

Managing Myself

École Européenne
d'administration



European School
of Administration

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THE LEADERSHIP LAB

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THE LEADERSHIP LAB

I. EXPLORING MY INGREDIENTS

I.1 My role as a manager and leader

Definition

If most researchers do agree to make a distinction between "manager" and "leader", they do not all agree on what that difference is exactly.

Manager is a position that you are given. The manager is appointed by the organisation to be at the head of a team, responsible for getting the job of the team done and accountable for the results produced by the team. He or she manages the day-to-day work by:

- making sure that staff members understand what is expected of them, and that their work contributes to the team objectives,
- giving feedback to help each staff member and the whole team to self-assess the quality of their performance,
- congratulating staff on good results,
- dealing with underperformance if needed,
- managing knowledge in their team,
- identifying lack of competencies and designing development paths for their staff members,
- encouraging staff members to take initiatives and involving them in the decision process if appropriate,
- keeping staff member informed of the general situation of the organisation and its environment.

Leader is a role that you take. The leader is the person who gives staff members a direction and a "raison d'être" by:

- being open to changes and encouraging others to be open too;
- increasing awareness and own knowledge about the global view, for instance the political context,
- designing and sharing a clear vision with their staff,
- linking the objectives of their team to the ones of the organisation,
- stimulating staff motivation to reach these objectives,
- encouraging innovation and new ways of working to improve the team's performance,
- taking stock of experience and using the lessons learned for a better future,
- developing a culture of collective intelligence,
- allowing staff members to grow in their job and to prepare the next step of their career.

based on the Competency Framework of the European Commission



Links with my work?

Knowing better the difference between a manager and a leader better...

- What are the aspects of the manager's responsibilities that you are good at?
- What would you need to develop to be at your best as a manager?
- What is going to be your first step?
- What impact will that have on your team?
- What are the aspects of the leader's responsibilities that you are good at?
- What would you need to develop to be at your best as a leader?
- What is going to be your first step?
- What impact will that have on your team?

Going Deeper...

- Management is (still) not leadership (<https://hbr.org/2013/01/management-is-still-not-leadership/>) – John Kotter – HBR 2013 (EN)
- Three differences between managers and leaders (<https://hbr.org/2013/08/tests-of-a-leadership-transiti>) – Vineet Nayar – HBR 2013 (EN)
- True leaders are also managers (<https://hbr.org/2010/08/true-leaders-are-also-managers>) – Robert Sutton – HBR 2010 (EN)

I.2 My management behaviour

Definition

In 1995 Daniel Goleman introduced the concept of "emotional Intelligence" that covers all the "soft" competencies that we need to be able to cope successfully with our work (and with life in general). They are divided into 4 groups.

Self-awareness

- **Emotional self-awareness:**
ability to read and understand your emotions as well as recognize their impact on work performance, relationships, and the like
- **Accurate self-assessment:**
a realistic evaluation of your strengths and limitations
- **Self-confidence:**
a strong and positive sense of self-worth

Social skills

- **Visionary leadership:**
ability to take charge and inspire with compelling vision
- **Influence:**
ability to wield a range of persuasive tactics
- **Developing others:**
propensity to bolster the abilities of others through feedback and guidance
- **Communication:**
skill at listening and at sending clear, convincing, and well-tuned messages
- **Change catalyst:**
proficiency in initiating new ideas and leading people in a new direction
- **Conflict management:**
ability to de-escalate disagreements and orchestrate resolutions
- **Building bonds:**
proficiency at cultivating and maintaining a web of relationships
- **Collaboration and teamwork:**
competence at promoting cooperation and building teams

Self-management

- **Self-control:**
ability to keep disruptive emotions and impulses under control
- **Trustworthiness:**
a consistent display of honesty and integrity
- **Conscientiousness:**
ability to manage yourself and your responsibilities
- **Adaptability:**
skill at adjusting to changing situations and overcoming obstacles
- **Achievement orientation:**
the drive to meet an internal standard of excellence
- **Initiative:**
a readiness to seize opportunities

Social awareness

- **Empathy:**
skill at sensing other people's emotions understanding their perspective, and taking an active interest in their concerns
- **Organizational awareness:**
ability to read the currents of organizational life, build decision networks and navigate politics
- **Service orientation:**
ability to recognize and meet customer's needs




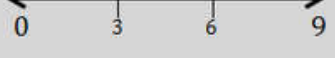


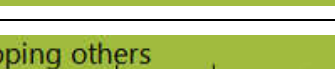






You'll find some of the above competencies in the description that Daniel Goleman makes of the [Leadership Styles](#) here.



Links with my work?

On a scale from 0 until 9, how do you score yourself demonstrating these competencies in your management position?

Emotional self-awareness 	<input type="text" value="0"/>
Accurate self-assessment 	<input type="text" value="0"/>
Self-confidence 	<input type="text" value="0"/>
Self-control 	<input type="text" value="0"/>
Trustworthiness 	<input type="text" value="0"/>
Conscientiousness 	<input type="text" value="0"/>
Adaptability 	<input type="text" value="0"/>
Achievement orientation 	<input type="text" value="0"/>

<p>Emotional self-awareness</p> 	<input type="text"/>
<p>Initiative</p> 	<input type="text" value="0"/>
<p>Service orientation</p> 	<input type="text" value="0"/>
<p>Empathy</p> 	<input type="text" value="0"/>
<p>Organisational awareness</p> 	<input type="text" value="0"/>
<p>Visionary leadership</p> 	<input type="text" value="0"/>
<p>Influence</p> 	<input type="text" value="0"/>
<p>Developing others</p> 	<input type="text" value="0"/>
<p>Communication</p> 	<input type="text" value="0"/>
<p>Change catalyst</p> 	<input type="text" value="0"/>
<p>Conflict management</p> 	<input type="text" value="0"/>
<p>Building bonds</p> 	<input type="text" value="0"/>
<p>Collaboration and teamwork</p> 	<input type="text" value="0"/>

What competency would you need to improve first?

And how would you do that? What kind of support would you need? Where are you going to find it?

How are you going to measure your progress?

How will you know you have reached where you want to be for that competency?

Results

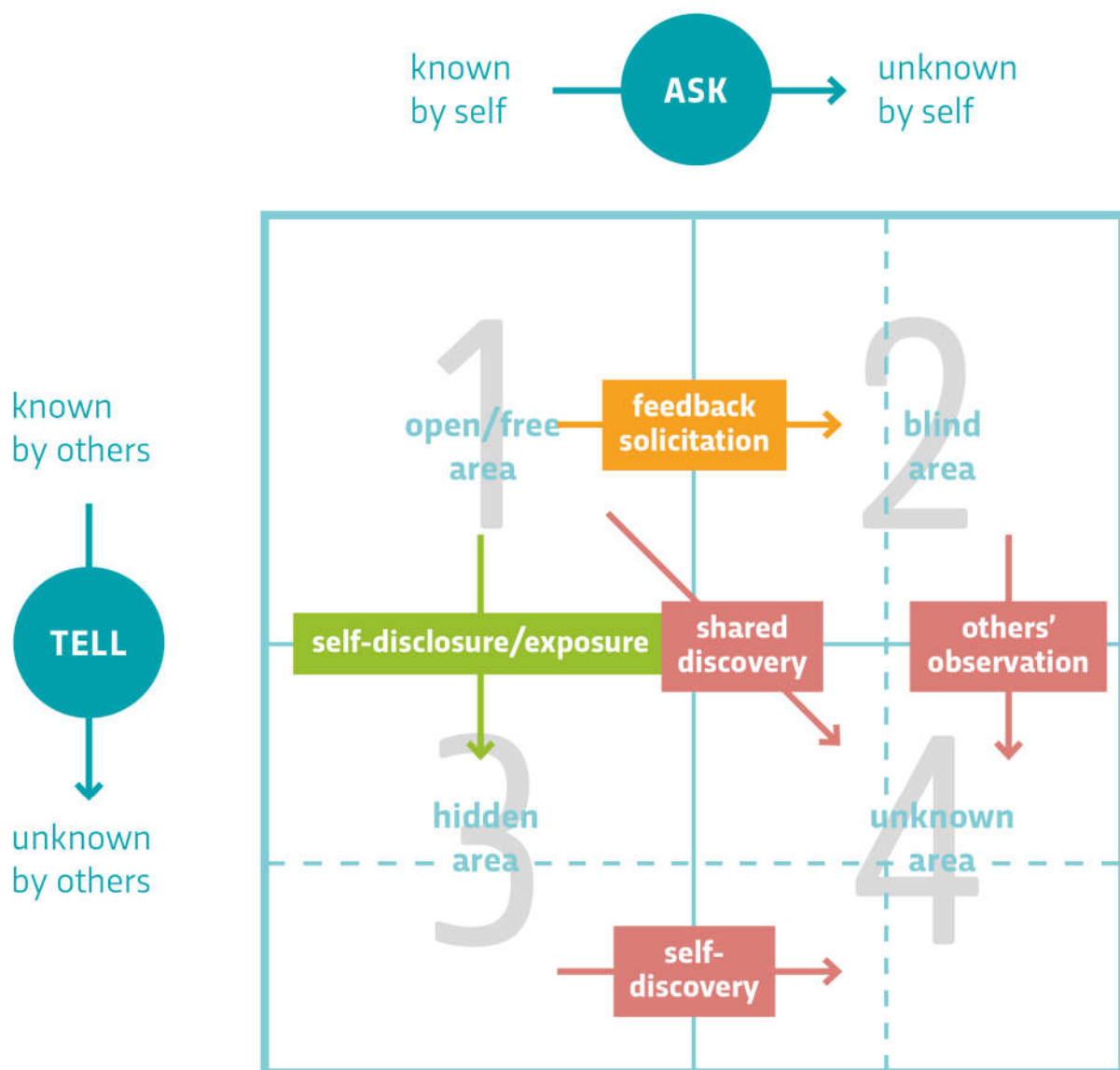
Self-awareness	<input type="text" value="0"/> / 27
Self-management	<input type="text" value="0"/> / 54
Social awareness	<input type="text" value="0"/> / 27
Social skills	<input type="text" value="0"/> / 72

Going Deeper...

- Read the original article of Daniel Goleman (EN) (<https://hbr.org/2000/03/leadership-that-gets-results>)

1.3 Identifying my blind spots and talents

The Johari Window model is a simple and useful tool for illustrating and improving self-awareness, and mutual understanding between individuals within a group. The model is also referred to as a "disclosure/feedback model of self-awareness". As we look to better know ourselves in order to take full advantage of our own resources to be at our best in our leadership role, we'll use the model to discover how we can reach more self-awareness.



There are 4 areas in the window.

1. what is known by the person about him/herself and is also known by others - open area, open self, free area, free self,
2. what is unknown by the person about him/herself but which others know - blind area, blind self, or blindspot,
3. what the person knows about him/herself that others do not know - hidden area, hidden self, avoided area, avoided self,
4. what is unknown by the person about him/herself and is also unknown by others - unknown area or unknown self.

This Johari Window model diagram is an example of increasing the open area, by reduction of the blind area, which would normally be achieved through the process of asking for and then receiving feedback.

Feedback develops the open area by reducing the blind area.

The open area can also be developed through the process of disclosure, which reduces the hidden area.

The unknown area can be reduced in different ways: by others' observation (which increases the blind area); by self-discovery (which increases the hidden area), or by mutual enlightenment - typically via group experiences and discussion - which increases the open area as the unknown area reduces.



Links with my work?

In order to better know yourself pay attention to any kind of feedback you receive, positive and negative, pleasant and unpleasant.

Often people won't come straight to you to tell you how they perceive you. But they are likely to give many subtle signs that you might take note of and find useful indications of your behaviour and impact. Why do they come and see you in your office? What do they tell you when you ask for their opinion about something? What do they tell you about others in the team in the team and what might be your contribution to that situation? Choose one particular day in your week and during that day pay extra attention to all kinds of feedback receive. If it helps we suggest you, record your observations in your lab book.

What is the feedback I got?

What did I learn about myself thanks to that feedback?

How will I take this feedback into account and adapt my behaviour?

Going Deeper...

- An article explaining the model with more details (EN) (<http://www.businessballs.com/johariwindowmodel.htm>)
- A video explaining the model (EN) (<https://www.youtube.com/watch?v=BWii4Tx3GJk>)

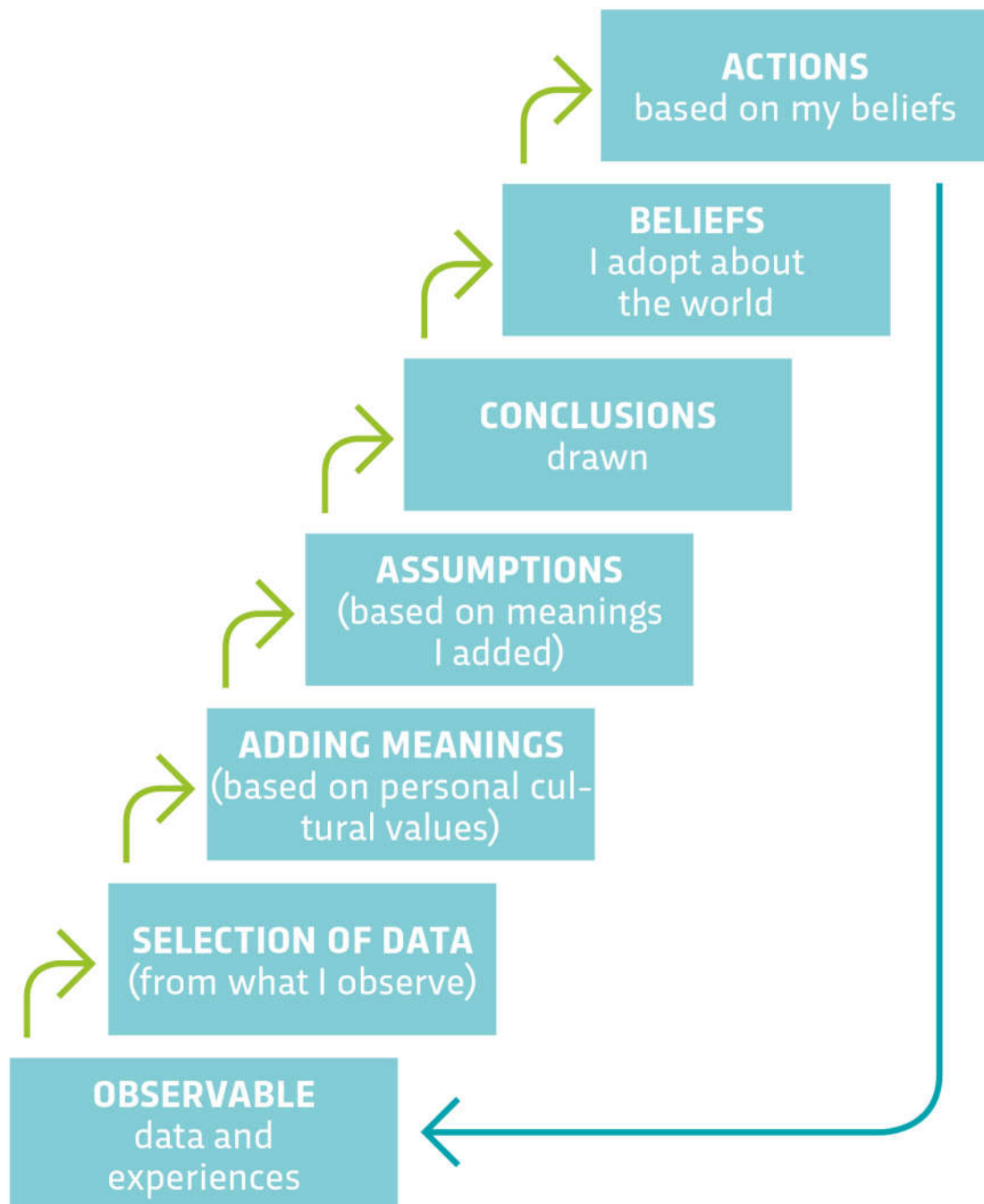
I.4 Limiting beliefs and unconscious biases of mine

In today's fast-moving world, we are always under pressure to act now, rather than spend time to think about things and ponder on the true facts. Not only can this lead us to a wrong conclusion, but it can also cause conflict with other people, who may have drawn quite different conclusions on the same matter.

Beliefs are conditioned perceptions that are built upon old memories. These memories are based on how we have interpreted and emotionalised our experiences over time.

In a busy organisation environment, you need to make sure your actions and decisions are founded on reality. Likewise, when you accept or challenge other people's conclusions, you need be confident that their reasoning, and yours, is firmly based on the true facts. The "Ladder of Inference" helps you achieve this.

LADDER OF INFERENCE



Beliefs are in some ways assumptions we make about ourselves, about others, and about how we expect things to be in our world. We have all these theories, ideas and explanations about how things are and what they should be like.

Over a lifetime your beliefs are ingrained into your nervous system due to repeated situations which may prove their legitimacy. Hence your beliefs are at the core of who you are. As such, they influence every aspect of your life in every conceivable way. For instance, your beliefs will determine your expectations and perceptions of reality. Over time you might develop a set of 'truths' for yourself which will limit your thinking and actions. Sentences starting with the following expressions are likely to be limiting ones

- I do/don't...
- I can't...
- I must/mustn't...
- I am/am not...
- Others are/will...
- How the world works...

These belief systems are therefore nothing more than concrete rules/commands to the nervous system that shape your thoughts and filter your experience of reality. And it is these commands that influence what you will consciously delete, distort or generalise as you go about your day.

As a manager, responsible for your team and its performance, it is crucial that you understand these patterns of thinking and bring them to the surface to be aware of them when you act, or when you are doubtful about 'the objective situation',



Links with my work?

To identify and describe a limiting belief of yours, experiment with the following questions:

- How do you picture this limiting belief in your head?
- How do you imagine it in your minds-eye?
- What does this limiting belief look like specifically?
- What does it sound like?
- What does it feel like?
- What does it smell like?
- What does it taste like?

You can also experiment with these aspects to analyse your limiting beliefs in detail and turn them around:

- What specifically is getting in the way?
- What unhelpful habits am I indulging in?
- How am I thinking about this situation?
- What am I saying or doing to myself that is holding me back?
- Why do I think this is hard or too difficult? What is stopping me? Why?
- What kind of things do I tend to complain about, or blame others for?
- What assumptions or conclusions am I making about my inability to achieve my goal?
- Do I have any global beliefs that might be holding me back?
- Do I have any values that are in conflict with my goals? What do I believe about these values?
- How am I labelling myself and/or describing myself as I work towards this goal? How could this be causing problems?
- What stories do I tell myself about what I should or shouldn't do, and about what should or shouldn't happen? How is this of significance?

Going Deeper...

- The ladder of inference creates bad judgement (EN): (<https://youtu.be/K9nFhs5W8o8>)
- The ladder of inference – avoid 'jumping to conclusions' (EN): (https://www.mindtools.com/pages/article/newTMC_91.htm)

I.5 Leadership styles

Definition

Daniel Goleman's research found that leaders basically use six styles. Each box below presents you with a summary of these styles, their origin, when they work best, and their impact on the organization's climate and thus performance.

<p>COERCIVE</p> <p>The leader's modus operandi Demands immediate compliance</p> <p><i>The style in a phrase</i> "Do what i tell you."</p> <p><i>Underlying emotional intelligence competencies</i> Achievement orientation, initiative, self-control</p> <p><i>When the style works best</i> In a crisis, to kick start a turnaround, or with problem employees</p> <p><i>Overall impact on working climate</i> Negative</p>	<p>AUTHORITATIVE</p> <p>The leader's modus operandi Mobilises people toward a vision</p> <p><i>The style in a phrase</i> "Come with me."</p> <p><i>Underlying emotional intelligence competencies</i> Self-confidence, empathy, change catalyst</p> <p><i>When the style works best</i> When changes require a new vision, or when a clear direction is needed</p> <p><i>Overall impact on working climate</i> Most strongly positive</p>	<p>AFFILIATIVE</p> <p>The leader's modus operandi Creates harmony and builds emotional bonds</p> <p><i>The style in a phrase</i> "People come first."</p> <p><i>Underlying emotional intelligence competencies</i> Empathy, building bonds, communication</p> <p><i>When the style works best</i> To heal rifts in a team or to motivate people during stressful circumstances</p> <p><i>Overall impact on working climate</i> Positive</p>
<p>DEMOCRATIC</p> <p>The leader's modus operandi Forges consensus through participation</p> <p><i>The style in a phrase</i> "What do you think?"</p> <p><i>Underlying emotional intelligence competencies</i> Collaboration, team leadership, communication</p> <p><i>When the style works best</i> To build buy-in or consensus, or to get input from valuable employees</p> <p><i>Overall impact on working climate</i> Positive</p>	<p>PACESETTING</p> <p>The leader's modus operandi Sets high standards for performance</p> <p><i>The style in a phrase</i> "Do as I do, now."</p> <p><i>Underlying emotional intelligence competencies</i> Conscientiousness, achievement orientation, initiative</p> <p><i>When the style works best</i> To get quick results from a highly motivated and competent team</p> <p><i>Overall impact on working climate</i> Negative</p>	<p>COACHING</p> <p>The leader's modus operandi Develops people for the future</p> <p><i>The style in a phrase</i> "Try this."</p> <p><i>Underlying emotional intelligence competencies</i> Developing others, empathy, self-awareness</p> <p><i>When the style works best</i> To help employee improve performance or develop long-term strengths</p> <p><i>Overall impact on working climate</i> Positive</p>



Links with my work?

- If you look at yourself, what styles do you use most?
- What effect does that have on the climate of your team?
- What could you do to combine more of the styles that would create a positive climate in your team (Coaching, Democratic, Affiliative and Authoritative)? What actions would you take? How would you that you are on the right tracks?

Going Deeper...

- Read the original article of Daniel Goleman (EN) (<https://hbr.org/2000/03/leadership-that-gets-results>)
- Take a quick questionnaire about the 6 styles (EN) (<http://www.skillsyouneed.com/ls/index.php/325444>)
- Video that summarizes the Goleman theory: "Goleman Six Leadership Styles" (EN) (<https://www.youtube.com/watch?v=fOGWwcQC7fw>)



1. EXPLORING MY INGREDIENTS

2. MIXING MY INGREDIENTS

3. MAKING MY OWN RECIPE

THE LEADERSHIP LAB

2. MIXING MY INGREDIENTS

2.1 The neuro-science contribution to management

Definition

'We have a reptilian brain (responsible for basic bodily functions such as breathing); a limbic brain (responsible for social behaviours, emotion and memory) and we have the newest and most advanced part of the brain, the neocortex (responsible for our cognitive functions). Understanding the different functions and stages of brain development is useful because it explains how we can be such intelligent animals and yet we can also be so emotional.'

In the last two decades, scientists have gained a new and more accurate view of human nature and behaviour change because of the integration of psychology (the study of the human mind and human behaviour) and neuroscience (the study of the anatomy and physiology of the brain).

Neuroscience has discovered that the human brain is hugely plastic, even the most rooted behaviours can be modified with targeted interventions, and the impacts can be not only observed in new behaviours, but also measured in the brain. The implications of this new research are particularly relevant for organisational leaders. It is now clear that some of the human behaviours in the workplace do not work the way many managers think.

Managers who understand the recent breakthroughs in cognitive science can lead and influence in a more efficient way: i.e. take into account the physiological nature of the brain, and the ways in which it predisposes people to resist some forms of leadership and accept others.

We give you two examples in short of the added value of the extensive data accumulated by these researches:

When people realise that they might compare unfavourably to someone else, a threat type response appears in the brain, releasing cortisol and other stress-related hormones.

Each time a person meets someone new, the brain automatically makes quick 'friend-or-foe' distinctions, and from then experiences friends and foes in ways that are defined by those distinctions. When the new person is perceived as different, the information travels along neural pathways that are associated with uncomfortable feelings, which are different from the pathways triggered by people who are perceived as similar to oneself.

Leaders who understand this phenomenon will find many ways to apply it in organisations. For example, teams of diverse people cannot be thrown together; rather they should be deliberately built in a way that minimises the potential for 'threat responses'. Trust, empathy or even goodwill develop only when people's brains start to recognise former strangers as friends. This requires time and consciously repeated social interaction.

Another research shows that the experience of fairness produces reward responses in the brain similar to those that occur from eating chocolate. The cognitive need for fairness is so strong that some people are willing to commit themselves wholeheartedly to an organisation they recognise as fair.

In organisations, the perception of unfairness creates an environment in which trust and collaboration cannot flourish. Leaders who have 'favourites', or who appear to reserve privileges for people who are like them arouse an unconscious threat response in employees who are outside their circle.

The SCARF model

This model helps you to observe people's core concerns and shows you how to calibrate your words and actions to better effect.

- Status refers to the sense of importance relative to others (e.g. peers, co-workers, supervisors).
- Certainty refers to the need for clarity and the ability to make accurate predictions about the future.
- Autonomy is tied to a sense of control over the events in one's life and the perception that one's behaviour has an effect on the outcome of a situation (e.g. getting a promotion, finding a partner).

- Relatedness concerns the sense of connection to and security with another person (e.g. whether someone is perceived as similar or dissimilar to oneself, a friend or a foe).
 - Fairness refers to just and non-biased exchange between people (e.g. praise for or acknowledgment of one's efforts, equivalent pay for equivalent work).
- Every action you take as a leader and every decision you make either supports or undermines the perceived levels of status, certainty, autonomy, relatedness, and fairness in your organisation. All of your words and looks will be imbued with a social meaning.

One of the most important discoveries in neuroscience lately is neuroplasticity: it is changing the way scientists think about brain connections. As we learn more about neuroplasticity, it's increasingly clear that the brain is continuously being shaped by experience and learning. The most flexible parts of the brain involve higher functions evolved in the cerebral cortex such as thought, memory, and learning.

Prevailing thinking held that neural development stopped in young adulthood, but we now know that the brain is plastic, and thus capable of change even through adulthood.

Learning affects the brain in one of two ways: either by altering existing neural connections or creating new ones. When we put into practice new things we have learned, the brain is reorganised to take in new data and, if it is useful, retain it.

The current neuroscience oriented research indicates that we can indeed take more responsibility and actively promote the more positive shaping of our brains through the explicit cultivation of positive mental states and challenging negative mental states.

We can start by leaving problem behaviours in the past; and focus on identifying and creating new behaviours. For example, if a leader focuses on possible solutions instead of questioning one of the team members why did not manage to accomplish a task, over time, these may shape the dominant pathways in the brain.

In the knowledge economy and with constant change, there is more pressure than ever to improve how we learn. Maybe these findings about the brain will start to show us a whole new world of improvement: in our ability to bring about positive, lasting change in ourselves, in our workplaces, and in society itself.



Links with my work?

Think about your own team:

What do the above aspects mean to the work of your team and team members' experience?

How do you lead your team?

Is there a need for some shift, not just 'the usual learning cycle' in your management practice?

You can also introduce the SCARF model to your own team and have an open dialogue on it with your team?

Going Deeper...

- More on the SCARF model (EN) (http://www.your-brain-at-work.com/files/NLJ_SCARFUS.pdf)
- A nice summary on a video (EN) (<https://youtu.be/lpU9Nv0uIWg>)
- The neuroscience of leadership (EN) (<http://www.strategy-business.com/article/06207?gko=6da0a>)
- On storytelling and neuroscience (EN) (<http://annettesimmons.com/storytelling-as-dialogue-the-back-and-forth-of-shared-context/>)

2.2 The impact of emotions on my leadership style

You probably know that what and how we feel heavily impacts how we behave. Emotions and feelings are also all over in a leadership situation: e.g. excitement about group dynamics in the new team, anger when you find something unfair, or when you feel unsuccessful, joy and pride when you achieve great results, etc. All these feelings impact your behaviour, thus also your leadership actions and effectiveness.

1. The index of computation

This grid helps us to identify what is the focus of a person at the moment s/he is relating his/her experience and it enables us to sort what belongs to the thinking process, what belongs to feelings and bodily sensations, and what belongs to behaviours.

This means analysing what the person says according to what he/she thinks, feels, does, but equally recognising that we are not our thoughts, feelings, nor our behaviours. We are much more than these all.

At any moment each part is inter-related and impacts on the other two. So we can explore and modify one part and it will influence the other parts. This means that if we don't deal with our feelings, they could have an adverse impact on our leadership styles and our ability to be flexible in using them.

When we speak about something we have experienced, we can cover these 3 fields. Each of them contains its part of information about the experience.

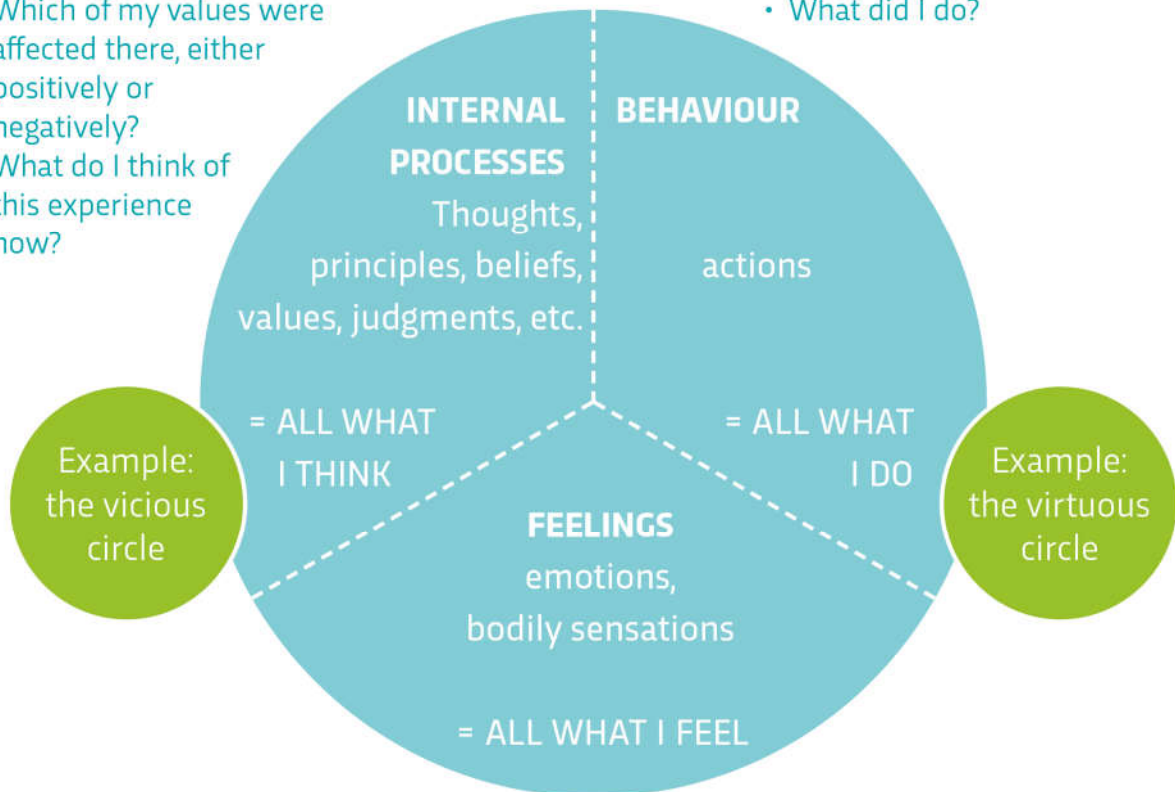
THE IMPACT OF EMOTIONS ON MY LEADERSHIP STYLE

INTERNAL PROCESSES = all that crossed my mind during the experience and also now

- What did I think about during the whole experience? Even if I did not tell it.
- What were my judgments? Which of my values were affected there, either positively or negatively?
- What do I think of this experience now?

BEHAVIOURS = the experience looking at "facts and figures"

- What happened?
- Who was doing what, at what moment?
- Where did that happen?
- What did I do?



Links with
my work

Feelings = all the feelings that I had during the experience and also now

- How did I experience this situation?
- How did I feel at each moment of it?
- What were the body sensations?
- And how are the feelings and body sensations about it now?



Links with my work?

If I want to take stock either of a good experience, something that I would like to remember, or of a bad experience to analyse what went wrong and to be able to avoid this in the future, I could analyse my experience following a pattern of questions.

Once you have identified your feelings and emotions, go to the next point to know how to deal with them.

Situation: I'm going to start an important presentation and the audience is getting seated in the room.

1. I think: "They look so important, ready with questions that are going to show everyone that I'm not competent enough to deal with that subject." (THINK)
2. I feel bad, nervous, and anxious and I sweat. (FEEL)
3. I become agitated and I unconsciously mix up my presentation notes. (DO)
4. I now realize that I'm so hot here, not comfortable at all. (FEEL)
5. And all these people looking at me while speaking with their neighbours! What do they say about me? (THINK)
6. I feel more stressed. (FEEL)
7. I start my presentation and get lost because my notes are mixed up. (DO)
8. I now feel completely lost and ashamed in front of the audience. (FEEL)
9. Etc.

Situation: I'm going to start an important presentation and the audience is getting seated in the room.

1. I think: "They are so numerous; this means that they are interested in the subject." (THINK)
2. I feel a little stressed and quite honoured that they come to listen to me. (FEEL)
3. I check if my presentation notes are ready to be used. (DO)
4. I realise that it is quite warm in this room. (FEEL)
5. I get myself a glass of water. (DO)
6. And all these people looking at me while speaking with their neighbours! I did not think I was so interesting! (THINK)
7. I start my presentation and hear myself speaking clearly. (DO)
8. I feel relieved and go on with my presentation. (FEEL, DO)
9. Etc.

2. Emotions and feelings

In a dictionary emotion and feeling have rather the same definitions. They are related to one another.

Emotion = A strong feeling deriving from one's circumstances, mood, or relationships with others:

she was attempting to control her emotions

Feeling = An emotional state or reaction:

a feeling of joy

There are 4 emotions families.

Each emotion has: 1) a prompting event, 2) thoughts related to the event, 3) a physical response, 4) an urge to act, 5) and a response

FEAR

ANGER

SADNESS

JOY

Fear is triggered by a prompting event that you perceive as dangerous or threatening, and you usually have accompanying thoughts that you might not be able to handle the situation. If you find yourself saying things like, "I need help" or "this is a disaster", you're probably feeling fear. The action urge that accompanies fear is the desire to avoid or escape.

The evolutionary purpose of fear is pretty obvious—fear acts as a signal to keep us away from things that are dangerous. If you would describe how you're feeling as alarmed, anxious, nervous, shy or worried, you're experiencing the emotion of fear.

To go along with fear in a positive way, you need to look carefully at what you identify as "danger". If this danger is a real one, you need to build a plan to deal with it. If it is not a real danger but only something in your mind, then you need to reassure yourself and sometimes to find support to reassure you.

Anger is usually triggered by a prompting event in which a goal or something important to you is being blocked or taken away. One of the signs that you are feeling anger is when you find yourself saying things like "this should be different" or "they're trying to hurt me".

From an evolutionary perspective, anger serves as a warning signal to keep you from losing things important to your survival or to keep you from being taken advantage of. So the action urge that accompanies anger is usually to want to attack or strike back (either physically or emotionally). If you're feeling annoyed, frustrated, irritated, insulted or irritated, you are experiencing the emotion of anger.

To go along with anger in a positive way, you need to look at the situation and at what you would like to change there that would be possible for you and respectful for the others.

Sadness is the emotion you feel when you experience a loss. It can be an actual loss of something tangible, or a figurative loss — such as the loss of potential or the idea of something you wanted very much. The action urge that accompanies sadness is to withdraw or isolate.

From an evolutionary perspective, sadness gives us a sign that our energy level suffered from this loss and that we need time to refill our battery and recover our normal energy level. If you would describe how you're feeling as blue, defeated, discouraged, hopeless, lonely or miserable, you're experiencing the emotion of sadness.

To go along with sadness in a positive way, you need to save time for yourself and take very good care of your own person. You also might want to ask friends to help you to do this.

Joy is triggered by pleasurable events or getting what you want. If you feel good doing something you'll do it more, or do other things that might achieve that good feeling. The hope for joy is often what helps motivate you to do even the things you might not want to do but that are good for your survival.

If you're feeling amused, content, excited, joyful, proud or satisfied, you are experiencing the emotion of joy.

To go along with joy in a positive way is to assess how the situation is when you experience it (to be able to remember what you need) and just to be able to share your joy with the people able to share it back with you.



Links with my work?

1. What was the last time that you experienced something like fear/anger/sadness/joy at work? How did you deal with that feeling? What could you do the next time?
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Going Deeper...

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2.3 Effective communication

1) We're never NOT communicating

Experts studying the principles of communications in general and interpersonal communications in particular have found that two or more people who are together in a given situation find it impossible to NOT communicate.

2) We communicate at two levels simultaneously

Interpersonal communications have two basic levels: CONTENT and RELATIONSHIP. These two levels are always combined in any message. The content level carries the information. The relationship level then qualifies it.

Thus, the relationship level communicates the attributes of the communication itself; that is why we also call it meta-communication. We're not consciously aware of the relationship level when we're communicating; rather, we tend to both insert and detect it automatically.

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Objective reality undergoes a two-stage filtering process before it becomes our internal reality. The human brain is bombarded by tens of thousands of external and internal stimuli every second. These are pre-filtered by a powerful selection mechanism to support the functioning of higher brain functions. This is the first stage, the filter of perception. The second filtering stage, the filter of interpretation, kicks in when we take the fraction of reality that we perceive, place it in the context of our system of values and experiences, and assign each item a purpose and a value.

Our roles and life experiences influence us

The way we interpret reality depends on our current position and role. Our roles are only one factor in shaping our interpretation. Our current emotional and physical shape, our life experiences, our norms, values and habits also contribute to our interpretative filtering, without us being aware of the process.

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Although the communications process is a cycle, we tend to see it one segment at a time. We often make the mistake of believing that our behaviour is nothing more than a reaction to the behaviour of others.



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- Pick an event/situation in the future (it can be a meeting, a face-to-face discussion with your manager, etc.) which you expect to be 'complex', difficult.
- Plan what you want to say, deliver it as a message to the other participants, and also think about how will you say that.
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2.4 Giving and receiving feedback

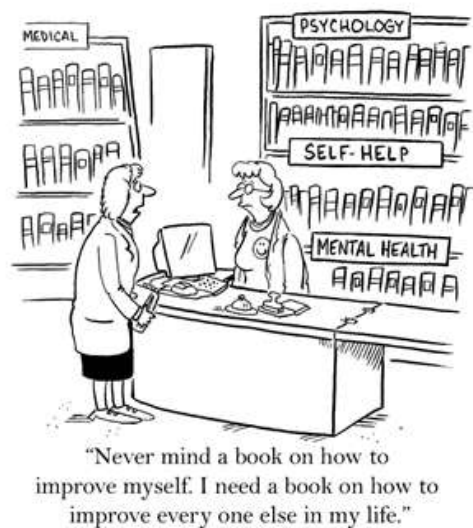
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Feedback is what we exchange among each other when we react to others behaviours. The concept is linked with the concept of "stroke" coming from Transactional Analysis: a stroke is the unit of recognition (Eric Berne 1971). When we speak about feedback, we speak about recognition.

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- conditional (related to what you do) and unconditional (related to what you are)

Positive feedback for doing <i>"The report that you gave me last week is really good."</i>	Positive feedback for being <i>"You are an excellent colleague."</i>
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Perception is obviously related with feedback. This means that 2 different persons will always have 2 different perceptions of the same behaviour/situation and therefore have 2 different feedbacks. So it is virtually impossible to be totally objective when giving feedback; we always speak a little bit of us when giving feedback to others. That's why we should try to stick to "feedback for doing" at work. "Doing" is always linked with tangible results or impact on others. We can then base our feedback on facts or events and the feedback conversation becomes easier.

When you do The impact on me is that, and I really appreciate it.
When you do The impact on me is that, and I do not appreciate it. So I would like to discuss it with you. How do you react to this?

Receiving feedback is as difficult as giving some. We should learn not to be defensive when receiving feedback, reminding ourselves that feedback is linked with perception. The best practice is first listening, thanking for the feedback, and then exploring what part of this feedback really matters to me and why.



Links with my work?

When is the last time that you got feedback from your colleagues? What kind of feedback was that? How did you experience it? What did you do with it?

When was the last time you gave feedback to one of your colleagues? What was that feedback about? To what results did it lead?

Going Deeper...

- Some more theory if you want (EN): (<http://www.bristol.ac.uk/media-library/sites/sps/migrated/documents/section11.pdf>)
- Some guidelines to give and receive feedback: (EN) (<http://www.linqed.net/media/20326/Giving-Feedback-OLI.pdf>)
- An article from the Harvard Business Review: How to Give Tough Feedback That Helps People Grow (EN) (<https://hbr.org/2015/08/how-to-give-tough-feedback-that-helps-people-grow>)

2.5 Life-work balance

We are just one person

We can make the decision to clearly separate our life at work from our life outside the work, but we cannot deny that we are just one person living both at work and outside the work. So our life at work has an impact on our life outside the work and vice versa.

Maintaining the balance

We can use management theories to help us create and maintain the right life-work balance for us.

Once in a while we need to sit down and think about our life in general. Here are some questions that we reflect on.

1) Am I happy at the moment? How can I make sure that I'll be happy in the future?

We all know by now that money is not the most powerful motivator in our life. What drives us is the opportunity to learn, to grow in responsibilities, to contribute to others, and to be recognised for achievements.

2) How can I make sure that my relationship with my partner, my children, my family, and my friends becomes and remains an enduring source of happiness?

Most of us recognise these persons are the most important we have in our life. So in order to be consistent; we should keep that in mind when planning our day-to-day life, when spending our time and energy. Remaining focused on our life purpose is the key for success.

3) How can I make sure I'll stick to my own values?

The meaning we give to life is deeply related to our values, with what is really important for us, for what we stand for. Once our day-to-day actions are not related with our most important values, we lose energy and feel lost.

Here again, we should stop once in a while and look at how the values promoted in our current life are the same as ours.



Links with my work?

Make an appointment with yourself, twice a year, to review your life strategy and make sure that you are spending time and energy, as you would like to do it. You could also go for this self-assessment: <http://hrweb.berkeley.edu/learning/career-development/self-assessment/work-life> (<http://hr.berkeley.edu/development/career-development/self-assessment/work-life>)

Going Deeper...

- Harvard Business Review Article: How you will measure your life? (<https://hbr.org/2010/07/how-will-you-measure-your-life>) Clayton Christensen, July 2010 (EN)
- An article from The Economist: The return of nine-to-five (EN): (<http://www.economist.com/news/21631905-bye-bye-long-hours-culture-return-nine-five>)
- Finally, an article showing what we all already know (EN): (<https://hbr.org/2014/01/how-regular-exercise-helps-you-balance-work-and-family>)

2.6 Self-development

Maintaining the balance

"People who fail to plan, are planning to fail"

When you want to evolve, move on, change some behaviours of yours, you need to carefully build an action plan. It all starts with the question: "What do you really want to achieve?"

1) Formulate your goal in a positive statement referring to yourself.

2) In what context do you want to reach your goal?

- Where?
- When?
- With whom?
- Where not?
- When not?
- Especially with whom not?

3) How will you know that you have reached it? What are the evaluation criteria?

4) What resources do you already have which you can utilise to accomplish your goal? (All your internal resources: belief, emotion, devotion, sensation, knowledge, willpower, experience.)

5) What obstacles are you hindering you reaching your goal even now (internal obstacles, referring to the previous point)?

6) What resource do you want to acquire to supplement existing ones to reach your goal?

7) What is the purpose of your goal? What will it give you if you succeed in reaching it? What do you get by achieving it?

Develop a plan: the plan is a sequence of steps leading from present to the wanted goal. The steps shall build onto each other and each of them is a result in itself.



Links with my work?

Pick up one change that you would like to implement.

Go through the questionnaire.

One positive statement:		
Is this really under your control? If not, adjust the goal.		
Resources that you have:	Resources that you need to acquire:	Obstacles:
The purpose of this goal is:		

Then build the action plan

	Resources	Obstacles	Output	Deadline
What is the first step? Positive statement:				
What is the second step? Positive statement	...			

Going Deeper...

- A book in French: Guide du praticien en PNL, Louis Fève, Gustave Soto
- A page on internet: one about the questions for designing goals (EN) (<http://nlp-now.co.uk/nlp-pecsaw-questions/>)



1. EXPLORING MY INGREDIENTS

2. MIXING MY INGREDIENTS

3. MAKING MY OWN RECIPE

THE LEADERSHIP LAB

2. MIXING MY INGREDIENTS

2.1 The neuro-science contribution to management

Definition

'We have a reptilian brain (responsible for basic bodily functions such as breathing); a limbic brain (responsible for social behaviours, emotion and memory) and we have the newest and most advanced part of the brain, the neocortex (responsible for our cognitive functions). Understanding the different functions and stages of brain development is useful because it explains how we can be such intelligent animals and yet we can also be so emotional.'

In the last two decades, scientists have gained a new and more accurate view of human nature and behaviour change because of the integration of psychology (the study of the human mind and human behaviour) and neuroscience (the study of the anatomy and physiology of the brain).

Neuroscience has discovered that the human brain is hugely plastic, even the most rooted behaviours can be modified with targeted interventions, and the impacts can be not only observed in new behaviours, but also measured in the brain. The implications of this new research are particularly relevant for organisational leaders. It is now clear that some of the human behaviours in the workplace do not work the way many managers think.

Managers who understand the recent breakthroughs in cognitive science can lead and influence in a more efficient way: i.e. take into account the physiological nature of the brain, and the ways in which it predisposes people to resist some forms of leadership and accept others.

We give you two examples in short of the added value of the extensive data accumulated by these researches:

When people realise that they might compare unfavourably to someone else, a threat type response appears in the brain, releasing cortisol and other stress-related hormones.

Each time a person meets someone new, the brain automatically makes quick 'friend-or-foe' distinctions, and from then experiences friends and foes in ways that are defined by those distinctions. When the new person is perceived as different, the information travels along neural pathways that are associated with uncomfortable feelings, which are different from the pathways triggered by people who are perceived as similar to oneself.

Leaders who understand this phenomenon will find many ways to apply it in organisations. For example, teams of diverse people cannot be thrown together; rather they should be deliberately built in a way that minimises the potential for 'threat responses'. Trust, empathy or even goodwill develop only when people's brains start to recognise former strangers as friends. This requires time and consciously repeated social interaction.

Another research shows that the experience of fairness produces reward responses in the brain similar to those that occur from eating chocolate. The cognitive need for fairness is so strong that some people are willing to commit themselves wholeheartedly to an organisation they recognise as fair.

In organisations, the perception of unfairness creates an environment in which trust and collaboration cannot flourish. Leaders who have 'favourites', or who appear to reserve privileges for people who are like them arouse an unconscious threat response in employees who are outside their circle.

The SCARF model

This model helps you to observe people's core concerns and shows you how to calibrate your words and actions to better effect.

- Status refers to the sense of importance relative to others (e.g. peers, co-workers, supervisors).
- Certainty refers to the need for clarity and the ability to make accurate predictions about the future.
- Autonomy is tied to a sense of control over the events in one's life and the perception that one's behaviour has an effect on the outcome of a situation (e.g. getting a promotion, finding a partner).

- Relatedness concerns the sense of connection to and security with another person (e.g. whether someone is perceived as similar or dissimilar to oneself, a friend or a foe).
 - Fairness refers to just and non-biased exchange between people (e.g. praise for or acknowledgment of one's efforts, equivalent pay for equivalent work).
- Every action you take as a leader and every decision you make either supports or undermines the perceived levels of status, certainty, autonomy, relatedness, and fairness in your organisation. All of your words and looks will be imbued with a social meaning.

One of the most important discoveries in neuroscience lately is neuroplasticity: it is changing the way scientists think about brain connections. As we learn more about neuroplasticity, it's increasingly clear that the brain is continuously being shaped by experience and learning. The most flexible parts of the brain involve higher functions evolved in the cerebral cortex such as thought, memory, and learning.

Prevailing thinking held that neural development stopped in young adulthood, but we now know that the brain is plastic, and thus capable of change even through adulthood.

Learning affects the brain in one of two ways: either by altering existing neural connections or creating new ones. When we put into practice new things we have learned, the brain is reorganised to take in new data and, if it is useful, retain it.

The current neuroscience oriented research indicates that we can indeed take more responsibility and actively promote the more positive shaping of our brains through the explicit cultivation of positive mental states and challenging negative mental states.

We can start by leaving problem behaviours in the past; and focus on identifying and creating new behaviours. For example, if a leader focuses on possible solutions instead of questioning one of the team members why did not manage to accomplish a task, over time, these may shape the dominant pathways in the brain.

In the knowledge economy and with constant change, there is more pressure than ever to improve how we learn. Maybe these findings about the brain will start to show us a whole new world of improvement: in our ability to bring about positive, lasting change in ourselves, in our workplaces, and in society itself.



Links with my work?

Think about your own team:

What do the above aspects mean to the work of your team and team members' experience?

How do you lead your team?

Is there a need for some shift, not just 'the usual learning cycle' in your management practice?

You can also introduce the SCARF model to your own team and have an open dialogue on it with your team?

Going Deeper...

- More on the SCARF model (EN) (http://www.your-brain-at-work.com/files/NLJ_SCARFUS.pdf)
- A nice summary on a video (EN) (<https://youtu.be/lpU9Nv0uIWg>)
- The neuroscience of leadership (EN) (<http://www.strategy-business.com/article/06207?gko=6da0a>)
- On storytelling and neuroscience (EN) (<http://annettesimmons.com/storytelling-as-dialogue-the-back-and-forth-of-shared-context/>)

2.2 The impact of emotions on my leadership style

You probably know that what and how we feel heavily impacts how we behave. Emotions and feelings are also all over in a leadership situation: e.g. excitement about group dynamics in the new team, anger when you find something unfair, or when you feel unsuccessful, joy and pride when you achieve great results, etc. All these feelings impact your behaviour, thus also your leadership actions and effectiveness.

1. The index of computation

This grid helps us to identify what is the focus of a person at the moment s/he is relating his/her experience and it enables us to sort what belongs to the thinking process, what belongs to feelings and bodily sensations, and what belongs to behaviours.

This means analysing what the person says according to what he/she thinks, feels, does, but equally recognising that we are not our thoughts, feelings, nor our behaviours. We are much more than these all.

At any moment each part is inter-related and impacts on the other two. So we can explore and modify one part and it will influence the other parts. This means that if we don't deal with our feelings, they could have an adverse impact on our leadership styles and our ability to be flexible in using them.

When we speak about something we have experienced, we can cover these 3 fields. Each of them contains its part of information about the experience.

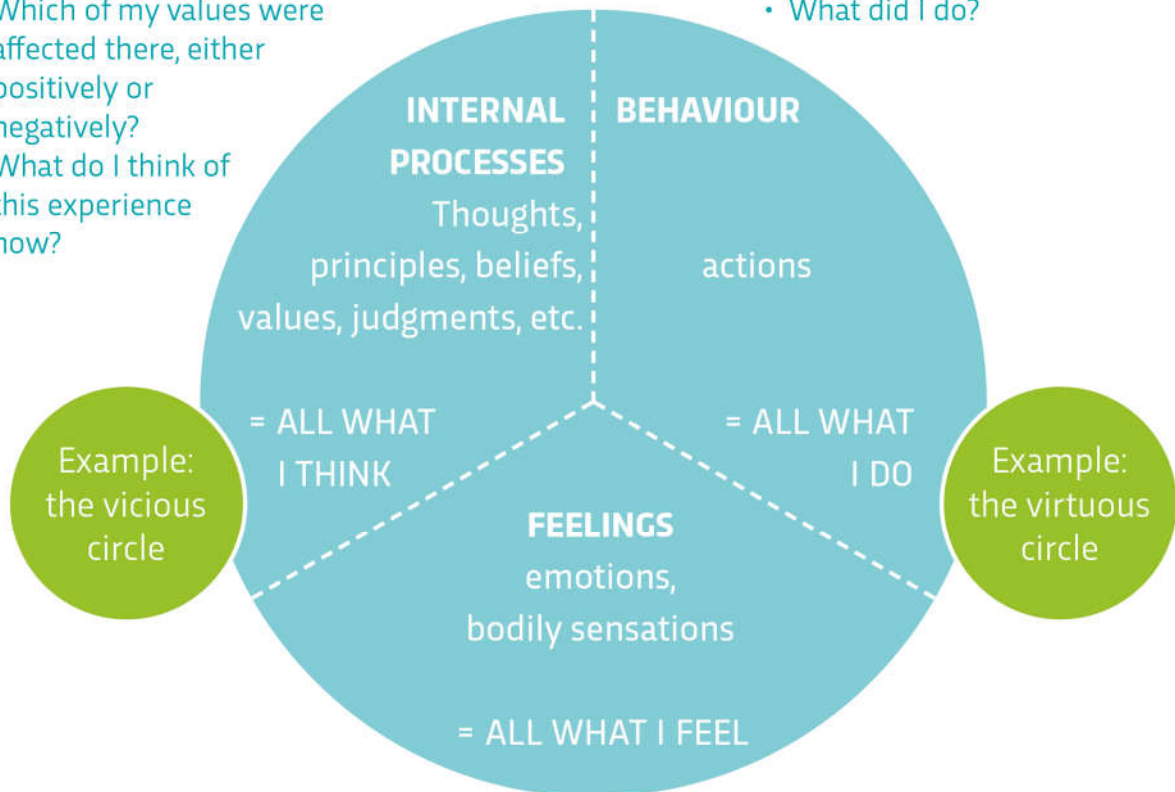
THE IMPACT OF EMOTIONS ON MY LEADERSHIP STYLE

INTERNAL PROCESSES = all that crossed my mind during the experience and also now

- What did I think about during the whole experience? Even if I did not tell it.
- What were my judgments? Which of my values were affected there, either positively or negatively?
- What do I think of this experience now?

BEHAVIOURS = the experience looking at "facts and figures"

- What happened?
- Who was doing what, at what moment?
- Where did that happen?
- What did I do?



Links with
my work

Feelings = all the feelings that I had during the experience and also now

- How did I experience this situation?
- How did I feel at each moment of it?
- What were the body sensations?
- And how are the feelings and body sensations about it now?



Links with my work?

If I want to take stock either of a good experience, something that I would like to remember, or of a bad experience to analyse what went wrong and to be able to avoid this in the future, I could analyse my experience following a pattern of questions.

Once you have identified your feelings and emotions, go to the next point to know how to deal with them.

Situation: I'm going to start an important presentation and the audience is getting seated in the room.

1. I think: "They look so important, ready with questions that are going to show everyone that I'm not competent enough to deal with that subject." (THINK)
2. I feel bad, nervous, and anxious and I sweat. (FEEL)
3. I become agitated and I unconsciously mix up my presentation notes. (DO)
4. I now realize that I'm so hot here, not comfortable at all. (FEEL)
5. And all these people looking at me while speaking with their neighbours! What do they say about me? (THINK)
6. I feel more stressed. (FEEL)
7. I start my presentation and get lost because my notes are mixed up. (DO)
8. I now feel completely lost and ashamed in front of the audience. (FEEL)
9. Etc.

Situation: I'm going to start an important presentation and the audience is getting seated in the room.

1. I think: "They are so numerous; this means that they are interested in the subject." (THINK)
2. I feel a little stressed and quite honoured that they come to listen to me. (FEEL)
3. I check if my presentation notes are ready to be used. (DO)
4. I realise that it is quite warm in this room. (FEEL)
5. I get myself a glass of water. (DO)
6. And all these people looking at me while speaking with their neighbours! I did not think I was so interesting! (THINK)
7. I start my presentation and hear myself speaking clearly. (DO)
8. I feel relieved and go on with my presentation. (FEEL, DO)
9. Etc.

2. Emotions and feelings

In a dictionary emotion and feeling have rather the same definitions. They are related to one another.

Emotion = A strong feeling deriving from one's circumstances, mood, or relationships with others:

she was attempting to control her emotions

Feeling = An emotional state or reaction:

a feeling of joy

There are 4 emotions families.

Each emotion has: 1) a prompting event, 2) thoughts related to the event, 3) a physical response, 4) an urge to act, 5) and a response

FEAR

ANGER

SADNESS

JOY

Fear is triggered by a prompting event that you perceive as dangerous or threatening, and you usually have accompanying thoughts that you might not be able to handle the situation. If you find yourself saying things like, "I need help" or "this is a disaster", you're probably feeling fear. The action urge that accompanies fear is the desire to avoid or escape.

The evolutionary purpose of fear is pretty obvious—fear acts as a signal to keep us away from things that are dangerous. If you would describe how you're feeling as alarmed, anxious, nervous, shy or worried, you're experiencing the emotion of fear.

To go along with fear in a positive way, you need to look carefully at what you identify as "danger". If this danger is a real one, you need to build a plan to deal with it. If it is not a real danger but only something in your mind, then you need to reassure yourself and sometimes to find support to reassure you.

Anger is usually triggered by a prompting event in which a goal or something important to you is being blocked or taken away. One of the signs that you are feeling anger is when you find yourself saying things like "this should be different" or "they're trying to hurt me".

From an evolutionary perspective, anger serves as a warning signal to keep you from losing things important to your survival or to keep you from being taken advantage of. So the action urge that accompanies anger is usually to want to attack or strike back (either physically or emotionally). If you're feeling annoyed, frustrated, irritated, insulted or irritated, you are experiencing the emotion of anger.

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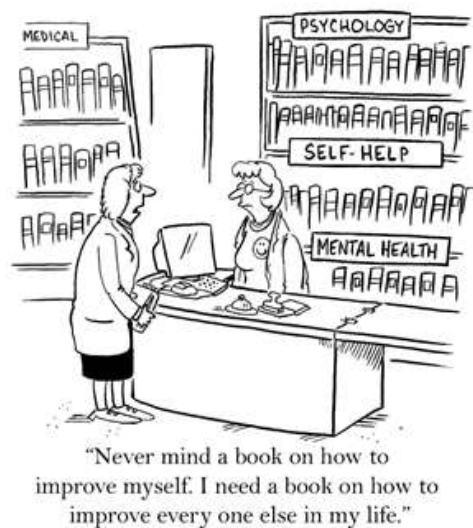
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Positive feedback for doing <i>"The report that you gave me last week is really good."</i>	Positive feedback for being <i>"You are an excellent colleague."</i>
Negative feedback for doing <i>"You should review the third part of the report you gave me last week."</i>	Negative feedback for being <i>"You are so disorganized."</i>



Perception is obviously related with feedback. This means that 2 different persons will always have 2 different perceptions of the same behaviour/situation and therefore have 2 different feedbacks. So it is virtually impossible to be totally objective when giving feedback; we always speak a little bit of us when giving feedback to others. That's why we should try to stick to "feedback for doing" at work. "Doing" is always linked with tangible results or impact on others. We can then base our feedback on facts or events and the feedback conversation becomes easier.

When you do The impact on me is that, and I really appreciate it.
When you do The impact on me is that, and I do not appreciate it. So I would like to discuss it with you. How do you react to this?

Receiving feedback is as difficult as giving some. We should learn not to be defensive when receiving feedback, reminding ourselves that feedback is linked with perception. The best practice is first listening, thanking for the feedback, and then exploring what part of this feedback really matters to me and why.



Links with my work?

When is the last time that you got feedback from your colleagues? What kind of feedback was that? How did you experience it? What did you do with it?

When was the last time you gave feedback to one of your colleagues? What was that feedback about? To what results did it lead?

Going Deeper...

- Some more theory if you want (EN): (<http://www.bristol.ac.uk/media-library/sites/sps/migrated/documents/section11.pdf>)
- Some guidelines to give and receive feedback: (EN) (<http://www.linqed.net/media/20326/Giving-Feedback-OLI.pdf>)
- An article from the Harvard Business Review: How to Give Tough Feedback That Helps People Grow (EN) (<https://hbr.org/2015/08/how-to-give-tough-feedback-that-helps-people-grow>)

2.5 Life-work balance

We are just one person

We can make the decision to clearly separate our life at work from our life outside the work, but we cannot deny that we are just one person living both at work and outside the work. So our life at work has an impact on our life outside the work and vice versa.

Maintaining the balance

We can use management theories to help us create and maintain the right life-work balance for us.

Once in a while we need to sit down and think about our life in general. Here are some questions that we reflect on.

1) Am I happy at the moment? How can I make sure that I'll be happy in the future?

We all know by now that money is not the most powerful motivator in our life. What drives us is the opportunity to learn, to grow in responsibilities, to contribute to others, and to be recognised for achievements.

2) How can I make sure that my relationship with my partner, my children, my family, and my friends becomes and remains an enduring source of happiness?

Most of us recognise these persons are the most important we have in our life. So in order to be consistent; we should keep that in mind when planning our day-to-day life, when spending our time and energy. Remaining focused on our life purpose is the key for success.

3) How can I make sure I'll stick to my own values?

The meaning we give to life is deeply related to our values, with what is really important for us, for what we stand for. Once our day-to-day actions are not related with our most important values, we lose energy and feel lost.

Here again, we should stop once in a while and look at how the values promoted in our current life are the same as ours.



Links with my work?

Make an appointment with yourself, twice a year, to review your life strategy and make sure that you are spending time and energy, as you would like to do it. You could also go for this self-assessment: <http://hrweb.berkeley.edu/learning/career-development/self-assessment/work-life> (<http://hr.berkeley.edu/development/career-development/self-assessment/work-life>)

Going Deeper...

- Harvard Business Review Article: How you will measure your life? (<https://hbr.org/2010/07/how-will-you-measure-your-life>) Clayton Christensen, July 2010 (EN)
- An article from The Economist: The return of nine-to-five (EN): (<http://www.economist.com/news/21631905-bye-bye-long-hours-culture-return-nine-five>)
- Finally, an article showing what we all already know (EN): (<https://hbr.org/2014/01/how-regular-exercise-helps-you-balance-work-and-family>)

2.6 Self-development

Maintaining the balance

"People who fail to plan, are planning to fail"

When you want to evolve, move on, change some behaviours of yours, you need to carefully build an action plan. It all starts with the question: "What do you really want to achieve?"

1) Formulate your goal in a positive statement referring to yourself.

2) In what context do you want to reach your goal?

- Where?
- When?
- With whom?
- Where not?
- When not?
- Especially with whom not?

3) How will you know that you have reached it? What are the evaluation criteria?

4) What resources do you already have which you can utilise to accomplish your goal? (All your internal resources: belief, emotion, devotion, sensation, knowledge, willpower, experience.)

5) What obstacles are you hindering you reaching your goal even now (internal obstacles, referring to the previous point)?

6) What resource do you want to acquire to supplement existing ones to reach your goal?

7) What is the purpose of your goal? What will it give you if you succeed in reaching it? What do you get by achieving it?

Develop a plan: the plan is a sequence of steps leading from present to the wanted goal. The steps shall build onto each other and each of them is a result in itself.



Links with my work?

Pick up one change that you would like to implement.

Go through the questionnaire.

One positive statement:		
Is this really under your control? If not, adjust the goal.		
Resources that you have:	Resources that you need to acquire:	Obstacles:
The purpose of this goal is:		

Then build the action plan

	Resources	Obstacles	Output	Deadline
What is the first step? Positive statement:				
What is the second step? Positive statement	...			

Going Deeper...

- A book in French: Guide du praticien en PNL, Louis Fève, Gustave Soto
- A page on internet: one about the questions for designing goals (EN) (<http://nlp-now.co.uk/nlp-pecsaw-questions/>)



1. EXPLORING MY INGREDIENTS

2. MIXING MY INGREDIENTS

3. MAKING MY OWN RECIPE