2 (diary phase; see below) and hands out the Self Reflection sheets. Ideally, the three key insights will already have been noted on the Self Reflection sheet. The homework is to write the diary for three days.



## TOOL 2

## DIARY - MY WORKSPACE AND I

<b>Aim</b>	The aim of the tool is to empower the individual to be more proactive in how they deal with their personal well-being. The diary promotes the individual's introspection and their consciousness of comfort factors and stress factors in the work environment. In addition, it puts the focus on one's own actions and supports the implementation of the key insights developed in Tool 1.
<b>Materials</b>	Self-Reflection Sheet
<b>Time</b>	3 x 5-10 mins.
<b>Important</b>	The basis for the diary is Tool 1 (Workspace utilisation and resource mapping)
<b>Procedure</b>	<p><b>Moderator introduces this tool at the end of Tool 1.</b></p> <p>&gt;&gt; Example of an introduction (5–10 mins.):</p> <p><b>“We would like to ask you to take the key insights that you have gained today and apply them. The best way to do this is if you take a conscious look at them every day and consider how well they work for you in your everyday situation. What is there in your office environment that does you good? What helps you when you are faced with challenges? We'd like you to write this down for three consecutive days.”</b></p> <p>&gt;&gt; During the introduction: everyone present looks at the sheet</p> <p>&gt;&gt; The sheet should be filled in 1–2 times a day. Using key words is sufficient.</p> <p>&gt;&gt; Tip: Link the filling in of the sheet to a particular routine (e.g. after having lunch).</p> <p>&gt;&gt; The output from the diary phase is required for the follow-up workshop!</p>



## Self Reflection Sheet

The key insights I gained from my “map” were:

1.

2.

3.

What was there in my office environment today that did me good?  
How did I actively encourage this situation?

What has there been in my office environment so far today that could have gone better?  
What did I do that made me feel good in spite of it?

Have I already been able to apply my key insights today?  
If yes, what happened and what was the outcome?  
If no, what is it that’s holding me back?





## TOOL 3

**WORKSHOP -  
RECOGNISING AND UTILISING RESOURCES IN THE WORKSPACE**

<b>Aim</b>	Participants reflect on and embed coping strategies and resources in the office environment. They work out a concrete plan of action with which to help them with the strengthening and the weakening factors in the office environment.
<b>Important</b>	Tool 3 builds on the previous steps (Tool 1 and Tool 2).
<b>Preparation</b>	The workshop leader should remind all participants by email that they are to bring their diaries with them!
<b>Materials</b>	Workshop cards or sticky notes, flipchart paper
<b>Duration</b>	Approx. 2 hours
<b>Procedure Step 0</b>	<p><b>Introduction (10 mins.)</b></p> <p>Moderator introduces the method. Participants form pairs. The exercise should ideally be done with the same coach/partner as before. Each pair has a private table to themselves. On every table there are 2 flipchart pages, 1 marker pen and workshop cards.</p>
<b>Step 1</b>	<p><b>Coming together and review (5 mins.)</b></p> <ul style="list-style-type: none"> <li>&gt;&gt; Coach summarises what s/he remembers from the last workshop.</li> <li>&gt;&gt; Coachee adds to that and summarises his/her key insights from the "map".</li> </ul>
<b>Step 2</b>	<p><b>Coach and coachee take an appreciative look together at the diary. (10 mins.)</b></p> <p>Coach goes through the coachee's diary with him/her and discusses the following points:</p> <ul style="list-style-type: none"> <li>&gt;&gt; What is there in the office that does the coachee good and what not?</li> <li>&gt;&gt; What has the coachee actively done to support their own well-being?</li> <li>&gt;&gt; To what extent could the coachee apply his/her key insights? Has s/he changed something in his/her behaviour? What is preventing him/her back from doing that?</li> </ul>

### Step 3

#### Looking to the future (10 mins.)

Coach asks the coachee to summarise the essential points again.

The coachee uses the following structure to create his/her summary.

- a) These aspects substantially benefit my well-being in the office: ...
- b) What I can do in future for my well-being in the office is: ...
- c) What do I need from my colleagues: ...
- d) The necessary actions for that ( + c) are:  
... by (please add a date)

>> Coach writes sentences (a–d) on sticky notes or workshop cards. Coach goes through the questions with the coachee. Coachee writes down responses on separate cards and places them next to the questions.

>> At the end, the coach summarises everything once more. Coachee takes the materials to keep.

**Pairs reverse the roles of coach and coachee (after 30 mins.). Moderator signals the changeover. Once the work in pairs is finished:**

### Step 4

#### Discussion in small groups (20 mins.)

The participants form groups of 4–6 people (2–3 pairs). Each group has its flipchart pages or sticky notes. One person volunteers to act as moderator and takes notes. The group openly discusses the outcomes of the coaching sessions. The moderator can guide the discussion using the following questions:

- >> What stood out in your conversation? What were the key results?
- >> What strategies do you follow to benefit your well-being in the office?
- >> What would you like to do yourselves to support this?  
How can others support you?
- >> What are the most important steps for the future?

## Step 5

### Presentation in plenary (20 mins.)

Each moderator presents the most important discussion points and insights from his/her group. The workshop moderator guides further discussion.

Questions that the workshop moderator could pose are:

- >> What did the groups have in common and what differences were there between them?
- >> What are the insights compared with the first workshop?

## Step 6

### Wrap-up (15 mins.)

It should now be made very clear that the end of the procedure has been reached. The moderator summarises and expresses appreciation of the entire procedure (all tools) and various highlights.

- >> Moderator collects feedback. (E.g. packing the case: I'll take that with me. I'll leave that here. I still need this.)
- >> Participants take all their materials with them to keep.