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UNIVERSITY OF LÜNEBURG

Steinbeis Innovation Center
Logistics and Sustainability

“REFLECTING ON RESOURCES” LEARNING MODULE

NOTES FOR
TRAINEES/STUDENTS



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"REFLECTING ON RESOURCES"

LEARNING MODULE

"This order has to be completed today! I wasn't able to go to the gym again yesterday. I hate getting up early. I need to add something to the invoice. Didn't I want to come to work by bike today? What does he want now?"

How often do we rush through our daily routine and carry out our tasks without really thinking about them in detail? Many daily requirements leave us feeling that we do not have the scope to act differently. Questions as to why we feel under pressure, stressed, or dissatisfied constantly arise, but how often do we really address the causes of these perceptions? Although we know that our own resources are not inexhaustible, how frequently do we make the conscious decision to take a break?

Despite the fact that this may not be apparent at first sight, every day offers many moments in which we can make the choice to act differently. There is no process, structure or thought pattern that cannot be changed. In order to be able to alter actions and patterns, we need to start by considering our own everyday reality in a differentiated way. The following tasks provide you with an opportunity to reflect upon yourself and to develop ideas for improving company processes.





Begin by using the “focusing” method to facilitate a clearer perception of your own body and feelings.



*Tasks to
complete
individually*

TASKS:

1. Read **Material 1** in order to familiarise yourself with the aims and possibilities of the “focusing” method.
2. Deploy the “focusing” method as follows:
 - a. Sit down and close your eyes.
 - b. Make a conscious attempt to sense your own body. Verbalise your physical sensations without speaking them aloud.
 - c. Make contact with your feelings. Ask yourself in which direction your attention is currently going. There is no right or wrong, no valuable or less valuable.
 - d. Enter into an inner dialogue with your sensations. Find out what lies behind your perceptions and how your feelings correlate.
 - e. Gain a sense of how your thoughts are changing. Do you evaluate your sensations differently? Have new insights emerged?
 - f. Open your eyes.



ACHIEVING MINDFULNESS BY FOCUSING

One key to achieving a better understanding of your own needs and stresses lies in obtaining a more mindful and more targeted perception of yourself. The “focusing” method can help to identify your own body, own feelings, and own thoughts more clearly. It involves the application of various steps in order to enter into a kind of self-talk. Increased mindfulness of your own body and own feelings may assist you in gaining new perspectives of yourself and of individual stresses. The method has a clear structure and can thus easily be integrated into your everyday (work) routine.



Once you have improved your (self-) perception by using the “focusing” method, move on to reflect on your own resources against the background of your individual objectives, opportunities, stresses, and limits.

TASKS:

1. Read [Material 2](#).
2. Working on your own, answer the following questions in writing:
 - a. What does health mean for you?
 - b. When do you feel healthy?
 - c. How do you define stress?
 - d. In which situations do you feel stressed?
 - e. How does your behaviour alter when you are under stress?
 - f. When was the last time you were unable to cope with a situation?
 - g. In retrospect, do you feel you reacted appropriately to the overwhelm?
 - h. When was the last time you felt satisfied?
 - i. What conclusions can you draw from this memory for your work life?
 - j. When was the last time you were frustrated?
 - k. Were you able to change this mindset yourself?
 - l. Do you feel that you have a good balance between work and recreation?
 - m. What would you change about this balance?
 - n. Are you able to help actively shape your work environment?
 - o. What would you change about your environment, if there weren't any obligations?

Please note that the only purpose of your answers is to identify findings for yourself. You do not have to share your responses with anyone if you do not wish to.



*Tasks to
complete
individually*



REFLECTION ON YOUR OWN RESOURCES

Young people have many new challenges to face, particularly at the start of training. Stipulated working times, new colleagues, hierarchies within the company, and new teaching structures at the vocational school are just some of the changes with which they need to contend. Many trainees have difficulty in finding time for hobbies and friends alongside their training. This produces a conflicting relationship between a young person's work life and private life.

Current studies reveal that over 80% of trainees believe that it is important to divide time between vocational education and recreation in a balanced way. However, only 20% stated that they had actually succeeded in striking such a balance. One of the consequences of this development is a rising number of training drop-outs. However, trainees arrive at a significantly more positive assessment of their own training if they perceive that their work is meaningful and when they are able to cope with the tasks that they are required to perform.

In order you change states of dissatisfaction and stress, it is necessary to begin by identifying their origins.



Once you have reflected upon your own resources, use your findings as a basis to develop ideas to improve company processes.



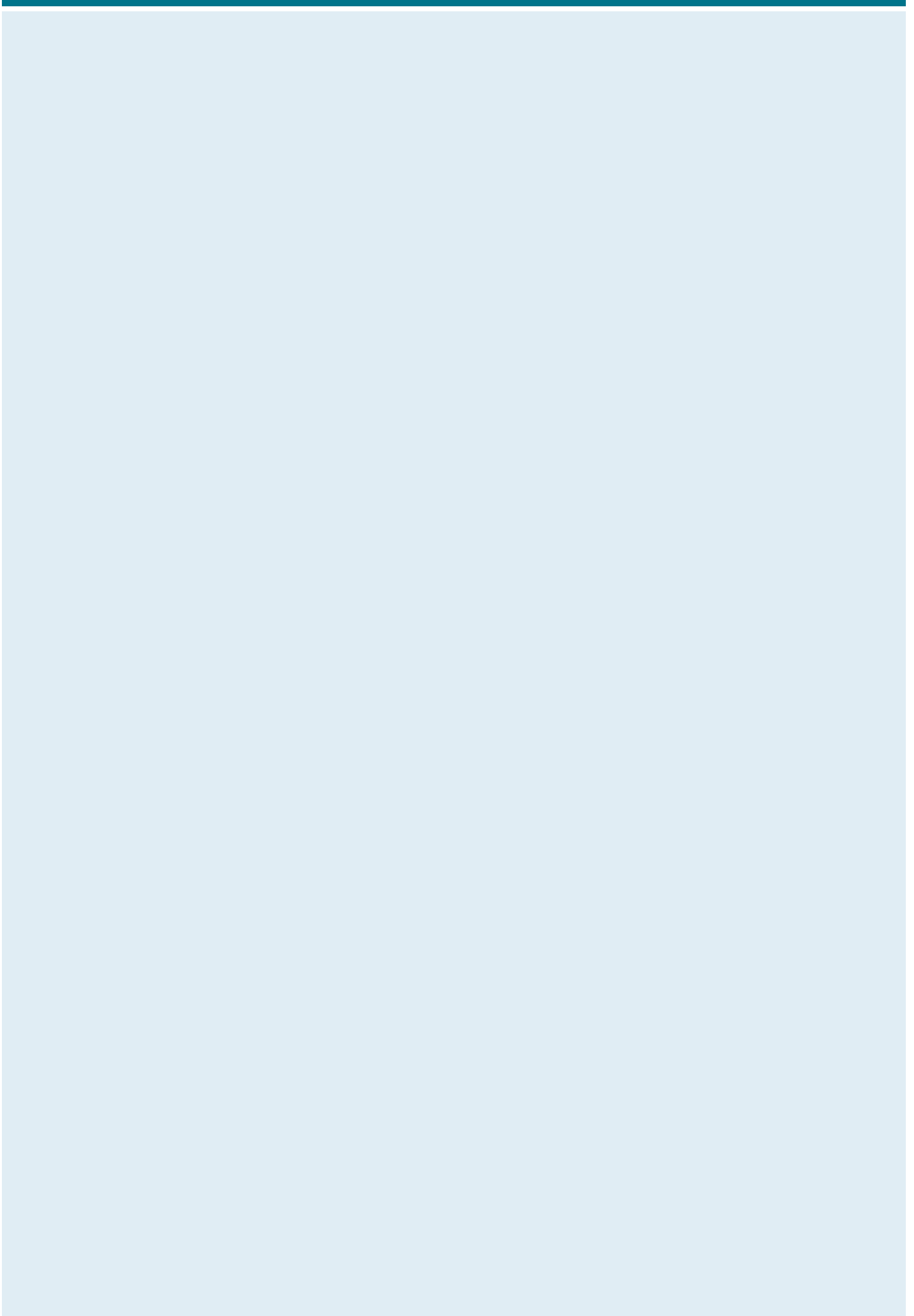
Tasks to be completed in pairs or groups

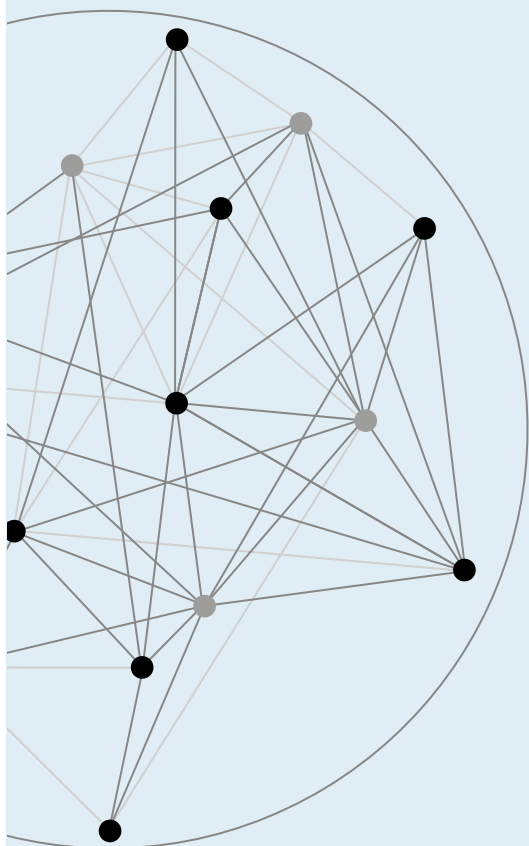
TASK:

1. Apply the design thinking method ([see Material 3](#)).

The design thinking process enables you to access your findings from previous tasks. However, you should only use information that you wish to share with your colleagues.

Please note that your trainer/teacher will provide you with the materials you need to carry out the design thinking method.





SOURCES

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