

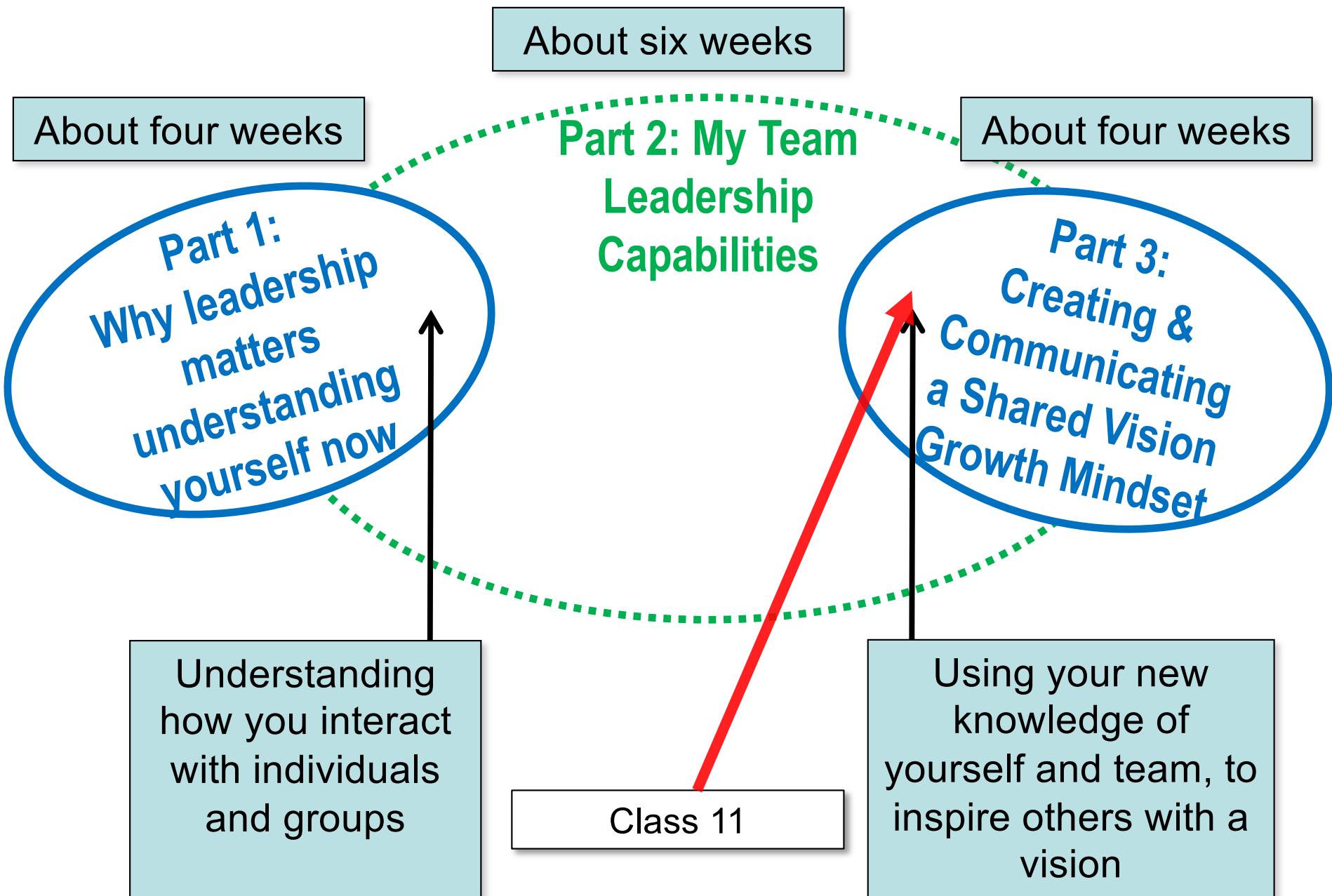


# Personal Development & Team Leadership

Prof: Andrew PRIOR

**Class 11: Morning-6-Jan-2025**

# Course structure



# What we did last time?

- Reflect on the red thread from last weeks class. What did we learn? Update from representatives from coaching
- Personal and Shared values => Are you living them?
- The Impact project poster => Do you need a Template?
- Are we in PERILL?
- Turn the ship around => Distributed leadership
- Team of Teams => New rules of engagement in a VUCA world
- Midterm exam
- Leadership, agility and a team of teams => Marshmallow challenge
- Review group tasks
- Group tasks for next class
- Captain's logs

# Intention today

- Reflect on the red thread from last weeks class. What did we learn?  
Update from representatives from coaching.
- Group tasks from last time (Strengths autobiography & PERILL)
- Presenting the Impact project GRPXPO x 2
- Stakeholders and seeing human systems
- 13<sup>th</sup> fairy stakeholder (as in the fairy tale Sleeping Beauty)
- Strengths biography – analysing and sharing what the data makes you more aware of in terms of your motivations, values, strengths and skills
- Are we in PERILL? Exploring your team reports, the good, bad and the intriguing
- Review group tasks
- Group tasks for next class
- Captain's logs

# Groups interested in PERILL diagnostic

Group	Interested	Doing as of 20h00 Sunday 5th	Done
1. Diplomatic-Detour	Yes	5/7	
2. Somewhat-diverse	Yes	8/8	Reports on Moodle
3. 7th Spirit	Yes	4/7	
4. Team-Diversity	Yes	4/8	
5. Feel-Leading	Yes	2/8	
6. Lead Zeplin	Yes	2/7	
7. World-Finest	Yes	3/7	
8. Organised-Team	Yes	3/6	
<b>Group of representatives</b>	?	<b>5/9</b>	

# Some Comments from Captain's Logs 1/3

- The "Team of Teams" concept and the 'y' of team and group performance/ value creation.
- The importance of aligning personal and shared values in groups/teams, alongside creative problem-solving using iterative approaches like the marshmallow challenge. Integrate iterative problem-solving into project planning to address issues early and adjust strategies dynamically
- The involvement of all groups was quite scattered, without a real leader who could manage the situation well
- managing the number of people in a team and limiting it could be sometimes better than taking a maximum of people. Evaluation of the amount of work necessary for a project and number of people needed
- Both bridge-building attempts failed, but they provided valuable insights. Failure was viewed not as an endpoint but as an opportunity to understand what went wrong and how to do better next time.
- Focus on creating a clear plan before starting any task, ensuring everyone understands their role and contributes effectively.
- The marshmallow game with all the groups could have been better organized. I didn't even get the chance to participate because the activity wasn't inclusive enough. It felt like some people were rejecting others. This could be improved by ensuring better team integration and making sure everyone has an opportunity to contribute. For instance, assigning clear roles or splitting into smaller subgroups could help avoid this issue in the future.
- the session highlighted the importance of aligning values, using structured tools for problem-solving, and fostering collaborative leadership. Students learned to manage diverse perspectives within a team and develop innovative solutions through iterative processes. These lessons are crucial for enhancing leadership skills and team effectiveness in complex contexts.
- I saw how important it is to split and delegate work when we are an important amount of people working in the same subject.
- Conclusion about the Team of teams activity: the activity was not a success, because many people weren't able to find a way to help other, the organization was not good at all with led to a fail
- Maybe try to think more of a plan of action where everyone knows what to do before acting, even if in that case the responsibility is from everyone in the room and not only me
- it's good to be ambitious , but sometimes too much is not good , we had a very good steady marshmallow and spaghetti construction , but we wanted more , so we added another level of spaghettis , and it lost balance and we failed.. so the lesson is that you can to know when you should stop. and accept
- Try to give specific task to little team or to one people at once, to enable efficiency.
- I plan to ask more how can i help in a group project and not just do my work and that's it;

# Some Comments from Captain's Logs 2/3

- In order to succeed in a challenge team work is needed and creativity is encouraged and engagement from each member is a must
- i learned that big groups don't function properly
- I did not like the fact that the midterm was mostly on today's lesson. As we didn't have many details on what it was going to be about, I reviewed every lesson and was disappointed to see that the work I put in was not useful for this exam. I would have liked to know this in advance, to at least not spend as much time on work that isn't used in the end.
- I aim to improve accountability by aligning my individual contributions more effectively with team goals.
- I plan to improve the google docs with all I learned today.
- Reflection on student feeling about the big tower activity, if it is felt a certain way by so many it may be a reason and not an excuse. (GroupThink?)
- When everyone communicates their ideas it is much easier to come up with a solution everyone agrees with. It was very interesting that we now did not stress anything for the marshmallow challenge as we have done with the previous challenges.
- It is quite difficult to follow the lecture when the slides are not updated, since it is nearly impossible to read the powerpoint
- I had a bit of an "aha" moment during the past week. I think what makes many of the people in class so demotivated is that everything we learn in class can be derived by just having some common sense. However, the real difference is knowing that it is common sense when you see it, and being aware of what we learn in class and actually use it in our daily and professional lives. I think repeating this to the class will spark some more enthusiasm during the last few lectures.
- Try to align the various areas of my life with my core values.
- I think the team of teams was a bit doomed from the start. Maybe giving some helpful ideas at the beginning, or just a bit more time for organisation..(Yes, I was thinking about that...for example I could have asked how to solve this problem by engaging everyone in the teams?)
- I would like to look into team of teams more and understand how PERILL works with bigger numbers.
- I have to admit that I felt pretty uncomfortable as an individual during this class. First, I was really stressed by the exam, since we didn't know anything more than "we shouldn't worry". And I spent a lot of time studying all the material of the previous 9 classes, but 60% of the exam was focused on today lessons. But what really made me uncomfortable was that you, as a teacher, was speaking during the exam.

# Some Comments from Captain's Logs 3/3

- Another point that made me feel uncomfortable and even disrespected was during the feedback of the team of teams tower, when you first said that all our reasonable thinking were just excuses. I honestly understand that your point was maybe to just make us realised that we should have try harder to think out of the box, but the comments as they were felt really judgmental, almost blaming.
- I found your feedback on the teams of teams challenge a bit harsh haha you did not give us any solution.
- I plan to prioritize better time management and focus on building a solid foundation from the start. I'll also make sure to test and iterate quickly, ensuring the structure's stability before focusing on height. Lastly, I'll encourage more open communication within the team to share ideas and adjust plans effectively.
- The combination of theoretical models and practical activities made the session engaging and insightful. More time for group reflection enhance understanding, especially of concepts like the PERILL model inside our team.
- Work on creating a more psychologically safe environment within my team by addressing "below-the-line" behaviors early.
- more structured guidance during the team-of-teams activity could have helped address challenges like overcrowding and lack of organization. Overall, it was a great learning experience, and I appreciated the opportunity to reflect and apply the concepts discussed.
- We work better as a team of 5-6 than as team of 50 people in a short period of time, it is really hard to communicate and organize with that much people.
- The class is dense and lots of material is provided but I noticed the professor at the end of the exam tried to infuse some meditation techniques (staying calm, listening to our breath). That material os not provided officially in class though.
- I did not engage in the collective teams of teams effort to build a combined tower. It was interesting to think about why I just gave up in participating. Maybe lack of ambition/care, maybe too many people, maybe feeling of insignificance.
- work in tea of teams can be cool but we can't all participate
- In today's lecture you never updated the slides, and when the room is as big as this, it is basically impossible to see anything from the slides. Therefore I got very little out of the PERILL-matrix especially as this was not included in the slides on moodle. Also there was a lot of noise from the groups in the back and those towards the staircase. This was at times very disturbing.
- It would be much better to learn concepts as PERILL through real examples, not only from a theoretical perspective.

# Some Questions from Captain's Logs (1/3)

- What are some real-world examples where iterative prototyping significantly improved team outcomes? Spotify and Netflix use iterative prototyping as part of their agile development processes. Tesla is known for its approach to continuously updating its vehicle software via over-the-air updates. Apple employs iterative prototyping in the development of its products. Philips Healthcare uses iterative prototyping in developing medical devices and systems. Game studios like Blizzard Entertainment use iterative prototyping to refine gameplay, mechanics, and story elements
- How can I motivate my group? We were doing very well, but now everyone seems unmotivated. Maybe it's because of the exams, but I'm not sure. To re-energize a demotivated group, especially during stressful periods like exams, start by fostering open communication to allow team members to express their concerns and support each other. Revisit and clarify group goals, breaking them into manageable milestones, and introduce flexible scheduling to accommodate everyone's needs. Encourage a positive environment, autonomy in tasks, and peer motivation to help restore and maintain the group's drive and focus.
- We always have to try to think out of the box in this course, but Is it a waste of time if we don't come out with a creative idea ? Thinking outside the box is valuable even if it doesn't always result in a creative breakthrough, as it develops critical thinking and innovative problem-solving skills. This process enhances mental flexibility and resilience, contributing to overall intellectual and professional growth.
- How do you efficiently work in a team project with 60 people when you don't haave time to work with everyone of them. To manage a large team project efficiently with 60 people, break the team into smaller specialized sub-teams with clear roles and responsibilities, using project management tools to facilitate communication and track progress. Regular updates and meetings help align these sub-teams towards common goals, ensuring cohesive project execution without direct interaction with every team member.
- What are your resolution for next year?
- Are 3 core values sufficient to describe a group? Usually way more values are needed to have a full vision and description. Three core values can effectively describe a group if they are comprehensive and embody the group's key principles, ensuring clarity and strong alignment among members. While additional values can provide depth, a focused trio facilitates easier understanding and application in everyday decision-making and interactions.
- When will we have to show our work regarding the pollution project ? 6<sup>th</sup> January 2025.

# Some Questions from Captain's Logs (2/3)

- i would like for feedback from the professor to be more precise and constructive. for the spaghetti exercise, all we got was criticism for the people who physically could not participate, with no indication on how to improve or what we should have done instead. Improvements (1) Plan so that everyone has a shared understanding of the problem. Does everyone get it? (2) a shared vision and design, what are we building together, draw it, visualise it together (3) Assign roles, tasks and responsibilities for each team (4) When doing work use shared core values for decision making (5) Observe and apply PERILL model to explore what's working and what is not in the complex adaptive system (6) Make changes to the Team of teams systems and processes (7) Plan another iteration....etc
- Do you see evolution in the team work since the beginning or not? Yes I do, more engagement, more awareness that you are empowered to make change happen, in yourselves, in teams and the bigger system (the class)
- Are teams with higher numbers of people less efficient? At least form the marshmallow activity, I feel like it would be common for a bigger team to split into smaller ones and then come together to finalize a task. Larger teams can sometimes be less efficient due to complexities in communication and coordination, often mitigating these challenges by dividing into smaller sub-teams for focused task handling. The overall efficiency depends on the task, team structure, role clarity, and the leadership and communication strategies in place.
- Is there a way to measure the alignment between personal and team values in a tangible way? How to get better in team of teams model? apart from organizing from the beginning. To measure the alignment between personal and team values, utilize surveys, 360-degree feedback, and performance reviews that incorporate value assessment. To enhance effectiveness in a team of teams model, promote regular inter-team communication, establish shared goals, develop leadership across teams, maintain a cohesive culture, and implement robust feedback mechanisms. These strategies ensure that both individual and team actions align with organizational values and objectives, fostering a unified and efficient environment.
- How can we apply the lessons learned from today's team-building activity to our stakeholder engagement process? Key takeaways might include the importance of clear communication, setting mutual goals, and understanding diverse perspectives. By actively listening to stakeholder concerns and ensuring their needs align with your objectives, you can create a more collaborative environment. Similarly, fostering transparency and trust, as practiced in team-building exercises, can significantly improve stakeholder relationships. Leveraging these strategies ensures that engagements are effective and aligned with both party's interests and expectations.
- Is nudging (an intervention that maintains freedom of choice but steers people in a particular direction) a good leadership technic. Nudging is a valuable leadership technique when used ethically, as it subtly encourages desirable behaviors without restricting freedom of choice. This method can enhance decision-making, promote better choices, and improve organizational efficiency while respecting individual autonomy.

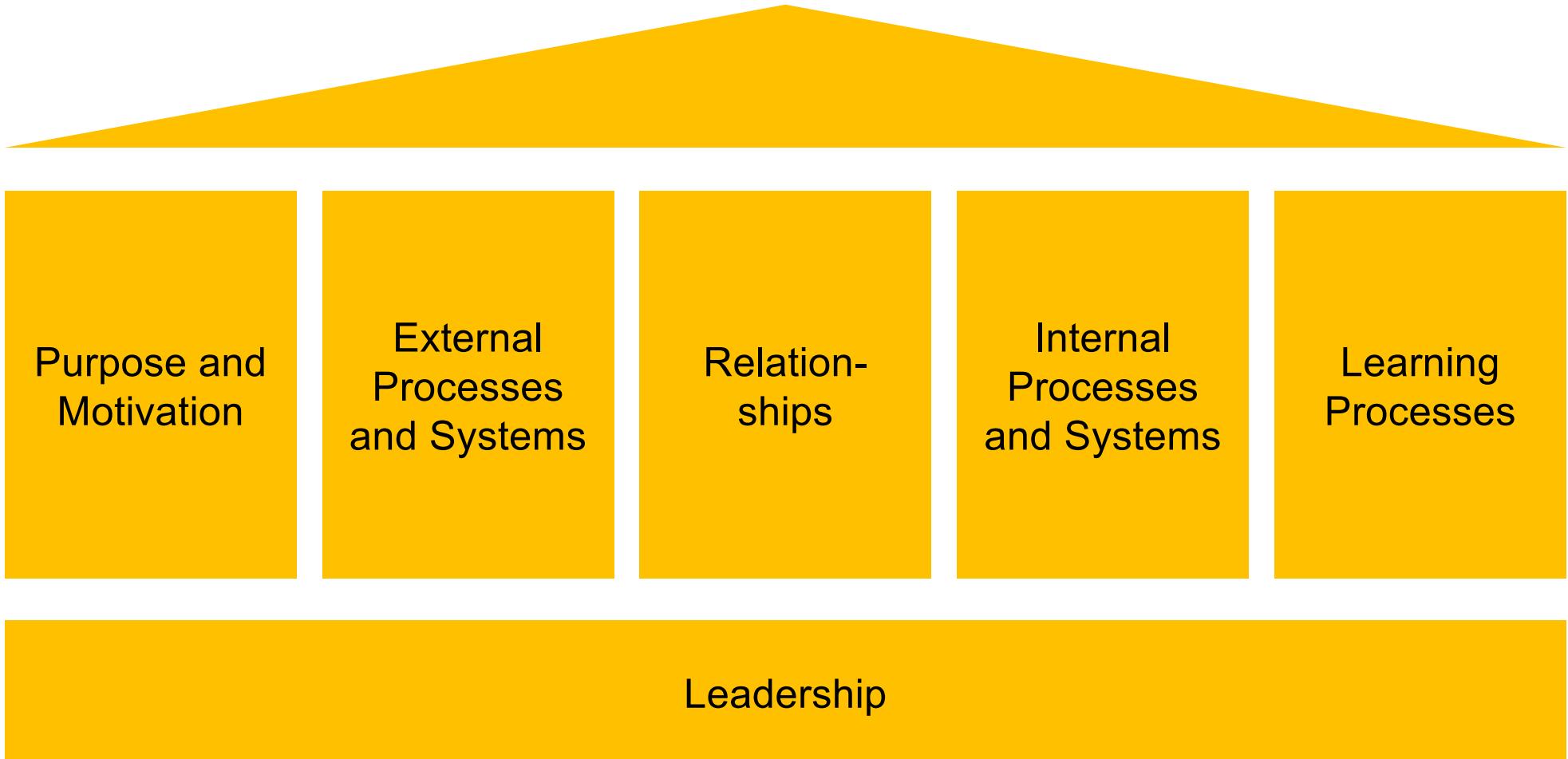
# Some Questions from Captain's Logs (3/3)

- What would the professor's go to approach be for the marshmallow problem? (1) Plan so that everyone has a shared understanding of the problem => Problem statement written down. Does everyone get it? (2) a shared vision and design(s), what are we building together, draw it, visualise it together (3) Assign roles, tasks and responsibilities for each team (4) When doing work use shared core values and principles for decision making (5) Observe and apply PERILL model to explore what's working and what is not in the complex adaptive system (6) Make changes to the team of teams systems and processes (7) Plan another iteration
- Are there other similar challenges to the marshmallow one? I feel like it was very good team building exercise and did not took much time. The Egg Drop Challenge. The Paper Plane Challenge. The Lego Building Challenge etc
- How to face Sinicism? What if some of my partners are definitely not engaged? To address cynicism and disengagement among team members, initiate open dialogues to understand their concerns, reaffirm the team's purpose, and ensure they feel valued and supported. Increase their engagement by giving them ownership of specific tasks and setting clear expectations for professionalism and attitude. Leading by example with positivity, providing regular feedback, and recognizing contributions can also help transform negative dynamics into constructive involvement.

# **Group tasks for class:**

- 1. Group reflection after class in Moodle.**
  - Update Google doc of ‘group / team agreement’
  - Add results of team of teams marshmallow challenge
- 2. Complete strengths exercise**
- 3. Watch this video David Marquet on leadership**
- 4. Watch this video Team of Teams in a nutshell**
- 5. Watch this video “Build a tower, build a team”**
- 6. Group of representatives ready to share their learning from the 5th team coaching session with their groups**

# PERILL: 6 factors that interact to drive or hinder performance or high value creating teams



# When the pillars are aligned

Leadership Qualities & Behaviours	Purpose & Motivation	Externally facing processes	Relationships	Internally facing processes	Learning Processes
Purpose & Motivation	LQB	Alignment of values between the team and its key stakeholders	Working enthusiastically together towards shared goals	Clarity of priorities; putting collective priorities before persona	Actively seeking ways to leverage and expand team strengths
Externally facing processes		LQB	Strong collaborative relationships with stakeholders	Rapid and effective response to quality issues	Rapid product and service innovation
Relationships			LQB	High level of psychological safety leads to constant questioning of what we do	People take active responsibility for supporting each other's development
Internally facing processes				LQB	Culture of continuous process improvement
Learning Processes					LQB

# When the pillars are not aligned

Leadership Qualities & Behaviours	Purpose & Motivation	Externally facing processes	Relationships	Internally facing processes	Learning Processes
Purpose & Motivation	LQB				
Externally facing processes	Stakeholders unclear what you stand for	LQB			
Relationships	People pursue their own agendas	Conflict with stakeholders; disrespect for stakeholders	LQB		
Internally facing processes	Duplication and waste of effort	Quality issues not acknowledged or addressed	People avoid "interfering" in each other's territory. Large "elephants in the room"	LQB	
Learning Processes	Learning focused on the individual not the collective	Slow to innovate	People "hoard" knowledge and expertise	Resistance to change	LQB

# The PERILL model in full

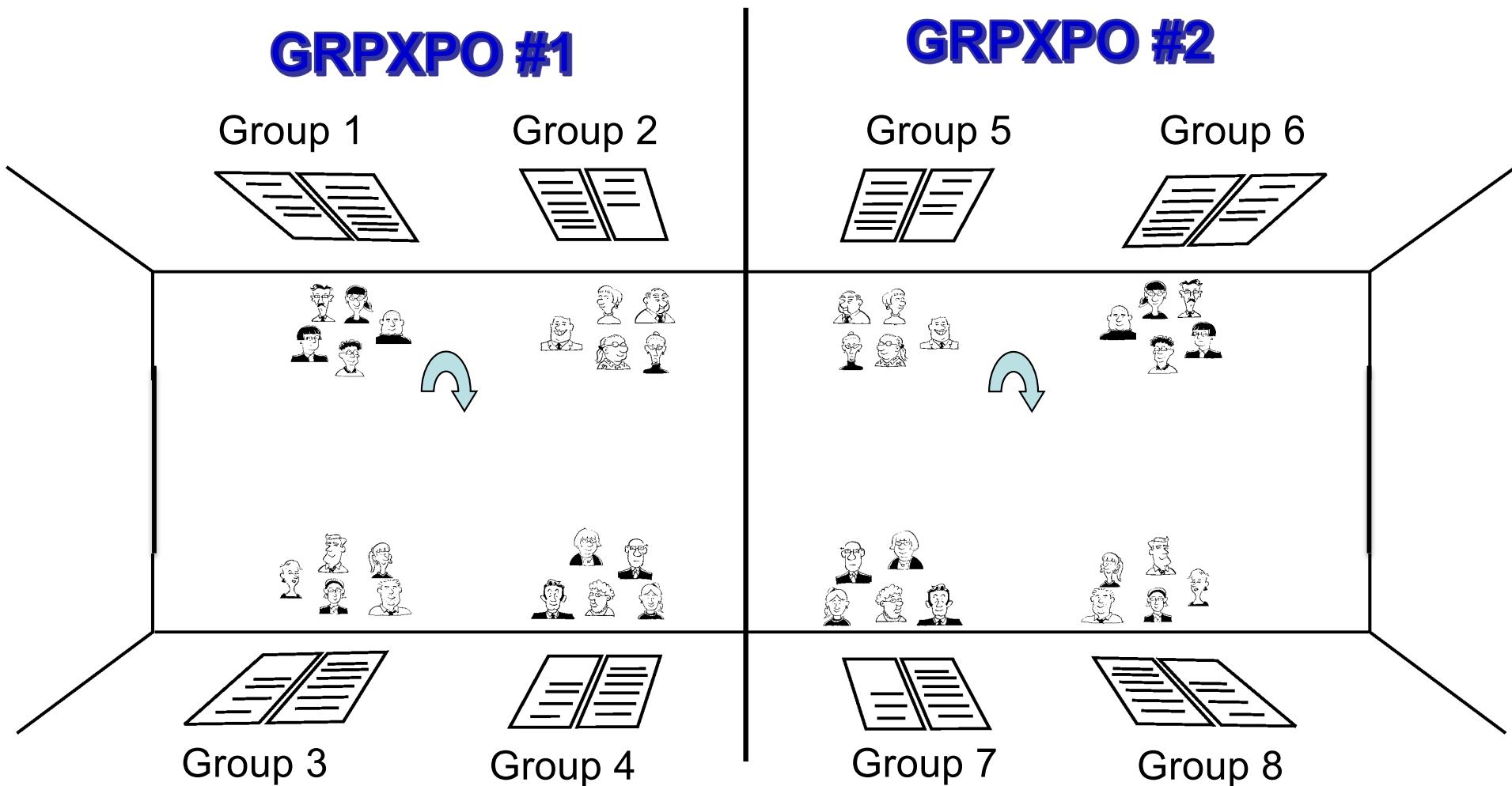
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Learning Processes	Learning focused on the individual not the collective	Slow to innovate	People "hoard" knowledge and expertise	Resistance to change	LQB

# GroupExpo

## GroupExpo and the GRPXPO formula

- G**roups (around questions or topics)
- R**eflection (on your own)
- P**oster (with group results)
- X** – groups (for additions)
- P**air (evaluation)
- O**rganize (further actions)

# Two Parallel GRPXPOs



# GroupExpo

**G**roups (around stakeholder/Vision)

**R**eflection (on your own)

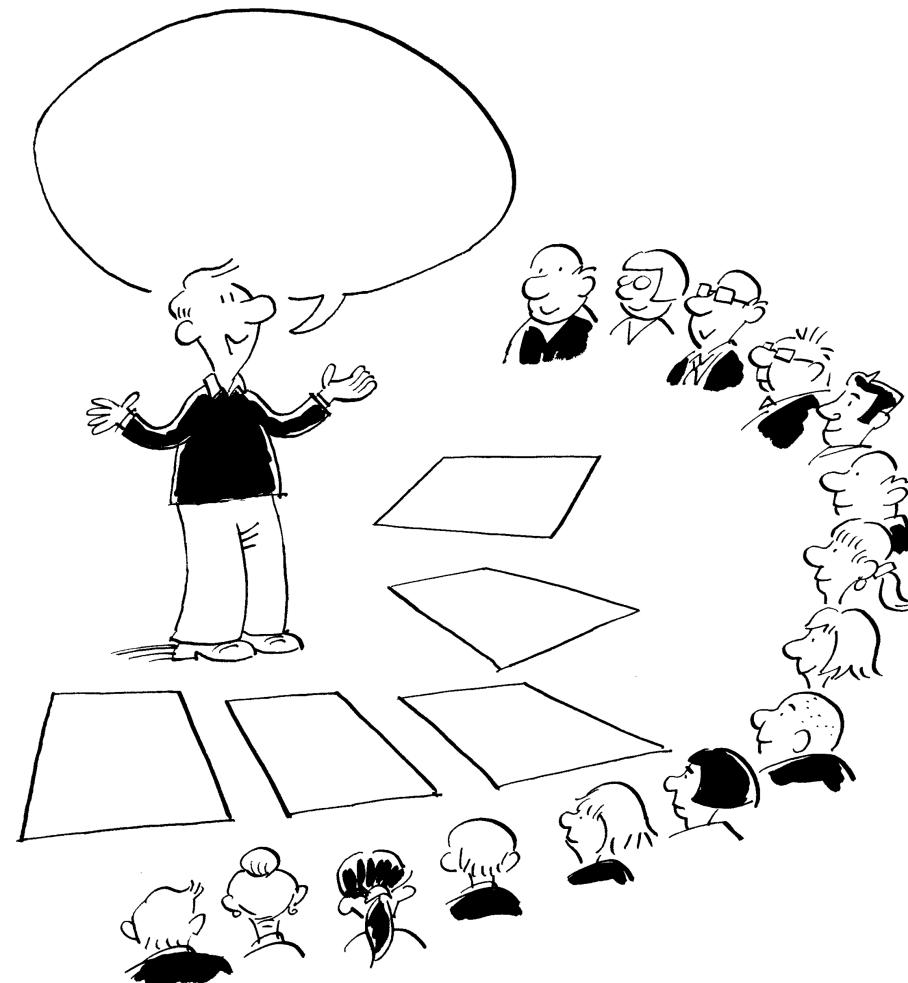
**P**oster (with group results)

**X** – groups (for additions)

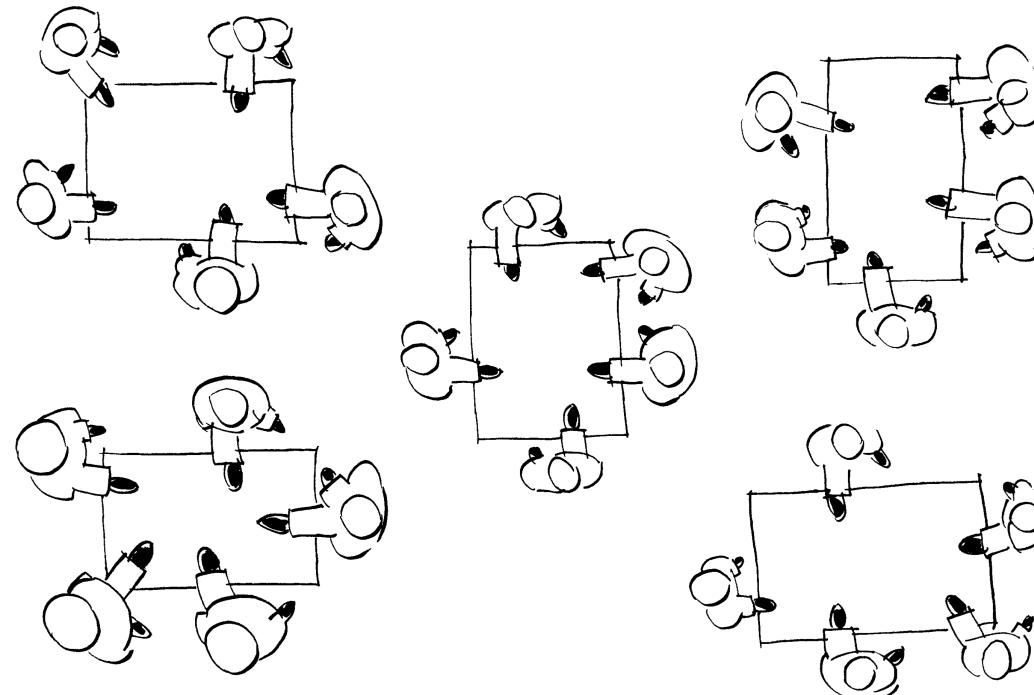
**P**air (evaluation)

**O**rganize (further actions)

# Groups – Who is my stakeholder and what's the Vision



# Groups: Select their stakeholder and vision/concept for problem



# GroupExpo

G roups (around questions)

R eflection (on your own)

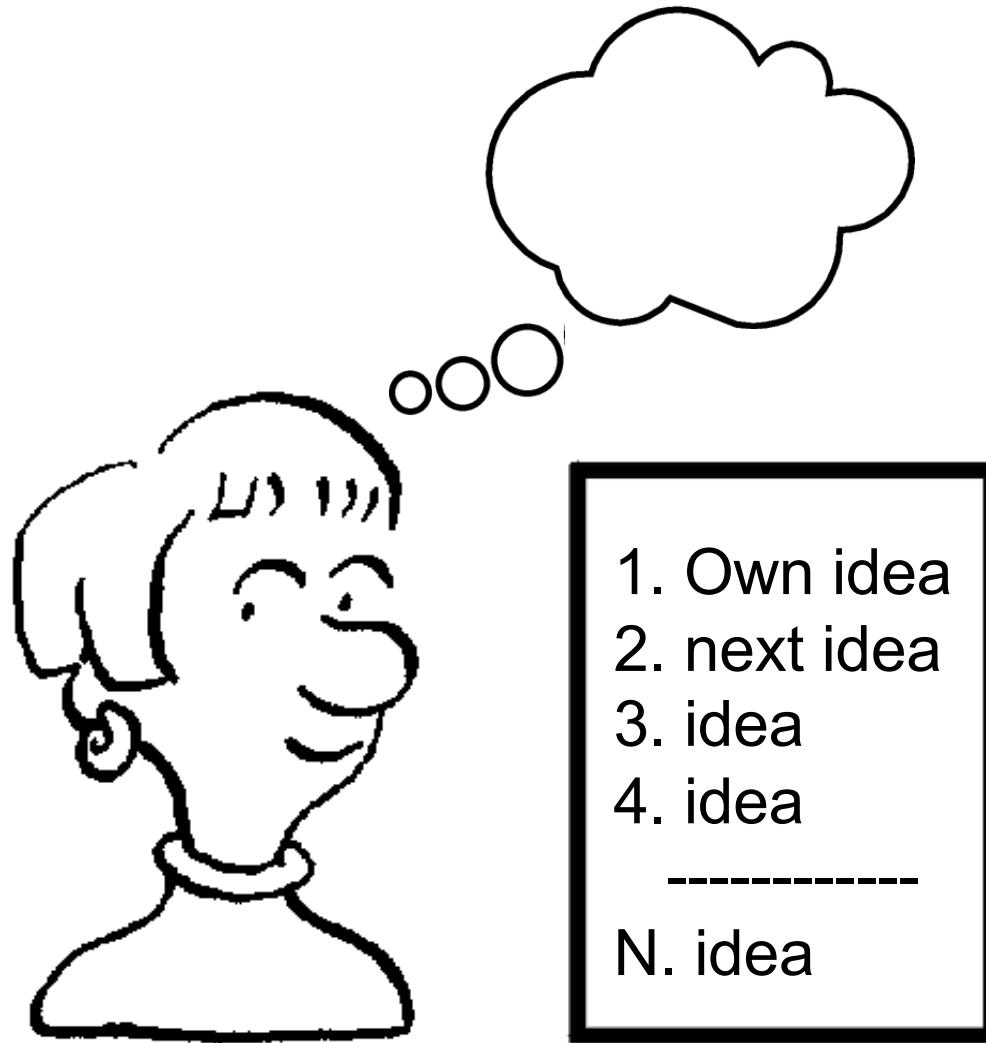
P oster (with group results)

X -groups (for addtions)

P air (evaluation)

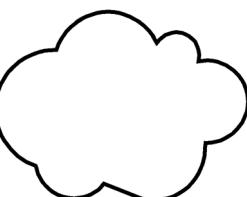
O rganize (further actions)

# Reflection on your own



# Reflection on your own

- First all go back to their seats
- Thinking alone (10 min.) ideas for the stakeholder and vision of your group
- Write your ideas down
  - from your point of view
- PLEASE, GIVE THINKING PEACE FOR OTHERS
  - No talking in this phase!!!!
  - Silent thinking brings raw material for the discussions that we do whole session after this phase



- |              |
|--------------|
| 1. Own idea  |
| 2. next idea |
| 3. idea      |
| 4. idea      |
| -----        |
| N. idea      |

# GroupExpo

G roups (around questions)

R eflection (on your own)

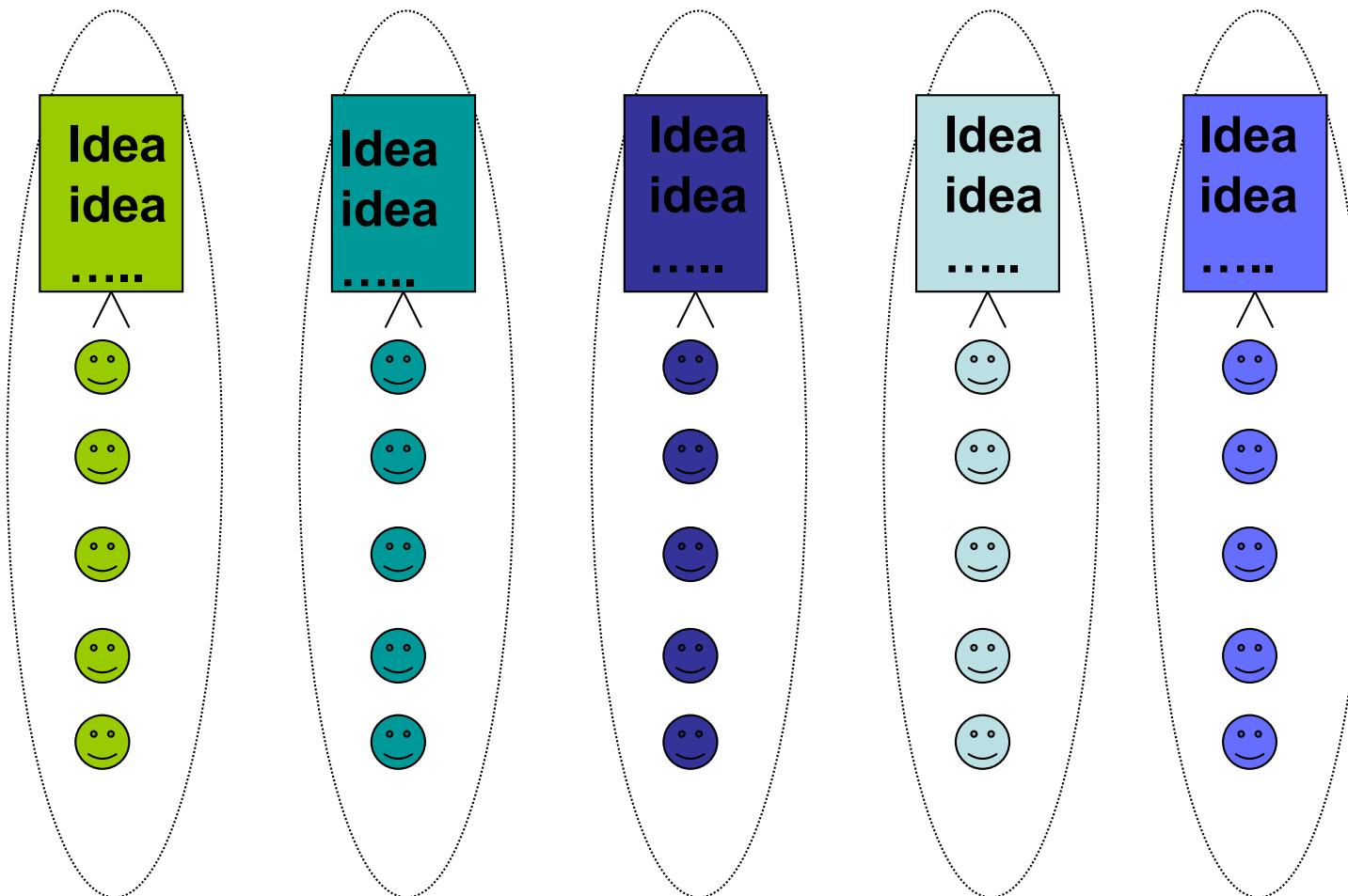
P oster (with group results)

X -groups (for addtions)

P air (evaluation)

O rganize (further actions)

# Poster with group results



# POSTER

- First group should find a place for this phase (It's better, if all group stay in same big room)
- In the group all present shortly (2 minutes max for each person) their most important findings, others listen and make notes
  - No discussions yet, there is safe moment for everybody to tell own ideas
- Discussion starts after all have presented their own thinking
- Common views on stakeholder and vision/concept are listed on flipchart.
  - Whole sentences that can be understood afterwards by reading
  - Gather thoughts that are repeated but also thoughts that give you new insight
  - About 6-10 insights on the flipcharts/group
- Also other flip to introduce team (2 flipcharts / group)
- <sup>27</sup>Time 30 minutes
- Timekeeper keeps track of time

# GroupExpo

G roups (around questions)

R eflection (on your own)

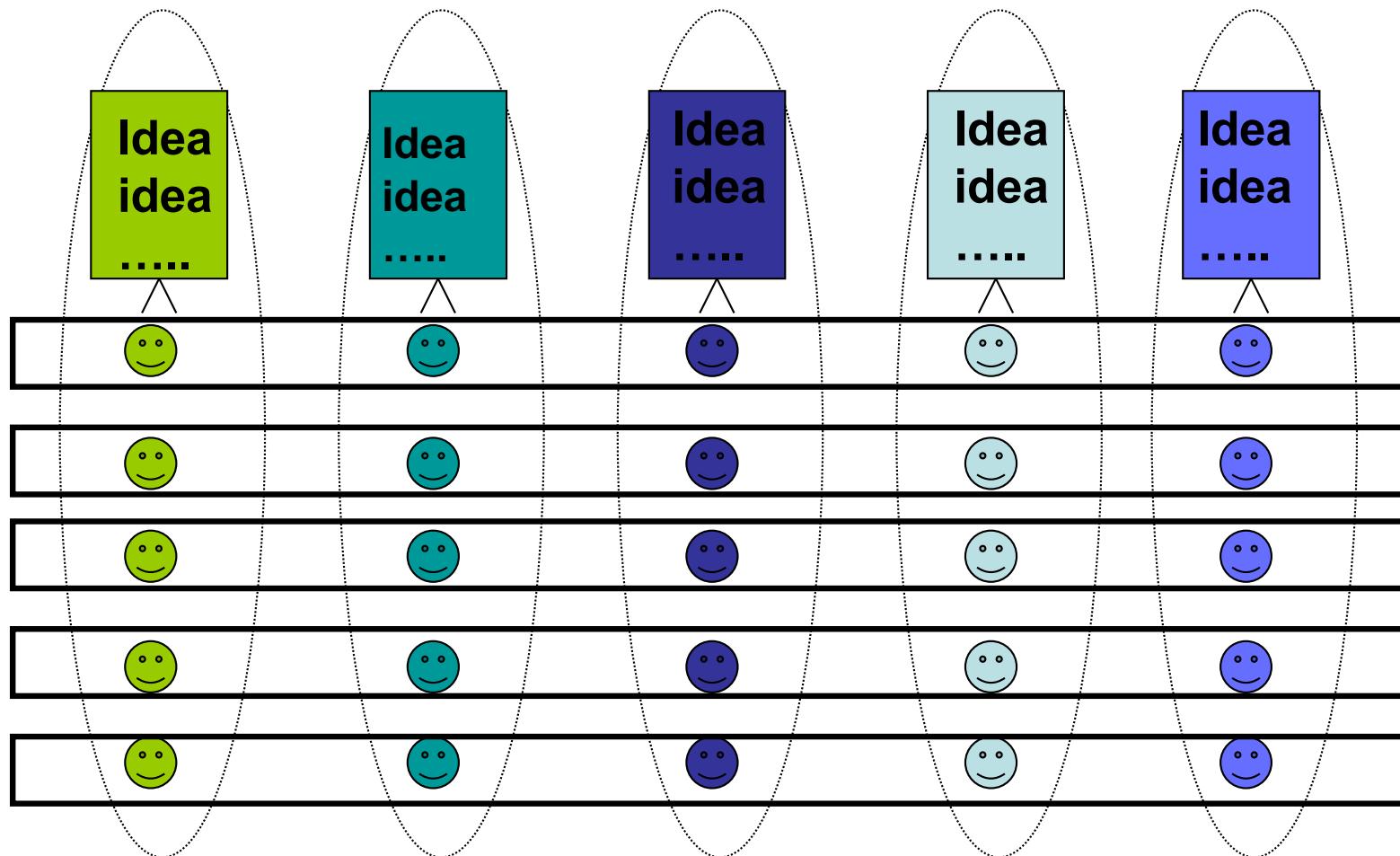
P oster (with group results)

X –groups (for additions)

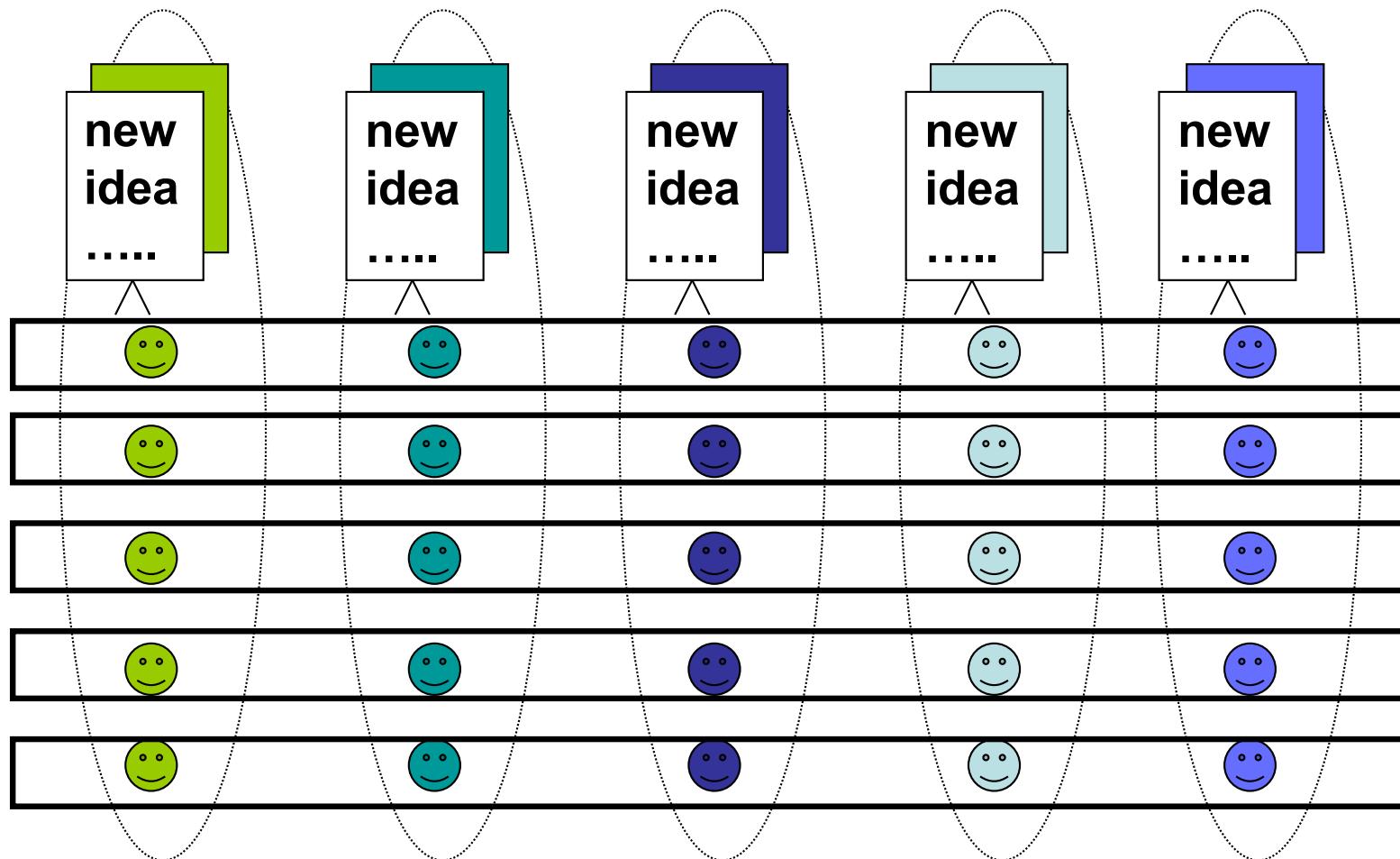
P air (evaluation)

O rganize (further actions)

# X-Groups (Presentations)



# X-Groups (Presentations + Additions)



# GroupExpo: X-Groups

- 10 minutes max for the presentations and additions
- The person(s) who has been doing the original work gives a presentation about the content.
- Others ask questions and the group should produce additional thoughts that can be written on a separate flipchart that the facilitator has hung on the wall.
- The additional suggestions should be written in a clear language so that the following groups can grasp the content from just reading.

# Group Expo

G roups (around questions)

R eflection (on your own)

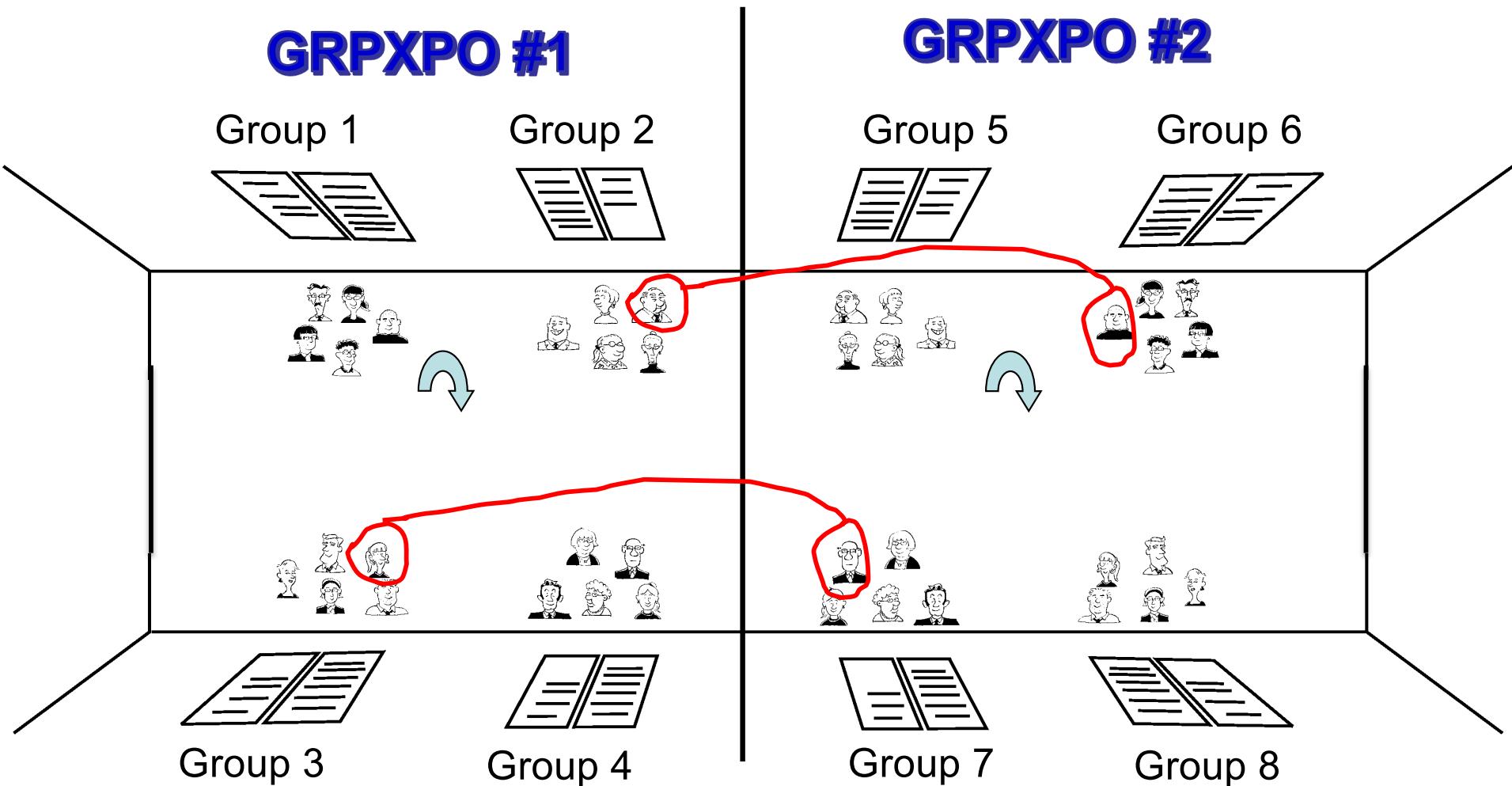
P oster (with group results)

X -groups (for addtions)

P air (evaluation from different GRPXPOS)

O rganize (further actions)

# Pair evaluation between Two Parallel GRPXPOs



# Pair evaluation

- A pair can give N (N is about 20% of all ideas) red plusses to idea they think are most important according to criteria's given for the evaluation
- Find an evaluation partner for yourself (from 2 different GRPXPOs)
  - A partner should be a person that you haven't worked with so far in the class.
- After this each pair will get a red marker and they can start to make selections in their stream area
- After this 10 minutes break

# Group Expo

G roups (around questions)

R eflection (on your own)

P oster (with group results)

X -groups (for addtions)

P air (evaluation)

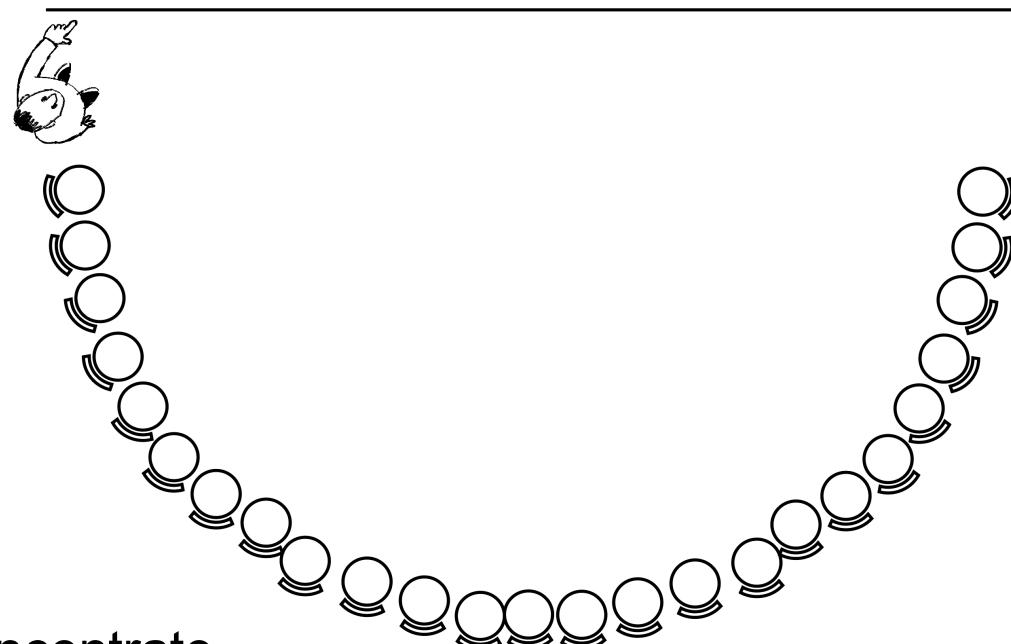
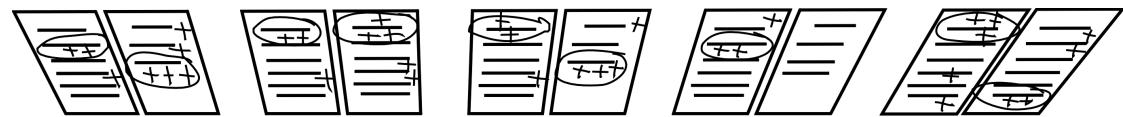
O rganize (further actions)

# GroupExpo: ORGANIZE

Flip charts are hanged on a wall.

Suggestions with most pluses are framed (usually during the break).

Who are volunteers to take responsibilities for actions?  
Facilitator is not giving tasks, the boss of the participants should be on the stage.



Participants will be able to concentrate better to the results when they sit in a half circle.

# **Exercise: Analyzing feedback from one story (or several)**

- It is now time to analyze one of the stories you collected.
- Choose one of the stories and analyze it according to the sample table provided below.
- Share the complete table with your own story analysis, so that you can share your answers with each other.
- Feel free to ask questions and make comments on each of your peers' stories and analyses in your learning group moodle.
- Once you are familiar with the general idea of how to analyze these stories, complete the analysis table with the other stories you have collected.
- As you analyze each story, look for patterns that reflect the four components of the strengths listed in the table (identity, values, skills, and motivations)
- Once you find these patterns, you will begin to gain innovative insights into your professional strengths.

# Exercise 1: Analyzing feedback from one story (or several)

I Accomplishment	II Identity, Values, Motivation, Skills	III Personal Insights
<b>Impact project:</b> How I called out everyone on the team for the sloppy work we were doing	<b>Skill:</b> I speak up without fear when others won't <b>Identity:</b> I see myself as brave	- This is a skill I've practiced and learned over time, especially on my debate team and at home - I want to keep cultivating my courage as a leader
<b>Impact project:</b> How I helped us come together	<b>Value:</b> I value good working relationships <b>Motivation:</b> I thrive when people are working well together	- It's easy for me to "step up" and lead when needed in small group situations
<b>Impact project:</b> How I directly confronted addressing conflict	<b>Skill:</b> I can confidently mediate conflicts <b>Identity:</b> I see myself as a peacekeeper	- I've comfortably mediated conflict among others throughout my life

# **Group Tasks for next class:**

- 1. Group reflection after class in Moodle.**
  - a) From the GRPXPO exercise update the Google doc with your team's inspiring vision of a future where the plastic pollution problem is solved for all key stakeholders
  - b) How motivated are you as a team to do something about this problem in the world. What's in it for you, your family, your community...
  - c) Integrate the insights from your PERILL team report => what's your team development plan if you were to continue as a team to solve problems
  - d) Analyzing feedback from one story and looking for patterns
- 2. Individual assignment - Apple's recruitment campaign**
- 3. Group of representatives ready to share their learning from the 6th team coaching session with their groups**

# Captains Log

# **Reference materials for next time**

# Mindfulness Activity

- ??

# Learning Group 1-4

Group #	Learning Group Name	Members names	Stakeholders with respect to the plastic pollution problem
1	Diplomatic-Detour	Sarra Gharsallah Noam Benazouz Mohamed-Khalil Kiri Mohamed-Dhia Mediouni Xiyao Zhou Ayman Fatich Josef Korkosh	Local communities (WINGS of the oceans or 0 dechets)
2	Some-what-diverse	Brice Robert Amandine Dilvy Mathieu Henry Nathan Matelat Anders Furdal Wold Aleš Zapadlo Cannelle PEIXOTO Oda Kristin Gripenberg	Local businesses (fishermen, restaurants, safety guards)
3	7th Spirit	Emma Jolivet Mohamed anis Belhadef Emna Bouguerra Sanda Dhouib Mohamed Douiri Manon Galtier Sofiane Karaouni	IUCN (international Union for Conservation of Nature)
4	Team-Diversity	Rim FAROUDY Ugo CECCONI Álvaro DE CASTRO Lucas DELHOMMEAUX Kristian HÅLAND 	WWF

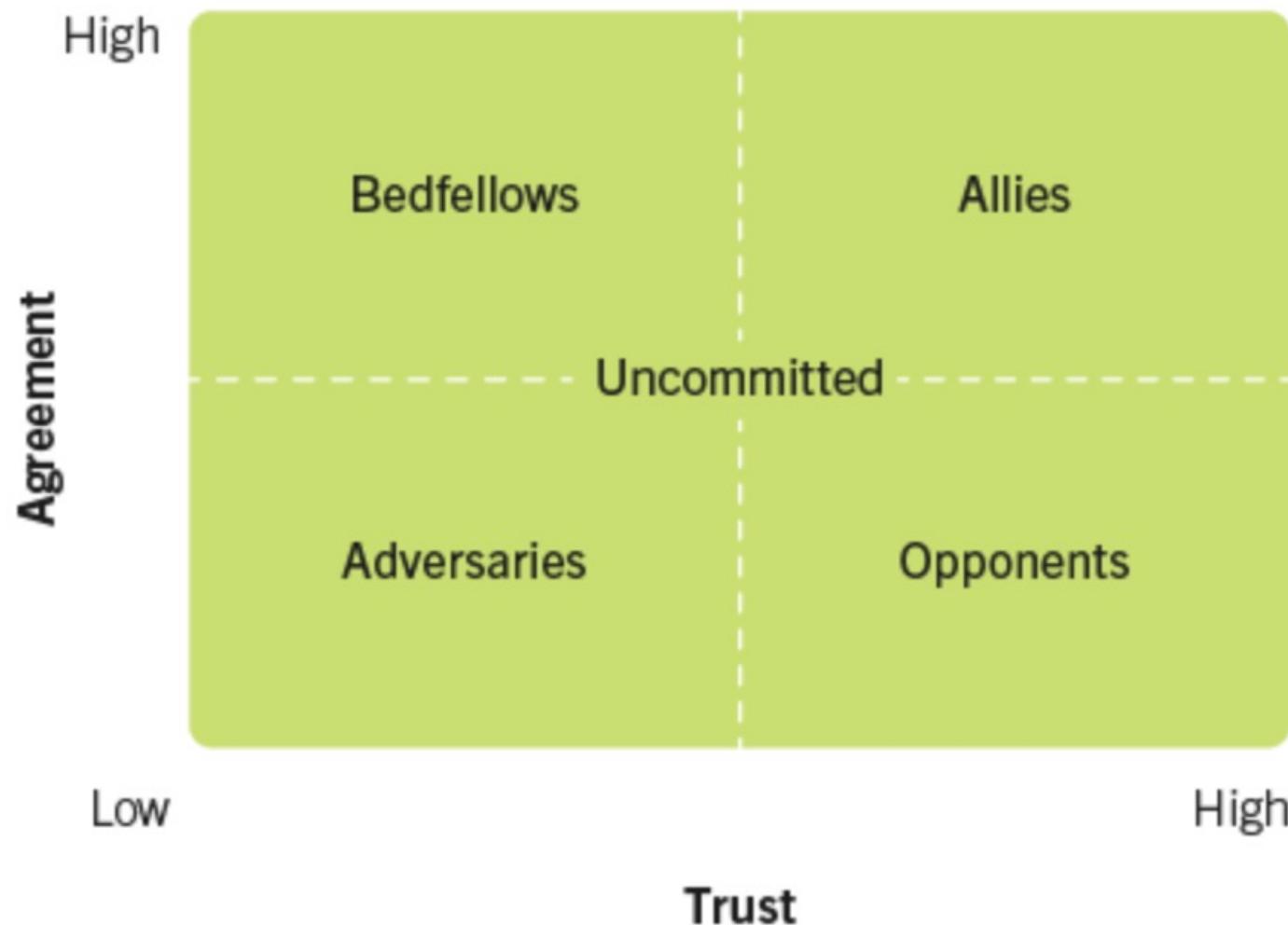
# Learning Group 5-8

Group #	Learning Group Name	Members names	Group culture, level of Diversity, Mother tongue, culture, MBTI, gender
5	Feel-Leading	Jeanne Goncalves Simon AUTECHAUD Alexandre Bonan Tuomas Rahkola Jiacheng Wang Xinyu Yang Yoann Eusebi Souha LABIDI	Waste Management Companies in France
6	Lead Zeplin	Herman Østengen Efaz AHAMAN ULLAH Alex Argese Aurelien Brun Ana Martinez Gonzalez Njål Svensen Jonas Thalmeier	University of Nice
7	World-Finest	Louise Labbé GHOFRANE BAROUNI Annie Claesson Shyni HETTIARACHCHI Tarek Saade Lilian VARINOT Juan David Zapata Cruz	Ministry of the Environment, Energy and Sea
8	Organised-Team	Sander Bakke Mohamed Amine Khediri Zhen Ma Mohamed Ali Msadek Clement RICHARD Aida Teshome Teressa Linda Aström	Office of Tourisms and cleaning agencies (Nice...)

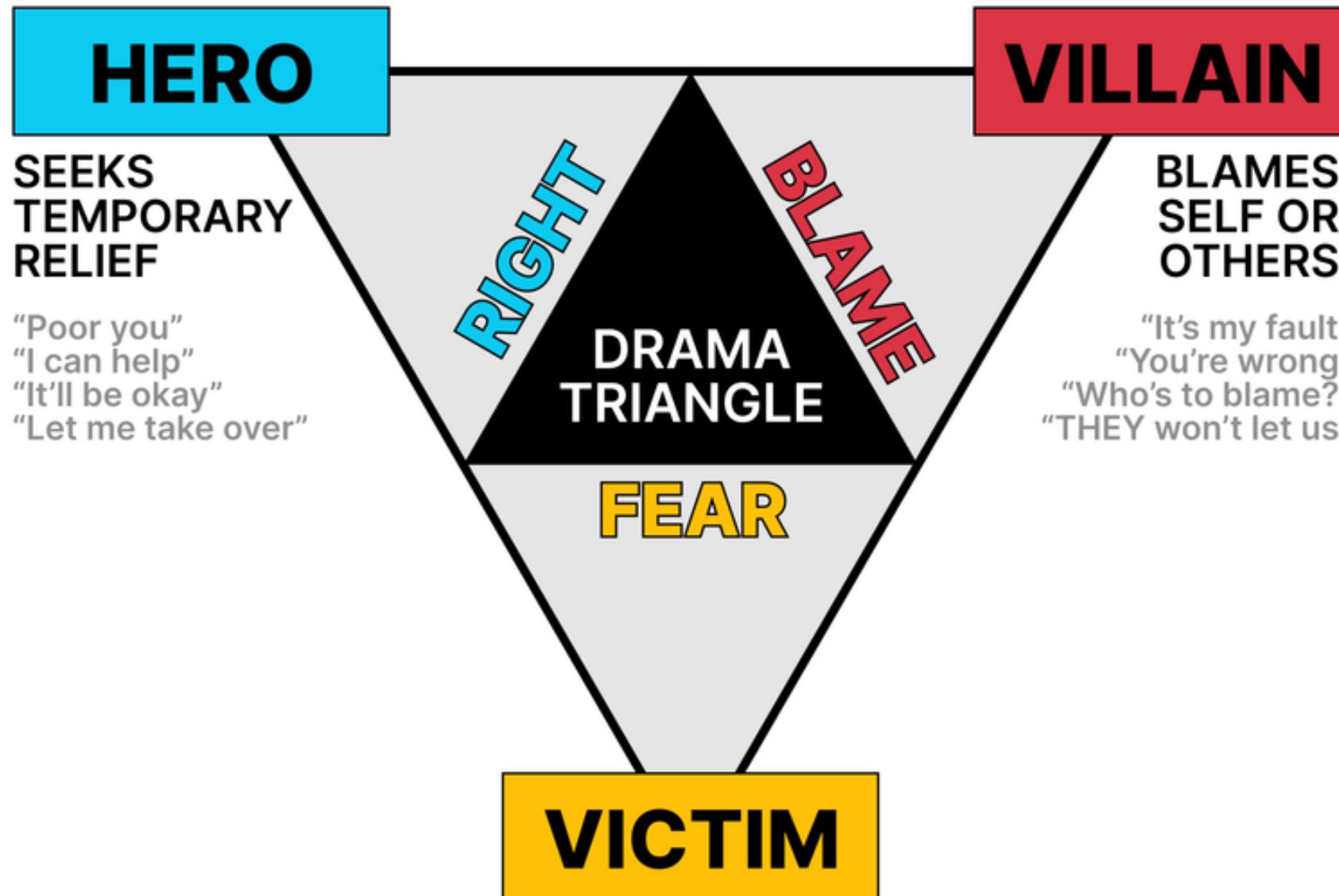
# Stakeholder mapping



# Mapping our stakeholders



Adapted from: Block, 2016



IS AT  
THE EFFECT OF

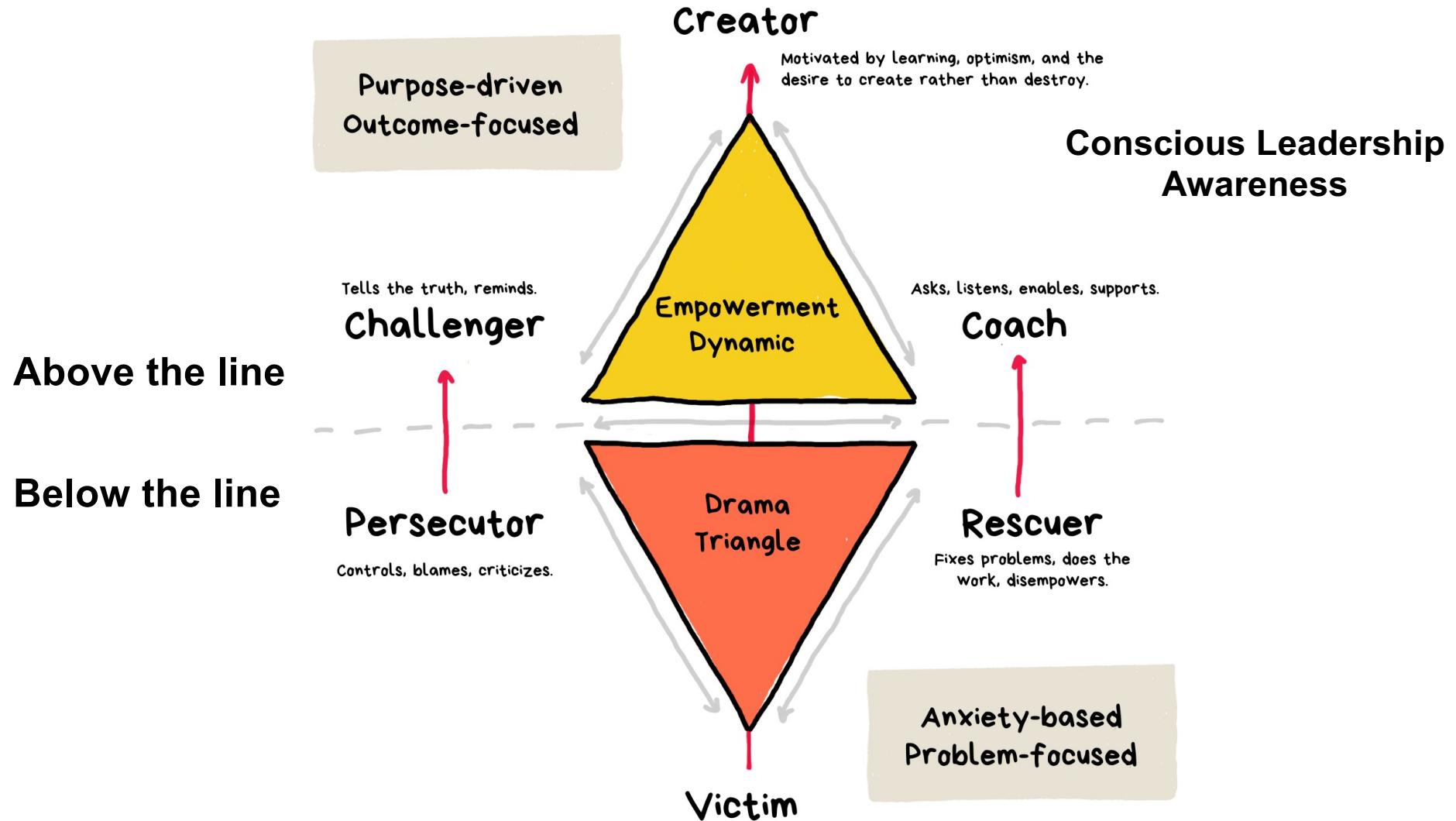
"I don't have enough time"  
"There's nothing I can do"  
"It's too hard"  
"I have to"

# **Experiment**

- \* Set-up the 3 bases of the triangle using A4 papers**
- \* Each member of the group talks about an issue.**
  - \* 2' each to talk about it**
  - \* Others observe and ask:**  
**“Then what happens..”**
- “Can you exaggerate the drama..”**

Stephen B. Karpman's  
**The Drama Triangle**

and its antidote, David Emerald's Empowerment Dynamic



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# **Qualities of “Horizontal” Leadership**

- 1. Courage with Confronting and making interventions in the process. Stop things that are not working. Start the journey of exploration into the unknown**
  
- 2. Steering and guiding the creativity, innovation, change and development processes, taking a step together, a continuous process**
  
- 3. Coaching the learning process; make people see with fresh eyes, open up their hearts and will to change**
  
- 4. Inspiring with a vision of a better life and world**

# Horizontal Leadership Qualities Assessment

