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King Hamad Global Center for Coexistence and Tolerance



# Leadership for Coexistence Programme Module 2 Dynamics of Dialogue, Conflict and Mediation

## Participant Booklet



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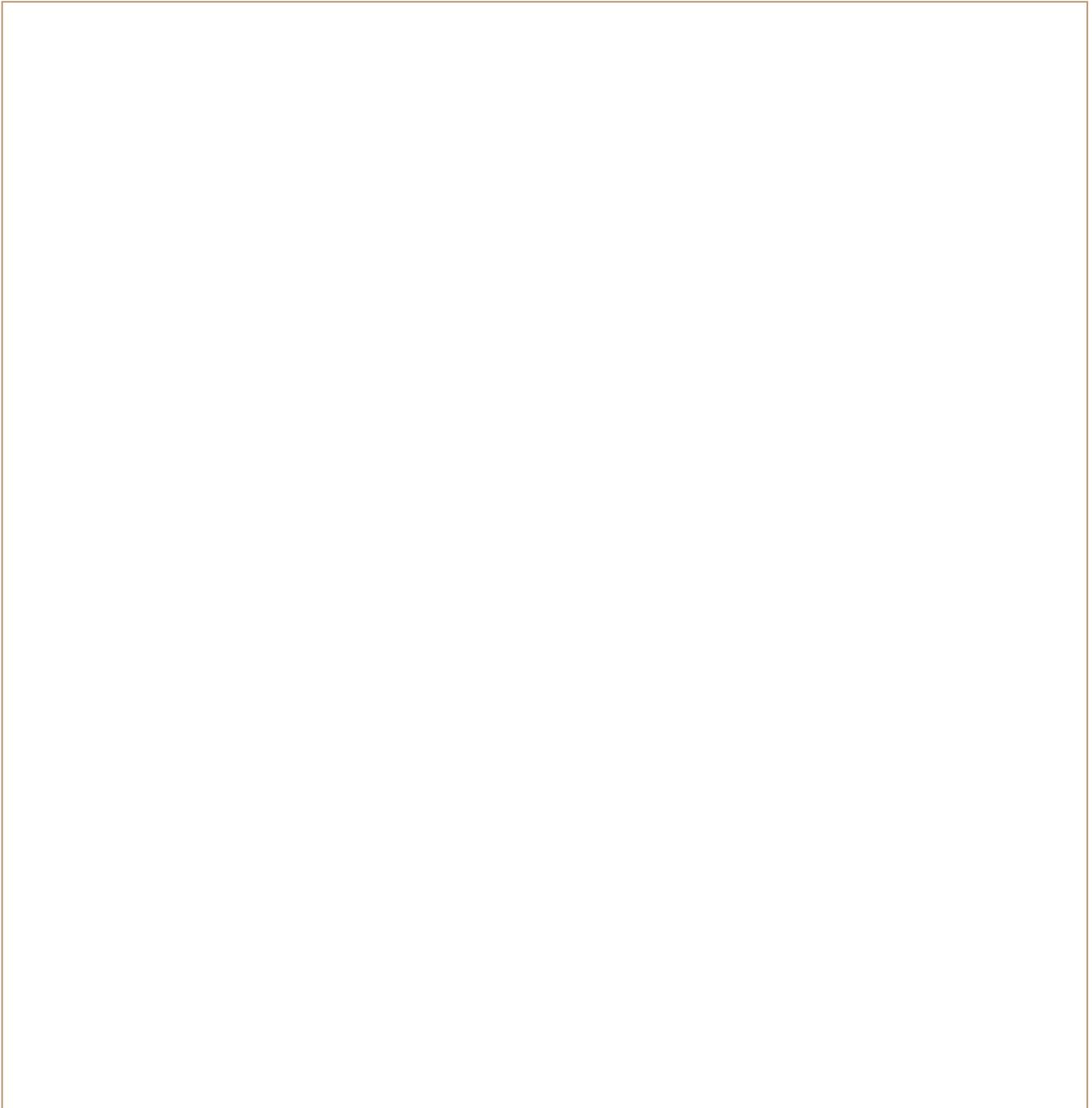
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# Home Group 1

Welcome to module 2. You will have the opportunity to share your reflections since module 1:

- What have you learned about yourself?
- Is there anything new you have noticed?
- What changes have you made or tried to make in your life?
- What would you most like to get from this module?

You may like to record any interesting reflections from your discussion (be mindful of group members confidentiality).

A large, empty rectangular box with a thin brown border, intended for participants to write their reflections on the discussion.

# Emotional Intelligence

**Emotional Intelligence** is “the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.” – Oxford Languages

Emotional intelligence is important for effective leadership since it supports:

- Being empathetic when listening to others’ feelings, needs and experiences
- Handling conflicts with sensitivity and purpose
- Handling your own emotional challenges with resilience
- Identifying what your needs are and constructively seeking ways of having them met
- Monitoring and regulating your own wellbeing

Goleman, Boyatzis & McKee<sup>12</sup> identify 18 emotional intelligence competencies which they categorise into four domains. Although each of the domains is related, they are best viewed as a hierarchy where the previous domain lays a foundation for the next.

- 1. Self Awareness**
- 2. Self Management**
- 3. Social Awareness**
- 4. Relationship Management**

Many traditional ‘leadership’ skills fall into domain 4 – Relationship Management. However, leaders may not be effective if they are poorly developed in the other three domains.

## Research on emotional intelligence

There was a time when companies and team leaders focused on a person’s IQ – Intelligence Quotient. This is a measure of someone’s logical reasoning, vocabulary and problem solving. People with a high IQ often made good technical workers and leaders, but may have struggled to work effectively with people.

More recent research has shown the value that emotional intelligence has in organisations and teams:

In a US study<sup>3</sup>, the EI competencies of managers were measured. They were sorted into outstanding and average based on their ability to meet company performance targets. 55% of outstanding executives displayed 8 or more competencies compared to only 22% of the average executives.

<sup>1</sup> Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Harvard Business School Press

<sup>2</sup> Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.

<sup>3</sup> McClelland, D. C. (1998). Identifying Competencies with Behavioral-Event Interviews. *Psychological Science*. 9(5):331-339

The company Johnson & Johnson identified 358 middle managers whom they were interested in promoting to higher leadership positions. Half had been identified within the company as 'high potential' candidates for promotion. A mixture of self, peer and managerial surveys were used to identify the managers' emotional intelligence competencies. Leaders whose performance was rated 4.1 or higher (out of 5) had significantly higher ratings in all self-awareness, self-management, social skills and relationship management.

Emotional intelligence has been consistently linked to benefits for individuals and organisations:

- High EI staff receive greater salary increases, hold higher positions and receive better peer and/or supervisor ratings.<sup>4</sup>
- High EI predicts greater resilience in the face of stress<sup>5</sup> and a lower burnout rate<sup>6</sup>
- EI is a strong predictor of success in goal attainment due to increased morale, motivation and cooperation<sup>7</sup>
- Group members with the highest emotional intelligence are frequently the ones who naturally emerged as leaders of the group over time.<sup>8</sup>
- Teams with higher levels of EI have higher levels of workplace performance, but training in EI can help low performing teams to improve over time<sup>9</sup>

The exciting thing about this research is that it follows that to improve someone's leadership performance, you can invest time in developing their emotional intelligence competencies. Though we hope to develop these in our adolescence and early career, they can always be continually grown with learning, reflection and feedback.

Research into emotional intelligence suggests that the most effective leaders do not have to possess **all** of the 18 competencies. Nor do they have the exact same ones or a regular pattern. Instead, they tend to have a 'critical mass' of competencies compared to an average leader. Furthermore, emotional intelligence capacities can be taught and developed.

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<sup>4</sup> Lopes, P., Grewal, D., Pepper, J., Gall, M. & Salovey, P. (2006). Evidence that emotional intelligence is related to job performance and affect and attitudes at work. *Psicothema*. 18 Suppl. 132-8.

<sup>5</sup> Schneider, T. R., Lyons, J. B., & Khazon, S. (2013). Emotional intelligence and resilience. *Personality and Individual Differences*, 55(8), 909–914

<sup>6</sup> Olson, K., Kemper, K.J. & Mahan, J.D. (2015). What Factors Promote Resilience and Protect Against Burnout in First-Year Pediatric and Medicine-Pediatric Residents? *Journal of Evidence-Based Complementary & Alternative Medicine*. 20(3):192-198.

<sup>7</sup> Strickland, D. (2000). Emotional intelligence: The most potent factor in the success equation. *The Journal of nursing administration*. 30. 112-7.

<sup>8</sup> Côté, S., Lopes, P. N., Salovey, P., & Miners, C. T. H. (2010). Emotional intelligence and leadership emergence in small groups. *The Leadership Quarterly*, 21(4), 684–685.

<sup>9</sup> Jordan, P. J., Ashkanasy, N., Hartel, C. E. J., & Hooper, G. S. (2002). Workgroup emotional intelligence: scale development and relationship to team process effectiveness and goal focus. *Human Resource Management Review*, 12(2), 195 - 214.

## My emotional intelligence audit

Score each of your emotional intelligence competencies using the descriptions on the next page.

**1 = Very Weak    2 = Weak    3 = Average    4 = Strong    5 = Very Strong**

There are columns to date your score to track changes over time. You can ask trusted friends and colleagues to rate you. Only add up the number of competencies for which you are strong (4) or very strong (5). Areas which score 3 or 4 may be the ones you wish to focus your time on developing.

	Rating date:						
<b>Personal Competencies</b>	<b>1) Self Awareness</b>						
	Emotional Self Awareness						
	Accurate Self Assessment						
	Self Confidence						
	<b>2) Self Management</b>						
	Emotional self control						
	Transparency						
	Adaptability						
	Achievement						
	Initiative						
	Optimism						
<b>Social Competencies</b>	<b>3) Social Awareness</b>						
	Empathy						
	Organisational Awareness						
	Service						
	<b>4) Relationship Management</b>						
	Inspirational Leadership						
	Influence						
	Developing Others						
	Change Catalyst						
	Conflict Management						
Building Bonds							
Teamwork & Collaboration							
<b>TOTAL 4s &amp; 5s</b>							

## Emotional intelligence capacity descriptions

	Competence	Features
Personal Competencies	<b>1) Self Awareness</b>	
	Emotional Self Awareness	Knowing one's emotions and recognising how they affect them. In tune with their guiding values. Using gut sense to guide decisions. Able to speak openly about emotions.
	Accurate Self Assessment	Knowing one's strengths and limits. Usually having a sense of humour about the self. Learning to improve and being open to feedback. Knowing when to ask for help.
	Self Confidence	A sound sense of one's worth and capabilities. Feeling able to play to one's strengths. Welcoming challenges and rising to them.
	<b>2) Self Management</b>	
	Emotional Self Control	Keeping disruptive emotions and impulses under control. Learning to channel them constructively. Staying calm and clear headed in a crisis.
	Transparency	Displaying honesty, integrity and trustworthiness. Living their values openly. Admitting mistakes and confronting unethical behaviour.
	Adaptability	Flexibility in adapting to changing situations or overcoming obstacles. Juggling multiple demands.
	Achievement	Driven to improve performance to meet inner standards of excellence. Setting measurable but challenging goals. Continually learning.
	Initiative	Readiness to act and seize opportunities. Sense of personal control. Cuts through red tape, sometimes bends rules to get things done.
Optimism	Seeing the upside in events. Looks for opportunities.	
Social Competencies	<b>3) Social Awareness</b>	
	Empathy	Sensing others' emotions, understanding perspectives and taking active interest in their concerns. Attentive listening. Gets on well with others.
	Organisational Awareness	Reading the currents, decision networks and politics at the organisational level. Understands the guiding rules and values of groups.
	Service	Recognising and meeting follower, client or customer needs. Monitors people's satisfaction and make themselves available to others.
	<b>4) Relationship Management</b>	
	Inspirational Leadership	Guiding and motivating with a compelling vision or mission. Embodies what they ask of others. Makes work exciting and purposeful.
	Influence	Using a range of tactics for persuasion. Appeals to different people to create buy in. Is engaging when speaking to people.
	Developing Others	Bolstering others abilities through feedback and guidance. Understands others goals, strengths and weaknesses. Acts as a mentor or coach.
	Change Catalyst	Initiating, managing & leading in a new direction. Strong advocates for change. Makes compelling arguments. Overcomes barriers practically.
	Conflict Management	Resolving disagreements. Understands different perspectives. Helps find common ground. Acknowledges the feelings and needs of different sides to help them move forwards.
Building Bonds	Cultivating and maintaining a web of relationships. Taking the time to look after relationships. Having a diverse network of people. Building rapport easily.	
Teamwork & Collaboration	Cooperation and team building. Respectful, helpful and enthusiastic. Builds group spirit and identity.	

## Reflections

**What is one of your key emotional intelligence strengths?  
How do you use it regularly to support your goals?**

**Which emotional intelligence capacity would you most like to develop?  
What is your strategy for developing it?**

# 12 Habits of a Faith Based Reconciler

The Rose Castle Foundation works with people of faith to help them use their faith and differences to build trust and peace. Their framework, *12 Habits of a Reconciler*<sup>10</sup> recognises that across faiths there are common habits which help to build strong foundations for peace building.

This booklet defines each habit and how it can support reconciliation and peace building. Each habit is also supported by scripture, stories and teachings by well known faith leaders (as well as significant teachers of non-faith). Please note that many have been translated from their original language or text and therefore some translations may vary or be open to different interpretations.

**A Reconciler** – someone who helps to restore relationships and build peace.

**Habits** – a lived practice which we can apply to our lives.

## The 12 Habits

**Hospitality** – welcoming strangers, visitors or guests in a friendly and generous way.

The Latin root word for hospitality is *hospes* which means stranger or outsider. So this habit is especially concerned with the practice of making a stranger feel like a welcome guest. The practice of hospitality opens you up to be ready to accept and be generous to a wider group of people – especially those different from you.



Jesus said “I was hungry, and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.” – Matthew 25:35-36, The Bible, Christianity

“Hospitality is one form of worship” - Jewish Proverb

“The guest is god” - Taittiriya Upanishad, Shikshavalli, Hindu Text

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<sup>10</sup> Rose Castle Foundation (2022). *12 Habits of a reconciler*, [www.rosecastlefoundation.org](http://www.rosecastlefoundation.org)

**Curiosity** – a strong desire to learn or know something, often through exploring or asking questions.

Curiosity can be helpful as a reconciler because an openness to learn about others, situations and knowledge can prevent you from slipping into being judgemental or opinionated. Being willing to ask questions and genuinely find out the answer can facilitate good dialogue.



“Faith is not opposed to questions, but it is opposed to the shallow certainty that what we understand is all there is.... Far from faith excluding questions, questions testify to faith – that history is not random, that the universe is not impervious to our understanding, that what happens to us is not blind chance. We ask, not because we doubt, but because we believe.” – Rabbi Jonathan Sacks, Jewish

“Fully aware of the deficiency of my intelligence, I concentrate my attention on Pavan Kumar and humbly ask for strength, intelligence and true knowledge to relieve me of all blemishes, causing pain.” - Hanuman Chalisa, Ramcharitmanas, Hindu poem

“Look up at the stars and not down at your feet. Try to make sense of what you see, and wonder about what makes the universe exist. Be curious.” - Stephen Hawking, theoretical physicist and cosmologist

**Generosity** – having a mindset of abundance with your time and resources and so giving freely without expecting anything in return.

Being generous to others can foster a sense of connection and love. Not expecting anything in return for one’s generosity helps to overcome transactional relationships which can hinder resolution.

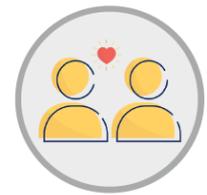


In Islam, one of God's names is "Al-Kareem" (الكَرِيمُ) meaning "the most generous, bountiful, and esteemed," signifying God's endless kindness and continuous bestowal of blessings. One of the five pillars of Islam is Zakaat which is an obligation to donate money to charity. There is also a voluntary practice called Sadaqah which may involve giving money or time to help others and please God through acts of kindness.

“With gentleness overcome anger. With generosity overcome meanness. With truth overcome deceit.” - Gautama Buddha, Buddhism

“Charity given to a worthy person simply because it is right to give, without consideration of anything in return, at the proper time and in the proper place, is stated to be in the mode of goodness.” - Bhagavad Gita Chapter 17 Verse 20, Hinduism

**Empathy** – the ability to listen to and understand the feelings, needs and perspective of another person without judgement.



In order to be a peacebuilder you have to understand others, even if you do not agree. This sense of understanding is what empahsises our sense of connection and shared humanity over whatever conflict is at play.

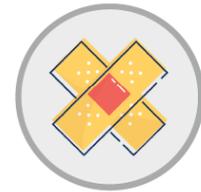
“When a person responds to the joys and sorrows of others as if they were his own, he has attained the highest spiritual union.” - Bhagavad Gita Chapter 6 Verse 32, Hinduism

“O men! you can take life easily but, remember, none of you can give life! So, have mercy, have compassion! And, never forget, that compassion makes the world noble and beautiful.” - Gautama Buddha, Buddhism

“A man's ethical behaviour should be based effectually on sympathy, education, and social ties and needs.” - Albert Einstein, Theoretical physicist

**Forgiveness** – an intentional decision to let go of anger or resentment towards someone for their behaviour.

Forgiveness does not mean that the behaviour is forgotten or excused. It is about letting go of destructive emotions like anger, resentment or the desire for vengeance. Forgiveness may not guarantee that both parties can reconcile the situation but it is certainly a helpful part of the process of moving forwards towards a more peaceful communication.



Many people of faith seek forgiveness from God and the strength to also forgive others:

“Forgive us our sins, as we forgive others” – Matthew 6:12, The Bible, Christianity

“Our Lord, forgive us our sins, wipe out our bad deeds, and grant that we join the righteous when we die.” - Qur’an, 3:193, Islam

“Resentment is a heavy load to bear. Let go of it you will travel more lightly. Now is the time to heal the wounds of the past. Then you will have more energy for the future.” – Rabbi Jonathan Sacks, Jewish

“You will not be punished for your anger, you will be punished by your anger. To understand everything is to forgive everything.” – Gautama Buddha, Buddhism

**Vulnerability** – opening ourselves up to uncertainty, risk and emotional exposure.

Being able to resolve conflicts requires you to be vulnerable in sharing your feelings, needs and perspective with the other side. It also requires a great deal of courage to start the reconciliation process without guarantee that it will be possible.



“What makes you vulnerable makes you beautiful.” - Brené Brown, Academic and vulnerability expert

If it scares you, it might be a good thing to try. – Seth Godin, Entrepreneur

“When we were children, we used to think that when we were grown-up we would no longer be vulnerable. But to grow up is to accept vulnerability... To be alive is to be vulnerable.”  
— Madeleine L'Engle, Fiction Author (Christian).

**Humility** – an attitude of modesty where you do not put your own importance above others. It is also a reminder that we do not have all of the answers.

In conflicts the presence of a strong ego or selfishness can lead to a competitive attitude or wanting to ‘win’ the argument. The habit of humility helps people to see beyond themselves.

“Humility is not thinking less of ourselves, it’s thinking of ourself less.” – C. S. Lewis, Author, (Christian)

Literally speaking, the Bible and Qur’an describe God creating the first human, Adam, from “the dust of the earth” (Genesis 2:7; Qur’an 3:59) and believers are reminded that we, God’s people, are inferior “creatures” to the Creator. “I am dust and ashes,” (Genesis 18:27) said the Patriarch Abraham to God



"The one who has conquered himself is a far greater hero than he who has defeated a thousand times a thousand men." - Nagarjuna, Buddhist philosopher

“If I have seen further it is by standing on the shoulders of Giants.” — Isaac Newton, Scientist

**Lament** – to express our sorrow, anguish, mourning or regret for something. Acknowledging the hurt we feel for ourselves and on behalf of others.

Ignoring or squashing our grief in response to a situation can lead to more difficult feelings later on like resentment or anger. Or the inability to connect with our feelings. Expressing lament is needed for the grieving process in order to then be able to engage in peacebuilding conversations.



Prophet Mohammed was known to weep in response to what he saw and heard. “He shed tears until his eyes overflowed, and his chest sounded like a boiling kettle. His weeping was sometimes due to mercy for the deceased, or fear for his nation and out of pity upon it, and sometimes out of fear from Allah and while listening to the Qur’an. It is weeping out of longing, love and reverence, which is accompanied with fear and dread.” - Ibn al Qayyim, Zad al Ma'ad, Islamic Text

“Do not vainly lament, but do wonder at the rule of transiency and learn from it the emptiness of human life. Do not cherish to unworthy desire that the changeable might become unchanging.”  
— Buddha

**Gratitude** – being thankful and ready to show appreciation for what you have along with a sense of having enough and enjoying simple pleasures.

Having a grateful attitude has many wellbeing benefits that are mentioned later in this pack. It strengthens connections between people because it fosters appreciation, the giving of thanks and attending to small details. These positive habits can create a positive culture that helps peace to thrive.



“If you concentrate on finding whatever is good in every situation, you will discover that your life will suddenly be filled with gratitude; a feeling that nurtures the soul” – Rabbi Harold Kushner, Jewish

“Satisfaction, simplicity, gravity, self-control and purification of one’s existence are the austerities of the mind.” - Bhagavad Gita, Chapter 17 Verse 16, Hinduism

“To be grateful for the good things that happen in our lives is easy, but to be grateful for all of our lives – the good as well as the bad, the moments of joy as well as the moments of sorrow, the successes as well as the failures, the rewards as well as the rejections – that requires hard spiritual work.” - Henri Nouwen, Catholic priest

**Hope** – wanting something to be true or to happen, having a positive belief that it will and usually taking some actions to bring about that change.

Wishful thinking can be a shallow form of hope. A deeper and more useful hope is one where people work to make their beliefs and aspirations happen. Hope can help people believe that reconciliation and peaceful outcomes are possible and therefore put the effort into the dialogue process.



“If everything around seems dark, look again. You may be the light.” – Jalāl al-Dīn Muḥammad Rūmī, Persian Islamic poet

“Everything that is in other’s control is painful. All that is in self-control is happiness. This is the definition of happiness and pain in short.” - Manusmriti 4.159, Hindu text

“The mind is everything. What you think you become.” – Buddha, Buddhism

“Believe you can and you are halfway there.” – Theodore Roosevelt, American President

**Stewardship** – taking care of something or someone that is not our own and doing so for the benefit of all. This is often used in relation to organisations, nature and resources.

Having a sense of care for the Earth, animals, nature and others can motivate people to work towards peaceful solutions in order to maintain a flourishing planet or community. It also reduces a sense of competition for resources which can be a driver of conflict. Believing we all have responsibilities to care for what is around us can promote peace building.



“It is He who has appointed you vice-regents on earth” – The Qur’an, Surah 6:165

“Eat and drink, but do not waste by excess... for God does not love the wasters.” – The Qur’an, Surah 7:31

"The heavens belong to the Lord, but he has given the earth to all humanity" The Bible, Psalm 115:16).

In the Hebrew Genesis chapter 2, God creates the first human, Adam, in the Garden of Eden "to work it" (le’ovdah - literally to serve it) and “take care of it” (leshomrah - to guard it on behalf of another). - Judaism

**Creativity** – using imagination or original ideas to create something or build on existing ideas.

Creativity may be in a traditional (left brain) way such as dance, art, poetry or music. But we can also be creative in more logical ways (right brain) such as logic, problem solving and constructing language. Creativity is needed to find solutions to conflicts that meet all parties needs and find a better path forwards.



“In the beginning, God created.” God’s first act is one of creativity. Only a few verses later we read that humans are created b’tzelem Elohim (“in the image of God”). If God is, first and foremost, a creator, and we are created in God’s image, then we too are created to be creators. – Jewish teaching,

A seed grows with no sound but a tree falls with huge noise. Destruction has its noise but creation is quiet. This is the power of silence. Grow quietly. – Confucius, Chinese philosopher

“Imagination will often carry us to worlds that never were. But without it we go nowhere.” - Carl Sagan, Astronomer

**Which of these 12 Habits do you think are the most effective in reconciliation and peace building?**

**Which habits would you like to practice more in your life? How?**

# The Inner Development Goals (IDGs)

In 2015 the United Nations published a framework called the Sustainable Development Goals<sup>11</sup> (SDGs for short). These were 17 goals for governments, businesses and charities to work towards by 2030 to secure the future of the planet and healthy societies. The goals themselves are very useful and much needed – but our global progress towards meeting the goals has been very slow.



When I was a young man, I wanted to change the world  
I found it was difficult to change the world, so I tried to change my nation.  
When I found I couldn't change the nation, I began to focus on my town. I couldn't change the town and as an older man, I tried to change my family.

Now, as an old man, I realize the only thing I can change is myself, and suddenly I realize that if long ago I had changed myself, I could have made an impact on my family.  
My family and I could have made an impact on our town.  
Their impact could have changed the nation and I could indeed have changed the world.  
– *Written by an unknown Monk around 1100 A.D.*

“Yesterday I was clever, so I wanted to change the world. Today I am wise, so I am changing myself.” - *Rumi*

<sup>11</sup> Sustainable Development Goals. *United Nations*. <https://sdgs.un.org/goals> accessed 26/03/2025

The slow progress towards the goals led a group of academics, practitioners and business leaders to come together and question – what is needed to better reach these goals? They noticed that technology or science is not the issue. We know how to build sustainable supply chains, grow nutritious food, clean water supplies and more. The issue is one of willingness, motivation and perhaps even overcoming personal barriers like individualistic thinking and a desire for personal advantage.

This led them to the idea that the main barrier is Inner Development – people working on their own capacities as leaders to stand up for their values, make ethical choices and mobilise action in a way that benefits all of humanity and the planet.

A global survey was sent out to ask what inner capacities people needed to develop in order to create effective outer impact. These results were analysed, and filtered to create a framework called the Inner Development Goals<sup>12</sup>.

The Inner Development Goals is a framework of 23 capacities which we are all capable of – but we can learn to develop and express them more fully. The capacities are sorted into 5 dimensions:



All of the five dimensions deal with inner skills and capacities, but you can see how **being** is the ‘most inner’ whereas **acting** is more concerned with bringing change to the outside world. Intentionally developing these capacities in ourselves will help us to be more powerful agents of change in our communities.

We each face barriers and challenges in these dimensions which can make it hard for us to be effective change makers in the world:

- Within being – we may be individualistic, separate to others or lack connection to our values
- Within thinking – being reductionist, linear and short sighted in our thinking
- Within relating – being transactional, extractive and competitive with others
- Within collaborating – self optimising at the expense of the whole
- Within acting – self-importance or momentum leads us to pursue goals without thinking

<sup>12</sup> Ankrah, D., Bristow, J., Hires, D., & Artem Henriksson, J. (2023). Inner Development Goals: from inner growth to outer change. *Field Actions Science Reports. The journal of field actions, (Special Issue 25)*, 82-87.

Here are the 23 capacities along with their symbols and definitions:



**Inner Compass** - Having a deeply felt sense of responsibility and commitment to values and purposes relating to the good of the whole.



**Integrity and authenticity** - A commitment and ability to act with sincerity, honesty and integrity.



**Openness and Learning Mindset** - Having a basic mindset of curiosity and a willingness to be vulnerable and embrace change and grow.



**Self awareness** - Ability to be in reflective contact with own thoughts, feelings and desires; having a realistic self-image and ability to regulate oneself.



**Presence** - Ability to be in the here and now, without judgement and in a state of open-ended presence.



**Critical Thinking** - Skills in critically reviewing the validity of views, evidence and plans.



**Complexity Awareness** - Understanding of and skills in working with complex and systemic conditions and causalities.



**Perspective Skills** - Skills in seeking, understanding and actively making use of insights from contrasting perspectives.



**Sense-making** - Skills in seeing patterns, structuring the unknown and being able to consciously create stories.



**Long-term Orientation and Visioning** - Long-term orientation and ability to formulate and sustain commitment to visions relating to the larger context.



**Appreciation** - Relating to others and to the world with a basic sense of appreciation, gratitude and joy.



**Connectedness** - Having a keen sense of being connected with and/or being a part of a larger whole, such as a community, humanity or global ecosystem.



**Humility** - Being able to act in accordance with the needs of the situation without concern for one's own importance.



**Empathy and Compassion** - Ability to relate to others, oneself and nature with kindness, empathy and compassion and address related suffering



**Communication Skills** - Ability to really listen to others, to foster genuine dialogue, to advocate own views skillfully, to manage conflicts constructively and to adapt communication to diverse groups.



**Co-creation Skills** - Skills and motivation to build, develop and facilitate collaborative relationships with diverse stake-holders, characterised by psychological safety and genuine co-creation.



**Inclusive Mindset and Intercultural Competence** - Willingness and competence to embrace diversity and include people and collectives with different views and backgrounds.



**Trust** - Ability to show trust and to create and maintain trusting relationships.



**Mobilisation Skills** - Skills in inspiring and mobilising others to engage in shared purposes.



**Courage** - Ability to stand up for values, make decisions, take decisive action and, if need be, challenge and disrupt existing structures and views.



**Creativity** - Ability to generate and develop original ideas, innovate and being willing to disrupt conventional patterns.



**Optimism** - Ability to sustain and communicate a sense of hope, positive attitude and confidence in the possibility of meaningful change.



**Perseverance** - Ability to sustain engagement and remain determined and patient even when efforts take a long time to bear fruit.

**You completed an assessment of your IDG capacities before beginning the programme. Which ones are you able to express well? Which ones would you like to practice expressing in your life?**

## Summary of the Three Models

Each of the three models (or frameworks) we have just explored names some of the skills, qualities or capacities that we can develop for our own fulfilment and flourishing as well as ones we need in order to be an effective change maker in the world. These separate models do contain similar ideas which have been summarised below.

<b>Commonalities between all three models</b>		
<b>Emotional Intelligence Capacities</b>	<b>Inner Development Goals</b>	<b>Habits of a faith-based reconciler</b>
Empathy	Empathy and compassion	Empathy
Optimism	Optimism	Hope
<b>Commonalities between EI and IDG</b>		
Emotional Self Awareness	Self awareness	
Accurate Self Assessment		
Transparency	Integrity and authenticity	
Organisational Awareness	Complexity awareness	
Achievement	Long term orientation and visioning	
Conflict Management	Communication skills	
Influence		
Building Bonds	Trust	
Inspirational Leadership	Mobilization	
Change Catalyst		
Teamwork & Collaboration	Connectedness	
	Co-creation skills	
<b>Commonalities between IDG and Faith based habits</b>		
	Openness and learning mindset	Curiosity
	Appreciation	Gratitude
	Humility	Humility
	Courage	Vulnerability
	Creativity	Creativity
<b>Remaining capacities which share no connection to each other</b>		
Self Confidence	Presence	Hospitality
Emotional self control	Critical thinking	Generosity
Adaptability	Inner compass	Lament
Initiative	Perspective skills	Forgiveness
Service	Sense making	Stewardship
Developing Others	Perseverance	
	Inclusive mindset and intercultural competence	

## Developing these Capacities – Quick Ideas

This section lists all of the capacities we have covered across the three models in alphabetical order (English). Similar ideas have been grouped – such as optimism and hope. This list of quick ideas might help you to develop any of the capacities that you want to work on. For each capacity:

- ✓ The green tick outlines activities or actions that you could take to strengthen that capacity
- ? The black question marks are reflective questions that may help you to explore that capacity.

### **Accurate self-assessment**

- ✓ Take the time to reflect on your own behaviour or performance at a task and then ask for feedback from someone you trust to compare.
- ✓ You may want to film yourself doing an activity (giving a speech, conducting a meeting, playing a sport) and watch your performance back so that you can accurately self-assess.
- ? How comfortable do you feel taking the time to reflect on yourself and your performance?
- ? How accurate is your current self-assessment? Are you over estimating or under estimating your performance?

### **Achievement, long term orientation and visioning**

- ✓ Write down a goal that you want to reach and break it down into concrete steps that will help you to get there.
- ✓ Imagine a future version of your life. What is it like? What goals could you work towards to help you get there?
- ✓ Look at your goals and identify whether any daily habits could help you to get there. For example reading a page a day in order to learn a subject, or exercising for 10 minutes each day to stay fit.
- ? Do you prefer to set goals in the short term, medium or long term?
- ? What kinds of experiences help you to feel a sense of pride or achievement? How can you build more of that into your life?
- ? What helps you to stay motivated towards long term goals?

### **Adaptability**

- ✓ Take a different route home from work.
- ✓ Try to approach a task you normally do in a different way.
- ✓ If you experience a problem or a change of plan, try to reframe it as an opportunity to grow.
- ? What are your usual feelings and thoughts when you experience an unexpected change?
- ? Is there an area of your life where you've always done things the same way? What might it be like to introduce a small change to that pattern?

### **Building bonds and trust**

- ✓ Give your time to people by engaging in conversation and actively listening.
- ✓ Keep commitments to people (do that you say you'll do) in order to build your credibility.
- ✓ Pay attention to other people's likes, interests and preferences and take the time to engage with them to build bonds.
- ? How easily would you say you trust other people? Are there any barriers for you in building trust?
- ? Is there a relationship in your life that you would like to spend more time on?
- ? How do you feel about building bonds with your colleagues? Your neighbours?

### **Change catalyst and mobilisation**

- ✓ Identify a goal you want to reach or a problem you'd like to overcome. Design a change in behaviour or approach that would help to reach this goal.
- ✓ Look at your project and think about your existing network of connections – who might want to join you as a team member? Who might be an ally or supporter? Invite them to play a role.
- ✓ Clearly articulate both what you want to change and why – explain the benefits in order to bring more people on board.
- ? How can you bring people on board with your ideas to make change happen?
- ? How do you feel about being the person who starts or initiates new projects?

### **Co-creation skills**

- ✓ Identify your particular strengths and working pattern when in a team so that you can contribute those to the co-creation process.
- ✓ In teams, notice whether you prefer to generate ideas, build on other people's ideas, solve problems or foster harmony in the group.
- ✓ Invite diverse groups of people to work together on an idea so that you have a wide range of skills and experiences to draw from.
- ? What are your current opportunities to co-create with others?
- ? What kind of role do you usually play when co-creating in a group?

### **Communication skills**

- ✓ Practice deep and empathetic listening when you speak to others – using summarising and paraphrasing to show that you have understood.
- ✓ Practice saying what you would like to happen, expressing your feelings and asking for your needs to be met.
- ✓ Ask others for feedback on your communication – “Can you tell me what you took away from what I just said?” (to make sure you are clear – not to check their listening).
- ? How much attention do you pay to other people's perspective or opinions and how much are you thinking about your own opinions and judgements?
- ? What helps you to be a better listener? (face to face, no technology, a clear agenda?)
- ? How do you feel about telling others what you would like?

### **Complexity awareness**

- ✓ If a solution seems simple, ask yourself what other factors may be at play to give you a wider view.
- ✓ Notice how different groups of people, societal structures, political choices and wider factors are interconnected and may have an effect on the situation.
- ✓ Seek diverse perspectives in order to widen your appreciation of the situation.
- ? Ask yourself what else could be going on here?
- ? Are you someone that prefers to look at the big picture, the details or somewhere in the middle?
- ? How comfortable are you naming the interconnected factors at work in a situation?

### **Conflict management**

- ✓ Practice non judgement in conflicts – making sure not to label or stereotype people as this can escalate conflict.
- ✓ Approach conflicts with empathy – each party will be feeling some sort of pain. Can you identify what that pain is and understand it?
- ✓ Encourage people (and yourself) to slow down in a conflict so that you are more able to speak diplomatically.
- ? What kind of situations are the most likely to draw you into a conflict?
- ? What is your typical response to a conflict situation?
- ? How do you feel about expressing your emotions and needs in a conflict situation?
- ? In a conflict, how willing are you to seek a solution that meets the needs of both sides?

### **Connectedness**

- ✓ Take the time to connect with someone whom you normally wouldn't (a shop assistant, neighbour, cleaner). Ask them about their day or their interests to build connection.
- ✓ Take a few deep breaths and think about a family member, friend or colleague. Notice what it is you admire and appreciate about them in order to strengthen your sense of connection.
- ✓ Take time to engage in shared activities with others in order to build common ground.
- ? Who do you feel most connected to in your life? What is it that supports that sense of connection?
- ? How do you feel about opening up to people in your life?
- ? Is there someone that you would like to feel more connected to? What might strengthen your connection with them?

### **Courage and vulnerability**

- ✓ Try something completely new – even if you might fail
- ✓ Try sharing your emotions with someone whom you would not normally open up to
- ✓ Notice if you are avoiding starting or trying something because you want it to be perfect. Remind yourself that it's better to start, even if its not perfect.
- ✓ When an idea or action is not in line with your values can you courageously speak up and share your constructive feedback.
- ? Are there any parts of yourself that you hide from other people? What might the benefits be of showing this version of yourself to others?
- ? Is there anyone whom you would like to apologise to? What will help you to have the courage to start this conversation?
- ? What is worth doing even if it doesn't work out the way you wanted?

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### **Creativity**

- ✓ Write down a problem you are facing. Try to name three or more different ways that you could respond to it.
- ✓ Engage in something creative simply for enjoyment and without thinking about the 'end product' – drawing, painting, writing a story or poem.
- ✓ Disconnect from digital devices and activities to 'fill the time'. Allowing a little bit of boredom enables us to engage creativity.
- ? Do you treat creative as something essential or a luxury? How can you see more value in time spent being creative?
- ? Is there anything that stops you from expressing your creativity? How could you overcome it?
- ? What creative contributions could you make to your area of work?

### **Critical thinking**

- ✓ When you read news or online content, examine it carefully: what are their sources? What agenda might they be trying to promote? Are there any perspectives or voices not being represented? How can I check if this is a true account?
- ✓ Engage with people whose views are very different to your own and listen empathetically to try and understand their perspective. How does it compare to yours?
- ✓ Notice when yourself and others are making assumptions. Politely ask how we know that.
- ? Are there any people or topics where you find it hard to ask critical questions?
- ? Are there parts of your identity you take for granted? (I am a... I believe in...) How did you come to form those parts of your identity?
- ? What are your own biases? Are there people you are more likely to listen to or like? Or whose views you are more likely to disregard?

### **Curiosity, openness and learning mindset**

- ✓ Read a book or watch a TED talk about a topic that you are unfamiliar with.
- ✓ Ask people who have different life experiences to you about themselves and then listen deeply.
- ✓ Try new foods, music or experiences – these could even be from a culture different to your own.
- ✓ Try asking questions instead of making statements about what you hear.
- ? Are there any situations in which it is hard to be open to new ideas or other's points of view?
- ? Imagine being an alien who has newly arrived on the planet. What would you want to find out about the way this world works?

### **Developing Others**

- ✓ Take time to mentor someone younger than you in an area that you have expertise in.
- ✓ If someone asks you for help or advice then challenge yourself. Rather than doing something for them or giving them the answer, is it appropriate to help them to do it for themselves? How?
- ✓ Make a list of strengths and challenges in your team. Facilitate a buddy system so that people with strengths can support or develop those who have challenges in that area.
- ? When was the last time you helped someone in their development? What did you do? How did it feel?
- ? Is there someone in your work or personal life who looks up to you as a role model? How might you be able to provide them with support?

### **Emotional self awareness**

- ✓ Practice naming what you are feeling – use a feelings wheel or feelings bank if it is helpful.
- ✓ Notice what might be causing your feelings (whether they are negative or positive). “I feel \_\_\_ because\_\_\_”
- ✓ Notice how certain emotions feel in your body. You may feel areas of tension, lightness, changes to your breathing, facial movements.
- ✓ Use a journal to articulate how you feel about day to day events.
- ? How confident are you in saying how you feel? Are some emotions easier to name than others?
- ? How wide is your emotional language? Do you use the basics like happy, sad, angry? Or can you use more complex emotional language like serene, dejected, irritated?

### **Emotional self control**

- ✓ Before you react to a situation, take a few deep breaths and think about your options. Then choose a response that would most help you.
- ✓ Ask yourself how this emotion is trying to help you. E.g. anger may show a need for justice, sadness may be a need to connect. How can you choose a response that meets your need?
- ? How do you process challenging emotions?
- ? Are there particular situations in which it is difficult to regulate your emotions? Can you notice what makes them difficult?

### **Empathy and compassion**

- ✓ Listen deeply when someone is speaking. Instead of asking questions, see if you can summarise and paraphrase what they said to show you understand with their feelings and viewpoint.
- ✓ Think of someone whom you have a difficult relationship. Close your eyes and try to imagine what things must be like from their perspective. See if that changes your feelings.
- ✓ When you hear someone express a negative emotion, instead of offering solutions you can compassionately ask the other what (if anything) they might like you to do to help.
- ? What helps you to be fully present and listen with empathy to other people?
- ? Is there someone in your life who would benefit from your empathetic listening?
- ? Is there someone you find it difficult to show empathy and compassion towards? How could you take a small step towards being more empathetic?

## **Forgiveness**

- ✓ Notice if you hold any resentments or grudges and reflect on the effect that holding on to them has on you. Make a conscious choice to let go of the hostile feelings (this may take time).
- ✓ When listening to someone who has 'wronged you' try to imagine yourself in their situation and understand the feelings and needs that led to their choices.
- ✓ Apologise for any hurt or wrong that you have caused others. This may help the other to forgive.
- ? Is there a situation you find hard to let go of? Think of the situation as a story. What is the story saying about you as the victim? What is the story saying about the other as the perpetrator? Is there a way you can change the framing of the story to remove these labels and judgements?
- ? Is there anything that you would like to forgive yourself for? What will help with that process?

## **Generosity**

- ✓ Surprise someone with a small gift or gesture to show that you care.
- ✓ Donate some money or time to a cause that you care about.
- ✓ Pay it forward – in a café or restaurant pay for a stranger's order to spread a little happiness. (maybe they will be surprised and do the same for someone else).
- ✓ Give your time to someone who would benefit from your expertise.
- ? In what ways do you usually express your generosity to others? (time, gifts, money, expertise, other resources?)
- ? Are there any generous thoughts or actions you could take now that would have a positive impact on a future generation?
- ? How can you show generosity to yourself?

## **Gratitude and appreciation**

- ✓ Send a thank you letter or email to someone.
- ✓ Start a daily journal where you list three good things that happened at the end of each day.
- ✓ Take time to notice and appreciate every day things that you might normally take for granted – food, a sunset, laughter, time spent with a friend.
- ✓ Think of a person whom you are grateful to have in your life. What is it that you appreciate about them? Take the time to tell them.
- ? Are there parts of your life that you find hard to be grateful for? (setbacks, failures) How might you look for the good or appreciation in those moments?
- ? How can you show someone that you appreciate them or are grateful to them?
- ? What do you appreciate about yourself?

## **Hospitality**

- ✓ Celebrate and welcome guests by offering them your best – putting out the nice cutlery, serving your favourite drinks.
- ✓ Practice receiving hospitality – being comfortable being a guest in someone else spaces in order to build up mutuality.
- ✓ Try speaking to a neighbour or stranger that you encounter regularly but don't know well. Engage in conversation and work up to inviting them to share tea.
- ? How can you host spaces that allow others to flourish?
- ? Is there anything that holds you back from welcoming strangers?
- ? Who could you pay a visit to?

## **Humility**

- ✓ Ask someone you trust for feedback on your struggles and areas for growth.
- ✓ Recognise and admit to your own challenges and weaknesses.
- ✓ Think of someone who embodies humility. Write a list of the things they say do that you believe makes them humble.
- ? When was the last time you had a humbling experience? What did you learn from it?
- ? How can someone balance practicing humility whilst not being taken advantage of?
- ? Are there times when you strive to look good in the eyes of others? What would help you to overcome this?

## **Inclusive mindset and intercultural competence**

- ✓ Seek ideas, inputs and perspectives from diverse groups of people.
- ✓ Ask yourself, does anyone in the room have any barriers to fully participating? How can I support people or reduce those barriers?
- ✓ Ask people from different backgrounds or different cultures if there are things you can do to help increase their sense of belonging.
- ? How do you feel about asking people from different cultures and backgrounds about themselves in order to better understand them?
- ? What do you wish others knew about your culture so that you could feel better included?

## **Influence**

- ✓ Identify who you would like to influence. Map out their interests, needs and motives so that you can tailor your communication to them.
- ✓ Develop a clear and consistent message about your goals so that people know what you stand for.
- ✓ In a speech or written communication always end with a call to action. What one thing do you want audience members to do after they have engaged with you?
- ? What encourages you to support other people or agree with their ideas?
- ? How is your communication or project aiming to help the people that you are trying to influence?

## **Initiative**

- ✓ Be proactive. Push yourself to start without waiting to be told or asked.
- ✓ Observe your environment and relationships carefully as you'll be more likely to see opportunities where you can take positive actions.
- ✓ Volunteer for projects or tasks that align with your skills.
- ? How do you feel about getting started on a task or goal?
- ? Is there anything that holds you back from taking action on certain tasks? How might you address those barriers?

## **Inner compass**

- ✓ Reflect on your personal values and the extent to which you behave in alignment with them.
- ✓ Explore your sense of purpose or calling in life.
- ✓ When you face a difficult decision, make a list of your core beliefs and how you want to be seen in the world. This may help you to make a decision in line with your compass.
- ? What gets you out of bed in the morning? Are there core goals or motives that drive you?
- ? What direction is your life currently going in? What might that lead to in 5 years time?

### **Integrity and authenticity**

- ✓ Make commitments and stick to them – do as you’ll say you’ll do.
- ✓ Clearly communicate your wants and expectations so that others know where they stand.
- ✓ Speak up about concerns that you have.
- ? How do you feel about opening up at work – letting people know about your hobbies? Your feelings? Your identity?
- ? Are there any situations where you find it hard to stand up for your values? What makes it hard for you?

### **Lament**

- ✓ When you notice difficult feelings in yourself, try to give time to process them instead of pushing them away or seeking to fix the issue.
- ✓ When you feel grief or sorrow, try to articulate what it is you have lost. You could try to elicit feelings of gratitude for the time before the lament.
- ✓ If someone else is expressing deep grief, try to sit in presence with their feelings (rather than finding solutions or expressing sympathy). Even if that means sitting in silence together.
- ? When was the last time you expressed your sense of grief about an injustice or pain in your personal life? Or in wider society?
- ? When others express grief, what is your typical reaction?
- ? What behaviours or processes best help you to express your lament? (Quiet reflection, crying, talking to a friend, art?)

### **Optimism and hope**

- ✓ Think of a problem that you are facing. Write down two or more possible good outcomes to the situation. These may fix the problem or they may be areas of learning or strengthening of relationships for you.
- ✓ If you notice yourself thinking about a challenge in the world, reflect on what you would like the world to be like instead. Think of ways you can gradually help to create that world.
- ✓ Find positive news stories of people doing good things.
- ✓ Take the time to regularly write down goals which motivate you.
- ? Can you think of a time when someone else said something or did something that gave you a sense of optimism and hope?
- ? What helps you to get into a more hopeful or optimistic mood?

### **Organisational awareness**

- ✓ Make a map of the key people / departments in your organisation. What are the relationships between those people / areas?
- ✓ Spend time shadowing or talking to a colleague who works in a different area to you. Learn about their role and how it fits into the organisation’s objectives.
- ? Who are the key figures in your organisation? What are their motives and drivers?
- ? How aware are you of the organisations goals and your role in working towards them?

### **Perseverance**

- ✓ Work on a small project or goal that you have been putting off.
- ✓ When something is difficult, remind yourself of the benefits you will gain by carrying on.
- ✓ Break a larger task down into smaller steps to help you keep working on it.
- ✓ If you experience a setback, ask yourself what you can learn from that experience.
- ✓ Celebrate small victories to help you stay motivated
- ? What motivates you to carry on working on something even when it is difficult?
- ? How do you feel about asking for help when something becomes difficult?

### **Perspective skills**

- ✓ Find someone that you may disagree with or not understand so well – try to imagine their perspective. What are their feelings and thoughts on a particular issue?
- ✓ Read news articles from a diverse range of sources in order to see different perspectives.
- ✓ Find someone with a different approach to life or ideology to you. Ask non-judgemental and open questions about their way of seeing the world.
- ? Are there any perspectives that you find difficult to engage with? What makes them difficult?
- ? Reflect on your perspective for a particular issue. Ask yourself where your perspective came from?

### **Presence**

- ✓ Find a meditation or mindfulness activity to follow.
- ✓ Take a few moments to stop and focus on your breath
- ✓ Spend time deeply looking at nature or a piece of art, or deeply listening to a piece of music.
- ✓ Find a way to live in the moment like a child would – dance, run around, collect interesting rocks, make jokes, make up a tune.
- ✓ Give your full attention to a daily activity such as walking, eating, brushing your teeth. Notice all 5 of your senses as you do the activity.
- ? How does it feel to give your full attention to an activity?
- ? Are there any activities which you currently do mindlessly (multi tasking or not thinking)? How could you be more present in that activity?

### **Self Confidence**

- ✓ Make a list of your strengths and how you use them in positive ways.
- ✓ Think of a recent time when you were 'at your best'. Notice what you did, how you felt and the impact that it had. You may want to share that experience with someone you trust.
- ✓ Do not compare yourself to others. Instead compare to yourself. How have you improved compared to 6 months ago?
- ? What areas of your life would you like to be more confident in? What might help you to develop this confidence?
- ? Think of an activity where you are confident now, but you didn't used to be. What helped you to become confident over time?

## **Sense making**

- ✓ To make sense of a complex situation you can think of it as a story. Identify the main characters, the journey and motives that each of them has and the relationships between them.
- ✓ Look back on a situation that has already happened. This may make it easier to identify what things meant and how things were related.
- ✓ Observe situations very closely and try to name what you notice to help you pick out patterns.
- ? How do you feel about exploring things that do not make sense to start with? What helps you to make sense of them?
- ? What is the story that you (or someone else) has in this situation? Is there another possible story?

## **Service**

- ✓ Identify the people whom you help and how you help them. What needs are you meeting?
- ✓ Seek feedback from the people that you want to help or serve. Ask how you can help them in more effective or meaningful ways.
- ✓ Think of small acts of kindness that you could commit to serve people randomly.
- ? In what ways do your actions help others?
- ? Is there a particular cause or issue that you want to be in service to? What is it about that cause that motivates you?
- ? Are there events in your community that you could volunteer your time or expertise to?

## **Stewardship**

- ✓ Look for people, animals or nature who are not generally well taken care of by society and then make an effort to help look after them.
- ✓ Simply your belongings – consider only buying enough, reducing your consumption and recycling and reusing items in order to support sustainability.
- ✓ Make ethical choices in your consumption, buying from sources or suppliers who replenish what that have taken and who protect natural resources.
- ? How can you help to look after the ecosystem in or around your community?
- ? How can you share your resources with those who have a greater need?
- ? What is your attitude and relationship to the natural world? Do you see yourself as a user of it, in charge of it, a custodian of it?

## **Transparency**

- ✓ As well as being honest in what you say, try to tell people the full picture of what is going on.
- ✓ Clearly communicate your motives and goals to others.
- ✓ In teams and organisations you can put in place policies and procedures which make it easier to share information freely between team members.
- ✓ Encourage people to ask questions or give feedback to encourage greater transparency.
- ? Do you tell people the same things? Or do you adapt your message to different colleagues or friends? How might this affect your transparency?
- ? How do you feel about being open with others about your feelings? Your goals? Your motives?

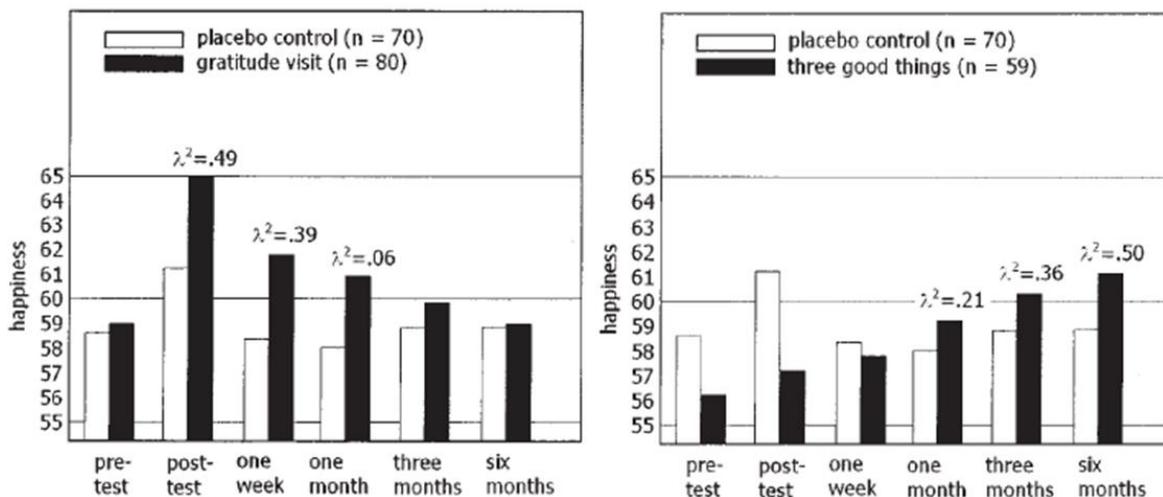
# Gratitude and Appreciation

Martin Seligman is an expert in the field of positive psychology. This is the study of what helps human beings to flourish and lead good lives. He had spent years studying how to treat depression and helplessness when he realised, he wanted to change psychology's focus into helping people to live good lives. He is sometimes known as the father of Positive Psychology.

Seligman<sup>13</sup> and his team tested 5 different wellbeing activities to see which had the biggest impact. People logged into a computer and recorded how happy they were. They then did one of the exercises and recorded how happy they were straight away and again after one week, one month, three months and 6 months later.

Two of the activities involved gratitude. Three Good Things and a Gratitude Visit, which are both included in this booklet.

The graphs show how the gratitude visit creates an immediate 10% boost in happiness which gradually fades over time. Whereas the three good things activity has a slow increase: people were 2% happier straight away, a month later they were 5% happier and after 6 months they were 9% happier.



In the same study, participants were asked to measure their levels of depressive symptoms e.g. loss of interest in activities, withdrawal from others, lack of appetite, feelings of hopelessness.

The gratitude visit led to an immediate reduction of depressive symptoms by 36%, which gradually returned. The three good things activity reduced depressive symptoms by 29% and these values stayed down.

Gratitude and appreciation provide huge wellbeing benefits to the individual and much research has linked them to effective goal setting, lower stress levels and better quality relationships. But it also has a positive effect on the person receiving gratitude.

<sup>13</sup> Seligman, M. E., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist*, 60(5), 410.

## **A Gratitude Visit (or Thank you note)**

The research by Seligman found that taking the time to write a gratitude letter and then visit that person to deliver it gave people an immediate 10% increase in happiness and 36% reduction in depressive symptoms. Part of what makes a good gratitude visit or thank you note is including reflection and explanation instead of just simply saying ‘thanks’. The following framework is adapted from Loving Classroom.<sup>14</sup>

### **1. Who will you thank?**

You may like to thank someone close to you or a stranger that you meet on a regular basis such as a shop attendant or bus driver.

### **2. What are you thanking them for?**

Tell the person exactly what they did that you appreciate. Being specific about their behaviour or qualities lets them know that you have put thought into this and are really acknowledging them.

### **3. How do you feel about it?**

Naming your emotions is good for you – it is also nice to show the other person how you feel about them and their actions. It can sometimes feel challenging or vulnerable to put your feelings into words, but this is usually the part of the message that is most touching to the other person.

### **4. Is there a way you want to show your appreciation?**

You are already writing this letter and in many cases that will be enough. But you may like to think about whether you want to reciprocate with a gesture: taking them to lunch, spending time with them, doing a nice activity together. This shouldn't be forced or tokenistic, but if it does feel natural to do something in return then you might like to suggest something. (or surprise them instead!)

### **5. When and how will you communicate this thank you?**

Will you post a letter, write an email, phone call, tell them when you see them. Make a commitment to share this lovely message with the other person.

#### **Tips**

- This short framework can be adapted really easily to send very short email thank you notes as well as much longer messages of appreciation. It is up to you how long your message is.
- Tailor your message. If you know the other person well then you may know that they would prefer a greetings card over an email, or that they would be a bit uncomfortable receiving a gift as a token of appreciation. Try to make sure that your thank you balances what you are comfortable saying and what the other person might like to receive.
- Expand your everyday thank yous. Instead of saying a short ‘thanks’, try to find opportunities to give reasons why you are thankful to people in day to day situations e.g. “Thank you for making the tea.” “I really appreciate your smile today.” “Thank you for getting that information to me quickly.” Make a habit of telling people what you appreciate so that they feel acknowledged.

<sup>14</sup> Geffen, D & Geffen, N. (2023). *Loving Classroom*, self-published. “The 4H Thank You”

**Who will you thank?**

**What are you thanking them for?**

**How do you feel about it?**

**Is there a way you want to show your appreciation?**

**When and how will you communicate this thank you?**

### **Three Good Things (A gratitude journal)**

The research by Seligman found that keeping a gratitude journal improved happiness by 9% after 6 months and reduced depressive symptoms by 29%. These results were gained when people journalled every day and it was more effective if people reflected at the end of their day.

Allow yourself 5-10 minutes of quiet reflection.

Reflect on Three Good Things about your day. These may include (but are not limited to)

- Your health, body, home, community
- Things you have achieved or are proud of
- Things you learned
- Moments in nature
- People you spent time with
- People you appreciate in your life
- Acts of kindness you benefited from, performed or witnessed
- Moments of awe or wonder
- Time you invested in yourself
- Things you are looking forward to

The good things may be big or small – in fact small, day to day experiences are better because we are most likely to take those for granted. The objective of this activity is to take a moment to acknowledge the goodness in your day and to **feel** the appreciation for that goodness.

An important part of this practice is explaining why each event or item is a good thing for you – giving the explanation helps you to tap into deeper emotions and meaning. For example:

- I went for coffee with a friend. (event only)
- I went for coffee with a friend and felt deeply heard because of the way they listened. (with explanation).

#### **Three good things about today – with explanations:**

## Gratitude journal prompts

Rather than a daily practice, you build gratitude into your day by doing a one-off journaling activity.

1. Set aside 10-30 minutes depending on how much depth you wish you go into.
2. Pick out **one** prompt.
3. Take a few deep breaths and think about the prompt. You may like to close your eyes and think for a while before journaling.

Write about your gratitude for...

- An experience in nature
- A person
- A past memory
- A hope or plan for the future
- Technology or a resource
- Something that made you laugh / smile
- An achievement
- An inner strength or trait
- The milestones that led to now
- Something that someone did for you
- A piece of advice you were given
- A gut feeling or instinct that you followed
- A person who helped you to grow
- A person you found challenging but learned from
- The place you live or your surroundings
- Something you love about yourself
- A song. What does it mean to you?
- An animal (pet or in nature)
- Something inspiring / beautiful
- A compliment you've received lately
- A healthy choice you made
- Something different now compared to 6 months ago
- Your job / role
- An opportunity you took advantage of
- Something that was difficult that you overcame
- A thoughtful gift you have received

**I am grateful for...**

## **Contribution map**

This activity helps you to widen your sense of appreciation out to other people who it can be easy to take for granted. The objective is to notice who has contributed (in any way whatsoever) to a particular object, service or experience. (a drink, your clothes, going on a trip)

Tips for the exercise

- You may be able to name specific individuals (my sister, my manager).
- As you widen your perspective you may have to describe individuals that you do not know (the person who grew the coffee, the people who invented the internet, people who make sure aeroplanes are safe)
- Try to list as many different people as you can.

### **1. What will your contribution map focus on?**

### **2. Who has contributed in any way whatsoever?**

### **3. Take a few moments to read the list and feel a sense of connection to those people. (If you have food or drink you might like to consume some as you think of these people).**

**What feelings and thoughts did you notice as you did the activity?**

# Presence, Mindfulness and Meditation

Meditation is a practice that has been around for thousands of years and has been used by various cultures and religions for physical, mental, and spiritual growth. There are many different types of meditation but what they all have in common is taking time to consciously focus on one's attention – being in a state of presence.

The terms **meditation** and **mindfulness** may be used interchangeably by some, but there are subtle differences between them.

**Mindfulness** is a practice of paying attention to the present moment without judgment. It may involve being aware of one's thoughts, feelings, and physical sensations in a non-reactive way.

**Meditation**, on the other hand, is a practice that can involve mindfulness, but can also involve other forms of paying attention such as focusing on a saying, object, spiritual relationship or visualisation.

This means that mindfulness is always a form of meditation because it involves conscious focus.... but meditation is not always mindful because some meditations invite people to pay attention to things outside of the present moment.

Here are a range of meditations that you might like to explore:

- **Concentration Meditation** – focusing the mind on a single point such as the breath, a saying an image or an object. The goal is to improve concentration and mental clarity.
- **Movement Meditation** – combining physical movement with mindfulness and paying attention to the movements as they happen. Examples include yoga, tai chi, qigong or even walking.
- **Sound Meditation** – using sound such as singing bowls, chanting, drumming or bells as the focus point to calm the mind and promote relaxation.
- **Nature Meditation** – focusing attention on the natural world or being present in nature, usually by walking outdoors or forest bathing.
- **Body Scan Meditation** – lying down or sitting comfortably and focusing on different parts of the body in order to notice the sensations there. Sometimes this involves consciously relaxing any tension in the body.
- **Mantra Meditation** – repeating a word or phrase, such as “Om”, “peace” or a personal affirmation. This can help to calm the mind, encourage positive self-talk or create a desired emotional state.
- **Sensory Awareness Meditation** – focusing on the five senses and the experience of sensations in the present moment.
- **Breathing Meditation** – a form of mindfulness that focuses on the sensory experience of the breath. This may include noticing the movement of breath in the nose, mouth, chest and belly as well as depth and speed of breathing.
- **Loving-Kindness Meditation** – focusing on cultivating feelings of love and kindness towards oneself and others. This may involve imaginative exercises in order to empathise with another person or repeating kind phrases with a particular person in mind.

## **Mindful eating exercise**

Many of us live busy lives and so we rush day to day activities. Eating is a great opportunity to be mindful. Some tips for a mindful meal:

- Before eating, consider where the food came from. Thank all of the people and natural processes involved. The sun, the rain, the earth, the farmer that made it grow, the people who transported it, those who packaged and sold it, those who prepared it.
- Name each piece of food as you put it into your mouth to strengthen your awareness.
- Engage each of your senses before, during and after you eat:
  - Look at the food. What colours and textures do you notice?
  - Smell the food. What scents and flavours can you detect?
  - As you chew the food, what can you hear? (does the food have a crunch or a slop?)
  - How does the food feel in your mouth?
  - What can you taste? Can you name the separate flavours?
- For part of the meal, eat in silence so that you can give your full attention.
- Take the time to chew each piece of food for longer than you normally would.
- Put your cutlery down between each bite to help you slow down your eating and savour the food.

If you are preparing your own food you can also:

- Contemplate the impact you have with your buying choices. How can you source sustainable or ethical food?
- Enjoy the process of cooking or preparing the food. Engage your senses in the cooking process.

**How did it feel when you tried out some of these mindful eating ideas?  
Did you notice any changes to your relationship with the food?**

## **Maybe – A Taoist story**

A farmer and his son had a beloved horse who helped the family earn a living. One day, the horse ran away and their neighbours exclaimed, “Your horse ran away, what terrible luck!” The farmer replied, “Maybe so, maybe not.”

A few days later, the horse returned home, leading a few wild horses back to the farm as well. The neighbours shouted out, “Your horse has returned, and brought several horses home with him. What great luck!” The farmer replied, “Maybe so, maybe not.”

Later that week, the farmer’s son was trying to break one of the horses and she threw him to the ground, breaking his leg. The neighbours cried, “Your son broke his leg, what terrible luck!” The farmer replied, “Maybe so, maybe not.”

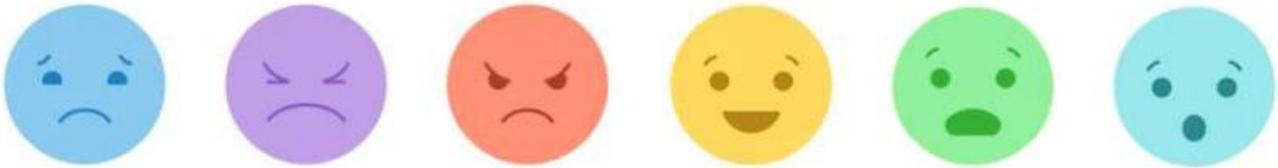
A few weeks later, soldiers from the national army marched through town, recruiting all boys for the army. They did not take the farmer’s son, because he had a broken leg. The neighbours shouted, “Your boy is spared, what tremendous luck!” To which the farmer replied, “Maybe so, maybe not. We’ll see.”

### **What can this story teach us?**

- **About our mindset?**
- **About using judgements of good or bad?**

# Emotional Awareness and Regulation

Part of being human is that we all experience a complex and varied set of emotions. Psychologist Paul Ekman suggested that there are 6 major emotions<sup>15</sup> that all humans experience across all cultures: sadness, disgust, anger, happiness, fear and surprise.

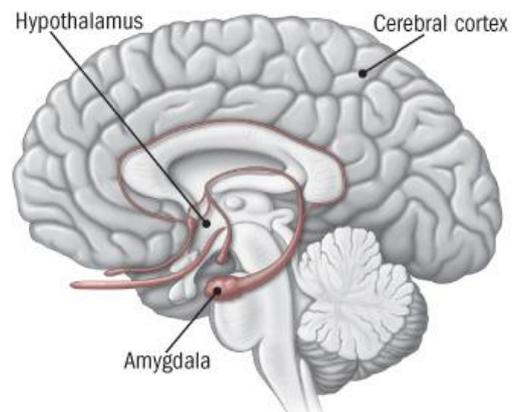


These are just the most basic emotions – obviously there are lots more emotions that we can experience.

Language can help us to describe the category of emotion (happiness, fear) but also the size of that emotion and whether it is mixed in with something else. For example, delighted may be a strong form of happiness where peaceful is a milder form of happiness. Nostalgia is a complex emotion where you feel happy remembering the past but also sad that it has gone.

## Emotions in the brain

Our brains can be basically split into two parts. The brainstem and older parts of the brain are responsible for our basic survival – this includes breathing, energy and our basic emotional processing including our fight or flight response. The more recently evolved part of the brain is called the cortex. This outer layer of the brain deals with imagination, reason, goal setting and more higher forms of thinking.



In his book, Dr. Dan Siegel explains that when we are feeling negative emotions our brains switch into survival mode<sup>16</sup>.

We may shut down our reason and logic in order to act quickly to deal with the emotions we are feeling. Sometimes this is really useful and keeps us safe, such as running away from something that causes fear. But at other times it can mean making destructive or unhelpful decisions like ignoring people because we feel sad or shouting at someone when we are frustrated.

A challenge for us is learning to develop our Mindsight - connecting our emotional brain to our cortex so that when we experience a difficult emotion, we create thinking time between the situation and the response. This gap will help us to choose a more constructive course of action going forwards.

<sup>15</sup> Ekman, P. (1992) An argument for basic emotions. *Cognition and Emotion*, 6:3-4, 169-200

<sup>16</sup> Siegel, D. (2009). *Mindsight: The New Science of Personal Transformation*. Oneworld Publications.

## Emotional labelling

Sometimes when we are feeling a lot of difficult emotions this can push us to be reactive or destructive. You may have experienced a time of stress and so you have shouted at someone you care about, made an unhelpful comment or made a quick decision that didn't go well.

The Dalai Lama talks about the importance of emotional hygiene; Just as physical hygiene dictates that we should stay clean and avoid exposure to dangerous viruses, if a destructive emotion comes along but we show restraint – that's emotional hygiene.<sup>17</sup> This doesn't mean avoiding or preventing a negative emotion, but knowing how to get control over ourselves and use it in a constructive way – instead of taking it out on others or making bad decisions.

One really easy way of getting control over our emotions is to **label them**. (In psychology this is called affect labelling). Research has shown that simply taking the time to think about what you are feeling and give it a name has benefits.

One study got people to name emotions they saw on screen whilst their brains were being scanned. This lowered the brain activity in the amygdala (an emotional part of the brain) and increased activity in the prefrontal cortex (decision making part) which means that people had calmer responses and were able to think more clearly about those emotions<sup>18</sup>.

Another similar study found less brain activity in the amygdala and also asked people to rate how they felt. People who labelled emotions felt less distressed by the negative emotions than the people who did no labelling<sup>19</sup>.

What this means is that simply taking the time to say how you feel slows down the reactive response and allow people to feel better about their situation. Dan Siegel calls this 'Name it to tame it.'

We can fall into a trap of using really vague words to describe how we feel such as good, bad, fine or ok. Even when we use words like sad, there are lots of different types of sad to choose from. Being really specific about what we feel has more chance of connecting both parts of the brain. You can use the feelings banks on pages 85 and 86 of this pack to help you with your emotional labelling.

**“Whilst every emotion has its healthy place in the ecology of the mind, each has a destructive side” – The Dalai Lama**

Sometimes our emotions are helping us and doing us good. But if we notice than an emotion is causing us to be destructive or make bad choices then we may want to regulate it.

<sup>17</sup> Goleman, D. (2015). *A Force for Good: The Dalai Lama's Vision for Our World*. Bloomsbury Paperbacks.

<sup>18</sup> Lieberman, M. D., Eisenberger, N. I., Crockett, M. J., Tom, S. M., Pfeifer, J. H., & Way, B. M. (2007). Putting feelings into words: affect labeling disrupts amygdala activity in response to affective stimuli. *Psychological science*, 18(5), 421–428.

<sup>19</sup> Burklund, L. J., Creswell, J. D., Irwin, M. R. and Lieberman, M. D. (2014). The common and distinct neural bases of affect labeling and reappraisal in healthy adults. *Frontiers in Psychology*. 5:221.

Psychologists use the word ‘regulation’ to mean when we change our emotions. This may be:

- Changing the strength of an emotion (e.g. moving from humiliated to embarrassed)
- Changing the length of an emotion (e.g. helping it to go away quicker or stay for longer)
- Changing the type of emotion (e.g. moving from sadness to hopefulness)

One way of changing your emotions is change the way you think about each emotion. All of our emotions are trying to help us in some way.

Emotion	Helps us when	Is unhelpful when
Anger	<ul style="list-style-type: none"> <li>• We call out injustices</li> <li>• We are motivated to tackle problems</li> <li>• We understand what makes us angry</li> <li>• We set better boundaries with people</li> </ul>	<ul style="list-style-type: none"> <li>• We are aggressive to others</li> <li>• We lash out</li> <li>• We direct our anger at the wrong people or things</li> </ul>
Fear	<ul style="list-style-type: none"> <li>• We are cautious or safe</li> <li>• We think about risks</li> </ul>	<ul style="list-style-type: none"> <li>• We avoid situations that may help us grow</li> <li>• We don't try things</li> </ul>
Excitement	<ul style="list-style-type: none"> <li>• We get motivated</li> <li>• We look forwards</li> </ul>	<ul style="list-style-type: none"> <li>• We are distracted</li> <li>• We rush</li> </ul>
Surprise	<ul style="list-style-type: none"> <li>• We look closely at something new</li> <li>• We get curious</li> </ul>	<ul style="list-style-type: none"> <li>• We are judgemental of something new</li> <li>• We are unsure how to respond to something quickly</li> </ul>
Joy	<ul style="list-style-type: none"> <li>• We think about what is important to us</li> <li>• We share positivity with others</li> </ul>	<ul style="list-style-type: none"> <li>• We ignore or don't see the challenges in a situation</li> <li>• We don't empathise with others – we try to force our happiness on them</li> </ul>
Sadness	<ul style="list-style-type: none"> <li>• We reach out to the people we care about</li> <li>• We acknowledge a situation</li> <li>• We express our feelings</li> </ul>	<ul style="list-style-type: none"> <li>• We cut ourselves off from others</li> <li>• We stay in the sadness</li> <li>• We don't see the bigger picture</li> </ul>
Disgust	<ul style="list-style-type: none"> <li>• We reject things we don't like</li> <li>• We reinforce our own values</li> <li>• We avoid rotten foods or unclean things</li> </ul>	<ul style="list-style-type: none"> <li>• We are judgemental of others</li> <li>• We are mean about something</li> </ul>

We can also use reflective journalling to understand our emotions better and choose more mindful responses to them. The next time you experience a challenging situation, try out the self-regulation questions on the following page.

<b>Emotional label – what are you feeling right now? Try to be specific</b>
<b>Strength – what is the strength of that emotion from 0-10?</b>
<b>Sensations – what are you feeling in your body?</b>
<b>Source – where might this emotion have come from?</b>
<b>Purpose – how might this emotion be trying to help you? What is this emotion telling you that you want or need?</b>
<b>Response – How could you respond to your situation in a way that serves the need of this emotion?</b>

# Teamwork Exercise

**What is your team name?**

**What is your target number for this exercise? How did you generate that number?**

**How did your team perform during the exercise?**

**How did your team handle any challenges or setbacks during the exercise?**

**What capacities or skills does this exercise rely on?**

# Hope and Optimism

Rick Snyder is an expert in the field of positive psychology. This is the study of what helps human beings to flourish and lead good lives (rather than psychology that is about treating disease or illness).

He dedicated much of his life to studying hope and came up with the Trait Hope Scale<sup>20</sup>. Read each statement and circle the number that best describes you. There are no right or wrong answers. The scoring system is on the next page.

Statement	Definitely false	Mostly False	Somewhat False	Slightly false	Slightly true	Somewhat true	Mostly true	Definitely true
1. I can think of many ways to get out of a difficult situation.	1	2	3	4	5	6	7	8
2. I energetically pursue my goals.	1	2	3	4	5	6	7	8
3. I feel tired most of the time.	1	2	3	4	5	6	7	8
4. There are lots of ways around any problem.	1	2	3	4	5	6	7	8
5. I am easily downed in an argument.	1	2	3	4	5	6	7	8
6. I can think of many ways to get the things in life that are important to me.	1	2	3	4	5	6	7	8
7. I worry about my health.	1	2	3	4	5	6	7	8
8. Even when others get discouraged, I know I can find a way to solve the problem.	1	2	3	4	5	6	7	8
9. My past experiences have prepared me well for my future.	1	2	3	4	5	6	7	8
10. I've been pretty successful in life.	1	2	3	4	5	6	7	8
11. I usually find myself worrying about something.	1	2	3	4	5	6	7	8
12. I meet the goals that I set for myself.	1	2	3	4	5	6	7	8

<sup>20</sup> Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., et al.(1991). *The will and the ways: Development and validation of an individual-differences measure of hope*. Journal of Personality and Social Psychology, 60, 570-585.

### Calculating your scores

Add up the total of your answers for questions 2, 9, 10 and 12. This is called the **'agency subscale'**. This shows how much you feel in control of your own life and able to create positive change. This can also be thought of as a sense of motivation and determination. (Your score is out of 32)

Agency score

Add up the total of your answers for questions 1, 4, 6 and 8. This is called the **'pathway subscale'**. This shows how much you feel able to come up with plans for reaching your future goals and your level of confidence in those plans. (Your score is out of 32)

Pathway score

Add together your agency subscale score and your pathway subscale score to get your total hope score (Your score is out of 64).

Hope score

The other questions are there as fillers – you do not need to count them.

### Snyder's hope theory<sup>21</sup>

Snyder recognised that hope is far more than wishful thinking or just waiting for good things to happen. There is an English saying "Where there's a will, there's a way." This highlights the two major features of hope:

**Will power** – a person's motivation to shape their future and their ability to do so. (Agency)

**Way power** – a person's ability to see the steps that they could take in order to reach their goals. (Pathway thinking)

It is the combination of these two things combined that creates a sense of hope. If someone has a strong desire to reach a goal but cannot think of a way to do it then this can lead to negative feelings. As soon as they find a solution their sense of hope immediately returns.

Having a sense of hope may also support resilience, perseverance and critical thinking Snyder says: "high hope individuals do not react in the same way to barriers as low hope individuals, instead they view barriers as challenges to overcome and use their pathway thoughts to plan an alternative route to their goals."

**Reflect on your own sense of hope. How motivated are you to reach your goals? How confident are you in finding a way to reach them?**

<sup>21</sup> Snyder, C. R. (2003). *The Psychology of Hope: You can get there from here*. Free Press

Another positive psychologist, Martin Seligman<sup>22</sup>, believes that what makes the difference between optimists and pessimists is their **explanatory style** – the way that people usually speak to themselves about why things happened in the world. There are three different factors to your explanatory style:

**Permanence** – whether an event is temporary or long lasting

**Pervasiveness** – whether an event is specific to this aspect of life or universal across all areas of life

**Personalisation** – whether an event is controlled / caused by you or some external circumstances.

The table below demonstrates how optimists and pessimists explain events to themselves. Notice that the explanatory style is opposite when events are good or bad.

BAD EVENTS	Pessimists	Optimists
<b>Permanence</b>	Long lasting	Temporary
<b>Pervasiveness</b>	Universal	Specific
<b>Personalisation</b>	Internal Factors (my fault)	External factors (chance, circumstance)
<b>Example</b> I failed an assessment...	because I'm not smart enough, I've never been good at assessments and I never will be.	because that particular assessment was hard and I wasn't my best that day.

GOOD EVENTS	Pessimists	Optimists
<b>Permanence</b>	Temporary	Long lasting
<b>Pervasiveness</b>	Specific	Universal
<b>Personalisation</b>	External factors (chance, circumstance)	Internal Factors (my fault)
<b>Example</b> I passed an assessment...	because I was lucky that day and I must have had a generous assessor.	because I always work hard and try my best at assessments.

Seligman says that if we notice ourselves falling into pessimistic thinking it is worth challenging those thoughts (or stories we tell ourselves). We can ask questions like, is this true? Is this a helpful way to think? Is there a more useful way I could think to myself?

<sup>22</sup> Seligman, Martin E. P. *Learned Optimism: How to Change Your Mind and Your Life*. New York: Vintage Books, (2006).  
Print

# Building Personal Trust

The **Emotional Bank Account** (or Relationship Bank Account) is an idea developed by Stephen Covey in his book *The Seven Habits of Highly Effective People*<sup>23</sup>. Instead of measuring your finances, the Emotional Bank Account is a measure of trust between you and another person. You 'open' an EBA with every person you meet – even strangers.

The way you behave towards others, speak and treat them determines whether you make deposits (build up trust) or withdrawals (reduce the trust).

When you make a lot of deposits with another person (acts of kindness, attention, manners etc) then you build up a good level of trust with them. This gives you some leeway if things go wrong. If you have an excellent relationship with a client or friend then they will often overlook you being late to call them or maybe even a snappy comment on a stressful day. Those things may make a small withdrawal, but they will not damage the relationship too severely.

However, if you are already low on trust, or even in the negative with someone because of recent arguments and broken promises then the same late phone call or snappy comment could result in a full-blown argument because people feel disrespected, misunderstood or undervalued.

Having a high level of trust in your relationships with others is one of the key ingredients to harmonious communication. When trust is high people feel they have the room to be vulnerable, make mistakes and work things out together. When trust is low people get defensive, hostile and even expect the worst<sup>24</sup>.

## Building trust – making deposits

Stephen Covey identifies six major categories of deposits that you can make to build trust in the emotional bank account.

**Understand the individual** – taking time to understand someone else shows care and commitment. It also allows you to know what makes a deposit in their world. Not everyone will appreciate a bunch of flowers or being cheered up with a slice of cake. Get to know their likes, hobbies and values in order to be able to treat them how they want to be treated, rather than guessing based on your own preferences.

- Listen and empathise
- Ask questions to find out about them more
- Know what 'deposits' work for them
- Get used to their communication preferences & style
- Celebrate successes and growth with them
- Take an interest in their hobbies
- Ask for their advice or input (movies, activities, challenges)
- Be patient with them

<sup>23</sup> Covey, S. R. (1989). *The Seven Habits of Highly Effective People*. New York: Simon and Schuster.

<sup>24</sup> Covey, S. M. R., (2008), *The Speed of Trust: The One Thing That Changes Everything*, London, England: Simon & Schuster.

**Attend to the little things** – Occasionally making a grand gesture like a gift or trip is often not as valuable as lots of little actions such as listening to someone’s day and bringing them a cup of tea. Little things, done consistently, give the other person the message that you are thinking about them and care for them. This builds trust more steadily than fewer big things.

- Be proactive with your relationships – get in touch
- Remember their birthday or significant events
- Give sincere compliments & praise
- Ask them if they need anything
- Give compliments and praise to their superiors and peers
- Greet people, check in
- Say thank you
- Make someone a drink
- Give sincere compliments & praise

**Keep commitments** – When you say you will do something it is important that you do. This lets the other person know that your word can be relied upon. Breaking promises is one of the quickest ways to break trust so if you realise you cannot keep up a commitment it is important to clearly and kindly explain why and, if possible, reschedule or adjust the promise so that you can still keep part of it.

- Be on time
- Complete tasks when and how you said you would
- Respond to communications in reasonable time
- Take promises seriously
- Ask for feedback and act on it

**Clarify expectations** – People trust each other when they know where they stand. This may be agreeing your role in a job, deciding who will do the cooking, when you will call someone. If expectations are not clear then people may start to guess (I thought it was your turn to wash up) and this can result in people miscommunicating, arguing or feeling disrespected.

- Ask who, when, where and how to create clarity
- Put serious or complex agreements in writing
- Generate plans together so everyone agrees and understands their roles

**Show personal integrity** – Over and above keeping your promises, you build trust by being a generally trustworthy person. For example, someone who has kept all of their promises to you but who you know gossips about others and tells people’s secrets may seem untrustworthy – you may question whether one day they will betray you. Making sure that you are always honest and behave consistently no matter who you are with builds trust.

- Do the right thing whether people are looking or not
- Avoid gossip
- Challenge lying, cheating and gossiping in others
- Tell the truth even when it leads to a challenging conversation

**Apologize sincerely** – There will be times when you do make withdrawals. Being able to say sorry and mean it is important for reducing the size of the withdrawal and building the trust. Some people mix up explaining what happened with justifying it, which actually lowers the trust.

- Admit when you have made a withdrawal
- Give a genuine apology and use phrases like ‘I was wrong’ or ‘I did X to you’
- Avoid ‘justifying’ what happened
- Find a way to put it right

**An emotional bank account audit**

Use this tool to measure your emotional bank account with someone in your life.

<b>Withdrawals – what have you done recently to reduce trust with this person?</b>	<b>Deposits – what have you done recently to increase trust with this person?</b>
<b>What could you do (if anything) to build more trust with this person?</b>	

# Courage and Vulnerability

Finish the sentence with a few different examples: Vulnerability is...

Vulnerability researcher Brené Brown<sup>25</sup> often invites her audiences to list examples of vulnerability. She notes that common answers include asking for help, saying no, saying I love you, admitting you are afraid, standing up for yourself, reaching out to an estranged family member, tackling an illness.

She also says there is a problematic myth about vulnerability – that vulnerability is a sign of weakness. When you look at your examples of vulnerability, they are usually things that are brave, truthful and require someone to take a risk. They are actually examples of courage.

**Vulnerability** – opening ourselves up to uncertainty, risk and emotional exposure.

**Courage** – the willingness to act in spite of fear or uncertainty

Therefore, vulnerability is our most accurate way to measure courage. We can see how courageous someone is based on how vulnerable they are willing to be.

In her books and her Netflix special<sup>26</sup> Brené notes that her life changed when she read this quote:

“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.” — Theodore Roosevelt

This helped her realise that the courageous thing to do is ‘dare greatly’ and live ‘in the arena’ of life rather than just watching on the sidelines (hiding your vulnerabilities.)

<sup>25</sup> Brown, B. (2015). Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead. Penguin Life

<sup>26</sup> Brown, B (2019), The Call To Courage, Netflix Special. <https://www.netflix.com/gb/title/81010166>

People struggle with vulnerability because they do not want to be wrong or make a mistake and risk feelings of shame and humiliation. Brené notes that there is an important distinction between three different feelings:

- **Embarrassment** – feeling silly or uncomfortable about something you did. This is usually temporary.
- **Guilt** – feelings of regret because you did something bad or wrong. This usually motivates us to put it right or apologise.
- **Shame** – feeling or believing that you are a bad person. This damages self-esteem.

It is the fear of shame that may prevent us from being vulnerable but we usually overestimate the likelihood of shame. In reality, if our behaviour or risk didn't go as planned, we would actually only feel temporary embarrassment.

**People who are trying to avoid being vulnerable may use the following coping mechanisms:**

**Wearing a mask or persona** – pretending to be a different version of yourself in order to fit in, feel belonging and be accepted. This may make situations easier to handle but becomes conflicting because you are not expressing your true self.

**Perfectionism** – working hard to only produce perfect work or act in perfect ways in order to avoid failures and gain approval. This often leads to stressful ways of working and eventual burnout.

**Foreboding joy** – being happy is vulnerable because something could take away that joy. To avoid this people may expect bad things to happen or look for the bad themselves in order to avoid the surprise of disappointment. But this means missing out on genuinely happy moments.

**Numbing** – distracting yourself from any discomfort or pain. Numbing may be done through food, media, experiences or drug use. The numbing activities do not provide genuine pleasure or fulfilment and so take people away from nourishing experiences.

**Cynicism** – having an attitude that things are pointless, stupid or childish. By putting down people's ideas and not trying anything it reduces the opportunity for things to go wrong.

**Do you use any of these strategies to avoid being vulnerable? If so, what effect does it have on your life?**

In order to have a more courageous mindset, Brené shares the following quotes:

- What's worth doing even if I fail?
- Today I'll choose courage over comfort.
- Vulnerability is not about winning, it's not about losing. It's having the courage to show up when you can't control the outcome.

She also recommends the following strategies for practicing vulnerability:

- Practicing gratitude and taking the time to experience that joy
- Naming, feeling and sharing our emotions (not just the easy emotions)
- Appreciating that life is messy and complicated but that's what makes it beautiful
- Admitting mistakes to others
- Being true to our likes, interests and qualities
- Finding people with whom you resonate

### **Getting vulnerable feedback**

A way to open yourself up to vulnerability is to ask others for meaningful and honest feedback. Invite a range of friends, family and colleagues to answer these three questions about you:

1. **Who am I do you?**
2. **What do you appreciate about me?**
3. **What disappoints you about the way that I show up?**

Learning what they appreciate will help you to celebrate the positives. Asking what disappoints them will be vulnerable but can also provide rich learning for your growth and development.

### **Sharing vulnerable stories**

This exercise works well if you are with a group of supportive people whom you trust. Take it in turns for each person to share a story of an 'epic failure'. You do not need to be more specific than this – people usually can think of an example. Each person gets time to share their story. Allow them to take a deep breath and share for 1-5 minutes each (depending on your group time allowance).

After each person speaks, group members give them a standing ovation for sharing. There is no need to 'debrief' the story or give feedback. The sharing is enough. If you want the whole group can reflect on the process rather than individual stories.

#### **How did it feel to share your epic failure with the group?**

## **Exploring emotional vulnerability**

We can have a tendency to hide our emotions – sometimes even the positive ones. When people ask us ‘How are you?’ we may say ‘fine, OK, not bad’ to avoid an emotional conversation. Learning to feel our feelings and to express them to others is a way to build our vulnerability and to create deeper bonds with others.

Answer these reflective questions about your own emotional vulnerability.

**What emotions do you show to the outside world?**

**What emotions do you show to only close family and friends?**

**What emotions do you keep completely to yourself?**

**What small steps could you take to be more vulnerable or accepting of your emotions?**

## Stewardship of the Earth

The Indigenous communities of Native America have a long spiritual tradition of Stewardship – looking after the Earth and all of its creatures. In her book, *Braiding Sweetgrass*<sup>27</sup>, Botanist Robin Wall Kimmerer brings together Indigenous ways of thinking about nature as well as scientific principles. She notes how many Indigenous spiritual practices are reinforced with stories. This is an adaptation of their creation story:

### **Skywoman Falling**<sup>28</sup> Artwork; Bruce King, *Moment in Flight*

In the beginning there was the Skyworld.

She fell like a maple seed, pirouetting on an autumn breeze. A column of light streamed from a hole in the Skyworld, marking her path where only darkness had been before. It took her a long time to fall. In fear, or maybe hope, she clutched a bundle tightly in her hand.



Hurling downward, she saw only dark water below. But in that emptiness, there were many eyes gazing up at the sudden shaft of light. They saw there a small object, a mere dust mote in the beam. As it grew closer, they could see that it was a woman, arms outstretched, long black hair billowing behind as she spiralled toward them.

The geese nodded at one another and rose together from the water in a wave of goose music. She felt the beat of their wings as they flew beneath to break her fall. Far from the only home she'd ever known, she caught her breath at the warm embrace of soft feathers as they gently carried her downward. And so it began.

The geese could not hold the woman above the water for much longer, so they called a council to decide what to do. Resting on their wings, she saw them all gather: loons, otters, swans, beavers, fish of all kinds. A great turtle floated in their midst and offered his back for her to rest upon. Gratefully, she stepped from the goose wings onto the dome of his shell. The others understood that she

<sup>27</sup> Wall Kimmerer, R. (2013). *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*, Minneapolis: Milkweed Editions

<sup>28</sup> Shenandoah, J. & George, D., M. (1998). *Skywoman: Legends of the Iroquois*. Clear Light Publishers

needed land for her home and discussed how they might serve her need. The deep divers among them had heard of mud at the bottom of the water and agreed to go find some.

Loon dove first, but the distance was too far and after a long while he surfaced with nothing to show for his efforts. One by one, the other animals offered to help—Otter, Beaver, Sturgeon—but the depth, the darkness, and the pressures were too great for even the strongest of swimmers. They returned gasping for air with their heads ringing. Some did not return at all. Soon only little Muskrat was left, the weakest diver of all. He volunteered to go while the others looked on doubtfully. His small legs flailed as he worked his way downward and he was gone a very long time.

They waited and waited for him to return, fearing the worst for their relative, and, before long, a stream of bubbles rose with the small, limp body of the muskrat. He had given his life to aid this helpless human. But then the others noticed that his paw was tightly clenched and, when they opened it, there was a small handful of mud. Turtle said, “Here, put it on my back and I will hold it.”

Skywoman bent and spread the mud with her hands across the shell of the turtle. Moved by the extraordinary gifts of the animals, she sang in thanksgiving and then began to dance, her feet caressing the earth. The land grew and grew as she danced her thanks, from the dab of mud on Turtle’s back until the whole earth was made. Not by Skywoman alone, but from the alchemy of all the animals’ gifts coupled with her deep gratitude. Together they formed what we know today as Turtle Island, our home.

Like any good guest, Skywoman had not come empty-handed. The bundle was still clutched in her hand. When she toppled from the hole in the Skyworld she had reached out to grab onto the Tree of Life that grew there. In her grasp were branches - fruits and seeds of all kinds of plants. These she scattered onto the new ground and carefully tended each one until the world turned from brown to green. Sunlight streamed through the hole from the Skyworld, allowing the seeds to flourish. Wild grasses, flowers, trees, and medicines spread everywhere. And now that the animals, too, had plenty to eat, many came to live with her on Turtle Island.

**What lessons can you take from this story? What habits or behaviours might this story be trying to reinforce?**

Kimmerer also shares the concept of the Honourable Harvest. When Indigenous peoples pick food or catch animals they follow a set of guiding principles. These are not officially written down but are taught through habits and stories:

- Address the animal or plant by name in order to recognise its personhood
- Never take the first. Never take the last. (you may damage the population).
- Ask permission to harvest and ask if they would be willing to share
- Wait for the answer – listening and feeling for signs of agreement or disagreement. This may include spiritual listening (does this feel right) as well as more logical listening (is the plant healthy, is the population strong enough).
- Only take what is freely given and only take what you need.
- Use it respectfully. Never waste what is given.
- Make a gift of thanks in return (they often leave tobacco on the ground)

This approach slows down our relationship with food, clothes and natural resources and invites us to be more mindful. This is much harder to do when we buy processed products that are on a shelf disconnected from nature. We may want to think more carefully about the source of our products.

Only taking enough is a core part of the honourable harvest. We can be tempted to take more than we need 'just in case' or to boost our own status or wealth. But this can create an imbalance in nature, meaning that there is not enough in future. She illustrates with a story:

"I once met an engineering student visiting from Europe who told me excitedly about going ricing in Minnesota with his friend's Ojibwe family. He was eager to experience a bit of Native American culture. They were on the lake by dawn and all day long they poled through the rice beds, knocking the ripe seed into the canoe. "It didn't take long to collect quite a bit," he reported, "but it's not very efficient. At least half of the rice just falls in the water and they didn't seem to care. It's wasted." As a gesture of thanks to his hosts, a traditional ricing family, he offered to design a grain capture system that could be attached to the gunwales of their canoes. He sketched it out for them, showing how his technique could get 85 percent more rice. His hosts listened respectfully, then said, "Yes, we could get more that way. But it's got to seed itself for next year. And what we leave behind is not wasted. You know, we're not the only ones who like rice. Do you think the ducks would stop here if we took it all?" Our teachings tell us to never take more than half."

#### How can you consume in a more honourable way?

# Creative Thinking

As children we are naturally creative – we tend to have boundless imagination and be able to think up lots of stories, ideas and possibilities. Something about the transition to adulthood seems to stifle this creativity if we do not practice it.

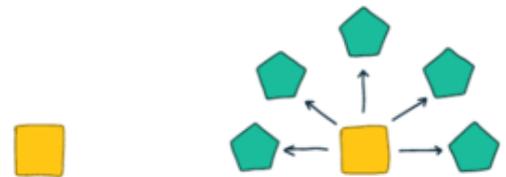
In more corporate settings, people talk about two styles of thinking:

**Divergent Thinking:** a creative way of thinking where you develop multiple ideas and solutions to a problem. This is useful during the brainstorming phase where all possible solutions are put 'on the table' and should be as creative as possible.

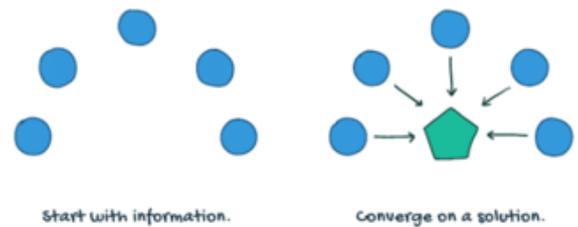
**Convergent Thinking:** an organized and focused way of thinking where all information at hand is used to form one well thought solution to a problem. This is best used once all ideas and information are gathered to help filter out the best choice.

Adults tend to find convergent thinking easier and so they can struggle to come up with many possible ideas or solutions. However, we can practice our creativity or divergent thinking muscles.

## Divergent Thinking



## Convergent Thinking

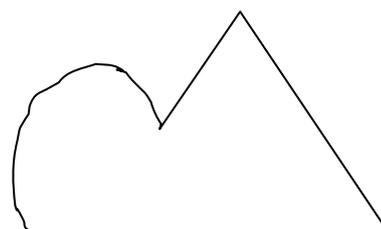
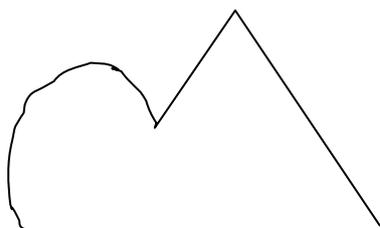


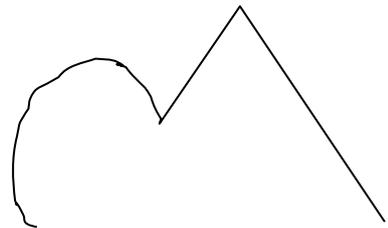
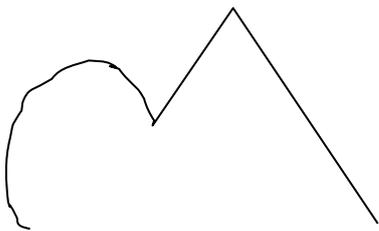
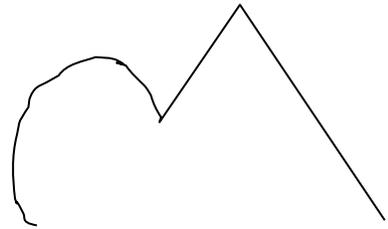
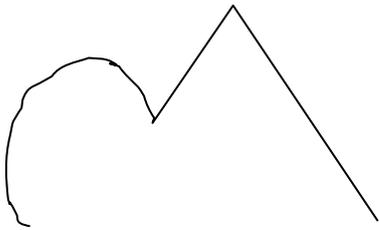
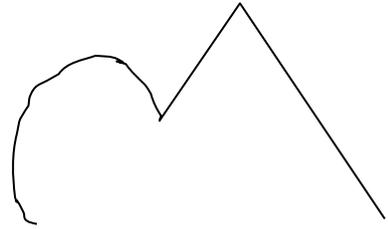
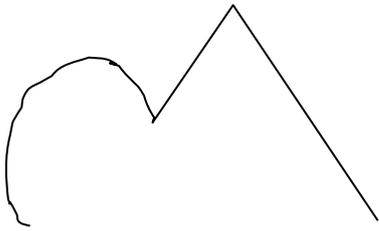
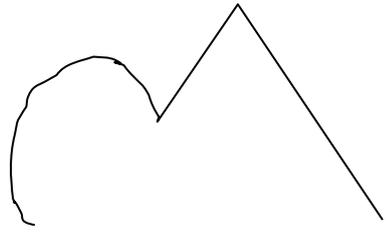
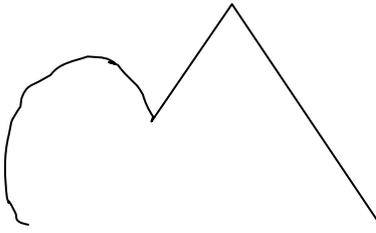
### How many uses?

Pick an everyday object like a matchbox, a glass or a rubber band. Ask yourself how many different (and hopefully unusual) uses you can find for it. Challenge yourself to name as many as possible.

### The doodle game

Here is an unusual shape. Doodle over and around it to turn it into something. 10 copies of the same shape have been provided so that you can try to turn the same shape into many different things.





## A Case Study of Dialogue

**Jo Berry** is the founder of a charity 'Building Bridges for Peace'<sup>29</sup>. In 1984 her father was killed when the Grand Hotel in Brighton was bombed by political activists from the Irish Republican Army.

**Patrick (Pat) Magee** was the man who planted the bomb as part of the IRA's operations to end the British rule over Northern Ireland. He was imprisoned and then later released as part of the 1999 Good Friday Agreement – a peace deal between Ireland and England.

Jo and Pat first met in the year 2000 to discuss their experiences. They have since met in public forums hundreds of times and have recorded interviews outlining their dialogue process, friendship and their views on conflict resolution and peace building. Watch the video of their interview<sup>30</sup>.

**You can use this space to record any reflections from the clip**

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<sup>29</sup> <https://buildingbridgesforpeace.org/> Building Bridges for Peace website, accessed 27/03/25

<sup>30</sup> <https://www.youtube.com/watch?v=wuMz1N-2yvk&t=1591s> Jo Berry and Pat Magee 'Building Bridges' Interview by Iain McNay. Youtube, accessed 27/03/25

Both Jo and Pat are cautious about using the word forgiveness. They talk instead about empathising fully with the other person’s experiences and situation.

“If I had been in that situation, would I have done the same thing?” This curiosity and empathy leads them to believe it is not their place to cast judgement by ‘forgiving’

**What does forgiveness mean to you?**

**What can we learn about conflict resolution and dialogue from Jo and Pat’s experiences?**

## Connectedness – Rising to Love

Leadership coach and academic Jennifer Garvey Berger says that it is time to reclaim the word ‘love’ in organisations:

“We could call it connection. We could call it compassion. We could call it psychological safety. I think we should call it love because I think this idea that love has been banished from organizations because it's difficult, because it's big, because it's a lot, because it's so fundamentally human. I think that's a real problem. I think our banishing of love from organizations creates anaemic and cold-hearted places. And we are seeing in the world what happens when we banish love from spaces. Bad things grow.”<sup>31</sup>

Love is a complex and philosophical thing to define, but it encompasses things like:

- Welcoming you and wanting to know you
- Caring for your wellbeing and having a genuine positive regard for you
- Acceptance of your whole self – even the parts of you that are messy and unpolished
- Love is a verb – something you do by showing others you care, giving them your attention

Garvey Berger<sup>32</sup> says that often the concept of falling in love (romantic love) is seen as something accidental or that happens by chance. She says that ‘falling’ implies gravity – a pull on us that we are not in control of. In her work she challenges people to ‘rise to love’. Rather than waiting for accidental love to happen, to engage in ways of thinking and conscious behaviours that build more loving, connected and collaborative relationships with others.

She says that we can categorise the way we see our relationships:

1. **Transactional** – what can I get from you, what can I give in return? The relationship is based on give and take of time, expertise or resources.
2. **Role based** – you are [CEO, teacher, entrepreneur] and I want to know more about that lived experience or expertise. But I have little interest in the other parts of your life.
3. **Multi layered** – I recognise you do / are many things and I’m curious about you as a whole person.
4. **Co creating** – something in you changes something in me. We can be more and create more if we work together. We can make room for each other within us.

The further down this list we move, the more we rise to love. Shifting our thinking to stages 3 and then 4 will help us to build deeper connections, stronger communities and have more flourishing workplaces.

<sup>31</sup> Coaches Rising Podcast (2025). *Love as a Business Imperative*. <https://www.coachesrising.com/podcast/love-as-a-business-imperative-with-jennifer-garvey-berger-and-amy-elizabeth-fox/> Accessed 28/3/25

<sup>32</sup> Garvey Berger, J. (2024). *Changing on the Job, Second Edition: How Leaders Become Courageous, Wise, and Steady in an Anxious World*. Redwood City: Stanford University Press.

We can deepen our sense of love and appreciation for someone through deep listening exercises.

1. Get into a group. You will take it in turns.
2. One person shares an experience of joy in their lives.
3. The listeners are noticing what values, qualities and capacities the speaker shares in their story.
4. When the speaker has finished sharing, tell them what values and qualities you heard in their story.
5. Allow the speaker a few moments to reflect on the feedback.
6. Swap roles.

**When you were the speaker – what values and qualities did others hear in your story?**

**When you were the speaker – how did this exercise feel for you?**

**When you were the listener – how did you feel about the person you were deeply listening to?**

This exercise is usually done with an experience of joy. However, you could also be more vulnerable and repeat it with an experience that was difficult or challenging for you.

## Imagination Activism

The term **imagination activism**<sup>33</sup> was developed by Phoebe Tickell to describe “a new kind of activism powered by imagination and the vision and tools to make the world better for everyone.”

An **imagination activist** is “someone who expands and works out their imagination muscle, to expand their ways of thinking, and their sense of what is possible and achievable. They create pockets of the future by bringing new possibilities into the present, while also expanding the Overton Window of what seems possible too. One could refer to them as artists of the impossible.”

She illustrates why imagination activism is needed by describing a contrasting approach – **fish tank thinking**. A fish may live happily in a tank for many years but then become dissatisfied. When the fish decides to do something, it may name the problems it faces – too little space, not enough food, not much entertainment. This leads to linear problem solving where the fish may advocate for a bigger tank, a castle to swim through and have on demand fish flakes. If it wins these solutions, the fish may be happier, but it will still live in the constraints of the tank.

The radical or imaginative solution for the fish is actually to move from living in a tank to living in the ocean – where there are no boundaries and the possibilities are endless.

If we have been constrained for a long time we can get trapped in ‘fish tank thinking’. Moving out of this requires mindset shifts:

Fish tank thinking	Imaginative thinking
Short term	Long term
Human centric	Humans as part of the wider web of life
Nature as a resource to be used	Nature as a stakeholder in decisions
Historical irresponsibility (forgetting or denying the past)	Historical responsibility (righting wrongs and designing solutions with future generations in mind.
Competition	Altruism and reciprocity
Hierarchical leadership	Sharing power to co-create
“We can’t do X”	“We must try to make X happen.”

**Do any elements of ‘fish tank thinking’ show up for you? How might you change them?**

<sup>33</sup> Tickell, P. (2022). Moral Imaginations website. <https://www.moralimagnations.com/> Accessed 28/03/25

Phoebe says ‘we don’t have a resource problem, we have an imagination problem.’ She notes that as a society we get so bogged down on building technologies that try to make a broken or constraining system a little bit better instead of spending our time imagining an entirely new system. Many people get nervous about starting from scratch and imagining something new and radical – but we can remind ourselves that so many things were believed to be impossible until they were done.

In her keynote speech at the Inner Development Goals Summit<sup>34</sup> Phoebe discussed the 1969 moon landing. When President Kennedy said in 1962 that they would put a person on the moon, people said that it would be impossible. Yet, 9 years later they achieved it.

She theorises that it was because human beings had been to the moon thousands of times in our imagination. Humans have had many cultural stories about travel to the moon, art and music depicting interactions with the moon. If we can imagine more radically then we will find the ways to do impossible things.

**“Longing on a large scale is what makes history”** – Don DeLillo, Underworld

She also highlights that the achievement of the moon landing was driven by competitive, colonial and western imagination. What more could we achieve together if we engaged in moral imagination?

**Moral imagination** – imagination on behalf of the welfare of the whole

**Imagination** – using the mind to create visual images

**Creativity** – using imagination to make things in reality

**Innovation** – changing things within the current paradigm

**Your imagination diet**

Our imagination is a muscle that can be developed with time and practice. However, many of us do not allow time for daydreaming and imagination. We become passive and instead consume media created by other people. This is our imagination diet. This may include positive imaginations (nice things you want to imagine or achieve) or negative imaginations (doom, fear, horror).

What negative content are you regularly consuming? How could you reduce this?	What positive content are you regularly consuming? How could you increase this?

<sup>34</sup> Inner Development Goals, (2023). Imagination Activism to Create Systemic Shifts, Phoebe Tickell. <https://www.youtube.com/watch?v=Ggc5cBOP9oE> Accessed 28/03/25

## **Using different types of imagination**

Exercise your imagination with these three prompts. You may like to close your eyes for each one.

1. Imagine stepping through the front door of your house. What do you see, hear, feel?
2. Imagine stepping onto a new planet and meeting an alien. What is the experience like?
3. Put your hand on your heart and imagine the kind of world you want to leave for your descendants.

These exercises use different kinds of imagination:

1. Imagining things as they are
2. Generative imagination, creating new images
3. Moral imagination. Using a mixture of generative imagination and imagining things as they are on behalf of the welfare of the whole.

**What did you notice as you imagined the three different scenarios?**

## **Enhancing your moral imagination**

1. Stand in a circle and close your eyes. Think about the kind of world that you want to live in.
2. Place one hand on the back of the person in front of you.
3. Feel the hand on your back – imagine they are previous generation willing you to be morally courageous to right their wrongs. What kind of world would you build for them?
4. Focus on the person’s back you are touching – imagine these are the future generations who you will never meet relying on you to do the right thing. What kind of world will you build for them?
5. Place your other hand on the person’s shoulder.
6. Feel the hand on your shoulder – imagine an element of nature (tree, animal, insect) who is on the planet with you. What kind of world would you build for them?

**What did you notice as you imagined the kind of world you want to build?**

# Goal setting and Visioning

Setting goals and having a vision can be beneficial for us. It makes sure that we behave in line with our values, motivates us and gives us something to strive towards which can also support perseverance.

People may like to set goals in different styles:

## One step at a time

This is useful if you have no ideas about the future and need help planning forwards.

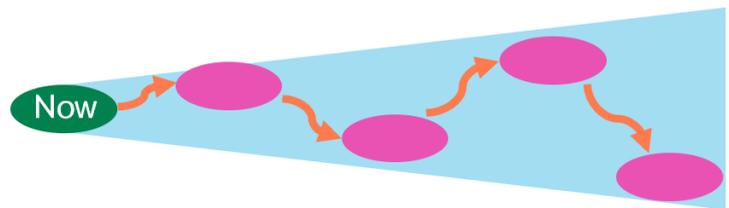
1. Define where you are now.
2. Look at all of your options and then ask 'what is the next step I want to take?'
3. Ask yourself 'What will that lead to?' and 'What is the next step after that?' to try and help you map a possible route forwards.



## A rough direction

This works well if your ideas are more flexible. E.g., I want to do something creative / helping people but I don't mind what.

1. Set yourself a direction. What kind of life or career would you like?
2. What wouldn't you like? Know your boundaries.
3. Look for opportunities that fit in with your direction.
4. Keep reviewing as time passes to check that you are still following your direction.



## Work back from an end goal

This works really well if you already know your purpose.

1. Clearly define the end goal.
2. Pretend you have already reached the goal. Ask yourself 'What did I do to get here?' Think about skills, qualifications and experience
3. If you don't know, do some research.



**Which style of goal setting do you think most works for you?**

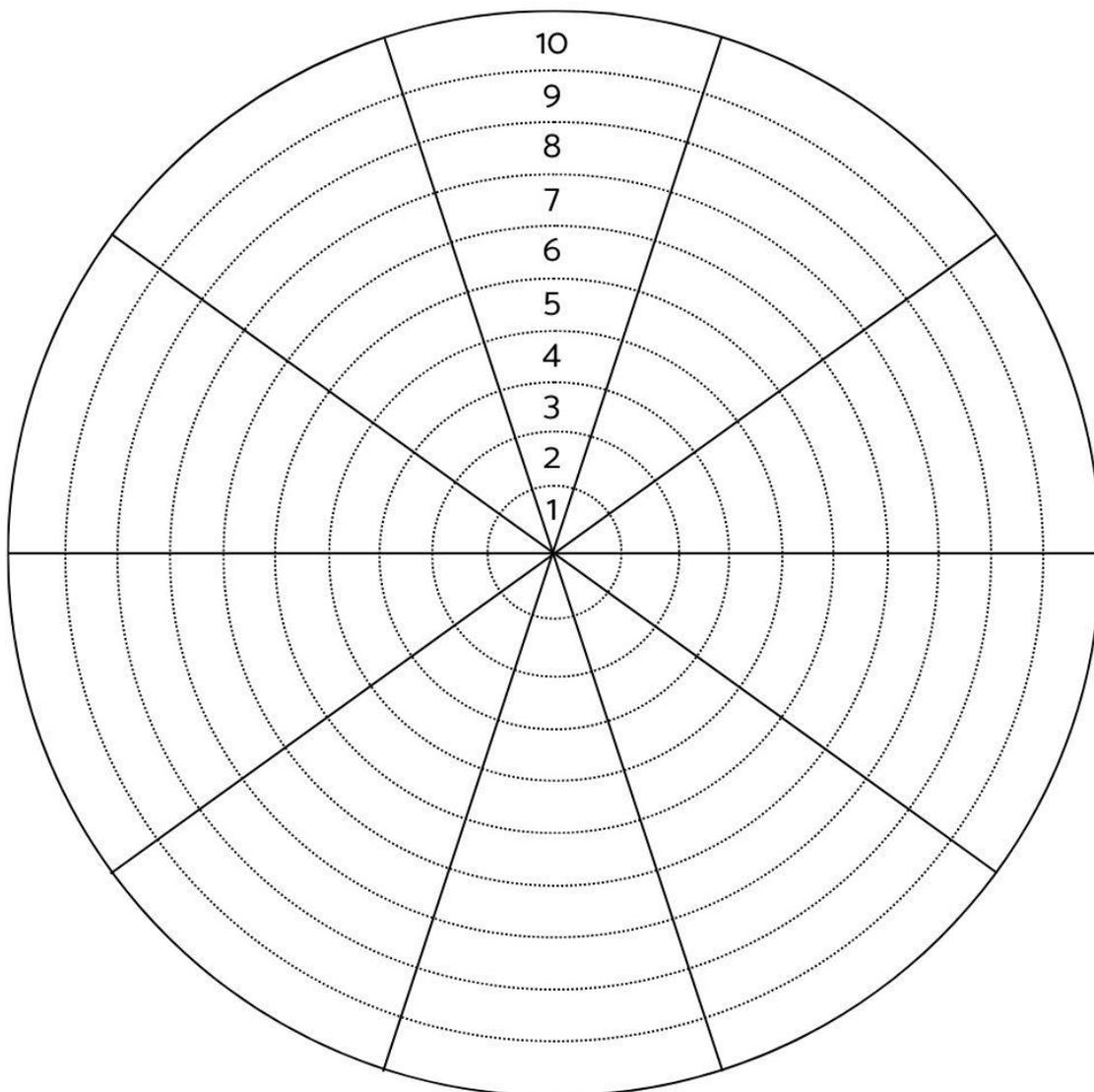
## Using the wheel of life to set goals

Most traditional forms of goal setting are based around our education or career paths. The first step to effective goal setting is to ensure that you have a broad range of goals from different aspects of your professional and personal life.

### **Prompts for categories of goal**

- Career
- Education
- Skills / knowledge
- Personal development
- Spiritual
- Financial
- Health (mental / physical)
- Physical environment
- Hobbies
- Community life
- Experiences
- Friends
- Family
- Partner
- Possessions

1. Write up to 10 life areas around the edge of this wheel.
2. For each area, give yourself a score from 0-10 to see how satisfied you are in each area.



3. Look at the areas that scored well. What is helping you to feel satisfied in those areas?
4. Look at areas that did not score as highly as you would like. What barriers are getting in the way?
5. Which areas of the wheel of life are the most important to you?
6. Use your wheel of life to set goals for yourself. What would help you to improve a particular area? (more tips on how below).

What did you notice about yourself as you completed the wheel of life?

### SMART goals

This model (which varies from version to version) is often used for more project / work related goals but can also apply to personal goal setting too. Goals should be:

**Specific** – focusing on a particular area rather than trying to do everything at once.

**Measurable** – you can quantify what success looks like (end result or process).

**Achievable** – it is realistic; you have the skills, resources and time to do it.

**Relevant** – it is important / meaningful to you.

**Time bound** – it had a deadline or milestones to help you track progress.

These questions can help you to make your goal SMARTer:

<b>S</b>	What is this goal? How will I achieve it? What are the different parts of this goal?
<b>M</b>	How will I know when I have achieved this goal? What does “better/worse, less/more, good/bad” mean to me? What is the minimum amount I could achieve on this goal to make a difference? What is the ideal amount? The maximum?
<b>A</b>	What will I need to achieve this goal? – time? Resources? People? Skills? Do I already have those things or will I need to find them? How will this goal fit in with my existing commitments? Time? Finance?
<b>R</b>	What does this goal mean to me? How will this goal improve my current situation?
<b>T</b>	When would I like to complete this goal by? When will I spend time on this goal? What are the steps to achieving this goal and when will they be completed?

This is an example of a goal that is not SMART: *“I want to get fitter.”*

Going through the questions may lead to a goal that looks more like this: *“I want to attend one hour spin classes twice a week at my local gym to improve my fitness.”*

You may not need to use all aspects of SMART in your goal, but by being aware of them you will make sure your goal is well planned.

**What is your goal? Use the SMART questions to try to define it more fully.**

## **Imagining your future self**

1. Close your eyes and take some deep breaths.
2. Imagine yourself much further into the future at your 80<sup>th</sup> birthday party.
3. Take a moment to notice what you can see, hear, smell and feel.
4. Who is at your birthday party? What friends, family, types of people you will have met along your long and happy life.
5. Now imagine that some of these guests make a toast to you. They tell you all about the qualities they admire in you. They name your achievements. They celebrate the positive impact you have had on them and the world. What are they saying?
6. Take a few moments to enjoy the warm words that your guests share about you.

**What positive qualities did you embody in your long and happy life?**

**What did you achieve in your long and happy life?**

**What positive impacts did you make in your long and happy life?**

**What goals, habits or behaviours will you set in order to reach this future version of yourself?**

## Home Group 2

Today we looked at three frameworks for self-development: Emotional Intelligence, the 12 Habits of a Reconciler and the Inner Development Goals.

- Did any activities or teachings stand out to you today?
- What capacities are you currently strong in or expressing well in your life?
- Are there any capacities that you would like to develop? How?

You may like to record any reflections from your discussion (being mindful of confidentiality).

## Negotiation Outcomes

When a conflict or disagreement happens, there are different ways that we can respond to the situation. You can complete this questionnaire to help you assess your **general** conflict style. Your style may change in a specific context.

Look at the 15 statements. Circle one response that best describes how you are in general. There are no right or wrong answers.

Statement	Rarely	Sometimes	Often	Always
4. I discuss issues with others to try to find solutions that meet everyone's needs.	1	2	3	4
5. I try to negotiate and use a give-and-take approach to problem situations.	1	2	3	4
6. I try to meet the expectations of others.	1	2	3	4
7. I argue my case and insist on the advantages of my point of view.	1	2	3	4
8. When there is a disagreement, I gather as much information as I can and keep the lines of communication open.	1	2	3	4
9. When I find myself in an argument, I usually say very little and try to leave as soon as possible.	1	2	3	4
10. I try to see conflicts from both sides. What do I need? What does the other person need? What are the issues involved?	1	2	3	4
11. I prefer to compromise when solving problems and just move on.	1	2	3	4
12. I find conflicts exhilarating; I enjoy the battle of wits that usually follows.	1	2	3	4
13. Being in a disagreement with other people makes me feel uncomfortable and anxious.	1	2	3	4
14. I try to meet the wishes of my friends and family.	1	2	3	4
15. I can figure out what needs to be done and I am usually right.	1	2	3	4
16. To break deadlocks, I would meet people halfway.	1	2	3	4
17. I may not get what I want but it's a small price to pay for keeping the peace.	1	2	3	4
18. I avoid hard feelings by keeping my disagreements with others to myself.	1	2	3	4

You can find your preferred style on page 75

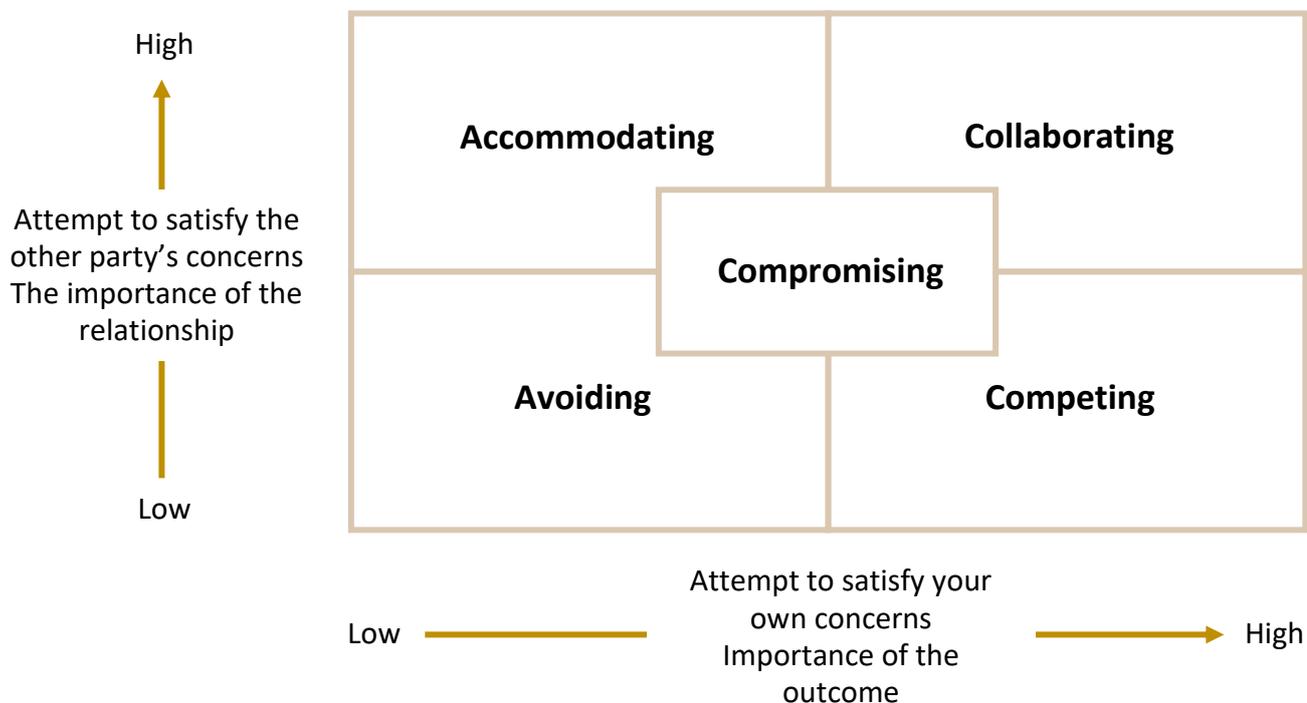
Being able to negotiate and handle conflict is an important skill in leadership. Negotiation is having a discussion with another party or parties in order to reach some sort of agreement. Kilman and Thomas<sup>35</sup> developed a matrix to show 5 possible outcomes of a negotiation. Their model organised the outcomes based on two key variables:

- 1) **The attempt to satisfy your own concerns** – how assertive or unassertive (passive) you are.
- 2) **The attempt to satisfy the other party's concerns** – how cooperative or uncooperative you are.

The model was later adapted by Lewicki and Hiam<sup>36</sup> where they slightly redefined the two variables but kept all of the 5 outcomes the same:

- 1) **The importance of the outcome** – how much you wish to have your needs met.
- 2) **The importance of the relationship** – how much you wish to maintain trust, good faith and an ongoing relationship with the other side.

Both models explain that any of the negotiation outcomes can be valid – the main thing is to consider the context of the situation carefully and choose a negotiation outcome that best fits. One of the roles of leaders is to make these mindful decisions about which of the 5 styles to use:



<sup>35</sup> Kilmann, R. H., & Thomas, K. W. (1973). *A forced-choice measure of conflict-handling behavior: the MODE Instrument. Working Paper No. 54*, Graduate School of Business, Univer. of Pittsburgh

<sup>36</sup> Lewicki, R. J., & Hiam, A. (2011). *Mastering business negotiation: a working guide to making deals and resolving conflict*. John Wiley & Sons.

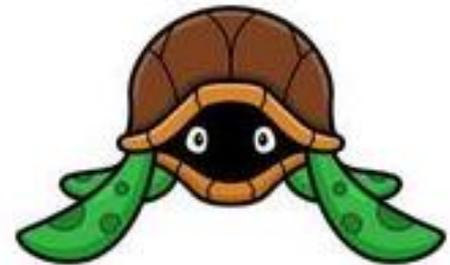
To find which of the 5 conflict / negotiation styles you prefer, add up your total scores for these questions. Your preferred conflict style is the one with the highest total score.

Question numbers:	Total Score	Conflict Style
1, 5 and 7		Collaborating
4, 9 and 12		Competing
6, 10 and 15		Avoiding
3, 11 and 14		Accommodating
2, 8 and 13		Compromising

In more recent versions of the model, each style is also characterised by an animal to help illustrate the approach to conflict. Below are explanations of the animal, the style and when the approach is useful. No one style is better or worse than another – instead, they are useful for different situations.

### Avoiding, The Turtle

Not engaging with the issue, withdrawing or walking away. This is a lose-lose approach to conflict because neither party gets what they want or addresses the situation. This may be because neither the relationship nor the outcome are important to you. Some people may resort to avoiding, even when the outcome is important, because they have an aversion to conflict or lack confidence in resolution skills.

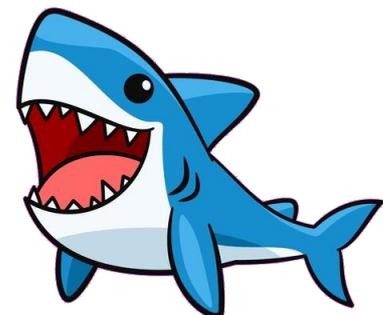


This is useful if:

- The effort of discussing the conflict is higher than the benefits you would gain
- Now is not the right time to enter into a discussion – maybe more information is needed or people are not in the right emotional state
- You have good reason to believe that the other side is not willing to negotiate
- Addressing the conflict would significantly damage a working relationship
- When it would be more effective to let someone else address the conflict

### Competing, The Shark

You fight for your position or goals without engaging with other's points of view. This is a win-lose approach where 'In order for me to win, I ignore or deny your needs'. Competition is seen frequently in sports where one team has to perform well and prevent the other team from scoring in order to win the prize. In business situations this may include competing over contracts and leveraging your power or quality in order to be seen as the best supplier – at the expense of other suppliers.



Competition is often seen in environments where resources or outcomes are scarce and there can only be one 'winner'. The competitive style is highly assertive, forceful or over-powering. Done badly, a person may even resort to cheating, intimidation, threats or violence. It is important to consider personal and organisational values when deciding 'how' to compete fairly.

If the competing style is used too much it can lead to resentment. If both competing parties are equally matched it can lead to a stalemate – where neither party wins and so no one gets their needs met.

This is useful if:

- Your goal is much more important than the relationship with the other person
- When there is an emergency and a decision needs to be taken quickly
- When the stakes are high and the consequences are significant
- You are being threatened or treated unjustly
- An unpopular decision needs to be implemented

### Accommodating, The Teddy Bear

This approach is 'I-lose **now** and you win'. This can be useful in situations where you are not invested in the outcome but you are interested in the relationship so you forego your needs to build trust and favour with the other. E.g. (We can watch your choice of movie). In a work setting this can mean giving clients more than a service usually allows for as an introduction / taster or focusing on certain people's ideas. The loss of short-term gains can build a reputation of friendliness or quality which leads to a pay off in the long term.



Some people may be overly accommodating in conflict situations. This may be because they are not confident in solving conflicts or because they want to be liked or please people. A pattern of accommodating can lead to a toxic expectation that they will always forgo their needs. It is important that an accommodating approach is used mindfully and paired with assertiveness when needed.

This is useful if:

- The goal is unimportant but the relationship is
- You know that you may need to negotiate with the same person on a more important issue in the future
- The other person is in need of support
- If you had little chance of achieving your goal anyway
- You want to promote a reputation of being thoughtful, supportive or peace-keeping

## Compromising, The Fox

This is an approach where you meet in the middle. Compromising assumes that both parties will give something up as a gesture towards the other. This means that both parties only get part of what they wanted but that they show trust and goodwill towards the other which can maintain relationships for future collaboration. A challenge during compromising is ensuring that both parties feel they are making relatively even concessions towards the other.

Compromise should not be your first reaction as a compromising approach often limits people's ability to find the collaborative solution. Instead, compromising should be used when collaboration has been fully explored and there is no way to meet both parties needs.



This is useful if:

- Both the goal and the relationship are important and you want to show good will
- There is not enough time to fully collaborate
- There are limitations to one or both parties fully getting what they wanted
- There is a history of mistrust and so relationships need to be gradually rebuilt

## Collaborating, The Owl

This approach focuses on a 'win-win' mindset. Both parties enter into the negotiation with the intention of working together to understand each other's underlying needs and develop creative solutions where all needs can be met. It is very much a problem-solving approach rather than a debate.

Collaborating with others is good for your reputation and often leads to more sustainable long-term solutions. However, it can be time consuming to have a collaborative discussion and fully understand the issue. It also requires all parties to have the skills needed to collaborate. Some people may have concerns about the other secretly trying to compete or take advantage – low trust can be a barrier to collaboration.



This is useful if:

- It is important to fully meet all goals
- You care about fully solving the root of the issue – a long-term solution
- All parties show commitment and trust to the process

Some of the skills needed for collaboration:

- Actively listening to the other parties needs
- Knowing and expressing your own needs
- Creative problem solving
- Sometimes the setting of boundaries and safe containers
- Building trust and rapport so that people open up

## Your conflict style

Unless you have practiced all five of the negotiation outcomes well, the chances are that you will have a preferred style which you slip into as a habit. This may have come into play when you participated in the red / blue negotiation game and some of the other conflict games. Your questionnaire on page 73 may also show your style.

**What is your current preferred negotiation style?**

**How does this style impact the way you played the conflict games?  
How does it affect conflicts in other areas of your life?**

**Which negotiation styles do you currently feel able to use?**

**Which negotiation styles would you like to develop? How can you practice?**

## Listening Quiz

You will hear a story. After the story has been read aloud to you, please look at these statements. Use a tick if you think the statement is true and a cross if you think it is false.

Statement	First reading True or false	Second reading True or false	Answer
1. The city was called Bung.			
2. The city was ruled by an old king, who could no longer walk.			
3. The castle was in the center of the city.			
4. Groga was a wicked witch, who lived in a cave on the other side of the lake.			
5. Princess Christina was very beautiful.			
6. The stranger was a knight from far away.			
7. The stranger wanted to be made king in return for killing Groga.			
8. The king offered the stranger a great fortune instead.			
9. A good witch lived to the West of the city.			
10. The stranger agreed to give Gwendolyn half of his gold, if she helped him.			
11. Gwendolyn mixed a potion, which she poured into a green bottle.			
12. The stranger rode from Gwendolyn's house to Groga's cave.			
13. Groga had killed many other men before.			
14. Groga's magic was no match for the stranger.			
15. The stranger used a magic potion to defeat Groga.			
<b>Total Correct</b>			

**How accurate were you at the listening quiz? Was there a difference between the first and second time listening to the story?**

**If you made any mistakes, what may have led to them?**

**How does this listening quiz apply to the theme of conflict resolution and dialogue?**

# Non-Violent Communication (NVC)

**“Conflict is an actual or perceived disagreement, dispute, difficulty or difference that causes disharmony between individuals or groups.”**

**Think of a conflict example in your own life. Summarise what happened.**

One of the challenges of conflict resolution is that when we discuss conflict, we can unintentionally escalate the situation. We may do this by:

- Assigning blame to others
- Judging or criticising others
- Being so emotional that we express ourselves poorly
- Being so concerned with our own perspective that we fail to see or hear the other person
- Trying to jump to a solution before fully understanding the issue

All of these can break down the communication and lead to more tensions. To combat this, Marshall Rosenberg developed a model called Non-Violent Communication<sup>37</sup> (NVC).

**“If ‘violent’ means acting in ways that result in hurt or harm, then much of how we communicate could indeed be called ‘violent’ communication.”**

**“Non Violent Communication is way of communicating that leads us to give from the heart”**

Some of the key principles of NVC are:

- Classifying and judging people promotes violence.
- At the root of every tantrum and power struggle are unmet needs.
- Empathy is a respectful understanding of what others are experiencing.
- When we hear the other person's feelings and needs, we recognize our common humanity.

<sup>37</sup> Rosenberg, M. B. (2015). *Nonviolent Communication: A language of life* (3<sup>rd</sup> ed.). Encinitas, CA: PuddleDancer Press

Rosenberg’s style of communication tries to reduce the blame and criticism whilst increasing the understanding and connection between the people involved. When people understand each other at the human level they are much more able to work towards a compassionate and collaborative outcome.

His NVC system is simple in theory, and has been used highly effectively worldwide. It is much harder to use in practice because it requires people to develop a wide range of social and communication skills:

- Active listening
- Slowing down
- Connecting to feelings
- Self-awareness
- Empathy
- Negotiation skills
- Building trust and rapport
- Asking effective questions
- Suspending judgement
- Processing feelings in healthy ways
- Summarising and paraphrasing
- Structuring a difficult conversation

NVC can be used to help you **express yourself** – to state your experience of conflict scenario in a diplomatic way. The goal is to get the other person to understand you and empathise with you, that way they may be willing to engage in a solution.

NVC can be used to help you **receive with empathy** – to listen more fully to someone else’s expression of conflict. This includes asking neutral but constructive questions to help the other person express themselves well and you listening with attention and showing the other that you have really understood them. The goal is to get them to identify what they needed and for you to empathise with them so that you can work towards a solution together.

There are four components of Non-Violent Communication. They may not always be followed in this strict order – it depends on the flow of the conversation. Each part plays an important part in the conversation:

Phase	Explanation	Purpose
Make observations	Describe the situation as factually as possible	To make sure that everyone knows the context. More importantly, this is about taking out any blame, criticism or judgement. Being factual helps people to remain calm and discuss the situation diplomatically.
Identify feelings	Name your feelings and uncover theirs	It is psychologically beneficial for us to name our feelings – it helps us to process them. When we hear each other’s feelings, it builds a human connection that motivates us to want to help each other resolve conflict.
Identify needs	Work out which needs were not being met	All of our challenging feelings happen because our needs are not being met. If we can identify what we needs are not being met for all parties then we are much more able to think of solutions to the conflict.
Request a solution	Suggest solutions and ask to try and meet all parties needs	Asking to have your needs met works towards a collaborative solution rather than getting caught in the past. If you have successfully empathised with each other, most people are willing to be helpful and work on a solution.

## Using NVC to express yourself

### 1) Make Observations

A challenge in our communications is the tendency to make evaluations or judgements of the situation. This often looks like presenting our opinions as facts. When we make judgements, assign blame or criticise the other, then they become defensive. They focus on arguing back and defending their actions rather than hearing your point of view or addressing the original situation.

Evaluations can take many forms:

- **Moralistic Judgements** – stating that something is inherently good / right or wrong / bad
- **Assigning labels** – these may make judgements about a person’s overall character rather than their behaviour in a given moment
- **Comparing people** – using comparative words like better / worse without any factual information
- **Exaggerating time** – using words that over or underestimate the occurrence of things

It is important that we create some emotional separation by making observations of the situation in objective way. We can try to summarise what has happened as factually as possible. Rosenberg’s advice is “What would I observe if I watched this conflict on a video camera?”

In cases where we do wish to state our opinion, it is important that we take responsibility and make that clear rather than implying that our opinion is correct – as shown in example 1.

Phrase	Type of Evaluation	An Alternative Observation
People who hit others are <i>evil</i> .	Moralistic Judgement	I believe that people should strive to solve their issues without violence.
My partner is <i>needy</i> .	Assigning Labels	My partner likes to receive more affection than I feel comfortable giving.
Joshua is a <i>better</i> salesman than Anna.	Comparing people	Joshua made 20 sales last week and Anna made 13.
You <i>always</i> leave the washing up for me.	Exaggerating time	We agreed that the washing up is your job. This week I did it on 4 out of 7 nights.
He was really <i>angry</i> .	Assigning Labels	He used a raised voice and slammed the door.
Marie is <i>usually nasty</i> to me.	Moralistic Judgement & Exaggerating time	In the last three meetings I have had with Marie she called me lazy, slow and incompetent.
You were <i>disrespectful</i> to me.	Assigning Labels	In our last meeting you spoke over me when I was sharing ideas.
You <i>always</i> leave the event register to me.	Exaggerating time	We agreed that you would take the register at events. This month, I did it on 3 out of 6 events.
You’re so <i>impatient</i> .	Assigning Labels	I had not replied to your email within 5 hours and so you sent a further email to ask for my response.

**Were there any evaluations / judgements in your conflict situation? Can you re-tell the conflict as factually as possible using observations? (like you are watching a recording)**

## 2) Identify Feelings

A sign of good emotional intelligence is being able to express your feelings in a clear and nuanced way. We often stick to the simple emotions; fine, tired, sad, happy, angry. But there are lots of different types of anger; vexed, frustration, livid, irritated and so on. Being able to understand the ‘shades’ of emotion we are feeling helps us to understand ourselves better and express ourselves better.

A barrier to expressing feelings is that sometimes we use the word feel to express thoughts or opinions instead. Or we use other labels that sound like an expression of feelings. For example:

Phrase	Thought or Opinion	Possible feelings
I feel you don't love me.	The other's behaviour isn't demonstrating enough affection.	Insecure, hopeless, worried
You're disgusting.	The other's behaviour doesn't meet their own standards of hygiene / etiquette.	Disgusted repulsed, embarrassed,
I'm worthless.	Their own behaviour demonstrates failure.	Dejected, ashamed, miserable
I feel like my team ignores me.	The team does not include them / acknowledge their opinion	Disgruntled, alienated, helpless

A second barrier we face is making sure to take responsibility for our feelings. For example:

- 1. You keep overwhelming me.**
- 2. They are irritating me.**
- 3. He disappointed me.**

In each of these phrases, the speaker attributes the cause of their feelings to an external person. This is likely to escalate a conflict because the other person may defend themselves, justify their actions or feel attacked. 100 people could go through the same situation (hearing a joke, being called a name) but each responds slightly differently. Our feelings are never caused entirely by external circumstances – they may be an external stimulus but the way we feel is usually a result of our own values or attitude.

Take a look at these ‘feelings banks’ to identify exactly what feeling (or combination of feelings) you experienced. This may not be a full list, so you can add your own emotions.

### Positive Feelings – When our needs are met

#### **AFFECTIONATE**

compassionate  
friendly  
loving  
open hearted  
sympathetic  
tender  
warm

#### **ENGAGED**

absorbed  
alert  
curious  
engrossed  
enchanted  
entranced  
fascinated  
interested  
intrigued  
involved  
spellbound  
stimulated

#### **HOPEFUL**

expectant  
encouraged  
optimistic

#### **CONFIDENT**

empowered  
open  
proud  
safe  
secure

#### **EXCITED**

amazed  
animated  
ardent  
aroused  
astonished  
dazzled  
eager  
energetic  
enthusiastic  
giddy  
invigorated  
lively  
passionate  
surprised  
vibrant

#### **GRATEFUL**

appreciative  
moved  
thankful  
touched

#### **INSPIRED**

amazed  
awed  
wonder

#### **JOYFUL**

amused  
delighted  
glad  
happy  
jubilant  
pleased  
tickled

#### **EXHILARATED**

blissful  
ecstatic  
elated  
enthralled  
exuberant  
radiant  
rapturous  
thrilled

#### **PEACEFUL**

calm  
clear headed  
comfortable  
centred  
content  
equanimous  
fulfilled  
mellow  
quiet  
relaxed  
relieved  
satisfied  
serene  
still  
tranquil  
trusting

#### **REFRESHED**

enlivened  
rejuvenated  
renewed  
rested  
restored  
revived

## Challenging feelings – when our needs are not met

### **AFRAID**

apprehensive  
dread  
foreboding  
frightened  
mistrustful  
panicked  
petrified  
scared  
suspicious  
terrified  
wary  
worried

### **ANNOYED**

aggravated  
dismayed  
disgruntled  
displeased  
exasperated  
frustrated  
impatient  
irritated  
irked

### **ANGRY**

enraged  
furious  
incensed  
indignant  
irate  
livid  
outraged  
resentful

### **AVERSION**

animosity  
appalled  
contempt  
disgusted  
dislike  
hate  
horrified  
hostile  
repulsed

### **CONFUSED**

ambivalent  
baffled  
bewildered  
dazed  
hesitant  
lost  
mystified  
perplexed  
puzzled  
torn

### **DISCONNECTED**

alienated  
aloof  
apathetic  
bored  
cold  
detached  
distant  
distracted  
indifferent  
numb  
removed  
uninterested  
withdrawn

### **DISQUIET**

agitated  
alarmed  
discombobulated  
disconcerted  
disturbed  
perturbed  
rattled  
restless  
shocked  
startled  
surprised  
troubled  
turbulent  
turmoil  
uncomfortable  
uneasy  
unnerved  
unsettled  
upset

### **EMBARRASSED**

ashamed  
chagrined  
flustered  
guilty  
mortified  
self-conscious

### **FATIGUE**

beat  
burnt out  
depleted  
exhausted  
lethargic  
listless  
sleepy  
tired  
weary  
worn out

### **PAIN**

agony  
anguished  
bereaved  
devastated  
grief  
heartbroken  
hurt  
lonely  
miserable  
regretful  
remorseful

### **SAD**

depressed  
dejected  
despair  
despondent  
disappointed  
discouraged  
disheartened  
forlorn  
gloomy  
heavy hearted  
hopeless  
melancholy  
unhappy  
wretched

### **TENSE**

anxious  
cranky  
distressed  
distraught  
edgy  
fidgety  
frazzled  
irritable  
jittery  
nervous  
overwhelmed  
restless  
stressed out

### **VULNERABLE**

fragile  
guarded  
helpless  
insecure  
leery  
reserved  
sensitive  
shaky

### **YEARNING**

envious  
jealous  
longing  
nostalgic  
pining  
wistful

### 3) Identify Needs

Whenever we experience feelings, it is directly related to our needs:

- Positive feelings when our needs **are** being met
- Challenging feelings if our needs **are not** being met

In order to express ourselves effectively to the other person, we have to identify what our actual needs are. What did we need in that situation that we weren't getting?

Possible needs may include:

#### **CONNECTION**

acceptance  
affection  
appreciation  
attention  
belonging  
care  
closeness  
comfort  
communication  
community  
companionship  
compassion  
consideration  
consistency  
cooperation  
empathy  
inclusion  
intimacy  
kindness  
love  
mutuality  
nurturing  
respect/self-respect  
safety  
security  
stability  
support  
to know and be known  
to see and be seen  
to understand and be understood  
trust  
warmth

#### **PHYSICAL WELL-BEING**

air  
food  
health  
movement/exercise  
rest/sleep  
sexual expression  
safety  
shelter  
touch  
water

#### **HONESTY**

authenticity  
integrity  
presence  
trust

#### **PLAY**

celebration  
creativity  
humour  
joy  
leisure

#### **PEACE**

beauty  
communion  
ease  
equality  
faith  
harmony  
healing  
inspiration  
order  
transcendence

#### **AUTONOMY**

choice  
dignity  
freedom  
independence  
power  
space  
spontaneity

#### **MEANING**

awareness  
celebration of life  
challenge  
clarity  
competence  
consciousness  
contribution  
discovery  
efficacy  
effectiveness  
growth  
hope  
inspiration  
learning  
mourning  
order / structure  
participation  
purpose  
self-expression  
stimulation  
to matter  
understanding

Building on Rosenberg’s idea of feelings and needs, Charles Jones<sup>38</sup> theorises that our emotions give us feedback on our effectiveness in the world. If we are effectively getting our needs met then we will experience positive emotions. Whereas if our behaviours and choices do not lead to our needs being met we feel negative emotions. He connects particular emotions to their needs in this table:

Negative emotion	Subconscious need	Positive emotion
Overwhelmed	Prioritise needs	Capable
Frustrated	Achieve goals	Productive
Afraid	Protect self and assets	Secure
Anxious	Mitigate risks	Confident
Angry	Assert rights	Powerful
Resentful	Elicit considerations	Respected
Outraged	Right wrongs	Righteous
Hurt	Elicit care	Touched
Guilty	Uphold ethics	Virtuous
Ashamed	Live your ideals	Proud
Humiliated	Defend status	Dignified
Disappointed	Confirm hopes	Delighted
Sad	Realise dreams	Happy
Bereaved	Mourn losses	Renewed

This model should not be taken as exact – you may feel resentful or ashamed for a slightly different reason to the one listed in this table. But it does give us a rough idea of how to link negative emotions to possible needs.

Jones suggests that painful emotions can serve as useful feedback – telling us when one of our needs are not and track and therefore motivating us to take steps to get those needs met.

<sup>38</sup> Jones, C. M. & Knickerbocker, J. (2020). *Emotional Intelligence for Stress-free Leadership: Turn Emotional Pain into Performance Gain with the TENOR Method*, Independently published

We can put NVC steps two and three together to express our feelings and needs to the other person.

**'I Statements'** can help you to take ownership for your feelings and needs. As a general rule, starting a sentence with **I** shows that you are focused on your own perceptions or experience – but this can still be done in a blaming or critical way:

- I feel irritated because of you.
- I am overwhelmed by the work you keep giving me.

A good I statement is all about taking responsibility for those feelings and needs, usually by recognising that they are due to personal values, beliefs or habits. These phrases can be helpful:

- I feel \_\_\_\_ because I needed \_\_\_\_.
- I am \_\_\_\_ because I value \_\_\_\_.
- I was \_\_\_\_ because \_\_\_\_ is important to me.

Here are examples highlighting the feelings and needs:

- I was **irritated** because I value the **consistency** of sticking to an agreed agenda.
- I feel **overwhelmed**. I already have a lot of work and need the **time and space** to complete those tasks before taking on more.

What feelings did you experience in your conflict example?	What needs were not being met for you?
<b>Can you express these together using an I statement?</b>	

Another layer to this model is appreciating the feelings and needs of the other person. We do not want to make assumptions, but we can use empathy, intuition and discussion to better understand the other person’s perspective. This leads to a more compassionate outcome because we see them as someone also working to have their needs met.

What feelings <u>might</u> the other person have been experiencing in your conflict	What needs <u>may not</u> have been met for them?

#### 4) Request a Solution

Now that you understand what you needed, you are in a position to ask the other person to meet your need. If you have communicated to the other person in a way that is self-aware, diplomatic and genuine then there is a good chance that the other person will be willing to help you.

Some common challenges to making good requests are:

**Stating what you DON’T want.** This may prevent a challenging behaviour but it still leaves the other person unsure of what would be a more desirable alternative:

Negative Request	Possible Misinterpretation	Positive request
Please stop shouting at me	Stays silent	Can you please speak in a softer voice?
Don’t spend so much time at the office	Goes out to the cinema with friends	I’d like you to spend more time at home with family
Don’t call me your girlfriend	Calls her ‘my gal’	I’d feel more comfortable if you called me your partner

**Being vague or unclear** when you make requests can cause damage in the long run because people may believe that they have understood you, but interpret your words in a different way to what you intended. For example:

Vague Request	Possible Misinterpretation	Specific request
I want you to help me more.	Tidies the stock room.	I'd like to spend time talking through some client challenges with you.
I'd like it if we got better at collaborating on projects.	Signs them up for more office projects to do together.	I'd like it if when we are working on our existing projects, we shared roles more equally.
Could you take more responsibility around the house?	Moves furniture around to make it into 'their' space.	Could we discuss the household chores and see which ones you could take on?

People can also make the mistake of **giving a demand** instead of a request – even if it is phrased like a question. Demands are either instructional OR they may be phrased as a question that comes with consequences:

- Agreeing to the demand results in affection / pride / happiness / other positives
- Declining the demand results in disappointment / frustration / anger / other negatives

Being demanding with either escalate or conflict or lead to someone conforming – both of which do not aid the spirit of NVC which is people giving from the heart. A genuine request could be:

**Would you mind doing the washing up twice a week?**

And still allows the other person to say no – and respects their right to do so.

Great requests are specific, positive and genuine questions.

Requests often use the following language:

- Would we / you be able to...?
- Can we try...?
- I would like it if...
- I would prefer it if...
- It would help me if...
- Would you be willing to...?
- I want / need...
- Can I ask you to...?

### Stating a Boundary

This is an additional caveat to Rosenberg's four part model. There will be some situations in which it is not appropriate to make a request for change – giving the other person the option to say yes or no may infringe on your own rights. ('I would like it if you didn't call me racist names' sounds passive).

In cases where it is important to put a firm boundary in place then the following language can be useful:

- I will / will not ...
- I am going to ...
- When ... then I will ...
- If ... then ...
- I have the right to ...

For example: If you continue to email me outside of working hours, I will notify the HR manager. I will respond to work requests within two working days.

**What request would you have made OR what boundary would you have stated?**

**Putting the steps together**

These four steps can help you to express yourself in a clear yet vulnerable way so that the other person understands and empathises with you. This may encourage them to take steps that alleviate your pain and meet your unmet needs.

The process of NVC is:

1. Make an observation of the situation
2. Identify how you feel
3. Identify what needs are not being met
4. Request a solution  
OR State a boundary

**Examples:**

1. You called me bossy in our last team meeting when I made a suggestion.
  2. I felt self-conscious and insecure
  3. because I want to feel like I belong to this team and have important contributions to make.
  4. If you are unhappy with my suggestions would you be able to explain this to me instead of calling me a name?  
OR I have a right to make suggestions without being called names.
- 
1. In our most recent project meetings, you and XXX have volunteered for the role of chair before I got the chance.
  2. I feel a little embarrassed that I have been hesitant and sometimes get self-conscious about whether I could do a good job.
  3. I need to feel a sense of safety and ease before I step up to bigger roles.
  4. It would help me to build my confidence if I could chair the next session.
- 
1. In our last conversation I didn't get to share my opinion because you spoke over me.
  2. I felt rejected and frustrated
  3. because it is important that we are equals
  4. I would like us to take fair turns when we speak in our meetings  
OR If you continue to interrupt me in our discussions then I will stop working with you.

## Using NVC to express yourself – quick sheet

**1) Make observations - Summarise the situation for the other person so they understand what happened. Be as neutral and factual as possible – what exactly would someone see or hear if they watched the situation on a video camera.**

**2) Identify feelings - Use a feelings bank to identify the emotion(s) you experienced. Do not blame the other person for your feelings (You made me angry). Use phrases which take ownership of your feelings; I felt angry, I am lonely, I was disappointed.**

**3) Identify needs - What did you need in that situation that you weren't getting? Use a needs bank to help you. It can help to explain your need to the other person. e.g.**

- I really value respect and to me that would have been given a time to talk.
- Spontaneity is important to me so I needed more free time in my diary.
- I needed reassurance about which bits of my work were good before receiving criticism

**4) Request a solution - What can you ask for to help resolve the issue or to make things better?**

## Using NVC to receive with empathy

It can be a challenge to receive someone else's experience of a conflict – especially if you are emotionally involved as well. The NVC framework can help us better engage with others by:

- Listening in a more empathetic way
- Asking neutral but constructive questions to help the other person express themselves
- Uncovering the other person's feelings and needs
- Sharing what we have heard or understood from the other person
- Moving towards solutions to meet the needs

The other person does not need to know how to use NVC. You can use your skills to shape the conversation in productive ways. The other person will probably not communicate in 'neat' stages. Their feelings and needs may be mixed in with what happened. You can use effective questioning to make sure that each part of NVC is covered.

### **1) Observations**

- Can you tell me what happened?
- If I was watching this situation unfold, what would I see?

### **2) Identify Feelings**

- What were you feeling at the time?
- How did you feel about [situation]?

### **3) Identify Needs**

- What did you need from the situation or the other person that you weren't getting?
- Our difficult feelings happen because we want or need something – what was missing for you?

### **4) Request a solution**

- What might you ask the other person for / to do to help matters?
- What would have made the situation better for you?

**Tip** – sometimes people don't share how they feel, they say what they think. E.g. "I feel like people don't listen to me." "I feel that it's unfair." These are not emotions, they are opinions. It is good to notice this and ask the other person if they can also name the emotion they were experiencing.

## **Summarising and paraphrasing – showing you are listening**

Common barriers to overcoming conflict are miscommunication between two sides or someone believing that they have not been heard and so continuing to tell and re-tell the situation. You can overcome these by listening effectively and showing the other person that you have listened.

- **Summarising** – saying a shorter version of their words back to them.
- **Paraphrasing** – saying similar words back to them
- **Clarifying** – asking a question to check you have understood (not to find out more)

### **Helpful phrases**

- It sounds like you are saying...
- My understanding of what you just said is ... Is that right?
- Are you saying that you feel...?
- Am I right in thinking you feel / you need / you wanted....?
- When you say X I wonder if you feel / need...
- I wonder if you're feeling [angry / sad] about...?

### **Examples of using NVC to receive another's issue:**

It sounds like your colleagues arrive 20 minutes later than you to the help desk. When that happens, you feel overwhelmed and anxious because you value being helpful but worry about being able to manage on your own. Am I right in thinking that you want more support first thing in the morning?

What I heard is that your team member started planning an event before they had spoken to you about it. Are you saying that you feel frustrated because you needed the whole team to go through a decision-making process together democratically?

### **Using NVC in a two-way conflict**

If you are in conflict with another person, you can use NVC to try to resolve the issue – even if the other person does not know how to use NVC. The main challenge is slowing down so that you can communicate diplomatically and take and blame or judgement out of the discussion.

### **Overcoming judgements**

- You said that I was [disrespectful / lazy / other judgement] – could you help me to understand exactly what I said or did that was difficult for you?
- I am aware that my idea of [understanding / fair / good timekeeping] might be different to yours. Can you explain what it means to you so that I understand you better?
- Are you willing to tell me what you needed from me, instead of what you think I am?

### **Encouraging them to summarise and paraphrase**

- I want to make sure I have been clear. Can you tell me what you heard me say?
- I know I've shared a lot there. Would you mind telling me what you took from it?

### **Engaging their feelings**

- I would like to hear how you feel about what I just said.
- Would you be willing to tell me how you feel about...

### **Moving to a solution**

- Would you like...?
- I am willing to...
- Do you want me to...?
- I wonder what we could do differently to help meet [need]
- Can you think of ways we could overcome [situation] in future?
- How are we doing at resolving this issue?

Use this space to reflect on the practice scenario.

- How did you handle receiving a conflict that you were not prepared for?
- Were you able to address the 4 parts of NVC: Observations, feelings, needs and solution?
- How was your experience of summarising and paraphrasing their concerns to show that you were listening?
- How was your experience of overcoming any judgements that may have occurred?

### **Using NVC to support coexistence**

Coexistence is all about people peacefully living and existing together in a space, respecting their differences and resolving challenges non-violently. The NVC framework is a useful way of addressing conflicts whilst still being diplomatic and communicating from a place of empathy.

There may be some people who intentionally or unintentionally undermine coexistence by expressing anger, stereotypes or judgements to groups who have differences. We may even be guilty of this ourselves at times. Marshall Rosenberg encourages us to explore and express our anger in ways which are constructive so that we do no harm to others – and therefore protect coexistence.

### **Anger**

Talking about anger can be difficult for some groups. If people have been oppressed, mistreated or faced injustice then they may have good reason for their anger. They will also resent being told to calm down, stifle their anger or accept the status quo. Rosenberg is very mindful of this and says that he invites people to understand and express their anger in more constructive ways, rather than responding violently towards individuals or groups.

**Is there a situation, person or group of people that you often get angry about?**

The first step in processing anger is to separate the stimulus and the cause. Other people's behaviour may be the stimulus (the thing that starts a response or process) but it is not the exact cause of anger. We often become angry when we have labelled, judged or stereotyped another (or a group) as being in the wrong or bad. This directs our mental energy into thinking about how we can reprimand or punish the other in some way and therefore perpetuates the feeling of anger.

**What judgements do you have about the people involved? What do you believe about them?**

Take a look at the comments you have just recorded. They are likely to be quite strong and negative. Focusing on those thoughts and judgements is what perpetuates our anger AND it doesn't even help us to deal with the situation effectively. Rosenberg says that by expressing our anger constructively we can actually deal with the situation and therefore diffuse our anger.

**Anger and guilt.** When we regularly use the language of anger and blame another side effect is that people may believe they are the cause of other's anger and so feel guilty. Think about a child whose parents are angry about their behaviour. Guilt is useful in small amounts to encourage us to say sorry and put things right. But an environment with lots of guilt can lead to people feeling ashamed, inadequate and unworthy. These negative feelings can badly damage their emotional processing and the way they behave in the world. This is another good reason to learn to process anger constructively.

Anger is caused by focusing on blame, judgement and wrongness. It is more helpful to identify what we needed that we weren't getting. You can go back to the needs bank to help you.

**Think about the situation or person. What do you need that you are not getting?**

Anger can also be diffused when we take the time to think about what the other person or group needs that they aren't getting. Rosenberg acknowledges that this can be very hard at times:

"Aren't there circumstances in which anger is justified? Isn't righteous indignation called for in the face of careless, thoughtless pollution of the environment for example? My answer is that I strongly believe that to whatever degree I support the idea of a 'careless action' 'greedy person' or a 'moral person' I am contributing to violence on this planet. Rather than disagreeing or agreeing about what people **are** for murdering, raping or polluting the environment, I believe we serve life better by focusing attention on what we are needing. I see all anger as a result of life-alienating, violence provoking thinking. At the core of all anger is a need that isn't being met and that we are thinking in a way that makes it unlikely to be met."<sup>39</sup> – p144

Consider someone who has committed a violent crime. Our natural reaction may be anger. We can challenge ourselves to consider what that person was feeling and needing. For example:

- fear driven by a lack of financial security
- resentment caused by a lack of belonging in society
- jealousy caused by a lack of stable caring relationship
- grief due to a loss of identity or meaning
- overwhelm at the unstable situation and a lack of clarity on how to handle it

You can empathise with someone and still advocate that they face consequences to their actions such as an apology, reparations or a criminal sentence. However, the empathy may help you and others to let go of the feelings of anger and take positive actions to address some of the causes of the undesired behaviour.

You can also empathise with a person's needs and still not agree to meet them if you believe they are unreasonable. You pay problem solve on more appropriate alternatives for reducing or meeting this need.

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<sup>39</sup> Rosenberg, M. B. (2015). *Nonviolent Communication: A language of life* (3<sup>rd</sup> ed.). Encinitas, CA: PuddleDancer Press

**Think about the situation or person. What might they be feeling and needing?**

Anger may also include **stereotypes or judgements** about certain groups of people. Rather than directing anger at an individual, we may generalise to a whole group and find that our anger breeds distrust, disgust, resentment or even calls for punishment and violence. This may look like:

- All [people of x class] are [label] and therefore we should [punishment].
- I hate how [people of a race / ethnicity] all [stereotyped behaviour]. They should have to [face barrier or punishment].
- I don't know why the government keeps letting in [people of a certain group] when they're all [label or judgement].

In order to protect and promote coexistence we need to recognise this form of anger in ourselves and others and gently learn to reframe it constructively – identifying the unmet needs beneath the anger.

**The four steps to expressing anger:**

1. Stop. Breathe deeply.
2. Identify the judgemental thoughts.
3. Connect to your feelings and needs.
4. Express your feeling and unmet needs.

Rosenberg says that a helpful 'script' for steps 2 and 3 is to notice if you say to yourself **"I am angry because they..."** and try to rephrase it as **"I am angry because I am needing..."**

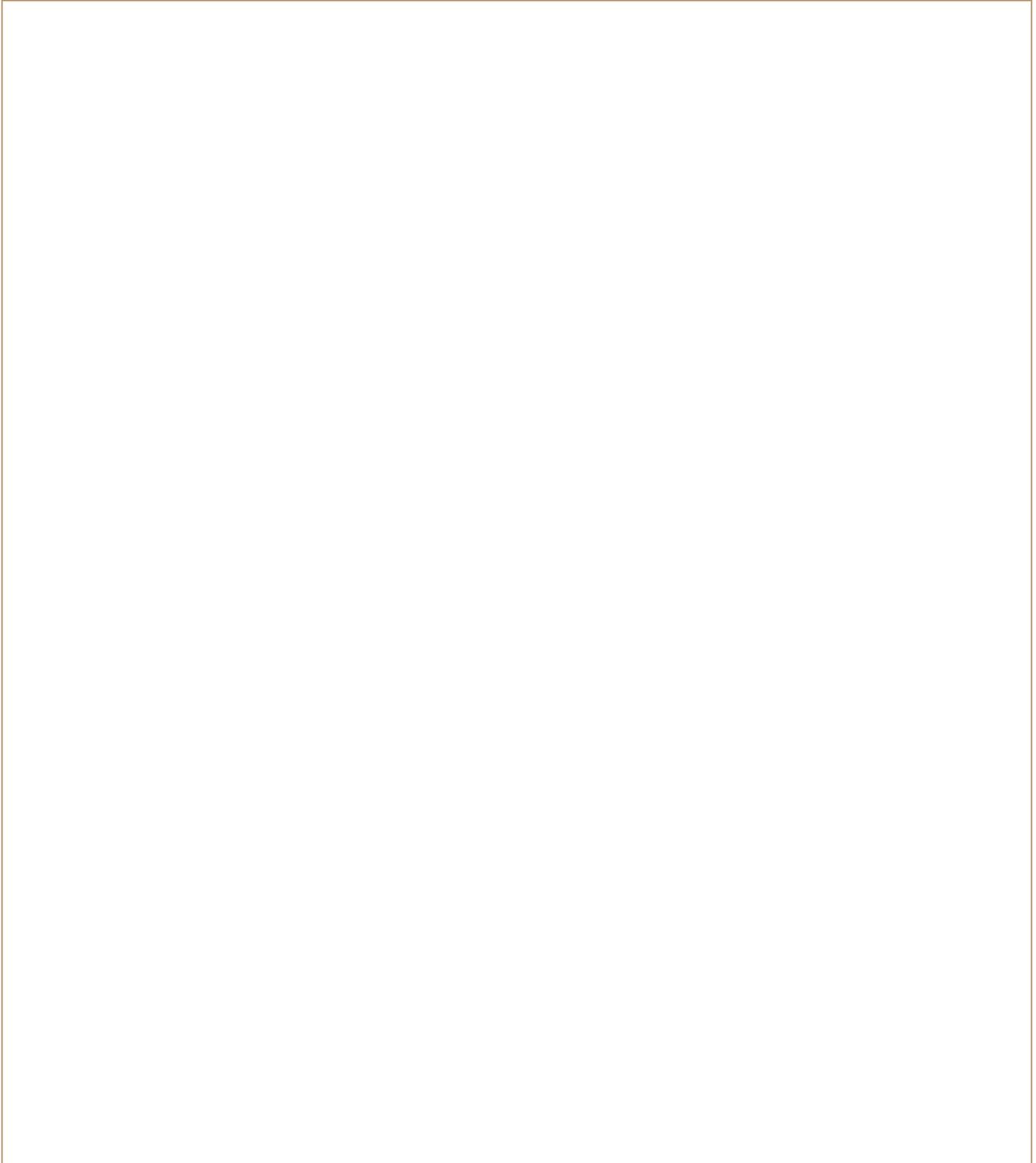
He also notes that speaking to people in this way requires a great deal more courage than just getting angry with them.

Rosenberg has much more guidance on the art of having these conversations in his book, along with examples of real-life difficult conversations he has had with people on contentious issues.

## Home Group 3

Today we looked at a model of negotiation outcomes and how to use non violent communication to discuss conflict more constructively.

You may like to record any reflections from your discussion (being mindful of confidentiality).

A large, empty rectangular box with a thin brown border, intended for recording reflections from the discussion. The box is currently blank.

# Conflict Hooks

There are many different possible causes of conflict. Some include:

- Competition for resources
- Differing goals and priorities
- Differing perceptions
- Pressures (logistical, emotional)
- Conflicting roles or responsibilities
- Inequity and inequality
- Misunderstandings or miscommunication
- Intention to cause harm or conflict
- Differing values & styles

This model helps us to understand conflicts that arise from differing values and styles.

## What do you notice about these common conflict phrases?

- They are such a difficult person.
- They made me feel...[angry, sad, miserable]
- They know how to push my buttons.

During a conflict, the way a person explains what they believe, think or feel has a big impact on their ability to handle the conflict effectively. In each of the examples there is an unhelpful implication:

- 1) They are such a difficult person – implies that person will always cause conflicts because it is just part of who they are. This thought may lead someone to have conflicts with that person more readily or dismiss their capabilities of doing things well.
- 2) They made me feel... – implies that you are not in control of your own feelings and that other people will determine the kind of day you are having / mood you are feeling. Although people's behaviour may be the stimulus, our emotional response is still our responsibility.
- 3) They know how to push my buttons – implies the other person is in control of your irritable feelings and perhaps you believe they are deliberately trying to cause a challenge for you.

An experienced leader recognises that no one is difficult, no one can make you feel anything and everyone can choose whether to 'let their buttons be pressed.' Developing self-awareness and good quality communication helps us to avoid these negative thought patterns.

## Conflict Hooks

Rather than interpreting conflict as button that can be pressed (off or on) it is much healthier to think of situations in terms of conflict hooks.

Imagine a fish who sees bait on a hook. That fish is responsible for choosing whether to take the bait or not – and therefore end up on the hook. Some bait is more tempting than others.

A hook is a situation that creates challenging feelings within you – sadness, anger, loneliness, frustration etc. The level of challenge you feel will depend on the severity of the situation but more importantly the type of ‘bait’ that you usually rise to. Each person experiences different hooks based on their different values.

## Six Hooks

Dr Stella Ting-Toomey<sup>40</sup> developed a model of 6 key motivators in cross cultural dialogue. This has since been adapted into a more verbal model of indicators of conflict, tension and what people value in their interactions. These six areas provide a broad range of examples of what could ‘hook’ people into conflicts. These are similar to values, and so it’s likely there are many more hooks that may give rise to challenging feelings for people.

Hook	What do they value?	What hooks them?
Competence	Qualifications, skills, experience and intelligence	Having their abilities questioned or critiqued. Feeling threatened by or inferior to more competent people.
Autonomy	Decision making, freedom and control	Being told what to do, having no choice, tokenistic decisions, being reliant on others
Fellowship	Companionship, being part of the group	Being ignored or left out, accusations of being a poor friend or colleague
Status	Assets, title, power, wealth and possessions	Having their status or security threatened. People disrespecting or belittling their assets. Competition.
Reliability	Trustworthiness and dependability	Being accused of broken promises, small lies and not following through on commitments
Integrity	Moral values / ethics, doing as they say	Being accused of acting immorally, big lies and being hypocritical about their beliefs.

<sup>40</sup> Ting-Toomey, S. (1994). *The Challenge of Facework: Cross Cultural and Interpersonal Issues*. New York, State of New York Press.

**Which conflict hook might these scenarios relate to?**

My colleagues go out together and don't invite me.

**Competence**

I find out that a colleague asked someone else to do them a favour because they didn't think I'd be able to.

**Autonomy**

A colleague makes a negative comment about the position I hold in the team.

**Status**

I am not allowed to come up with my own ideas because I have to follow the exact instructions my line manager sets.

**Reliability**

A colleague says that they are worried about whether I will "do the right thing"

**Fellowship**

A colleague implies that I am not smart enough to do a particular task.

**Integrity**

All of us have a set of conflict hooks based on our values. Great leaders are aware of their own hooks in order to recognise when they are experiencing a challenge which could escalate into a conflict situation.

**What are your main conflict hooks? You may like to bring in other core values which are not on this model.**

**How do you usually respond when these hooks are challenged?**

## Communicating about your conflict hooks

We can use a lot of the principles from Non Violent Communication to talk about our conflict hooks:

1. Naming the situation that challenged us in an observational way
2. Identifying how we feel
3. Identifying what we needed – what would help to meet that hook or value
4. Asking for a solution

The I statements on page 89 of this booklet can be helpful for expressing our hooks, along with some of the following phrases:

*“I notice that when you did / said ... I felt ...”*      *(It doesn’t say you made me feel...)*  
*“I know that I find ... challenging to handle.”*  
*“I really care about [situation or way of working]”*  
*“Usually when ... happens I tend to react in ... way - so let me take some time to process this and get back to you in a more constructive way.”*  
*“It would help me if ...”*

Using sensitive and neutral scripts like those above can mean that the emotional aspect of the hook doesn’t hinder your communication with the other person and may even help both of you to find a new pattern of behaving that doesn’t trigger this hook any more.

**What will you try to do differently the next time one of your hooks is challenged?**

# Structuring Reconciliation Conversations

**Reconciliation** - a situation in which two people or groups of people become friendly again after they have argued

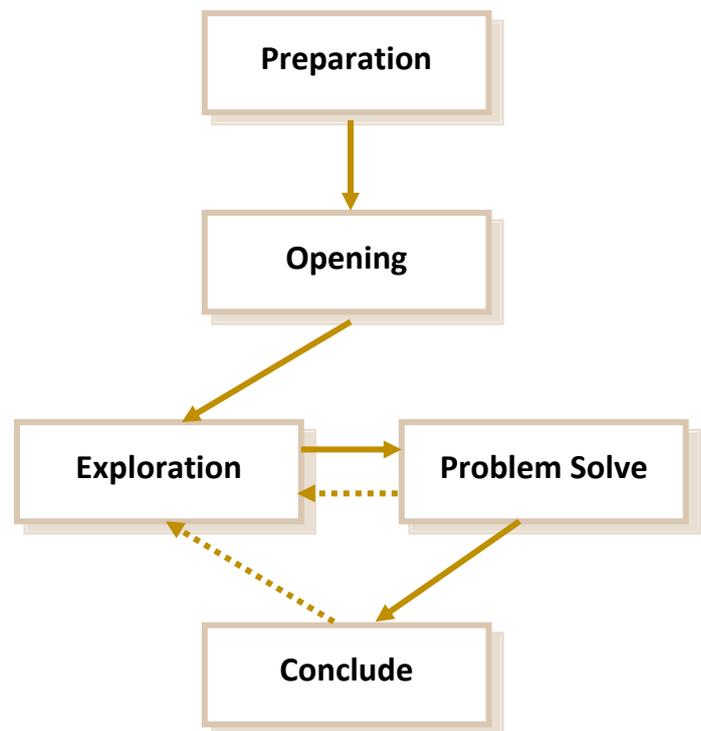
Normally in order to reconcile a conflict both parties have to engage in a constructive discussion about what happened and how to progress forwards. This is sometimes called a difficult conversation because the emotional sensitivity needed. Difficult conversations may also be used to prevent conflicts from happening if you can address an issue before it escalates.

Every conflict resolution process looks slightly different but we can use this general framework to help us structure a difficult conversation in a helpful way.

The solid lines show order of the different phases of a difficult conversation. The dotted lines show how sometimes a conversation cycles back to another step to ensure that a challenge is fully addressed.

It is worth noting that not every difficult conversation has a preparation phase – some people skip this step and jump into the conversation suddenly, which can hinder the process.

Each phase of the model is characterised by important skills and steps which help the difficult conversation to reach a suitable conclusion.



## 1) Preparation

If you know that a difficult conversation is needed then you have the chance to get ready for it:

- Which parties do you wish to speak to?
- What is the time frame of the conversation? How soon do you wish to speak?
- What is the intended outcome of the conversation? Sometimes it will be to start by understanding, at other times it will be to resolve the issue in one go.
- Where will the difficult conversation take place? Plan the environment to put people at ease and encourage productive conversation.
- What key questions will you ask to explore the challenge (without blaming)?
- What documentation might you require? Relevant work policies, evidence of the challenge etc

## 2) Opening

This is all about beginning the conversation by creating a safe container in which the difficult conversation can take place. People can be quite vulnerable in difficult conversations so the way you open a meeting sets the tone and determines whether people will feel able to collaborate.

Things to consider at the opening of a difficult conversation include:

- Discuss any boundaries – how will the discussion run, what notes will be made, how will people take turns to speak?
- Address confidentiality – what will be shared outside of the meeting and what will remain private? Refer to your appropriate policies if you are in an organisational context.
- Outline the expected length of discussion
- Outline the purpose of the discussion
- Ensure people’s basic needs are met – a comfortable chair, a drink
- Support people’s psychological needs by meeting in a neutral setting and by building rapport

An excellent set of coaching questions to help you frame a good discussion is the STOKeRS acronym (developed by 3D Coaching<sup>41</sup>). These can be used in two ways:

1. Ask the other parties these questions to co-create your agenda together. This takes more time but is excellent for engagement and commitment.
2. Reflect on the answers to these questions yourself. Then use them to present your agenda at the opening of the meeting. This is quicker but you may get more resistance if the other parties do not agree.

Each element of STOKeRS helps you to create a good quality container for your discussion:

Element	Questions	Purpose
<b>Subject</b>	What are we here to think about / do? What question are we trying to answer?	Clearly defines the boundary of the topic – other topics belong in other meetings.
<b>Time</b>	In the time we have, which bit of the subject is it useful for us to focus on?	Encourages people to realistically prioritise the time for discussion.
<b>Outcome</b>	What do we want to achieve (or to be different) at the end of this meeting?	Defines the new knowledge, changes, work packages or even feelings that we are working towards.
<b>Know</b>	How will we know that this meeting has been useful?	Creates a measure for evaluating the outcome of the meeting.
<b>Role</b>	How will we conduct the meeting (what roles shall we play) in order meet our outcomes?	Creates clarity on what different people in the meeting will do (and perhaps why) in order to work towards the outcome.
<b>Start</b>	Where shall we start?	Begins the conversation in the most sensible place to achieve the outcome.

<sup>41</sup> <https://www.3dcoaching.com/blog/having-an-effective-conversation-using-stokers/>

The STOKeRS questions provide a simple but powerful way to establish exactly what will be happening, for how long and why. Taking the time to define the content and process of the meeting may seem time consuming – but the clarity that it brings makes the rest of the meeting more efficient because everyone is following the same compass and knows what to expect.

A challenge that you could face is that participants of the meeting may disagree about the answers to the questions – they may have competing priorities or outcomes in mind. If this happens you may need to facilitate a discussion to reach consensus (which is a whole other skill set). Or if you are in a position of authority you may make a judgement call about the purpose or expectations. Be aware that this could lead to some resistance or resentment.

Setting the expectations and discussing them openly at the beginning is a good opportunity to make sure that everyone can voice their views and create an agreement. It also reduces the opportunity for people to have hidden motives as you can hold people accountable to what they said out loud.

### 3) Exploration

Use this stage of the conversation to ensure that all parties fully understand the problem.

- Non judgementally outline the current perception of the issue to set the context. Present any documents here may be relevant. Use ‘observational’ rather than evaluative language.
- Use effective open-ended questions to invite all parties to share their feelings, needs and further details about the challenge at hand.
- Sometimes people get slip into ‘venting’ or ‘defending’. Try to keep them on track with questions which focus on the purpose of the meeting.
- Many conflicts have an underlying ‘pain point’, conflict hook or unmet need. If this is uncovered then label it clearly for all parties to understand and empathise with.
- Encourage everyone to be open minded to what the other is saying
- Continue to hold the boundaries – ensure people speak respectfully, share time fairly and stay within the purpose of the discussion
- Encourage people to fully explore and understand the problem before they move onto the next stage of suggesting solution.

### 4) Problem Solve

Once all parties fully understand the issue, you can work together to generate possible solutions.

- Use creative thinking to list as many solutions as possible.
- Use coaching questions to encourage the parties to develop their own solutions.
- Foster a win-win / collaborative mindset where all parties try to meet everyone’s needs.
- Refer to relevant procedures and policies if appropriate.
- Encourage parties to evaluate the solutions and select one which they can commit to.
- Use SMART goals questions to define the solution; what? Where? When? How? How will you know if it has worked?

Sometimes at this stage new challenges are uncovered which present barriers to the solutions – if needed, go back to exploration phase to understand these challenges.

If it seems like the conversation is going too far off track then the STOKeRS acronym can provide you with handy questions to bring back focus:

Element	Questions
<b>Subject</b>	<ul style="list-style-type: none"> <li>• We said our subject / focus was ____ – what progress are we making?</li> <li>• I have noticed that other topics have come up (name them) – what is it most important for us to focus on right now?</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>• We have ___ time left – what is the most useful thing for us to do / discuss?</li> <li>• What do we need to do with the remaining time to reach our outcomes?</li> <li>• When shall we set another time to discuss the other topics that are arising from this meeting?</li> </ul>
<b>Outcome</b>	<ul style="list-style-type: none"> <li>• We said we wanted the outcomes _____. What progress have we made?</li> <li>• What do we need to do next to work towards our outcomes?</li> <li>• Which of our outcomes are the most important for us to meet?</li> <li>• What else is different now compared to the start of this meeting?</li> </ul>
<b>Know</b>	<ul style="list-style-type: none"> <li>• We said that we would know if we reached our outcome if _____ - how close are we? What else do we need to do?</li> </ul>
<b>Role</b>	<ul style="list-style-type: none"> <li>• Are there any changes we can make to the way we are working together to be more effective in this meeting?</li> <li>• Do certain people have bigger / smaller roles to play based on their relationship with this topic?</li> </ul>

The purpose of the STOKeRS questions is to make sure that all participants of the meeting can have their say and feel just as responsible for maintaining the agenda and outcomes of the meeting as the chair or leader. This sense of shared responsibility and partnership can help to build trust and empowerment when it used respectfully, because people feel like what they say and think matters.

## 5) Conclude

Use this stage to wrap up the meeting and ensure that everyone has clarity on the way forward:

- Have we achieved the purpose of this meeting? If not, when will we resume?
- What actions have both parties agreed to take? When? How?
- How are we recording / documenting everyone's commitments?
- What do we need to be accountable for? (Individually or as a group)
- When will we hold ourselves accountable to those actions?
- Is there anything else that needs to be said or done? – Now or in another space?
- Does anyone else need to be involved in the solution?
- How will you review the effectiveness of the solution?
- When will you come back to review the solution?

After concluding, you may agree to review the agreement after a period of time. If challenges are still persisting then you may go back to the exploration stage with the parties in order to see if part of the issue has still not been uncovered, or if another solution would be more appropriate.

### Challenges to be aware of

- Many people underestimate the importance of opening a meeting properly – if you jump straight into a problem without creating a context of safety then people will be much less likely to collaborate.
- Many people try to jump straight into problem solving as a way of saving time. It is important to fully explore the problem before problem solving so that you know the solution will actually address the unmet need.
- A whole host of complex soft skills are needed for effective conflict resolution – work may be needed to develop these skills before and during the conflict resolution process in order for the difficult conversation to be effective.
- Think about the 5 negotiating styles. Are parties coming into the situation with a collaborative attitude or something else?

### Practice session

You will get the opportunity to practice using this conversation structure with a partner.

**Which elements of the conversation structure were you able to use well? How?**

**What other conflict resolution skills were you able to use in your conversation?**

**Are there any elements of the conversation structure that you would like to develop? How?**

# Organizational Conflict Scenario

In the role play you are the negotiator for your organisation.

**Preparation – Plan anything that you might like to say or ask going into your meeting.**

**What was the outcome of your negotiation with the other party?  
How successful do you feel this outcome was?**

Think about the conflict resolution tools and models we have covered so far:

- Empathy and non-judgement for the other party
- The Habits of a Reconciler, Emotional Intelligence and the Inner Development Goals
- The 5 approaches to a negotiation (avoid, accommodate, compete, compromise, collaborate)
- Active and empathic listening
- Non Violent Communication (observation, identify feelings, identify needs, request a solution)
- Understanding individual conflict hooks
- Structuring a conversation (preparation, opening, exploring, problem solving, concluding).

**Which models and skills were you able to use well in your meeting? How did they influence the outcome?**

**Which models and skills would you like to further develop? How may they have supported a better outcome?**

# Mediation

**‘Mediation is a process for resolving disputes where an intermediary helps conflicting parties to have a conversation to jointly resolve their concerns.’ (Beer & Packard, 2012)<sup>42</sup>**

Mediation is slightly different to the conflict resolution processes we have looked at so far because an impartial third party is there to help facilitate the conversations. This is usually used when the two parties are finding it difficult to resolve their issue alone or if there is a need for specialist mediation (business disputes, divorce law, employment law etc). Mediation may be used to help parties:

- To repair a relationship
- To find a practical solution to a problem
- To develop a truce with an adversary that allows them to move on
- To make a necessary decision despite tense relations

Mediation focuses on what each party says they care about and the issues that matter to them. The process works best when all parties recognise that continuing with a dispute has consequences and so are genuinely motivated to change the situation and find ways to cooperate.

Mediation is confidential, impartial and voluntary. Mediators guide the conversation to help people talk, listen and think. Mediators offer impartial attention to people and process concerns so everyone involved can be heard and find a way forward together. Every mediation is different as the mediators respond to the topics that emerge from the parties.

## Benefits of mediation

- **Mediation supports dispute resolution** as it encourages dialogue so all parties can:
  - identify and express their concerns
  - understand each other’s perspectives
  - explore practical solutions to move forwards
  - work towards a group agreement which all parties can commit to uphold
- **Self-awareness** – identifying and expressing emotions, core values and common patterns
- **Builds trust** – communicating in confidential, respectful and more empathetic ways can foster trust and mend relationships.
- **Supports parity / equality** – all parties are invited to speak and listen, and work towards a way forward together
- **Better teamwork / collaboration** – everyone is invited to contribute, find solutions and work towards a mutual agreement
- **Reduces stress and tensions** – by airing concerns and working to resolve their issues, parties may feel more at ease with each other and the work environment
- **Skill development** – parties will be encouraged to practise personal and professional skills such as active listening, empathy, and negotiating
- **Confidence** – speaking up about issues, expressing wants and needs, and initiating conversations can develop parties’ confidence

<sup>42</sup> Beer, J. E., Stief, E., & Packard, C. C. (2012). The mediator's handbook. Revised and expanded 4th ed. [Gabriola, B.C.], New Society Pub.

Many mediations are guided by two facilitators as it allows for the best possible outcome for the parties. Co-mediation allows the mediators to share the load (roles, tasks and emotions), supports creativity and expansion, as well as safeguarding the mediators and parties. Sometimes a single mediator will facilitate a mediation – usually if there are only two people rather than two groups of people.

Stages of a mediation – though not everyone completes the full process.



**1) Referral** – An organisation or individual, perceiving the need for mediation or facilitated conversation, contacts mediators. If the mediators are willing to take the case, then a written agreement is made between the mediators and the referrer (sometimes known as the sponsor) to set out the roles, conditions, logistics and confidentiality.

**2) Introduction to mediators (optional)** – sometimes the parties will want to have a short meeting or phone call with the mediators before deciding whether they want to engage in mediation. This conversation is not to discuss the conflict issue. Rather, it is an opportunity for partners to ask any questions they may have about the mediation process and seek any reassurances.

**3) Initial meetings** – The mediators meet with each party involved individually for 45-60mins each. The initial meeting allows each person to reflect on the challenging situation, explore and air their emotions, identify the root of the issue and what they might like to share or ask in order to improve things. The mediators will explain how the group mediation process works and answer any further questions. During the initial meeting the mediators will ask each party whether they would be willing to attend the mediation with other parties. If parties agree then they will be asked to commit to maintaining confidentiality throughout the process.

**4) Reflection and Planning** – Some time is left between the initial meetings and the group mediation. This allows all parties to process any reflections, thoughts and feelings that came out of those meetings. It also allows the mediators to plan to facilitate the group mediation and arrange the necessary logistics (venue, refreshments etc).

**5) Group mediation** - Parties who have agreed to meet are brought together in a safe, confidential and facilitated environment. The mediators help all parties to communicate constructively with each other - identifying their feelings, issues and needs. The mediators support all parties to listen and hear one another's needs and feelings. The aim is to create shared understanding and move towards agreements of how to work together better in the future. The mediators do not offer 'solutions' rather they support the group to work towards an agreement, which will then be written. It is good practice to get everyone to sign it as a commitment. If all parties agree, some or all points of agreement may be shared with the referrer/sponsor.

**6) Post-mediation (optional)** - After the mediation, parties may be encouraged to reflect privately on what they have learned about themselves and consider what actions they can take. In some cases the mediators may offer additional meetings with individuals to support the implementation of the agreement and commitments.

**The mediation process is underpinned by three core principles - VIC:**

- 1. Voluntary** - all parties are *invited* to participate and they have a right to refuse. Or, if they agree to participate, they can leave at any point in the process. In many cases a referrer will either encourage, suggest, advise, pressure or require that parties attend mediation. *Forced* mediation will not be successful as parties can be resentful or reluctant to participate fully. It is important that the process is voluntary for a meaningful outcome to be reached.
- 2. Impartial** - or sometimes known as multi partial. The mediators do not 'take sides' rather they use active and empathic listening with all parties to support them in identifying and expressing their issues.
- 3. Confidential** - prior to mediation no personal details about the conflict or parties are shared with the mediators. This builds trust in the process and supports impartiality. What is said during the mediation process is kept confidential - even from the organisation who has sponsored the mediation. The final agreement generated by all parties may be shared with the sponsor as long as all parties agree to this. The mediators will need to create notes throughout the written process in order to support the facilitation process - these will be retained for the length of the 'case', and then destroyed when the mediation (and / or post mediation phase) is concluded.

The mediator themselves will also follow these principles:

- Value each person's concerns, experiences, needs and dignity
- Assume each person is capable of acting cooperatively with goodwill and integrity
- Self-determination – a belief that people are the experts in their own lives and can speak, think and decide for themselves
- Dialogue. The goal of the mediation is to get parties talking to each other rather than being an intermediary for the conversation
- Collaboration. The goal is to get all parties working together on solutions that meet all needs rather than being coercive or transactional in their approach to each other

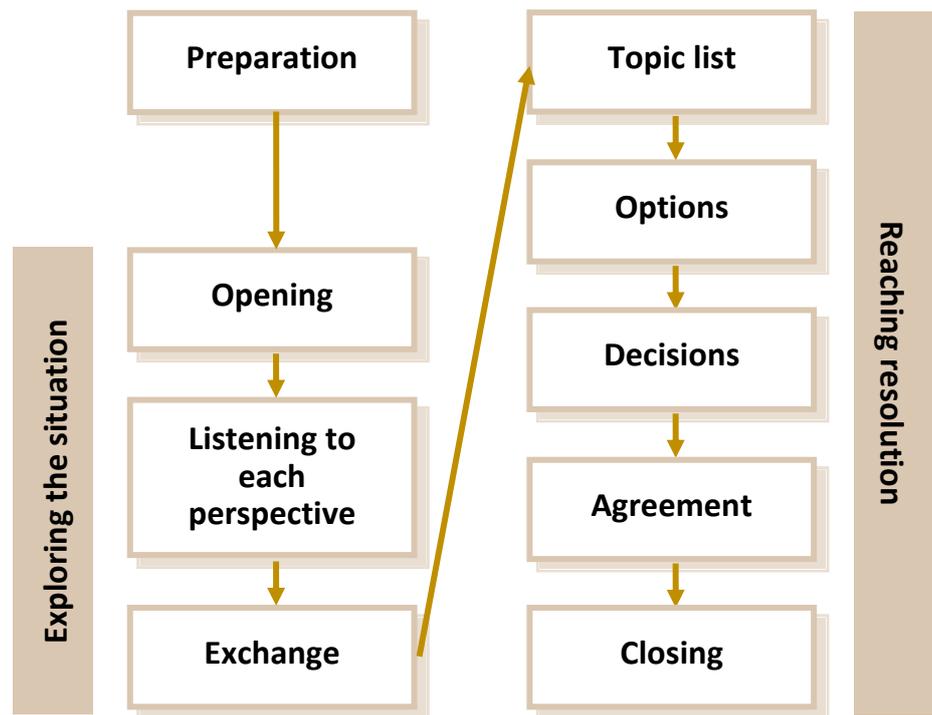
A mediator will:

- Have no stake in the outcome – this allows them to be impartial
- Provide structure for the conversation - helping people to talk, listen and think
- Be attentive to all participants so that they can process their feelings and concerns
- Help people get clearer about the situation, understand their needs and brainstorm options
- NOT suggest, recommend or favour particular solutions
- Help all parties to test whether ideas meet parties' interests, are workable and sustainable.

Beer & Packard (2012)<sup>43</sup> summarise the mediation process into the following flow diagram. You may notice many similarities to the reconciliation conversation framework earlier in this pack.

As the mediator is not 'in' the conflict, they will have a different role to play at each stage of this process to ensure the parties have the best possible chance of reaching an amicable resolution.

The actual mediation is split into two phases:



1. **Exploring the situation** focuses on the past and present in order to fully understand the situations and emotions involved.
2. **Reaching resolution** is focused on the future and how people would like things to be. This stage can only be entered if the first stage has been thoroughly explored.

Definitions in mediation:

- **Concern** - their problem / complaint.
- **Position** - their public stance about what should happen
- **Interest** - what really matters to this person, what motivates them

It is useful to remember that some's stated position may not be the same as their need. They may not want or know how to express their underlying need, which is where a mediator can help.

<sup>43</sup> Beer, J. E., Stief, E., & Packard, C. C. (2012). *The mediator's handbook*. Revised and expanded 4th ed. [Gabriola, B.C.], New Society Pub.

Phase	Purpose	Role of the mediator
<b>Preparation</b>	To identify whether mediation is suitable, put in place all agreements and get parties ready for mediation.	<ul style="list-style-type: none"> <li>• Decide whether mediation is suitable for the particular case – it may not be if any parties are unwilling to participate, have an incapacity, or if there is risk of danger or harm. Or if you have a relationship to any parties that would prevent you from being impartial.</li> <li>• Conduct initial meetings with all parties to get a sense of the topics and let parties know about the mediation process</li> <li>• Put agreements in place about the scope, process, finance and confidentiality</li> <li>• Arrange a suitable venue for mediation; somewhere comfortable, neutral, private and with access to refreshments.</li> <li>• If you are using reflection resources before the mediation, send these to participants.</li> <li>• Prepare anything you need for the session – outline, flipchart, stationary.</li> <li>• Arrange the room so everyone can see each other and the flipchart clearly and get easy access to drinks.</li> </ul>
<b>Opening</b>	To welcome the parties and outline the purpose and process of the mediation.	<ul style="list-style-type: none"> <li>• Greet each of the parties by name to welcome them</li> <li>• Make polite conversation evenly with everyone about safe topics</li> <li>• If one party doesn't show up then don't begin the mediation – there could be a chance of working with everyone later on.</li> <li>• Thank everyone for being willing to come</li> <li>• Warm up with an open question. This may be a positive ice breaker such as one thing you enjoy about your neighborhood / work or what your role entails. Or you may ask a question about people's hopes for the mediation.</li> <li>• For now, do not get into the content of the concern. Keep people on the warm up questions.</li> <li>• Remind participants of logistics; length, facilities available on site, any forms, confidentiality agreement and set a ground rule about electronic devices.</li> <li>• Remind participants about your role; to structure the session, help people talk and understand each other, help move them towards solutions.</li> <li>• Remind them that your notes will be destroyed once the mediation is over.</li> <li>• Ask them if they are willing to proceed.</li> </ul>

Phase	Purpose	<ul style="list-style-type: none"> <li>• <b>Role of the mediator</b></li> </ul>
<p><b>Listening to each perspective</b></p>	<p>To allow each party a sense of fairness and trust in the process by giving them each a turn to speak.</p>	<ul style="list-style-type: none"> <li>• Explain how the first ‘go round’ works. Every participant gets a turn to speak about their experience, concerns and express their feelings without interruption or challenge.</li> <li>• Remind participants to save any response, questions or comments towards others for later on in the process. They may want to write these down to help them to remember.</li> <li>• Ask an open ended question like <ul style="list-style-type: none"> <li>○ Who would be willing to speak first?</li> <li>○ What can you tell us about the situation from your point of view?</li> <li>○ What has been happening and how does it affect you?</li> <li>○ What concerns would you like us to talk about today?</li> </ul> </li> <li>• Allow each person time to share. You do not usually need to time people.</li> <li>• Maintain the process by helping prevent interruptions and keep people on the topic of their initial sharing rather than responding to each other.</li> <li>• If needed facilitate to support the timings, helping people to focus on what is essential or asking open ended questions if people give short accounts; ‘Could you say a bit more about your experience?’</li> <li>• If it is helpful encourage each speaker to speak to you, rather than to each other. This can make people feel more comfortable.</li> <li>• Thank each person for speaking and then invite the next by repeated your question.</li> <li>• Judge whether a second ‘go around’ is needed.</li> </ul>
<p><b>Exchange</b></p>	<p>To identify misunderstandings and information gaps. To build understanding of each other’s concerns, interests and needs.</p>	<ul style="list-style-type: none"> <li>• Conduct an open discussion where all parties can explore their concerns, needs and hopes. This is a complex sorting process.</li> <li>• Listen to each person and try to hear the emotions and needs.</li> <li>• Invite them to speak to each other.</li> <li>• Note key facts, concerns or needs on the flipchart.</li> <li>• Acknowledge and summarise what people say to ensure group understanding.</li> <li>• Ask questions about the facts of what happened as well as people’s motives – what led you to do X?</li> <li>• Notice any assumptions or accusatory comments people make and try to reframe them to be more factual or neutral.</li> <li>• Ask people for specific examples of behaviours and their impact in order to support later problem solving.</li> <li>• Help people to express their interests and needs – what did they want that they weren’t getting?</li> <li>• Highlight any interests shared by multiple parties.</li> <li>• Propose a topic list to move into the next phase of mediation.</li> </ul>

Phase	Purpose	Role of the mediator
<b>Topic list</b>	To identify and organize the topics that need to be discussed to form a suitable agreement.	<ul style="list-style-type: none"> <li>• Look at all of the concerns recorded on the flipchart and use this to create a list of topics that all parties need to decide on in order to move forwards. Examples might be: <ul style="list-style-type: none"> <li>○ Repairing a damaged item</li> <li>○ How to communicate about X</li> <li>○ Contingency plans for staff absence</li> </ul> </li> <li>• Ideally get the parties to list their own topics. The mediators may mention any concerns or interests from the exchange that have not been captured in order to see if it needs a topic.</li> <li>• You may want to prioritise the order of topics to be discussed, reassuring the group that all will be covered.</li> <li>• Ensure participants do not start problem solving at this stage (they can record ideas to discuss later). For now they are just capturing topics to ensure all concerns will be addressed.</li> <li>• Ensure that topics are quite practical (things people can DO) rather than requiring changes of values or feelings.</li> <li>• Ensure the topics are worded in the positive – focusing on the positive solution or outcomes. (They owe me money &gt; reclaim costs. Stop shouting at me &gt; how to air concerns constructively)</li> <li>• Check whether the topic list covers everything they need and whether anything is missing.</li> <li>• Ask or suggest a topic to start with – perhaps a topic is a sensible starting point because it lays a foundation for others.</li> <li>• If new topics emerge check whether any exchange needs to take place to help people fully understand it.</li> </ul>
<b>Options</b>	To identify multiple possible options for an agreement.	<ul style="list-style-type: none"> <li>• Invite participants to come up with several different options to address the topic.</li> <li>• Withhold your own opinions – the participants need to own this process themselves.</li> <li>• Help participants to reframe ideas to be more neutral if they could escalate the situation. E.g. fire Sally &gt; change staff team</li> <li>• Once a number of options have been shared, help participants to explore their ideas: <ul style="list-style-type: none"> <li>○ Are they SMART? Invite parties to clarify their ideas and how they would be put into place.</li> <li>○ Invite parties to imagine that solution being implemented to see if it is feasible or needs refinement.</li> <li>○ Explore whether any solutions have unintended side effects or create barriers which will need to be addressed.</li> <li>○ Does the idea meet all needs? Is it sustainable?</li> </ul> </li> </ul>

Phase	Purpose	Role of the mediator
<b>Decisions</b>	To decide on which options most meet all parties needs.	<ul style="list-style-type: none"> <li>• Help all parties to review the options that they have discussed and pull them together into decisions that they all agree on.</li> <li>• Help parties to put the decisions into a draft agreement.</li> <li>• Notice whether all parties' needs and interests have been met and if not invite discussion. – Is this going to work for you?</li> <li>• Identify any ambiguities in the wording of the decisions and seek clarification.</li> <li>• Name any gains or losses that people may face in working to the agreement.</li> <li>• Notice any hesitation and explore it.</li> </ul>
<b>Agreement</b>	To record all decisions in a way that holds all parties responsible and accountable.	<ul style="list-style-type: none"> <li>• Write a preface which sets out the positive goals of the agreement between the parties. (All parties agree that they want to improve customer service... X &amp; Y both agree they wish to make a fresh start..)</li> <li>• Outline each of the decisions made stating who, what, when, where, how, how much, deadlines and milestones. Adding specifics will help give everyone clarity and accountability.</li> <li>• Be mindful of language choices: <ul style="list-style-type: none"> <li>○ Use neutral language where possible and clarify the meaning of any adjectives (professional, punctual, respectful).</li> <li>○ Use 'agree' where possible instead of 'will' to emphasise the parties sense of choice.</li> <li>○ Highlight that decisions were mutual. 'Ali and Zahra both agree that Ali...</li> <li>○ Describe what people will do rather than what they won't do</li> </ul> </li> <li>• Note whether any contingencies are needed.</li> </ul>
<b>Closing</b>	To approve the final agreement and reflect on the mediation process.	<ul style="list-style-type: none"> <li>• Read the full agreement in order to check it.</li> <li>• Invite parties to sign it and give each party a copy.</li> <li>• Acknowledge what they have accomplished.</li> <li>• Reconfirm the confidentiality of the mediation and collect any notes to be destroyed.</li> <li>• If appropriate, clarify what (if anything) will be reported to the sponsor.</li> <li>• Notify the group of any follow up processes that are in place.</li> <li>• Invite participants to reflect on the process (and perhaps collect an evaluation of the session).</li> </ul>

**Separate conversations** – in some mediation scenarios the mediator may need to conduct separate conversations with each party. This may involve them being in the same building with the mediator moving between rooms. This is usually used when parties are not ready or able to speak to each other constructively. A mediator would work towards getting both parties in the same room together. Professional mediator training will cover this process in more detail.

**Multiple sessions** – if a mediation topic is complex then the process may be broken down into separate sessions. This may mean one for exploring the situation and another for reaching a resolution. If so, then the mediator will need to clearly communicate time frames, the process in and between each session and the need for confidentiality whilst the whole process is followed.

Useful questions for the mediator to think about:

- **Finding needs** - What is each person afraid of? What are they protecting?
- **Values** - What boundaries have been violated? What are their drivers?
- **Deeper interests** – what does this problem symbolise or represent for them?

#### **Further tips:**

- Show you have understood with paraphrasing, summarising and clarifying.
- Try reframing their situation in more neutral or future facing terms – you are reframing to the speaker not the listener.
- Crying is a normal part of the process. Acknowledge some's pain and give them tissues. Ask them if they need a break.
- Provide breaks, drinks and snacks. Mediation can be a tiring process for everyone.
- Allow people time to digest and process new information
- Name people's strong emotions in order to help them feel acknowledged whilst also neutralising; 'It's clear you feel deeply grieved about \_\_\_\_'
- Check whether any parties have accessibility needs – can they use the room, speak the language, read any documents?
- Think about participants safety – do you have any reason to believe the situation could escalate to violence? How can this be mitigated? Is it safe to proceed?

#### **Taking mediation further**

This hopefully provides a useful introduction to mediation so that so that you can begin practicing the skills informally and decide whether to practice further. Formal mediation is a complex process so if you wish to mediate in your workplace or community then you will need further specialist training in order to safely conduct the full process.

**What went well in your mediation practice? What skills were used? Which parts of the process were conducted well?**

**What could be improved in your mediation practice? What skills could be developed? Which parts of the process need further development?**

**How might the skills and process of mediation be useful in your work and personal life?**

## Home Group 4

Today we looked at some more causes of conflict as well as how to structure and mediate difficult conversations.

- What are the most important things you learned on this module?
- What will you try to do differently in your work / personal life? – How?

You may like to record any reflections from your discussion (being mindful of confidentiality).