

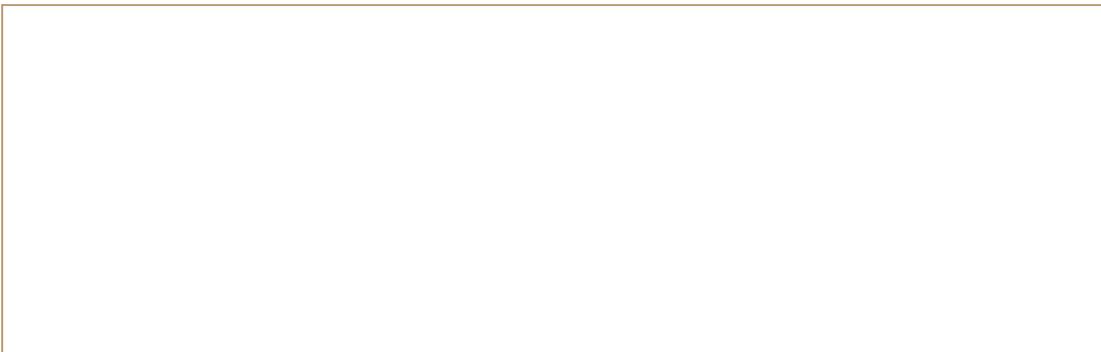


مركز الملك حمد العالمي للتعايش والتسامح
King Hamad Global Center for Coexistence and Tolerance



Leadership for Coexistence Programme Module 1 Self, Coexistence and Teams

Participant Booklet



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Home Group 1

Over this programme you will be learning with the whole cohort in the main plenary space and breaking out into a smaller reflective group called your Home Group. Your Group will be facilitated by one or two Mentors each module. The Home Group space will allow you to get to know a smaller group more personally, share deeper reflections and generate action plans for your development.

You may like to record the names of your Home Group members here along with any interesting reflections from your first session together.

Personality in Teams and Leadership

Personality – the characteristic sets of behaviours, cognitions and emotional patterns that evolve from biological and environmental factors.

Personality tests have been used in leadership and career planning for years as a way to help people identify their strengths and weaknesses, the roles that would suit them best and ways in which they can progress to the next level of effectiveness.

Most personality tests are subjective – meaning that the individual answers questions about themselves, rather than having an observer rate them. This means the tests only work well when people give honest responses and people have enough self-awareness to give accurate responses.

There are a wide range of personality tests available, usually assessing:

- Skills
- Behavioural traits
- Communication styles
- Common responses to situations
- Underlying needs
- Ways of handling challenge
- Strengths and weaknesses
- Drivers and motives

With any personality test it is important to remember it will not give a full picture of everything about you – this is nearly impossible as humans are so complex. Instead, each should be taken as a separate tool revealing useful insights to help you to become more self-aware.

Personality tests are NOT a proven science. We cannot accurately put people into neat boxes of behaviour, strengths and skills and use this information to know how they will respond to situations. However, personality tests can give useful predictions, insights and self-awareness.

The internet is full of very bad personality assessments (“what does your favourite colour say about you?”) Here is a list of more widely recognised, tested and useful personality models.

Personality assessments

Myers Briggs Type Indicator (MBTI)

The questions assess introversion/extroversion, sensing/intuition, thinking/feeling and judging/perceiving to allocate you a 4 letter code e.g. ENFP. There are 16 combinations and most paid tests explain how each personality type handles work, relationships, crisis and other situations. It is probably the most well-known personality model in the business world and many employers use it to help determine their team structures and hiring processes.

<https://www.mbtionline.com/>

Jungian Archetypes

Carl Jung noticed that regular motifs and patterns of character and behaviour occur across history. Cave paintings depicts heroes, stories tell of magical characters. He argued that these represented personality patterns that permeated the collective unconscious. His 12 archetypes of personality are: Ruler, Creator/Artist, Sage, Innocent, Explorer, Rebel, Hero, Wizard, Jester, Everyman, Lover, Caregiver. A Jungian personality test would tell you your most dominant archetype and therefore what you seek out in the world. It is more a model of needs than behaviours. It is often used in dream analysis.

<https://www.jungiananalysts.org.uk/>

The Four Temperaments

One of the earliest models of personality, this is based on the work of Hippocrates in Ancient Greece who noted patients seemed to have similar clusters of traits. Later psychologists grouped these into four types which were sorted based on Introversion/Extraversion and Stable/Unstable mood. The four types are Choleric, Sanguine, Phlegmatic & Melancholic.

<https://openpsychometrics.org/tests/O4TS/>

DiSC Profile

The DiSC profile contains four types which seem to be modern day versions of the four temperaments. Dominance (Choleric), Influence (Sanguine), Steadiness (Phlegmatic) and Conscientiousness (Melancholic). This is another highly common test used in corporate settings. The descriptors around the edge of the wheel show the priorities of each type. A DiSC report gives you a scatterplot of where you fit on the wheel – not just a type.

<https://www.discprofile.com/>



Belbin

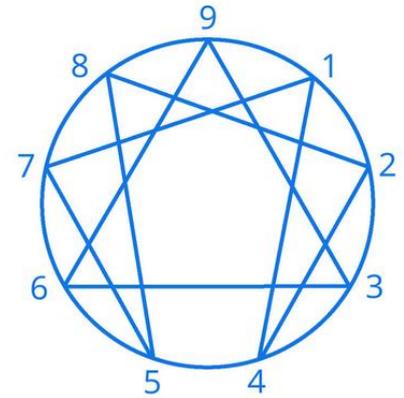
The Belbin assessment collates your strengths to determine what kind of role you best play in a team. This mixes 'trait' personality with actionable steps to help people choose jobs that work for them. There are 9 roles; Resource Investigator, Teamworker, Coordinator, Plant, Monitor Evaluator, Specialist, Shaper, Implementer and Completer Finisher. The Belbin model also encourages you to have other colleagues rate you for a 360 view of your strengths. Your report shows bar graphs of how much each of the roles suit you.

<https://www.belbin.com/>

The Enneagram

This is a 9 type model of personality represented as interlinking points on a circle. The types are; The Peacemaker, The Reformer, The Helper, The Achiever, The Individualist, The Investigator, The Loyalist, The Enthusiast and The Challenger. Each type has a list of traits as well as underlying needs, drivers and a shadow self – their common challenge to overcome. The model also shows how your nearby types on the circle show your secondary traits and areas for development.

<https://www.enneagraminstitute.com/>



The Big Five

The big five model is one of the most celebrated personality tests as the results appear to be consistent for people over time. It describes five broad aspects of personality often sorted into the acronym OCEAN or CANOE: Openness to experience, conscientiousness, extraversion, agreeableness, neuroticism. Each of these areas is measured on a scale of high to low rather than being a binary choice. The model does not explain why certain personality traits occur, but is good at providing a well-rounded description of someone's personality.

Working Genius

This is a 6 type model which focuses on the kind of work that people flourish doing. Any work or project is organised into phases; wonder, invention, discernment, galvanizing, enablement and tenacity. The model proposes that we all have 2 areas of genius that give us energy and fulfilment, 2 areas that are more neutral and two areas of frustration. If we work in our areas of frustration for long periods we can become disillusioned, stressed or demotivated. This model is very useful for workplace teams and can help with better delegation of roles.

<https://www.workinggenius.com/>

The ball throw – everyone approaches the ball throw task slightly differently. What did you notice about your approach? What might it show about your personality?

The Four Temperaments

You are going to watch four different role plays between a shopkeeper and a customer. Watch the customer carefully and see what you notice about their personality.

- How do they approach the situation?
- How do they respond to challenge?
- How do they communicate with the shopkeeper?
- How do they try to get what they want?

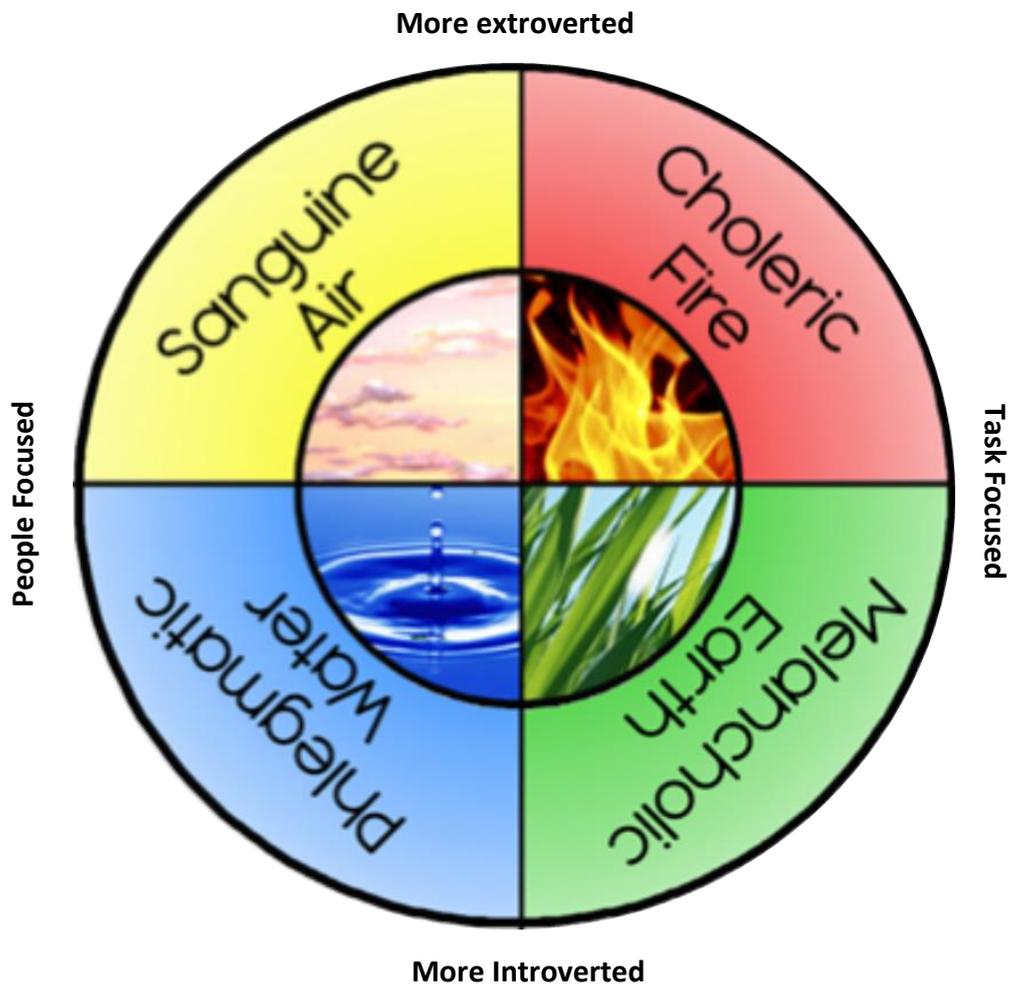
Role play 1

Role play 2

Role play 3

Role play 3

The Four Temperaments



Extroversion:

- Recharges their energy by being with others
- Often outgoing and sociable
- Acts or speaks before thinking – action helps them to think

Introversion

- Recharges their energy by being alone or with one trusted person
- Happy in their own company or with very small groups
- Reflects and thinks things through fully before speaking or acting

Ambiverted – recharges their energy by through a mixture of socialisation and alone time. Able to flit between the two.

Relationship focused – dedicates more time to interactions with people.

Task focused – dedicates more time to the achievement of goals.

Temperament and emotional intelligence

You can see from the list of personality traits that some of them are positive and some are more negative. People with a higher level of emotional intelligence will be more able to use the positive traits of their personality rather than being ruled by their negative traits.

This is because emotionally intelligent people:

- Are self-aware – know their strengths and challenges ready to use them effectively
- Can self-regulate emotions – not letting difficult emotions take over
- Can empathise – be aware of others, the situation and what is needed.

	Low emotional intelligence traits	Neutral traits	High emotional intelligence traits
Sanguine (air)	<ul style="list-style-type: none"> • Easily distracted • Poor listener • Impulsive • Forgetful • Self-centred • Glib • Exaggerates • Unreliable 	<ul style="list-style-type: none"> • Popular • Speaks before thinking • Spontaneous • Pleases people • Cares about image & reputation • First to dance • Improviser 	<ul style="list-style-type: none"> • Warm • Enthusiastic • Sociable & friendly • Charming • Persuasive • Positive & optimistic • Confident communicator • Adaptable
Choleric (fire)	<ul style="list-style-type: none"> • Aggressive • Demanding • Egotistical • Bossy • Confrontational • Stubborn • Single minded 	<ul style="list-style-type: none"> • Competitive • Direct • Forceful • Cares about results • Cares about loyalty • Independent • Proud 	<ul style="list-style-type: none"> • Assertive • Ambitious • Strong willed • Decisive • Motivated & Energetic • Passionate • Determined
Melancholic (earth)	<ul style="list-style-type: none"> • Critical • Picky • Hard to please • Perfectionistic • Blunt & sarcastic • Withdrawn • Pessimistic 	<ul style="list-style-type: none"> • Cautious • Cares about competence • Witty • Cares about functionality • Good with data • Realistic • Thoughtful 	<ul style="list-style-type: none"> • Detailed • Systematic • Analytical • Logical • Questioning • Accurate & factual • Steady in a crisis
Phlegmatic (water)	<ul style="list-style-type: none"> • Resistant to change • Passive • Easily led • Set in their ways • Indecisive • Avoids conflict • Overly processed 	<ul style="list-style-type: none"> • Predictable • People pleaser • Cares about trust • Persistent • Easy going • Sensitive • Rule based 	<ul style="list-style-type: none"> • Patient • Good listener • Empathetic • Thorough & detailed • Dependable • Diplomatic & polite • Organised

Planning an event

What did you notice about your approach to planning an event?

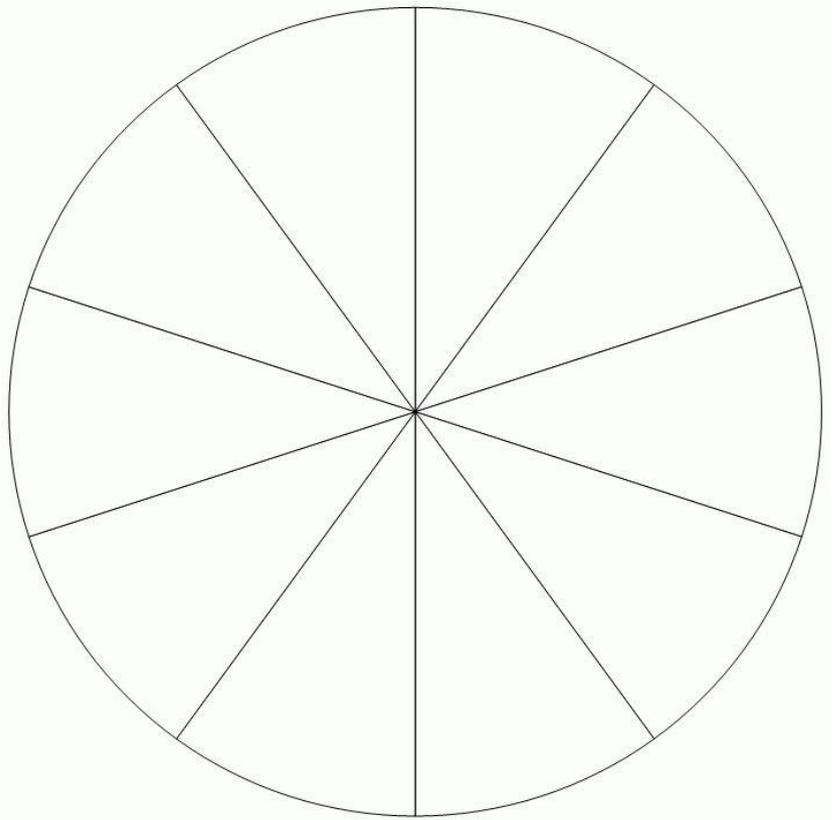
What did you notice about the way you interacted with your event group?

What did you notice about the other groups when they presented their events?

Your temperament

We are rarely just one temperament, but instead have a blend of all four types and traits. You are likely to have one or two dominant types that come through. When we are in a good mood we are able to mindfully choose our behaviour and bring out the best qualities of all four types. A good way to reveal your dominant temperament is to think about your behaviour patterns under pressure. Do you seek out others or withdraw from them? Are you emotional or level headed? Do you focus on the task or distract from it?

Use these reflections to estimate your temperament pie chart. It has been cut into 10% sections.



My temperament means I have these strengths...

My temperament means that sometimes I have these challenges...

Using the temperaments

The value of any personality model is using the strengths and weaknesses to help you identify the roles that best suit you, the challenges to look out for and to develop your general self-awareness. This is a simple overview of how the temperaments may operate in different circumstances.

	Sanguine	Choleric	Melancholic	Phlegmatic
Workplace Strengths	sales, customer service, networking, client facing roles, ideas generation, making people feel good	motivating the self and others, getting results, focussing on tasks, strategy and vision, drive	analytical tasks, finance, working independently, troubleshooting, recognising value for money, problem solving	follows systems well, organised, finishes tasks, steady paced, patient with others, caring roles, pleases people
Workplace Weaknesses	timekeeping, finishing ideas and tasks, forgetfulness, losing time to social interactions	forceful manner, "by any means", egocentric, impulsive, want it now, insensitive	unsociable, blunt, sensitive to criticism, can come across as critical / pessimistic	dealing with spontaneous situations, takes time to think / process, indecisive, avoids conflict
In a Team	bring energy, motivation and ideas to the group, may be distracting, likes to do the talking	can be good at inspiring / motivating, like to be in charge, needs loyalty, may be overbearing, can be frustrated with slow results	initially quiet, prefers to observe, chips in when necessary – preventing mistakes or being critical, would rather work alone	happy to be led, good pace for finishing tasks, keeps the peace, may strive too hard to please others, submissive
As a Friend	fun loving, encourages people to step out of their comfort zones, likes activity, social butterfly	highly loyal, passionate, can be egocentric but feels remorse later, might prefer to take the lead on activities	prefers 1:1 / small group interaction, dry humour, sarcastic, slow to open up, like quiet socialising	empathetic, good at listening and being sensitive, likes routines, prefers others to choose activity
As an Employer / Interviewer	wants you to fit into the team, wants to build rapport, wants you to communicate and share ideas / energy	wants you to be loyal, yield results, follow their authority	wants attention to detail and value for money, values independent workers, reliability and honesty	wants organisation & timekeeping, ability to generate systems and patterns, values calm

Body Language - for Building Rapport

Rapport – When you have a close connection with the person you are communicating with. You seem to be on the same wavelength and communicate well. Rapport makes conversations more comfortable and makes it easier to share your point of view.

From an evolutionary perspective we feel more in tune with people who act in similar ways to us. We can build rapport by bringing our own behaviour, words and tones in line with the patterns of the other person.

Bandler and Grinder¹ developed a concept called Neurolinguistic Programming (NLP). Broken down into its components this means how the neuronal patterns in the brain can be altered based on our words and behaviours. It is frequently used as a therapeutic, coaching and leadership tool to help people alter their behaviours, have more influence and achieve goals. We are going to consider how body language, tone and words can help us to build rapport.

Body Language

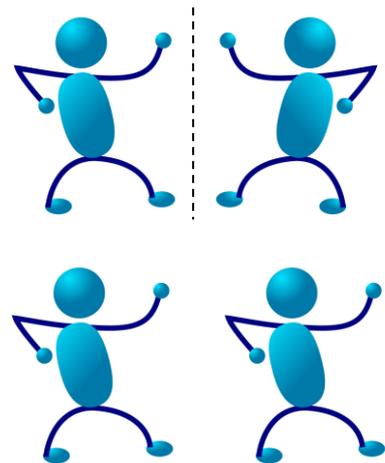
Mirroring – copying the general movements or gestures of the other person – as if they are looking into a mirror. If they raised their right hand, you would raise your left hand.

Matching - copying the general movements or gestures of the other person. If they raised their left hand, you would raise your left hand.

We naturally match and mirror people in conversation. If someone crosses their legs, brushes hair away from their face or shifts position we often copy soon after. For example, consider in movies when a couple is on a date or friends are getting on well – they tend to be acting in similar ways; Leaning in close, making gestures at similar times.

We might deliberately make our body movements similar to those of the person we are communicating with in order to give unconscious signals that we are coming from the same perspective. This can create positive feelings of respect and closeness.

If you are obviously copying someone – moving in the exact same way at the same time – it can look like you are mocking them and become offensive.



Mismatching – this means deliberately using body language that is not compatible with the other person. If someone leans in you could lean back, or if they have open gestures you could cross your arms. This breaks rapport and usually signals conflict or disagreement. It can be used in times of boundary setting or when you want a conversation to end more quickly.

¹ Bandler, R & Grinder, J. (1975). *The Structure of Magic I: A Book about Language and Therapy*. Science and Behavior Books Inc. pp. 5–6.

Speech Patterns

You can adjust elements of your voice to be similar to the person you are speaking to; volume, speed, pitch, intonations. Reflecting a similar energy to the other person can help to build rapport. However, if you use style of talking that is very different from your own it could be seen as disingenuous and you will lose trust. When used carefully matching can create a sign of respect.

You may also want to deliberately mismatch in some cases to create a barrier or model a different way of speaking.

For example – if someone is shouting about a frustration they are having you could:

- Use a passionate and loud tone to match the speaker, showing respect for the difficulty of the situation. Over the discussion you would slowly bring the tone and volume down to a normal speech level and hope they mirror you.
- Respond with a calm and level tone from the beginning to model how the conversation should be going and hope that they match your tone.

There is no best response as it very much depends on the person that you are communicating with.

Sensory Predicates

In NLP it is believed that people have a representational system – a preferred way that they process and make sense of the world. Using the eye accessing model (next page) can give us clues about people's preferred senses or we can listen to the sensory language (predicates) they use. Olfactory (smell) and Gustatory (taste) are not usually the major processing system and so those have been left out of this table.

Sense	Key words / Predicates
Visual	See, look, bright, reveal, paint a picture, view, hazy, short sighted, appear, show, envision, illuminate, imagine, focused
Auditory	Tell, listen, hear, resonate, clear as a bell, tune in/out, loud and clear, harmonise, silence, question, unhearing, deaf to
Feelings / Kinaesthetic	Touch, feel, get to grips, grasp, solid, heated debate, get in touch, touch base, contact, hand in hand, put in place, slip through, catch on, throw out, turn around, concrete
Auditory Digital (thinking / self talk)	Think, know, process, decide, consider, understand, figure it out, make sense of, pay attention, word for word, conceive, perceive, insensitive, distinct

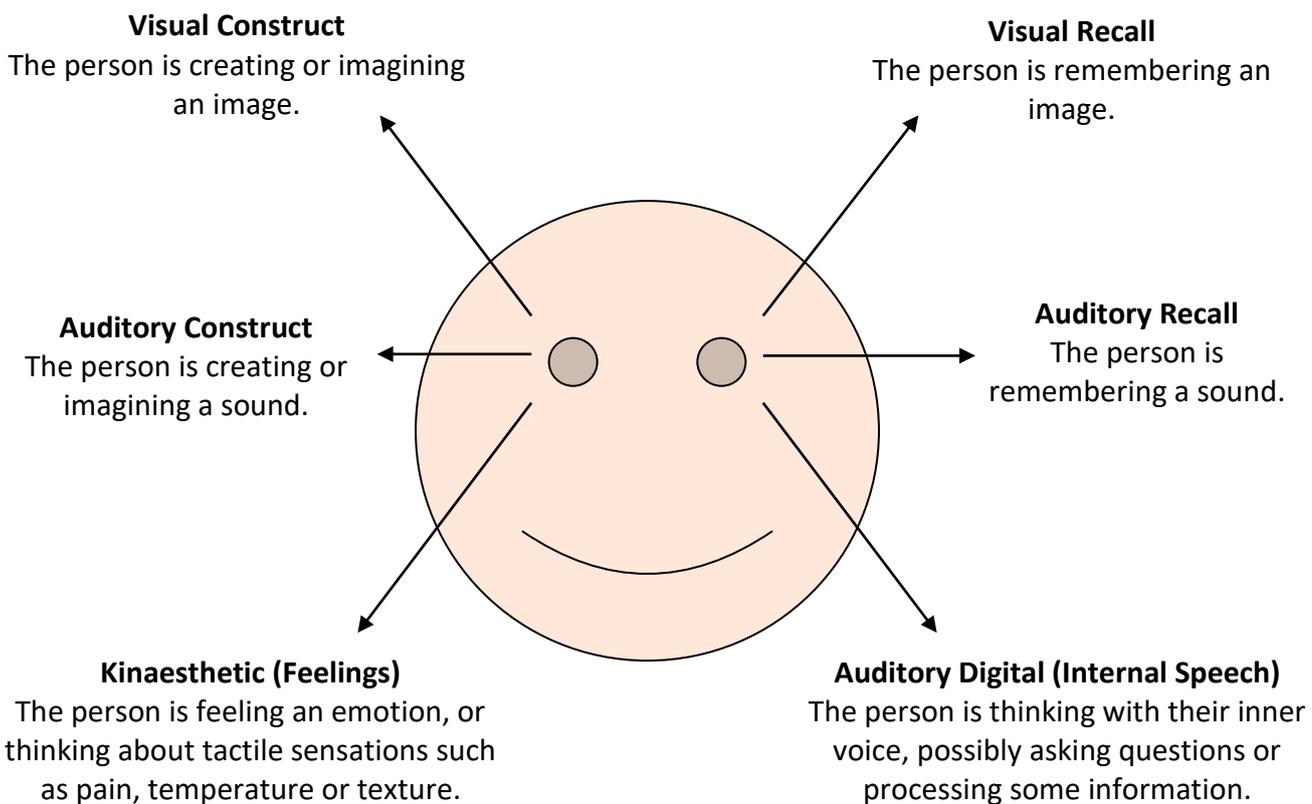
When talking to someone you can pick up their sensory style in order to communicate better with them. Imagine that each of the styles is struggling with something:

	What they might say	How you can help
Visual	<i>The details are hazy.</i>	Create a clear diagram.
Auditory	<i>This doesn't resonate with me.</i>	Talk through it with varied tones.
Kinaesthetic	<i>I can't grasp this.</i>	Let them experience it.
A/D	<i>It doesn't make sense.</i>	Go over the sequence / steps.

Body Language – Eye Accessing

When people talk, think and answer questions their eyes move in different directions. This shows what sense they are accessing (using to process), and can also be used to see if a person is remembering information or creating it. People who are 'creating' images or sounds are not necessarily lying. They may be using creation to help them access memories.

If you are looking at a person face on, this is what their eyes are showing. This is for a right-handed person, if they are left-handed then all of these labels will flip sides.



This is good to use in conversations because you can learn a bit more about what the other person is thinking and feeling. You can also use it to work out what sense a person uses the most. This is useful if you want to teach them or persuade them:

Visual People	Learn better from colourful images and neat diagrams
Auditory People	Learn better from hearing the information and sometimes by repeating it to themselves
Kinaesthetic People	Learn better by practising and actually doing a task

Trans-Derivational Search. This is where a person's eyes move to all sensory locations. This often happens after a confusing or big question. It shows you they don't understand so you know to change the way you communicate.

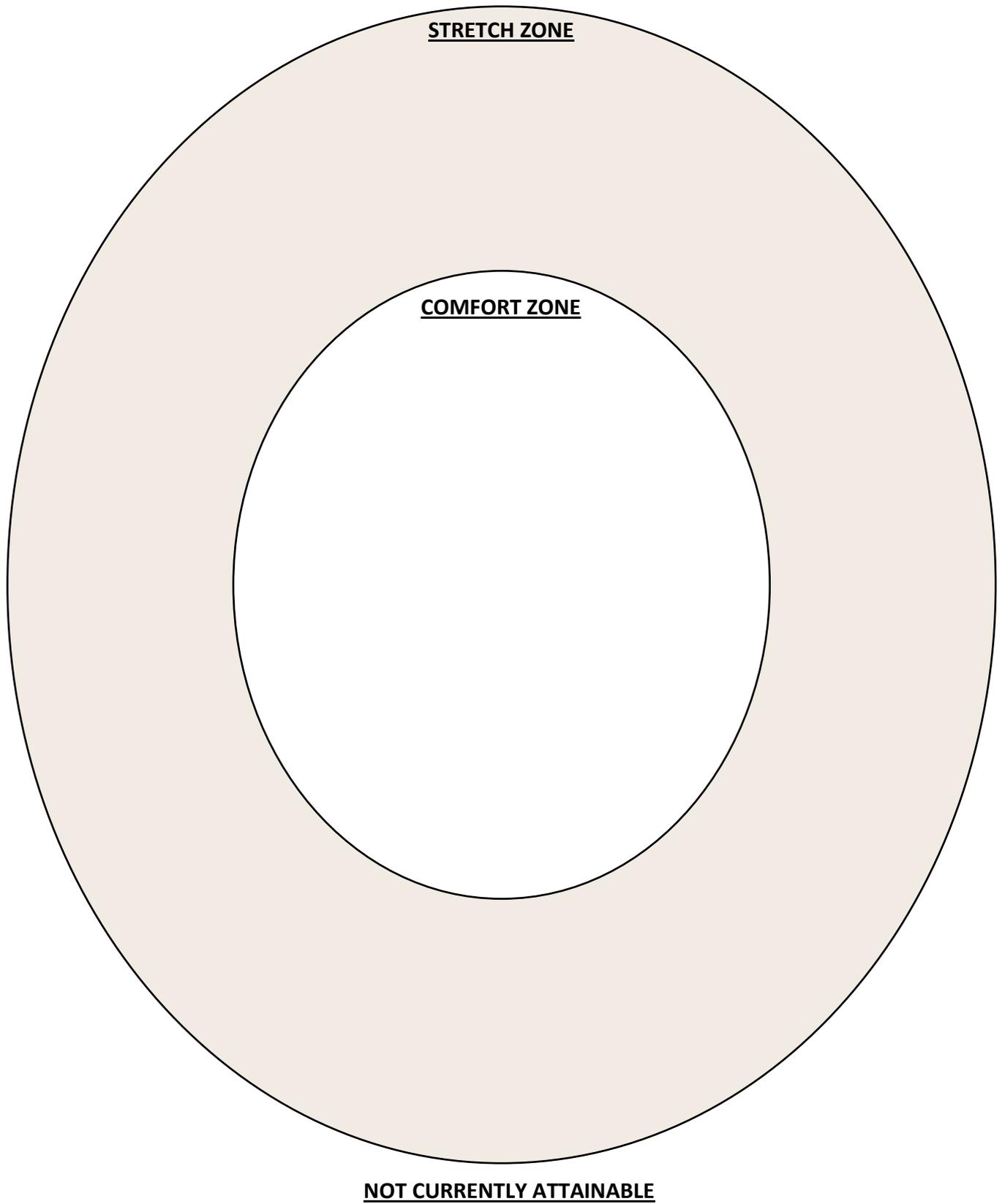
Have a conversation with a partner and see where their eyes move to. You can ask specific questions or give specific prompts to see what sensory areas they go to:

- Describe what your childhood home looked like.
- What was your favourite holiday or trip?
- Imagine listening to your favourite song – now imagine it sung by your best friend.
- Tell me about the way you study (or used to study) for exams.
- Imagine putting your hand into a bucket of icy water.
- If you were put in charge of the world, what is the first thing you would do?
- Name as many vegetables as you can

What did you notice about your partner's eye movements?

What did your partner notice about your eye movements?

Comfort and Stretch Zones



The **comfort zone** contains items which are **familiar** and **predictable**.

- They are not always 'comfortable' but their predictability means that we usually feel safe in this area.
- Sometimes negative habits or dysfunctional behaviours can feel familiar and predictable to us – like alcoholism, substance abuse or a toxic relationship.
- Staying in the comfort zone at all times means that we do not challenge ourselves, may become reliant, narrow minded or perhaps even develop unhealthy behaviours.
- People may stay in the comfort zone by only mixing with people who are similar to them – the same gender, religion, race or with the same hobbies or beliefs. This can lead to an insular life or allow prejudices about other groups to form.

The **stretch zone** contains items which are **unfamiliar** and **unpredictable**.

- This means that there is some element of risk taking and unpredictability – such as meeting a new person, taking an exam, learning a new skill.
- We grow and develop as people by stretching ourselves and having new experiences. It helps us to learn and meeting diverse people also broadens our ability to empathise with different kinds of people.
- Staying in the stretch zone at all times is also unhealthy for us because being in unfamiliar and unpredictable situations puts stress chemicals into the body. Staying in the stretch zone for long periods could create stress, anxiety, exhaustion or even thrill-seeking behaviours.

The **not currently attainable zone** contains things which are impossible for us to reach right now. When our stretch zone grows things which were once unattainable move into the stretch zone. Some people are forced into their not currently attainable zone through traumatic experiences (like a child having to care for a relative or a refugee being ejected from their home). Humans learn to adapt to these unfortunate circumstances, but adapting quickly to things that they were not ready for often creates changes to that person's behaviour, emotional processing and coping mechanisms in the world.

An example of growing the zones

We can use this model to help us achieve bigger goals over time. Imagine your life goal was to be a Formula One racing driver. At 16 years old this is impossible to perform – it is in the not currently attainable zone. Over time it can become possible by moving in and out of the comfort and stretch zones.

- Stretch: The first driving lesson is scary, new, exciting, difficult etc.
- Rest: Go back to the comfort zone and do something familiar to relax.
- Stretch: Continue driving lessons and learn to do more complicated manoeuvres
- Rest: After each lesson go back into the comfort zone
- Over time the learner driver can do more complex driving and starts to feel more comfortable until eventually they pass their test and driving is now in the comfort zone.
- Because driving is in the comfort zone, the stretch zone also gets bigger and now becoming an F1 driver is possible with further practice.

Building resilience

Resilience is the ability to 'bounce back' after a challenge or setback. The comfort stretch zone model helps to build resilience over time because people who are more aware of the items in their comfort and stretch zone can achieve better mood regulation. When they feel overwhelmed, they rest, when they feel bored or stagnant they stretch. Resilient people also use this stretch and rest model to build up their stamina for challenges.

As a leader you can model the importance of stretching yourself and resting in order to grow. You can also support and encourage others to push themselves out of their comfort zone and to rest when they need it.

You are going to take part in activity to help you experience being in your comfort and your stretch zone.

What did you notice about yourself during the activity?

In what ways would you like to stretch yourself more in life?

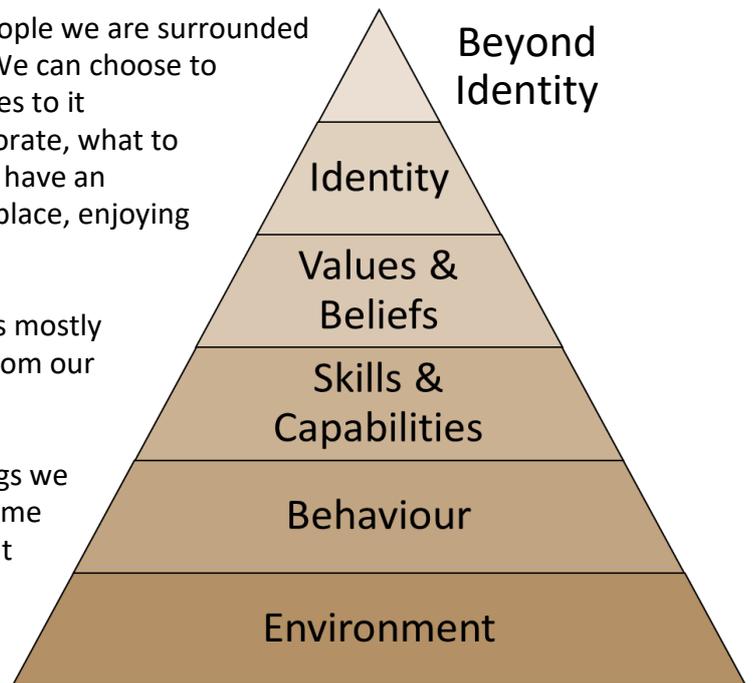
When you need to rest, what comfort zone activities best support you?

The Logical Levels of Change

This model was developed by Robert Dilts² to help people understand the ways that we set goals and change our behaviours over time. (It is sometimes called the Neurological levels of change or learning). He hoped that this model would help people to develop longer lasting and more effective change in their lives.

Each of the six levels is arranged into a pyramid structure in order to represent how the aspects at the base of the model are the most concrete and easy to explore. The aspects towards the top of the pyramid become more abstract and require more effort and processing as they tap into the depths of what it means to be human.

- Environment** – the setting we are in, the people we are surrounded by and the stimuli that we are exposed to. We can choose to influence our environment and make changes to it (choosing where to spend time, how to decorate, what to interact with) but our environment can also have an impact on us (spending time in a toxic workplace, enjoying the weather)
- Behaviour** – what we do in the world. This is mostly focused on our actions but may also draw from our feelings as they can inform what we do.
- Skills and capabilities** – how we do the things we do. A number of people may perform the same behaviour (public speaking, driving a car) but their behaviour will differ depending on the skills, knowledge, practice and competencies they have developed along the way.
- Values and beliefs** – the things that are important to us or what things mean to us. Values may be abstract ideals such as honesty, fairness and autonomy. Beliefs lean towards longer statements about what is or isn't true in our world view such as 'I don't deserve this promotion' or 'people who work hard should get a pay rise'. Values and beliefs will often drive our behaviours and it is important to note that some beliefs can limit us.
- Identity** – our sense of who we are as a person. This may include what we stand for, the different aspects of self, self-worth, esteem and the type of person we are / want to be. Our beliefs and identity can both shape each other.
- Beyond Identity** – different versions of the model may call this aspect spirituality, vision or purpose. This is the sense that we belong to something bigger than ourselves and that we are part of something greater. This may include family, community, wider humanity or a sense of connection to the divine.



² Dilts, R. (1990). *Changing belief systems with NLP*. Meta Publications

Using the logical levels to support change

If you or those around you are going through a process of learning or change, you can use the logical levels pyramid to help you.

Understand how you usually process experiences

We each like to process the world in different ways. This model may help to raise our awareness about how we are interpreting our current circumstances. Are you the sort of person who focuses on what is happening (behaviour), what other people are doing (environment) or perhaps what things mean to you (beliefs & values)? Noticing your style of processing may help you to recognise when that is effective and when shifting to another logical level would be beneficial.

Effective problem solving and goal setting

Many periods of change are sparked by either the need or desire to solve a problem. One guiding principle of the logical levels model is that it is often more effective to solve a problem by implementing a solution at the level above. For example, if you are trying to solve the problem of setting healthy boundaries with colleagues (a behaviour) it may be a challenge to just implement that behaviour. Instead, you may recognise that certain skills or capabilities are needed such as models of boundary setting and assertive language. Or you may go a level higher than that and explore whether you have a limiting belief about letting people cross your boundaries / use up your time in order to be seen as a 'good' team member. Making changes at these levels of the model will ultimately lead to behaviour change which solves the problem.

Challenge yourself to go deep

Each of the levels interacts with each other but this is not done in a balanced way. The levels at the top have more power over the levels at the bottom. If you started a new behaviour, it may not change your values. However, if your values changed it would very likely result in new behaviours.

When you want to make a long lasting and meaningful change in your life, try to start as high up on the pyramid as possible. Connecting with your sense of purpose or who you want to be in the world is a powerful motivator for change. Once you have addressed those, you can making sure to reflect on all of the other logical levels and align them to the same goal.

These questions can help you to address your change at each level of the pyramid.

Beyond identity - What purpose or people am I serving with this change?

Identity - Who am I and does this change reflect who I am?

Values and beliefs - Why do I make the change?

Skills and capabilities - How do I make these changes?

Behaviour - What do I change?

Environment - Where do I change?

Values Based Leadership

Leadership is a verb – something that you do rather than something that you are. Anyone can demonstrate leadership no matter their status or job title. A really helpful definition of leadership comes from Peter Northouse:

“a process whereby an individual influences a group of individuals to achieve a common goal³.”

In this definition, anyone who can help groups of people work towards their goals is demonstrating leadership. Because the definition of leadership is so broad, that means there are many different ways in which someone can lead – which we will cover in more detail later.

Values – personal preferences about what is important to you.

In values-based leadership, the leader is very clear on their own personal values and always act in line with them. They also work with their team to make sure that everyone is clear on their individual and shared values when working together. The reasons for this are:

- **Meaningful work** - When people know their own values and drivers, they can more easily apply them to their work, which can lead to more meaning and motivation.
- **Team alignment** – team members can be clear on which values they have in common for a sense of shared beliefs and identity
- **Improved decision making** – values impact on our preferences and decisions, so knowing shared values helps all decisions to be in line with values
- **Authenticity** – when team members do have different values these can be recognised and celebrated. Letting people show up as their authentic selves leads to a sense of belonging
- **Accountability** – once a set of shared values are decided all team members can take responsibility for making sure behaviour is in line with those values and questioning decisions / behaviour that are not.

Values based leadership is effective when everyone is on board with the reflective process of identifying and using values on a regular basis. Team members need to take time to identify and explore their own values as well as have regular discussions about what these may look like in practice.

You can identify your values by:

- Thinking about when you are at your happiest / doing your best work. How are you behaving? What is important to you about that situation?
- Thinking about a role model in your life. How do they behave? What is it about them that you want to emulate?
- Thinking about a time when you felt dissatisfied or in conflict – this may show that some of your core values were not being met.
- Taking a look at a list of values and seeing which ones most resonate with you.

³ Northouse, P. G. (2004). *Leadership: Theory and Practice*. SAGE Publications.

Circle 10 values on the list that resonate for you.

You can add your own if they are not listed. Make sure to identify what IS important to you rather than what you would like to be important or that you think others would expect of you.

1) Narrow those 10 down to a list of 5

2) Try to identify your top 3 and then top 1 value.

Acceptance	Dependability	Hope	Resourcefulness
Accountability	Determination	Humility	Respect
Adventure	Devotion	Idealism	Responsibility
Ambition	Diligence	Integrity	Selflessness
Appreciation	Discipline	Joyfulness	Sensitivity
Assertiveness	Empathy	Justice	Service
Beauty	Encouragement	Kindness	Simplicity
Bravery	Enthusiasm	Knowledge	Sincerity
Calm	Excellence	Listening	Spontaneity
Caring	Fairness	Love	Strength
Caution	Flexibility	Loyalty	Tact
Charity	Forgiveness	Moderation	Thrift
Cheerful	Friendship	Modesty	Tolerance
Commitment	Fun	Obedience	Tranquillity
Communication	Generosity	Openness	Trust
Compassion	Gentleness	Patience	Truth
Cooperation	Gratitude	Peace	Understanding
Courage	Happiness	Perseverance	Unity
Courtesy	Helpfulness	Persistence	Vitality
Creativity	Honesty	Purity	Wisdom
Curiosity	Honour	Reliability	Wonder

My top values are...

Values and principles

Values - personal preferences about what is important to you. E.g. Honesty, Fairness, Resilience

A challenge with values is that many people can hold the same value but interpret it in different ways. Look at these three different interpretations of the value **honesty**:

- I never tell lies (but I can withhold the truth)
- I am always transparent
- I say what I mean

Principles – rules or beliefs that guide your conduct or behaviour.

Each value is open ended, but you can use it to write a principle for yourself - A rule or belief that you follow in order to live that value. For example:

- Fairness - I treat people equally
- Resilience - I learn from failure and try again

Write a principle for each of your values - a rule or belief about that value that you want to live by.

My values	My Principles

Principles are important in leadership because having clear rules helps you to:

- Act in line with your values and demonstrate integrity
- Communicate clearly to those around you
- Form the basis of group norms and organisational documents like codes of conduct

Values reflection

“You are what you do. Not what you say you’ll do.” – Carl Jung

Once you have identified your values and principles it can be useful to regularly reflect on how you are living them. Saying you hold a value is much easier than making sure that your behaviour is in line with it. These reflective questions can help you to live in more alignment with your values.

Think of a recent situation...

- How did you feel about the situation?
- What were your thoughts or beliefs?
- How did you use or practice some of your values?
- Are there any values you would like to have used more?
- What else did you learn about yourself?

My values and principles reflection

Balancing our values (shadow sides)

All values can serve us when we use them in balanced ways. However, when we over use a value (perhaps because it is so important to us) then it can actually have negative effects. Some psychologists and therapists refer to this as the 'shadow side' of our value or behaviour. We can also under use a value, perhaps because it is not one that is important to us.



Let's take the example of empathy:

- **Under use** – failing to consider someone else's feelings or point of view
- **Balance** – understanding what the other person is going through whilst maintaining boundaries
- **Over use** – feeling someone else's situation so strongly that you give too much of your time to rescue them from their situation

Your most important values are the ones that you are likely to over use. These reflections can help:

What might over using some of your top values look like?

How can you help yourself use those values in a balanced way?

Team values

As a leader, it is really beneficial to talk about values in your team and then continue to utilise those values in your shared work. A handy process is:

1. Encourage each team member to identify their individual values
2. Facilitate discussions where people share their values with each other. Take the time to understand what each person's value and principle means to them. This builds empathy.
3. Agree on a set of team values. You could ask the question "What values do we need to live by to work together effectively as a team?" You may find that some of the suggestions are different to people's personal values because they are thinking about how to meet work goals.
4. Use your team values to make decisions – "we said we value [fairness], what would the [fair] response to this situation be?"
5. Celebrate values – reflect on how you have been acting on your values as a team
6. Identify actions – notice if there are values that you want to bring into your work more. Set goals as a team to help you achieve these values more.

Home Group 2

Today you have been talking about personal change and your values. You may like to record any interesting reflections from your discussion (be mindful of group members confidentiality).

Simulation Reflection

Today you engaged in a team simulation where each round you chose red or blue to determine an outcome. You may like to record any interesting reflections from the simulation:

- What behaviours and attitudes are needed for the simulation to be successful?
- How does this relate to leadership and coexistence?
- How did the teams approach the simulation?
- What would you do differently next time?

Listening Skills

“The greatest communication issue we have is that we listen to reply instead of listening to understand.” “Seek first to understand, then to be understood.”

– Stephen Covey⁴.

Stephen Covey is a leadership expert who focuses mainly on the personal habits, skills and behaviours needed to lead the self and others effectively. In his bestselling business books, he reiterates the importance of listening as a key skill in leadership – but also everyday life – noting how many situations break down when listening is not genuine.

Listening is not the same as hearing. Hearing is about sound entering our ears and vibrating on our ear drum – this is a passive process and does not assume that the ‘listener’ is paying attention. In order to illustrate this, Covey identifies five different levels of listening that we can engage in:

Listening Type	Description
5) Empathic Listening	Giving your full attention and hearing everything that is said – and trying to understand the message from the speaker’s point of view.
4) Attentive Listening	Giving your full attention and hearing everything that is said – but from your own point of view.
3) Selective Listening	Listening to small parts of the message. Often interrupting or focusing in on the bits of the message that interest you, rather than the whole message.
2) Pretend Listening	Nodding or signalling that you are listening but not actually being present.
1) Ignoring	Paying no attention to whatever is said.

Educator and spiritualist Rudolph Steiner spent time reflecting on the nature of human beings. In his approach he noted that there were three components working in harmony; the body, the soul and the spirit. This led to an approach called Waldorf learning⁵.

By identifying a balance between our intellect, emotions and actions we can listen more deeply and mindfully to the different things a speaker is saying:

- **Thinking** - The facts, knowledge and information that the speaker communicates.
- **Feeling** - The emotional information that the speaker gives you – both in the words they choose (frustrated, happy) and the tone of voice and body language they use to communicate emotions.
- **Willing** - The actions that the speaker has taken and plans to take as they speak.

As a listener you may also want to listen within yourself to the actions you plan to take a result of hearing what the speaker says: Be mindful of whether your actions are to benefit you or the speaker.

⁴ Covey, S. R. (1989). *The Seven Habits of Highly Effective People*. New York: Simon and Schuster.

⁵ Steiner, R. (1924). *Human Values in Education (The Foundations of Waldorf Education)*. Rudolf Steiner Press

Empathic listening is a very involved process – where the listener pays attention, understands, remembers and appropriately responds to the speaker. The mandarin symbol for listening shows what active listening requires:

To



become an effective listener, you can develop skills that help to improve the quality of your listening relationship and understanding of the other person's message:

- **Summarising** – saying their words back to them to show you have understood.
- **Paraphrasing** – saying similar words back to them to show you have understood.
- **Clarifying** – checking what they meant. *Are you saying...? Did you mean...? Am I right in thinking...?*
- **Building rapport** – this means developing a positive and open relationship. You can build rapport by using open and welcoming body language and giving non-verbal cues to show you are paying attention.
- **Empathy** – putting yourself in the other person's shoes. This means imagining and understanding what the situation would be like for them, rather than for you (which may be different).
- **Practicing non-judgement** – we have a little voice in our heads that will label situations, make evaluations and judge the other. For example, agreeing or disagreeing with what they are telling us. Being non-judgemental means quieting that voice so that you can fully pay attention to the other person's message and point of view.
- **Giving Time** – letting the speaker express themselves as freely as possible without rushing, interrupting or cutting them off.
- **Effective questioning** - asking open ended questions that get the speaker to expand on their words and even reflect.

Empathy

Marshall Rosenberg is an expert on communication and empathy, especially in conflict resolution. In his book, he says that empathy requires you to listen with your whole being and that we can only listen with empathy when we've successfully shed all of our preconceived judgements.

A challenge is that many people mistake empathy for giving advice, reassurance or explaining our own positions and feelings. Whilst these ways of communicating may have good intentions or support the other person, they are not the same as empathy. In his book, *Non-Violent Communication*⁶, Rosenberg lists 10 common barriers to empathetic listening:

Barrier	
Advising	Telling or recommending what the other person should do Example(s): "I think you should..." "How come you didn't...?"
One-upping	Telling your own story that is usually more serious / funny / joyful Example(s): "That's nothing. This happened to me..." "I had it worse when..."
Educating	Trying to turn someone's experience into a reflection Example(s): "What do you think you learned from this?" This could turn out to be a very positive experience for you."
Consoling	Trying to make the other person feel better about the situation Example(s): "It wasn't your fault." "You did the best you could."
Story telling	Bringing in your own stories which may or may not be related. Example(s): "That reminds me of the time."
Sympathising	Responding by feeling sorry for the speaker. Example(s): "Oh you poor thing."
Shutting down	Ignoring, changing the subject or diminishing its impact Example(s): "Cheer up." "That doesn't matter anyway." "Let's talk about [x]."
Interrogating	Asking more questions about the situation for your own interest. Example(s): "When did this start?" "And then what did [person] do?"
Explaining	Not engaging with the speaker's comments because you are explaining your own motives, choices or actions. Example(s): "'I'm late because..." I said that because..."
Correcting	Editing the speaker's version of events. Example(s): "That's not how it happened." "I think you'll find..."

Do any of these barriers to empathy show up when you are listening?

⁶ Rosenberg, M. B. (2015). *Nonviolent Communication: A language of life* (3rd ed.). Encinitas, CA: PuddleDancer Press

Listening exercise

You are going to practice empathic listening with a partner.

- Try to give your full attention
- Be mindful of your body language and theirs
- Show you are listening by summarising and paraphrasing what they say:
 - It sounds like you are saying...
 - You said you felt...
 - I'm hearing that you...
- Avoid asking questions because you are curious about the situation.
- Do ask questions that clarify what the speaker shared.
 - Are you saying that...?
 - It sounds like... - is that right?
- Avoid giving your own opinion about their situation.
- Avoid sharing advice.

What did you notice when you were the SPEAKER? How did it feel to be listened to in this way?

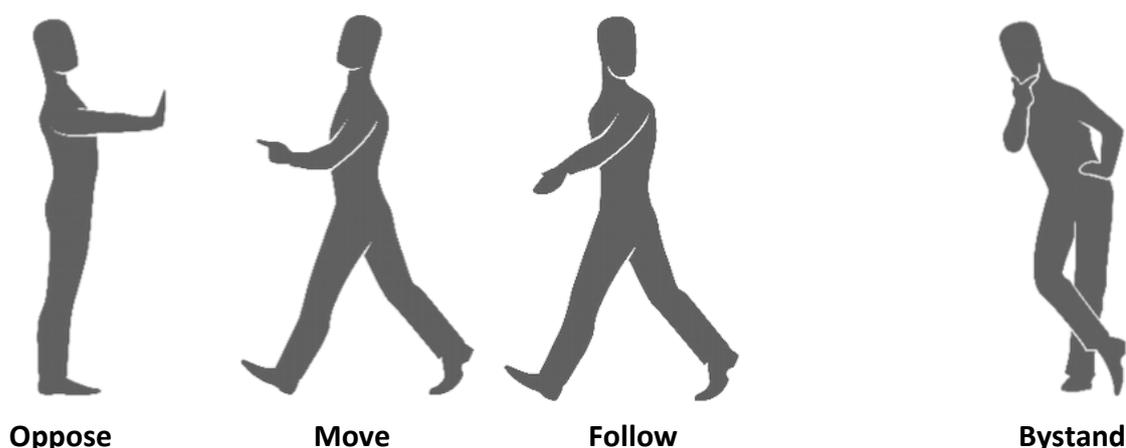
What did you notice when you were the LISTENER? How did it feel to listen this way? Which listening skills did you do well? Which listening skills would you like to practice?

Dynamics of Dialogue

The way we speak in meetings and group conversations usually follows a pattern. David Kantor⁷ called this 'Structural Dynamics'. He codified these repeating patterns (positive and negative) to help people recognise them and learn to communicate in ways that are more helpful going forwards.

Layer 1 – Four speech actions

Kantor recognised that our word choices can be categorised depending on their purpose. This led to The Four Player Model which shows the four different Speech Actions we can take:



If you are imagining speech as looking at people in a room, then you may see the following: The centre of the room contains the mover and follower. An opposer may try to block or disrupt the mover. The bystander would be at the edge of the room taking in the scene.

	DEFINITION	PURPOSE	EXAMPLE
Move	Initiates action, invites others to respond.	Makes things happen and creates momentum.	Let's go out for a group run.
Follow	Supports an existing action.	Builds on ideas, completes actions.	Great, I've been wanting to get some exercise.
Oppose	Challenges or corrects an existing action.	Prevents mistakes, tweaks / corrects, ensures other options are considered.	It's far too hot outside for running.
Bystand	Reflects on the current actions without agreeing or disagreeing.	Brings perspective, builds bridges between differences, supports reflection.	It sounds like we want to exercise together in a more comfortable environment.

⁷ David Kantor: *Reading the Room: Group dynamics for coaches and leaders* (Jossey-Bass Inc, 2012)

A Balanced Conversation:

1:	Shall we do something together tonight?	Move
2:	That sounds great. How about the cinema?	Follow>Move
3:	I'm just in the mood for a comedy.	Follow/Move
4:	I don't want us to all be sitting in the dark in silence.	Oppose
2:	Well, we'd be laughing together.	Oppose/Follow
4:	It's not great quality time if we can't joke through it though.	Oppose
3:	Can we find something to do that's funny but where we can talk together?	Bystand
1:	I suppose we could watch a comedy at mine instead.	Move
4:	That would suit me, I'll bring snacks.	Follow

This model presents leaders with a great opportunity to understand what is going on in a conversation. The above conversation reaches a suitable conclusion because all four speech actions appear and support each other.

Sometimes coding the speech actions can be difficult because multiple speech actions are together. For example, agreeing to do something is a follow – but adding the suggestion of a film is an additional move.

Opposing can be complex. In this example, when person four introduces their 'oppose', person two counters with opposition... which is also a follow for the original suggestion.

No one speech action is better or worse than any other – in fact they are all needed for a healthy conversation. Each type brings advantages to a situation when used in the right quantities and creates issues when over used:

	ADVANTAGES / USES	NEGATIVE PERCEPTIONS
Move	<ul style="list-style-type: none"> Starts a process Brings an issue to the table Creates enthusiasm and energy Results in the generation of ideas 	<ul style="list-style-type: none"> Bossy – always pushing their agenda Self-important – their ideas take priority Egotistical – needing to be the main talker in the room
Follow	<ul style="list-style-type: none"> Completes actions and ideas Builds and expands on ideas Can create bonding through consensus and support 	<ul style="list-style-type: none"> Sheep – following a crowd without having original ideas People pleaser – not wishing to challenge Compliant – to power, friendship, status
Oppose	<ul style="list-style-type: none"> Creates healthy friction and discourse Ensures ideas are checked for errors before implementation Prevents disasters 	<ul style="list-style-type: none"> Disagreeable – seeing arguments Pedantic – pulling others down and picking holes in their ideas Stick in the mud – unwilling to try
Bystand	<ul style="list-style-type: none"> Encourages groups to reflect Bridges gaps between opinions Sees the conversation from different angles 	<ul style="list-style-type: none"> Disconnected – not participating On the fence – unwilling to share any opinion on the issue Abstract – thinking but not doing

Unbalanced conversations.

Take a look at these two conversations. They are both groups of students meeting to discuss a presentation that they will deliver.

- 1) Practice labelling each sentence with its speech action (move, oppose, follow, bystand).
- 2) Think about what speech actions are missing from the meeting and how you might contribute to the conversation to make it more productive.

Conversation 1

- 1: Right, we need to present ideas back to the class. Any ideas?
3: We could just do a PowerPoint, that's easy.
2: Everyone always does PowerPoint, it will get boring.
4: I could make a Prezzi instead – it's way better than PowerPoint.
3: Can't we just use hand made posters instead?
1: I don't think we have enough felt tips for that.
3: Or we could just speak it out loud – maybe throw in a few bits of action to make it memorable.
2: Yeah, but we won't remember all the information without something to follow. That's why we should use PowerPoint or something.
3: We could just write everything down on bits of paper.
1: Using a computer looks way more professional.
4: I thought we wanted to make ours stand out though.

How would you help this group to have a more balanced conversation?

Conversation 2

- 1: So, we need to show the class what we have been doing.
4: We should make sure that everyone gets to present part of the project.
2: Yeah, that would make it really fair. We could even divide the speaking time up equally.
1: Well, only if everyone wants to speak for the same amount of time. Some people might be a bit shy.
3: I'd prefer to do more showing than speaking if that's ok.
4: That's fine. So how will we do it?
2: It ought to be interactive – that will make it more fun so people remember.
1: Ooh maybe the audience have to get up out of their seats to join in.
3: I'll bet no one else is doing that.
4: Cool – so we are going for something fair and interactive.
2: That sounds great.

How would you help this group to have a more balanced conversation?

Conversation 1 is stuck in a pattern of move and oppose which makes it feel like an argument. This group needs some followership and some bystand:

- Encourage them to vote in order to choose a follow
- Review the pros and cons of each idea to address the opposition
- Bystand by asking the group to consider its priorities

Conversation 2 feels very friendly and harmonious. There is a lot of following and bystand about the approach to giving a presentation. However, it is not clear exactly what this group are going to do. It is missing the main move.

- Ask them to explain their key idea / what they will do
- Encourage them to come up with an action plan
- Invite opposition – can anyone see any challenges we need to address?

Groups can get stuck in dysfunctional patterns of conversation. It is the role of a leader / coach / facilitator to recognise these patterns and try to encourage the missing speech actions. The most three common dysfunctional patterns are:

- **Point – counterpoint** – a string of move / oppose statements which waste time, creates friction and can sometimes result in an impasse.
- **Courteous compliance** – everyone follows a move without any resistance regardless of whether it was a good idea. This may be to avoid confrontation or to get things done quickly. There may also be a pattern of “We always do whatever ___ says.”
- **Covert opposition** – where people verbally follow a move, but secretly oppose the action. This may lead to poor performance, ignoring the task or even sabotage.

For each of the conversational actions we can see ourselves on a scale:



Weak:

We fail or hesitate to use it, even when it's needed

Strong:

We use it often and well

Stuck:

We use it more often than is necessary, causing issues

Personal reflection: Think about your own use of the four speech actions in conversations and team meetings. Are there any you are weak at? Strong at? Stuck in?

Layer 2 – Communication Drivers

The conversational actions help people to categorise ‘what’ is being said. The second layer of Kantor’s model is about the purpose of a communication or the primary focus. Individuals may communicate from one of three drivers. (Or communication domains). The drivers show what someone is focused on, what they care about and their main motive for acting.

	AFFECT 	POWER (TASK) 	MEANING 
Focus area	Feelings, care and relationships	Action and productivity	Thinking, ideas and finding answers
Motive	To nurture self and others, to create and maintain intimacy	To complete tasks efficiently and competently	To understand fully and integrate that understanding
Strengths	<ul style="list-style-type: none"> • Creating safety • Facilitating harmony • Handling challenging emotional energy 	<ul style="list-style-type: none"> • Motivates others • Ensures accountability • Tasks get completed 	<ul style="list-style-type: none"> • Understanding of how things fit together • Evidence basis • Purpose driven
Potential weaknesses	<ul style="list-style-type: none"> • Too ‘touchy feely’ • Avoids confrontation to save feelings • People pleasing 	<ul style="list-style-type: none"> • Pushy or overbearing • Steamrollers over people’s emotions • Rushes 	<ul style="list-style-type: none"> • Quiet • Indecisive or slow to act • Talks but no action

Each of the conversational actions can come from any of the domains, as shown in the table below:

	AFFECT	POWER	MEANING
MOVE	If you need support you can come to me.	Let’s get an action plan together.	Let’s start be reviewing the purpose.
FOLLOW	I think the team will love that idea.	Great idea, I can start that next week.	This proposal fits with our strategic direction.
OPPOSE	No, that approach will cause a conflict.	This will be a waste of time and resources.	We haven't researched the barriers enough.
BYSTAND	It seems like you two have regular tensions.	We seem to be going around in circles here.	I notice that you have differences of opinion.

All of us will have a slightly different proportion of these communication drivers. It may be that they are relatively even or that one driver takes priority. It can help to represent them as percentages or on a pie chart. There is a blank pie chart for you to fill in.



What do you notice about your own communication drivers?

Conflicts can arise when people have competing communication drivers – or they assume that the other person understands their communication drivers. It is important in team meetings to ensure that the drivers of all three communication styles are met as best as possible. This helps to avoid conflict and make the team members feel valued and cared for.

How to include the needs of all drivers:

<p>AFFECT</p> 	<p>POWER (TASK)</p> 	<p>MEANING</p> 
<ul style="list-style-type: none"> • Check ins / give time for bonding relationships • Asking how people feel about ideas and suggestions • Praise and celebration • Invite these people to challenge in a constructive way (to help them overcome their people pleasing). 	<ul style="list-style-type: none"> • Give a clear agenda or purpose to the meeting – what’s the immediate goal? • Allocate roles • Set clear deadlines • Brace them for thinking time (to help them overcome their impatience) 	<ul style="list-style-type: none"> • Give them time to think, explore and process what is said • Give information in advance • Give a clear purpose on why something is happening – what’s the bigger picture? • Encourage them to start / take action (to help them overcome their indecision or getting stuck in their head)

Receiving Feedback

Feedback is essential to our learning and growth. We can reflect on our responses to feedback to look for challenges and ways to improve. Here are some examples of the ways in which people may respond to feedback:

Challenging responses to feedback:

- **Defensiveness** - justifying, explaining or blaming others to avoid accountability
- **Dismissing** – deciding that the feedback or the person giving it are invalid and so downplaying or ignoring it
- **Emotionally reacting** – taking the feedback personally and responding with anger, frustration, sadness, rejection or embarrassment
- **People pleasing** – working extremely hard to meet all feedback even when it may not be proportional or entirely valid
- **Selective engagement** – only paying attention to the parts of the feedback that you want to focus on
- **Avoidance** – going out of your way to avoid getting feedback in the first place or in future
- **Counter attack** – responding to feedback by giving critical feedback or punishment to the other
- **Self-doubt** - taking feedback to heart and doubting your wider worth, abilities or value.
- **Rumination** – dwelling on and replaying feedback in their mind
- **Passive aggression** – instead of discussing the issues or challenges with the feedback an individual may express their displeasure or resistance through sarcasm, procrastination or small acts of sabotage
- **Seeking validation** – looking for reassurance or compliments from others or seeking confirmation that the feedback is unwarranted
- **Perfectionism** – interpreting feedback as an inability to meet impossibly high standards and so feeling shame, disappointment or frustration

Constructive responses to feedback:

- **Openness** – being willing and ready to listen with attention and hear all comments
- **Curiosity** – seeking to understand the feedback to gain insights
- **Gratitude** – being thankful that the other has shared with you
- **Self-Reflection** – thinking about how the feedback relates to your behaviour, actions, impact and goals and how you can use it to improve
- **Action planning** – creating concrete next steps using the feedback
- **Emotionally processing** – rather than reacting, managing emotions in a measured way such as expressing healthy levels of pride and satisfaction at positive feedback and working with the discomfort of challenging feedback
- **Resilience** – seeing setbacks or challenges as an opportunity for growth and looking for ways to persevere
- **Adaptability** – being willing to adjust your behaviours or approaches in response to feedback
- **Empathy** – considering the feelings, needs and perspective of the person giving the feedback
- **Self-compassion** – being patient, loving and understanding of yourself in the face of challenging feedback

A great tool for analysing your responses to feedback is the feedback matrix. This sorts feedback into four categories:

Positive – acknowledging or celebrating what you did well

Negative (though perhaps the word challenging is better) – naming what needs improvement

Expected – this aligns with your own self-assessment

Unexpected – this either does not align with your self-assessment or is surprising to you

Take a look at the feedback matrix. For each section consider:

- How do I feel about this kind of feedback?
- What do I think to myself in general when I receive this kind of feedback?
- What do I do / how do I act in response to this kind of feedback?
- How does this kind of feedback affect the way I think about / respond to the person giving the feedback?

	Positive	Negative (or challenging)
Expected		
Unexpected		

The feedback matrix can give us some recommendations for how to deal with each type of feedback:

	Positive	Negative (or challenging)
Expected	<ul style="list-style-type: none"> • Take time to celebrate this aspect of yourself or your performance. • Notice if there are things you need to put in place to maintain strengths in this area • If this is a strength for you, consider how you could use it to support / mentor others 	<ul style="list-style-type: none"> • Reflect on what you may have done already to try and improve in this aspect. • Identify further steps that would help you to improve this area. • Create a specific action plan using SMART goals that can help you improve. • Consider seeking support from someone strong in this area. • Review this and continue to seek feedback to track improvement
Unexpected	<p>With any unexpected feedback (positive or challenging) the first thing you might like to do is validate it – check whether others think the same and whether it is a true / fair assessment. If it is then proceed:</p>	
	<ul style="list-style-type: none"> • Notice why this feedback was unexpected for you – are you forgetting, undervaluing strengths that you have? • Take time to celebrate this newly discovered aspect of your performance. • Explore whether this is a one off positive. If so, can you strengthen it, turn it into a habit or make it more consistent. 	<ul style="list-style-type: none"> • Identify why this feedback was unexpected for you – do you have blind spots or are the standards around this area unclear? • Notice how you feel and think in relation to this feedback – it is often the most difficult to process. • Identify if you need other information or perspectives to make sense of this feedback. • Start planning small, achievable changes to improve this area. • Regularly reflect on this area in order to develop self-awareness.

Our sensitivities to feedback

It is really useful to know what feedback we find easy to receive and what feedback is more challenging for us – that way we can brace ourselves and be a bit more self-compassionate when it happens. We may be sensitive to feedback when it challenges:

- a value that we hold dear
- an aspect of our culture or identity
- particular beliefs or ethos
- preferred ways of working and doing things
- performance in an area that we care about
- our sense of leadership or responsibility
- plans and goals

Are there any types of feedback which are sensitive for you? How might you manage these?

Giving Constructive Feedback

Everyone will have their own style of giving feedback. Here are some general principles which help to make sure that your feedback is good quality.

Start with the positives – if you begin with a negative (you need to improve ___) that can sometimes affect the other person's confidence. Begin with the positives so that people feel cared for, supported and ready to grow from feedback.

Balance positives and challenges – People need a mixture of positives to build confidence and celebrate and to be aware of their areas for growth. One model is to use the feedback sandwich where you begin with a positive, state an improvement target for the future and end on another positive.

No buts – Using the word 'but' when giving feedback has a negative impact on the listener as they usually discount all of the positives you just shared. Get rid of 'but' in a number of ways:

1. Use two separate sentences. "I liked your slide design but thought there were too many of them" becomes: "I liked your slide design. (pause) I thought there were too many slides"
2. Use and to build on your ideas: "Your event was really popular with students ~~but~~ **and** I'd like us to review the budget."
3. Use now or next to focus on the future. "Your project idea looks great ~~but~~ **next** I'll need you to complete a risk assessment."
4. Or if you are going to use but then put the negative at the start of the sentence: "You'll need to add more skills to this CV but your employment history is clearly tailored for this role."

Timeliness – Feedback is useful as soon as possible after an event or behaviour so that the situation is fresh in everyone's mind and that it can be acted upon sooner.

Be empathetic – Feedback is a two-way process. As well as communicating to the other, you can be considering their feelings and perspective and actively listening to their responses.

Be constructive, not critical – All feedback can be stated in a negative or a positive way. For example: "You were too quiet, we couldn't hear you." versus "You need to speak louder so that your instructions are clear." They both address the same point but the second feedback tells the person how to improve in future.

Encourage self-reflection – Use effective questioning to help the other improve their ability to reflect. Before giving your feedback, you can ask them to evaluate their own performance and reflect on their own strengths and areas for improvement. SMART questions can also be used to self-reflect and generate an action plan.

- What do you think went well?
- What would you like to improve for future?
- I noticed ... - what was going on for you?

Be Specific. – Give concrete examples of the behaviour that you saw or would like to see.

Separate people from their behaviour – we may give feedback that assigns labels to a person or comments on their personality. Instead, we should focus on their actions. (Aim to use verbs rather than adjectives)

A helpful technique for being more specific and achieving separation is
“When THIS then THAT.”

Sometimes we can give vague or blaming feedback such as

1. “You were boring”
2. “You upset the participants”
3. “You made me feel nervous”

Good feedback recognises how specific choices and behaviours can lead to outcomes.

1. “When you explained the instructions for 10 minutes participants seemed bored.”
2. “When we discussed domestic violence, I felt that participants were more upset than we planned for.”
3. “When you interrupted me a few times I started feeling nervous that I was doing it wrong.”

Focus on a solution – with each of the examples above, they only explain the problem. It is important to move towards a solution or goal by:

- Asking them what solutions / actions they could implement to improve
 - Giving them advice / telling them your ideas on how they could improve
 - Framing your feedback as a suggestion or question for them to explore
1. “Could you make the explanation shorter, or use actions / movement to keep the audience engaged?”
 2. “Maybe next time we run this session we need to have a stronger explanation at the beginning so that participants know what to expect. Are there other ways we can manage their emotions?”
 3. “It would help me if we had a signal that I need to make a change, rather than you interrupting whilst I speak.”

Separate facts and opinion – We want to be careful not to treat our opinions as factual and end up judging the other person. Separating the person from their behaviour is a good start.

When you do want to share your own opinion or perspective you can use “I statements” to make clear that it is your own idea / perspective / preference rather than a judgement of the other.

“Your presentation was boring.” > “I engage more when there are some graphics on slides”
“You were being bossy.” > “I didn’t like being given a list of tasks at the start of the meeting.”
“You are disorganised.” > “I prefer to plan my meetings at least two days in advance.”

Value process over results – When you praise or criticise the end result of someone’s work it sends a message that the results are what matters most. This can lead to people avoiding risks, cheating, developing perfectionism or coasting if they can achieve results easily.

Whilst you may want to comment on the end result, make sure to also value and give feedback on HOW those results were achieved. This includes the effort and time spent, the processes people engaged in and people’s attitude. Feedback on the process encourages more learning and improvement for next time.

- This is an excellent report > You worked really hard to produce this excellent report
- Your sales targets are at 35% > You made fewer sales call this week and so you hit 35%
- The project launch failed > You brainstormed three ideas and selected one that turned out not to be viable

Offer help – To create really strong cultures of learning and growth, team members could offer support to each other as part of the feedback process.

- Giving advice / solutions
- Shadowing opportunities
- Mentoring
- Recommending resources
- Paired practice
- Adjusting ways of working together

Set clear expectations – Make sure the recipient understands exactly what is expected of them moving forwards (if there are any specific goals).

Follow up - Check in or review the feedback at a suitable time to see how they're progressing, celebrate and set further actions to help them develop.

Respect privacy - If feedback is sensitive or personal, make sure to deliver it in a private setting to respect the individual's privacy and dignity.

Records – Encourage individuals to make a note of their feedback to use it in future. Formal feedback may need to be kept in an employee record.

Improving problematic feedback

You are too slow to respond to client emails and it makes us look bad. But when you do get around to emailing, your responses are pretty good.

A few of us on the team are worried that you are a people pleaser and get yourself overwhelmed taking on too much. For your own wellbeing, you need to stop saying yes to as much.

Your presentation was boring. You should reduce the text on your slides, add in some images and build in some discussion breaks for the audience to make it more active.

Your project reports are very confusing and I think that you don't quite know what you are doing yet. Maybe you can write them a bit more like how Clara does hers.

Feedback Frameworks

There are lots of handy models and acronyms which help us to structure the feedback that we give to others. Many of these frameworks build in some of the best practices as part of their structure.

This pack includes a range of different models – many of which have similar components but just in different orders or with different titles. Some are more focused on addressing challenging feedback rather than giving praise. It may be useful for you to explore which you like and find the most useful.

SBI Model

Situation – When and where does this behaviour occur?

Behaviour – What is the behaviour to be addressed?

Impact – What is the result of the behaviour?

During brainstorming meetings

I noticed that you talked over [x]'s idea

That team mate felt undervalued

When you delivered your presentation

You used hand gestures alongside your points

It helped me to follow your arguments

BOFF

Behaviour - describe the instance or pattern of behaviour that you have observed

Outcome – the results or impact of that behaviour

Feelings - express your feelings about the issue

Future – ask the other to change their behaviour and give examples of how

- ↪ In three of our recent brainstorming meetings, you have talked over [x]'s idea
- ↪ That team mate felt under valued
- ↪ I feel concerned because I want everyone to feel equal in this team
- ↪ Can you wait until [x] has finished sharing before giving your valuable contributions

CEDAR

Context – describe the context in which the behaviour normally takes place.

Examples – refer to recent and specific situations where this behaviour has occurred.

Diagnosis – analyse those examples looking at their impact

Actions – establish some guidelines or goals that would help to improve the behaviour

Review – agree a follow up (or series of follow ups) to track progress of the behaviour change.

- ↪ When we are in team brainstorming meetings
- ↪ I have noticed that you can talk over [x]'s ideas. This happened in Tuesday's planning meeting and last Friday when [x] started to talk about [y idea].
- ↪ Being talked over makes that team mate feel under valued and I worry they will stop contributing
- ↪ Can you wait until [x] has finished sharing before giving your valuable contributions
- ↪ Let's check in after the next team meeting on Monday to see how you find this.

COIN

Context – describe the situation in which the behaviour occurred

Observation – describe the behaviour in an objective and factual manner

Impact – explain the effects that the behaviour had

Next – offer suggestions or actions that could make improvements in the future

- ↪ When you delivered your presentation
- ↪ You used hand gestures alongside your points
- ↪ It helped me to follow your arguments and stay engaged with your presentation
- ↪ Going forward you could leave a short pause after each key point to allow it to sink in for the audience

Non-Violent Communication⁶

This is a wider ethos for how to have difficult conversations and manage conflict, but it can also be used when giving feedback on challenging behaviours and situations.

Observation – factually and without judgement, describe the situation

Identify feelings – explain your feelings and take full responsibility for them using a technique called 'I statements'. You may explore their feelings.

Identify needs – explain which of your needs was not being met. Explore their needs.

Request a solution – ask for whatever would help to meet your needs (and theirs).

- ↪ You called me bossy in our last team meeting when I made a suggestion.
- ↪ I felt self-conscious and insecure
- ↪ because I want to feel like I belong to this team and have important contributions to make.
- ↪ If you are unhappy with my suggestions, would you be able to explain the reasons instead of calling me a name?

⁸ Rosenberg, M. B. (2015). *Nonviolent Communication: A language of life* (3rd ed.). Encinitas, CA: PuddleDancer Press

Acute Self Awareness

You are going to watch back the footage of yourself and your team playing the red blue simulation. This is an opportunity for you to develop self-awareness, receive supportive feedback and give feedback to others.

As you watch the footage try to notice some of the tools and models we have covered so far:

- How do temperaments affect the discussion? (phlegmatic, sanguine, choleric, melancholic).
- What do you notice about body language?
- How are people responding to change?
- What values or principles are playing an active role? Are there any shadow sides?
- How is empathic listening being used (or not used)?
- What conversational actions do you notice? (Move, follow, oppose, bystand)
- What communication drivers do you notice? (Affect, power, meaning)

You can use this space to record your reflections

You can use this space to record your reflections

Introduction to Coexistence

What does coexistence mean to you?

“Ignorance is the enemy of peace, it is, therefore, our duty to learn, to share, and to live together, by the tenets of faith in the spirit of mutual respect and love.”

-His Majesty King Hamad bin Isa Al Khalifa-King of the Kingdom of Bahrain
The Kingdom of Bahrain Declaration

Here are a range of definitions of **coexistence**:

- the state or fact of living or existing at the same time or in the same place.
- a state in which two or more groups are living together while respecting their differences and resolving their conflicts non-violently
- things existing at the same time and in a proximity close enough to affect each other, without causing harm to one another
- a policy of living peacefully with other nations, religions, etc., despite fundamental disagreements

Rabbi David Geffen⁹ from Loving Classroom created this symbol called the Humanity Being. It represents a sense of togetherness, or coexistence. He defines it by saying:

Just like a *human being* has many parts working together in harmony, so too the healthy *humanity being* is the many parts of humanity working together in harmony and thereby enjoying great fulfilment.

Geffen was an advocate of coexistence and fostering loving relationships. He noted that the major religions and communities of non-faith all had teachings that could be represented by the Humanity Being.

Note that some translations or interpretations of these religious texts have slightly different wordings to those listed below.

“Just as each of us has one body with many parts and these parts do not all have the same function, so... we, though many, form one body, and each member belongs to all the others. We have different gifts, according to the grace given to each of us.”

- *Romans 12:4, The Bible, Christianity*

“O mankind! We created you from a single soul, male and female, and made you into nations and tribes, so that you may come to know one another.” - *Verse 49:13, The Quran, Islam*

You shall not take vengeance or bear a grudge against your kinsfolk. Love your neighbor as yourself.” - *Leviticus 19:18, The Torah, Judaism*

“One who sees the supersoul equally present everywhere, in every living being, does not degrade himself by his mind. They do not harm themselves or others. Thus he approaches the transcendental destination.”

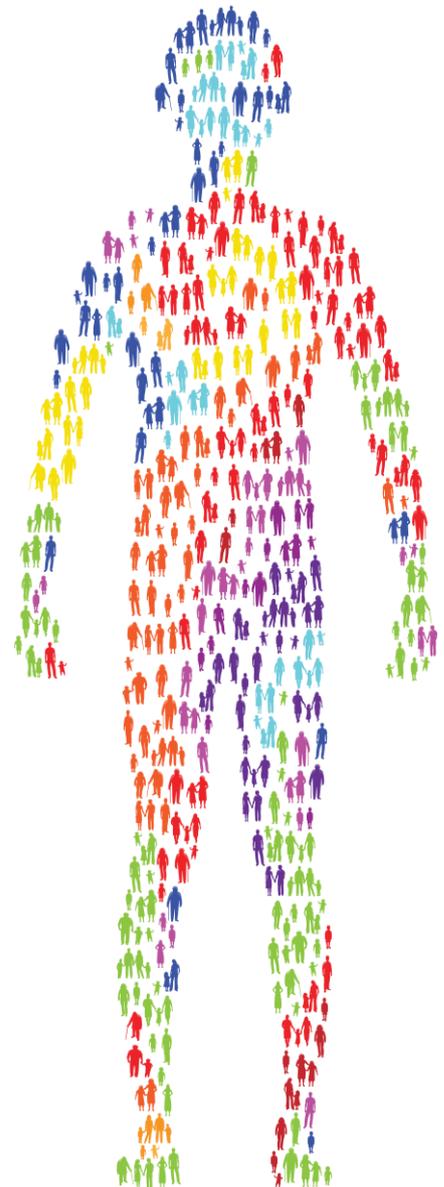
- *Bhagavad Gita, 13.29, Hinduism*

“Ubuntu; a humanity in which I am because we are.” - *African Bantu word*

"We are all connected. When you touch one thing, you are touching everything. Whatever we do has an effect on others. Therefore, we must learn to live mindfully to touch the peace inside each of us."

- *Thich Nhat Hanh, Buddhist spiritual leader*

“A human being is a part of the whole called by us universe... However he experiences himself, his thoughts and feeling as something separated from the rest... Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty.” - *Albert Einstein, an agnostic scientist*



⁹ Geffen, D & Geffen, N. (2023). *Loving Classroom*, self-published

Building Coexistence

This programme is called Leadership for Coexistence. Anyone and everyone can be a leader – someone who influences others in order to achieve a common goal. That common goal is coexistence – helping groups of diverse people to exist and live together peacefully whilst respecting their differences.

The rest of the programme will equip you with practical tools in leadership for coexistence. This page is to collect some of your initial ideas.

How can people support coexistence at an INDIVIDUAL level?

How can people support coexistence at a GROUP level?

How can people support coexistence at a SOCIETAL level?

Leading People Through Change

Leading people through change requires both a technical and an interpersonal view of change.

Change Management – a term for any process which takes a systematic approach to dealing with a transition or transformation of goals, processes or technologies. This includes the preparation, support and reinforcement of change for individuals, teams and whole organisations.

“Organisations do not change, people do.”

Change within organisations is inevitable given that markets change, technologies update and become obsolete and staff arrive and leave. This means that a key skill for leaders in any size of organisation is the ability to facilitate the process of change.

Organisational change management is concerned more with the resources, structures, goals and processes of the organisation as a whole. This can be seen as more of a ‘management’ style change.

Individual change management focuses on the human aspects of making changes. This recognises that whilst we are resilient and adaptable, there are psychological needs and processes involved in experiencing change.

Effective change management strategies combine both aspects – recognising that organisational changes will have an impact on all individuals and that they need to feel supported in order to embrace and adapt to the change.

Jeff Hiatt developed the ADKAR model^{10,11} to help leaders understand key steps in supporting individual change management:

ADKAR Model:

Awareness of the need for change

Desire to participate in change and support it

Knowledge of how to change

Ability to change

Reinforcement of the change to make it sustainable

The tools and models over the following pages can support different phases of ADKAR and serve to help leaders understand some of the psychological processes that individuals may go through as they experience change.

¹⁰ Hiatt, J. M. & Creasey, T. J. (2003). *Change management: The people side of change*. Prosci.

¹¹ Hiatt, J. M. (2006). *ADKAR: a model for change in business, government and our community*. Prosci Learning Center.

Change is an inevitable part of life, and yet we can find it a difficult process. Learning to lead **ourselves and others** through change is an important skill in order to achieve the goals of work teams, communities and families.

Ronald Heifetz' theory of adaptive leadership¹² focuses on the idea that leaders are most needed for the situations that involve change and adaptation. This may be about aspiring to new goals or encountering new problems with lots of variables to consider. One myth that he challenges in his work is...

“People hate change”

This myth is perpetuated because we all have anecdotal evidence of people resisting changes. If leaders truly believe in this mantra, then they may be reluctant to implement any changes out of a fear of upsetting people or meeting resistance. It can lead to people being slow to take action, even when it is needed.

However, people do not hate **all** change. People can change easily and readily when they perceive a positive outcome – such as a raise in salary, the opportunity to take an enjoyable trip, a new job role.

“People do not hate change, what people actually resist is a change that involves loss.”

Mitigating losses

If you are leading people through change, a core role you play is to identify and mitigate the losses that people may experience as they go through a change. A challenge here is that these losses may be actual OR simply perceived:

- people think they will lose something, but they won't really
- people think the size of the loss is bigger than it is

It is important to note that some losses may be material where other losses may be abstract:

- Time
- Money
- Resources
- Relationships
- Identity / sense of self
- Convenience
- A personal belief or narrative
- Status / expertise

Leading people through change:

1. Identify the stakeholders who stand to lose something
2. Anticipate or consult them on what they might lose (or perceive to lose) as a result of the change
3. Find ways to avoid / minimise / mitigate these losses
4. Ensure the benefits of the change outweigh the losses

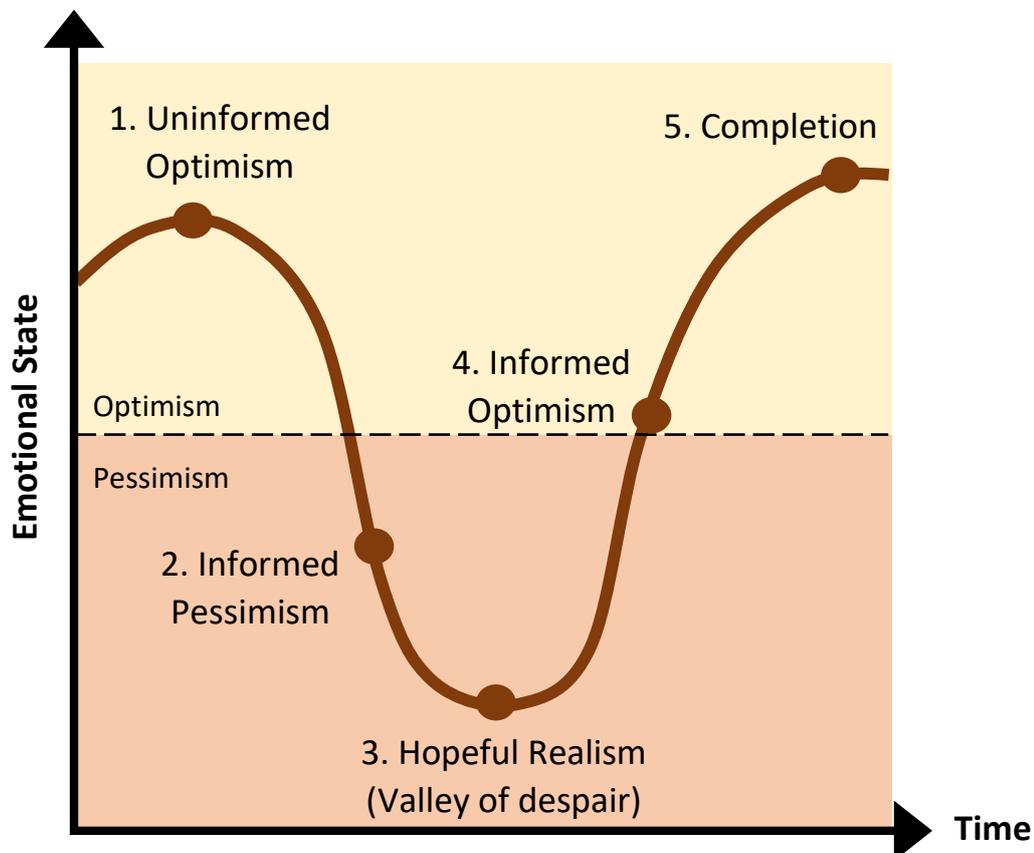
¹² Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organisation and the world*. Boston, MA: Harvard Business School Press

The emotional cycle of change

Kelley and Connor's¹³ emotional cycle of change outlines the phases people experience as they embark on a new change for themselves (not one imposed upon them). This model provides useful insights on how we can help ourselves and others progress to the completion of a change. It also reminds us that challenging feelings can occur as we experience those changes.

Leading people through change:

1. **Assess where people are on the model** – using self-reflections, observations and conversations with those whom you are supporting.
2. **Develop emotional awareness** - help people to identify, connect with and express their emotions. In some workplaces or cultures people suppress how they are feeling. This creates problems later down the line as people become out of touch with their needs. Research has shown that labelling and expressing how we feel helps us to better regulate our emotions.
3. **Promote empathy** – different group members will be in different places on the cycle of change for different skills / learning / changes. Help foster understanding between group members about what others are experiencing.
4. **Anticipate support needs early** – knowing this model allows you to anticipate how people will feel during each stage of a change so that you can plan ahead for how to support them. Each stage comes with tailored tips for progressing successfully to the next stage (on the next page).



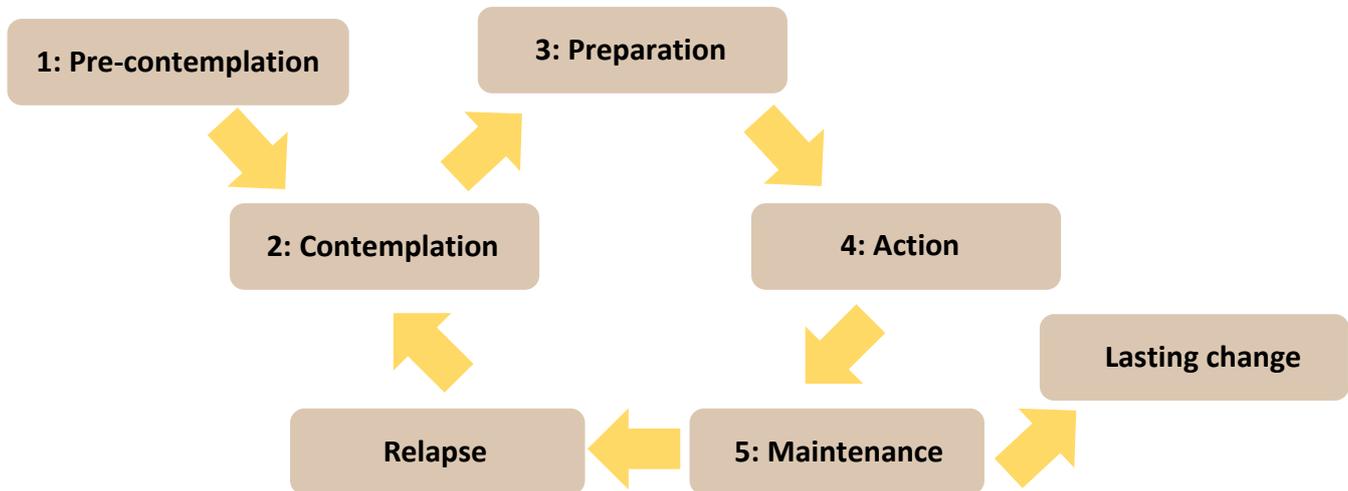
¹³ Kelley, D. & Conner, D.R, "The Emotional Cycle of Change," in Jones, J.E. & Pfeier, J.W. (1979) *The 1979 Annual Handbook for Group Facilitators*, San Diego, Calif: University Associates, Inc

Using the cycle of change:

Phase description	Emotions	Tips to support at this stage
<p>1. Uninformed optimism As you begin a new change you are in the 'honeymoon period'. You imagine all of the possibilities and the best-case scenario. You make ambitious plans and often downplay challenges.</p>	<p>Excitement, joy, anticipation</p> <p>"I can do anything."</p>	<ul style="list-style-type: none"> • Make a plan – but add in contingencies • Capture all of the benefits and motivations ready for the tougher part
<p>2. Informed pessimism As you start the work you realise how many challenges you will face and how much work is involved. The benefits are still a long way off and you are seeing the costs.</p>	<p>Frustration, fear, anger, anxiety</p> <p>"Is this worth it?"</p>	<ul style="list-style-type: none"> • Notice any procrastination as a sign of resistance • Capture the challenges and amend your plans • Find a mentor to support you • Notice and reframe how you talk to yourself about this
<p>3. Hopeful realism (others have named it the valley of despair) This is the lowest emotional point of the change where you are feeling the effort and pain of changing but still not reaping any benefits. This is when people may rationalise giving up or doing something else to avoid the discomfort OR they push past the doubt knowing that things will get better soon.</p>	<p>Uncertainty, overwhelm, despair, shame, hopelessness</p> <p>"I can't do this."</p> <p>"The only way is up."</p>	<ul style="list-style-type: none"> • Revisit your motivators for changing • Create a compelling vision of the future • Break down your action plan into smaller steps or habits • Get a buddy / accountability partner
<p>4. Informed optimism You have gradually made small amounts of progress and are starting to build momentum. You now have confidence that you are over the hardest part and have made a good choice.</p>	<p>Determination, hope, happiness, confidence</p> <p>"I can do this."</p>	<ul style="list-style-type: none"> • Keep going • Support others who are further back • Use our energy to complete bigger tasks • Review your progress
<p>5. Completion You finally see and experiencing the results of the change that you set for yourself.</p>	<p>Satisfaction, pride, gratitude, contentment</p> <p>"I made it."</p>	<ul style="list-style-type: none"> • Celebrate your success • Thank those who helped • Reflect on lessons learned and skills developed

The stages of change model

This model was originally developed in the 1980s as a therapeutic approach to support people who wanted to change problematic behaviours such as stopping smoking. Prochaska and Di Clemente call this the transtheoretical model^{14,15} as it draws from a number of different psychotherapy models – but it is more commonly referred to as the stages of change model. Other researchers have since refined the model and different versions of the diagram are available.



1: Precontemplation - People are not ready to change. They may not be aware of a need for change, be in denial, be happy with their current behaviour, see change as costly or have no goal in mind.

2: Contemplation – People are getting ready to change. They are beginning to acknowledge the pros and cons of changing but may be indecisive, delaying change or lack confidence in their ability to carry out change.

3: Preparation – People are ready to change, intending to take action and make a commitment to do something about it. They gather information to help them develop a plan.

4: Action – People are taking deliberate steps to remove old behaviours and / or implement new ones. This requires effort and resilience.

5: Maintenance – People have sustained the new behaviour over a significant period of time and the effort levels may have reduced. They work to prevent relapsing.

Lasting change – People have maintained the new behaviour for long enough that it is now habit and / or they have no interest in going back to the old behaviour.

Relapse – People slip back into old behaviours / patterns and often need to restart the cycle. This is likely due to stress or a triggering situation / environment.

¹⁴ Prochaska, J., & DiClemente, C. (1984). *The transtheoretical approach: crossing traditional boundaries of therapy*. Homewood, IL: Dow Jones-Irwin.

¹⁵ Prochaska, J., & DiClemente, C. (1983). Stages and processes of self-change of smoking: toward an integrative model of change. *Journal of Consulting and Clinical Psychology*, 51(3), 390–395.

1: Precontemplation

- **Empathise** – listen and build an understanding relationship to promote openness to support
- **Work with the resistance** – opposing people leads to more resistance to change. Work to understand the challenges.
- **Raise awareness** - about the risks of current norms and benefits of changing

2: Contemplation

- **Evaluate** – help the other weigh up the pros and cons of changing
- **Fact finding** – where needed, get information related to changing / not changing
- **Explore motivations** – emphasise the benefits of change
- **Explore identity** – connect with a compelling and motivating self-image for the future
- **Build confidence** – think positively about capability to change

3: Preparation

- **Coach** – use questioning to get the other to voice their own situation and intentions
- **Commit** – make a commitment about what action will be taken, when and how
- **Realistic goals** – ensure goals are chunked into achievable, small steps which can be built upon
- **Accountability** – share plans with others in order to build accountability
- **Seek support** – identify emotional support, expertise, resources or mentoring as needed
- **Identify barriers** – anticipate barriers to the new behaviour in order to put strategies in place

4: Action

- **Try things out** – be open to different strategies until you find something that works
- **Create habits** – create regular patterns of behaviour / action which can become habits
- **Teaching / training** – where appropriate teach new knowledge and skills to support action
- **Reinforcement** – use praise, celebration or a focus on the benefits to maintain motivation
- **Review** – track progress in order to celebrate, learn lessons and amend the plan as needed

5: Maintenance

- **Anticipate challenges** – assess the risk of relapse and create strategies for addressing those challenges. Especially in regard to stressful situations, relationships or environment
- **Rewards** – continue to track progress, celebrate and praise

Relapse

- **Destigmatise** – acknowledge that many people slip back into old behaviours and so compassion and understanding is needed.
- **Evaluation** – identify the causes / triggers of relapse in order to better plan going forwards
- **Support** – where appropriate, get extra support for the challenges identified and / or the emotional processing of the release
- **Restart** – come back into the stages of change model with an adjusted plan

Lasting change

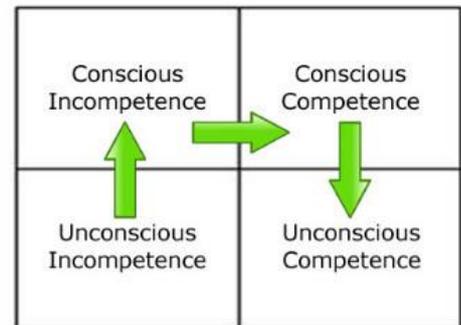
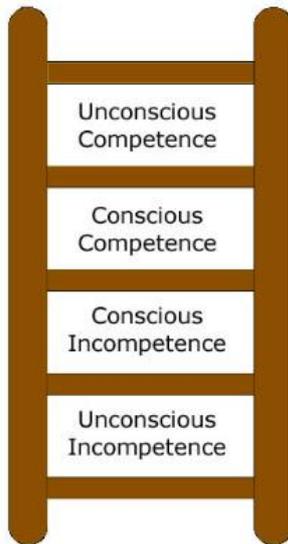
- **Celebrate** – enjoy the sense of accomplishment
- **Support others** – successfully implementing change can be inspirational and helpful to others

The four stages of learning

This is also known as the learning ladder or competency matrix. Understanding the four stages of learning allows you:

- To be more resilient in the face of challenge
- To know how to move yourself and others up to the next stage
- To be a better teacher / leader / support for others
- To practice self-care when you suffer setbacks and empathise with others' setbacks

We move up the stages in order when we are learning skills and knowledge. To illustrate the model we will consider the skill of driving.



1. Unconscious incompetence - You don't know that you can't do it.

As a baby you don't know that you can't drive a car – you don't know what one is. This is the stage of blissful ignorance.

To move out of this stage we need awareness – something to show us this skill or knowledge exists. This may be personal reflection, life experience or someone to share their awareness with us. This needs to be done sensitively and constructively – especially if it is something someone of a similar age would normally have learned to do and we may feel self-conscious about it.

Leaders build awareness in others through coaching, mentoring and sharing their experiences.

2. Conscious incompetence - You know that you can't do it.

With awareness you realise you are not skilled (or not skilled enough). You've learned what a car is and that you can't drive one. Your emotional response very much depends on your current need or desire to have that skill. Four-year olds don't care that they can't drive but 25-year olds might.

To move out of this stage you need focused learning – reading books, getting a teacher, learning with peers. In this case, hiring a driving instructor and going on lessons. Learning some skills can be slow, so there may not be immediate results in improvement.

The challenges of conscious incompetence:

- Comparing yourself to people who are 'better' can lead to putting yourself down, low motivation or self-doubt
- Comparing yourself to people who are 'worse' can lead to unhealthy competitive attitudes
- The trial and error, failure and challenge at this stage may lead to giving up
- Learning is very draining and can result in tiredness, low energy or even irritability

Overcoming conscious incompetence:

- Don't compare to others – just aim to keep being better than your previous self
- Understand the power of YET. Learning takes time so go at your pace
- Practice self-care. Rest, give yourself time and don't put yourself under pressure
- Focus on your positive motives for wanting to learn

The role of leaders at this stage may be:

- To motivate people to move into the next stage – create a desire for learning
- To help individuals identify the method of learning that will work for them
- In some cases, the leader may be the one to deliver the teaching / instruction
- To provide budget and time away from work in order to engage in learning
- To support individuals emotionally as they may feel insecure, challenged or lack self-esteem at this stage

3. Conscious competence - You know that you can do it.

Shortly after passing your driving test you can work the car but you need to concentrate; you may enjoy it but it takes mental effort and you can still make small errors. To move on to the next stage you need more practice which hones the skills and makes things more automatic.

Leaders can support others at this stage by being mindful of mental effort and not overloading people who are practicing a new skill. They can also to continue to encourage practice and provide feedback in order to cement learning.

4. Unconscious competence - You can do it without thinking.

This is when a skill or piece of knowledge becomes so automatic that you become unaware of it or take it for granted. Experienced drivers will often lock their doors without thinking and are able to multi task in the car. At this stage the skill is so practiced that the steps happen without much mental effort. To stay at stage 4, you need to continue practicing and be aware of new information which may change the learning (driving in another country) – some skills include new rules, techniques or adjustments to say in 'top form'.

Falling down the ladder – Achieving stage 4 doesn't necessarily mean that skill will remain for life. Some things fade away if they are not practiced, such as being able to run a distance in a particular time or deliver a good presentation. Some skills stay for a long time (you never forget how to ride a bike apparently) but can still be interfered with... e.g., if you drive in another country or buy a new car with a different biting point. Falling down the ladder requires even more resilience and effort than working up it the first time around as we tend to beat ourselves up when we 'lose' a skill. It's natural to go back a stage when new information comes in, and once again you just need to give yourself time to adjust.

A challenge for leaders at this stage is taking for granted how difficult a skill is to learn. Someone who is confident at driving a car may lack patience when teaching others because they personally think 'this is easy'. They may also find it difficult to explain the steps in performing a task because it is automatic for them. Good leaders are able to empathise with the other person's stage of learning and work at their pace.

To lead and support others who are going through periods of learning and change:

- Help people identify the stage of learning they are at in order to build self-awareness.
- As a leader it may be your place to raise people's awareness about skills and knowledge through instruction or coaching.
- When people experience conscious incompetence remember to empathise with them. It can be distressing or challenging to feel you don't know or can't do something.
- Support the person in identifying the right method of learning for them.
- Ensure that time allocated to learning is sufficient to meet their needs without placing them under excess pressure.
- If you are involved in the learning process, providing high quality feedback along the way and regular reviews will support the move to conscious competence.
- Team members in unconscious competence and conscious competence will use up lots of energy on the task – be sure to include sufficient breaks and support mechanisms.
- Give team members in conscious competence adequate opportunities to practice their skills in order to progress to the next stage.
- Work with team members in unconscious competence to review any changes that may affect their task performance or knowledge e.g., new legislation, innovations, the latest research.
- If you are in unconscious competence and you are teaching others – ensure that you empathise with the other person's stage of learning and try to articulate the individual steps in the process.
- Use encouragement, reinforcement and motivational tools to build morale throughout the process.
- Help people to recognise the progress they have made in moving up the ladder in order to build their confidence and self-esteem.

What will you do to help YOURSELF experience change positively on this programme?

What will you do to help OTHERS experience change positively on this programme?

Home Group 3

Today you have been talking about communication patterns, how to give constructive feedback, how to build coexistence and support people through change. You also watched your red blue team recording. You may like to record any interesting reflections from your discussion (be mindful of group members confidentiality).