

# Social Work Leadership Pathway (ILM L5) Handouts

# Social Work Leadership Pathway (ILM L5) Day 1 Handouts

# Are You a Leader or a Manager?

- This is a self-diagnostic profiling tool to help you to analyse the extent to which your own behaviours, approach and actions tend towards either a management or leadership style. From this greater understanding you can capitalise on your strengths, build on any qualities you would like to develop and increase your understanding of how others see you.
- **Mark a cross in one of the columns 1,2,3,4 or 5 to indicate where on the continuum between the two statements you sit. Be as honest as you can.**
- **The activity should take no more than 10 minutes**
- **Remember this is not a test. You cannot pass or fail.**

## RESULTS

- Generally, if you have a predominance of crosses in columns 1 and 2, your approach is one of maintaining stability through tight management of your team. Your focus tends to be on tangible entities (e.g. results, paperwork, processes).
- If you have predominance of crosses in columns 4 and 5 you are demonstrating leadership qualities. Your approach is one of using influence to effect real change. You encourage the team to take responsibility and collaborate to achieve the shared goals.

		1	2	3	4	5	
1	I create a detailed plan for describing the various steps required to achieve the desired results.						I have a clear vision for the future, both medium and longer term, and I have communicated this to my team.
2	I always ensure that timescales and deadlines are included in my plans.						I devise strategies for producing the changes needed to achieve the vision.
3	I always allocate the necessary resources to support the delivery of my plan.						I empower the team to make decisions on appropriate resource allocation.
4	I prepare a detailed budget with an analysis of the costs associated with the planned activities.						I prepare strategies for producing the changes needed to achieve that vision.
5	I base plans on the existing staffing structure but will reorganise if necessary to achieve the requirements of the plan.						I am making the most of the knowledge and skills available to me.
6	I ensure that staffing is in place to fill the structure.						I develop a sense of teamwork.
7	I delegate responsibility and authority for carrying out the plan.						I believe everyone in the team is equally responsible for achieving outcomes.
8	If necessary, I will create policies and procedures to help guide staff.						I empower staff to achieve the vision and feel they have contributed to the vision.
9	I create systems and methods to monitor the implementation of the plan.						I aim to get everyone lined up with a sense of mission and higher purpose.
10	I control the activity of my staff.						My team are inspired and enthusiastic about their work.
		1	2	3	4	5	
11	I help subordinates clarify their goals and how to reach them.						I focus on communicating the vision to my team, rather than on the detail of its implementation.
12	When problems or issues arise, I find solutions myself.						I prefer to ask questions and leave the problems for others to solve.
13	As the boss, I believe that it is important to keep at a distance from my staff.						I aim to 'connect' with my staff.
14	I believe competition gets the best out of my team.						I encourage collaboration.
15	I act as the 'expert' for my staff.						I act as coach and facilitator for my staff.
16	I will regularly monitor in detail the achievement of results against the plan.						I try to motivate, inspire and energise staff to overcome barriers that may get in their way.
17	I constantly find ways to improve what the team does.						I look for ways to improve how the team operates.
18	I am a talker.						I am a good listener.
19	I understand the organisation well.						I have good personal insight.
20	I aim to create a stable working environment.						I thrive on constant change and expect my team to constantly innovate.
21	I always ensure jobs are done on time.						I am always looking out for new products and opportunities.
22	My team tends to produce the expected outcomes.						My team tends to produce results beyond target.
23	Staff and colleagues view me as being well-organised.						Staff and colleagues view me as inspiring.
24	I always keep an eye on the bottom line.						I keep an eye on the horizon and longer term.

# How would you rate your own interpersonal skills?

- Using a scale of 0 – 10 identify your own ability to use interpersonal skills.

0 = no skill

10 = outstanding skills

	0	1	2	3	4	5	6	7	8	9	10
Accountability											
Assertiveness											
Body-Language											
Diplomacy											
Listening											
Manners											
Problem-Solving											
Questioning											
Responsibility											
Self-Management											
Social-Awareness											
Tact											
Verbal Skills											

*Would your team members and/or colleagues give you the same score?*

# Learning Styles Questionnaire

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity	Column A	Column B	Column C
When you spell do you:	Try to 'see' the word in your mind? <input type="checkbox"/>	'Sound out' the word? <input type="checkbox"/>	Write the word out to see if it 'feels' right? <input type="checkbox"/>
When you are talking do you:	Dislike having to listen to someone else for long? <input type="checkbox"/>	Enjoy listening to others and talking yourself as well? <input type="checkbox"/>	Move quite a bit and use your hands and body to express yourself? <input type="checkbox"/>
When you are trying to concentrate, what is more likely to distract you:	Pictures on the wall? <input type="checkbox"/>	Noise around you e.g. music or traffic? <input type="checkbox"/>	People moving about around you? <input type="checkbox"/>
When you learn do you:	Prefer to see demonstrations, diagrams, slides and pictures? <input type="checkbox"/>	Like someone to give you instructions, talks, lectures and explanations? <input type="checkbox"/>	Prefer to learn by doing things, role-play or practical situations? <input type="checkbox"/>
When you meet someone for a second time, do you:	Remember the face but forget the name? <input type="checkbox"/>	Remember the name but forget the face? <input type="checkbox"/>	Remember best the things you have done and the places you have visited together? <input type="checkbox"/>
When you need to ask someone to do something for you, do you:	Like to meet someone face to face so that you can see them? <input type="checkbox"/>	Prefer to talk to them over the phone? <input type="checkbox"/>	Work out what you're going to say in advance and practise it while walking along and doing something else? <input type="checkbox"/>
Do you remember things best by:	Writing notes or keeping printed details? <input type="checkbox"/>	Saying them aloud or repeating words and key points in your head? <input type="checkbox"/>	Doing and practising the activity or imagining it being done? <input type="checkbox"/>
When you are reading do you:	Make a picture in your mind? <input type="checkbox"/>	Read the words out loud in your mind? <input type="checkbox"/>	Imagine yourself doing the things described in the book? <input type="checkbox"/>

## How did you get on?

Now add up how many A's, B's and C's you selected

If you answered mostly A's – you learn best by seeing. The person who learns best by **seeing** is a **visual** learner

If you answered mostly B's – you learn best by hearing. The person who learns best by **hearing** is an **auditory** learner.

If you answered mostly C's – you learn best by doing. The person who learns best by **doing** is a **kinaesthetic** learner.

If you answered a mixture of A's, B's, and C's – you use a mixture of learning styles.

## Tips for improving your learning

If you are a **visual** learner:

- you will learn best when there is a lot of visual information; try using colour – pens and paper – to help sharpen your visual memory
- practise using mind maps
- make sure that your desk is tidy and clear from clutter before you start working
- practise improving visual memory – 'photograph' information you need to learn
- try playing classical music quietly in the background when you are concentrating.

If you are an **auditory** learner:

- you will learn best by listening and discussing
- you will be able to concentrate best in a quiet room; if this is not possible, play classical music very quietly on headphones – you may find that this works best if the volume is turned off in your right ear only
- try using a tape recorder for learning material or for planning assignments
- make sure that you get copies of any visual material used in lectures
- ask your tutor to explain things to you in words if you do not understand something.

If you are a **kinaesthetic** learner:

- you will learn best by doing things and practising
- make sure that you get good notes from lectures – if necessary from someone else
- you may find it difficult to sit still to learn – this can be difficult in a classroom; try using something like worry beads or squeezing a ball if it is not possible to walk around.

# Influencing Styles – Is there a One Best Way?

<u>Case</u>	<u>Advantages</u>	<u>Disadvantages</u>
<b>Charismatic Chasia</b> Everyone likes Chasia because she has a magnetic personality. Team members are always eager to please her, and they usually go along with all her ideas. However, Chasia is not around as she has been absent due to family bereavement. The team members now have no direction and they do not know what to do.	•	•
<b>Collaborative Charles</b> Charles encourages employees to be involved in taking projects forward. His team members like this as they feel part of the whole process. There are good working relationships in the department due to Charles's style of working.	•	•
<b>Assertive Alan</b> Alan has always been confident in his abilities and believes that with a clear vision of what the task involves, everyone will respond. However, he does not realise that he is not particularly well-liked by his team members, as they feel he is insensitive to their needs.	•	•
<b>Inspirational Irene</b> Irene has led her team for a few years, and has recently been promoted to Head of Service due to her skill at winning others over with her passion and enthusiasm. She appeals on an emotional level to colleagues and all stakeholders admire her inspirational approach. However, since being promoted, she has found it difficult to maintain her enthusiasm and excitement due to the challenges that she has had to face. Gone is the positive influence she had on her team, and they no longer have the same drive to succeed.	•	



# Influencing Situations Blank Template

Tactic	Uses	Situation
Assertive or reasoning	Facts, logic and reasoning	
Convincing or reasoning	Facts, logic and persuasive reasoning	
Consulting	Employee suggestions	
Collaborating or bridging	Provides resources and removes obstacles  Uses personal relationships	
Inspiring	Appeals to values, beliefs and emotions of others  May use stories	
Negotiating	Bargaining	

## Time Management - Priorities

	Urgent	Not Urgent
Important	Important Deadlines Crises / Emergencies Pressing Important Meetings Last min preparations  <b>GET THESE DONE</b>	Relationship Building Personal Development Employee Training Prevention & Planning  <b>BRING THESE FORWARD...</b>
Not Important	Some Emails & Phone Calls Interruptions Paperwork Some Meetings  <b>CAN YOU DELEGATE?</b>	Trivial Activities Time Wasters Escaping Junk Email  <b>WORK TO ELIMINATE</b>

	Urgent	Not Urgent
Important	<u>Get these done:</u>       	<u>Move these forwards:</u>       
Not important	<u>Can you delegate?:</u>       	<u>Work to eliminate:</u>       

## Leadership Video Links

### Day 2:

Authenticity:

[Brené Brown: The power of vulnerability | TED Talk](#) (20 mins)

Empathy:

[Simon Sinek - EMPATHY - One of Simon Sinek's best speeches EVER. - YouTube](#) (35 mins)

### Day 3:

Lencioni's (2002) Five Dysfunctions of a Team:

<https://www.youtube.com/watch?v=GCxct4CR-To> (2 mins)

Coaching in action:

[https://clicktime.symantec.com/3J3puMA2yu58cyG5VmtYquF6H2?u=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DO\\_vlekGlt\\_M](https://clicktime.symantec.com/3J3puMA2yu58cyG5VmtYquF6H2?u=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DO_vlekGlt_M) (4 mins)

Delivering bad news:

<https://www.youtube.com/watch?v=BN-RbUFAJx4> (3 mins)

Difficult conversations:

<https://www.youtube.com/watch?v=fE3ZHWaGhEE> (5 mins)

How your Power Silences Truth:

[How your power silences truth | Megan Reitz | TEDxHultAshridge - YouTube](#)

### Day 4:

Facing your Fear

[🧠 FEEL THE FEAR AND DO IT ANYWAY 🧠 - SUSAN JEFFERS - ANIMATED BOOK REVIEW - YouTube](#) (5 mins)

[Feel The Fear And Do It Anyway By Susan Jeffers | How To Face Your Fears | Animated Book Review - YouTube](#) (5 mins)

### Day 5:

[Action learning sets - videos and interviews with participants and trainers \(actionlearningassociates.co.uk\)](#) (4.5 mins)

# Social Work Leadership Pathway (ILM L5) Day 2 Handouts

# Leadership Styles Questionnaire

(Adapted from Sage Publications, [www.sagepub.com/northouseintro2e](http://www.sagepub.com/northouseintro2e))

## Purpose:

1. To identify your style of leadership
2. To examine how your leadership style relates to other styles of leadership.

## Directions:

1. For each of the statements below, circle the number that indicates the degree to which you agree or disagree.
2. Give your immediate impressions. There are no right or wrong answers.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Team members need to be supervised closely, or they are not likely to do their work	1	2	3	4	5
2. Team members want to be part of the decision-making process	1	2	3	4	5
3. In complex situations, leaders should let team members work problems out on their own	1	2	3	4	5
4. It is fair to say that most team members in the general population are lazy	1	2	3	4	5
5. Providing guidance without pressure is the key to being a good leader	1	2	3	4	5
6. Leadership requires staying out of the way of team members as they do their work	1	2	3	4	5
7. As a rule, team members must be given rewards or punishments in order to motivate them to achieve organisational objectives	1	2	3	4	5
8. Most team members want frequent and supportive communication from their leaders	1	2	3	4	5
9. As a rule, leaders should allow team members to appraise their own work	1	2	3	4	5
10. Most team members feel insecure about their work and need direction	1	2	3	4	5
11. Leaders need to help team members accept responsibility for completing their work	1	2	3	4	5

12. Leaders should give team members complete freedom to solve problems on their own	1	2	3	4	5
13. The leader is the chief judge of the achievements of the members of the group	1	2	3	4	5
14. It is the leader's job to help team members find their "passion"	1	2	3	4	5
15. In most situations, people prefer little input from the leader	1	2	3	4	5
16. Effective leaders give orders and clarify procedures	1	2	3	4	5
17. People are basically competent and if given a task will do a good job.	1	2	3	4	5
18. In general, it is best to leave team members alone.	1	2	3	4	5

### Scoring:

1. Sum the responses on items 1, 4, 7, 10, 13 and 16 (authoritarian leadership)
2. Sum the responses on items 2, 5, 8, 11, 14 and 17 (democratic leadership)
3. Sum the responses on items 3, 6, 9, 12, 15 and 18 (laissez-faire leadership).

### Total Scores:

Authoritarian Leadership: \_\_\_\_\_

Democratic Leadership: \_\_\_\_\_

Laissez-Faire Leadership: \_\_\_\_\_



(Genuine)

### Scoring Interpretation:

This questionnaire is designed to measure three common styles of leadership: authoritarian, democratic and laissez-faire.

By comparing your scores, you can determine which styles are most dominant and least dominant in your own style of leadership.

If your score is 26-30, you are in the very high range.

If your score is 21-25, you are in the high range.

If your score is 16-20, you are in the moderate range.

If your score is 11-15, you are in the low range.

If your score is 6-10, you are in the very low range.

# Myers Briggs Profiles

## ISTJ

### Basic Habits of Mind

ISTJ leaders seek precision and clarity in spoken or written information. These two qualities promote a thorough and practical concentration on the task at hand. ISTJs have an immediate, concrete focus on the here and now; they are likely to appear as focused, orderly, critical, and decisive people who trust facts and structure.

### Typical Communication Patterns

- careful in spoken communication, share tested and verifiable data
- Calm and unassuming, they seem decisive, predictable, and realistic in their expression of information.
- expect a logical, matter-of-fact conversation from ISTJs

### Motivated and Motivates By

- attempt to motivate others with precise, accurate and timely information
- description of situations followed by a concise, analytical observation is made with an assumption that logical order will engage others

### Observed Effective Behaviours

- straight forward communication and the capacity to confront difficult people who behave in inappropriate ways
- being fair-minded, organised and decisive are seen as typical qualities

### Insights Rarely Shared

- They see themselves as less expressive than other types. They believe this quality makes them least likely to become over dependant on others and can have difficulty with management direction for the organisation
- often feel they carry an unusual load of responsibility within a group

### Blind Spots

- others may consider the deliberate analytical behaviour of ISTJs as manipulating, demanding and impatient
- they are often seen as pressuring and blunt
- ISTJs might be surprised to learn that their commitment to careful precision is interpreted by some as guarded dogmatism
- their decisiveness can come across as blunt, opinionated views

### Potential Barriers to Effectiveness

- ISTJs need to learn to create a more developmental climate and demonstrate more compassion for those who work with them
- having a low tolerance for ambiguity, they sometimes find it difficult to advance in organisations where a teamwork orientation is essential

### Stress Related Behaviour

- often attempt to manage stress through methodological strategies and getting things done; this becomes exaggerated to look like a person insisting on control and conformance to expectations
- Under enough stress, their natural attention to precision becomes excessive. Energy is spent on anticipating the failure and the incompetence of people and processes around them.

## **ISFJ**

### **Basic Habits of Mind**

As leaders, ISFJs tend to be realistic, calm, consistent and careful with facts. Loyal and reliable, they trust their experience and the consistency of information. ISFJs have a storehouse of memories and facts, their cooperative, sympathetic and affiliate behaviours, are experienced as warm and thoughtful, they express interest in people rather than things.

### **Typical Communication patterns**

- often do what they believe will be helpful to others without asserting their own needs
- due to their precise and focused attention to the world around them, they may give relatively unhurried interest and concern to others
- they are careful to achieve balance in their work and personal life and assume others will do so as well, being careful to get the job done before the deadline so as to prevent stressful, last-minute effort

### **Motivated and motivates Others By**

- enthusiastic about organised and concise information
- check out the facts before taking action, especially as related to helping others
- they often feel that if you show and tell, then you will get people to understand the job that needs to be done

### **Observed Effective /behaviours**

- being sensitive and compassionate to others are expressed behaviours of ISFJs
- ISFJs have a strong cooperative orientation. They are seen as dependable and expressive of appreciation
- relationship building and sensitivity to others are seen as positive and effective expressions common to ISFJs

### **Insights Rarely Shared**

- See themselves as straightforward, flexible, and easy to get along with kind of people.
- do what is necessary and sufficient to get the job done without seeking the limelight and want to lead by example

### **Blind Spots**

- seen as pragmatically resourceful, this type sometimes appears to be unaware they are so conventional as to be self-centred, abrupt, and uncompromising
- they would be surprised to learn that their behaviours could be seen as stingy, overly conventional and rigid

### **Potential Barriers to Effectiveness**

- can become over dependant on structures and standard operating procedures, being over-controlled, and having difficulty with staff relationships
- lack of interest in the limelight means that they often do not get their views aired and if they are not careful, they may behave in ways that diminish the social presence needed to influence others

### **Stress Related Behaviour**

- Become exceptionally conventional and reserved and may appear unemotional, stingy with time and resources and demanding.
- When the stress is great enough, they see advice in the smallest events that the future is dark and is unlikely to be enjoyable.



## **ESTJ**

### **Basic Habits of Mind**

As leaders, ESTJs give a critical, analytical eye to experience. They seek order and reasonableness in decision-making processes. They are systematic, task focused and action orientation. They have clear impressions about experiences, people and circumstances. Their type enjoys methodical, systematic analysis of life events.

### **Typical Communication Patterns**

- they are seen as giving high energy, tough minded expressions that are practical and realistic about situations before them
- they like facts and are drawn to ask questions for clarity and precision
- their remarks are logical, orderly and seem quite decisive

### **Motivated and Motivates By**

- the logical framework, the specific facts, and a systematic method to address a situation
- a thorough critique that is orderly and practical moves them into action

### **Observed Effective Behaviours**

- they are seen as one of the highest rated types for doing what it takes, being decisive, confronting problems and working the plan
- their demanding and deliberate style is often effective at leading others

### **Insights Rarely Shared**

- they think of themselves as resourceful, as a quick study, and a good team player
- They view their straightforward style as an asset.

### **Blind Spots**

- they may be surprised to learn that others feel that difficulties with interpersonal relationships are going to cause them problems
- observers feel they will have special difficulty when making strategic transitions

### **Potential Barriers to Effectiveness**

- They need to learn more effective ways to build and mend relationships.
- of special concern, ESTJs need to focus on creating a developmental climate with direct reports or team members
- often technically competent, they mistake conformance to their instructions as respect for their ability

### **Stress Related Behaviour**

- they may become more demanding and instructive as stressors are pressing on them
- as stress increases, they can be seen as aggressive, arrogant and stingy with resources
- With enough stress, they become hypersensitive to rejection and focus on the incompetence of those around them.

## **ESFJ**

### **Basic Habits of Mindset**

ESFJ leaders give a great deal of attention to people and their reactions to situations. Immediately aware of the relationships among people, they seek to understand others' experiences. They are responsive, loyal, and attuned to others.

### **Typical Communication Patterns**

- upon meeting ESFJs, most people feel that these individuals are warm and outgoing
- while they like to make decisions, get clarity and make sure instructions are clear, they are also eager to communicate inclusion by being empathetic
- they make unassuming observations and they like conversation that is focused on people-related topics

### **Motivated and Motivates By**

- practical, realistic, hands on action, which moves toward completion of a project or task
- they enjoy the moment and are energised by their activities as long as these are guided by definitive guidelines and timelines

### **Observed Effective Behaviours**

- their decisive, hands on, do what it takes style is seen as effective
- they take a conventional approach to everyday work issues
- they appear precise in their judgements and demanding in getting the job done

### **Insights Rarely Shared**

- ESFJs see themselves as resourceful, flexible, straightforward, and very able to create developmental climates at work
- they believe that their teamwork skills enable them to build relationships and effectively aid the organisation in achieving its goals

### **Blind Spots**

- others believe that they may develop problems with interpersonal relationships if they fail to learn how to be more changeable and delegating
- they appear to have problems when organisations are making strategic transitions and changes

### **Potential Barriers to Effectiveness**

- at times, their energy for closure and focus comes across as blunt, abrasive and manipulating
- their appearance of being pressuring works against their effectiveness
- unless they demonstrate more innovativeness and openness to change, ESFJs may not identify key opportunities for growth and development

### **Stress Related Behaviour**

- As they experience stress, ESFJs appear more energetic and insist on cooperation from others. This can lead to hasty observations and unrealistic expectations
- under prolonged stress, they will resort to being quite guarded and when they do engage, they become overly nit picking
- they seem unusually unemotional, overly conventional and obsessive about the current situation they are in

## **INTJ**

### **Basic Habits of Mind**

INTJs as leaders are analytical and innovative. INTJ's immediately recognise the complexity of ideas and possibilities, often seeing relationships among apparently unrelated events or facts. They have an uncanny awareness of situations and process, they navigate the environment with analytical and critical precision.

### **Typical Communication patterns**

- INTJs often seem questioning and sceptical
- a collector of theories and ideas, INTJs find a model to make sense of most any situation
- expressively logical, orderly and systematic evaluations are typical of INTJs
- intensity is apparent during interactions. This is the result of the difficulty in appropriately and efficiently expressing all of the complexity they have perceived

### **Motivated and motivates Others By**

- appreciate and are responsive to mental versatility, systematic analysis, and high aspirations
- explaining overall framework for action, by connecting actions, motives and outcomes, and by providing a 'formula' about their experiences

### **Observed Effective /behaviours**

- observers feel INTJs are a quick study, are independent-minded and are interested in power and influence
- being deliberate, forceful and demanding are also effective qualities of INTJs

### **Insights Rarely Shared**

- INTJs feel flexible, self-aware, tolerant and decisive
- INTJs often feel that others see them as self absorbed in a task and intentionally excluding others, though that is not their intent

### **Blind Spots**

- often unaware that their decisive, analytical style appears dogmatic, impatient and manipulating, INTJs could learn from continuous feedback about the effects of their interpersonal style
- their independence and critical-mindedness are often interpreted as having difficulty with upper management decisions or strategic directions

### **Potential Barriers to Effectiveness**

- they need to strengthen relationships, to demonstrate more compassion and sensitivity and to be careful about disagreements with management decisions
- for INTJs, what feels like open, direct communication which is honest and sensitive, and clear, critical questions about decisions being made, is experienced by other as being opinionated, detached and manipulative

### **Stress Related Behaviour**

- increasing scepticism and broader questioning is reflective of increasing levels of stress for INTJs. They may appear to be very hard-headed and condescending
- when the pressure is great enough, they may become obsessed with a fact that is then distorted beyond all reasonable recognition
- more likely however, is that they become obsessed with hair-splitting precision that no one can match

## **INFJ**

### **Basic Habits of Mind**

INFJ leaders perceive the complexity of interpersonal relationships and circumstances of situations with clarity. They demonstrate inspiration, ideals and imagination. They engage with other people and evaluate the events around them with an awareness of the consequences on people and treasured ideals

### **Typical Communication patterns**

- appreciative of others efforts. Attentive and sensitive to the emergence of various qualities and dynamics during interactions with others
- they put special emphasis on personal framework for decisions
- often warm, cooperative and sympathetic
- expressive of their inner vision and engage others so they can connect with this vision

### **Motivated and motivates Others By**

- INFJs motivate others using cooperation and acting on values which promote human well-being
- inclusive of others, put energy into tasks and activities which reflect on their values for establishing enduring relationships

### **Observed Effective /behaviours**

- demonstrated behaviours which build a developmental climate, put others at ease, show independence of thought are seen as effective in organisations
- the casual, easy-going interpersonal style of this type is seen as an effective way to be demanding, straightforward and deliberate

### **Insights Rarely Shared**

- they think of themselves as very compassionate, sensitive and empathetic with others
- they see themselves as decisive and responsible in their behaviours toward others.

### **Blind Spots**

- while generally seen as resourceful, INFJs are surprised to learn that others see overdependence in relationships, undeveloped criteria for hiring staff, and not enough social presence to have the influence needed to change situations in organisations
- they are often surprised to learn that others see their style as being unsupportive of management initiatives

### **Potential Barriers to Effectiveness**

- interpersonal style may be seen as guarded and pressuring
- these qualities undermine trust and a feeling of fair play when dealing with the boss
- INFJs need to be careful that their empathy and demonstrated interest in fostering relationships are not translated as permissive

### **Stress Related Behaviour**

- increasing cautious and 'reserved' behaviours may be signs of stress
- they may appear to be dreamy and retiring, and express unrealistic expectations as stress increases
- If the stresses are persistent, INFJs might exhibit a relentless concern about details of the day as more meaningful than they really are. This obsession with current events and how these are related to the 'sorry condition of the world' indicate the stressors need to be reduced

## **ENTJ**

### **Basic Habits of Mind**

ENTJs as leaders are inclined to critique and analyse information as it occurs in relation to some larger framework. They initiate questions like: 'what are the assumptions and conclusions and are these reasonable?' They can identify endless connections and interrelationships among facts and ideas. ENTJs are perpetually building more complex models of whatever their interests may be.

### **Typical Communication patterns**

- expressive and fluent about their ideas and their critique of events or situations, they enjoy discussing theory, analyses and a formula for making things work better
- They are fast paced in their interactions, action orientated and communicate high aspirations

### **Motivated and motivates Others By**

- systematic and logical action; looking forward for ways to improve whatever has gone before in anticipation of the future state of affairs
- ideas and global issues
- energised by making things happen and by the process of actualising ideas

### **Observed Effective /behaviours**

- seen as effectively decisive and acting to do whatever it takes to get the job done, they also appear to be effective when they are organised, deliberate and assertive
- seen as responsible and forthright individuals, ENTJs are often effective in leading others when being sociable and inclusive

### **Insights Rarely Shared**

- they may not talk about it, but they see themselves as resourceful and effective at confronting others
- they feel they are a quick study and know how to put people at ease

### **Blind Spots**

- Creating a developmental climate and building relationships
- Their attention to task contribution for their team is far greater than their building and mending relationships in team work

### **Potential Barriers to Effectiveness**

- observers feel that they could have problems with interpersonal relationships because of their quick verbal analytical style
- problems with personal/work balance are created by their high aspirations and demanding attitudes
- their general proactive attitudes and critical nature can be seen as condescending and arrogant

### **Stress Related Behaviour**

- as stressors increase, ENTJs become aggressive and arrogant
- with enough stress, they put more energy into 'getting the job done and getting it done right!! Now!'
- after prolonged stress, they may seem detached, reserved, hypersensitive and somewhat overly concerned about others' views and opinions of them.

## **ENFJ**

### **Basic Habits of Mind**

ENFJ leaders are expressive, positive and look for structured ways to achieve the goal and maintain relationships. They connect with people in intense ways and are often in tune with the subtle differences of interpersonal interactions among people. They are very engaging and affiliative. This interest in people is helped by their imagining of a variety of possibilities for each person with whom they are engaged, and innovative and imaginative solutions to problems they confront

### **Typical Communication patterns**

- they like to create conversations that lead to cooperation, to the sharing of ideas, and to exploring new possibilities
- they are expressive and gregarious, covering a variety of topics in any conversation
- being appreciative and supportive of others are common expressions they put forth

### **Motivated and motivates Others By**

- working with people issues rather than technical
- being resourceful about human behaviours and possibilities, they get excited by affiliative interactions that enable them to share the patterns and insights they feel are important
- energising with their initiating and approachable nature

### **Observed Effective /behaviours**

- highly rated for leading others with enthusiasm and warmth, they are seen as able communicators who put people at ease and get the job done
- perceived as good at developing relationships and being appropriately compassionate, they are seen as effective due to their energetic, initiating and approachable nature

### **Insights Rarely Shared**

- they feel they have a strong sense of appropriate decisive action and work well on teams
- they feel that they have a good balance of work and personal life that serves them in leading others

### **Blind Spots**

- they would be surprised to hear that others think they need to be more flexible and less critical of upper management
- many feel they have an overdependence on a select few

### **Potential Barriers to Effectiveness**

- they need to address their behaviours that appear more opinionated, manipulating, blunt and dogmatic
- at times their energetic style seems pressuring, their methodical approach seems manipulating, and their comments seem overly personal

### **Stress Related Behaviour**

- when under stress, ENFJs put more energy into being decisive – and thus pushy – and taking action, which seems impatient
- as this increases, they seem hasty, impulsive, and hard headed
- with sustained stress, they become reserved, retiring and obsessed with internal criticisms of their perceived failures and inadequate accomplishments

## **ENFP**

### **Basic Habits of Mind**

Driven to new ideas and possibilities, ENFPs as leaders like 'going with the flow'. They seek to connect current experience to future possible outcomes. Their active imagination is triggered by external events. This enables them to provide a decisive judgement about the acceptability of problems in a situation. Drawn toward people and people related concerns, they work towards understanding relationships in context.

### **Typical Communication patterns**

- ENFPs express enthusiasm about ideas and about being with people
- they openly reveal their observations and reactions to situations
- eager to discuss the big picture, their language is expansive and filled with remarks about future possibilities
- warmth and concern for others often come through their activities as they enjoy engaging others in almost any task

### **Motivated and motivates Others By**

- they are motivated by opportunities to share ideas, brainstorm, and engage with others to solve personal problems
- flexible environments which encourage innovation and looking for new connections among experiences and ideas are great motivators for this type

### **Observed Effective /behaviours**

- rated among the highest in creating developmental climates, building and mending relationships, expressing compassion and empathy, this type is seen as effective in leading groups in problem solving and conflict resolution
- they are usually effective at being adaptable, energetic and appreciative

### **Insights Rarely Shared**

- they think of themselves as unusually resourceful and quick minded
- they feel they are flexible and are effective work team members

### **Blind Spots**

- they would be surprised to learn that observers see them as somewhat over dependant on a small group of insiders, somewhat low in self-control, needing to be more straightforward and to follow through more completely

### **Potential Barriers to Effectiveness**

- they need to learn more constructive confrontation, to be more demonstrative of support for upper management strategy, and more deliberate in their management of tasks
- when their values are pinched, they seem guarded, dogmatic and hypersensitive, which interferes with their effectiveness

### **Stress Related Behaviour**

- stressors often result in this type increasing tempo, becoming more active in reacting to situations and very talkative
- they become more impulsive, hasty, noisy, and distracted as stress increases
- with enough persistent stress, they may become very quiet while they focus on a fact or two and obsess about its meaning (usually in very negative ways.)

## ISTP

### Basic Habits of Mind

ISTP's lead by being analytical. This produces a decisive and incisive perspective concerned with precision and exactness. Introverted Thinking pulls this type to be reflective, sceptical, and critical. Aided by Extraverted Sensing which provides an acute awareness of the present situation, Introverted Thinking is adaptable as long as logical order can be made out of the situation.

### Typical Communication patterns

- General initial reaction to ISTPs is that they are reflective, but when engaged they are quick on their feet, quite ingenious and realistic in their remarks.
- Seen as good-natured, when they are talking they know the who, what, where, and when of situations.

### Motivated and motivates Others By

- Motivated by dealing with practical concerns.
- They want to get things done that are consonant with their experience and framework for a situation.
- They enjoy analysing their world and are motivated to engage in critical discussion as long as the outcome has specific results.
- Tangible goals get the 'juices moving'.

### Observed Effective /behaviours

- Straightforward, resourceful, fair, and consenting are among the highest rated qualities.
- Being able to accurately identify the individual strengths and capabilities of those who work with them.

### Insights Rarely Shared

- ISTPs feel decisive about *and* flexible to new ideas.
- They believe they are able to confront others effectively and quickly.
- ISTPs believe their attention to the details of the moment contributes to a developmental climate for others.

### Blind Spots

- ISTPs are sometimes seen as blunt, detached, guarded, impersonal and low on demonstrated empathy.
- While they think of themselves as able to competently manoeuvre social settings, their social behaviour often fails to make the impression they imagined was true.

### Potential Barriers to Effectiveness

- Making strategic transitions during organisational change.
- In environments where change is frequent, they may discover their logical, critical comments are perceived as disagreeing with upper management.

### Stress Related Behaviour

- As stress increases, ISTPs often seem more restless and non-conforming
- The critical, analytical, logical expressions become increasingly intense due to the prolonged self-imposed silence they show during stress.
- When the stressors last long enough and with enough intensity, ISTPs become unusually sensitive to people's verbal and non verbal behaviour, seeing rejection and disregard in the simplest of events.



## **INTP**

### **Basic Habits of Mind**

INTPs lead by seeking answers to questions in terms of the causes, outcomes and variable relationships of people, places, and things. Analytical and logical, INTPs have Introverted Thinking as a primary function, which is aided in its analysis with the patterns perceived by Extraverted Intuition. The auxiliary Extraverted Intuition is in tune with the complexity in the environment. An awareness of the fluidity of situations is often a hallmark of this function.

### **Typical Communication patterns**

- INTPs enjoy presenting the most recent theory or model of interest to explain their experiences
- They see paradox and irony in almost everything they do, which leads to unconventional and imaginative remarks
- They are autonomous problem solvers and are willing to validate their analysis of events through conversation when invited to do so.

### **Motivated and motivates Others By**

- INTPs are motivated by intellectual and complex challenges
- The tougher the problem, the greater their interest
- They gain a great deal of energy from talking about theoretical models and find debate invigorating

### **Observed Effective /behaviours**

- Seen as decisive and as quick study given most situations, they are also seen as casual, independent-minded, and initiating
- Aware that when they delegate they are effective, they often seek ways to communicate both understanding and urgency when dealing with others

### **Insights Rarely Shared**

- INTPs think that being mindful of concepts and theories gives them flexibility and an understanding of interpersonal interdependence
- As leaders their careful, moderate approach to others leads to a belief that they are good at building interpersonal relations

### **Blind Spots**

- INTPs would be surprised to learn that they do not put people at ease as quickly as they imagine
- They may appear pressuring, blunt, impatient, and as having difficulty with follow-through
- As a result of these occasional qualities, INTPs have more staff relationship issues than they initially think

### **Potential Barriers to Effectiveness**

- Learning to build and mend peer and direct report relationships is critical to the future success of INTPs
- If they do not leave the lessons of encouraging others and interpersonal warmth, then others will see them as having poor work team commitment and a poor confrontation record

### **Stress Related Behaviour**

- As stress increases, INTPs become more restless and defensive
- They critically analyse the big picture which feeds the urgency to solve the problem. This leads to a forceful and sometimes rebellious action because 'no one else can grasp the scope of the problem.'
- With sufficient stress, this type becomes hypersensitive and expressive of disappointment in the lack of care others show for his or her cause

## **ISFP**

### **Basic Habits of Mind**

ISFPs are gentle leaders who make decisions based on their ideals and web of relationships as well as well as a desire to take practical action. Introverted Feeling leads ISFPs to find supportive environments and to develop strong though few interpersonal relationships. Aided by Extraverted Sensing as the auxiliary, this type is aware of the immediate, present situation in which they find themselves. The auxiliary leads to a reliable awareness of the practical considerations of any decisions that are being made.

### **Typical Communication patterns**

- Because of the reflective, deferent nature ISFPs, their typical expressions are factually brief, good – natured and concise
- They show their intentions and real commitments more by actions than by words
- In their conversation, they know the who, what, where, and when of people and situations

### **Motivated and motivates Others By**

- ISFPs get excited by taking practical action to help people
- They gently encourage others to act and they quietly act to address an issue or situation
- Personal, matter-of-fact, hands-on assistance enthralls them

### **Observed Effective /behaviours**

- ISFPs are seen as resourceful, flexible, and team-work oriented
- These are the qualities which contribute to perception that they are good at building relationships and promoting a developmental climate
- Others observe that when they are blunt, methodical, and pressuring, they are often effective at leading others

### **Insights Rarely Shared**

- Most people would be surprised to learn that ISFPs have a strong belief that they do what must be done to get the job done, and they are direct and straightforward in their communications.
- They often feel they are a quick study, though others may not immediately see this quality

### **Blind Spots**

- Others perceive that this type is over dependant on a select few, and not concerned enough with making a good impression as being socially involved
- Relative to other, ISFPs are unaware of how their deferent behaviour may be seen as merely 'going along'

### **Potential Barriers to Effectiveness**

- Seen as guarded and impatient at times
- Observers would like to see a demonstration of more strategic-mindedness
- While often good with their direct reports and bosses, ISFPs have unusual difficulty in getting their peers to appreciate the gifts brought to the table

### **Stress Related Behaviour**

- When stressed, ISFPs become undependable in follow-through and suspicious of others intentions
- Under enough prolonged stress, ISFPs become hypercritical of others and find an endless list of reasons for the unacceptability of some action or fact
- A sceptical, touchy interpersonal style will emerge during stressful times

## **INFP**

### **Basic Habits of Mind**

INFPs as leaders seek congruence between their ideals and the current situation. With a dominant Introverted Feeling function, INFPs make decisions by looking at the consequences on people and how outcomes will fit into their values and ideals. Aided by Extraverted Intuition which seeks out possibilities and patterns, this type makes connections among young people, ideas, and events and then evaluates their acceptability

### **Typical Communication patterns**

- INFPs discuss possible future actions and ask open questions to 'get along'
- The interconnections they see often lead to some unconventional speculation about situations
- They often give carefully worded summaries of their thoughts and ideas

### **Motivated and motivates Others By**

- Motivated by autonomy and complexity in situations
- Introspective and gentle, they are often eager to be adaptable and encourage others to do likewise to enhance motivation
- Creatively finding room to generate alternate solutions to problems
- Will put a great deal of energy in to actualising personal values

### **Observed Effective /behaviours**

- Seen as effective when they are expressing compassion, building relationships, demonstrating changeability, and encouraging others.
- Observers indicate that INFPs are very good at creating a developmental work climate

### **Insights Rarely Shared**

- INFPs perceive themselves as very able team members and very competent at selecting talented people with whom to work
- They often feel that they cannot completely share their insights due to complexity of interrelationships they see.

### **Blind Spots**

- INFPs are unlikely to recognise that they appear to be over dependent on a select group, unconcerned with making a good impression, and too reserved to be effective.
- Not following through in a timely manner is sometimes an issue

### **Potential Barriers to Effectiveness**

- Sometimes seen as guarded, detached, impatient, dogmatic, and opinionated
- Their reserved nature leads to a lack of sociability that gives people discomfort

### **Stress Related Behaviour**

- INFPs get surprised with how touchy and unrealistic they become when they are under stress
- They become noticeably distracted and impulsive as the stress increases
- With continued stress, they will become very critical and petty, seeming harsh and very negative towards others and themselves

## **ESTP**

### **Basic Habits of Mind**

ESTPs as leaders are so acutely aware of the environment and people that they respond quickly and adaptively. In tune with the immediate situation, their lead function of Extraverted Sensing is focused on concrete, exact facts which promote expedient action. With Introverted Thinking as the auxiliary, ESTPs are busy fitting information into logical frameworks in order to make sense of experience. Due to the dominant process, the Introverted Thinking aspects of ESTPs lead to quick analysis and action.

### **Typical Communication patterns**

- Energetic, fast paced communicators who enjoy whatever is useful to do at the moment
- Good natured and realistic in their interactions
- Often good at easing tensions due to their sense of humour, they are also very critical and analytical when exploring situations
- Actively seek facts which then lead to concise questions of others.
- Sometimes their inaction is in fact their analytical reflection looking for the quickest, shortest routes between two points

### **Motivated and motivates Others By**

- Being on the move, focusing on the present, and quickly acting to efficiently solve problems motivate ESTPs
- Being on the 'emergency team' or the 'disaster recovery team'.

### **Observed Effective /behaviours**

- Confronting difficult employees effectively, asserting points of view
- Being decisive and deliberate
- Having considerable social presence that is persuasive

### **Insights Rarely Shared**

- ESTPs often believe they have compassion for others, are being strategic-minded, and work well on teams
- They spend more time keeping balance in their life than others recognise

### **Blind Spots**

- ESTPs often believe themselves to be more resourceful and interpersonally responsible than others see.
- They are sometimes seen as noncommittal, detached, and abrasive

### **Potential Barriers to Effectiveness**

- Failure to actively demonstrate a commitment to a developmental climate in the workplace by being as empathetic as they are critical
- Failure to take the time to show their interest in the long-range strategic future of the organisation

### **Stress Related Behaviour**

- When in a pinch, ESTPs appear opportunistic, restless, and unkind
- They will become more aggressive in seeking information and forceful in expecting people to conform
- Under enough persistent stress, they may seem inwardly obsessed with what they believe are probable and dire possibilities
- They convince themselves that they know just how terrible a situation is before checking it out with someone

## **ESFP**

### **Basic Habits of Mind**

ESFPs as leaders are friendly, practical, and responsive. Their dominant Extraverted Sensing leads to easy connections with people and people-related things in their environment. They have a quick awareness of the human dynamics of a situation. Eager to enjoy the moment, ESFPs seek out novel experiences. Aided by Introverted Feeling, ESFPs use this judgement process for deciding the acceptability of circumstances and the way to approach people. These qualities make it easy for them to move among many different types of people and situations

### **Typical Communication patterns**

- They naturally express concern for and enjoyment of others
- Their comments are generally focused on the here and now
- They enjoy conversation and are easily engaged on most any topic of current interest
- They are actively involved in interactions, putting a great deal of energy into being inclusive and being included by others

### **Motivated and motivates others by**

- Physical activity and by focusing on problems of a practical nature
- Working in teams and find immediate action more satisfying than long-term goals setting, though they see the need for it
- Engaging others at a personal level that gets them involved in the situation in front of them

### **Observed Effective /behaviours**

- Compassionate nature, sensitivity, and social flexibility
- Easy-going manner enables them to be demanding and pressuring in effective ways
- Putting people at ease and putting forth ideas and persuading others to listen

### **Insights Rarely Shared**

- ESFPs often think they are very straightforward and effective at leading others
- They see themselves as resourceful and decisive

### **Blind Spots**

- Many ESFPs would be surprised to learn that others see them as over dependant on a select group and slightly less self-controlled than other people
- They would be surprised to learn that their quick responsiveness and easy-going manner is interpreted by some as non committal (having simply 'reacted'), impatient and pressuring

### **Potential Barriers to Effectiveness**

- When they appear impatient, noncommittal, and blunt, ESFPs are viewed as ineffective
- They need to show that they will do what is needed to get the job done and that they can be a quick study

### **Stress Related Behaviour**

- They seem to be undependable, touchy, and rigid when under stress
- They may appear opportunistic and abrupt as stress increases
- With too much stress, they will become reserved and guarded and they find themselves imagining the worst possible outcomes of the situation they are in

## **ENTP**

### **Basic Habits of Mind**

ENTPs as leaders focus on future possibilities that are related to present circumstances. The dominant process for ENTPs, Extraverted Intuition, seeks out patterns and interrelationships among ideas and frameworks. Introverted Thinking serves as an auxiliary process to make decisions about information and situations. Questioning and sceptical, ENTPs decisions are continuously flowing from introverted thinking as they seek to make sense of their experiences

### **Typical Communication patterns**

- Why, when and 'why not' are typical questions of ENTPs
- They enjoy pushing ideas and getting reactions, to 'stir the pot'
- Verbally fluent and fast paced in their communications, ENTPs are action oriented
- Relatively inhibited, they are eager to ask almost any question to 'follow their nose'.

### **Motivated and motivates Others By**

- Situations which encourage their independent mindedness and challenge their problem-solving skills. They want to be fully competent and cutting edge
- They are inclined to become somewhat detached and try to see the 'whole' as a way to increase their energy when dealing with a situation

### **Observed Effective /behaviours**

- Seen as effective at being a quick study, being assertive, putting their ideas out to persuade others, and doing what it takes to reach the goal
- While they are socially able to work with most any group, their social effectiveness increases with casual, interpersonal style

### **Insights Rarely Shared**

- They see themselves as resourceful, self-aware, flexible, and very able at creating developmental climates in the workplace
- Their perception of their abilities to achieve these qualities is related to their adaptability to experience.

### **Blind Spots**

- They would be surprised to learn that their questioning seems impulsive, pressuring, critical and opinionated at times
- Observers note concern about their limited degree of expressed compassion for others, ability to build relationships on teams, and ability to constructively confront others
- Others observe that ENTP flexibility interferes with the implementation of plans and actions

### **Potential Barriers to Effectiveness**

- Some see their analytical questioning as a noncommittal and overly critical behaviour
- Seen as impatient with those who do not think as quickly, and appear unconcerned about their work/ personal life balance

### **Stress Related Behaviour**

- Stressful events can lead them to become more questioning and forceful in getting answers
- They can become impulsive, unrealistic, hasty, and noisy as their stress increases
- After prolonged stressful events or situations, they become very quiet and reserved as they focus on some fact or incident. This focus becomes an obsessive concern about a fact and its meaning, usually resulting in a negative self-interpretation.

# HONEY & MUMFORD LEARNING STYLES QUESTIONNAIRE

*Revised 1986*

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning 'habits' that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style.

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick by it (✓). If you disagree more than you agree put a cross by it (X). Be sure to mark each item with either a tick or cross.

- ☐ 1. I have strong beliefs about what is right and wrong, good and bad.
- ☐ 2. I often act without considering the possible consequences.
- ☐ 3. I tend to solve problems using a step-by-step approach.
- ☐ 4. I believe that formal procedures and policies restrict people.
- ☐ 5. I have a reputation for saying what I think, simply and directly;
- ☐ 6. I often find that actions based on feelings are as sound as those based on careful thought and analysis.
- ☐ 7. I like the sort of work where I have time for thorough preparation and implementation.
- ☐ 8. I regularly question people about their basic assumptions.
- ☐ 9. What matters most is whether something works in practice.
- ☐ 10. I actively seek out new experiences.
- ☐ 11. When I hear about a new idea or approach I immediately start Working out how to apply it in practice.
- ☐ 12. I am keen on self -discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
- ☐ 13. I take pride in doing a thorough job.

- ☐ 14. I get on best with logical, analytical people and less well with spontaneous, 'irrational' people.
- ☐ 15. I take care over the interpretation of data available to me and avoid jumping to conclusions.
- ☐ 16. I like to reach a decision carefully after weighing up many alternatives.
- ☐ 17. I'm attracted more to novel, unusual ideas than to practical ones.
- ☐ 18. I don't like disorganised things and prefer to fit things into a coherent pattern.
- ☐ 19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.
- ☐ 20. I like to relate my actions to a general principle.
- ☐ 21. In discussions I like to get straight to the point.
- ☐ 22. I tend to have distant, rather formal relationships with people at work.
- ☐ 23. I thrive on the challenge of tackling something new and different.
- ☐ 24. I enjoy fun-loving, spontaneous people.
- ☐ 25. I pay meticulous attention to detail before coming to a conclusion.
- ☐ 26. I find it difficult to produce ideas on impulse.
- ☐ 27. I believe in coming to the point immediately.
- ☐ 28. I am careful not to jump to conclusions too quickly.
- ☐ 29. I prefer to have as many sources of information as possible - the more data to think over the better.
- ☐ 30. Flippant people who don't take things seriously enough usually irritate me.
- ☐ 31. I listen to other people's points of view before putting my own forward.



- ☐ 32. I tend to be open about how I'm feeling.
- ☐ 33. In discussions I enjoy watching the manoeuvrings of the other participants.
- ☐ 34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
- ☐ 35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.
- ☐ 36. It worries me if I have to rush out a piece of work to meet a tight deadline.
- ☐ 37. I tend to judge people's ideas on their practical merits.
- ☐ 38. Quiet, thoughtful people tend to make me feel uneasy.
- ☐ 39. I often get irritated by people who want to rush things.
- ☐ 40. It is more important to enjoy the present moment than to think about the past or future.
- ☐ 41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.
- ☐ 42. I tend to be a perfectionist.
- ☐ 43. In discussions I usually produce lots of spontaneous ideas.
- ☐ 44. In meetings I put forward practical realistic ideas.
- ☐ 45. More often than not, rules are there to be broken.
- ☐ 46. I prefer to stand back from a situation and consider all the perspectives.
- ☐ 47. I can often see inconsistencies and weaknesses in other people's arguments.
- ☐ 48. On balance I talk more than I listen.
- ☐ 49. I can often see better, more practical ways to get things done.

- ☐ 50. I think written reports should be short and to the point.
- ☐ 51. I believe that rational, logical thinking should win the day.
- ☐ 52. I tend to discuss specific things with people rather than engaging in social discussion.
- ☐ 53. I like people who approach things realistically rather than theoretically.
- ☐ 54. In discussions I get impatient with irrelevancies and digressions.
- ☐ 55. If I have a report to write I tend to produce lots of drafts before settling on the final version.
- ☐ 56. I am keen to try things out to see if they work in practice.
- ☐ 57. I am keen to reach answers via a logical approach.
- ☐ 58. I enjoy being the one that talks a lot.
- ☐ 59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.
- ☐ 60. I like to ponder many alternatives before making up my mind.
- ☐ 61. In discussions with people I often find I am the most dispassionate and objective.
- ☐ 62. In discussions I'm more likely to adopt a 'low profile' than to take the lead and do most of the talking.
- ☐ 63. I like to be able to relate current actions to a longer term bigger picture.
- ☐ 64. When things go wrong I am happy to shrug it off and 'put it down to experience.
- ☐ 65. I tend to reject wild, spontaneous ideas as being impractical.
- ☐ 66. It's best to think carefully before taking action.
- ☐ 67. On balance I do the listening rather than the talking.
- ☐ 68. I tend to be tough on people who find it difficult to adopt a logical approach.

- ☐ 69. Most times I believe the end justifies the means.
- ☐ 70. I don't mind hurting people's feelings so long as the job gets done.
- ☐ 71. I find the formality of having specific objectives and plans stifling.
- ☐ 72. I'm usually one of the people who puts life into a party.
- ☐ 73. I do whatever is expedient to get the job done.
- ☐ 74. I quickly get bored with methodical, detailed work.
- ☐ 75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events.
- ☐ 76. I'm always interested to find out what people think.
- ☐ 77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc.
- ☐ 78. I steer clear of subjective or ambiguous topics.
- ☐ 79. I enjoy the drama and excitement of a crisis situation.
- ☐ 80. People often find me insensitive to their feelings.

## LEARNING STYLES QUESTIONNAIRE - SCORING

You score one point for each item you ticked (✓). There are no points for items you crossed (X).

Simply indicate on the lists below which items were ticked.

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80

**Totals**

*Activist*

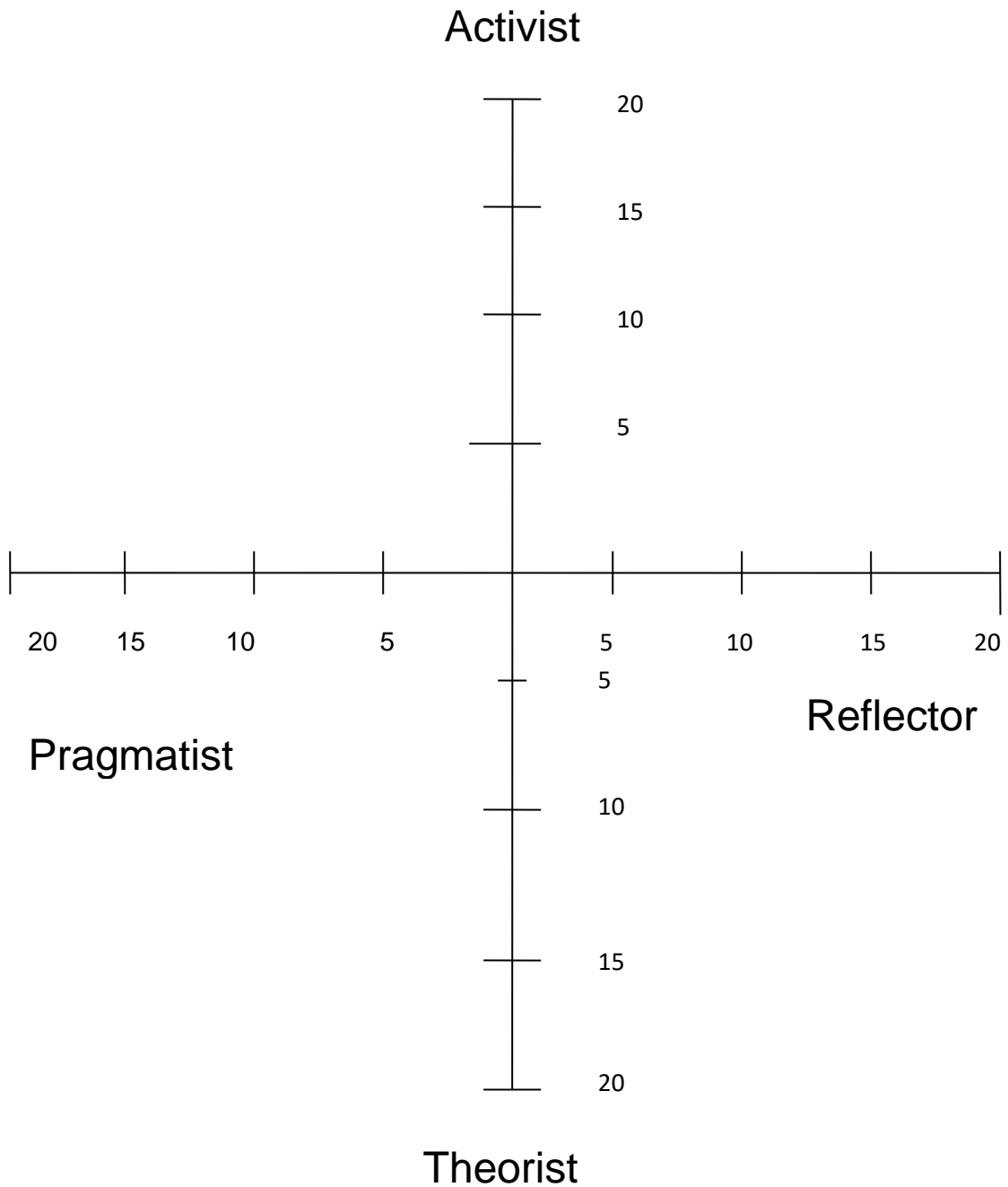
*Reflector*

*Theorist*

*Pragmatist*

## Plotting your scores

1. Plot your scores on the graph below. Join up the points
2. Draw in a dotted line to show the lowest scores in the 'Strong Preference' column and compare them with yours.



## LEARNING STYLES - GENERAL DESCRIPTIONS

### Activists

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: 'I'll try anything once'. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves.

### Reflectors

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

### Theorists

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step by step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic. 'If it's logical it's good'. Questions they frequently ask are: "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

### Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is: 'There is always a better way' and 'If it works it's good'.

## HOW TO CHOOSE LEARNING ACTIVITIES TO SUIT YOUR LEARNING STYLE

Just as some individuals have a preference for one learning style, so some learning activities are strongly geared to one style of learning. You are more likely to learn from activities that suit your learning style. Read the section that applies to your style of learning.

If you have a preference for the ACTIVIST STYLE you will learn best from activities where:

- there are new experiences, problems, or opportunities from which to learn.
- you can engross yourself in short 'here and now' activities such as business games, competitive teamwork tasks, role-playing exercises.
- there is excitement, drama, or crisis and things chop and change with a range of diverse activities to tackle.
- you have a lot of the limelight i.e. you can chair' meetings, lead discussions, give presentations.
- you are allowed to generate ideas without constraints of policy or structure or feasibility.
- you are thrown in at the deep end with a task you think is difficult or a challenge with inadequate resources and adverse conditions.
- you are involved with other people i.e. bouncing ideas off them, solving problems as part of a team.
- it is appropriate to 'have a go'.

As an ACTIVIST you will learn least from, and may react against, activities where:

- learning involves a passive role i.e. listening to lectures, explanations, or statements of how things should be done, reading, watching.
- you are asked to stand back and not be involved
- you are required to assimilate, analyse and interpret lots of 'messy data'.
- you are required to engage in solitary work i.e. reading, writing, thinking on your own
- you are asked to assess beforehand what you will learn, and to appraise afterwards what you have learned.
- you are offered statements you see as 'theoretical' i.e. explanations of cause or background.
- you are asked to repeat essentially the same activity over and over again i.e. when practicing.
- you have precise instructions to follow with little room for manoeuvre
- you are asked to do a thorough job i.e. attend to detail, tie up loose ends, dot i's cross t's

If you have a preference for the REFLECTOR STYLE you will learn best from activities where:

- you are allowed or encouraged to watch/think/chew over activities.
- you are able to stand back from events and listen/observe i.e. observing a group at work, taking a back seat in a meeting, watching a film or CCTV.
- you are allowed to think before acting, to assimilate before commenting i.e. time to prepare, a chance to read in advance a brief giving background data.
- you can carry out some painstaking research i.e. investigate, assemble information, probe to get to the bottom of things.
- you have the opportunity to review what has happened, what you have learned.
- you are asked to produce carefully considered analyses and reports.
- you are helped to exchange views with other people without danger i.e. by prior agreement, within a structured learning experience.
- you can reach a decision in your own time without pressure and tight deadlines.

As a REFLECTOR you will learn least from, and may react against, activities where:

- you are 'forced' into the limelight i.e. to act as leader/chairman, to role-play in front of onlookers.
- you are Involved In situations which require action without planning,
- you are pitched into doing something without warning i.e. to produce an instant reaction, to produce an off the-top-of-the-head idea,
- you are given insufficient data on which to base a conclusion.
- you are given cut and dried instructions of how things should be done.
- you are worried by time pressures or rushed from one activity to another.
- in the interests of expediency you have to make short cuts or do a superficial job,

If you have a preference for the THEORIST STYLE you will learn best from activities where:

- what is being offered is part of a system, model, concept, theory.
- you have time to methodically explore the associations and interrelationships between ideas, events and situations.
- you have the chance to question and probe the basic methodology, assumptions or logic behind something i.e. by taking part in a question and answer session, by checking a paper for inconsistencies.
- you are intellectually stretched i.e. by analysing a complex situation, being tested in a tutorial session, by teaching high calibre people who ask searching questions
- you are in structured situations with a clear purpose.
- you can listen to or read about ideas and concepts that emphasise logic and are well argued, elegant, or watertight.
- you can analyse and then generalise the reasons for success or failure.
- you are offered interesting ideas and concepts even though they are at immediately relevant.
- you are required to understand and participate in complex situations.

As a THEORIST you will learn least from, and may react against activities where:

- you are pitch forked into doing something without a context or apparent purpose.
- you have to participate in situations emphasising emotions and feeling.
- you are involved in unstructured activities where ambiguity and insecurity are high i.e. with open-ended problems, on sensitivity training.
- you are asked to act or decide without a basis in policy, principle or concept.
- you are faced with a hotchpotch of alternative/contradictory techniques/methods without exploring any in depth i.e. as on a 'once over lightly' course.
- you doubt that the subject matter is methodically sound i.e. where questionnaires haven't been validated, where there aren't any statistics to support an argument.
- you find the subject matter platitudinous, shallow or gimmicky.
- you feel yourself out of tune with other participants i.e. when with lots of Activists or people of lower intellectual calibre.



IF you have a preference for the PRAGMATIST STYLE you will learn best from activities where:

- there is an obvious link between the subject matter and a problem or opportunity on the job.
- you are shown techniques for doing thing, with obvious practical advantages i.e. how to save time, how to make a good first impression, how to deal with awkward people
- you have the chance to try out and practice techniques with coaching/feedback from a credible expert i.e. someone who is successful and can do the techniques themselves.
- you are exposed to a model you can emulate i.e. a respected boss, a demonstration from someone with a proven track record, lots of examples/anecdotes a film showing how its done.
- you are given techniques currently applicable to your own jobs.
- you are given immediate opportunities to implement what you have learned.
- there is high face validity in the learning activity i.e. **good** simulation, 'real' problems.
- you can concentrate on practical issues i.e. drawing up action plans with an obvious end product, suggesting short cuts, giving tips.

As a PRAGMATIST you will learn least from, and may react against, activities where:

- the learning is not related to an immediate need you recognise/you cannot see, an immediate relevance/practical benefit.
- organisers of the learning, or the event itself, seem distant from reality i.e. 'ivory towered, all theory and general principles, pure 'chalk and talk'.
- there is no practice or clear guidelines on how to do it.
- you feel that people are going round in circles and not getting anywhere fast enough.
- there are political, managerial or personal obstacles to implementation,
- you can't see sufficient reward from the learning activity i.e.. more sales, shorter meetings, higher bonus, promotion.

Our view on learning from experience is that the learning cycle involves

- doing something - EXPERIENCING
- thinking about what has happened — REVIEWING
- drawing some conclusions — CONCLUDING
- deciding what to do in a similar situation — PLANNING

If your LSQ result shows you are already an all-round learner (i.e. no single style predominate, -all four styles are virtually level) you are likely to manage each stage of this process consciously and well. Your Activist tendencies will ensure you have plenty of experiences. Your Reflector and Theorist tendencies will ensure that afterwards you review and reach conclusions. Your Pragmatist tendencies will ensure that you plan future implementation.

But what should you do if you have a strong preference for one style or another? You must make best use of the strengths of that style, but the real answer has to be that if you want to increase you learning capability you will need to develop those styles which at present you do not use effectively. The next four sections give advice on how to set about this. However, you need not **read all four** sections. It is best to concentrate on the section, or sections that show how to strengthen the styles in which your LSQ result Indicates a low preference.

## HOW TO IMPROVE YOUR ACTIVIST STYLE

If you want to improve your Activist style because your Activist score was, say, 10 or less the first task is to decide what aspects you would like to develop. A useful starting point is to do an analysis of the Activist LSQ items that you crossed. This is because crossed items indicate things you do not do, or believe in, and are therefore pointers to what you will need to practice. Indicate on the list below which LSQ items you crossed.

- 2. I often act without considering the possible consequences.
- 4. I believe that format procedures and policies restrict people.
- 6. I often find that actions based on feelings areas sound as those based on careful thought and analysis
- 10. I actively seek out new experiences.
- 17. I'm attracted more to novel, unusual ideas than to practical ones.
- 23. I thrive on the challenge of tackling something new and different.
- 24. I enjoy fun loving spontaneous people.
- 32. I tend to be open about how I'm feeling.
- 34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
- 38. Quiet, thoughtful people tend to make me feel uneasy.
- 40. It is more important to enjoy the present moment than to think about the past or future
- 43. In discussions I usually produce lots of spontaneous ideas.
- 45. More often than not, rules are there to be broken,
- 48. On balance I talk more than I listen.
- 58. I enjoy being the one that talks a lot.
- 64. When things go wrong I am happy to shrug it off and 'put it down to experience'.
- 71. I find the formality of having specific objectives and plans stifling.
- 72. I'm usually one of the people who puts life into a party.
- 74. I quickly get bored with methodical, detailed work.
- 79. I enjoy the drama and excitement of a crisis situation.

Of the items above indicate which are:

A definitely not like you (i.e. you rarely, if ever, do them)

B more marginal (i.e. sometimes like you but only in specific situations)

Mark items with art A or B accordingly.

Now decide which items you most want to practice in order to develop your Activist style. It might be sensible to start with some of the B items since these are likely to be easier to tackle and bring early success. Whether you choose to go for A or B items, or a mixture of the two, we strongly recommend that you focus on a maximum of two items. If you aim for more it is likely to prove too ambitious. The one or two items you select should be converted into goals that you can achieve and relate to your course and learning opportunities.

The goals should commit you to do something which you do not normally do. For example:

- Do something new, i.e. something that you have never done before, at least once each week go jogging at lunch time,, read an unfamiliar newspaper with views that are diametrically opposed to yours, change the layout of furniture in your room, etc.
- Practice initiating conversations, select people at random from your course and go and talk to them.
- Deliberatel<sub>7</sub> fragment your day chopping and changing activities frequently. Make the change as diverse as possible. For example, if you have had half an hour of cerebral activity, switch to doing something utterly routine and mechanical. If you have been sitting down, stand up. If you have been talking, keep quiet, and so on.
- Force yourself into the limelight. Volunteer whenever possible to lead groups or give presentations. When you attend a tutorial set yourself the challenge of making a substantial contribution within the first 10 minutes.
- Practice thinking aloud, bounce ideas off a colleague

## HOW TO IMPROVE YOUR REFLECTOR STYLE

If you want to improve your Reflector style because your Reflector score was, say, 14 or less, the first task is to decide what aspects you would like to develop. A useful starting point is to do an analysis of the Reflector LSQ items that you crossed. This is because crossed Items Indicate things you do not do, or believe in, and are therefore pointers to what you will need to practice. Indicate on the list below which LSQ Items you crossed.

- 7. I like the sort of work where I have time for thorough preparation and implementation.
- 13. I take pride in doing a thorough job.
- 15. I take care over the interpretation of data available to me and avoid jumping to conclusions.
- 16. I like to reach a decision carefully after weighing up many alternatives.
- 25. I pay meticulous attention to detail before coming to a conclusion.
- 28. I am careful not to jump to conclusions too quickly.
- 29. I prefer to have as many sources of information as possible. the more data to think over the better.
- 31. I listen to other people's points of view before putting my own forward,
- 33. In discussions I enjoy watching the manoeuvrings of the other participants.
- 36. It worries me if I have to rush out a piece of work to meet a tight deadline.
- 39. I often get irritated by people who want to rush things.
- 41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.
- 46. I prefer to stand back from a situation and consider all the perspectives.
- 52. I tend to discuss specific things with people rather than engaging in social discussion.
- 55. If I have a report to write I tend to produce lots of drafts before settling on the final version.
- 60. I like to ponder many alternatives before making up my mind.
- 62. In discussions I'm more likely to adopt a low profile' than to take the lead and do most of the talking.
- 66. It's best to think carefully before taking action.
- 67. On balance I do the listening rather than the talking.
- 76. I'm always interested to find out what people think

Of the items above indicate which are:

A definitely not like you (i.e. you rarely, if ever, do them)

B more marginal (i.e. sometimes like you but only in specific situations)

Mark crossed items with an A or B accordingly.

Now decide which items you most want to practice in order to develop your Reflector style. It might be sensible to Start with some of the B items since these are likely to be easier to tackle and give some early success, Whether you choose to go for A or B Items, or a mixture of the two, we strongly recommend that you focus on a maximum of two items, If you aim for more it is likely to prove too ambitious. The one or two items you select should be converted into goals that you can achieve and relate to your course and learning opportunities.

The goals should commit you to do something which you do not normally do. For example:

- Practice observing, study people's behaviour. Also study non-verbal behaviour. When do people lean forward and lean back? Count how many times people emphasise a point with a gesture. When do people fold their arms, look at their watches, and chew their pencils and so on?
- Keep a diary and each evening write an account of what happened during the day. Reflect on the day's events and see if you can reach any conclusions from them. Record your conclusions in the diary.
- Practice reflecting after a meeting or event of some kind, Go back over the sequence of events identifying what went well and what could have gone better.
- Give yourself something to research, something that requires the painstaking gathering of data from different sources.
- Practice producing highly polished pieces of writing. Give yourself essays to write on various topics (something you have researched'? When you have written something, put it aside for a week then force yourself to return to it and do a substantial rewrite.
- Practice drawing up lists for and against a particular course of action. Take a contentious issue and produce balanced arguments from both points of view,

## HOW TO IMPROVE YOUR THEORIST STYLE

If you want to improve your Theorist style because your Theorist score was, say, 13 or less, the first task is to decide what aspects you would like to develop. A useful starting point is to do an analysis of the Theorist LSQ items that you crossed. This is because crossed items indicate things you do not do, or believe in, and are therefore pointers to what you will need to practice. Indicate on the list below which LSQ items you crossed,

- 1. I have strong beliefs about what's right and wrong, good and bad,
- 3. I tend to solve problems using a step-by-step approach.
- 8. I regularly question people about their basic assumptions.
- 12. I am keen on self discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
- 14. I get on best with logical, analytical people and less well with spontaneous, 'irrational' people.
- 18. I don't like disorganised things and prefer to fit things into a coherent pattern.
- 20. I like to relate my actions to a general principle.
- 22. I tend to have distant, rather formal relationships with people at work.
- 26. I find it difficult to produce ideas on impulse.
- 30. Flippant people who don't take things seriously enough usually irritate me.
- 42. I tend to be a perfectionist.
- 47. I can often see inconsistencies and weaknesses in other people's arguments.
- 51. I believe that rational, logical thinking should win the day.
- 57. I am keen to reach answers via a logical approach.
- 61. In discussions with people I often find I am the most dispassionate and objective.
- 63. I like to be able to relate current actions to a longer term bigger picture.
- 68. I tend to be tough on people who find it difficult to adopt a logical approach.
- 75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events.
- 77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc.
- 78. I steer clear of subjective or ambiguous topics.

Of the crossed items indicate which are:

A definitely not like you (i.e. you rarely, if ever, do them)

B more marginal (i.e. sometimes like you but only in specific situations)

Mark crossed items with an A or B accordingly.

Now decide which items you most want to practice in order to develop your Theorist style. It might be sensible to start with some of the B items since these are likely to be easier to tackle and bring early success. Whether you choose to go for A or B items, or a mixture of the two, we strongly recommend that you focus on a maximum of two items. If you aim for more it is likely to prove too ambitious. The one or two items you select should be converted into goals that you can achieve and relate to your course and learning opportunities.

The goals should commit you to do something which you do not normally do. For example:

- Read something 'heavy' and thought provoking for at least 30 minutes each day. Whatever you elect to read, afterwards try to summarise what you have read in your own words.
- Practice spotting inconsistencies/weaknesses in other people's arguments. Go through reports highlighting inconsistencies. Take two newspapers of different persuasions and regularly do a comparative analysis of the in their points of view.
- Take a complex situation and analyse it to pinpoint why it developed in the way it did, what could have been done differently and at what stage.
- Collect other people's theories, hypotheses and explanations about events; they might be about environmental issues, theology, the natural sciences, human behaviour — anything providing it is a topic with many different, and preferably contradictory, theories. Try to understand the underlying assumptions each theory is based upon and see if you can group similar theories together.
- Practice structuring situations so that they are orderly and more certain to proceed in the way you predict.
- Practice asking probing questions — the sort of questions that get to the bottom of things. Refuse to be fobbed off with platitudes or vague answers.

# SWOT Diagnostic

<p><b>Strengths</b></p> <ul style="list-style-type: none"><li>•</li></ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"><li>•</li></ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"><li>•</li></ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"><li>•</li></ul>



# Social Work Leadership Pathway (ILM L5) Day 3 Handouts

## **Team work survey**

### **Objective**

To identify the present stage of the teamwork model that your team is presently operating in.

### **Directions**

This questionnaire contains statements about teamwork. Next to each question, indicate how often your team displays each behaviour by using the following scoring system:

- Almost never – 1
- Seldom – 2
- Occasionally – 3
- Frequently – 4
- Almost always – 5

### **Questionnaire**

1. \_\_\_\_\_ We try to have set procedures or protocols to ensure that things are orderly and run smoothly (e.g. minimize interruptions, everyone gets the opportunity to have their say).
2. \_\_\_\_\_ We are quick to get on with the task on hand and do not spend too much time in the planning stage.
3. \_\_\_\_\_ Our team feels that we are all in it together and shares responsibilities for the team's success or failure.
4. \_\_\_\_\_ We have thorough procedures for agreeing on our objectives and planning the way we will perform our tasks.
5. \_\_\_\_\_ Team members are afraid or do not like to ask others for help.
6. \_\_\_\_\_ We take our team's goals and objectives literally, and assume a shared understanding.
7. \_\_\_\_\_ The team leader tries to keep order and contributes to the task at hand.
8. \_\_\_\_\_ We do not have fixed procedures, we make them up as the task or project progresses.
9. \_\_\_\_\_ We generate lots of ideas, but we do not use many because we fail to listen to them and reject them without fully understanding them.

10. \_\_\_\_\_ Team members do not fully trust the other team members and closely monitor others who are working on a specific task.
11. \_\_\_\_\_ The team leader ensures that we follow the procedures, do not argue, do not interrupt, and keep to the point.
12. \_\_\_\_\_ We enjoy working together; we have a fun and productive time.
13. \_\_\_\_\_ We have accepted each other as members of the team.
14. \_\_\_\_\_ The team leader is democratic and collaborative.
15. \_\_\_\_\_ We are trying to define the goal and what tasks need to be accomplished.
16. \_\_\_\_\_ Many of the team members have their own ideas about the process and personal agendas are rampant.
17. \_\_\_\_\_ We fully accept each other's strengths and weakness.
18. \_\_\_\_\_ We assign specific roles to team members (team leader, facilitator, time keeper, note taker, etc.).
19. \_\_\_\_\_ We try to achieve harmony by avoiding conflict.
20. \_\_\_\_\_ The tasks are very different from what we imagined and seem very difficult to accomplish.
21. \_\_\_\_\_ There are many abstract discussions of the concepts and issues, which make some members impatient with these discussions.
22. \_\_\_\_\_ We are able to work through group problems.
23. \_\_\_\_\_ We argue a lot even though we agree on the real issues.
24. \_\_\_\_\_ The team is often tempted to go above the original scope of the project.
25. \_\_\_\_\_ We express criticism of others constructively
26. \_\_\_\_\_ There is a close attachment to the team.
27. \_\_\_\_\_ It seems as if little is being accomplished with the project's goals.
28. \_\_\_\_\_ The goals we have established seem unrealistic.
29. \_\_\_\_\_ Although we are not fully sure of the project's goals and issues, we are excited and proud to be on the team.
30. \_\_\_\_\_ We often share personal problems with each other.
31. \_\_\_\_\_ There is a lot of resisting of the tasks on hand and quality improvement approaches.
32. \_\_\_\_\_ We get a lot of work done.

## **Scoring**

Next to each survey item number below, transfer the score that you give that item on the questionnaire. For example, if you scored item one with a 3 (Occasionally), then enter a 3 next to item one below. When you have entered all the scores for each question, total each of the four columns.

<b>Item    Score</b>	<b>Item    Score</b>	<b>Item    Score</b>	<b>Item    Score</b>
1. _____	2. _____	4. _____	3. _____
5. _____	7. _____	6. _____	8. _____
10. _____	9. _____	11. _____	12. _____
15. _____	16. _____	13. _____	14. _____
18. _____	20. _____	19. _____	17. _____
21. _____	23. _____	24. _____	22. _____
27. _____	28. _____	25. _____	26. _____
29. _____	31. _____	30. _____	32. _____
<b>TOTAL _____</b>	<b>TOTAL _____</b>	<b>TOTAL _____</b>	<b>TOTAL _____</b>
<b>Forming Stage</b>	<b>Storming Stage</b>	<b>Norming Stage</b>	<b>Performing Stage</b>

This questionnaire is to help you assess what stage your team normally operates. It is based on the "Tuckman" model of Forming, Storming, Norming, and Performing.

The lowest score possible for a stage is 8 (Almost never) while the highest score possible for a stage is 40 (Almost always).

The highest of the four scores indicates which stage you perceive your team to normally operates in. If your highest score is 32 or more, it is a strong indicator of the stage your team is in.

The lowest of the three scores is an indicator of the stage your team is least like. If your lowest score is 16 or less, it is a strong indicator that your team does not operate this way.

If two of the scores are close to the same, you are probably going through a transition phase, except:

- If you score high in both the Forming and Storming Phases then you are in the Storming Phase
- If you score high in both the Norming and Performing Phases then you are in the Performing Stage

If there is only a small difference between three or four scores, then this indicates that you have no clear perception of the way your team operates, the team's performance is highly variable, or that you are in the storming phase (this phase can be extremely volatile with high and low points).

## **Tuckman**

The most well known of this analysis originates from work by Tuckman (1965). He identifies that as groups develop they move through progressive, distinct and identifiable stages of development.

The progression is:

1. forming
2. storming
3. norming
4. performing

Here are the features of each phase:

### **Forming – stage 1**

High dependence on leader for guidance and direction. Little agreement on team aims other than received from leader. Individual roles and responsibilities are unclear. Leader must be prepared to answer lots of questions about the team's purpose, objectives and external relationships. Processes are often ignored. Members test tolerance of system and leader. Leader directs.

### **Storming – stage 2**

Decisions don't come easily within group. Team members vie for position as they attempt to establish themselves in relation to other team members and the leader, who might receive challenges from team members. Clarity of purpose increases but plenty of uncertainties persist. Cliques and factions form and there may be power struggles. The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues. Compromises may be required to enable progress. Leader coaches.

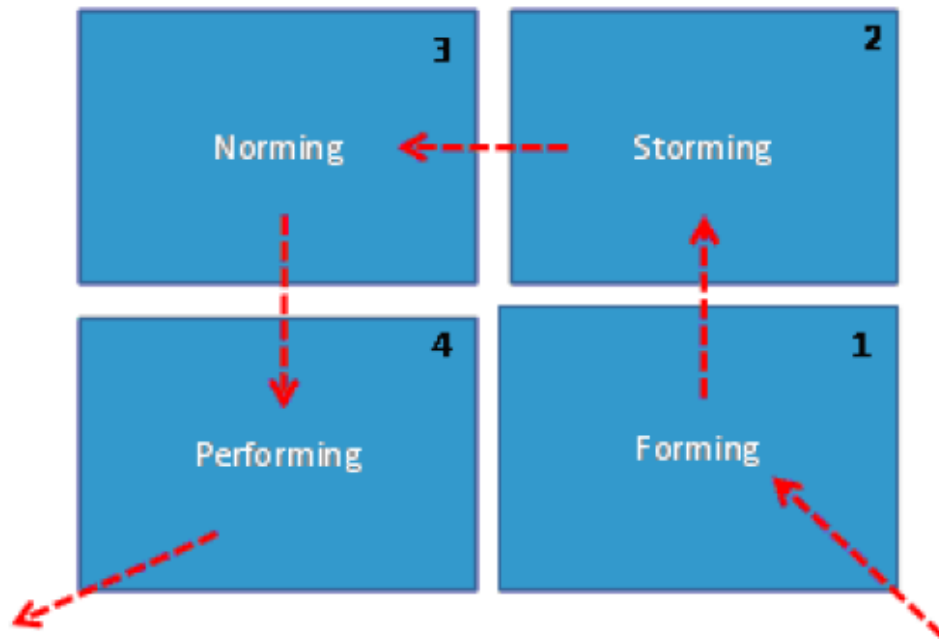
### **Norming – stage 3**

Agreement and consensus is largely formed among team, who respond well to facilitation by leader. Roles and responsibilities are clear and accepted. Big decisions are made by group agreement. Smaller decisions may be delegated to individuals or small teams within group. Commitment and unity is strong. The team may engage in fun and social activities. The team discusses and develops its processes and working style. There is general respect for the leader and some of leadership is more shared by the team. Leader facilitates and enables.

### **Performing – stage 4**

The team is more strategically aware; the team knows clearly why it is doing what it is doing. The team has a shared vision and is able to stand on its own feet with no interference or participation from the leader. There is a focus on over-achieving goals, and the team makes most of the decisions against criteria agreed with the leader. The team has a high degree of autonomy. Disagreements occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team. The team is able to work towards achieving the goal, and also to attend to relationship, style and process issues along the way. Team members look after each other. The team requires delegated tasks and projects from the leader. The team

does not need to be instructed or assisted. Team members might ask for assistance from the leader with personal and interpersonal development. Leader delegates and oversees.



## **Conflict Modes**

### **Demand**

Demanding usually involves focusing only on your needs and ignoring the needs of the other parties. It is an 'I win and you lose' orientation. When being demanding, people stand up for their rights and strongly defend their position, giving little consideration to the arguments or position of others. In extreme cases, the behaviour is aggressive and whatever means necessary are used to win the day, with no concern for the consequences to the other parties. You are likely to choose a demanding mode when the outcome is important to you and maintaining ongoing positive relationships with the other parties is unimportant or accepted as a consequence of their compliance.

You should be aware that extreme demanding behaviour is only valid when the purpose is to protect the individual, other people and/or the environment.

### **Avoid**

Avoiding involves *ignoring* or *withdrawing from* the situation and failing to deal with it. It is a 'lose-lose' orientation. All parties lose out because the issue has not been dealt with in a satisfactory way and is likely to resurface at a later date in a more serious form. You are likely to choose an avoiding mode when the conflict is too severe for you to address or when the conflict has little impact on you, or you consider it not worth the time and effort to use one of the other modes to resolve the issues.

Avoiding dealing with the issue in the short term is very often a valid approach, because it allows you to withdraw from the situation to take time to consider your options and strategy before entering back into the fray.

## **Concede**

Conceding involves giving in to the other parties' demands or requests and receiving little or nothing in return. It is an 'I lose and you win' orientation. In extreme cases it involves giving in totally to the other parties and letting them have their way completely. Your own needs and concerns are not properly considered and your conceding behaviour usually involves a degree of self-sacrifice. The main problem with conceding behaviour is that it sets a precedent, and the next time conflict is experienced with the other parties, they will expect you to concede again.

Conceding behaviour is often used by people who consider that maintaining harmony is more important to them than having their own

## **Compromise**

Compromising involves an element of trading, by which you give up some of the things you want if the other parties will reciprocate. It is a 'gains and losses' orientation. It usually involves finding a mutually acceptable position for all parties. Compromising behaviour usually leads to workable, if not ideal, solutions. You are likely to choose a compromising mode when you need a workable solution to the issue, and it is not worth the additional time and effort to obtain a more effective co-operative solution.

Compromise is often the best outcome that can be expected in a conflict situation, especially where the goals (needs) of the parties are different, such as a supplier wanting to maximise its profit and a buyer wanting to minimise its expenditure.

## **Co-operate**

Co-operating involves a high degree of appreciation by all parties of the needs of the other parties. It is an 'I win and you win' orientation. It requires taking time to explore and appreciate the concerns and needs of all parties. Co-operating leads to greater insights into the issues involved and often leads to a more creative, effective and satisfactory solution than the other conflict modes can offer. You are likely to choose a co-operative mode when it is important for the outcome to be ideal for all parties and the additional time, effort and skills needed to achieve it are worthwhile. Co-operative approaches are usually sought when there is an intention for a long-term and mutually beneficial arrangement.

To be effective, co-operating requires the skills of listening, questioning, demonstrating empathy, building rapport, giving some concessions and a willingness to work together in a mutually beneficial way.

# 10 Things FAB TEAMS DO! They...

1. Create a shared VISION of the future, and move towards it together.



2. Challenge the status quo together, so no one has to face scary change alone.



3. Sign up to...



(Change is built on a commitment to a different future, not performance management.)

4. Value and embrace difference and healthy conflict.



5. Help everyone in the team to feel safe and innovate.



(and we don't punish people if they fail.)

6. Communicate →

TALK! (Don't rely on email)



7. Are KIND to each other. Get to know each other as people - care about the little things (like tea + cake!)



8. Think the best of each other - so when something goes wrong you don't blame other people's incompetence.

10. Are Highly productive - the sum is greater than its parts.



9. Achieve Win-Win for all team members



No 'winners and losers'!

@HorizonsNHS

North West Employers



# Handout: Belbin® Team Roles in a Nutshell

## Ever wondered why some teams just seem to work and others hit the rocks?

When things don't work, it is obvious to all and it often has a profound effect on the people involved, as well as the project or objective to be achieved.

In the 1970s, Dr Meredith Belbin and his research team at Henley Management College set about observing teams, with a view to finding out where and how these differences come about. They wanted to control the dynamics of teams to discover if – and how – problems could be pre-empted and avoided.

Over a period of nine years, international management teams were studied. Each participant completed a battery of psychometric tests, so that attributes such as personality and behaviour could be brought into play and their effects on the team could be accurately considered.

As the research progressed, the research revealed that the difference between success and failure for a team was not dependent on factors such as intellect, but more on behaviour. The research team began to identify separate clusters of behaviour, each of which formed distinct team contributions or "Team Roles". A **Team Role** came to be defined as: "A tendency to behave, contribute and interrelate with others in a particular way." It was found that different individuals displayed different Team Roles to varying degrees.

The first Team Role to be identified was the "Plant". The role was so-called because one such individual was "planted" in each team. They tended to be highly creative and good at solving problems in unconventional ways.

One by one, the other Team Roles began to emerge. The **Monitor Evaluator** was needed to provide a logical eye, make impartial judgements where required and to weigh up the team's options in a dispassionate way. **Co-ordinators** were needed to focus on the team's objectives, draw out team members and delegate work appropriately.

When the team was at risk of becoming isolated and inwardly-focused, **Resource Investigators** provided inside knowledge on the opposition and made sure that the team's idea would carry to the world outside the team. **Implementers** were needed to plan a practical, workable strategy and carry it out as efficiently as possible. **Completer Finishers** were most effectively used at the end of a task, to "polish" and scrutinise the work for errors, subjecting it to the highest standards of quality control. **Teamworkers** helped the team to gel, using their versatility to identify the work required and complete it on behalf of the team. Challenging individuals, known as **Shapers**, provided the necessary drive to ensure that the team kept moving and did not lose focus or momentum.



For more information:

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Whilst some Team Roles were more “high profile” and some team members shouted more loudly than others, each of the behaviours was essential in getting the team successfully from start to finish. The key was balance. For example, Meredith Belbin found that a team with no Plant struggled to come up with the initial spark of an idea with which to push forward. However, once too many Plants were in the team, bad ideas concealed good ones and non-starters were given too much airtime. Similarly, with no Shaper, the team ambled along without drive and direction, missing deadlines. With too many Shapers, in-fighting began and morale was lowered.

As well as the strength or contribution they provided, each Team Role was also found to have an “allowable weakness”: a flipside of the behavioural characteristics, which is allowable in the team because of the strength which goes with it. For example, the unorthodox Plant could be forgetful or scatty; or the Resource Investigator might forget to follow up on a lead. Co-ordinators might get overenthusiastic on the delegation front and Implementers might be slow to relinquish their plans in favour of positive changes. Completer Finishers, often driven by anxiety to get things right, were found to take their perfectionism to extremes. Teamworkers, concerned with the welfare and morale of the team, found it difficult to make

decisions where this morale might be compromised or team politics, involved. Shapers risked becoming aggressive and bad-humoured in their attempts to get things done.

It was only after the initial research had been completed that the ninth Team Role, “Specialist” emerged. The simulated management exercises had been deliberately set up to require no previous knowledge. In the real world, however, the value of an individual with in-depth knowledge of a key area came to be recognised as yet another essential team contribution or Team Role. Just like the other Team Roles, the Specialist also had a weakness: a tendency to focus narrowly on their own subject of choice, and to prioritise this over the team’s progress.

The Team Roles that Meredith Belbin identified are used widely in thousands of organisations all over the world today. By identifying our Team Roles, we can ensure that we **use our strengths to advantage and that we manage our weaknesses as best we can.** Sometimes, this means being aware of the pitfalls and making an effort to avoid them.

Most people have a number of “preferred Team Roles” or behaviours they frequently and naturally display. We also have “manageable roles”, roles which might not be the most natural course of behaviour for us, but which we can assume if required and might wish to cultivate. Lastly, we have least preferred roles, those we should not assume, since we’ll be playing against type. In this instance, the effort is likely to be great, and the outcome, poor. If work requires Team Roles other than our own, it is a much better bet to find and work with others who possess roles complementary to our own. Since people tend to display more than one preferred role, a team of four could quite easily represent all nine Belbin Team Roles.

**So, in a nutshell, the Belbin philosophy is about celebrating – and making the most of – individual differences. The message is that there is room for everyone in the team: all positive contributions are welcome.**



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# GROUP WORKING

Answer the questionnaire below and note down your highest scoring TWO roles and your lowest scoring role. Meredith Belbin constructed this questionnaire. He believed that to be successful a group should contain a number of task related roles. This questionnaire is designed to allow you to discover what your most effective roles in a group would be. Why two? Because if there is more than one person who is effective in that role one, only one will undertake it whilst others will revert to their back-up or second most effective role. When a role is completely missing in the members' most effective roles they will often turn to the person who scored most highly in that role to undertake it. This can be a deliberate, planned action or one that emerges naturally from the group process. If it does not happen at all the group will be less effective.

## BELBIN'S SELF-PERCEPTION INVENTORY

### Directions

#### Step 1

In each of the following seven sections, distribute a total of ten points among the sentences (listed (a) to (h) below each statement) that you think best describe your behaviour. You can distribute the points any way you like: for instance, you can spread the points among all the statements or, at the other extreme assign them all to one statement. Just distribute them in the way that best represents your behaviour in a group.

Most of you will have experience of working in groups, whether at school, in part-time jobs or in social activity groups. If your experience is very limited – or even non-existent! – just imagine as best you can what your behaviour would be in the circumstances described.

---

1. What I believe I can contribute to a team:

- (a) I think I can quickly see and take advantage of new opportunities
- (b) I can work well with a very wide variety of people
- (c) Producing ideas is one of my strengths
- (d) I can draw people out whenever I see they have something of value to contribute to group objectives
- (e) My ability to follow through has much to do with my personal effectiveness
- (f) I am ready to face temporary unpopularity if it leads to worthwhile results in the end
- (g) I am quick to sense what is likely to work in a situation with which I am familiar
- (h) I can offer a reasoned case for alternative courses of action without introducing bias or prejudice

2. If I have a possible shortcoming in teamwork, it could be that:

- (a) I am not at ease unless meetings are well structured and controlled and generally well conducted
- (b) I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing
- (c) I have a tendency to talk a lot once the group gets on to new ideas
- (d) My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues
- (e) I am sometimes seen as forceful and authoritarian if there is a need to get something done
- (f) I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere
- (g) I am apt to get too caught up in ideas that occur to me and so lose track of what is happening

(h) My fellow students/work colleagues tend to see me as worrying unnecessarily over detail and the possibility that things may go wrong

3. When involved in a project with other people:

- (a) I have an aptitude for influencing people without pressurizing them
- (b) My general vigilance prevents careless mistakes and omissions being made
- (c) I am ready to press for action to make sure that the meeting does not waste time or lose sight of the main objective
- (d) I can be counted on to contribute something original
- (e) I am always ready to back a good suggestion in the common interest
- (f) I am keen to look for the latest in new ideas and developments
- (g) I believe my capacity for cool judgement is appreciated by others
- (h) I can be relied upon to see that all essential work is organized

4. My characteristic approach to group work is that:

- (a) I have a quiet interest in getting to know colleagues better
- (b) I am not reluctant to challenge the views of others or to hold a minority view myself
- (c) I can usually find a line of argument to refute unsound propositions
- (d) I think I have a talent for making things work once a plan has to be put into operation
- (e) I have a tendency to avoid the obvious and to come out with the unexpected
- (f) I bring a touch of perfectionism to any team job I undertake
- (g) I am ready to make use of contacts outside the group itself
- (h) While I am interested in all views I have no hesitation in making up my mind once a decision has to be made

5. I gain satisfaction in a job because:

- (a) I enjoy analyzing situations and weighing up all the possible choices
- (b) I am interested in finding practical solutions to problems
- (c) I like to feel I am fostering good working relationships
- (d) I can have a strong influence on decisions
- (e) I can meet people who may have something new to offer
- (f) I can get people to agree on a necessary course of action
- (g) I feel in my element when I can give a task my full attention
- (h) I like to find a field that stretches my imagination

6. If I am suddenly given a difficult task with limited time and unfamiliar people:

- (a) I would feel like retiring to a corner to devise a way out of the impasse before developing a line
- (b) I would be ready to work with the person who showed the most positive approach, however difficult he or she might be
- (c) I would find some way of reducing the size of the task by establishing what different individuals might best contribute
- (d) My natural sense of urgency would help to ensure that we did not fall behind schedule
- (e) I believe I would keep cool and maintain my capacity to think straight
- (f) I would retain a steadiness of purpose in spite of the pressures
- (g) I would be prepared to take a positive lead if I felt the group was making no progress

(h) I would open up discussions with a view to stimulating new thoughts and getting something moving

7. With regard to the problems to which I am subject in working in groups:

- (a) I am apt to show my impatience with those who are obstructing progress
- (b) Others may criticise me for being too analytical and insufficiently intuitive
- (c) My desire to ensure that work is properly done can hold up proceedings
- (d) I tend to get bored rather easily and rely on one or two stimulating members to spark me off
- (e) I find it difficult to get started unless the goals are clear
- (f) I am sometimes poor at explaining and clarifying complex points that occur to me
- (g) I am conscious of demanding from others the things I cannot do myself
- (h) I hesitate to get my points across when I run up against real opposition

## Step 2

Transfer all the points you've allocated in each of the seven sections on to the following table. For instance, if you assigned 5 points to (c), 3 points to (f) and 2 points to (h) in Section 1, then enter 5, 3 and 2 in columns c, f and h respectively in the row representing Section 1. (This appears straightforward but it's very easy to make a mistake, so do check for correctness when you've finished!)

	Item							
Section	a	b	c	d	e	f	g	h
1								
2								
3								
4								
5								
6								
7								

## Step 3

Now transpose the scores taken from the points table above, entering them section by section in the table below. Then add up the points in each column to give a total team-role distribution score.

Section	IMP	CO	SH	PL	RI	ME	TW	CP
1	g	d	f	c	a	h	b	e
2	a	b	e	g	c	d	f	h
3	h	a	c	d	f	g	e	b
4	d	h	b	e	g	c	a	f
5	b	f	d	h	e	a	c	g
6	f	c	g	a	h	e	b	d
7	e	g	a	f	d	b	h	c
TOTAL								

IMP = Implementer	RI = Resource Investigator
CO = Co-ordinator	ME = Monitor-Evaluator
SH = Shaper	TW = Team Worker
PL = Plant	CP = Completer

## **Interpretation of Scores**

Your highest score will indicate how best you can make your mark in a management or project team. The next highest score can denote a back-up team role that you could shift to if for some reason there is less group need for your primary team role.

Your two lowest scores imply possible areas of weakness. But rather than trying to reform in this area you might be better off finding someone with complementary strengths and working with them.

### **Roles in general**

Part of your job is to meet the expectations of your role within an organisation. This could be stressful if you are expected to perform a role which is unclear (role ambiguity) or you are expected to do too many tasks for many different people (role overload). Clearly, in the work place we are expected to perform certain roles, but not always the same role. More importantly, not everyone naturally is at home with each role – and this is very much the case when we work in teams.

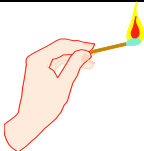





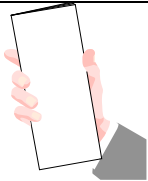
For instance, some people tend towards being the creative ‘ideas person’, but perhaps not so good at realising those ideas. Some might be good at coordinating and facilitating the other group members, but not have any particular specialist knowledge, whilst another only contributes their expertise, when required.


### **Belbin’s team roles**

Research has identified that some roles are difficult to identify, although Belbin suggests that most effective teams will see these roles being performed. There are lots of issues around the mix of these roles – clearly, if no-one takes a completer-finisher role, then tasks may not get done! However, the nature of the tasks is influential: for instance, a relatively routine set of tasks may not require the creativity of a plant.

In practice, we find ourselves having to play a number of roles, and this could vary depending upon the tendencies of the other members, or the nature of the task. For example, you might find yourself working on a group project at work. The other team members own tendencies might influence your own role – for instance, a team always needs a completer-finisher, so you might find yourself assuming this role.

## Belbin's Team Roles

	Roles and descriptions-team-role contribution	Allowable weaknesses
	<b>Plant</b> Creative, imaginative, unorthodox. Solves difficult problems.	Ignores details. Too preoccupied to communicate effectively.
	<b>Resource Investigator</b> Extravert, enthusiastic, communicative. Explores opportunities. Develops contacts.	Overoptimistic. Loses interest once initial enthusiasm has passed.
	<b>Co-ordinator</b> Mature, confident, a good chairperson. Clarifies goals, promotes decision-making, delegates well.	Can be seen as manipulative. Delegates personal work.
	<b>Shaper</b> Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Can provoke others. May hurt people's feelings.
	<b>Monitor evaluator</b> Sober, strategic and discerning. Sees all options. Judges accurately.	Lacks drive and ability to inspire others. Overly critical.
	<b>Teamworker</b> Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction, calms the waters.	Indecisive in crunch situations. Can be easily influenced.
	<b>Implementer</b> Disciplined, reliable, conservative and efficient. Turns ideas into practical actions.	Somewhat inflexible. Slow to respond to new possibilities.

	<p><b>Completer</b>  Painstaking, conscientious, anxious.  Searches out errors and omissions.  Delivers on time.</p>	<p>Inclined to worry unduly.  Reluctant to delegate. Can  be a nit-picker</p>
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## Difficult Conversations – Observer Feedback for Line Managers

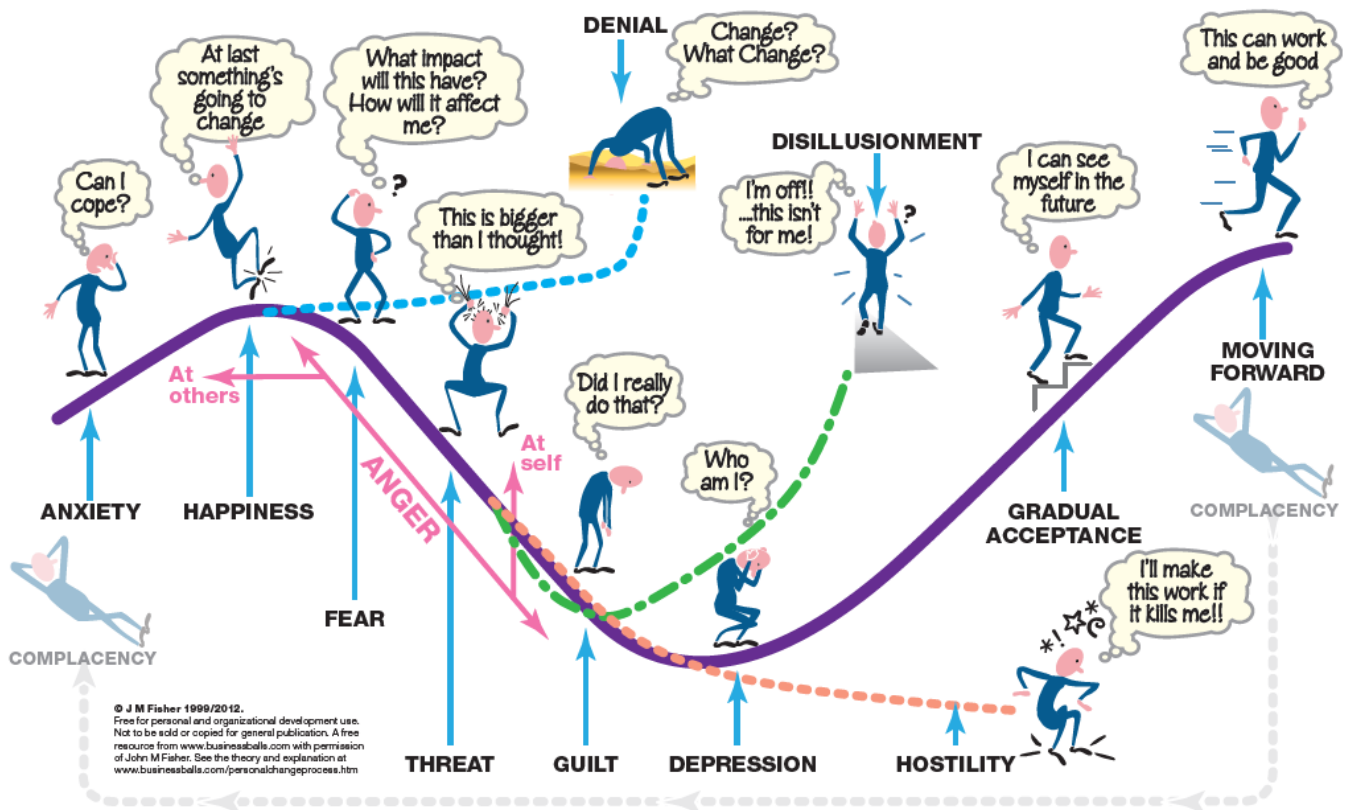
How did the line manager perform in relation to:

<b>Body language:</b> <ol style="list-style-type: none"> <li>1. Appear present, give the team member their full attention, interested, concerned, focussed on the team member?</li> <li>2. Open body language</li> <li>3. Interested facial expression</li> </ol>	
<b>Questions:</b> <ol style="list-style-type: none"> <li>1. Did the line manager use open and probing questions, or closed and/or leading questions?</li> <li>2. Did the line manager really listen to the team member, or did they listen to respond?</li> <li>3. Was empathy shown?</li> <li>4. Was there a good balance between talking and listening?</li> <li>5. Did the line manager check their understanding of the team members comments?</li> </ol>	
<b>Structure:</b> <ol style="list-style-type: none"> <li>1. Was the conversation clear and flow logically?</li> <li>2. Was there a good opening to the conversation?</li> <li>3. How was the conversation closed? Did the line manager summarise the conversation with agreed actions?</li> </ol>	
<b>Commitment:</b> <ol style="list-style-type: none"> <li>1. Was action agreed at the end of the conversation?</li> <li>2. Were both parties committed to this agreement?</li> <li>3. Was a follow-up agreed?</li> </ol>	
<b>Ending:</b> <ol style="list-style-type: none"> <li>1. How was the conversation ended?</li> <li>2. How did this impact the motivation of the line manager and the team member?</li> </ol>	
<b>Suggested development points for line manager:</b>	

# Social Work Leadership Pathway (ILM L5) Day 4 Handouts

# The Process of Transition - John Fisher, 2012

## (Fisher's Personal Transition Curve)



## john fisher's personal transition curve - 2012 - the stages

### anxiety

The awareness that events lie outside one's range of understanding or control. I believe the problem here is that individuals are unable to adequately picture the future. They do not have enough information to allow them to anticipate behaving in a different way within the new organisation. They are unsure how to adequately construe acting in the new work and social situations. There is also the possibility for what McCoy (1977) defined as 'bewilderment' here; which she defined as an awareness of an imminent, comprehensive change in our non-core structure. How we then deal with this dictates how we progress through the rest of the curve and the extent of the impact on our core sense of self.

### happiness

The awareness that one's viewpoint is recognised and shared by others. The impact of this is twofold. At the basic level there is a feeling of relief that something is going to change and not continue as before. Whether the past is perceived positively or negatively, there is still a feeling of anticipation and possibly excitement at the possibility of improvement. On another level, there is the satisfaction of knowing that some of your thoughts about the old system were correct (generally no matter how well we like the status quo there is something that is unsatisfactory about it) and that something is going to be done about. In the phase we generally expect the best and anticipate a bright future, placing our own construct system onto the change and seeing ourselves succeeding. One of the dangers in this phase is that of the inappropriate psychological contract. We may perceive more to the change, or believe we will get more from the change than is actually the case. The organisation needs to manage this phase and ensure unrealistic expectations are managed and redefined in the organisations terms without alienating the individual.

The happiness phase is one of the more interesting phases and may be (almost) passed through without knowing. In this phase it is the 'Thank Goodness, something is happening at last!' feeling coupled with the knowledge that we may be able to have an impact, or take control, of our destiny and that if we are lucky/involved/contribute things can only get better. If we can start interventions at this stage we can

minimise the impact of the rest of the curve and virtually flatten the curve. By involving, informing, getting 'buy in' at this time we can help people move through the process.

### **fear**

the awareness of an imminent incidental change in one's core behavioural system. People will need to act in a different manner and this will have an impact on both their self-perception and on how others externally see them. However, in the main, they see little change in their normal interactions and believe they will be operating in much the same way, merely choosing a more appropriate, but new, action.

According to Frances (1999), Fear and Threat are the two key emotions that will cause us to resist change.

### **threat**

the awareness of an imminent comprehensive change in one's core behavioural structures. Here people perceive a major change on what they believe to be their core identity or sense of self. The realisation that change that will have a fundamental impact on who we are, how we see ourselves and what is key in our personality to us as individuals. This is the shock of suddenly discovering you're not who you thought you were! It is a radical alteration to our future choices and other people's perception of them as individuals. Their old choices are no longer ones that will work. In many ways this is 'road to Damascus' type of life-changing experience, one that has the potential to 'shake you to the core!'. In this phase, people are unsure as to how they will be able to act/react in what is, potentially, a totally new and alien environment - one where the 'old rules' no longer apply and there are no 'new' ones established as yet.

### **guilt**

An awareness of a dislodgement of our self from our core self perception. We are not who we thought we were! Once the individual begins exploring their self-perception, how they acted/reacted in the past and looking at alternative interpretations they begin to re-define their sense of self. This, generally, involves identifying what are their core beliefs and how closely they have been to meeting them. Recognition of the inappropriateness of their previous actions and the implications for them as people can cause guilt as they realise the impact of their behaviour. Another of the emotions that may have an impact here is that of 'Shame', in Kellyian terms this is the awareness of a negative change in someone else's opinion of you from what you think it should be. The recognition of this shift in our own and other peoples opinion then leads into the next stage.

### **depression**

The awareness that our past actions, behaviours and beliefs are incompatible with our core construct of our identity. The belief that our past actions mean we're not a very nice person after all! This phase is characterised by a general lack of motivation and confusion. Individuals are uncertain as to what the future holds and how they can fit into the future 'world'. Their representations are inappropriate and the resultant undermining of their core sense of self leaves them adrift with no sense of identity and no clear vision of how to operate.

### **gradual acceptance**

Here we begin to make sense of our environment and of our place within the change. In effect we are beginning to get some validation of our thoughts and actions and can see that where we are going is right. We are at the start of managing our control over the change, make sense of the 'what' and 'why' and seeing some successes in how we interact - there is 'a light at the end of the tunnel!' This links in with an increasing level of Self-confidence, which in Kellyian terms is defined as an awareness of the goodness of fit of the self in one's core role structure - i.e., we feel good that we are doing the right things in the right way.

### **moving forward**

In this stage we are starting to exert more control, make more things happen in a positive sense and are getting our sense of self back. We know who we are again and are starting to feel comfortable that we are acting in line with our convictions, beliefs, etc. and making the right choices. In this phase we are, again, experimenting within our environment more actively and effectively.

### **disillusionment**

The awareness that your values, beliefs and goals are incompatible with those of the organisation. The pitfalls associated with this phase are that the employee becomes unmotivated, unfocused and increasingly

dissatisfied and gradually withdraws their labour, either mentally (by just 'going through the motions', doing the bare minimum, actively undermining the change by criticising/complaining) or physically by resigning. From personal experience I can say I've left a company where I found myself becoming increasingly disillusioned with them. My values and theirs were no longer matched and I felt the gulf too big to accommodate whilst still staying true to my construct system.

### **hostility**

The continued effort to validate social predictions that have already proved to be a failure. The problem here is that individual's continue to operate processes that have repeatedly failed to achieve a successful outcome and are no longer part of the new process or are surplus to the new way of working. The new processes are ignored at best and actively undermined at worst.

### **denial**

This stage is defined by a lack of acceptance of any change and denies that there will be any impact on the individual. People keep acting as if the change has not happened, using old practices and processes and ignoring evidence or information contrary to their belief systems. In many ways when we are faced with a problem, or situation, we don't want, or one that we believe is too challenging to our sense of self we 'constrict' or narrow our range of construction. In this way we eliminate the problem from our awareness. The 'head in the sand' syndrome - if I can't see it, or acknowledge it then it doesn't exist!

### **anger**

I have come to recognise over time that there seems to be some anger associated with moving through the transition curve, especially in the earlier stages as we start to recognise the wider implications of change. This is not always present as it seems to be depending on the amount of control people feel they have over the overall process and the focus of the anger changes over time. In the first instance, for those where change is 'forced' on them, the anger appears to be directed outward at other people. They are 'blamed' for the situation and for causing stress to the individual etc. However, as time progresses and the implications grow greater for the individual the anger moves inwards and there is a danger that this drives us into the 'Guilt' and 'Depression' stages. We become angry at ourselves for not knowing better and/or allowing the situation to escalate outside our control.

### **complacency**

It has also been suggested that there is also actually a final (initial stage?) of Complacency (King 2007). Here people have survived the change, rationalised the events, incorporated them into their new construct system and got used to the new reality. This is where we feel that we have, once again, moved into our 'comfort zone' and that we will not encounter any event that is either outside our construct system (or world view) or that we can't incorporate into it with ease. We know the right decisions and can predict future events with a high degree of certainty. They are subsequently laid back, not really interested in what's going on around them and coasting through the job almost oblivious to what is actually happening around them. They are, again, operating well within their comfort zone and in some respects can't see what all the fuss has been about. Even though the process may have been quite traumatic for them at the time!

## **so what?.. (a brief summary of the 2012 transition theory)**

It can be seen from the transition curve that it is important for an individual to understand the impact that the change will have on their own personal construct systems; and for them to be able to work through the implications for their self perception. Any change, no matter how small, has the potential to impact on an individual and may generate conflict between existing values and beliefs and anticipated altered ones.

To help people move through the transition effectively we need to understand their perception of the past, present and future. What is their past experience of change and how has it impacted on them?, how did they cope? Also what will they be losing as part of the change and what will they be gaining? Therefore the goal of the 'manager'/change agent is to help make the transition as effective and painless as possible. By providing education, information, support, etc. we can help people transition through the curve and emerge on the other side.

One of the dangers for individuals is that once we are caught up in the emotion of the change we may miss the signs (e.g., of threat, anxiety, etc) in ourselves and others. This could cause us to react by, or adopt a coping strategy of, complaining to anyone who will listen, and probably anyone who won't! Or we attempt to make things as they were (which also increase our stress levels as a result) and actively resist any attempts to change us.

I would argue that we transit through all stages (although the old caveat of some of these stages may be extremely quickly traversed and not consciously recognisable applies). In the main we will progress through all the phases in a linear or sequential way (although we may move in either direction as circumstances change throughout. Each stage builds on the last stage and incorporates any learning (positive and negative) from our experience.

So we can see that our perception of the situation could be escalating in 'severity' of impact and importance to our sense of self as we go through the phases. We descend into the trough of depression via a small impact on our sense of self (anxiety), speed up through a greater realisation of impact and meaning (fear, threat) and then comes the realisation that (potentially) our core sense of self has been impacted and our 'self belief system' undermined to a large extent (guilt, depression) which contradicts who we thought we were.

Now if someone is going through multiple transitions at the same time; these could have a cumulative impact on them as individuals. As people could be going through all the different transitions almost simultaneously - it then becomes a case of more and more 'evidence' all of which is supporting previous negative a rapidly dropping self

confidence and increasingly negative self image which just compounds the problem. We end up similar to the 'frozen rabbit in the headlights not knowing which way to turn'!

As with any personal transformation, there are no clear boundaries to any of these stages. It is more of a gradual realisation that things have subtly changed. On a personal note my mother had a major stroke some years ago that has left her incapacitated down one side; over the succeeding years I've noticed that our benchmark of how we see her has gradually lowered over time - the 'highs' are lower and the good days less good - but, as in many walks of life, they become the new norm.

With your teams, it is more a case of helping people through the process as effectively as possible. Also as each person will experience transition through the curve at slightly different speeds (and, as I mentioned earlier, we may be at different places on different curves - depending on just what is happening to us at the time).

Much of the speed of transition will depend on the individual's self perception, locus of control, and other past experiences, and how these all combine to create their anticipation of future events. The more positive you see the outcome, the more control you have (or believe you have) over both the process and the final result the less difficult and negative a journey you have.

John Fisher, Process of Personal Transition, 2012.

## CHANGE MANAGEMENT EXERCISE – USING KOTTER’S 8 STEP PROCESS

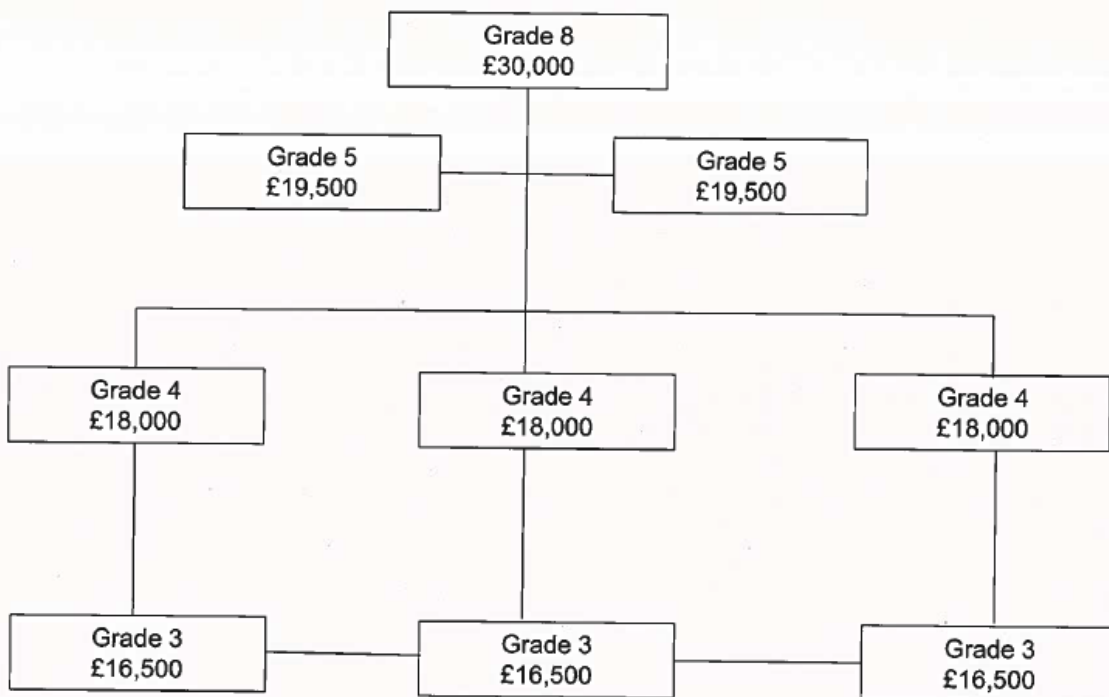
- You are a team of Senior Managers who are about to complete a savings and efficiencies exercise around your Service using the Kotter’s 8 Step Process.
- As a group, you can choose which team/service you would like to use in this activity. But the fictitious gradings and salaries to work with are shown below.
- Your current salary bill is £172,500 and it needs to reduce to approx. £147,500.
- You can make any changes you seem fit, so long as you can justify your reasoning for the changing/removing of roles.
- Consider which grades may, if required, take on additional responsibilities or tasks that will be remaining once your restructure is in place. Also, are individuals capable of potential change in grade?
- You and your team of Senior Managers are not impacted by the changes.

You have 1 hour to discuss, decide, and design a presentation/flipchart on how your new department structure will look by following Kotter’s (1996) 8 Step Process (see handout). Your plans should also include consideration of the affective impact of change, and how you will support people through the process.

Be prepared to feedback within an 8 minute presentation:

1. Your structure, including salary grades, for your service to the rest of the group
2. What you will do for each of Kotter’s (1996) 8 steps.

All group members must participate in the preparation and presentation delivery.



Current Total Salaries = £172,500  
New Salary Total = £147,500

## Kotter's 8-Step Change Model

### Implementing Change Powerfully and Successfully

"Change is the only constant."

– Heraclitus, Greek philosopher

What was true more than 2,000 years ago is just as true today. We live in a world where "business as usual" **is** change. New initiatives, project-based working, technology improvements, staying ahead of the competition – these things come together to drive ongoing changes to the way we work.

Whether you're considering a small change to one or two processes, or a system wide change to an organization, it's common to feel uneasy and intimidated by the scale of the challenge.

You know that the change needs to happen, but you don't really know how to go about delivering it. Where do you start? Whom do you involve? How do you see it through to the end?

There are many theories about how to "do" change. Many originate with leadership and change management guru, John Kotter. A professor at Harvard Business School and world-renowned change expert, Kotter introduced his eight-step change process in his 1995 book, "**Leading Change**."

In this article, video and infographic, we look at his eight steps for leading change, below.

#### Step 1: Create Urgency

For change to happen, it helps if the whole company really wants it. Develop a sense of urgency around the need for change. This may help you spark the initial motivation to get things moving.

This isn't simply a matter of showing people poor sales statistics or talking about increased competition. Open an honest and convincing dialogue about what's happening in the marketplace and with your competition. If many people start talking about the change you propose, the urgency can build and feed on itself.

What you can do:



- Identify potential **threats** , and **develop scenarios** showing what could happen in the future.
- Examine **opportunities** that should be, or could be, exploited.
- Start honest discussions, and give dynamic and convincing reasons to get people talking and thinking.
- Request support from customers, outside stakeholders and industry people to strengthen your argument.

#### **Note:**

Kotter suggests that for change to be successful, 75 percent of a company's management needs to "buy into" the change. In other words, you have to work really hard on Step 1, and spend significant time and energy building urgency, before moving onto the next steps. Don't panic and jump in too fast because you don't want to risk further short-term losses – if you act without proper preparation, you could be in for a very bumpy ride.

### **Step 2: Form a Powerful Coalition**

Convince people that change is necessary. This often takes strong leadership and visible support from key people within your organization. Managing change isn't enough – you have to lead it.

You can find effective change leaders throughout your organization – they don't necessarily follow the traditional company hierarchy. To lead change, you need to bring together a coalition, or team, of influential people whose power comes from a variety of sources, including job title, status, expertise, and political importance.

Once formed, your "change coalition" needs to work as a team, continuing to build urgency and momentum around the need for change.

What you can do:

- Identify the true leaders in your organization, as well as your key **stakeholders** .
- Ask for an emotional commitment from these key people.
- Work on team building within your change coalition.
- Check your team for weak areas, and ensure that you have a good mix of people from different departments and different levels within your company.

### Step 3: Create a Vision for Change

When you first start thinking about change, there will probably be many great ideas and solutions floating around. Link these concepts to an overall vision that people can grasp easily and remember.

A clear vision can help everyone understand why you're asking them to do something. When people see for themselves what you're trying to achieve, then the directives they're given tend to make more sense.

What you can do:

- Determine the **values** that are central to the change.
- Develop a short summary (one or two sentences) that captures what you "see" as the future of your organization.
- **Create a strategy** to execute that vision.
- Ensure that your change coalition can describe the vision in five minutes or less.
- Practice your "vision speech" often.

**Tip:**

For more on creating visions, see our article on **Mission Statements and Vision Statements** .

**Step 4: Communicate the Vision**

What you do with your vision after you create it will determine your success. Your message will probably have strong competition from other day-to-day communications within the company, so you need to **communicate** it frequently and powerfully, and embed it within everything that you do.

Don't just call special meetings to communicate your vision. Instead, talk about it every chance you get. Use the vision daily to make decisions and solve problems. When you keep it fresh on everyone's minds, they'll remember it and respond to it.

It's also important to "walk the talk." What you do is far more important – and believable – than what you say. Demonstrate the kind of behavior that you want from others.

What you can do:

- Talk often about your change vision.
- Address peoples' concerns and anxieties, openly and honestly.
- Apply your vision to all aspects of operations – from training to performance reviews. Tie everything back to the vision.
- **Lead by example** .

## Step 5: Remove Obstacles

If you follow these steps and reach this point in the change process, you've been talking about your vision and building buy-in from all levels of the organization. Hopefully, your staff wants to get busy and achieve the benefits that you've been promoting.

But is anyone resisting the change? And are there processes or structures that are getting in its way?

Put in place the structure for change, and continually check for barriers to it. Removing obstacles can empower the people you need to execute your vision, and it can help the change move forward.

What you can do:

- Identify, or hire, change leaders whose main roles are to deliver the change.
- Look at your organizational structure, job descriptions, and performance and compensation systems to ensure they're in line with your vision.
- Recognize and reward people for making change happen.
- Identify people who are resisting the change, and help them see what's needed.
- Take action to quickly remove barriers (human or otherwise).

## Step 6: Create Short-Term Wins

Nothing motivates more than success. Give your company a taste of victory early in the change process. Within a short time frame (this could be a month or a year, depending on the type of change), you'll want to have some "**quick wins**" that your staff can see. Without this, critics and negative thinkers might hurt your progress.

Create short-term targets – not just one long-term goal. You want each smaller target to be achievable, with little room for failure. Your change team may have to work very hard to come up with these targets, but each "win" that you produce can further motivate the entire staff.

What you can do:

- Look for sure-fire projects that you can implement without help from any strong critics of the change.

- Don't choose early targets that are expensive. You want to be able to justify the investment in each project.
- Thoroughly analyze the potential pros and cons of your targets. If you don't succeed with an early goal, it can hurt your entire change initiative.
- **Reward** the people who help you meet the targets.

### **Step 7: Build on the Change**

Kotter argues that many change projects fail because victory is declared too early. Real change runs deep. Quick wins are only the beginning of what needs to be done to achieve long-term change.

Launching one new product using a new system is great. But if you can launch 10 products, that means the new system is working. To reach that 10th success, you need to keep looking for improvements.

Each success provides an opportunity to build on what went right and identify what you can improve.

What you can do:

- After every win, analyze what went right, and what needs improving.
- **Set goals** to continue building on the momentum you've achieved.
- Learn about **kaizen**, the idea of continuous improvement.
- Keep ideas fresh by bringing in new change agents and leaders for your change coalition.

## Step 8: Anchor the Changes in Corporate Culture

Finally, to make any change stick, it should become part of the core of your organization. Your corporate culture often determines what gets done, so the values behind your vision must show in day-to-day work.

Make continuous efforts to ensure that the change is seen in every aspect of your organization. This will help give that change a solid place in your organization's culture.

It's also important that your company's leaders continue to support the change. This includes existing staff and new leaders who are brought in. If you lose the support of these people, you might end up back where you started.

What you can do:

- Talk about progress every chance you get. Tell success stories about the change process, and repeat other stories that you hear.
- Include the change ideals and values when hiring and training new staff.
- Publicly recognize key members of your original change coalition, and make sure the rest of the staff – new and old – remembers their contributions.
- Create plans to replace key leaders of change as they move on. This will help ensure that their legacy is not lost or forgotten.

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### Tip:

This is just one of the articles on change management on Mind Tools. Also see our articles on **Change Management** , **Lewin's Change Model** , using the **Change Curve** , the **Burke-Litwin Change Model** and **Overcoming Cultural Barriers to Change** .

## Infographic

Click on the image below to see Kotter's model represented in an infographic:



### Key Points

You have to work hard to change an organization successfully. When you plan carefully and build the proper foundation, implementing change can be much easier, and you'll

improve the chances of success. If you're too impatient, and if you expect too many results too soon, your plans for change are more likely to fail.

Create a sense of urgency, recruit powerful change leaders, build a vision and effectively communicate it, remove obstacles, create quick wins, and build on your momentum. If you do these things, you can help make the change part of your organizational culture. That's when you can declare a true victory. then sit back and enjoy the change that you envisioned so long ago.

## RESILIENCE QUESTIONNAIRE

Take the Nicholson McBride test to measure your personal resilience.

To get a rough idea of how resilient you are, on the right is an abbreviated version of the Nicholson McBride Resilience Questionnaire (NMRQ), which has been developed with the help of several hundred clients and other contacts.

For each question, score yourself between 1 and 5, where 1 = Strongly disagree and 5 = Strongly agree. But be honest: understanding the specific areas in which you lack resilience will enable you to get the most out of the 10-point booster plan.

	1	2	3	4	5
1. In a difficult spot, I turn at once to what can be done to put things right.					
2. I influence where I can, rather than worrying about what I can't influence.					
3. I don't take criticism personally.					
4. I generally manage to keep things in perspective.					
5. I am calm in a crisis.					
6. I'm good at finding solutions to problems.					
7. I wouldn't describe myself as an anxious person.					
8. I don't tend to avoid conflict.					
9. I try to control events, rather than being a victim of circumstances.					
10. I trust my intuition.					
11. I manage my stress levels well.					
12. I feel confident and secure in my position.					



## **SCORE RESULTS**

**0-37**

A developing level of resilience. Your score indicates that, although you may not always feel at the mercy of events, you would in fact benefit significantly from developing aspects of your behavior.

**38-43**

An established level of resilience. Your score indicates that you may occasionally have tough days when you can't quite make things go your way, but you rarely feel ready to give up.

**44-48**

A strong level of resilience. Your above-average score indicates that you are pretty good at rolling with the punches and you have an impressive track record of turning setbacks into opportunities.

**49-60**

An exceptional level of resilience. Your score indicates that you are very resilient most of the time and rarely fail to bounce back - whatever life throws at you. You believe in making your own luck.

**To go into more depth about the specific areas in which you score high, average and low, log on to [www.testyourrq.com](http://www.testyourrq.com), where you will find further information about the NMRQ.**

## Conflicts in the workplace - What's happening?

### Leadership Conflict

John has been the sales manager for over a year. His sales reports show an increase in sales and he seems to know how to motivate his reps pretty well.

But a few of the reps repeatedly complain about John's management style. He tends to get very involved with their techniques, calls them out when he thinks they are making a mistake, and doesn't take criticism himself very well.

One of the top producing reps complains more than the others, and he is threatening to quit.

Relationships	Issues
Behaviour	Feelings
Potential Solution	

## Conflicts in the workplace - What's happening?

### Work Style Conflicts

Ashlee and James both work in accounting. James was hired a few months ago and Ashlee has been with the company for eight years

James, while being a proficient worker, tends to wait until the last minute to get his work done. Ashlee works more steadily and keeps on top of her work daily. Ashlee complains that she feels she has to worry now about his work and her own. And, because they rely on each other for certain tasks, she is uncomfortable with waiting until an hour or so before a deadline when they are forced to collaborate.

Because of the conflict, James is missing more work and you suspect it's because he wants to avoid Ashlee and her wrath.

Relationships	Issues
Behaviour	Feelings
Potential Solution	

## Conflicts in the workplace - What's happening?

### Cultural Conflicts

Susan and Louise work in payroll. Susan is a devout Christian who always votes Republican and has religious figurines in her cubicle. Louise is a professed atheist and liberal who feels that extremely religious people are less intelligent.

Both women try to avoid discussing politics or religion, but they both know the other's feelings on current events and at times there is palpable tension.

One day Susan comes to work wearing a shirt declaring support for a Republican candidate for political office, and Louise decides she has had enough. She feels this action is alienating and hostile.

She is threatening to not only quit, but to sue the company for allowing a hostile work environment.

Relationships	Issues
Behaviour	Feelings
Potential Solution	

# Social Work Leadership Pathway (ILM L5) Day 5 Handouts

# Psychological Safety @BurnhamLondD

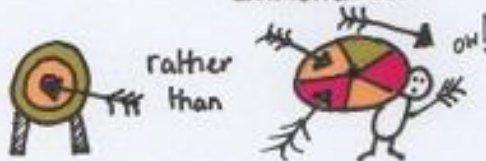
based on 'The Fearless Organization' by Amy C Edmondson  
Psychological safety exists when people feel:



## Benefits

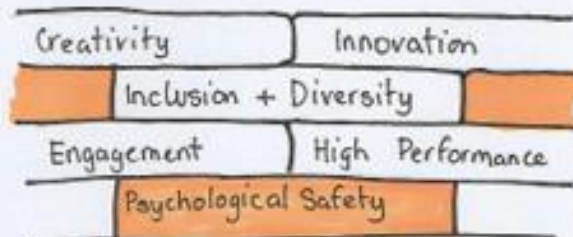
'Psychological safety takes off the brakes that keep people from achieving what's possible.'

Edmondson

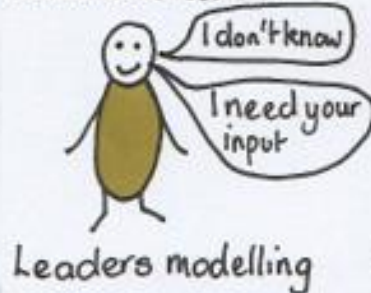


Allows people to focus on achieving shared goals rather than self-protection

An essential foundation



How to create:



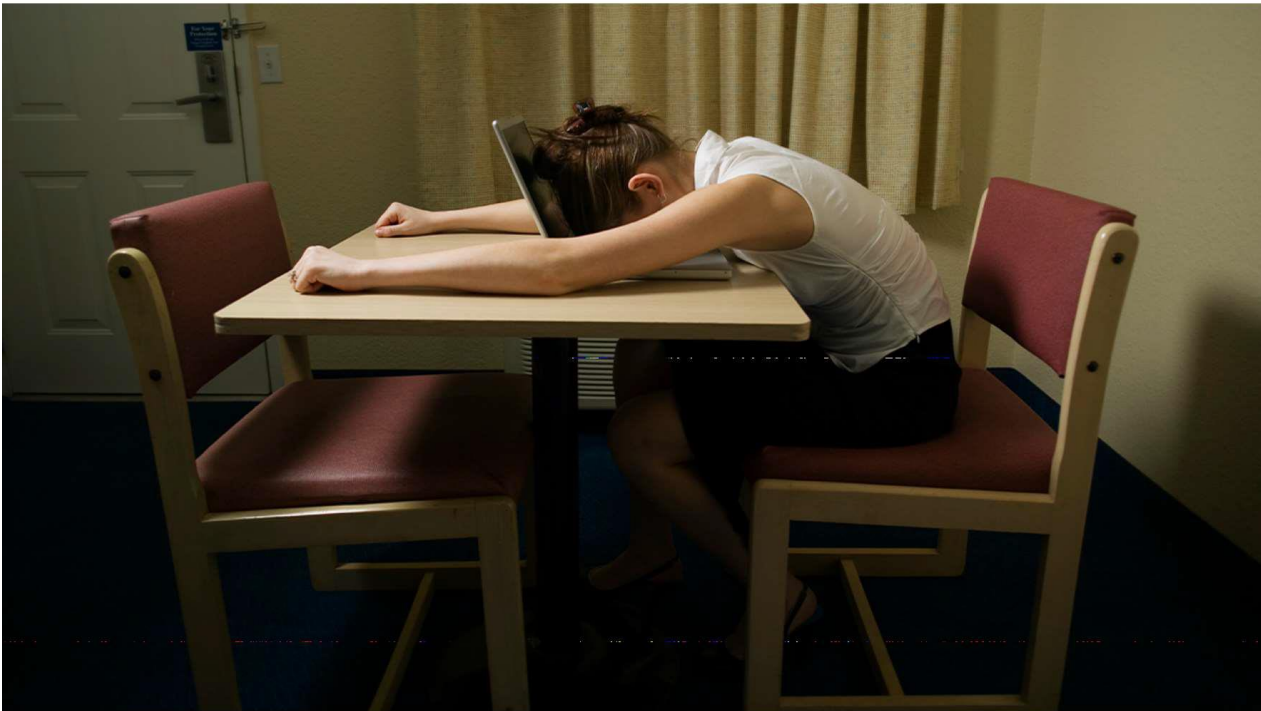


**Leading Teams**

# **How to Lead When Your Team Is Exhausted — and You Are, Too**

by Merete Wedell-Wedellsborg

December 15, 2020



Zave Smith/ Getty Images

**Summary.** As we head into the second wave of Covid-19, you and your team may be feeling foggy, cranky, and fatigued. The adrenaline of the first wave is over and, while good news about a vaccine is on the horizon, getting through the winter may be the toughest leadership... [more](#)

“What happened to my resolve?” a leader remarked in the middle of a session.



We were discussing how he and his team were navigating the second wave of the pandemic and responding to the breaking news that a vaccine might be on the horizon. On the surface, everything was fine: The business was thriving and his company was in a good position.

Still, that remark captured his true concern: On a personal level he was experiencing a loss of agency, determination, and energy. The “steady hand” approach and rapid action mindset that had characterized his leadership during the first wave were becoming fuzzy, less ingenious, and much more volatile.

As we dug through the layers of the organization, it turned out that the feeling was widespread among other leaders and managers. Stress incidents were on the rise, people’s emotional reactions were becoming more polarized, and there were more team defections.

The same is likely true across a broad range of companies and sectors. It goes by different names: “pandemic fatigue,” “mental fog,” “work/life blur,” “extended vacuum,” and an “endless wait,” just to mention a few phrases I have heard leaders use. Clients mention that they are fed up and bored and that “2020 has been beyond heavy.” Even those working in booming industries report that they feel “emotionally amputated.” “The other day I cried for no reason,” another (usually hard-nosed) client told me. Others struggle with not being able to do things like exercise with great enthusiasm, as they did during the first wave of the pandemic. Their brand-new collection of home fitness gear is gathering dust. And no one gets a kick from yet another virtual “happy hour” at work.

It feels like the whole world is tired. Even though the vaccine shines a light at the end of the tunnel, the home stretch will be long and perhaps take a greater toll on our professional and personal lives than we expect it to.

To move through the second wave successfully, leaders need to reexamine their personal resilience and that of their team members: the ability and strength to overcome obstacles, bounce back, and recover in the face of challenges. How strong are you under pressure? How quickly do you bounce back from defeat?

Most importantly: How can you find the mental strength to lead through the last mile?

## **How to Lead When the Whole World Is Tired**

Compared to the adrenaline-fueled response in the spring and the false dawn about the recovery over the summer, the second wave requires a new understanding of personal resilience. In the first wave, personal resilience relied on a psychological emergency response called *arousal*. Shocks, threats, and sudden uncertainty make us super alert and we activate resources that are skin-deep: Adrenaline, fighting spirit, and pulling together. This response is impulsive, almost universal, and immediately recognizable across many teams.

Personal resilience in the second wave is a different story because it relies on *psychological stamina*. Psychological stamina rests on more deep-seated emotional patterns shaped by our individual needs, histories, and experiences. Stamina is required because, frankly, the second wave is not exciting at all. People report feeling bored, disconnected, and unnerved. In contrast to the skin-deep reactions of the first wave, the second wave requires perseverance, endurance, and even defiance against the randomness, gloom, and burden of the pandemic.

Cultivating resilience requires some emotional rewiring and calls for a different kind of appeal to team members and colleagues. The essential task is to identify your biggest challenges over the next year and then tap the psychological stamina you and your team needs to get there. There are three key steps: understanding the difference between urgency and importance; balancing comfort with containment; and finding new ways to energize yourself and others.

## **Understanding Urgency vs. Importance**

This may sound self-evident, but it is amazing how much entire organizations avoid facing up to the toughest challenges ahead. One reason is our natural response to crises: We become short-sighted and push aside all that is not urgent. Once we have fixed what is urgent, we feel we deserve a good rest. In several of the top teams I

currently advise, there is a tendency to either fail to see the coming challenges or to rationalize, “When Covid-19 is over, we will address the problem.”

Leaders and teams must avoid this temptation. While rest is vital outside the workday, inactivity during it can backfire. In military units, for example, boredom and waiting time are perceived as more stressful than actual combat. In the study “The Challenges of the Disengaged Mind,” researchers found that when people were ordered to sit in a room and do nothing, they chose to give themselves electric shocks rather than pass the time in silence. Most people seem to prefer to do *something* rather than nothing, even if that something is unproductive or harmful. As a high-ranking officer in NATO told me for my book *Battle Mind*: “It is better to act and make a decision than not to act. In other words, the consequences are often greater if you decide not to act than if you do act. A willingness to take risks is a precondition for being able to act under pressure or in demanding situations.”

The way ahead may be to follow the example of a CEO I advise. Even though her business has been successful throughout Covid-19, she chose not to rest on her laurels but to ask: “How do we turn the short-term momentum into long-term advantages?” She asked her executive team to come up with ideas for the future and set up a task force with high-performing talents from across the organization. Specifically, she asked them to consider the steps they could take here and now, steps that would in the years to come eventually become longer-term competitive advantages.

Another approach would be to ask yourself and your colleagues whether you are in fact fully prepared for the feeding frenzy that will inevitably kick off in the wake of the vaccine. Companies will clamor to win back lost business and reclaim lost customers. For many businesses, dealing with the aftermath will be just as intense as dealing with the crisis.

Ask yourself and your teams: Are you doing all you can do to emerge from the crisis as a stronger company? The window for change may be closing and the time to turn good intentions into action is now.

## **Balancing Compassion and Containment**

In order to act, you and your employees must be motivated to act. Specifically, action requires both compassion and containment.

First, let's look at compassion. At this point in the crisis, the conditions that breed depression, loneliness, and anxiety are present: Working in isolation, health concerns, job insecurity, heavy workloads, and rapidly shifting priorities. A global survey conducted by Mercer found that the majority of the 270 insurance companies surveyed now rate mental health as being as much of a risk as smoking.

Leaders need to be serious about mental wellbeing and intervene sooner rather than later. This means that your employees need more warmth and comfort than they might have prior to the pandemic. But you can't soothe your team with spreadsheets and plans; that takes listening and daring to stay in the hardest moments –daring to talk about doubt and discomfort — instead of skipping ahead to the next item on the agenda.

There are a couple of ways to approach this. One involves saying “I don't know” or sharing your own feelings of discomfort. I see an enormous difference in leaders who express their insecurities, because it goes both ways: When you dare to tell your team about the issues you struggle with, they will follow suit.

Another approach involves encouraging the fundamental feeling that people are good enough, that they have earned their place, and that their worth is not just a function of their actions and results, but of who they are and how they carry themselves. So, don't only talk about “getting things done” in your conversations with your colleagues, but also recognize “who they are” using specific examples of their personal contributions and human qualities. This will reduce anxiety and second-guessing.

Compassion, though, must be balanced with containment. Containment is described by IMD professor Anand Narasimhan as “the ability to observe and absorb what is going on around you, but to

provide a sense of stability.” Stability comes from setting limits, raising the bar, keeping the pressure at the optimal level, and helping each other snap out of self-pity and moodiness.

In fact, too much caring and compassion can drive people into a learned helplessness trap, believing that they can’t perform without help and support from others. As the father of modern positive psychology professor Martin Seligman demonstrated, we experience learned helplessness when we face uncontrollable and inescapable stress. We simply stop trying to respond to dangers and passively accept whatever harm befalls us.

So, once you lift people (or yourself) up, the goal is not pampering. Rather, it’s about using your connection to catch a second wind. And as any boxer will tell you, a second wind is brought on by defiance, anger, fear, and frustration. Feelings that we usually suppress or intellectualize in our professional lives.

So instead of lowering the temperature completely and feeling the effect of exhaustion and boredom, it might be a good idea to turn up the heat and go into fight mode. Take a good look at the battles that will meet you next year. How can you stay ahead of the curve? How can you prepare for the next stages? How can you mobilize and be able to attack before dawn?

In my conversations with a wide range of leaders, they repeatedly emphasize how important it is to be able to do something instead of letting go. Perhaps you feel like staying in bed all day watching Netflix and eating pizza, or “snug under the duvet,” as one of my clients describes this type of reaction. Once in a while this may even work well with a bit of constructive denial and self-indulgence, but not every day and not every time things get hard.

Yes, the current moment calls for compassion, but it also calls for a little more edge and collective defiance against the injustice of the virus. You want people to say “enough is enough” and rise to fight against the gloom. As with good parenting, the key is to find the right balance between caring and challenging, between compassion and containment, between saying “you are good enough as you are” and “get moving and get to the next level.”

## **Energize Everyone, Every Day**

“I’m surprised that the hardest part right now is managing my own mind,” the CEO of a large cap company concluded with a sigh near the end of our session.

As we enter the last stretch, the greatest challenge for leaders may be to sustain energy in themselves and in their teams. We don’t quite know how long it will take to finish the last mile and we cannot rely on the urgency of the crisis any longer. Patience with feel-good language like “we need to pull together” or “we will get through this” is now close to zero. The appetite is for specific and actionable communication — *what* to do now to pull together and *how* to get through it.

The key is to get the energy flowing and never accept that meetings and interactions become stale or boring. Energy is not a given and must be generated and channeled internally. For example the LEGO Group has defined the goal to “Energize Everyone, Every Day” as a central leadership principle.

There are many ways to energize: Sharing success stories, setting up competitions, dividing long projects into sprints, communicating. But also shortening endless zoom meetings, cutting tumbleweed projects, and allowing constructive conflicts and honest feedback in your teams. How you do it matters less. That you do it matters immensely.

Further, people with a high degree of resilience tend to prevail because they interpret setbacks as temporary, local, and changeable. When something is viewed in this way, it leaves us able to think: “It will go away sometime, it can be curbed, and I can do something about it.” This enables us to act. It is the mindset of the resilient leader. Resilient people are more willing to make decisions because they believe they have a real impact on their situation and are not afraid to influence it.

Alternatively, if we face an obstacle thinking, “It is permanent, it is a general problem, and there is nothing I can do about it,” it leaves us with little or no power to act. People lacking resilience also tend to internalize the problem by ruminating and having thoughts like, “It is



probably me. I am no good. I can't do anything right." This leaves the person paralyzed. You can probably imagine how these thoughts can spin out of control and end up in pure self-destruction.

Resilience is the most fundamental quality for navigating through chaos. The belief that we have the ability and the strength to overcome obstacles and perform involves a constant balancing act, and for most it is a lifelong challenge. Without resilience we tend to act indecisively or follow directions blindly. If we are not confident that we have the necessary abilities, we risk getting paralyzed or subjected to forces beyond our control. Managing your own mind and deciding to take charge of your destiny (and helping others do the same) is where you find mental strength for the last mile.

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# SMART Objectives

You may find it helpful to consider SMART in a different order (ie. RSMAT):

1. Check your objective is realistic/relevant (R)
2. Think of the outcome you wish to achieve (S)
3. Incorporate a measurement (M)
4. Check it is an achievable objective (A)
5. Ensure you have included a timescale (T).

## Step 1 - R

For example, an objective of **"Improve service delivery"** may seem to be a suitable objective as it is realistic and relevant to our work. However, it does not comply with all of the SMART principles as it is a vague, "do your best objective". Reviewing performance would also be difficult - how would you know it has been achieved?

## Step 2 - S

With step 2, consider the outcome you wish to achieve - why do you want to improve service delivery? - in many cases it is to improve our performance. So, you then need to consider which aspect of service delivery needs improvement. For example, is it customer responsiveness, quality, streamlining services? With this in mind, **"Improve service delivery"** could be amended to, for example, **"Improve service delivery by improving customer responsiveness"**.

## Step 3 - M

Although the objective has now become clearer, it would still be difficult to review because how will you know you have improved? Incorporating a specific measurement can help in this case.

For example, the objective could be amended to **"Improve service delivery by improving customer responsiveness from 4 days to 2 days"**.

## Step 4 - A

The next step is to check that the objective you have set is achievable.

In this case, improving customer responsiveness from 4 days to 2 days may be achievable.

However, improving customer responsiveness from 20 days to 2 days may not be achievable within one year.

## Step 5 - T

The final step is to set a deadline. In this example the objective phrase could then be amended to **"Improve service delivery by improving customer responsiveness from 4 days to 2 days by 31 March 2017"**.

The amended objective is now compliant with SMART principles.