

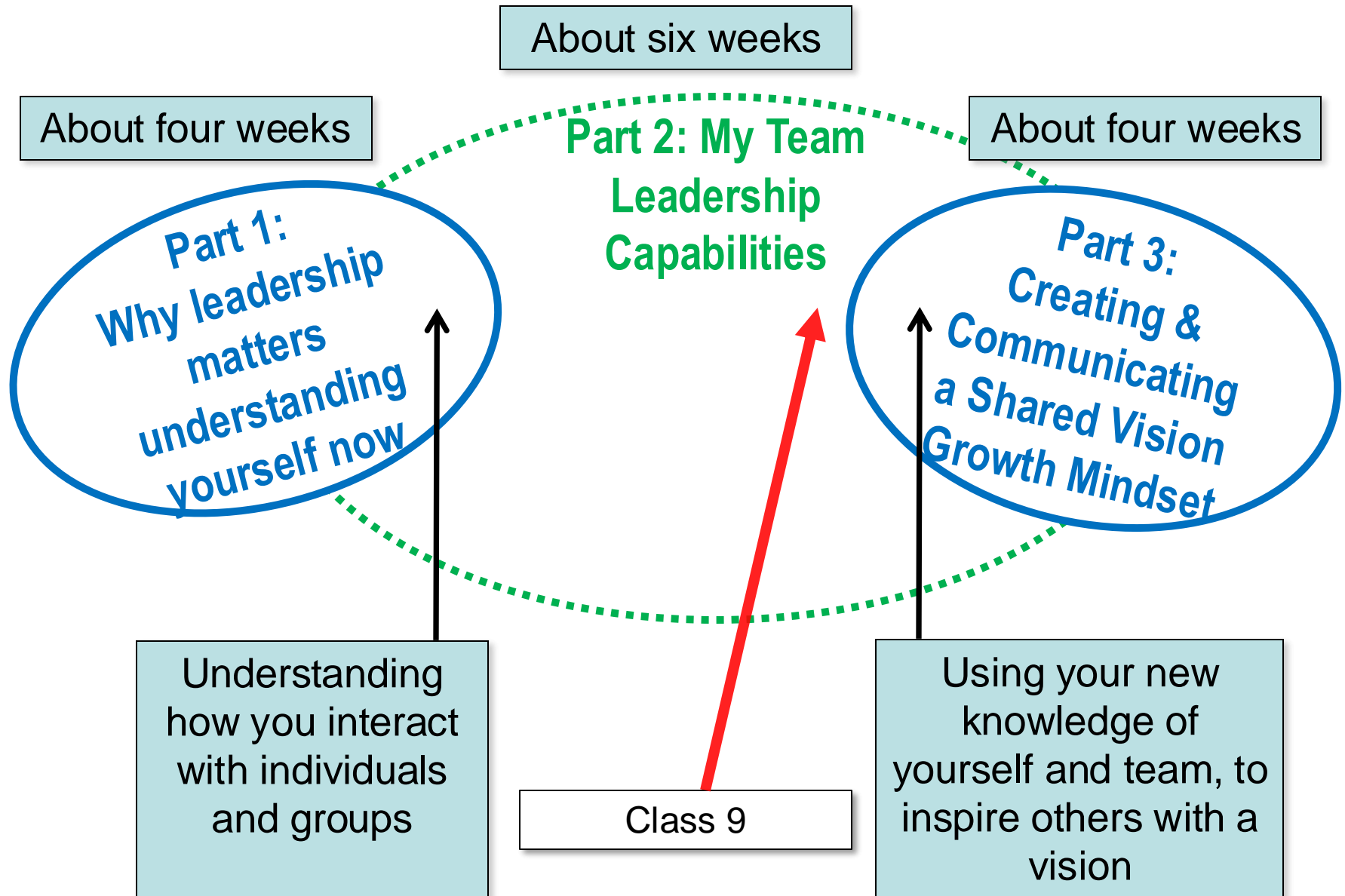
A photograph of four diverse individuals (two men and two women) standing outdoors in a grassy park area with trees in the background. They are all smiling and looking towards the camera. The person on the far left is a man with dark hair wearing a red t-shirt. The second person is a woman with dark hair wearing a dark blue t-shirt. The third person is a woman with a large, voluminous black afro hairstyle wearing a red t-shirt. The person on the far right is a man with a beard and short hair wearing a dark blue t-shirt. Overlaid on the image is the text 'Personal Development & Team Leadership' in a large, white, bold font with a slight shadow. The letters 'T' and 'M' are stylized with yellow and blue geometric patterns respectively.

# Personal Development & Team Leadership

Prof: Andrew PRIOR

***Class 9: Morning-9-Dec-2024***

# Course structure



# What we did last time?

- Reflect on the red thread from last weeks class. What did we learn?
- Review group tasks and engagement scores
- The drivers of engagement
- Sustainable Development Goals (SDGs)
- Update on impact project and stakeholder map
- The four horses of the apocalypse and updating the group agreement and holding each other accountable for performance
- Designing a system/process for accountability
- Psychological safety
- Thinking out of the box and creativity
- 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
- “Remote” Visit from Mr. Robin MacAskill, Director of Engineering at Motorola Solutions
  - ❑ Personal development and team leadership at Motorola
  - ❑ Engaging and connecting around emotions and values
  - ❑ Personal values and company values
- Review group tasks
- Group tasks for next class
- Captain's logs



# Some Comments from Captain's Logs

- I learned how to behave by using the antidotes. The more psychological safety a group have, the more there is fun and engagement. Thinking out of the box.
- I plan to prioritize creating clearer agreements within my teams and fostering psychological safety to improve collaboration
- We all need to be better at showing respect and not ignoring each other when talking. Our biggest problem because almost everyone in the group is constantly on their phone during class, not paying attention.
- Criticism, contempt, defensiveness, and stonewalling can significantly harm group dynamics. Recognizing these behaviors and addressing them early helps maintain a positive and collaborative environment.
- I was not comfortable of doing the teamplay but afterwards it was a good experience In learning Zone
- (The psychological safety) google sheet allows to understand ho every member of the group feels about the different thematic. Making more efforts into making this a group a great team.
- It is easy to fall into the traps of below-the-line behaviors, such as criticizing, avoiding conflict, or going into defense mode. Avoiding conflict may not be the best option for personal or team development.
- Trust and safety are crucial parts of teamworking. it is required of each member to have a certain level of engagement with the project
- our team has to be psychologically safe to have better results and developments
- A psychologically safe environment is essential for fostering open communication, creativity, and trust within teams. - Establishing clear group agreements and accountability processes helps mitigate conflicts and aligns everyone toward shared goals
- Be more open to the discussions, and talk about my ideas
- I feel that the courses is a little bit too long, we could do the same job in less time. It leads the group to be a little bit lazy i think. What ideas do you have to make the course more efficient and effective
- Agreeing together as a team and thinking creatively may m Lead to great things
- (what) if we could work with other learning groups too, in duos of learning groups
- We live in the reality we make for ourselves, so we can push the boundaries of what can be done just by removing the imaginary limitations we set for ourselves.
- be more mindful of my "below the line" behaviors, and maybe feel less self-conscious
- I will work on identifying potential conflicts early and addressing them constructively to maintain team harmony
- The coaching session are useful
- the importance of creating a team agreement and developing a system for holding each other accountable

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

- **How can we resolve conflicts effectively when tensions arise in group dynamics? (in addition to the dialogue)** Be aware of what's triggering emotions inside you? Identify the emotion, breathe into it, understand what the emotion is asking of you, identify your needs. Remind yourself that you only have one perspective your own reality. Be curious about the other's reality. What's going on inside them? Their emotions and thoughts, what do they need?
- **What strategies work best for motivating less active members?** Foster a supportive and empowering environment that emphasizes shared leadership, collaboration and open communication. Find out their interests (aspirations, needs, concerns, fears). Provide clear roles, constructive feedback, and celebrate small successes. Connect projects and tasks to real-world applications showing tangible impact of work
- **Don't you think that the "think out the box" activity is kind of cheating ?** No, we are using a different mindset to challenge our assumptions and beliefs. Does the line "have to" go through the middle?
- **What specific strategies can be used to foster psychological safety in a team where trust levels are currently low?** Encourage open communication about your concerns and ideas without fear of retribution, active listening and empathy, clearly define roles and responsibilities, involve team members in transparent decision-making processes, and regularly acknowledge and celebrate team achievements
- **How are we going to be evaluated for the group project ? And what deliverables are we suppose to give back at the end of the course/project.** Contributions and quality of the Learning Group "google document" outlining what you have learned from each class and ideas you have implemented to increase engagement, psychological safety, a shared understanding of the problems, creativity, ideas, an inspiring vision of how you see the problem being solved and willingness to continuously learn from each other
- **Are there specific tools or techniques for measuring team progress effectively in short-term projects?** Objectives and Key Results OKRs is a powerful technique [https://en.wikipedia.org/wiki/Objectives\\_and\\_key\\_results](https://en.wikipedia.org/wiki/Objectives_and_key_results)
- **What is the difference you observe from working with MIT vs EURECOM students. I would honestly like to have some feedback about that, even if it is negative.** Students from MIT often develop leadership styles that are innovative and boundary-pushing, suited for leading diverse, interdisciplinary teams in global settings. In contrast, EURECOM students typically hone more pragmatic and precise leadership skills, focused on technological expertise and regional market dynamics, ideal for specialized team environments.
- **If you are victim or see a victim of one of the 4 horses in the real life like at work what's the better behaviour to have?** To effectively address the "Four Horsemen" behaviours (Criticism, Contempt, Defensiveness, Stonewalling) in the workplace, it's essential to promote open communication, mutual respect, and constructive feedback, and involve your manager and other stakeholders like HR for training or mediation if issues persist
- **What do you do if you have a bad leader (not engaged)?** To handle a bad leader, document interactions, seek support from colleagues, set personal boundaries, use formal channels like HR for serious issues, focus on your own career development (move managers/jobs), and seek external advice (coach/mentor) to navigate the situation.

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

- **Are there strategies to measure the effectiveness of leadership styles in real-time?** To measure the effectiveness of leadership styles in real-time, organizations can use strategies like engagement and psychological surveys, 360-degree feedback through digital platforms, track leadership-related performance metrics, conduct frequent pulse surveys for instant feedback, and employ observational assessments during actual leadership activities. These methods provide continuous insights, allowing leaders to adjust their behaviours and strategies effectively.
- **What type of questions should we expect for the exam?** Emotional intelligence competencies, self-awareness, self-management, management of others, and team leadership. Models of team leadership. Horizontal leadership, Lencioni and PERILL
- **Do you have the last year midterm exam so we can see what will our look like?** I don't want to share that
- **How can we improve psychological safety in a group where some members are naturally very quiet?** Sometimes, even if we try to encourage, they still don't want to talk. To enhance psychological safety in groups with quiet members, consider using smaller group activities (sub-groups), digital tools for anonymous feedback, and positive reinforcement to encourage participation. Rotate roles within the group to build comfort and confidence and establish communication norms that value every member's input.
- **What steps would you have in place to recruit someone?** Nice segway into today class. The recruitment process typically involves defining the job role, engaging prospects to explore cultural fit with respect to values, screening applications, conducting interviews with my team and making assessments. These stages assess candidates on various fronts, including their cognitive and emotional intelligence abilities, role-related knowledge, and leadership qualities. I would then check 2-3 references and then take a decision with the team before making a verbal / written job offer. Onboarding the new hire, buddying them up with a mentor to ensure successful integration into the company with regular check-ups to ensure a good fit. This approach emphasizes aligning candidates with the organizational values and culture, enhancing the likelihood of a fruitful employment relationship.
- **What are we supposed to do in the course? What is the actual end product for both the class and the project?** In this course, students undertake two key projects: (1) a leadership research project on the engagement problem in organizations, with the main deliverable being a comprehensive Google document that encapsulates the learning group's journey and insights into effective team leadership; and (2) an impact project that involves identifying a pressing issue affecting the students, their group, and the local community, and crafting an inspiring vision to mobilize collaborative efforts for resolution. The deliverables for the impact project include a one-page case study document that outlines the identified problem and the vision statement, complemented by a 2-3 minute video presentation or a group presentation that effectively communicates their proposed solutions and engages others
- **How much time should we allocate for the stakeholder problem? What is the expect result?** 1h a week. See above
- **What if my team is not feeling engaged around our purpose?** To re-engage a team that feels disconnected from its purpose, revisit and clarify the goals, actively involve team members in decision-making, and ensure frequent and

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

- What if my team is not feeling engaged around our purpose? To re-engage a team that feels disconnected from its purpose, revisit and clarify the goals, actively involve team members in decision-making, and ensure frequent and open communication. Break larger objectives into smaller, achievable goals to foster a sense of progress and accomplishment, and strengthen team dynamics through regular check-ins, team buildings and social activities. Apply the PERILL model which we will talk about shortly.
- I was thinking that the four horsemen might reinforce each other. Perhaps one person wasn't initially inclined toward criticism, and the other wasn't naturally prone to stonewalling, but a few instances of inappropriate communication—due to differences in personality or habits—can create a flawed interaction pattern that becomes increasingly difficult to correct. So, should one focus on choosing the right partner, or try to change and adjust the way they interact with their current partner? Dr. John Gottman's research emphasizes the importance of maintaining a positive to negative interaction ratio of 5:1 to counteract the effects of the "Four Horsemen" in relationships. This means that for every negative interaction during conflict, a stable and happy relationship has five (or more) positive interactions, which can include expressions of affection, humour, and empathy. Thus, in addition to choosing a compatible partner, it's crucial to continually foster positive interactions and adapt communication strategies to maintain this healthy balance in your current relationship. This approach can help to repair and strengthen bonds, making the relationship more resilient to conflicts and misunderstandings.



# Real-world team leadership challenges



# Task assignments for class:

1. Update your Groups Moodle/Google Doc
  - a) Group reflection after class – what did we learn? Update your group agreement with respect to “below the line” behaviors. How will you group develop mutual accountability for behaving in a way that develops the group into a team?
  - b) Be prepared to share your knowledge about your stakeholder and your shared vision with the other learning groups
  - c) Reflect on your group's engagement scores. What do you want the engagement to be at the end of the course in 2 months time? How will you reduce the gap?
  - d) How psychologically safe is your group? What does this mean for your group's performance?
2. As a Learning Group organize a meeting (in person or remotely) with your selected key stakeholder with the objective to gather information about how they perceive and feel about the problem and their thoughts/expectations on solving it. **Experiment using ECAPE tool**
3. Prepare for Director of Motorola Engineering visit next week
4. Group of representatives ready to share their learning from the 4th coaching session

# **Psychological Safety Quiz**

**See Learning Group  
Moodle**

# Engagement Scores 31-Nov24

	Initial	Initial	Initial
Group	% Paricipation	Engagement Score (ES)	ES %
1. Diplomatic-Detour	86%	7.1	89%
3. 7th Spirit	29%	6.4	80%
7. World-Finest	86%	6.2	77%
5. Feel-Leading	63%	5.7	71%
6. Lead Zeplin	100%	4.6	57%
2. Somewhat-diverse	100%	4.5	57%
4. Team-Diversity	100%	4.4	55%
8. Organised-Team	43%	4.2	52%
<b>Class</b>	<b>70%</b>	<b>5.3</b>	<b>66%</b>

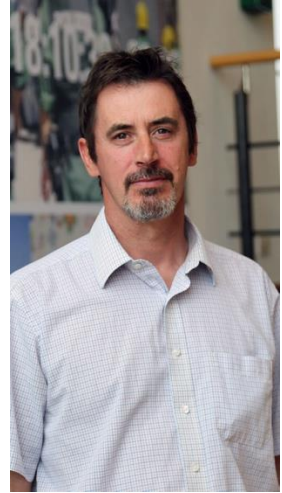
# Psychological Safety Scores

## 2 Dec24

- Average individual score: A score below 10 suggests this team is working hard to create psychological safety.
- Average team score: A score below 5 suggests this team is working hard to create psychological safety.



# Remote Visit from Robin MacAskill, Director Engineering, Motorola Solutions on 9<sup>th</sup> December



## **Education:**

BSc Hons Communications and Electronic Engineering (2.1): Napier University Edinburgh, Scotland

## **Early Career (1988 - 1997):**

Began in the engineering field, gaining foundational skills in design, software development, and testing, building upon your engineering degree.

Transitioned to the telecommunications industry, focused on technical roles and taking on leadership responsibilities within a team.

## **Mid-Career (1997 - 2012):**

Moved into project management, taking on key responsibilities for large-scale projects. Leveraged technical knowledge in a practical and customer-facing setting.

Progressed to managing teams and leading the development of complex systems, leadership and team development skills. Engineering background provided a strong foundation for leadership roles.

Gained experience leading large-scale projects with diverse technical requirements.

Expanded leadership responsibilities to manage teams across multiple regions, ability to adapt to different environments and cultures.

## **Later Career (2012 - Present):**

Continued to lead large, complex projects, successfully managed multi-million dollar initiatives and customer relationships.

Took on leadership roles in fast-paced environments, driving the implementation of large-scale technology projects.

Understanding of complex technical systems proved invaluable.

Continued to grow in leadership roles, managing teams across multiple regions and directing large-scale international operations.

## **Key Takeaways:**

Career path - consistent growth in leadership and responsibility, from individual contributor to leading teams and directing large-scale operations.

Demonstrated ability to adapt to different environments and challenges, moving from technical roles to project management and leadership. 14

Leveraged engineering background to succeed in various roles, including project management, leadership, and strategic planning.

# Motorola Solutions Visit

1. **Motorola Solutions Home Page**

[https://www.motorolasolutions.com/en\\_us.html?\\_gl=1\\*gi7j48\\*\\_ga\\*MTQ0NzQ3NjAzNi4xNzMzNTg5MTk0\\*\\_ga\\_23THW5EV9N\\*MTczMzU4OTE5NC4xLjAuMTczMzU4OTE5NC42MC4wLjA.](https://www.motorolasolutions.com/en_us.html?_gl=1*gi7j48*_ga*MTQ0NzQ3NjAzNi4xNzMzNTg5MTk0*_ga_23THW5EV9N*MTczMzU4OTE5NC4xLjAuMTczMzU4OTE5NC42MC4wLjA.)

2. **Motorola Solutions “solving for safer” introduction**

<https://drive.google.com/file/d/1MmC5aCwtop9Q4fUC5T9VEpYCjc64-osF/view?usp=drivesdk>

3. **MOTOROLA SOLUTIONS, OUR VALUES**

[https://video.motorolasolutions.com/detail/video/6274988716001/motorola-solutions-our-values?\\_gl=1\\*1y8ucxs\\*\\_ga\\*MTI2Mjk5ODEwMy4xNzMzMzExNzEy\\*\\_ga\\_23THW5EV9N\\*MTczMzMxMTcxMS4xLjEuMTczMzMxMTgwNC4zMC4wLjA.](https://video.motorolasolutions.com/detail/video/6274988716001/motorola-solutions-our-values?_gl=1*1y8ucxs*_ga*MTI2Mjk5ODEwMy4xNzMzMzExNzEy*_ga_23THW5EV9N*MTczMzMxMTcxMS4xLjEuMTczMzMxMTgwNC4zMC4wLjA.)

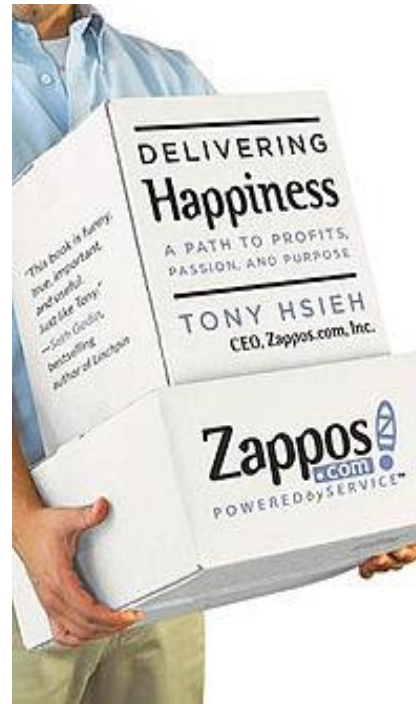


# Assignment Moodle

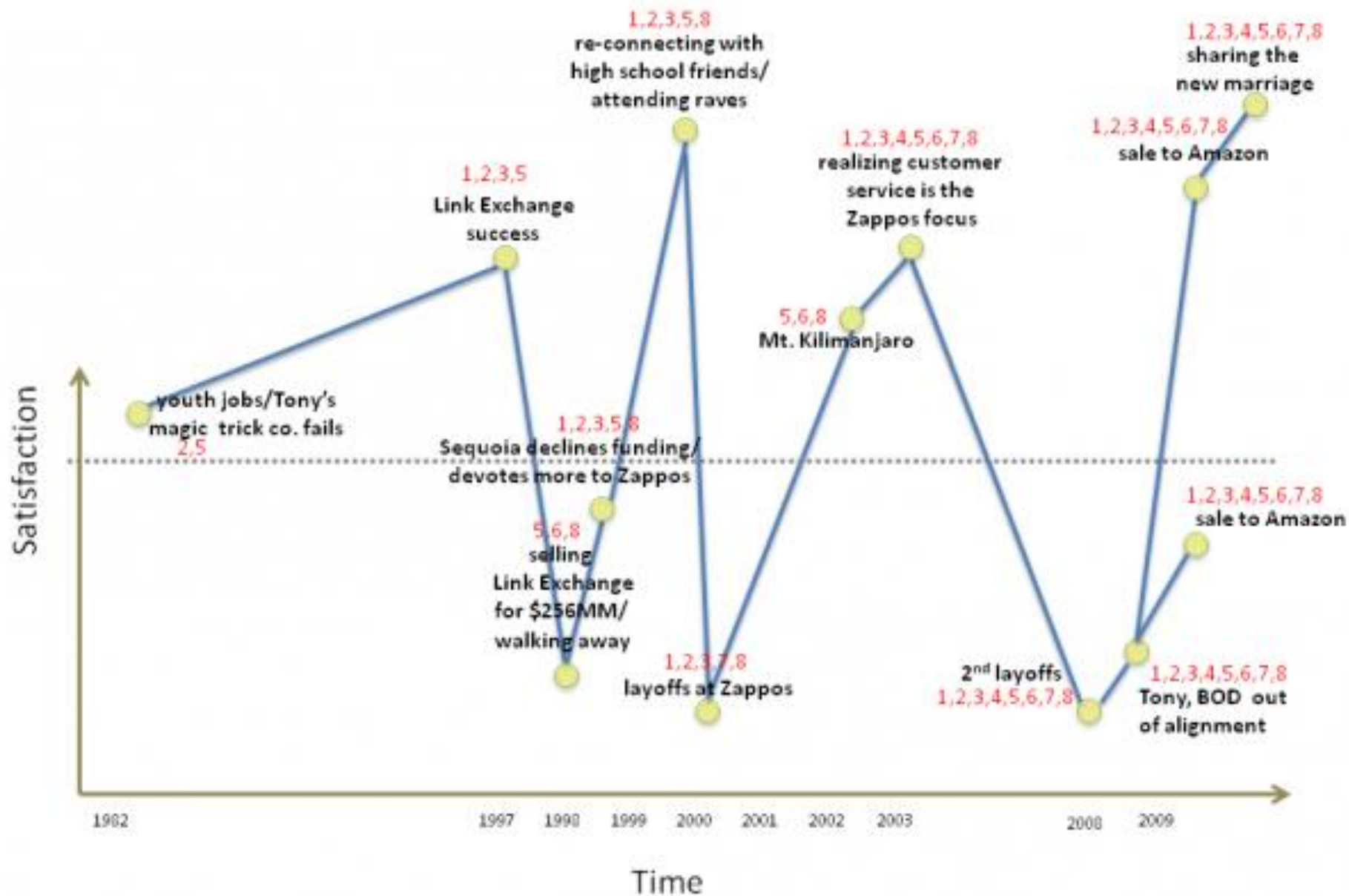
- **Mountains & Valleys exercise**
  - **Already made your individual reflection**
    - several positive milestone events
    - several negative milestone events
- **Asked yourselves the questions for discovering your values**
  - **What values were present or honored that made it so satisfying for me?**
  - **What values were absent or threatened that made it so unsatisfying for me?**

# Tony Hsieh – CEO of Zappos.com (online shoes and clothes)

- [https://en.wikipedia.org/wiki/Tony\\_Hsieh](https://en.wikipedia.org/wiki/Tony_Hsieh)
- <https://www.youtube.com/watch?v=AbFIPc34AJ8>



# Tony's Mountains and Valleys





# **TONY HSIEH'S CORE VALUES THAT DELIVER HAPPINESS**

- 1. Participate creatively in something that requires more than just you alone to succeed; the whole is always greater than the sum of its parts**
- 2. Seek out tribal (level) connectedness; this is where the spiritual resides**
- 3. Live with passion**
- 4. Have vision**
- 5. Only when you are totally free can you be the best of yourself**
- 6. Fight inertia—seek meaning in every activity**
- 7. Meet and treat people with the philosophy of PLUR (Peace, Love, Unity and Respect)**
- 8. Experience matters more than things**



## My Core Values

From the Mountains and Valleys exercise, list the top values you discovered that most represent who you are (The particular order does not matter.)

### List Your Top Values


For each value on the left ask yourself the following questions to help you reduce this list to just your top 3 to 5 core values. It may help to talk to a friend or coach to walk you through this.

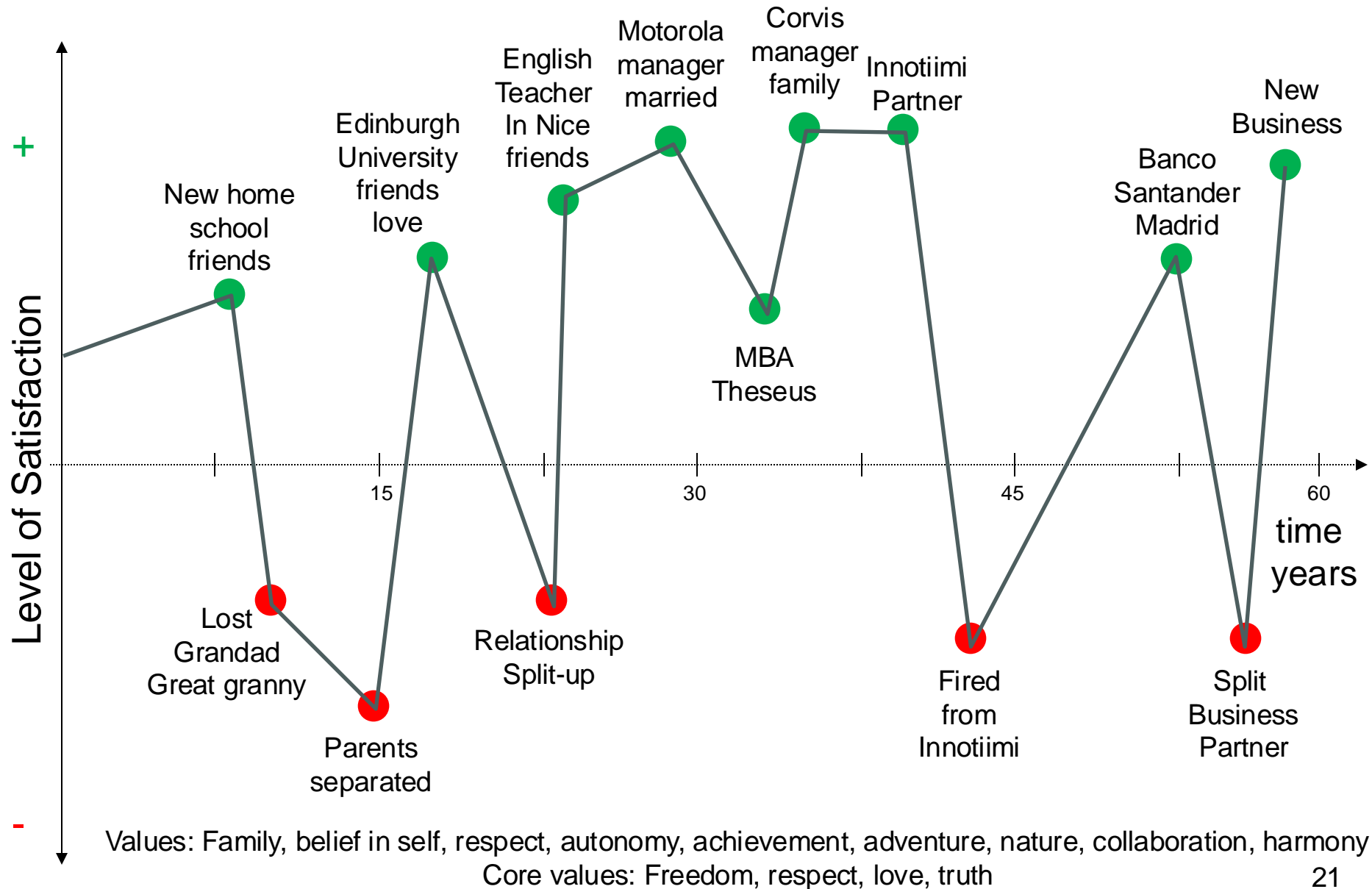
- What is really important to me about that? Look for deeper values.
- Could I live without it?
- Does it compel me even in the face of adversity and difficulty?

Write your top 3-5 values below. If you clearly notice that some values are more important to you than others, you can put them in order of significance.

Write a sentence about each value and why it is so important to you.

Your Core Values	What Each Value Means (Create a definition that is meaningful to you)
1.	
2.	
3.	
4.	
5.	

# Mountains and Valleys example



# Exercise in your team (OPE)

1. **Own thinking**: Choose your own 3-4 most important values
2. **Pair thinking**: Present values to each other.
3. **Practice “click down”** method in your pair to help each other discover core values. After 5 minutes discuss and write 3-4 core values down on post-its or A4 sheets so your team mates can see them clearly
4. **Explain in pairs** your core values to the rest of the team (2 minutes per pair). Others listen

# Click Down Technique #1

This exercise provides a way to quickly identify a person's core value using natural, conversational language. You identify core values by "clicking down" into areas of interest and importance to them.

## a. Find a link to click

While talking with someone, notice any word or phrase that might be blue and underlined as if it were a link on a web page. The links would have importance to the speaker. A person's voice might become more excited. You will hear what is of intrinsic value to that person.

## b. Click on the link

"Click down" on a highlighted word or phrase by asking an open ended question about the item of value to elicit a deeper conversation. Listen again for a new blue and underlined phrase as the person speaks, then ask another open-ended question about the speaker's emphasized word or phrase.

## c. Discover the Core Value

You will usually uncover a core value after several "click down" inquiries. A core value is revealed when your question evokes only the same response as in a previous answer—as if that person knows no further answer can be given. For them it is a core value. Upon reaching a core value you might hear, "That is important to me just because it is." You may also use this two-step process to identify your own core values.

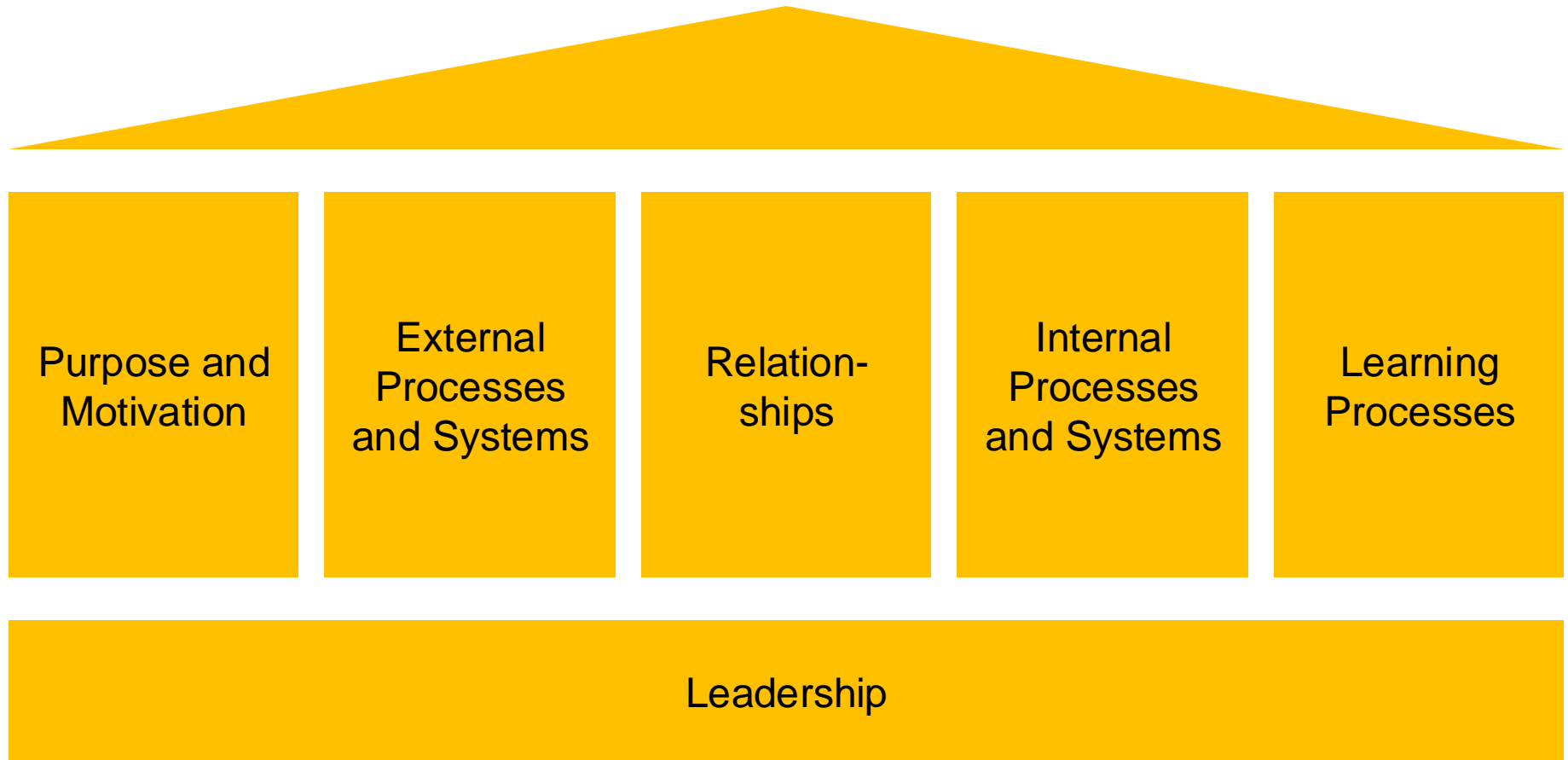
Listen to a short recording by Dave Logan demonstrating the technique.



# Click Down Questions #2

1. Tell me about one thing you love about working in your team?
2. Ask an open ended question that repeats back the word picked in the 1<sup>st</sup> step
  - What is it about “word” that is so important for you?
  - Why is it so important for you?

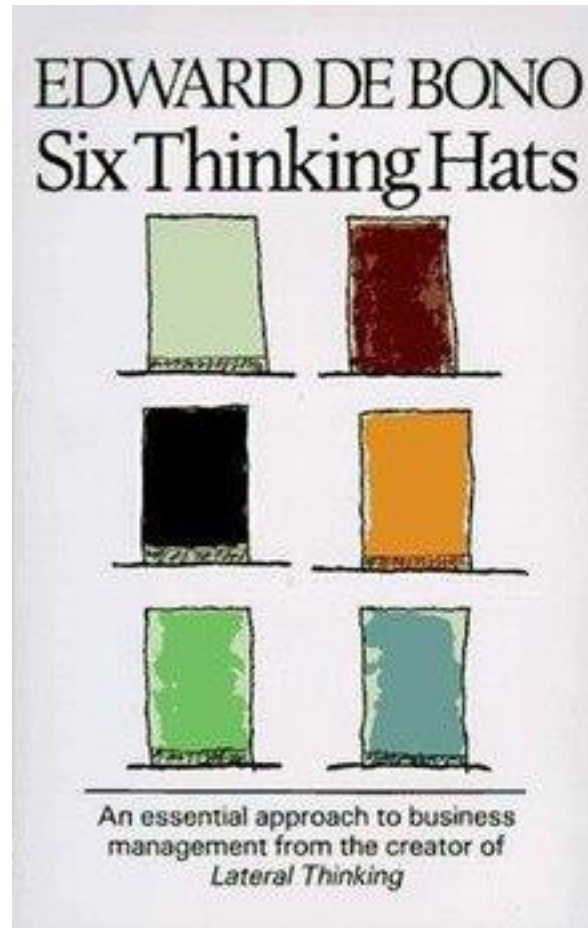
# PERILL: 6 factors that interact to drive or hinder performance or high value creating teams



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

- Which teams are interested in gathering data using an online PERILL diagnostic?
- 30 questions (5 question for each factor)
- Automatically gather data into a report
- The good, bad and the intriguing
- Gives recommendations and tips for becoming a high performing team

# Other facilitation methods



[https://en.wikipedia.org/wiki/Six\\_Thinking\\_Hats](https://en.wikipedia.org/wiki/Six_Thinking_Hats)

Using  
parallel  
thinking to  
solve root  
causes of  
problems

## PROCESS



### Blue Hat - Process

Thinking about thinking.  
What thinking is needed?  
Organizing the thinking.  
Planning for action.

## CREATIVITY



### Green Hat - Creativity

Ideas, alternatives, possibilities.  
Solutions to black hat problems.

## FACTS



### White Hat - Facts

Information and data.  
Neutral and objective.  
What do I know?  
What do I need to find out?  
How will I get the information I need?

## BENEFITS



### Yellow Hat - Benefits

Positives, plus points.  
Why an idea is useful.  
Logical reasons are given.

## FEELINGS



### Red Hat - Feelings

Intuition, hunches, gut instinct.  
My feelings right now.  
Feelings can change.  
No reasons are given.

## CAUTIONS



### Black Hat - Cautions

Difficulties, weaknesses, dangers.  
Spotting the risks.  
Logical reasons are given.



# DE BONO SIX THINKING HATS

Hat Sequences and Strategies\*



← The management and facilitation hat is always the start point.

Initial Ideas



Choosing between alternatives



Identifying Solutions



Quick Feedback



Strategic Planning



Process Improvement



Solving Problems



Performance Review



This information stage aims to get inputs from outside the team

Today we use this sequence

# What information do we have and need?

- What information do we have about the problem and the goal?
  - Facts, data
- What information is missing to have a shared understanding and shared outcome?
- What information do we need?
- How do we find this information?

# Searching and Selecting Solutions

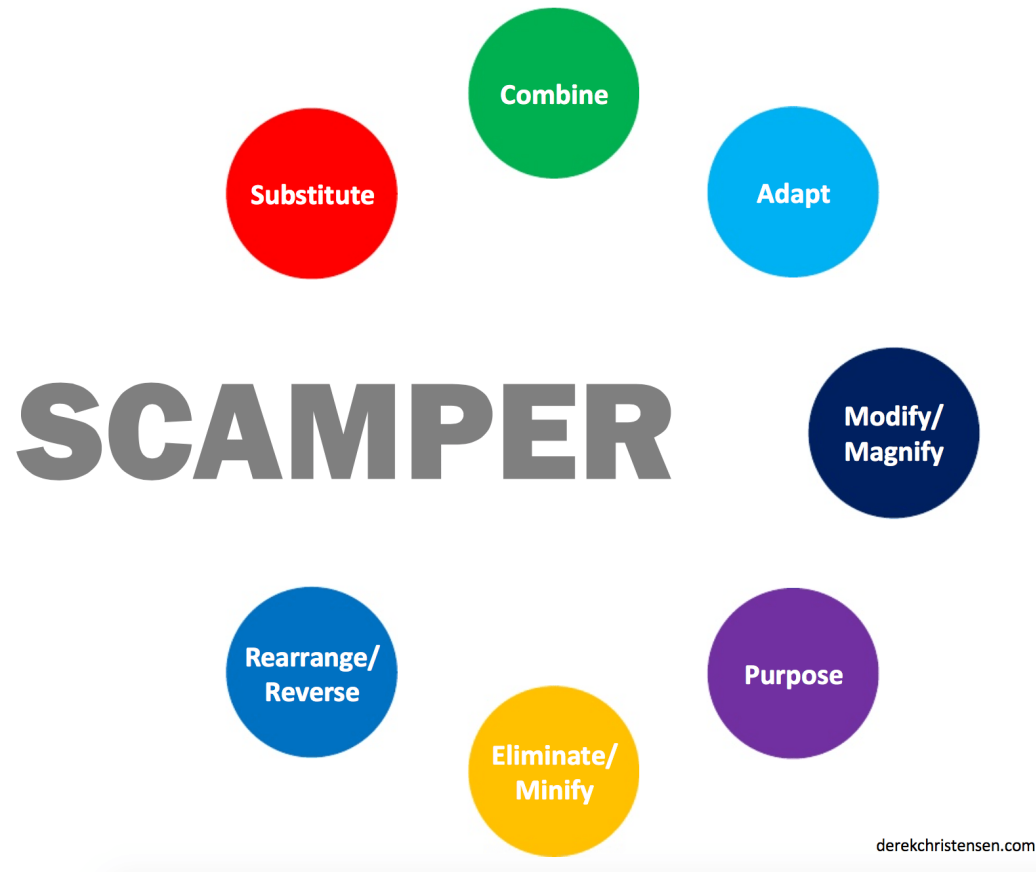
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[illegible]

# Using creativity techniques and provocation to generate new ideas



<https://en.wikipedia.org/wiki/SCAMPER>

# Using your heart and intuition to choose



# Using parallel thinking to solve problems (Edward de Bono)

Ideas Concepts	Advantages and benefits	Disadvantages, concerns, risks	Improvement ideas to deal with concerns and risk



# Group tasks for next class:

1. Update your Groups Moodle/Google Doc
  - a) Group reflection after class – what did we learn? Update your group agreement with respect to “below the line” behaviors. How will you group develop mutual accountability for behaving in a way that develops the group into a team?
  - b) Be prepared to share your knowledge about your stakeholder and your shared vision with the other learning groups for 6<sup>th</sup> Jan25
  - c) Complete mountains and valleys exercise and members share each others core values in the Learning Group Google document
2. Start reflecting about the Individual Assignment - Strengths autobiography: Deadline 5th Jan2025. Who are the 10 personal stakeholders you will contact?
3. Explore the 6 thinking hats and SCAMPER method  
<https://www.debonogroup.com/services/core-programs/six-thinking-hats/> and the Deep Dive video about IDEO’s creative process  
<https://www.youtube.com/watch?v=2Dtrkrz0yoU>
4. Read the OPERA quick help guide and design thinking at IDEO: Read the Field Guide to Human-Centered Design\_IDEOorg\_English
5. Group of representatives ready to share their learning from the 5th coaching session

# Captains Log

**Reference materials  
for next time**

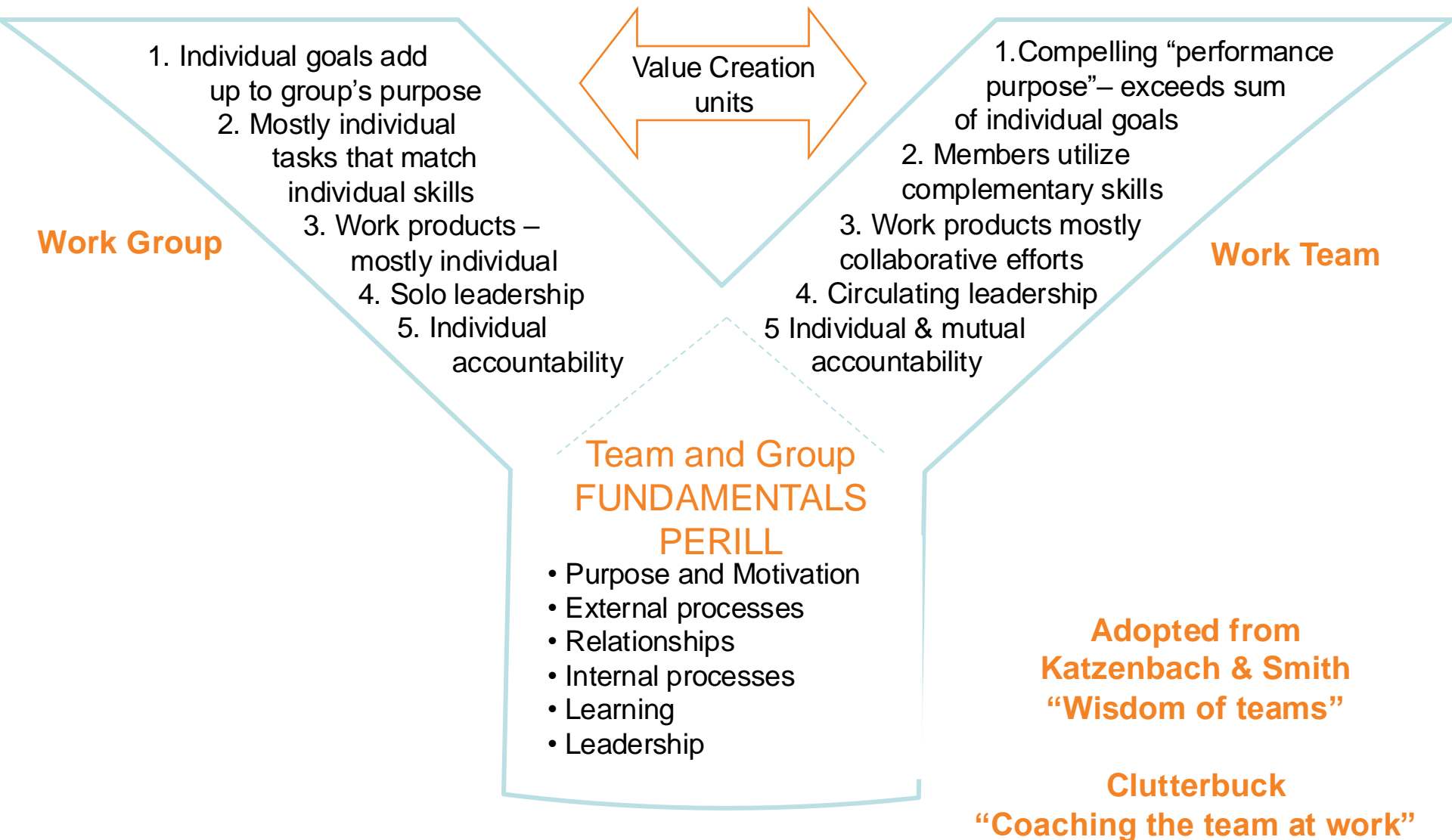
# Learning Group 1-4

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

# The 'y' of team and group performance / value creation





# Mindfulness Activity

- ??

# **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

