snail
Slow, Necessary And
Improves the Level

FACILITATOR
GUIDE

SLOW, NECESSARY AND IMPROVES
THE LEVEL

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1.1 Introducing the SNAIL philosophy

And in the United States there is a barber famous for performing 34 trims in one hour. These are facts that generally command admiration. We associate speed with efficiency and productivity.

However, this culture where we want to get everything quickly and immediately, brings with it an increase in stress. We don't savour our food, we don't cultivate the art of doing things well. In other words, we don't enjoy the journey because we are so focused on getting to our destination.

The result is a hurried life, disconnected from the natural environment and from ourselves. We live in anonymous cities, full of individuals rushing around without knowing where they are going. This is why many people have adopted the Slow point of view.

SNAIL project
the team

Before we talk about the meaning of slow, pay attention to the following. In Japan there is a train that travels at 574.8 km/h. In Japan there is a McDonald's that promises to serve your burger in less than 60 seconds.

Slow is a movement that proposes taking the time to produce something of quality, enjoying the process and adapting to the natural rhythm of the planet. It originated in the 1980s, in protest against the establishment of a fast food restaurant in a historic part of the Italian city of Bra (Piamonte).

Thus, this movement started being specifically related to the theme of food, defending the art of producing an original, healthy and delicious dish, rather than standardised dishes. From its beginnings, it emphasised the idea that eating is not just about "filling up our gas tank" to keep going. Instead, it is a social experience that can and should be pleasurable.

Overwork and lack of relaxation can be bad for our health in a number of ways.

This innovative approach was later adopted by many different groups and has been implemented in various fields. Thus, what started out as an interesting "gastronomic questioning" ended up becoming a whole philosophy of life that offers us an alternative to the unbridled Western rhythm.

Main topics

Some main topics of the slow moment are:

Prioritise

Prioritise personal development, health, fulfilment and interpersonal relationships over the empire of speed and ephemeral and immediate pleasures.

Select

Promote calmness and selectivity in actions, as opposed to the urge to multitask.

Enjoy

Undertake activities with the intention of enjoying them calmly, without haste, savouring the moments.

*It is important to recognise
work-related stress as a
significant health and safety
issue and take proper steps.*

Let go

Letting go of speed to reconnect with yourself and your surroundings.

Value

The slow movement opposes the automatic association of speed with efficiency and value.

Quality

Cultivate a concern for things well done, quality, and indulging yourself in the process.
Balancing the time savings provided by technology with its conscious, leisure-oriented investment.

In praise of slowness

"There are more and more people all over the world who use the lens of slowness to look at what they do and do it better," says Honoré, who advocates a lifestyle that tackles the "virus of haste" and emphasises the importance of doing things "as well as possible" and not at the highest speed as promulgated by what he calls "fast culture".

"The 'slow' movement does not seek to do everything at a snail's pace, but is based on doing things at the right pace at the right moment", the author points out, although he admits that the 'fast' culture has not been defeated "yet", something he believes will be a "long-term" process: "We cannot change cultures, habits and customs so deeply rooted overnight", he warns.

Since he published "In praise of slowness" (2004), Carl Honoré has become the great guru of the "slow" philosophy, a movement that has expanded to different dimensions such as education, fashion, food and technology.

Speed-based habits in carrying out everyday activities entail, Honoré argues, a "great sacrifice" in terms of health, emotional relationships, creativity and productivity at work.

In his view, "over-hurrying" has also had negative effects on the economy: "When the financial crisis broke out in 2008, nobody had time to analyse what they were buying or selling, and that led to total chaos," he explains.

Spheres of the slow movement

As we have seen at the beginning, the main axis of the movement's articulation in its beginnings was food (Slow Food) and, over time, the dimensions and areas in which excessive speed was denounced were extended to cities (Slow Cities), to work (Slow Work), to education (Slow School), etc., until it was completely applied to Slow Life.

The Slow Food movement maintains a large number of active people in more than a hundred countries who participate in this initiative.

"Through various networking websites (such as Slow Food or Slow Food Foundation for Biodiversity), interested people have been converging since 1989. Slow Food is an international collective that also has networks at national or local level in each of the countries where it is present.

Parallel to the idea of producing food more slowly, the need arose to rethink patterns of mobility which, when incorporated into a reflection on geographical territory, have given rise to slow cities or Citta Slow International.

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Slow work

The frenetic rhythms of modern working life can compromise our physical and mental health, with serious consequences also for productivity. And the particular context of the health emergency, with its social and economic consequences, adds further pressure on the worker. In this context, adopting the slow work philosophy can help to regain balance and increase professional performance.

The key is not to be slow, but to do things at the right speed. At work, as in all areas, there are times to go fast but there are also times when we need to go slow, and within the two there is an infinite range of speeds. It is about prioritising quality over quantity, being aware of what we are doing, being in the present, here and now.

It is in this dimension that the concept of 'slow work' appears, i.e. the application of the slow philosophy to the workplace. It basically proposes the regulation of energies at work, doing one task at a time (as far as possible avoiding the so famous multitasking) and working with awareness. This philosophy is committed to a balance, a harmony between the work and personal lives of workers, but also and no less important, it does not mean less productivity.

Numerous studies confirm with certainty that work carried out in a calm and conscious manner and not under high levels of stress are the ones that achieve the best and greatest results. The big question that arises in the business world is how can we - if we can - slow down in an environment where agile methodologies are prioritised, how can we know how to stop.

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According to the study, Enhancing Creativity Through 'Mindless' Work, our brain needs to alternate between cognitively demanding tasks and others that are much simpler, so that we can perform better when it is really necessary.

They are not opposing concepts, they are concepts that complement each other and each has its place at certain times of the working day. The challenge is to know when to go fast and when to slow down, when to move forward and when to stop.

The article points out that "the qualities of musical pieces are not captured in the arrangement of the notes, but also in the arrangement of the rests between notes". In other words, just as it is necessary to go fast in different circumstances that the work merits, it is equally essential to go slowly and know how to slow down. Agile and slow, sound and silence, and between them, an infinite range.

What is clear is that "the idea that to be successful you can only go at turbo speed is the most poisonous, toxic and absurd lie in the world", in Carl Honore's own words.

This is because we need to stop, because stopping is as valuable as moving forward, because silence is as valuable as notes, and because agility is as valuable as slowness. As we said, they complement each other and both are necessary in our working life. We cannot be agile all the time, and this is perhaps the most complex thing for companies to understand: a worker who knows how to stop is a worker who will know when to really move forward, and when he does, he will be much more productive.

The logic of all this is quite simple: there is no human being who works at full speed for an indefinite period of time, and if we expect him to do so, his results will not be good. But even if, through a fully agile methodology, the results are good (or convenient for the company), there is no doubt that they would be much better if there were clear guidelines for breaks, stops, slowness and 'slow work' that interact harmoniously with the agile culture in the day-to-day work.

1.2 State-of-the-art key facts

These conclusions are based on the main findings reached by the SNAIL partners after the desk research that started the project, doing research on the topic in their own countries. Despite the cultural and socio-economic differences in the countries of our partners, interesting common conclusions were reached, which are outlined below.

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1   Slow is not slow

As the report by Orange Hill concludes, "slow work does not mean going slowly. Slow management is about relations, sharing values and culture, and, at the same time, capability of learning from co-workers. It is about human-oriented business, creating an open and friendly work environment and understanding that taking the time for the team is about contributing to their well-being and thus, contributing to the performance of the business as a whole."

2 Stress

As we have learnt in this report, the main problems in the partner countries are work-related stress which leads to mental and physical problems, low productivity and work absenteeism due to burnout.

3 Work-life balance

Employees find reconciliation of work and family life one of the most important things. Extrinsic motivators such as salary, relationships with co-workers and superiors and career development are as important as intrinsic motivators such as recognition, responsibility at work and being autonomous.

4 Telework

As reported by LUV, "most EU workers reported a positive experience teleworking during the pandemic but very few wish to telework all the time. The preferred option is a combination of teleworking and presence at the workplace."

5 Work from home

According to CPIP, "in the work-from-home context, the benefits of well-being have become even more relevant. Organizations have implemented measures to maintain a sense of team membership: online conferences to facilitate communication and constant information from management. "

6 Productivity

A way to address the problems mentioned above and increase productivity and well-being at work is implementing slow work in companies. Working fewer hours but more efficiently, paying attention to work and avoiding multitasking will result in better quality work.

How to implement slow work according to Indepcie, I&F and Orange Hill:

Flexibility

Time optimization: increasing flexibility.

Work from home

Working from home: Regulate teleworking with measures such as a timetable to facilitate digital disconnection and be aware that not all employees want to work from home and except for extraordinary situations they should not be forced to do so. Companies must have an implementation protocol for workers who work from home and thus avoid the main problems or inconveniences derived from this practice: lower than normal productivity, lack of communication, feeling of isolation or lack of identification or belonging to the company.

Strenghten

Strengthening the resilience of workers: training in handling of emotions, stress management, communication, soft skills and self-leadership.

Involve

Involving employees in decision-making and offering programmes for career development.

Motivate

Promoting extrinsic as well as intrinsic motivation: recognizing and rewarding work performance in addition to providing a good salary, possibilities of promotion and work environment. This positively affects employee's motivation, physical and mental well-being and therefore the company's productivity and total benefits.

Care

Decreasing collective stress at this time.
Equal treatment.
Diversity that builds creativity and innovation.
Openness to a different point of view.
Care for values.
Partnership and relationships.
Friendly work environment.

Act

Both companies and institutions must take action against the main factors of absenteeism: Stress, anxiety and depression. They must analyse what is causing them and take action on them: Deadlines, working overtime, pressure from employees and managers (Middle-management positions).

Reduce multitasking practices and focusing on one task at a time to reduce stress and increase productivity.

2. Snail content

2.1 Snail enemies

Introduction to SNAIL enemies in connection to state-of-the-art key facts

2.2 Pills and tools

Introduction of SNAIL pills and tools for education.

2.1 Introduction to SNAIL enemies

The first findings of the project pointed to the connection between the general pace of our daily lives and its effects on the workplace. Thus, Fast Work would be a direct consequence of a Fast Life, with its effects not only on work performance, but also on health and other dimensions of workers' daily lives.

It was conclusive to see how these negative, and in many cases counterproductive, effects were widely known and even assumed by many of the sources and experts consulted, but had rarely been considered as "enemies" of work performance. Moreover, even taking into account their impact at the personal level, not many action plans were found to combat an enemy that was recognised, but not confronted.

Thus, after the first two preparatory phases, with a State of the Art facts at national level and the subsequent qualitative analysis of Focus Groups carried out in the five countries, the partnership came to the following conclusions which served as a starting point for the selection of the 12 SNAIL enemies.

1-Slow work is a concept that is familiar to most entrepreneurs, managers and employees but which is not successfully implemented in companies due to lack of knowledge.

2-The implementation of slow work is necessary to help employees use their time in a more meaningful and productive way as well as devoting their energy to focus on individual tasks. This would result in healthier work-life balance.

3-Slow work is not only about working slower to reduce stress. It is also about mindful management which is an attractive offer for people looking for meaning and mindfulness as well as good quality of work, services, and products.

4-Leaders should set an example in their companies so that employees are motivated and see the benefits of good habits.

5-Good organisation and prioritisation are important. To that end, employees need to avoid multitasking and commit to a task while trying to avoid distractions and interruptions.

6-Teamwork is more productive since it is self-regulated and based on co-responsibility, cooperation, coordination, trust and commitment but when this is not possible delegation is essential.

7-Managers fail to delegate appropriately due to lack of communication or digital tools to communicate.

Final list of 12 enemies of SNAIL

- FEAR TO SAY NO
- SOCIAL MEDIA DISTRACTIONS
- LACK OF PERSONAL ORGANISATION/PLANNING
- DISTRACTIONS AND DISORDER
- STRESS AND LACK OF RELAXATION
- UNAWARENESS OF MULTITASKING AS A SYSTEM
- POOR TIME MANAGEMENT
- FALL INTO THE "HELPER" TRAP
- POOR DEVELOPMENT OF HABITS AND ROUTINES
- AVOIDING DELEGATION
- LACK OF EMOTIONAL BALANCE
- POOR CARE FOR VALUES

2.2. Enemies with pills and tools

Fear to say NO

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Training pills

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This theoretical pill aims to empower the ability to say no and help you become aware of the positivity of saying no in the right situation. It is also taught how to understand the hidden dangers of saying yes with no reason.

For this purpose, particular training objectives are demonstrated:

- Increasing confidence in saying no
- Becoming aware of the positivity of saying no in the

right situation
- Understanding the hidden dangers of saying yes with no reason
- Learning better how to reframe the reactions to "NO"
- Greater understanding on the influences of saying "NO" politely

The module-presentation corresponds to skills and practice, so that the manager learns how to reframe the reactions to "NO", but also how to say "NO" politely and professionally and in doing so prevent risks in companies.

Fear to say NO

Training tools

Ask yourself some questions – A self-reflective tool to say no

This tool is intended for the employee to reduce the fear of saying no through a particular self-assessment tool that also improves the decision-making process.

The exercise is proposed as a scalar self-assessment tool to see if you should accept or decline an additional task from your manager. The tool consists of 4 stages, including a series of additional questions. It has a duration of approximately 15 minutes.

SELF-ASSESSMENT SHEET

1st Stage: Is it worth doing compared to my other tasks?

YES ☐   NO ☐ (You are done!)   SCALED BACK VERSION ☐

Additional questions to help you answer the 1st Stage:

1. How essential is this task?
2. How does this activity fit in with the other priorities?
3. What is essential? Could the activity be deleted without negative consequences?
4. What is the most essential part of this task? Can it be pared back to make it more manageable?

2nd Stage: Am I the right person to do the task?

YES ☐   NO ☐ (You are done!)   ONLY WITH SUPPORT ☐

Additional questions to help you answer the 2nd Stage:

1. Is it something I was hired to do?
2. Is it something I'm really good at?
3. Is it a high priority for me right now?

The final phase consists of a checklist with indicators followed by a "Yes/No" option for evaluating the use of the tool against its expected results.

You CAN say no! – Practice in pairs

This activity aims to help the worker increase self-confidence to say "no" based on effective tips and tricks.

This tool generates six different scenarios and ideas about the methods and specific answers for when you fail to say "no" in your respective jobs.

The tool involves a pair of employees with two different roles, in which one of them will be the manager that has a request from the employee who is supposed to answer no. It has a duration of approximately 30-35 minutes.

THE SCRIPTS:

1. "Hei …,
   A deadline was moved up by a client to Monday morning. Can you work over the weekend?
   Thanks"
2. "Hello …,
   Can you help with this other team's project? They need an extra hand.
   Thank You!"
3. "…,
   Do you mind taking notes for me during this meeting? I had a party last night and I just can't focus at all.
   Thanks."
4. "Dear …,
   … can no longer accompany me to the meeting with her partners in London this weekend. Do you think you can replace her?
   I'm waiting for an answer until tonight"
5. "Hi …,
   I have an important task with … starting at 3pm. Do you think you can get his place by the end of the program?"
6. "Hi there,
   Could you please prepare the agenda for tomorrow's meeting right now?
   Thanks"

TIP!
- State clearly at the beginning that there is no given scenario for conducting the task and participants should find a specific context/situation inspired from their own reality/experience.
- Idea for added value: think of four different tasks for the 4 given stages (one task for each stage – match them).

Social Media Distractions

This theoretical pill aims to help you understand the impact of social media on productivity. It also enhances the ability to visualise how social media distractions also affect social networks.

For this purpose, particular training objectives are demonstrated:
- Enhancing the ability to visualise how social media distractions affect productivity

- Having a greater understanding on temptations of social media at work
- Demonstrating a greater ability to bridge the positivity and negativity of social media

The module-presentation gives the opportunity to learn in depth about temptations of social media at work. The final idea of this module is to improve the ability to bridge the positivity and negativity of social media.

Social Media Distractions

Training tools

Test, verify and share – A tool for awareness

This tool is for the participants to understand how to reduce social media distraction and increase productivity by staying focused for a longer period.

This activity generates the opportunity to reduce the stress caused by social media distraction, and minimise the fear of being seen while spending time on social media or delaying tasks. It has a duration of approximately 45 minutes.

Task 2: Checklist to reduce social media distraction (10 min)

Given that we have identified the severity of social media distraction, it is time to find out if the employees have the necessary leverage to reduce this distraction.

STEP 1: Ask everyone to check the appropriate boxes for the methods that they are already applying to reduce social media distractions. This activity will help them see if they have taken a stand against distractions and what else they can do about it (3 min).

1. Turn off notification
2. Turn the phone on silent mode
3. Use blockers for certain apps, websites and news feeds
4. Keep tabs to a minimum
5. Take breaks without using your phone
6. Turn off your phone or leave it out of reach
7. Create a social media schedule (timeboxing)
8. Do not check the phone when you wake up
9. Implement a reward program (ex: 20 minutes without phone = 2 extra minutes of break)
10. Establish a no-tech zone
11. Use focus tools or apps
12. Use airplane mode or do not disturb mode

Try to keep up – How easily distracted are you?

This activity aims that participants will learn the importance of focusing on just one thing and they will become aware of how to successfully handle two conversations at the same time.

This tool is based on interaction and communication between 3 people, each with a defined role.

The activity involves testing the concentration and the ability of the main player to keep his focus in two places, who must respond to the messages of the second participant while the third speaks to him. It has a duration of approximately 25 minutes.

With the help provided by this tool you can understand the real impact of social media distractions on your work and you can start working on finding appropriate solutions.

TASKS:

1. The speaker starts to read their script and the writer starts to write messages using his script.
2. The main player listens carefully to the speaker and answers to the messages from the writer.
3. The main player answers the 5 questions.
4. The moderator tells the main player the right answers.
5. The three participants change roles.

TIP!
- State clearly at the beginning that there is a need for a work-related activity.

Care of Values

Training pills
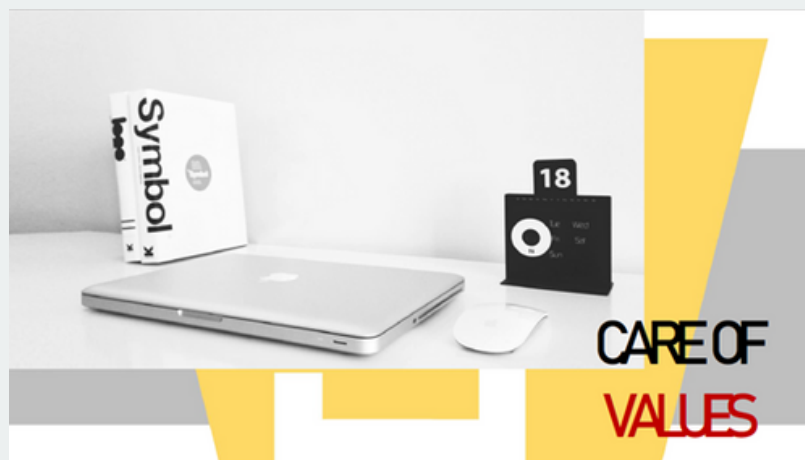
Interpersonal

This pill helps to understand how the connection between organisational values (or interpersonal values) and individual values is essential for a company's success.

The objectives of this training are:
- Understanding what core values are
- Understanding what the mission, vision and purpose of a company is

- Understanding the importance of aligning employee and company values.

With this training, participants will learn that in an SMES the values of the employees and the company are especially important because the value of an SMES is as great as the value of all the people in it.

They will also learn what values companies look for in employees. Finally, participants in this training will discover one of the keys to a successful company.

Intrapersonal

This training allows us to learn about intrapersonal values and why they are so important in achieving our goals.

The objectives of this pill are:
- Understanding what values are
- Understanding how work values affect decision-making and productivity
- Understanding that values change as we grow up

Participants will learn how values help us set goals and make decisions, what happens when we act according to our values and when we don't; and when our values are not fulfilled. They will also learn the difference between intrinsic and extrinsic values. The pill also describes the decision-making process and explains the reasons why making decisions is difficult. Finally, participants will learn how the values of a teenager and an older person are not the same.

Care of Values

Training tools

Care for values (interpersonal)

Values aligned

With this exercise, participants will discover which values are shared by the company, managers and staff and to what extent these values bring them closer to success.

After reflecting on the values, participants will discuss which values they share and which are different between the three groups. After the exercise, participants will know if they share the same values as the managers and the company.

Tasks and procedure

A good way to find out if the values of the company, the managers and the employees are aligned is to directly ask the parties involved.

1. Allow about 15 minutes for each attendee to write down the five values they feel are most important to the leader or manager, the five most important to the attendees and the five most important to the company.
2. Once everyone has done their part, the lists of values are compared to discover and discuss those that are really shared and those that differ between the three groups. The discussion can take up from 20 to 30 minutes.

It is a group activity that can be carried out both indoors and outdoors. To carry out this exercise, the facilitator will ask participants about their values, those of the managers and those of the company.

If they are different or if they have changed. This reflection is very useful for both the company and the employees because if the values are not aligned they will be able to make appropriate decisions.

Care for values (intrapersonal)

What I love to do

This exercise will help participants to identify their values and priorities and realise if what they do is in line with their values or whether they have to make changes.

This activity should be carried out in groups of 5 or 6 people, indoor or outdoor.

In this exercise, participants will reflect on the things they love to do and rank them in order from 1-10. The facilitator will then give them some questions to have a discussion in groups. After this, the facilitator will ask more questions for another discussion with the whole group. Participants will have time to analyse their answers, come to a conclusion and reflect on it. Finally, if participants are not happy with their results, the facilitator will ask more questions.

Tasks and procedure

1. The facilitator asks everyone individually to reflect on what things they love to do and list them from 10 (I like the most) to 1 (I like the least). This part will take up to 5 minutes.
2. In groups of 5 or 6 people, members are asked to express their values. This activity will last about 15 minutes. These questions can be used to guide the discussion:
   - Do I value what I do and do what I value?
   - Do I share my opinion in public when I have the opportunity?
   - Did I choose this option from a range of alternatives?
   - Did I choose it after considering and accepting the consequences?

Participants will find out which values are important to them and what their priorities are, which will make them realise whether there is a consistency between what they want and what they do.

Emotional balance

Training pills

Interpersonal

This pill teaches what emotional balance is and how emotional intelligence helps us to solve problems.

The objectives of this pill are:
- Learning the importance of emotional balance in relationships at work
- Learning how emotional intelligence helps us
- Learning how to maintain emotions

In this pill, participants will find tips on how to create good relationships at work and learn what toxic relationships are. It also explains how to maintain emotions through language, physiognomy and our focus and beliefs, which is especially important for leaders as they pass on their emotions to employees.

Finally, participants will learn the keys to change their emotions and build habits to achieving the emotional balance that will allow them generate results that will last over time.

Intrapersonal

This pill teaches what emotions and emotional balance are. It explains what the emotional state and the emotional cycle are and how to break it when we do not get the results we want.

The objectives of this pill are:

- Learning why emotional balance is important to get results in the long term
- Learning what operational and non-operational emotions are
- Learning how to find emotional balance

In this training, participants will learn that emotions are not positive or negative but operational and non-operational depending on whether they bring us closer to our goal or not.

This pill gives advice on how to find emotional balance. It explains that emotions are contagious and can be spread from leaders to employees. Participants will also understand emotional coherence and how to manage their emotions to achieve medium and long-term results.

Emotional balance

Emotional balance (interpersonal)

Star of balance

With this activity, participants will become aware of the influence of other people's relationships and it will help them to create a bond with their co-workers, which will generate a pleasant working environment.

Tasks and procedure

1. We get the participants to stand in a circle and we assign a number to each one, like this: one, two, one, two....
2. The participants hold hands until the circle is tense. Then, without letting go of each other, the people with the number one take a step forward, while the people with the number two take a step backwards.
3. This has to be done slowly, in order to find the balance without accidents. Once the balance has been found, it is only necessary to let some time pass for the participants to realise how this balance of forces works.

This activity requires a group of ten people. The facilitator does not need to take part but it might be necessary if the group is not big enough. This activity can be carried out indoors or outdoors.

This is a fun activity in which participants need to stand in a circle and the facilitator will assign them a number. The participants will hold hands and take steps forward or backwards depending on the number they were assigned. The objective is to find a balance and understand how it works. Then, participants will take steps again, this time in reverse.

Participants will understand the need to work as a team in order to maintain balance. This balance represents their emotional stability, which can be influenced by the actions of others but can also be maintained with their help.

Emotional balance (intrapersonal)

Bottle half full

This tool will help participants to identify positive things in a negative situation. It will encourage positive emotions, favour the development of positive self-esteem and social relations; and increase creativity.

This activity is better for pairs but can also be done in groups. It can be carried out indoors or outdoors. The facilitator will use a half-full bottle to explain the expression "the bottle is half full".

Then, participants will talk about two difficult situations in pairs or groups of three, using the structure that the facilitator will provide. One person from the group will tell their difficult situations and the others will tell him/her the positive things about them. After that, the roles are reversed. When they finish, they will share their thoughts with the facilitator.

Tasks and procedure

- The facilitator will show a half-full (or half-empty) bottle and ask the participants how they see the bottle and what the expression "the bottle is half full" means to them.
- Then the facilitator divides the group into pairs if possible, or in groups of three. The facilitator will give the participants 10 minutes to recall two difficult situations in their lives and write down:

TIPS!
- Mention at the beginning that even if the activity is for working in pairs, everyone should present two different conflict situations. Only then the discussion on those situations will start and roles will be switched.
- State clearly at the beginning whether it is necessary to present a life or work situation.
- Idea for added value: present a challenge and then start a discussion on it in pairs instead of presenting two different/personal situations.

Development of habits and routines

Training pills

This theoretical pill aims to bring the manager closer to the concept of habits and routines, as well as showing how habits turn into routines. It is also taught how to avoid giving-up on your new habits.

For this purpose, some different scenarios are posed, such as the case of the habit loop, or some successful managers' habits, both of daily actions as well as those referring to personality traits.

Finally, this part of the module is a set of tips on how to break bad habits that are recurrent in managers, such as procrastination or not listening or a lack of organization.

The other presentation corresponds to skills, so that the manager learns to differentiate them from habits and learns to build these type of soft skills through routines that can be performed on a daily basis.

Development of habits and routines

Training tools

The path towards questioning

This tool is intended for the employee to practice problem-solving skills through questioning.

Questioning oneself and the rest of the co-workers is a skill that should be applied daily within a company (as a routine) so that the team can jointly reach effective solutions.

The exercise is first proposed as a dynamic in pairs of approximately one hour in which the two partners exchange answers to a list of hypothetical questions about a problematic situation within the company previously defined by the groups.

2. Ask participants to answer together for some of the following questions bellow to find direction. (7-10 minutes)

    a. If you don't like what you have now, what do you think it should be like?
    b. What would it feel like to have an idea of where you are going?
    c. What did you imagine your work should be?
    d. What would you like to happen today that isn't happening?
    e. If your financial situation was settled for life, what would you like to do that would make you feel useful?

The next phase consists of giving a group response to other action-oriented questions, in order to jointly find solutions to the hypothetical business problem posed at the beginning. In this way, the employee is encouraged to understand the importance of dedicating quality time to thinking strategically within the SMEs through powerful questioning.

Moving into routines

This activity aims to help the worker practice the first steps towards routine development.

Through this dynamic of approximately one hour of duration, groups of three people will generate a routine in a collective manner.

The idea is for workers to learn where they are in their respective jobs and what they need to do to convert their tasks into flexible routines that will enable them to achieve a SNAIL environment.

3. After that, the facilitator will lead a 15-minute discussion with the whole group to discuss about:
   a. What was the reaction of your peers when they knew about your routine?
   b. What do you think about the routines of other people?
   c. Did you feel judge or critizised?
   d. What do you think about routines now? Do you consider them useful?

They will generate ideas about the elements that make up a routine and will learn how break it down into small objectives. They will also know how to add modifications to it, such as a deadline, or creative elements such as a fun reward system.

TIPS!

- Idea for added value: Prepare in advance a well-organised schedule/scenario for the activity to avoid time extensions.

Avoiding delegation

Training pills

This theoretical pill aims to help managers understand delegation, along with knowing the consequences of non-delegation and the first steps in this process.

In an introductory phase, the manager will learn what types of delegation exist, what are the factors that motivate the fear of delegating, and what are the phases that make up the delegation culture.

In the end, some questions and reflection exercises are posed so that the manager can begin to familiarize himself with the dynamics of delegation.

In the other presentation on the delegation process itself, the manager will learn in depth about its characteristics and elements, as well as its prerequisites and benefits.

The principles of delegation and the difference between micromanagement and delegation are also explained. The final idea of this module is to link the practice of delegating with other concepts often important to managers, such as time management and efficiency.

Avoiding delegation

Professional delegator

This 30-minute tool is for the participants to understand the importance of delegation within any working position and it is divided into two parts. In the first part, each person should fill in a table individually with his/her daily tasks and priorities.

In the second part, groups of between 3 to 4 people will be assigned the tasks written in the tables in part 1 and each party will learn how to delegate them.

One leader per group is chosen and the rest should give him/her feedback on the performance. The last part is designed for the roles to rotate so that all participants can be leaders.

The idea of the exercise is to build trust in a team and improve listening skills.

1. Individual part (10 min)

a. The facilitator will give each participant an index card as follows

List of tasks	Priority tasks	Tasks to be delegated
•	1st	
•	2nd	
•	3rd	

Support and track

This tool is framed within the "Avoiding delegation" enemy and aims that participants will learn how to become good delegators by supporting their delegatees and tracking their progress.

Participants should form groups of 5-6 people and each one should pool a business idea. Even if it is hypothetical, using a business case will help them to delegate tasks correctly and reflect on what each person can contribute within a company. Assignments and due dates will be collected in a multi-column tab.

One leader per group is chosen and the rest should give him/her feedback on the performance.

The last part is designed for the roles to rotate so that all participants can be leaders.

The idea of the exercise is to build trust in a team and improve listening skills.

Sometimes managers and employees avoid delegating because they ignore the capabilities of their colleagues. Moreover, they neither support them in their tasks nor follow up on their performance.
This group dynamic seeks to deconstruct these bad habits in the workplace.

2. Following up with delegatees (10 min)

In this part, the groups will work directly on the printed sheet previously distributed.

Date	Assignment (short description)	Delegatee #	Due date	Done date

Delegatee key (#)

1:	
2:	
3:	
4:	
5:	

Stress and lack of relaxation

Training pills
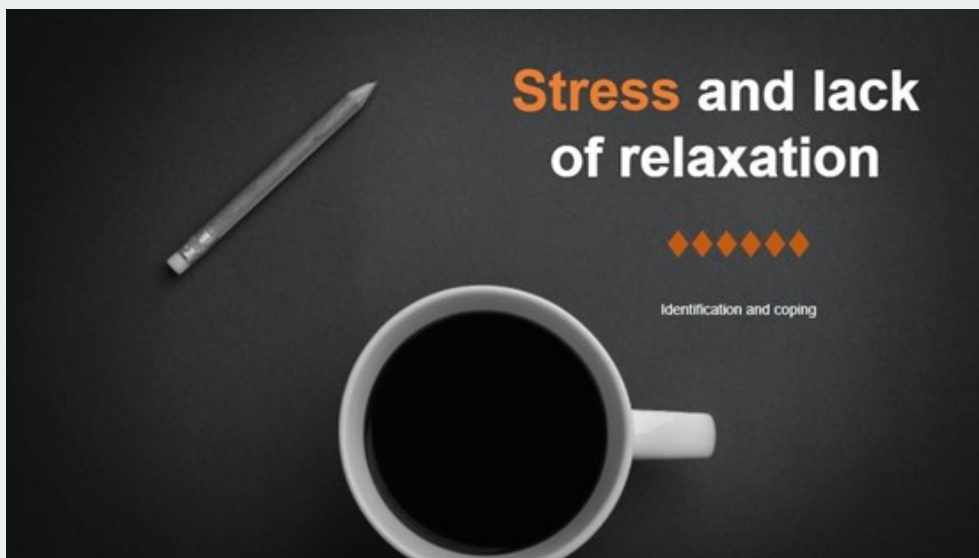
The use of the developed knowledge pills as part of the training entitled Stress and Lack of Relaxation allows you to to identify the causes of stress and propose ways to deal with stress and explain what emotional regulations and stress management are.

The training has several goals, the most important of which are:
- understanding the complexity of issues connected with work-related stress

- Irealizing the sources and signs of stress in workplace
- understanding the necessity of emotional regulation
- empowering the ability and skills to solve problems related to stress

During the training, participants will learn that stress in the workplace has a very negative impact on our ability to manage our emotions.

Stress and lack of relaxation

Training tools

„Optimism (Reframing)"

Thanks to the implementation of this exercise, participants will learn:

- to analyze the details of bad situations in depth and point to their causes
- to identify which character / behaviour traits helped them to overcome these difficult moments and to cope with the stress associated with them
- to draw conclusions for the future from how they coped with these difficult, stressful situations

The exercise consists in describing a bad situation that happened in the life of the training participant, and then answering a few questions based on the instructions presented by the trainer.

Duration time is about 15 - 20 minutes for individual work and about 20 minutes for the trainer to discuss the results of individual work. The trainer / facilitator can support the discussion of the exercise with theory on how to cope with stress and gain distance from the surrounding reality.

„One-minute meditation"

Thanks to the implementation of this exercise, participants will:

- learn to recognize memories and destructive thoughts as they arise
- how to eliminate negative thought patterns
- stop to act under the influence of impulses and to react repeatedly to emerging stimuli
- learn patience, open-mindedness and perseverance and coping with stress

This exercise is based on Mindfulness-Based Cognitive Therapy (MBCT) developed on the basis of the scientific achievements of Jon Kabat-Zinn. The role of the trainer is to provide participants with a short instruction on how to individually conduct a one-minute meditation.

Duration time is about 1-5 minutes. The recommended time for practicing meditation is approximately 8 weeks.

The evaluation of the results of this exercise is very individual and subjective. Psychological studies show that people who meditate regularly are happier and more content than others. Positive emotions have to do with a longer and happier life.

TIPS!

- Idea for added value: introduce a new question (no 10) as a follow-up "How did it help you and how did you apply in other situations what you learned?"

Unawareness of multitasking as a system

Training pills
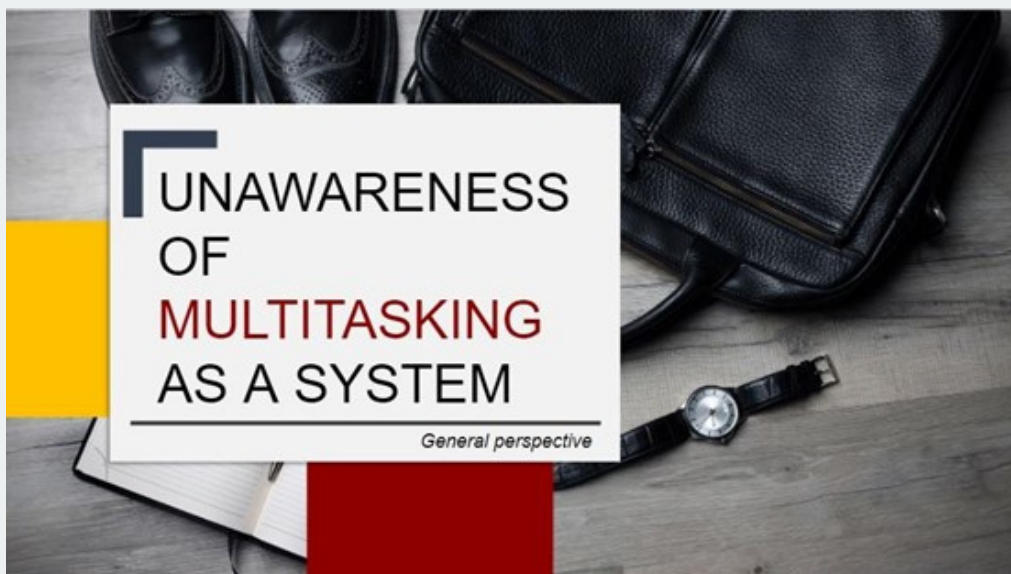
The use of the developed knowledge pills as part of the training entitled Unawareness of Multitasking as a System allows you to capture the general perspective and the perspective of the leader.

The training has several goals, the most important of which are:

- understanding the complexity of issues related to multitasking
- realizing the harmfulness of performing too many duties and the need to manage the workload
- realizing the counterproductivity of multitasking
- developing practical knowledge on managing multiple tasks of the team

During the training, participants will learn that our brains are not capable of focusing on multiple tasks at once. Multitasking can waste a lot of time and it's counterproductive so managers need to learn to manage tasks.

Unawareness of multitasking as a system

Training tools

„All at once”

Thanks to the implementation of this exercise, participants will learn:
• how to prioritize the tasks,
• how to deal with carrying out many tasks at the same time,
• how to achieve goals under time pressure.

The exercise consists in arranging a sequence of actions to be performed in time. The trainer divides the participants into groups and asks them to plan individual tasks referred to in the sheet "All at once".

Duration time is about 30 - 40 minutes for group work and 20 minutes for the trainer to discuss the results of all groups' work.

Thanks to the exercise, participants will realize how difficult it is to deal with a large number of tasks at the same time and how important it is to prioritize tasks.

„Time management when performing multiple tasks"

Thanks to the implementation of the exercise, participants will:
· realize what time wasters disturb them in performing many tasks,
· realize how often time wasters disturb them,
· diagnose how they can manage time as part of many official duties.

In the exercise, the participants fill in an individual time management self-assessment questionnaire.

Then the trainer discusses the exercise, supporting himself with the theory and practice of time management.

Duration time is about 10 minutes for individual work and 10-20 minutes for the trainer to discuss the results of individual diagnosis.

The results of the self-diagnosis are a great basis for managers to improve the work organization of their subordinates or the managers themselves. Thanks to this, it is possible to improve work efficiency.

Time management when performing multiple tasks – self-diagnosis	ALWAYS	OFTEN	SOMETIMES	NEVER
1. The phone is constantly bothering me and the conversations are usually too long.				
2. By constantly serving / visiting people from the company or clients, I don't have time for my own work.				
3. Meetings and deliberations take too long and their results are not always satisfactory				
4. I often postpone serious and difficult tasks for later, or have problems with completing them.				
5. I often lack clear priorities and try to get many things done at once.				
6. I only meet the deadlines under pressure, because something unforeseen always happens to me.				
7. I have too many documents on my desk, I spend too much time on correspondence.				
8. Communication with others is not the best. Late information, friction and misunderstandings take a long time.				
9. I have to do tasks that someone else might do.				
10. I find it difficult to say no when others ask for something.				
11. In my work, I lack clearly defined goals, and I cannot always find sense in what I do.				
12. I have no self-discipline to complete the planned tasks				
Count the points in the boxes and sum up all the points				
	0	x1	x2	x3
Total = ...				

Distraction and disorder

Training pills

This theory-based training pill is aimed at managers to become aware of the importance distraction and disorder at workplace has on productivity, so that they can better help themselves as well as their employees to apply different methods of making their workplace ordered and not distracted.

The first module consists of theoretical concepts of why order at the workplace is important and how it is connected to SNAIL philosophy.

It continues with some techniques on how to apply order into the manager's workday, how to organize their workspace and how to organize their schedules.

Module 2 of the same topic focuses more on the distraction part of a workday, starting with some theory on the impact of distractions on an individual and workplace atmosphere and continuing with introducing some common distractions at work with tips and tricks on how to no longer have them present.

The main aim of the two modules is to first get a broader knowledge on the impact of distraction and disorder in the workplace and later on get to know the methods and techniques of how to eliminate the negative impact it has on the productivity of managers and employees.

Distraction and disorder

Training tools

Once you learn more on the theoretical concepts of distraction and disorder, you may continue with implementing the activities in the toolbox.

Both activities related to the distraction and disorder context aim to encourage employees to think about workplace issues.

This activity is individual based, but it also includes elements of group work, therefore make sure that you gather as many workers as possible.

In this activity, participants must think of workplace distractions and its effect on employee productivity and performance.

Everyone receives a deck of blank cards or post-it notes, and the cards should be ordered by priority. The activity is then followed by a group discussion and evaluation of potential methods to reduce distractions at work.

The exercise aims at participants being able to successfully identify time wasters and sources of reduced productivity in the workplace with special focus on distractions.

The topic of distraction and disorder includes another tool »Time and priorities« that aims to make participants prioritize team's efficiency and direction towards objectives.

Lack of personal organisation & planning

Training pills

The two theoretical modules on lack of personal organisation and planning helps one to raise awareness about the impact of lack of personal organisation and planning on work performance, recognize the most common reasons of poor personal organisation and planning at work, and show how to overcome biases in order to improve one's organisational skills and work performance consequently.

The first module starts with signs, reasons and impact of lack of organisation, emphasizing the reasons why personal organisation is neccesary for the employer and employee. The module continues with advice for efficient personal organisation at work by explaining some techniques to be used to apply order and set priorities.

To prepare for the explanation of the aforementioned modules, it is best that you read some articles on the Pareto principle, the Eisenhower technique, and GTD technique. Doing so, you will better explain the content on the slides available under this topic.

The second module deals more with understanding the dangers of poor planning skills or lack of it, empowering the ability to better organize and plan the workplace, and becoming aware of techniques to use for organisation and planning in the role of the manager. The module starts with explaining the reasons behind poor planning, factors to successful strategic planning, operational planning, and explaining the steps to improve planning skills.

Lack of personal organisation & planning

Training tools

This tools is intended for participants to define more easily what their important tasks are and learn about how one needs to select the tasks more wisely.

It starts with a story, including the moral, and continues with a series of steps needed to be made to »fill one's jar«.

With this exercise, the participants will eventually realize the importance of planning and focusing on important work responsibilities.

Step 1: List your work priorities

Focus on a specific period, e.g., a week and think of three "golf balls" you want to make time for in that specific period. Use the table below to distinguish between the urgent/important and not urgent/import work commitments.

Step 2: List the interruptions

List the not important work commitmenst, for example interruptions, helping co-workers, taking part in other not-work-related activities etc.

Step 3: Make the time for the priorities you have identied

Do you start by saying: "I don't have the time!" instead, ask yourself: "What can I do to make the time?"

Be positive and take action. Take a good look at what you are currently doing and make sure you do not over-promise and do not tend to do not important things according to the Eisenhower matrix.

Step 4: Take a calendar and book the priorities

Making your activities regular will help with setting your and others' expectations and keeping you going. Be realistic while doing it and find a balance for all the activities in your weekly Eisenhower matrix.

TIPS!

- Mention at the beginning that we have to add 3 things/situations for each section in the Matrix.
- Concise explanation is needed for making the differences between "Urgent / Important" and " Urgent / Not important".

Time management for slow working

Through these training pills, managers will learn that adopting the philosophy of slow work means learning, first and foremost, to use the time spent at work wisely and to dose one's energies to devote the right amount of attention and concentration to each task. Poor time management is therefore the main enemy of slow work.

Managers will learn to use this skill for the adequate distribution of time to develop tasks and projects at work.

Managers will learn to achieve the proposed objectives and goals and to do so by applying the philosophy of slow work.

The main training objectives will be:

- To learn the importance of time management in implementing the slow work philosophy.
- To know how to manage your time at work to put in practice slow working
- To learn how to prioritize your tasks as a tool to practice slow work philosophy
- The important to be focused to avoid the main enemy of slow work; distractions
- Time thieves types/How to fight time thieves.

Lack of personal organisation & planning

Training tools

Action Plan Workshop: The Arrow

Through this tool, workers will learn the fundamental role of planning in time management, prioritising their tasks, knowing that they have a certain amount of time to accomplish them, setting goals and objectives and, finally, creating an action plan to achieve them. Poor organisation can lead to increased procrastination and stress and thus impede the philosophy of slow work.

The aim is to help workers create a vision of the future and to set very tangible actions for how to move toward that vision

The circle of influences

This tool will allow workers to focus their energy on constructive and positive aspects, achieving higher performance and better results. The more time you spend within your circle of influence, the more focused you will be on the things you can act on, the more you will have the keys to influence the situation and move towards a solution. You will feel more empowered in the face of events. You will be more proactive and directive.

TIPS!

- State clearly at the beginning that the goal must be achieved, and it is/was not already achieved.
- State clearly at the beginning that participants must answer points 2-4 during the interview and not before by themselves.

Fall into the helper trap

Training pills

This theoretical pill aims to help you understand that we all like to please others, the people around us and especially at work, where we spend most of our time. This is essential for living in society. But the problem arises when we do not set limits.

When those around us perceive that they can always count on us, we fall into a trap: burdening ourselves with their responsibilities out of an irrational fear of feeling rejected.

Sometimes, it is difficult to erase this kind of behaviour, such as thinking that others will stop appreciating us when the opposite is true: in the long run, they will respect us more and value us more if we say no in time more often.

For this purpose, particular training objectives are:

- Why it is important not to fall into the helper's trap
- The importance of being assertive at work
- Knowing how to set limits at work
- Learning not to fall into the helper's trap

The module-presentation gives the opportunity to learn that always sacrificing ourselves for others at work not only does not make us more supportive, it enslaves us.

Fall into the helper trap

Training tools

The Stinky fish

The stinky fish is a metaphor for 'that thing that you carry around but don't like to talk about' - but the longer you hide it, the stinkier it gets. It is a good technique to put on the table those things that we do not dare to say at work, for fear of not knowing how to say no, not being assertive... but that sometimes make us overload ourselves with tasks without being able to dedicate ourselves to our own tasks.

Roles & Responsibilities

This tool helps workers to start focusing on their job responsibilities instead of focusing on solving the job responsibilities of others.

This method helps them to be clear about their responsibilities and their role in those job responsibilities and to avoid falling into the helper trap.

Taking care of yourself is not selfish, nor is it a sign of generosity to want to solve all the work needs of others. All you are doing is distracting yourself from your own work tasks. This can help you to better understand each other's role, and learn who is responsible for what. Defining clear responsibilities prevents confusion and promotes better collaboration.

3. Implementation model

3.1 Full package training

How to fight against SNAIL enemies from a leadership perspective

Modular training 3.2

Different methods of applying the project tools by groups of enemies

3.3 Ice-breakers and activities

Acquaint yourselves with the content of the course

Tips and tricks 3.4

Suggestions for successful virtual and face-to-face implementation

Instruction for trainers & facilitators

The role of the trainer

Performing the role of a trainer or facilitator is not easy. The main challenge faced by the trainers / facilitators is to make the change. The change that results from the training can occur at the individual level, at the team level, or at the level of the entire organization. Of course, it is difficult to expect that there will be a change in the team or organization right after the end of the training.

Most often, it takes some time, the courage of decision-makers and favorable circumstances. Nevertheless, already during the training and after its completion, we can expect changes at the individual level of individual participants of the training. The aim of the training is to develop the competences of its participants.

By competences, we mean knowledge, skills and attitudes. The easiest way is to develop knowledge (knowledge acquisition). If the participant has already learned something in the training, then she/he must learn to apply it (skill acquisition). For a change to occur at the level of the trainee's attitude, more time must pass, as the person has to learn to apply learned solutions automatically (shaping the attitude).

The idea of slow management also cannot be implemented quickly. It is not enough just to train managers and employees. It is a long-term process and should be reflected in the strategic planning of the organization. Nevertheless, staff training is the first element and stage of implementing the slow management philosophy in the organization. It is the trainer who is responsible for identifying and analyzing training needs, designing the content and form of training, preparing all the necessary materials and didactic aids, conducting the training and evaluating it.

Training needs

Each training should be preceded by an in-depth identification and analysis of training needs. The trainer / facilitator must know exactly what competences of the participants are to be developed or improved as part of the training. It cannot be a concert of the client's wishes. Sometimes managers think that they know what competencies for themselves or their employees are to be improved, but when we ask them how they know, whether they have any evidence for it, or only think so, they most often reply that they work with these people every day and notice their behavior. This is the crux of the problem. Each identification of training needs should be carried out with the participation of a person from outside the organization, who will be objective and who will be able to reliably assess what competences and at what level is missing in a given team or organization. For this you need the commitment of the manager and employees. There are many methods for professionally identifying and analyzing training needs.

These may be conversations with future training participants (e.g. in the form of individual in-depth interviews or focus group interviews), research questionnaires in the form of questionnaires, knowledge tests, solving a specific case study, sample of own work, observation of a given person at the workplace, etc. It is up to the trainer / facilitator which method and research technique he will propose. In the case of slow management training, start with interviews and arrangements with the management of the organization (e.g the company's management board) to outline the assumptions of the entire reform / change that is to take place as a result of the training activities.

It should be remembered that each of the methods mentioned is of a different nature, and some of them may take a long time. The most important thing is to define the so-called competency gap, i.e. the difference between the actual level of competency and the expected level of competency. Learning is a process, so changes happen gradually. That is why it is so important to adjust the content and form of training to the level at which the participants are currently present. We will obtain information about the level of training thanks to the identification and analysis of training needs.

Designing training

Therefore, in order to design the training well, we need to know who will be its participants. Selection of participants and determination of the composition of training groups takes place in close cooperation with the HR department or the manager / owner of the organization. When designing a training course, the most important thing is to define its goals. These goals should be described in the language of learning outcomes, e.g. by participating in the training, the participant will learn how to cope with stress at work. Remember that the goals of the training must be ambitious but realistic at the same time. One training cannot change a person's established habits. We can, for example, use the SMART methodology to define goals. The goals must be agreed with the client. The next step is to plan the content and form of the training. The trainer should plan the content of individual training modules, time frames, necessary materials, etc. All these elements should be included in the training outline, which should be agreed with the client.

The trainer / facilitator must also select the training methods that will be used during the training. In the case of all the training tools developed into the individual training modules / knowledge pills developed within the SNAIL project, we are dealing with methods that inspire participants (training games, team tasks, individual and group exercises, moderated discussion, filling out questionnaires, quizzes, etc.). However, activating methods should be supplemented by lectures, talks and presentations. The trainer / facilitator must also select the didactic aids and develop training materials for the participants. The didactic aids may include, for example, questionnaires, props (e.g. in the case of the exercise entitled „The body work rhythm", the trainer should prepare: a clock with blank parts for each hour of the day, pencils, small posted notes with expression of feelings and a board or flipchart. A detailed list of all required materials / teaching aids can be found in the description of each tool developed within the SNAIL project. The trainer should also arrange the space in the training room (in the case of remote training, she/he should have an idea how to divide people into rooms) and provide hygiene factors such as appropriate air temperature, lighting, coffee breaks or lunch.

Conducting training

One of the best known and effective methods of helping participants to acquire competences is the so-called Experiential Learning Model or Kolb Cycle.

The training should be conducted in such a way as to obtain as many results as possible for the participants and at the same time provide the participants with a sense of security and a good atmosphere. The training should start with introducing yourself to the participants, presenting the purpose of the training, its duration and the so-called contract (agreements with participants regarding the rules that will prevail during the training, e.g. we all turn off cell phones, respect each other, do not judge others, etc).

The use of the Kolb Cycle in educational processes has many benefits. Due to the fact that this method is based on the active acquisition of knowledge, people participating in the training are not only able to remember much more information, but also become more interested in the discussed topic. The Kolb Cycle consists of 4 stages. You can start with the selected stage of the cycle, but stick to the sequence of stages (i.e. which stage follows which).

Each training should be divided into thematic modules. During the training, take breaks every 2-3 hours so that participants can regenerate, drink something, eat something, use the toilet, etc.

The learning cycle consists of 4 repeating stages:
- Concrete Experience - something is happening, I participate in something, I observe something, some data reaches my senses. If you do not participate in something, you do not get involved, you cannot learn anything, active participation, commitment, relating to yourself is a condition for the learning process to take place.

In order for the training participants to obtain the greatest possible results in the form of improvement or development of their competences, it is necessary to conduct the training according to a predetermined structure.

- Reflective Observation - I pay attention to what has happened or is happening, I process the data flowing into my mind, I compare it with what I have in my memory, I put it into words. The experience itself is not enough, you also need to realize that something is happening, that you are experiencing something. If you cannot view your experiences from the sidelines, you will learn nothing.
- Abstract Conceptualization - I am combining what I perceive into a whole. I create concepts and theories with the help of abstract thinking. My mind produces theories based on what I perceive. If you just nod your head over your observation, your learning process is stalled in the middle. In this phase you generate knowledge from your own experience and observation. In other words, you draw conclusions. Do you ask yourself what is the conclusion of this? What can I learn from this?
- Active Experimentation - using the general conclusions that I have come to I try to apply them in practice. I ask myself: What can I do then? How can I use it in practice? What can I change?

Own study based on Van Vliet, V. (2013). David Kolb. Retrieved May 31, 2022 from Toolshero: https://www.toolshero.com/toolsheroes/david-kolb/

Each of the training modules and the entire training should be summarized by the trainer.

At the end of the training, the trainer should make sure that the participants have understood everything well and answer their questions.

Before the end of the training, the trainer can check the participants' knowledge (e.g. a knowledge post test or a quiz). The trainer / facilitator also distributes evaluation questionnaires to the participants, which will be used to evaluate the entire training process.

Evaluation

Training evaluation is usually done from an ex - post perspective. Various data collection methods, techniques and tools can do this. The most frequently used ones include: questionnaires of evaluation surveys completed by participants at the end of the training, knowledge tests (before and after the training), interviews with participants, observations of participants at work stations, samples of training participants' work in the form of tasks for self-implementation.

Evaluation of training usually includes: assessment of the relevance, usefulness and effectiveness of the training, assessment of the substantive content, assessment of the work of the facilitator (assessment of knowledge, assessment of the training methods used, assessment of the ability to conduct training, assessment of contact with the group, satisfaction with answers to questions from participants), assessment of technical and organizational conditions of the training and evaluation of training materials and teaching aids used during the training). The results of the training evaluation are excellent feedback for the trainer / facilitator, as well as for managers and owners of the organization. Evaluation results should serve the continuous improvement of trainers / facilitators competences.

3.1 Full package training

The SNAIL project, following the Slow Movement (Take more time to do things, but do them better, with more dedication), proposes to take control of time rather than being controlled by it and running from one activity to another, and has identified the 12 most important enemies of the Slow Movement applied to work.

1 — *How to fight against those 12 enemies from a leadership perspective*

2 — *WHAT decisions must be made*

3 — *WHY it is necessary*

Managers can use the products created in IO1 and IO2 in the following way:

- Using the corpus of 24 training modules. There are two modules for each of the slow movement enemies detected. Through each module, managers will learn how to deal with each of these enemies. They will learn what these enemies are and how to deal with each of them from a theoretical point of view.

- Once managers have learned what the top 12 enemies are and how to deal with them, the next step is to put into practice a series of tools related to each of these enemies. They will learn how to use practical tools that they can apply on the job to fight these 12 enemies.

The content of the modules

Fear to say no
Through the two modules for this enemy, managers will learn:
- How to increase confidence and enhance the ability to say no.
- They will also learn the positives of saying no in the right situation.
- How to say No without damaging working relationships.

Lack of organization
In this module manager will learn:
- To understand the impact of lack of organisation and planning on work performance.
- The most common reasons for lack of organisation.
- Improve organisational skills and work performance.

Stress
Through the two modules for this enemy, managers will learn:
- To understand the problems of work-related stress.
- To be aware of the signs that indicate work-related stress and skills to identify them.
- Building emotional resilience.

Time Management
Through the modules for this enemy, managers will learn the following content:
- The importance of time management in the implementation of the slow work philosophy.
- How to improve time management, learning to prioritize your task as a tool for practicing the slow work philosophy.
- Being focused.

Multitasking
The contents of these modules are:
- The danger of multitasking and the need to manage workloads.
- The ability and skills to carry out better organised and planned work.
- How to protect your team from multitasking and create positive work habits.

Emotional balance
Through the modules for this enemy, managers will learn:
- Emotions and emotional balance. How we achieve emotional balance.
- Emotional Intelligence - Operational Emotions, Non-operational Emotional States.

Distractions, disorder

- Understanding the impact of disorder on productivity.
- Methods of tidying up the workspace.
- Tips and tricks to avoid distractions and disorder.

Development of habits

- Work Habits vs. Work Skills.
- Making habits into routines. Breaking bad habits.
- Routines to develop work capacity.

Social media and distractions

Managers will learn:

- How big is the impact of social networks at work.
- Understanding the distractions in the big picture of social media.
- Enhancing the ability to visualize how social media distractions affect productivity.
- How to resist the temptations of social media at work.

The helper trap

Managers will be able to learn:

- Why it is important not to fall into the helper's trap.
- Knowing how to set limits at work.
- Learning not to fall into the helper's trap.

Avoiding delegation

Managers will learn:

- Understanding the Delegation Process.
- Consequences of non-Delegation.
- Delegation Process.

Care for values

Through the modules for this enemy, managers will learn:

- Values, mission, vision and purpose of a company.
- Importance of aligning employee and company values.
- Why is care of values important?

Tips from facilitators

According to the experience of one of the facilitators who has used the project's products, here is his advice on how to best use the SNAIL project training system.

Identify the needs

Managers can determine which of these 12 enemies are most prevalent in their company.

Create a list of learning

This will help managers to focus on the intended purpose and establish a plan to achieve the results.

Use SNAIL training modules

Use the modules to know how to deal with those 12 enemies.

Use SNAIL training tools

Use the didactic toolbox with complementary and additional materials with the employees (final users), developing dynamics, games, strategies and methodological resources.

According to the feedback from some of the participants in the organised workshops, they learned the fundamental role of planning in time management, to prioritise their tasks, to know that they have a set time to accomplish them, to set goals and objectives and, finally, to create an action plan to achieve them.

They learned that poor organisation can lead to an increase in procrastination and stress and thus impede the philosophy of slow work. Poor organisation often means less productivity and missed opportunities.

To achieve all of the above they learned to use the Arrow technique. Through the use of this technique, they learned to prioritise their tasks, know that they have a set time to complete them, set goals and objectives and, finally, create an action plan to achieve them. However, it is not that simple. How to plan time is, without a doubt, one of the most arduous and difficult tasks in the development of tasks or projects.

Obstacles such as disorganisation and procrastination can delay the achievement of your goals and limit your professional growth. This tool is related to time management skills because it is a good way to overcome these negative factors.

3.2 Modular training by groups of enemies

The 12 enemies proposed in the project are not a hermetic or immovable list. There may be many other enemies for companies to achieve the SNAIL philosophy to which we aspire. However, the 12 identified are the most recurrent in companies. In fact, these enemies are not independent of each other either.

Most of them influence each other and together they have an impact on the bad or good performance of a manager or worker. In this sense, we think it is a good idea to group them by blocks of similarity or compatibility to be able to work (and fight) several enemies at the same time.

Below, we present different methods of applying the project tools by groups of enemies.

1. **Avoiding delegation and Development of habits and routines**

One of the fears of managers and employees about delegating is the loss of power and control. They want to do all the tasks and meet objectives on their own and end up with a workload far greater than they can handle.

Therefore, when it is their turn to delegate tasks, they get overwhelmed. They do not have a structured plan to follow up on their own and others' work and, in the end, overall productivity suffers.

This bad habit of not planning work must be broken. For that, it is necessary to develop efficient work follow-up procedures that improve communication among team members.

How do you break bad habits and generate new ones? Through a process of repetition that allows the worker to enter The Habit Loop: ROUTINE>REWARD>CUE.

In this way, the workers or managers will lose the fear of delegating because having an organized way of planning tasks in which they themselves are included will help them to reduce the feeling of lack of control.

2.Fall into the helper track, fear to say "no" and emotional balance

The helper trap is partly a consequence of a misunderstood generosity at work, mixed with a person who can't say no because he/she suffers from a lack of assertiveness.
There are workers who simply cannot refuse a request for help, forgetting that helping others robs them of their own time to perform their own tasks and meet their own objectives. In this sense, it is called a "trap" because the kindness of the help ends up having a rebound effect on the helper, causing him or her nothing but harm.

Underlying this, there is a fear of saying no. These people are not able to be assertive in their work environments even if it leads them to neglect their duties. They justify themselves and try to comply with the wishes of others. In short, this type of worker has no emotional balance.

Since they do not have emotional intelligence, they do not know how to manage the emotions of their environment. The result is that the relationships they form at work are toxic because there is no effective communication.

That is why it is necessary to be firm with the rights of each one, although this does not mean that you can help colleagues in the accomplishment of a task when they ask for it or need it, and not always when they want you to do it.

3.Social media distractions, distractions and disorders, stress and lack of relaxation and time management

Checking social networks during work time increases nervousness and stress levels.

We live with constant attention to the screens of our phones and smart devices and we have stopped separating leisure time from work time.

In addition, many people now telecommute or work in hybrid spaces where technology is always present. It is easy to get distracted by opening screens on the internet with our social networks that distract us from our obligations and cause us to lose focus on what is really important for us to do.

First, we must identify what causes us this stress and realize that this problem is reducing our productivity and is stealing our time so that we can then put time management mechanisms in place.

We must maintain focus while working to fight distractions, which are the main enemy of the SLOW WORK philosophy.

4.Care of values and unawareness of multitasking as a system

This is the least obvious combination of enemies compared to the previous ones, but we will try to justify why we have grouped them together.

All companies, as well as the people who work in them, have core values on which they are based. Understanding these values and internalizing them is important for the long-term success of the company because it aligns workers around the same objectives that motivate them to work in the same direction.

Taking care of these values involves establishing a connection between the corporate objectives and the individual objectives of each worker.

However, we believe that this is not currently happening because, among many other things, companies have currently institutionalized (they have turned it into a value) a work model or way of working that is not compatible with the premises of slow work.

It is about multitasking or the belief that a worker can do several different tasks at the same time. But it has been proven that the human mind and brain lack the architecture to perform two or more tasks simultaneously.

Since core values are essential for workers to make decisions, build relationships and solve problems, we assume that these values should be about skills that do not harm them personally or the final productivity of the company. On the other hand, multitasking is something that is affecting the performance of many corporations and is exhausting the workforce.

Multitasking has become part of the core values of companies, which champion this frenetic and fast way of working, but with very poor results.

So we could conclude that these two enemies complement each other to the extent that multitasking is currently a company value, but it is not a worker's ability that truly needs to be preserved.

3.3 Ice-breakers and motivational activities

Icebreakers are fun activities that help participants of the workshop get to know one another and the topic itself. Also, icebreakers are often used to help the participants acquaint themselves with the content of the course and then they can decide whether or not they want a full package training.

Icebreakers can be used when the topic of the workshops are introduced or at some motivational events to promote the SNAIL materials.

Why use icebreakers?

Often, icebreakers bring many benefits in the classroom, as they can encourage the participants to become more motivated and interested in the topic, prepare students for collaborative group work and help with a more relaxed atmosphere.

Things you should consider before using icebreakers in the classroom:
1. What do you want to achieve?
2. Think of your participants, the size of the group, levels of knowledge, reasons for being in class, etc.
3. Have a plan B, as icebreakers are not always carried out as planned. Therefore it is best that you go to class with a lot of flexibility and openess to change.

Examples of icebreakers

The following suggestions are connected to topic exploration icebreakers, aimed at gently introducing the topic that follows.

As the SNAIL content is generally new to the participants, it is used as a way for the participants to recall related experience or think about the topic(s) that are about to be covered.

1. Thought-provoking icebreaker questions

This short icebreaker is aimed at making the participants think about work-related topic(s).

To start the activity, give the participants instructions to answer questions with the aim of having their work life in mind.

You can choose among the following questions:
1. What is one thing you wish you had known when you started work or what advice would you give to a newbie?
2. What is the most exciting part of your job?

3. What motivates you at work?
4. What is your idea of a perfect work day?
5. What is your favourite time of your work day: morning, afternoon, evening or late night?

2. Rather than

This icebreaker is well suited to new teams as it reveals participants' preferences. Instruct the participants to sit in a way that they are facing one another. It is best they are seated in a circle.

Instruct them with the following statements to keep the activity going:

1.Instruct them to tell everyone one thing they like to do at work, e.g. prepare contracts.

2.Tell them that the person to their left continues with restating what you said and then says something they would rather do at work (e.g. prepare contracts, design leaflets).

3.The activity continues until all the participants have said what they would rather do.
4.The moderator concludes the activity with emphasizing the fact that at work each and every one of us has activities they would rather do. It is therefore important that one does what one prefers to do.

3. Sweet stories

This icebreaker is aimed at getting the participants to learn about each other's work preferences and life. It builds trust and openess to continue working with the rest of the SNAIL content.

It can be done in smaller or bigger groups. The materials needed are a large bag of multi-color candy, e.g. M&M or Skittles.

The instructions to implement this activity are as follows:
1. Each participant chooses a candy of a certain colour.
2. The participant shares a story based on the colour of the candy.

The ideas for candy colour:

Blue – the coworker you respect or respected and why
Yellow – the funniest moment at work
Green – the proudest moment at work
Red – a time of failure at work (this is what happens too)
Brown – why you are proud to work in the organisation you are currently working for

4. Two truths and a lie

This short icebreaker is meant for the participants to get to know one another in regard to their work day, distractions and coping with effective time management.

The instructions are as follows:

1.   Tell the participants to work in pairs. If the activity is implemented in an online environment, it is best to put the participants in break out rooms in advance.

2. Instruct the participants to take a piece of paper (or use chat option) and write three statements related to their work day, distractions and coping with effective time management. Two statements should be true, one should be a lie.

3. The other partner tries to ask questions to see which one is correct and which is incorrect.

The activity is concluded with a group discussion about the things the partners came across when doing this activity.

Icebreakers in the virtual environment

It is of significant importance that the icebreakers are well adapted to the virtual learning environment. To achieve that, you need to consider the digital resources available and think of forming virtual rooms for the participants to work in in advance.

You can use a virtual platform to implement the icebreaker activities. It is always good to use smartphone applications to engage the students in anonymous answering.

If you need the students to follow some order, you may assign each student a number before you start the activity.

In that way, the participants will know exactly when it is their turn. You may do the same for assigning the »colour candy« that is described in the aformentioned icebreaker »Sweet Stories«.

3.4 Tips and tricks

As adult learners we have already stopped developing our learning style. Several educational methods and means are used in educational programmes offered to adults, especially considering the fact that the population of adults bring years of previous knowledge and experience to the classroom, along with a well-established set of values and beliefs.

The following suggestions are not limited to only virtual or face-to-face implementation, as they apply for different settings and educational programmes.

Involve

As the participants come from different settings and have a wide knowledge, it is important that the lessons somehow incorporate background knowledge and experience as well as learning that is offered in an active manner rather than passive.

Secondly, it is also very important that the learning opportunity is somewhat connected to their current circumstances and thus connected to their work lives.

Ensure an example

Employees want to see an example, therefore including the managers in a learning opportunity is very important. When adult learners see an example from their work life, they will more likely be motivated to try the techniques of SNAIL philosophy at work.

Engage

Apart from honoring life experience and knowledge of adult learners, experiential learning also includes active participation in activities during the workshops. Firstly, it is very appropriate to ask participants to share stories and do problem solving exercises.

Secondly, getting participants involved in small discussions, experiments, role playing or building something at their table will make the learning process experiential. According to research, instruction will increase learners' engagement with active learning methods.

It is important to use warm-up activities before the workshop to help the learners focus on new topics and encourage creative thinking.

Focus on variety

It is important for adult learners to receive a variety of learning methods that will aid their learning. Therefore, it is recommended for facilitators to use PowerPoint effectively, guide the note-taking procedure, encourage group discussion, use brainstorming, structure a lecture to solve a problem, prepare additional handouts, and summarize.

IMPORTANT!

The SNAIL content is often something that individuals are not well aware of, therefore offering your participants an introduction to the content and the SNAIL ideas is useful. If the workshop is implemented in an online or face-to-face setting, you can always send a link to the SNAIL introductory manual and use it as part of flipped learning so the participants get acquianted with the topic beforehand. It will help them understand the topic and the negative impact the slow work enemies may have on the lives of the managers and the employees.

Online

1   **Utilize a chat window**

Discussion or chat inputs need responses. This can be done by the facilitator or perhaps other classmates and it is very important as the students will eventually give up if they feel no one is reading or viewing the input.

2   **Hold breakout room**

Breakout rooms are particularly valuable, as they allow true creativity and application of knowledge. Try to consider a minimum of 4, but not more than 7 participants in any one breakout room in order to maximize the engagement. After the breakout rooms, it is desirable that the groups present their findings to the whole training class. It is important that the participants in each breakout room have a list of guiding questions to have a purpose for their communication and dialogue.

3 Use polls

Before the online implementation of activities, try to allocate a few minutes to get to know your learners better. Usually general yes/no questions with the use of a poll are beneficial for making them feel involved.

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2 Interact every 10 minutes

It is important that you interact with your learners in intervals. Try to use polls or ask questions every 10 minutes, as it is easy to lose interest in an online environment.

4.Evaluation & feedback

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4.1 Evaluation questionnaire

Evaluation questionnaire for trainees

4.1 Evaluation questionnaire

A vision to productivity and employability through work pace and individual satisfaction in the workplace.

Evaluation questionnaire for training facilitators to be used beyond the training completion.

1. Please rate the following sentences considering the training content and resources:

	Disagree	Agree	Neutral	Strongly agree
The objectives of the training were clearly defined and in line with the influences of the enemies in today's workplace.				
The resources including e-book, web links, videos and ice-breaker activities were helpful and improved my training experience.				
The training content was organised and easy to follow in line with the workplace enemies and the e-book delivered.				
I am satisfied with the training delivered.				

2. Please describe the training experience in 1 WORD:

- Attractive.
- Intuitive.
- Informative.
- Useful.
- Valuable.
- Interesting.
- Pleasant.
- Other.

3. Please rate the following items based on the training experience from a personal and professional perspective.

	Disagree	Agree	Neutral	Strongly agree
This training experience will be useful in my contribution to the implementation of the enemies' pills and tools in the workplace.				
I had the opportunity to share my experience so my training expectations were fulfilled.				
Overall the training was highly effective and in line with the format (online and/or face-to-face).				

4. How would you rate your current understanding of the SNAIL training topic? (From 1 to 5 where 1 is the lowest rate).

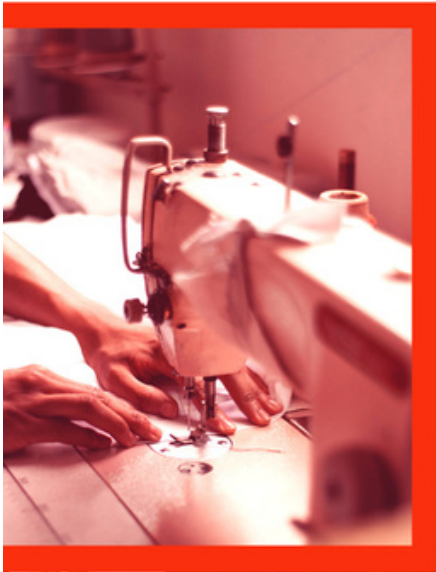★ ★ ★ ★ ★

5. What did you like most about this training?

_____
_____
_____
_____
_____
_____

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