**Your McClelland iceberg**

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Knowledge

Social roles

Characteristics

Drives

Self-image

Skills

Beliefs

**Self - inquiry**

**Individual exercise**

* First you will close your eyes and listen to your breathing for a few minutes (becoming more mindful)
* On my signal you will put your recording device on
* I will read out questions to you
* The questions look all the same. This is on purpose to make you reflect deeper and to reach more unconscious knowledge levels
* You answer the questions, just saying what comes up in your mind, no judging. Take your time.
* When done you will play back your recording and analyse your answers with the exercise on the next page

1. When you think of your time management, what is actually going quite well?
2. When you think of your time management, then what is really important to you?
3. When you look at your time management as it is now, what do you want to be different?
4. When you look at your time management as it is now, what do you want more?
5. When you look at your time management as it is now, what do you want less?
6. What do you want regarding your time management?
7. What is the best thing that could happen regarding your time management?

**State of your time management**

**Individual exercise**

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|  |  |
| --- | --- |
| **What goes well regarding my**  **time management?**   * What do I know already? * What do I apply already? * What goes quite well? | **What can be developed regarding**  **my time management?**   * What is my ideal situation? * What do I want to improve? * What do I want to change? |
|  |  |

When you have finished:

Make notes on your paper outside your iceberg ->

* Top 3 what goes well
* Top 3 what needs improvement

**Discovery of Drives**

**Exercise in groups – 20 minutes in total**

Discuss in your group:

1. Exchange your top 2 drives and what you found out about them.
2. In what way do your drives influence your choices concerning your time management (positive and negative)?
3. How could you use these insights in becoming more effective? That is making use of your top two drives in defining your most important activities.

When you are ready:

1. Make notes in your iceberg -> Drives

* Top 2 drives
* Effects of your drives on your time management

**Core Quadrant**

(Daniel Ofman)

* **Core Quality** is a personal trait that belongs to the core of an individual. It is a specific strength, really characteristic to a person. Because core qualities are so dominant, they can blow to pitfalls.
* **Pitfall** is a deformation of the quality. It is that much exaggerated, that your quality has become a weakness.
* **Allergy** is a characteristic of somebody else that really irritates you.
* **Challenge** is the hidden quality behind that annoying characteristic of that person. This could be an important point of personal development for you.

These four words (Quality, Pitfall, Challenge and Allergy) are displayed in a model by Daniel Ofman: the so called **Core quadrant.**

**How do you create a core quadrant?**

You can start at any of the four angles. The easiest recognizable are probably the pitfall and allergy. When making a core quadrant the following questions may be helpful:

|  |  |  |
| --- | --- | --- |
| **CORE QUALITY** | Too much | **PITFALL** |
| Positive  opposite |  | Positive  opposite |
| **ALLERGY** | Too much | **CHALLENGE** |

Core quality: What are you really good at?

What do other people appreciate in you? Something of which you might say “anybody can do this?”

What is a typical good quality of yours, which is always recurring?

Pitfall: What do you consider as a typical weakness of yourself?

Something of which others say: “don’t you always be so ….., this is so annoying.”

What annoying feature of yourself is really disturbing you, because it causes things go differently as how you planned to do them?

Challenge: What quality do you really admire in others?

What is the positive opposite of your pitfall?

From what quality would you like to have more?

Allergy: What behaviour from others really works out as a red flag on a bull for you?

What characteristics, what behaviour do you despise?

What kind of people do you easily quarrel with?

**Qualities and Challenges**

**Exercise in pairs – 20 minutes in total**

1. Read your STAR story that you’ve prepared. Ask yourself:

* What is my typical weakness in this situation?
* What annoying feature of myself causes this behaviour?

Pick one (or two) pitfalls from the list on the next page that describes you best in this situation.

1. Tell your story to your colleague. Together find a way out of your pitfall. Use the blank Core Quadrant below. What quality and what challenge could help you to change this ineffective behaviour?
2. Tell your colleague a reconstructed version of your story, making use of your core quality and/or challenge. Use the STAR method again.

When you are ready:

1. Make notes in your iceberg -> Characteristics

* Core quality and challenge to overcome your pitfall

|  |  |  |
| --- | --- | --- |
| **CORE QUALITY** | Too much | **PITFALL** |
| Positive  opposite |  | Positive  opposite |
| **ALLERGY** | Too much | **CHALLENGE** |

**List of pitfalls and allergies**

(not complete)

|  |  |  |
| --- | --- | --- |
| aggressive | hesitant | pushy |
| arrogant | hypersensitive | pushy / intrusive |
| bad / poor listener | impatient | reckless / overconfident |
| being difficult | indifferent / unconcerned | restless |
| blowing with all winds/scattered | indiscrete / leaky | rigid |
| blunt | inhibited / restrained | selfish |
| bold | insecure | short -/ near-sighted |
| bossy | insincere / dishonest | shy |
| bragging | intolerant | sloppy |
| careless / imprudent | jealous / envious | slow |
| closed | lazy | strict / rigorous |
| clumsy | mean / nasty | stubborn |
| compliant | misleading / deceptive | submissive / too humble |
| confused / messy | moody / grumpy | superficial |
| cynical | nagging / complaining | suspicious |
| dependent | naive | too frugal / screwy |
| detached / distant | negatively | touchy |
| disdainful / contemptuous | never say 'no', always say 'yes' | undisciplined |
| dissatisfied | nosy / intrusive | unreasonable / irrrational |
| dull / boring | overanxious / overprotective | unsteady / inconstant |
| fanatic | overcritical | vague |
| fussy / picky | passive | wasteful / extravagant |
| greedy | pessimistic | woolly |
| hateful / resentful | prejudiced / biased |  |

**List of qualities and challenges**

(not complete)

|  |  |  |
| --- | --- | --- |
| adventurous | flexible | open / frank |
| ambitious | focused / goal oriented | optimistic |
| analytical | generous | organizer |
| balanced | good listener | patient |
| brave / courageous | good talker | persistent / perseverant |
| caring / considerate | handy | playful |
| cheerful | helpful | practical |
| clear | honest / fair | quiet |
| confident | humorous | reliable |
| consistent | idealistic | respectful |
| content | independent | responsible |
| conversational / jovial | inspiring | sees coherence |
| convincing | intelligent | sensitive |
| creative | interested | serious |
| curious | into perspective | spontaneous |
| dedicated / committed | kind | stand up for yourself /  assertive |
| determined / firm | lively / vivid | straight |
| diligently | make distinctions | strong / powerful |
| disciplined | mediator | tactful / discrete / thoughtful |
| down to earth | mild | thoroughly / careful |
| empathy | modest | thoughtful / cautious |
| enjoyer | neat / tidy | tolerant |
| enterprising / resourceful /  show initiative | observant / attentive | versatile / diverse |
| enthusiastic |  |  |

**Self-image**

**Feedback exercise (take home)**

1. Ask 3 to 5 people to do this interview (work, friend, family)
2. You explain these instructions to the person you interview:

* *Give your answer intuitively*
* *Give your first impression*
* *Give your answer concise and clearly*
* *Don’t think too much*
* *Mention the first thing that comes to your mind*

1. You write down the answers the other person provides
2. Ask for voluntary explanation after all answers are written down

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1. Do you think that I take initiative?
2. Do you think that I do what I say?
3. Do you think that I am inspiring?
4. How do I deal with criticism?
5. What do you think are my pitfalls?
6. What do you see as my core quality or greatest talent?
7. Where do you think my passion and involvement lie?
8. What are you learning from me?
9. What do you think I could develop more?
10. What are the type of situations that I cannot deal with?
11. Do you think that I am someone who dares to take risks?
12. What is my typical reaction when something goes wrong?
13. In what way do you think that I am a good example for others?
14. Do you think that I am energetic?
15. If I would do something completely different in my life, what do you think would fit me?

**Changing your beliefs = changing your behaviour**

In order to improve your suboptimal time management behaviour your starting point is an activating event: a specific situation that is typical for the ‘problem’ you face in time management and in which you experience some sort of (negative) emotional response.

The cycle that leads to ineffective time management behaviour is:

1. Beliefs: The thoughts that are triggered by the activating event. They can be either rational or irrational beliefs (unbearable, absolute, extreme, disaster).
2. Emotions: Irrational beliefs lead to unhealthy negative emotions.
3. Behaviour: Irrational beliefs result in subsequent behavioural and acting consequences and ineffective behaviour.

The cycle to more effective time management behaviour is enriched with ‘Disputing’: an extra step where you ask yourself the three questions to evaluate the rationality of each belief:

1. Activating event. This is the same.
2. Disputing the irrational beliefs. The questions you ask are:

* **Is it realistic?** (According to the facts?)
* **Is it logical?** (Does the reasoning add up?)
* **Does it help?** (Is it constructive?)

Irrational beliefs have a ‘no’ on at least one of these questions.

1. Beliefs: When you have discovered which beliefs are irrational you try to transform them into rational beliefs: bearable, relative, proportional, unpleasant.
2. Emotions: Rational beliefs may also result in ‘negative’ emotions, but they are healthy. Healthy negative emotions encourage to change what can be changed or make a constructive adjustment when the situation cannot be changed.
3. Behaviour: Your new rational beliefs result in more functional consequences and the consequential behaviour will be effective.

You will discover that the more often you practice the step of ‘Disputing’ when the activating event occurs, the more likely you will ‘walk’ the second cycle instead of the first cycle and become more effective in a healthy, sustainable way.

**Beliefs and Emotions**

**Exercise in groups of three – 40 minutes in total**

Discuss in your group:

1. What irrational beliefs do you recognize for yourself? Which type do you recognize most?
2. Which of these beliefs have a negative effect on your time management (being ineffective)?
3. Think of a specific recurrent situation that is typical for this ineffective behaviour.
4. Convey your thoughts as if this situation occurs at this moment.
5. Let your colleagues challenge you on irrational beliefs and change them into rational beliefs with their help. Use the instructions on the previous page.

When you are ready:

1. Make notes in your iceberg -> Beliefs

* Irrational beliefs and how to make them rational

**Social roles**

(Stephen Covey)

**Individual exercise**

Is your work-life balance set right?

1. What are your most important social roles in these four areas of life and how do they balance?
2. Do you need to make any changes in your time management in order to live up to your most important social roles?

1. If so, what could be the first step you could take?

When you are ready:

1. Make notes in your iceberg -> Social Role

* Your 3 most important social roles (in concrete terms)

**Energy management**

**Time / energy analysis**

You can define 4 categories of activities in your daily routine:

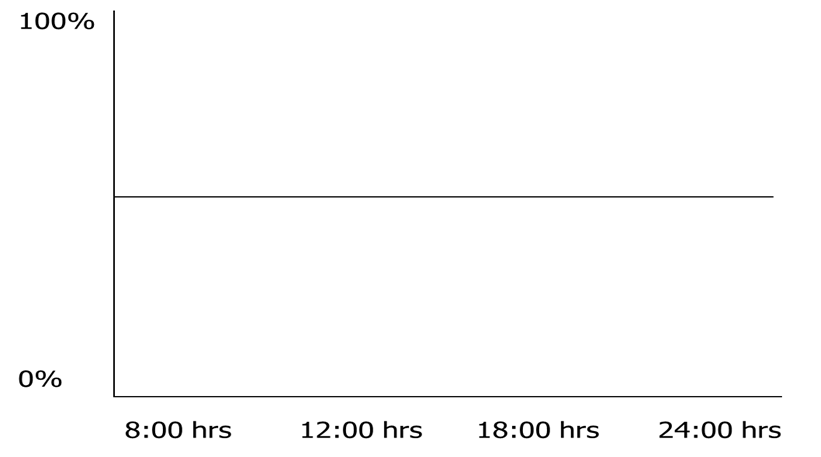
* Energy sources = activities that give you energy
* Energy eaters = activities that drain you
* Time eaters = activities that are necessary but take a lot of time
* Time wasters = activities that lead to nothing

In the preferred situation you have a daily energy source activity to balance with a time eater activity. You minimize the energy eater activities and don’t spend any attention on time waster activities.

First analyse your current situation Then see how you can add energy source activities and be as efficient as possible with the other types of activities.

**Energy management**

Energy ‘prime time’: Do you know your “highs” and “lows”?

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**Strategy:**

* Find your peak performance periods
* Find out how much energy a task would require
* Organize high energy / important tasks in peak hours and low energy tasks in low hours
* Refill your cup regularly; Rest is productive
* Make flexible to do lists; cut yourself some slack

**Integration and evaluation**

**Exercise in pairs – 20 minutes in total**

**Integration**

1. Analyse your notes in your iceberg.
2. Do you see any relationships between the different levels?
3. Share/discuss with your colleague:

* What skills or knowledge could you use in order to tackle your improvement areas?
* What qualities (positive characteristics) and drives will help you do that?
* And what (irrational) beliefs do you need to keep questioning?

**Evaluation**

Share with the whole group:

1. What was your starting point this morning (improvement areas)?
2. What have you discovered today? (top 3)
3. Any time management tips?
4. Two words about the course?