

# Managing & Leading in a VUCA\* World

## Level 1: Becoming A Manager

\* VUCA – Volatility, Uncertainty, Complexity, Ambiguity

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Module Two: Self-Management

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# Your online resource

<http://mndful.co.uk/bam-gd/>

- You will find there:
  - Handouts
  - Guidance
  - Book List
  - Additional reading
  - Session slides



# Learning Outcomes

1. Deepen understanding
2. A shared language
3. Sharing learning with your peers
4. Explore what it means to work together
5. Confidence & competence



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# How we work together

## In Sessions

- Cameras on
- Email/slack/SM off

## In Breakouts

- Change leader
- Keep time
- Include all
- Report completely

## Between Sessions

- Homework
- Study Groups
- Reflective Journal
- Optional reading

## Missed Sessions

- Read slides
- Read handouts
- Group check-in
- Group support



# Ways to learn

## Theory:

Theory from sessions or reading

## Discuss:

How relevant is it?

What would you add, subtract, or change?

## Try:

Try things with your team

## Reflection:

Reflect & learn

Develop your own style and process

# Check-in

- Tell us:
  - How are you feeling today?
  - What reflections have you had since our previous session?



# Recap of Module 1:

- What is a manager?
- Why have managers?
- What do managers do?
- How do you learn?
- How do your team members learn?
- What is your most common style?
- How do you get better at other styles?

# Recap of Module 2 (so far):

- Self-awareness
  - Internal
  - External
- Self-regulation
- Johari Window tool
- Emotional Intelligence
  - Four domains
  - Twelve Competencies



# Things to try

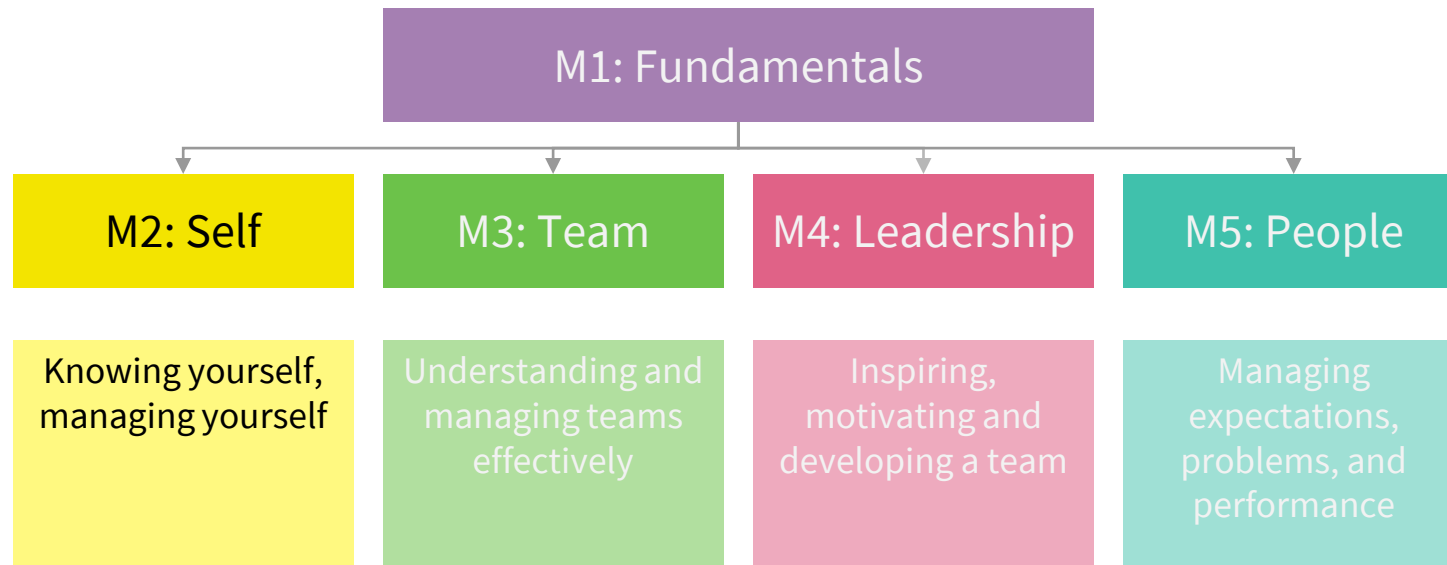
- Using Check-ins/Outs
- Asking your team's expectations
- Reflection – often
- Setting boundaries (e.g. on Zoom)
- Creating safe spaces – encouraging open discussion and being more curious than judgemental
- Balancing loud & quiet voices
- “Telling” doesn't always work – consider learning styles
- Consider appropriate balance in the 5 jobs of a manager
- What style does your team need and when?
- Discuss with the team members
- Evaluate your self-awareness honestly
- Use Johari window with peers and team members
- Assess your EQ
- Discuss your EQ with your boss or peers (or both)

# Managing Yourself

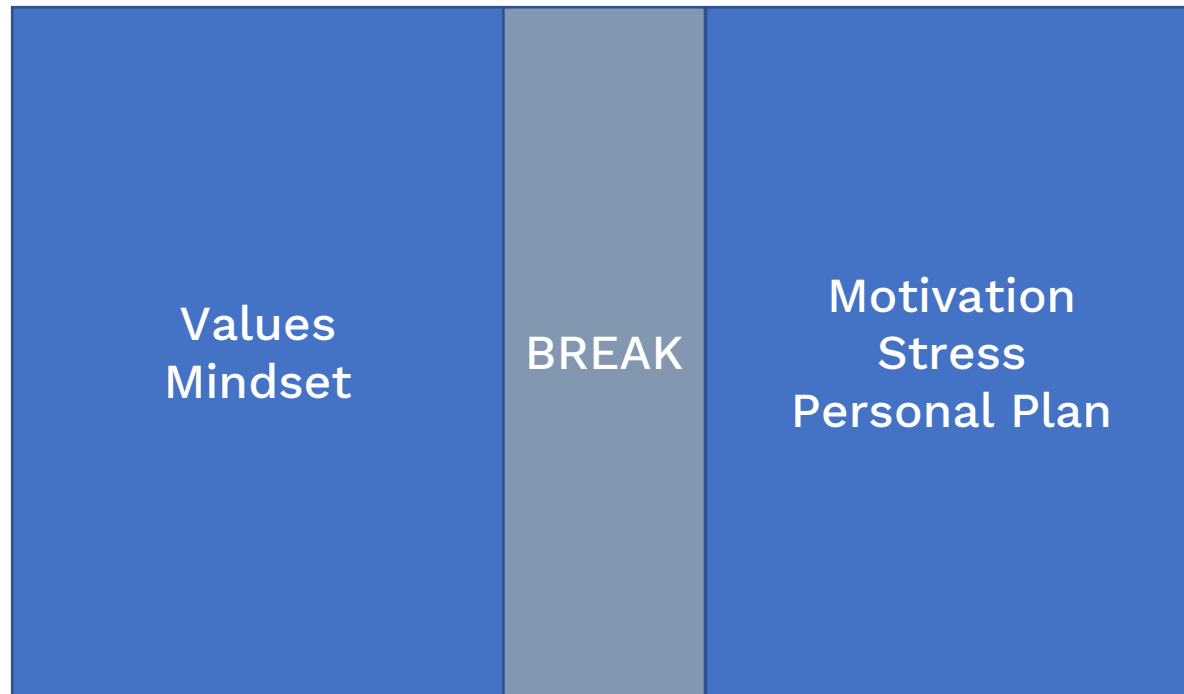
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# M2: Managing yourself



# What we will cover today






# Values

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# Self-awareness “subjects of interest”

- Values
  - Passions
  - Aspirations
  - Fit with your environment
  - Thoughts
  - Feelings (Emotions)
  - Behaviors
  - Strengths
  - Under-used strengths
  - Impact on others
- 



# Core Beliefs, Values, Behaviour

- Core beliefs are your most central ideas about yourself, others, and the world. These beliefs act like a lens through which every situation and life experience is seen. Because of this, people with different core beliefs might be in the same situation, but think, feel, and behave very differently

# Core Beliefs, **Values**, Behaviour

- Your values are the things that you believe are important in the way you live and work. They determine your priorities. They're the measures you use to tell if your life is turning out the way you want it to
- When your behaviour matches your values, life is usually good, you're satisfied and content. When these don't align, that's when things feel... wrong. This can be a real source of unhappiness
- Therefore, making a conscious effort to identify your values is important



# Core Beliefs, Values, **Behaviour**

- Behaviour is your actions and mannerisms; you act according to your core beliefs and values
- Other people may be more aware of your core beliefs and values than you are (because they see your behaviour)
- Taking time to evaluate your behaviour, without rationalization or justification, can enable you to explore your true beliefs & values

# Types of Values

## Terminal values

Desirable ends or goals such as a comfortable, prosperous life, world peace, reversing climate change, wisdom, salvation

## Instrumental Values

Beliefs about what behaviours are appropriate in striving for desired goals and ends.



# Influences for instrumental values

For each of these four questions answer yes or no.

1. Can you identify the individuals and the events that influenced the development of your value system?
2. Are these sources of influence still as important to you as recent events and people who influence you now?
3. Are your values still appropriate as guides of behaviour in the world you live in today?
4. Should you consider changing some of your values to make them more relevant?

# Breakout

- Use Handout 1 (Values)
- Pick 8 as your “best” values (you should have done this beforehand)
- Pick your top 3 from these
- Be honest with yourself
- Discuss as a group – compare & contrast your chosen values
- When we re-join, share thoughts, observations



# Share your thoughts

- What did you learn?
- How do your values compare to the Company's values?
- How do your values affect your management style?



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# Mindset

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# Mindset

- In decision theory and general systems theory, a mindset is a set of assumptions, methods, or notions held by one or more people or groups of people
- In cognitive psychology, a mindset represents the cognitive processes activated in response to a given task
- Carol Dweck states that there are two categories of mindset (growth mindset versus fixed mindset) that can group individuals based on their behaviour, specifically their reaction to failure
- In human resources, a standard model of assessment is KSA – knowledge, skills, and attitudes – mindset is part of attitudes

# Carol Dweck

- Carole Dweck is a Professor of Psychology at Stanford University
- Dweck studied the impact of mindset on learning and growth
- Her Book, Mindset, is about this work
- What makes some students develop faster than others?
- Dweck's research showed that mindset (attitude) had a significant impact
- Fixed – belief in fixed ability; fear of failure
- Growth – belief in self-development; acceptance of failure



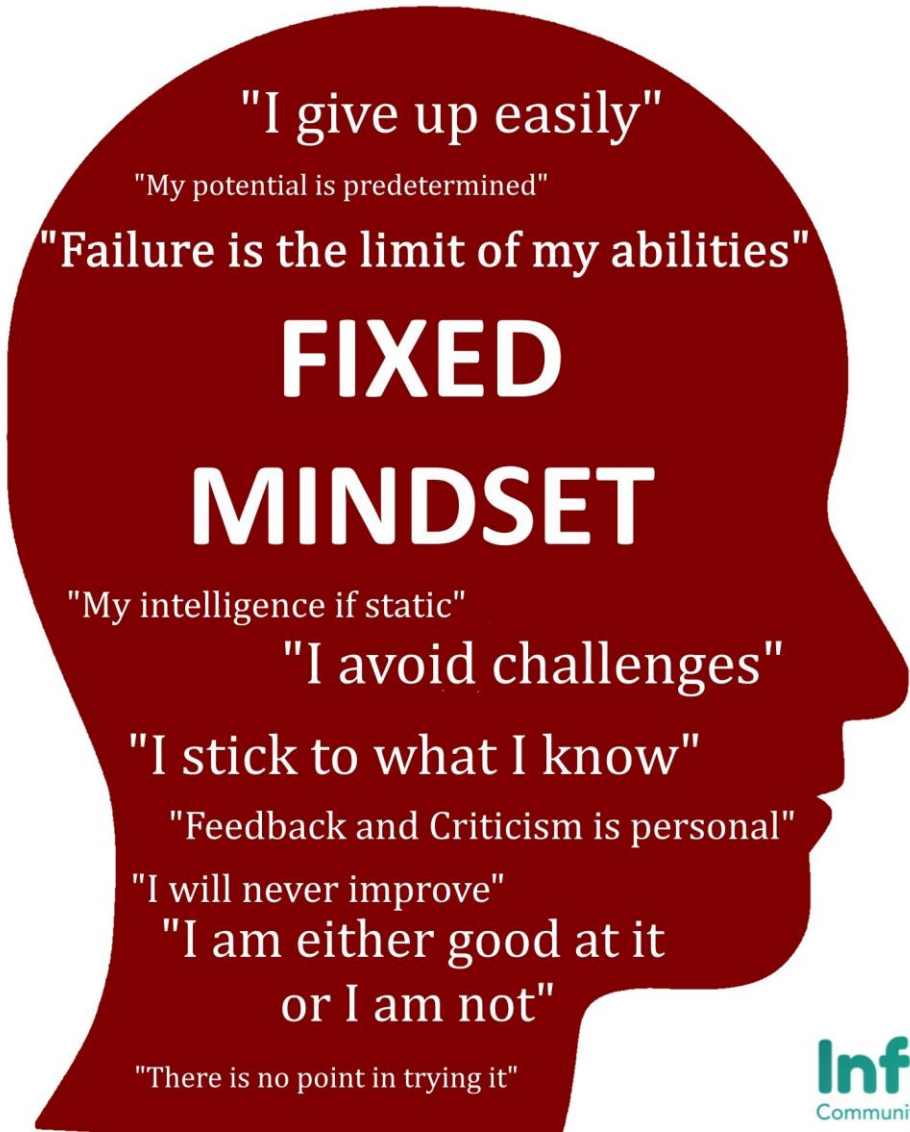
# Fixed vs Growth

- In a fixed mindset, individuals believe their basic abilities, their intelligence, their talents, are just fixed traits. They often see effort as a sign of weakness because they believe they don't need to put in the effort if the ability is already evident. Those with a fixed mindset believe there is no increasing their talents or abilities. Those with a fixed mindset only enjoy hearing about their success and dread failure because they see it as never being able to succeed in the future

# Fixed vs Growth

- In a growth mindset, individuals understand that their talents and abilities can be developed through effort, good teaching, and persistence. They do not necessarily think everyone is the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it. A person with a growth mindset, when posed with an extraordinarily challenging assignment, takes the project as a growing opportunity instead of one that will defeat them. This individual would appreciate the opportunity to learn from such difficulty and gain knowledge, instead of feeling defeated about any incompleteness or lack of success.





"I give up easily"  
"My potential is predetermined"  
"Failure is the limit of my abilities"  
**FIXED  
MINDSET**  
"My intelligence is static"  
"I avoid challenges"  
"I stick to what I know"  
"Feedback and Criticism is personal"  
"I will never improve"  
"I am either good at it  
or I am not"  
"There is no point in trying it"



"I like to try new things"  
"I can learn to do what I want"  
"Failures offer opportunity &  
growth"  
**GROWTH  
MINDSET**  
"My intelligence can be developed"  
"I embrace challenges"  
"I learn from feedback"  
"I keep trying and never give up"  
"I am inspired by others  
people's success"  
"My mistakes help me grow"  
"I know this will help me even  
though it is difficult"





# Mindset & Management

- Managers are often appointed because they are good at what they do
- This puts them into a role where they have less experience, knowledge or skill than they did
- The difference between who becomes a good manager – and who doesn't – is in mindset
- In a VUCA environment change is constant
- A fixed mindset becomes self-limiting and detrimental quickly
- Leading to frustration, anger and discomfort



# Mindset - scoring

- You should have completed the Mindset questionnaire (Handout 2) prior to this session – if not you will need to do it for this breakout session
  - Add answers to 1, 2, 4, 6 – you should have a score of 4-28
  - Add answers to 3, 5, 7, 8 – you should also have a score of 4-28
  - 1<sup>st</sup> answer is your FIXED mindset - higher in 40% of the population
  - 2<sup>nd</sup> answer is your GROWTH mindset - higher in 40% of the population
  - They are even in 20% of the population
- A growth mindset allows you to develop new skills, learn from mistakes, and stop comparing yourself to other people

# Breakout

- Consider these questions:
  - What are your thoughts about mindset and your score?
  - How does mindset affect your employees?
  - How does other people's mindset affect the business?
- Appoint a spokesperson for feedback



# Feedback

- What are your thoughts about mindset and your score?
- How does mindset affect your employees?
- How does other people's mindset affect the business?



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# Working with a fixed mindset

- For you, or someone who reports to you, encourage these responses

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## What Can I Say To Myself?

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**Instead of:**

**Try thinking:**

I'm not that good at this.

**What am I missing?**

I'm awesome at this.

**I'm on the right track.**

I give up.

**I'll use some of the strategies we've learned.**

This is too hard.

**This may take some time and effort.**

I can't make this any better.

**I can always improve, so I'll keep on trying.**

I just can't do maths.

**I'm going to train my brain in maths.**

I made a mistake.

**Mistakes help me learn better.**

She's so smart. I'll never be that smart.

**I'm going to figure out how she does it so I can try it.**

Plan A didn't work.

**Good thing the alphabet has 25 more letters.**

It's good enough.

**Is it really my best work?**



# Values & Mindset – helping someone change

- Communicating, rewarding and enforcing company values
  - What are the corporate values (behaviours are the embodiment of values)?
  - How (in what ways) will you communicate these values to your team?
  - How will you ensure compliance?
- Understanding personal values as a guide to development
  - How will you explain the importance of values?
  - How will you help your team members discover their values?
  - How will you help team members develop based on values?

# Break



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M2S2



# Motivation

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# Motivation

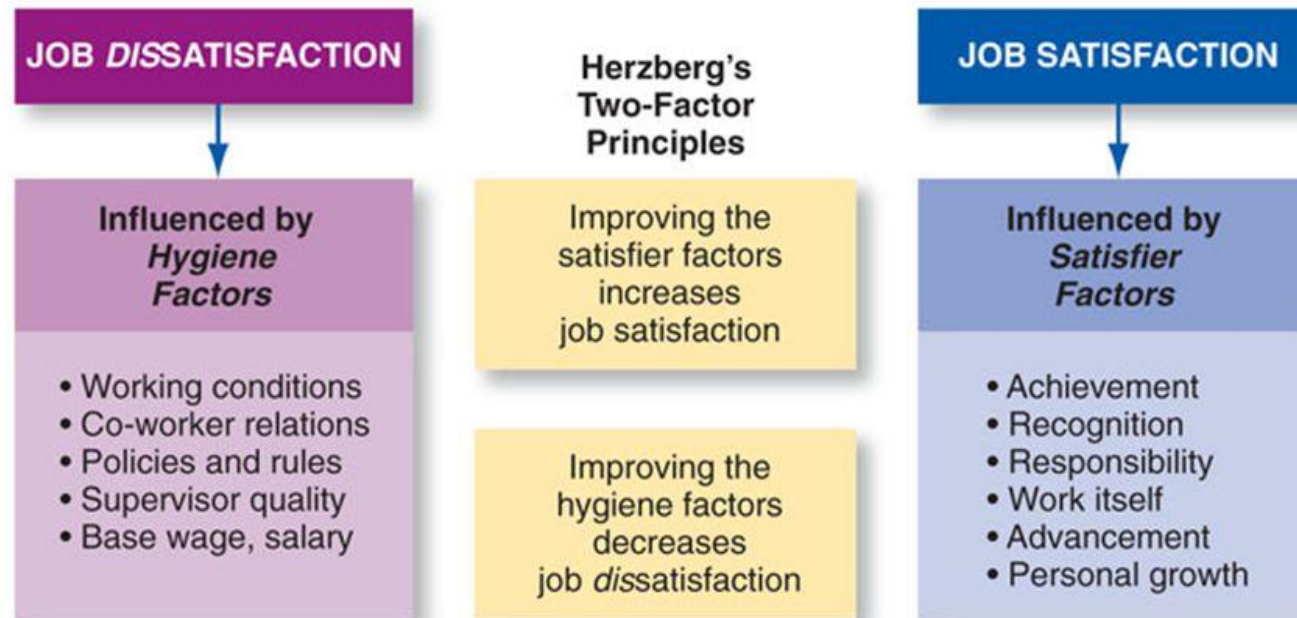
- Motivation is a combination of:
  - Satisfaction
  - Desire
  - Commitment
  - Conditions
- You may believe that action follows motivation
- In fact, research has shown that the opposite can also be true
- Demotivation comes when conditions are not right (dissatisfaction)



# Herzberg and Motivation

HUMAN NEEDS

## Herzberg Two-Factor Theory



# Breakout

- Consider these three questions:
  - How motivated are you?
  - Do your attitudes & behaviours indicate this level of motivation?
  - What de-motivates you?

Discuss when we return



# Feedback

- How motivated are you?
- Do your attitudes & behaviours indicate this level of motivation?
- What de-motivates you?

Discuss when we return

# Stress, Anxiety, Depression

- All three affect your motivation
- Depression is generally about past events or present situations.
- Stress is generally about the present and immediate future
- Anxiety is generally fear of future events
  
- All three affect us in different ways and to different degrees
- Stress & anxiety are commonly caused by what we tell ourselves
  
- Your susceptibility and resilience to S, A & D are key parts of your self-awareness



# Personal Plan

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# Your personal plan in 6 steps

- SMART
  - Specific, Measurable, Attainable, Realistic, Time-Bound goals
- Envision the desired future, and why you want it
- Reward yourself for achieving small milestones
- Evaluate progress, reflect on what worked and what didn't, re-evaluate if necessary
- Get support – from peers, your manager, a coach, a mentor
- Personalise your goals – you will be more committed



# Breakout

- In Pairs
- Guide your partner through the Personal Plan worksheet
- If you have time, you may switch roles, or consider trying this between sessions

# Feedback

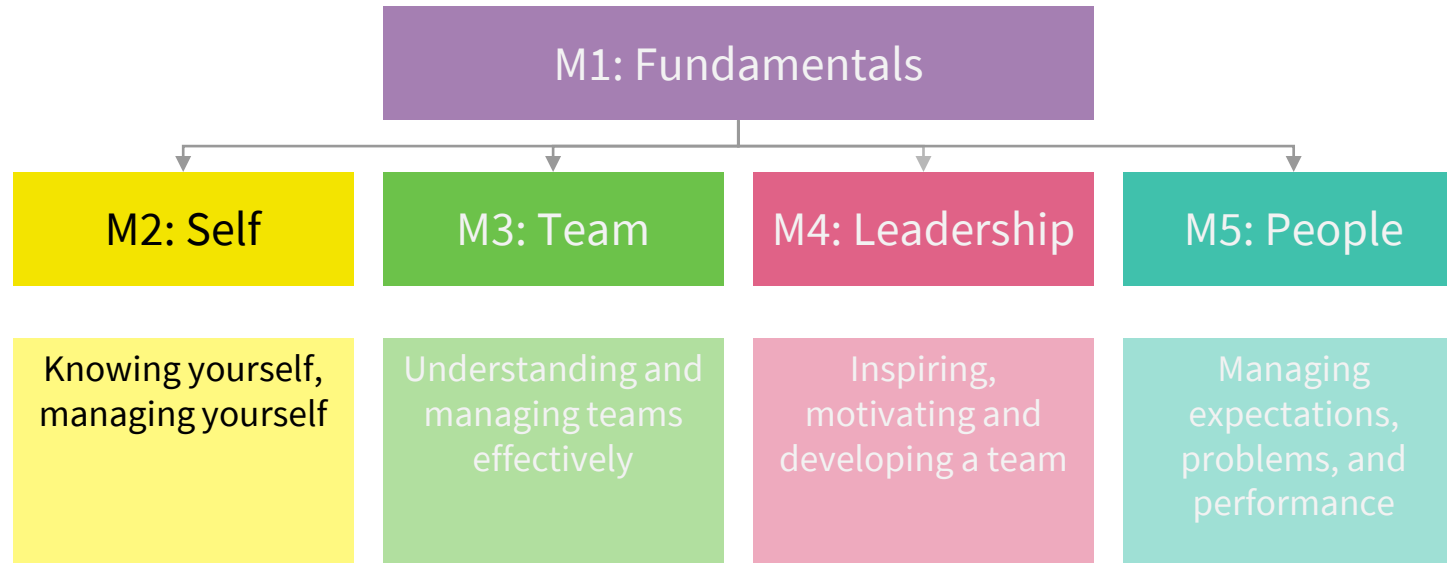
- How was that?



# Summary

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# M2: Managing yourself





# This Session

- Values
  - What are yours, how do they fit with the Company?
- Mindset
  - What is yours?
- Motivation (De-motivation)
  - What motivates you?
- Personal Plan
  - You now know how to start developing one

# Study Groups

- Your next topic to discuss and present your ideas at M3S1:
  - Smaller companies, and high-growth companies, ask a lot of their employees. Which specific competencies from the Goleman 12 do you think are most important?
  - If you had to rank them from 1 to 12 with one most important, what would your list look like?
  - What are the top six Company values; how do they match your own?
  - How would you evaluate a team member's values & mindset and if necessary, how would you go about changing it? Why would you need to do this?



# Reflective Journal

- Make notes about what you have learned, any reading, anything you try with your team
- Make notes about your self-awareness and EI
- Describe anything that you find difficult at the moment
- Describe one key takeaway, one area of curiosity and one unanswered question for a future session from today's session

# Check-out

- Tell us:
  - One takeaway from today?
  - What would you like to explore further?



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