



SESKAT. Development of Social and Emotional Skills in Adult Training
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Perspective Swap

**SESKAT Training
Toolbox**



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Description

In the Perspective Swap exercise, participants will have the opportunity to overcome feelings of resentment at work by practising empathy. It calls for participants to put themselves in the shoes of someone with whom they are having a conflict; it allows them to see the problem from the other person's point of view and perhaps understand better where the other person is coming from.

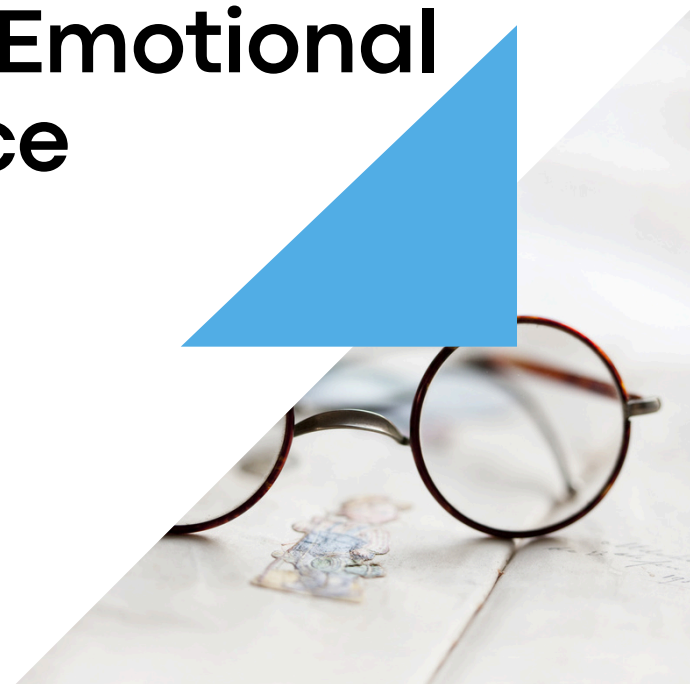
When it is done, participants should have a better understanding of conflicts they are experiencing at work and a deeper sense of empathy for their co-workers.

Objectives

- To reduce feelings of resentment in the workplace by practising empathy
- To gain insights into the motivations, concerns, and challenges faced by co-workers
- To engage in conflict resolution in a calm and emotionally intelligent manner

Connection with Soft Skills and Emotional Intelligence

The Perspective Swap exercise is closely entwined with emotional intelligence and soft skills, providing participants with a strategy for nurturing interpersonal development within a professional setting.



In the context of emotional intelligence, the exercise promotes self-awareness by prompting participants to recognise and manage their emotional responses, particularly in the context of workplace conflicts. It serves as a platform for the cultivation of self-regulation, as individuals actively engage in empathetic understanding, ultimately contributing to an enhanced social awareness.

Resources and Materials

To prepare the lesson, you will need 3 pieces of paper. The three pages should read:

1. My perspective
2. Their perspective
3. A third party's perspective
- 4.

Additionally, each participant will need one piece of paper and a writing utensil. Chairs or desks should be placed in a circle or u-shaped formation.

Steps

01

10 minutes: Introduce the participants to the concept of the exercise by telling them that today they will be practising empathy by putting themselves in the shoes of their co-workers. Emphasise that participation is voluntary and that no one is being forced to share things they are not comfortable with. Ask them to take out a piece of paper and describe a problem they are having at work. The paper should not mention names, and even if participants are aware of who the conflict is involving, they should respect the exercise and not say anything.

02

5 minutes: Ask for a volunteer to come stand in the middle of the desks. Place the three pieces of paper labelled “My perspective,” “Their perspective,” and “A third party’s perspective” in the middle as well, all facing each other. The volunteer will first stand on the “My perspective” paper and explain their issue to the class. They should identify and express their emotions surrounding the problem as well. After they explain, ask the class if it sounds reasonable for the volunteer to be upset about their situation. Since it was told from their perspective, it is likely that the class would sympathise with them and say yes.

03

5 minutes: Ask the volunteer to move to the sheet that says “Their perspective.” Now, they are to describe the same issue, but this time, from the other person’s perspective. They should speak in the first person as if they actually are that person, feeling and expressing the emotions that person might be experiencing. Then, ask the class if this perspective sounds reasonable as well. If the volunteer has fully empathised with the other person in their conflict, they should be able to explain it in a way that makes their perspective sound understandable. Be sure to steer students away from sarcasm (if it turns in that direction) as some may find it difficult to speak from another person’s perspective.

04

5 minutes: Finally, ask the volunteer to stand on the “A third party’s perspective” paper. At this stage, they should look at the problem logically instead of emotionally. Ask them to remove themselves from the situation and put themselves in the shoes of a third party, someone who has heard both sides but has no emotional attachment to the issue. As someone neutral, ask the volunteer to give themselves advice on how to solve their issue. What is the soundest advice that someone neutral could give in this situation?

05

5 minutes: As the class can also be considered third parties, ask for their opinions and suggestions on the advice the volunteer gave themselves during the exercise.

06

30+ minutes: Repeat steps 2 to 5 with another volunteer who has a different problem. Continue in this way for as long as time allows and for as many problems as the participants wish to share. This activity works best with a group that is open and talkative, so if your group is not as willing, you may do the alternative to step 6 below instead.

06

****Alternative to step 6**** 30 minutes: If not many participants feel comfortable enough to share an issue with the class, you may ask them to do it as a written exercise instead, and this way, it remains anonymous. They can write down their perspective, the other person's perspective, and a third party's perspective on their piece of paper without identifying themselves. Then, you can collect and redistribute the papers to other participants who can then provide their viewpoint or advice on the problem at hand. At the end, lay the papers out on a table and participants can identify and collect their own.

Learning Outcomes

By the end of this lesson, participants will:

- Gain a sense of empathy towards co-workers, especially those with whom they have had a conflict with in the past
- Acquire practical techniques for resolving conflicts in the workplace
- Gain a deeper understanding of co-workers' motivations and challenges
- Build resilience by demonstrating personal and professional growth

