**Appendices and Worksheets**



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|  | **How might this affect your organisation or team?** |
| **Political** |  |
| **Economic** |  |
| **Social** |  |
| **Technical** |  |
| **Legal** |  |
| **Environmental** |  |

Appendix One; PESTLE Analysis

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| --- | --- |
| Strengths | Weaknesses |
| Opportunities | Threats |

Appendix Two: SWOT Analysis

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| 1. What do you think I do particularly well? 2. What strengths do I demonstrate regularly? 3. What could I improve? 4. What could I be doing differently? 5. What should I start doing? 6. What should I continue to do? 7. What should I stop doing? 8. Do you have any other useful feedback for me? |

Appendix Three; some useful feedback-generating questions

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| 1. What strengths have emerged over the years? 2. How (and in what) have I grown? 3. What have I particularly enjoyed over the years? 4. When was I at my best? 5. What developmental themes keep occurring? 6. What have I done about them? 7. What challenges have I overcome? 8. What qualities did I use to overcome them? 9. What would I like next year’s appraisal to say? 10. What can I start doing now to make that more likely? |

Appendix Four: appraisal reflection questions

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| Think about a time when you were under stress or pressure, or about a stressful or challenging time you are facing right now. Ask yourself these questions:   1. What is challenging or stressful about it? 2. What impact does it have on me emotionally? How do I know? 3. Why do I think that is? 4. How does it make me feel? What emotion could I call it? 5. What do I notice physically? When did that start? 6. What impact does it have on my colleagues or family? |

Appendix Five: self-reflection questions

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| Goal   * What is the issue or challenge? * What would success or a solution look like? * What is the end goal from this session? * What is the ultimate end goal for the issue or challenge? * When do I want to achieve a solution by? * How will I know I have been successful? * How can I measure progress along the way?   Reality   * What is the current situation as I see it? * What actions have I tried so far? * What was the outcome? How do I know? * What haven’t I tried? * What has stopped me from trying this? * What would be the impact on me? Others? The situation? * Who else could help me?   Options   * What could I do to solve the problem? * What else? (ad infinitum . . .) * What would I do if I had no restrictions? * How real are those restrictions? Could I find a way round them? * What have I seen elsewhere? * Who do I know that is good at this? What can I learn from them? * What are the advantages and disadvantages of my options?   Wrap-up   * Which option(s) am I going to choose? * Why? * What is the first step? * When am I going to start? * How will this (or these) help meet the original Goal? * What might get in the way and how can I prevent this? * What support might help me? |

Appendix Six; self-coaching using the GROW model

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| As you get more practised at this, you can effectively perform Mindfulness any place, anytime, anywhere – but to start off, take 10 minutes or so to do it in more of a structured way. Follow these simple steps:   1. Get as relaxed as you can. Close your eyes. Sit up straight on a cushion or chair with your feet on the ground and your hands just loosely and comfortably in your lap. 2. Do a little muscle-relaxing exercise – tense each part of your body in turn, then relax it. Start with your feet and work upwards. 3. Take three deep breaths – in for 5 seconds, out for 8. 4. Just get into a regular, relaxed breathing pattern and count 10 breaths. 5. Keep this up in cycles of 10, but put your awareness on the sensation of the air passing through your nostrils. Keep your awareness on this sensation; if your mind wanders, just gently bring it back without judgment. 6. After 10 cycles of this, shift your attention to the rise and fall of your diaphragm. Just notice the movement and again, if your mind wanders, bring it gently back. 7. After 10 cycles of this, do another 10 cycles, shifting your awareness from your nose in one breath to your diaphragm the next. 8. Gently open your eyes and breathe as normal. Try to notice how you feel. Give it a label.   You could start with this exercise then move on to noticing thoughts and feelings; do not judge them or interpret them, just notice and move on. Try to do it every day. |

Appendix Seven; a self-guided mindfulness process

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| * Affiliation; a desire to work closely with other people, getting to know them and being at the centre of social events * Recognition; a desire for acknowledgement for their efforts and receiving positive feedback from others * Caring; a desire to nurture others in the work role and being seen as a “shoulder to cry on” by others * Independence; a desire to work autonomously without the heavy involvement of superiors, valuing personal freedom * Development; a desire for ongoing personal and professional development through training, coaching and other learning opportunities * Responsibility; a desire to take positions of responsibility and influence over others, valuing the status associated with those more senior positions * Achievement; a desire to set and achieve stretching goals, being recognised for achieving them * Variety; a desire to do original, creative, interesting work, valuing work environments which encourage innovation * Material; a desire to make money and achieve a good remunerative package * Security; a desire to work in a secure and stable role and organisation; more likely than most to believe in the “job for life” model * Environment; a desire to be happy and comfortable in the physical working environment |

Appendix Eight; key Motivational drivers (from the Blue Edge Motivation Questionnaire (BEM-Q ©))

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| **Factor**  A Warmth; level of readiness to become warmly involved with others  B Reasoning; logical reasoning ability  C Emotional Stability; perception of current level of coping with the daily demands of life  E Dominance; strength of tendency to attempt to exert influence over others  F Liveliness; excitement seeking and spontaneity of expression  G Rule Consciousness; degree to which societal standards of behaviour and externally imposed rules are valued and followed  H Social Boldness; level of ease in social situations  I Sensitivity; the extent to which subjective feelings about issues influence judgement  L Vigilance; likelihood of questioning the motives behind what others say or do  M Abstractedness ; degree of balance between attending to concrete aspects of the external environment and attending to thought processes triggered as a result  N Privateness; likelihood of keeping personal information private  O Apprehension; level of self-criticism and apprehension  Q1 Openness to change; openness to new ideas and experiences  Q2 Self-reliance; strength of tendency to want to be around people and involved in group activities  Q3 Perfectionism; importance attached to behaving in line with clearly defined personal standards and being organised  Q4 Tension ; level of physical tension as expressed by irritability and impatience with others |

Appendix Nine; the dimensions of the 16PF™. Adapted from ***Personality in Practice, Wendy Lord*** (1997).

|  |  |
| --- | --- |
| ***Extraversion;*** get energy from doing things and being with people. Sometimes talkative and their thoughts are often verbalised in real time. | ***Introversion;*** get energy from internal world of thoughts, reflections and feelings. Prefer to think through, rather than talk through issues. |
| ***Sensing;*** prefer to attend to – and stay with – facts and pragmatic details. Observant and often with a good memory. Enjoy the present. | ***Intuition;*** prefer to attend to patterns and meaning, rather than the facts themselves. Enjoy anticipating the future. Can be theoretical. |
| ***Thinking;*** prefer to make decisions based on logic and rationality. Like cause and effect reasoning and consistency. Task focused. | ***Feeling;*** prefer to make decisions based on personal convictions and from an involved standpoint. People and process focused. |
| ***Judging;*** prefer a structured, ordered lifestyle. Like to be scheduled and organised, enjoying decision making and the planning process. | ***Perceiving;*** prefer to keep options open and being flexible and adaptable. Spontaneous and energised by the last minute time pressure. |

Appendix Ten; the MBTI© dimensions

**Emotional Strengths**

|  |  |
| --- | --- |
| Courage; you take on challenges and face risks by standing up for what you believe |  |
| Emotional Control; you are aware of your emotional “triggers” and how to control them |  |
| Enthusiasm; you demonstrate passion and energy when communicating goals, beliefs, interests or ideas you feel strongly about |  |
| Optimism; you remain positive and upbeat about the future and your ability to influence it |  |
| Resilience; you deal effectively with setbacks and enjoy overcoming difficult challenges |  |
| Self-confidence; you have a strong belief in yourself and your abilities to accomplish goals |  |

**Relational Strengths**

|  |  |
| --- | --- |
| Relationship Building; you build networks of contacts and act as a hub between people |  |
| Compassion; you demonstrate a genuine concern for the well-being and welfare of others |  |
| Collaboration; you work cooperatively with others to overcome conflict and build towards a common goal |  |
| Empathy; you identify with other people’s situations and can see things from their perspective |  |
| Persuasiveness; you are able to win agreement and support for a position or desired outcome |  |
| Leading; you take responsibility for influencing and motivating others to contribute to success |  |
| Developing Others; you promote other people’s learning and development to help them achieve their potential |  |

**Thinking Strengths**

|  |  |
| --- | --- |
| Creativity; you come up with new ideas and original solutions to move things forward |  |
| Common sense; you make pragmatic judgements based on practical thinking and previous experience |  |
| Critical Thinking; you approach problems by breaking them down systematically and evaluating them objectively |  |
| Strategic Mindedness; you focus on the future and take a strategic perspective on issues and challenges |  |
| Detail Orientation; you pay attention to detail in order to produce high quality output, no matter what the pressures |  |

**Execution Strengths**

|  |  |
| --- | --- |
| Flexibility; you remain adaptable and flexible in the face of unfamiliar or changing situations |  |
| Initiative; you take independent action to make things happen and achieve goals |  |
| Results Focus; you maintain a strong sense of focus on results, driving tasks and projects to completion |  |
| Decisiveness; you make quick, confident and clear decisions, even when faced with limited information |  |
| Efficiency; you take a well-ordered and methodical approach to tasks to achieve planned outcomes |  |
| Self-improvement; you draw on a wide range of people and resources in the pursuit of self-development and learning |  |

Appendix Eleven; the Strengthscope© Strengths model

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| --- |
| My Standout Three Strengths:  1.   * When have I demonstrated this? * How did it help achieve a successful outcome? * How did it help me meet a difficult challenge? * How can I do more of it?   2.   * When have I demonstrated this? * How did it help achieve a successful outcome? * How did it help me meet a difficult challenge? * How can I do more of it?   3.   * When have I demonstrated this? * How did it help achieve a successful outcome? * How did it help me meet a difficult challenge? * How can I do more of it? |

Appendix Twelve; your “standout” three strengths

Appendix Thirteen: circle of control.

|  |  |  |
| --- | --- | --- |
| Thinking Habit | What I might say | Challenge |
| Catastrophising | *e.g. This mistake means that I am going to lose my job* | *e.g. is that really likely to happen? What is your evidence for that? What is the worst that could happen? What good things have also happened?* |
| Generalising |  |  |
| Judging |  |  |
| Mind-reading |  |  |
| Predicting the future |  |  |

Appendix Fourteen; choosing your attitude

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| --- |
| For each Strength, ask yourself these questions:   * What activities allow me to demonstrate this strength? * What results typically flow from this? * When have I used this strength to overcome challenges? * How can I increase my knowledge and skills in this strength? Where? * What extra activities can I undertake to demonstrate this strength to myself (and to others)? * How can I build this into my regular routine? * How can I ensure that I don’t overdo this strength? How will I know? |

Appendix Fifteen; building your strengths

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| --- |
| **New habit:** *what do you want to achieve? Why? Is it a “moving towards” goal or an “avoidance” goal? Should it be broken down into smaller sub-goals? How will you keep motivation up? Who might help you?*  **Specific:** *what will you be doing when you achieve it? What might someone observe?*  **Measurable:** *how will you know whether you are being successful? How will you chart your progress?*  **Achievable:** *is it too hard? Is it too easy? How can you ensure it is “just right”?*  **Relevant:** *how can you make this goal integrate to the rest of your life?*  **Time-bound:** *what target have you set? What milestones along the way will help you monitor progress?* |

Appendix Sixteen: SMART objectives to form new habits

|  |  |
| --- | --- |
| Who boosts your energy? | Who drains it? |
|  |  |

Appendix Seventeen: gaining support

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| --- |
| Who will support you through your habit-forming? Who has an Active Constructive style? |
| Who could be a (constructively) critical friend? What can I request from them? |
| Who are your Resilience role-models or mentors? What can you learn from them? |
| Who helps you keep a sense of perspective? When did it last happen? |
| Who can you be a role-model for? Could you buddy-up with them as learning partners? |

Appendix Eighteen: identifying learning partners

**Endings**

* Keep a balanced perspective. What seems like an eternity to wait now will seem like a ‘flash’ in the years ahead
* Confide in a trusted friend about the losses you feel and difficulties of ‘letting go’ of the way things used to be
* Recall other endings in your life that unexpectedly led to new friendships, more gratifying jobs and wonderful opportunities
* Take just ‘one day at a time’ and trust that everything you truly need, you’ll have
* Give yourself permission to feel your losses
* Share your story with others
* Stop fighting circumstances that are changing. Instead, accept their passing as an opportunity and reframe
* Be willing to face what is happening. Test out the ‘new realities’ with a friend who knows you and can support you.

**Transitions**

* Look upon the time in between as necessary and valuable. A redefinition is taking place, and you are bringing completion to the past
* Practice letting go of the old, so the new can emerge
* Spend time learning about the change
* Look for the opportunity. The ‘what’s in it for me’ is not always obvious. Keep looking
* Stay in charge of your attitude. You can make your day as bright as you choose
* Let go of the need to control
* Feel your fears and do it anyway. Think of fear as energy in disguise
* Reframe your perspective. Change negative thinking into positive. Practice optimism
* Be open to new experiences
* Seek and listen to all the career advice you can get. Move ahead on what feels right for you
* Trust the process

**Beginnings**

* Decide it is up to you to make the change work. Take personal ownership
* Dive into the new situation with your full energy
* Adopt new thinking, learn new tools
* Take time to build relationships with the new team
* See problems as the price of progress. Tackle them with high spirits
* Make a decision to commit to the new goals and don’t look back
* See the positive change in your co-workers. This will help you see that you are changing too
* Celebrate the small wins and early successes

Appendix Nineteen: personal guidelines through change (Bridges et al)

**Letting go of the Old**

|  |  |
| --- | --- |
| Know who is going to lose what; what will change, who will be affected and in what way? |  |
| Accept importance of losses to people. Be compassionate |  |
| Don’t be surprised at overreaction. To their brain, it’s a threat |  |
| Acknowledge losses openly. Bring them out into the open |  |
| Help people find the “what’s in it for them” |  |
| Communicate, then communicate some more – in different ways |  |
| Define what is changing and what is staying the same |  |
| Mark the ending in a team-appropriate way |  |
| Treat the old way with respect |  |
| Demonstrate the paradox of how letting go will help to keep what they care about |  |

**Managing the Neutral Zone**

|  |  |
| --- | --- |
| Make this period of uncertainty feel normal |  |
| Create temporary systems to help create structure |  |
| Build strong relations with connected teams |  |
| Consider creating a Change Team |  |
| Capitalise on, and enhance, the creativity and innovation this stage brings |  |

**The New Beginning**

|  |  |
| --- | --- |
| Communicate the Purpose behind the change |  |
| Create a Picture of what the future will look and feel like |  |
| Create a change plan for phasing the outcome |  |
| Create a transition plan to help the people get there |  |
| Give each person a clearly defined Part to play |  |
| Continually reinforce and role model the change you wish to see |  |
| Performance manage as usual – with the dial turned up |  |

Appendix Twenty; managing transitions checklist (Bridges)

Map this for the people that you need to influence…









**Relationships**

**External**

**Senior**

**Peers**

**Relationships**

**External**

**Senior**

**Peers**

**More Junior**



**External Relationships**



**Peers**



**Senior**



Appendix Twenty one: mapping your Stakeholders

Power

Keep Informed

Key Players

Influence

Monitor

Low

Low

High

High

Interest

Appendix Twenty two: mapping your Stakeholders (2)

1. Who are your top 5 stakeholders? How can they each help you achieve success in your change project?
2. What are their key areas of interest or work objectives? What is really important to them?
3. What is your relationship like with each of these? How often do you meet, for example? Is that enough?
4. Which of your stakeholders have strengths where you don’t? How specifically can they help you?
5. Are there any of your major stakeholders – and certainly those in your top 5 – who you do not have a good working relationship with? What is it that causes any difficulties/ personality clashes? Different agendas? How can you take the initiative and do something about this?

Appendix Twenty three: stakeholder questions

Think about how you can use the following 6 Laws of Persuasion to influence your stakeholders during your change implementation.

|  |  |  |
| --- | --- | --- |
| **Law** | **What it means** | **Who can I use this with, to what ends and how?** |
| Reciprocity | We are motivated to repay the perceived debt owed to others |  |
| Consistency | We are motivated to appear to be consistent with our earlier actions |  |
| Social Proof | We are motivated to do what others seem to be doing |  |
| Authority | We have a deep-rooted sense of duty to senior or credible people |  |
| Likeability | We are influenced by those whom we like and are similar to us |  |
| Scarcity | The fear of missing out is a great shaper of people’s behaviour |  |

Appendix Twenty four: the 6 Laws of Persuasion (Cialdini)

|  |  |
| --- | --- |
| Cause of resistance | Questions to ask |
| Lack of Awareness | * Have I explained the reasons or drivers behind the change? * What will happen if we don’t change? * What will happen to people’s jobs or working practices? * What will stay the same? * What new behaviours need to be demonstrated? * How can I demonstrate them? |
| Lack of Willingness | * Who do I need to influence and why? * How can I use the Laws of Persuasion? * What small changes can get the ball rolling? * How could I celebrate these small successes? * What will motivate the individuals in my team? * Have I actually asked them what the problem is? * Have I made consequences clear for non-compliance? |
| Lack of Capability | * What is driving this – real or perceived lack of skills? * Is this just a lack of confidence? How can I help? * What is staying the same? * What existing skills and strengths do the individuals concerned have that they could use? * How can I encourage small steps and reward those steps? * What training, coaching and mentoring may be needed? |

Appendix Twenty five; typical causes of resistance