

Lead Your Team



Objectives & Structure

To equip team leaders with approaches and concrete tools to lead their teams sustainably and inclusively for better impact.

- 1 **Develop Self-Awareness and Resilience:** tools for self-reflection, cognitive restructuring, and stress management to effectively manage their emotions and behaviors.
- 2 **Foster Inclusive Leadership and Collaborative Team Dynamics:** leverage diversity, confidently build healthy relationships and dynamics with enhanced communication practices.
- 3 **Adapt to Changing Contexts with Influence and Flexibility:** adapt to challenges and uncertainties, manage upwards, meet needs and manage expectations.
- 4 **Improve Delivery:** enhance task execution with delegation, running efficient and inclusive meetings, whilst growing as a team.

Program Structure & Content

	DAY 1	DAY 2
A.M	Self: Awareness & Resilience • Introductions • “Diversity Uncovered” • Calm leadership	Context: Adaptability & Influence • Wayfinding vs. Navigating • Influencing upwards • Situational leadership
P.M	Team: Dynamics & Inclusivity • My role as a team leader • Shaping inclusive leadership through communication • Effective & inclusive meetings	Tasks: Clarity & Delivery • From doer to leader • Thrive together

My motivation for attending this training.	What is important to me (what values need to be respected) in this learning group?

Contracting - Examples

The Agile & Collaborative Team Contract

Best for teams working in fast-paced, adaptive environments)

Our Ways of Working

We agree to daily/weekly check-ins to stay aligned.

Decisions are made using quick consensus (if no objections, we move forward).

We work in short, iterative cycles, improving as we go.

Communication & Respect

Transparency first – we openly share blockers, challenges, and progress.

"Yes, and..." mindset – we build on ideas rather than shutting them down.

We default to asynchronous communication for non-urgent topics (Slack, email).

Ownership & Accountability

If you own a task, you own the follow-up.

"Done is better than perfect" – we prioritize progress over perfection.

Everyone is empowered to call out inefficiencies & suggest improvements.

The Psychological Safety & Inclusive Team Contract

Best for teams prioritizing trust, open dialogue & well-being

How We Create a Safe Space

No one has all the answers – we are here to learn from each other.

Mistakes are learning moments – we frame feedback as "feedforward."

We use a traffic-light system for emotional check-ins

( Feeling great,  Doing okay,  Need support).

How We Communicate Respectfully

One voice at a time – we avoid interruptions.

Assume positive intent – if something feels off, clarify rather than accuse.

If we disagree, we challenge ideas, not individuals.

How We Support Each Other

"Step up, step back" – those who speak often make space for others.

We end meetings with a quick check-out ("One takeaway, one appreciation").

When stress is high, we pause before reacting.

The High-Performance & Outcome-Driven Team Contract

Best for results-focused teams needing structure & efficiency

Our Team Priorities & Focus

We align on priorities weekly and commit to what's achievable.
 Meetings must have a clear purpose – if not, they can be skipped.
 Every project must have a single owner, even when multiple people contribute.

Our Commitment to Execution

Decisions must be action-oriented – no endless discussions.
 We default to written summaries after important conversations.
 Feedback is expected & direct – we don't hold back when it helps the team improve.

Our Efficiency & Time Management

No-meeting days once a week for deep work.
 If a meeting isn't adding value, you can politely opt out.
 80/20 rule – we focus on high-impact work first.

Team Canvas

Version 0.8 | theteamcanvas.com | hello@theteamcanvas.com

Most important things to talk about in the team to make sure
 your work as a group is productive, happy and stress-free

Team name

Date

PEOPLE & ROLES  What are our names and the roles we have in the team? What are we called as a team?	COMMON GOALS  What you as a group really want to achieve? What is our key goal that is feasible, measurable and time-bounded? PERSONAL GOALS  What are our individual personal goals? Are there personal agendas that we want to open up?	VALUES  What do we stand for? What are guiding principles? What are our common values that we want to be at the core of our team? NEEDS & EXPECTATIONS  Why we are doing what we are doing in the first place? What each one of us needs to be successful? What are our personal needs towards the team to be at our best?	RULES & ACTIVITIES  What are the rules we want to introduce after doing this session? How do we communicate and keep everyone up to date? How do we make decisions? How do we execute and evaluate what we do?
STRENGTHS & ASSETS  What are the skills we have in the team that will help us achieve our goals? What are interpersonal/soft skills that we have? What are we good at, individually and as a team?		WEAKNESSES & RISKS  What are the weaknesses we have, individually and as a team? What our teammates should know about us? What are some obstacles we see ahead of us that we are likely to face?	

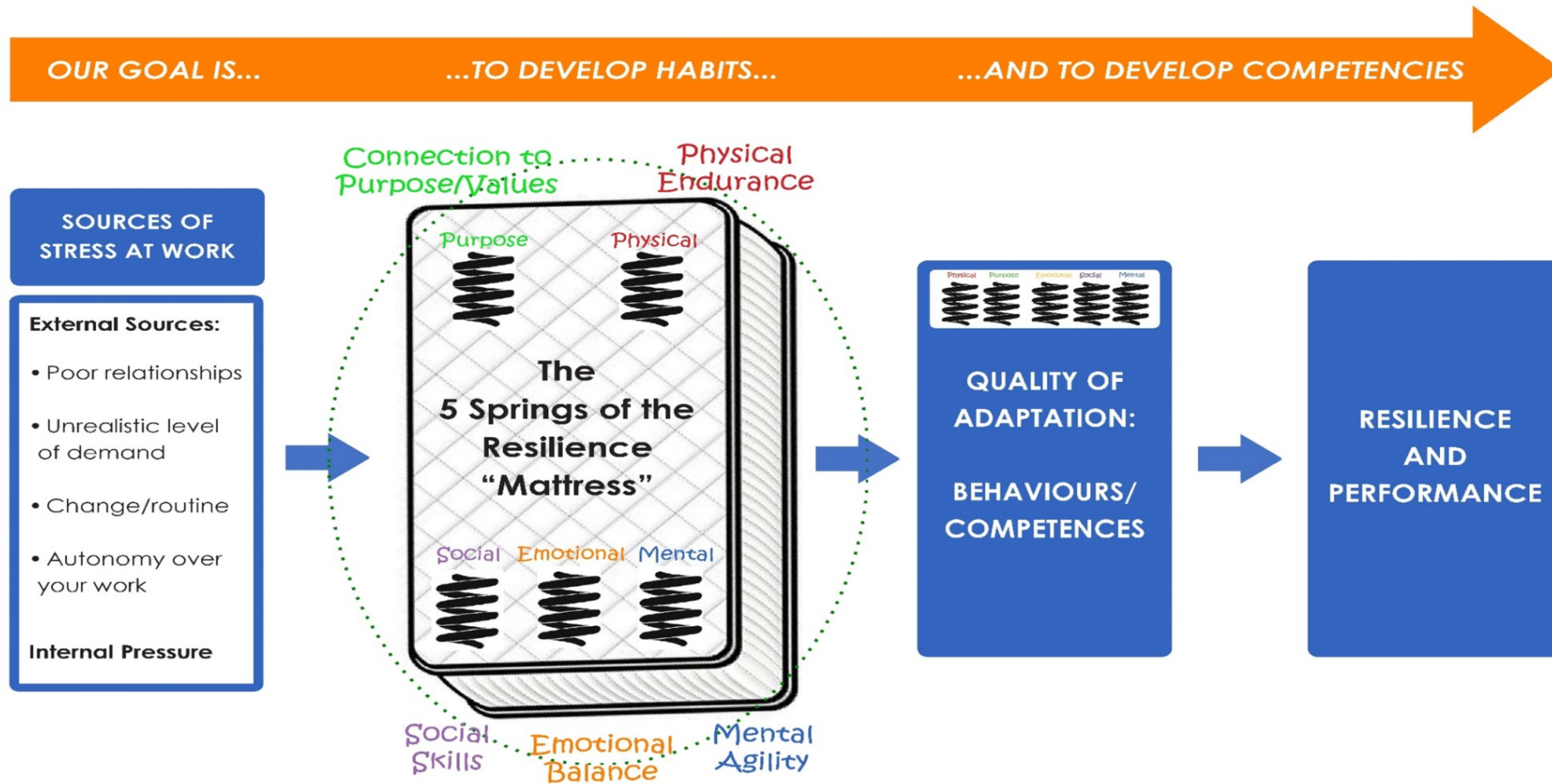
Team Canvas by theteamcanvas.com. Created by Alexey Ivanov, Dmitry Voloshchuk
 Team Canvas is inspired by Business Model Canvas by Strategyzer.

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Calm Leadership - Resilience Mattress

FROM STRESS TO RESILIENCE

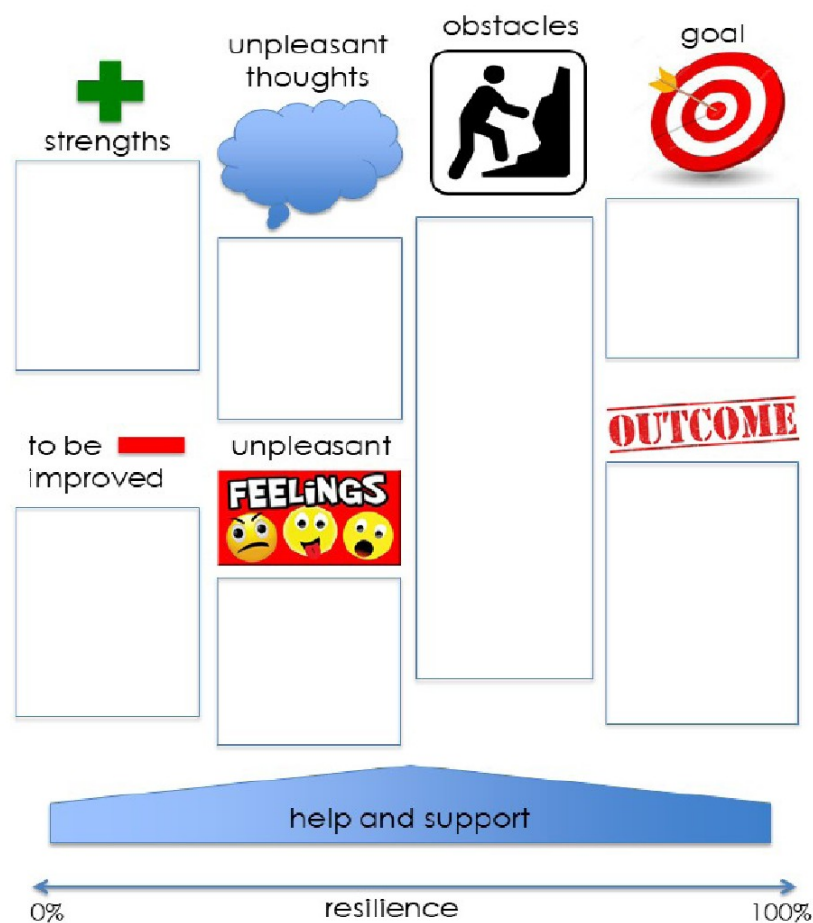


Calm Leadership - Your Resilient Strategy

Think of a time recently when you would consider you were resilient:

Which springs were you using and how?

What other ideas did you get from how others were using the springs?



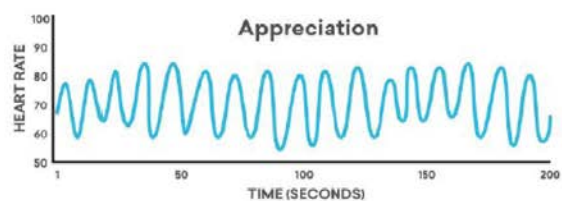
Calm Leadership - Cardiac Coherence

Cardiac Coherence is a rhythmic or a coherent Heart Rate Variability (HRV) that balances the autonomic nervous system (associated with stress) and emotional state

This can be attained through a simple 5-minute breathing technique:



Repeat each cycle 6 times per minute for 5 minutes.



Resources:

Apps: Respirelax, Kardia, etc

Web: <https://www.coherenceinfo.com/respirotheque>

Cognitive Restructuring

A: Situation that triggered the negative thoughts careful: neutral observation (like a camera)	
B: Internal dialogue	D: Alternative internal dialogue
C: Consequence • Unwanted feeling • Unwanted behaviour (Stress: /10)	E: Alternative consequence • Alternative/wanted feeling • Wanted behaviour (Stress: /10)

Reflection (Day 1 a.m.)

My insights



My actions

My Role as a Team Leader

Prework: Understanding your role as a team leader

As team leaders, our role is seen differently by different people. Part of the LYT training aims to help you gain deeper awareness of how your role is perceived by different stakeholders (e.g., team members, peers, your manager(s)) and explore where these expectations align or create tensions. By reflecting on these different perspectives, you as a leader can better understand the different demands on you, identify areas for your own growth, and develop strategies to navigate these conflicting expectations while staying true to your leadership style and purpose.

To prepare for this, please complete the following steps:

1. Ask five people the following 3 questions

- o *From your perspective what do you see as the main responsibilities of my role as a team leader?*
- o *In your view, what does effective leadership from me look like?*
- o *What do you need from me?"*

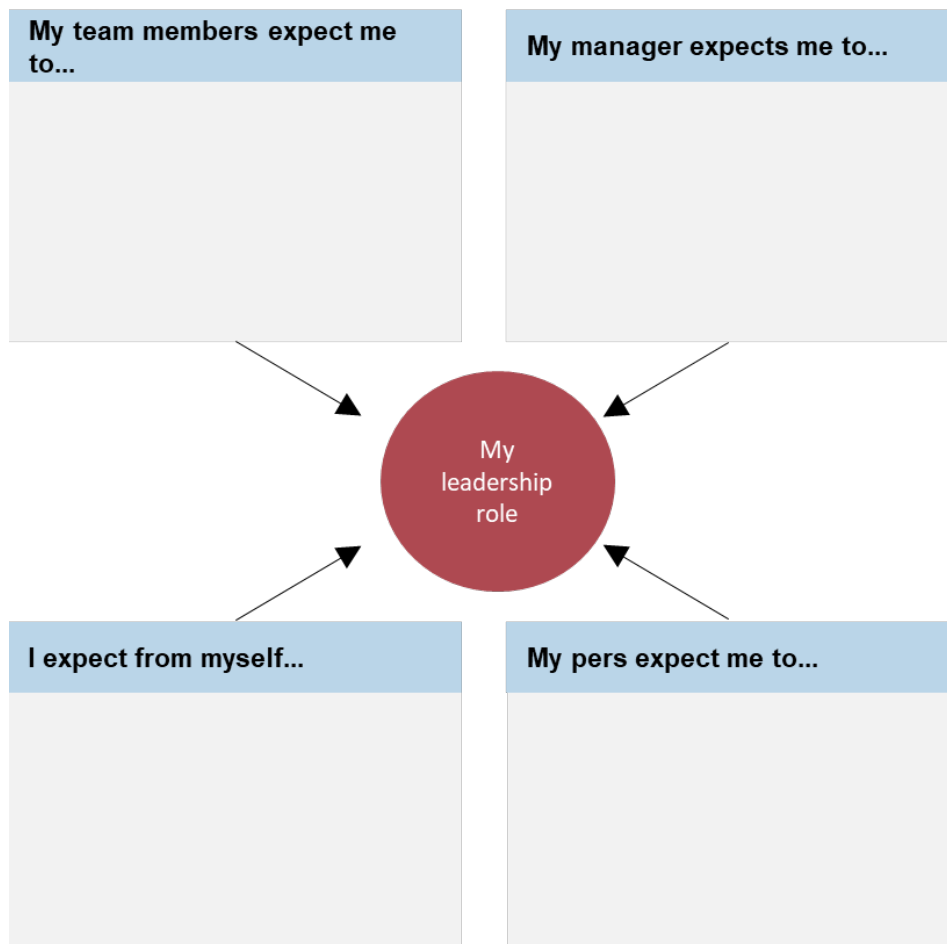
Of the five people, one should be your own **manager**, two should be **peers** (colleagues in similar roles) and two should be your current **team members**

2. Reflect on the same questions yourself:

- o *"From your own perspective what are the main responsibilities of your role as a team leader?"*
- o *In your own view, what does effective leadership look like?*
- o *How do you take care of your own needs?"*

3. Compare the answers:

- o Note similarities and differences in the responses.
- o Be ready to discuss your observations in small groups on the first morning of the training.



Mindful STOP



Mindful **S.T.O.P.** Practice

- **S of the STOP:** Visualise a STOP sign .. it's not about trying to “clear” your mind, it's just mentally telling yourself that you are about to shift your attention elsewhere.
- **T of the STOP:** Take a deep breath ... pay attention to your breath to centre yourself in the present moment. Bring your attention to the physical sensations of your breath – the temperature of the air entering your nostrils, the warm of the air exhaling. The rise and fall of your chest, ribs, diaphragm, solar plexus, belly as you inhale and exhale.
- **of the STOP:** Observe ... what is happening inside and around you as your breathing slows down. What do you hear, taste, smell ... What physical sensations do you notice in your jaw, neck, shoulders, arms, pelvis, legs (physical state) ... What emotions do you feel (emotional state)? What are you thinking (mental state) What judgments are you making about yourself (or this exercise!)
- **P of the STOP:** Proceed Positively ... With what you have just observed, how should you proceed? How will you respond? What do you choose to do ... (e.g. go and talk to X, don't go and talk to Y)

Active Listening & Human Needs in Communication

Active listening is more than hearing words. It's a mindset and a presence.
To truly connect in conversation, remember the 3 A's:

- **Attitude**
Stay open-minded and empathetic. Be genuinely curious about the other person's perspective.
- **Attention**
Offer your full presence. Eliminate distractions and truly *listen*.
- **Adjustment**
Tune in to nonverbal cues. Adapt your tone, pace, and approach as the conversation flows.

(Marshall Rosenberg, Nonviolent Communication, 2003)

Behind every human interaction lie **universal needs** — shared across cultures, roles, and personalities.

Understanding these needs helps us navigate communication with more clarity and empathy.

- When needs are **met** → we feel trust, connection, and understanding.
- When needs are **unmet** → we may feel frustration, mistrust, or conflict.

This framework helps leaders recognize what's really going on — both in themselves and in others.

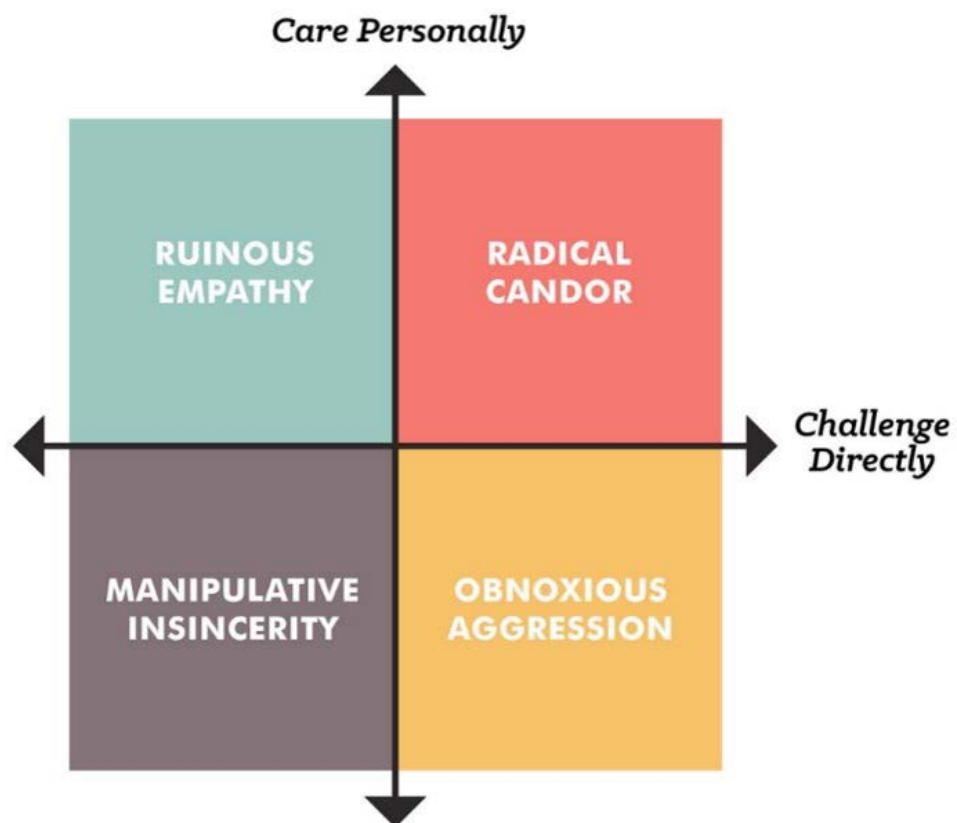
Examples of Universal Needs:

Need	Description
Respect	To be valued for who you are and what you contribute
Belonging	To feel included and accepted within a group
Autonomy	To have choice and freedom in actions and decisions
Recognition	To have one's efforts acknowledged and appreciated
Understanding	To be heard and have your perspective considered
Connection	To experience empathy and authentic relationships
Security	To feel safe — physically, emotionally, or psychologically

The inclusive communication Pyramid



Radical Candor



Source : www.radicalcandor.com

The Radical Candor CARE Approach

Radical Candor often starts with:

- Genuine recognition of the person's strengths and contributions
- A clear statement of the behavior that needs to change
- A connection to the impact (on others, the team, yourself, or the institution)
- An invitation to collaborate on a solution

"I appreciate your effort on X. At the same time, I've noticed Y. That's creating challenges for Z. How can we work on this together?"

C = Context: What's the situation or behaviour?

A = Action: What did you observe, neutrally stated?

R = Reaction: How did it impact you or the team?

E = Expectation: What would you like going forward?

Learnings from the peer coaching

Effective & inclusive meetings: The CLEAR Model

The CLEAR Model is designed to structure meetings so that they are engaging, inclusive, action-driven, and efficient. It helps teams avoid common meeting pitfalls such as unclear objectives, dominance by a few voices, and a lack of concrete follow-up.

C = Clarity → Clear Purpose, Roles & Relevance: Meetings should have a well-defined purpose and involve only those who are truly concerned with the topic. Clarity means that:

Key elements	Personal notes
• The goal of the meeting is explicit: Are we generating ideas, making a decision, aligning on a topic, or evaluating progress? • The agenda is structured: What topics will be covered, in what order, and with what expected outcomes? • Roles are defined: Who facilitates? Who takes notes? Who ensures timekeeping? • The right people are in the room: Participants should be directly concerned by the topic and have a role in the conversation.	

L = Listening → Active Engagement, Equity, & Awareness of Speaking Time : Listening isn't just about hearing; it's about ensuring that all voices contribute meaningfully while balancing the flow of conversation. This means:

Key elements	Personal notes
• Creating space for all voices: Are we hearing from only the usual few, or is everyone encouraged to contribute? • Encouraging deep listening: Participants focus on understanding before responding, avoiding interruptions. • Ensuring equity: Who is speaking the most? Who has remained silent? The facilitator should track participation balance. • Managing speaking time consciously: Encourage concise contributions so that everyone has a chance to speak.	

E = Execution → Thought Process Stage & Clear Action Steps

Execution is about ensuring that meetings result in meaningful progress, with clarity on where we are in our thinking and what comes next. Execution requires:

Key elements	Personal notes
• Understanding the stage of the thought process: Are we... • Exploring new ideas? (Divergence) • Deciding on a course of action? (Convergence) • Connecting different perspectives? (Sense-making) • Refining or implementing decisions? (Operationalizing) • Summarizing key takeaways: At the end of each discussion point, what have we learned? What decisions were made? • Defining concrete next steps: Who does what, by when?	

A = Accountability → Ownership & Follow-Through: Accountability ensures that decisions don't die in the meeting room but translate into real action. It involves:

Key elements	Personal notes
• Assigning responsibility: Every action point should have a clear owner. • Tracking commitments: Use a shared space (notes, board, digital tool) to ensure that assigned actions are documented. • Following up: Accountability isn't just about assigning tasks—it's about checking back.	

R = Rhythm → Balancing Care & Effectiveness : A well-paced meeting strikes a balance between efficiency and human connection. Effective rhythm means:

Key elements	Personal notes
• Setting a meeting cadence that allows for both productivity and relational space. • Adjusting energy levels: Is the team engaged or drained? Do we need a moment to step back and breathe? • Creating space for care: Meetings are not just task-driven—they are also about building relationships. • Structuring time effectively: Are we dedicating the right amount of time to each section?	

Final Reflection of Day 1

How did today's discussions challenge or reinforce your understanding of leadership?
What is one small action you can commit to based on today's learnings?

Day 2

Wayfinding vs Navigating

Aspect	Navigating Leadership	Wayfinding Leadership
Approach	Structured, goal-oriented, and strategy-driven.	Adaptive, exploratory, and responsive to change.
Leadership Role	Sets a clear path using established plans and frameworks.	Engages teams, adapts strategies, and co-creates solutions.
Thinking Style	Predictive, focused on stability, efficiency, and risk control.	Iterative, open to experimentation, and learning from uncertainty.
Decision-Making	Top-down, based on long-term planning, data, and past experience.	Bottom-up, incorporating real-time feedback, innovation, and agility.
Key Skill	Strategic execution, performance tracking, and problem-solving within known parameters.	Sense-making, collaboration, and navigating complexity.
Strengths	Provides clarity, stability, and measurable outcomes.	Supports resilience, innovation, and continuous learning.
Best Use	Predictable environments with clear objectives (e.g., corporate strategy, project management).	Uncertain, rapidly changing environments (e.g., crisis response, startup leadership, transformation initiatives).

Reflection on wayfinding and navigation

Take a few moments to reflect on what you have explored today about Navigation and Wayfinding in leadership.

What is one insight or strategy from today that you could apply immediately in your leadership role?

Empathy Map Canvas

Fill up the canvas following the numbers. Try to be as factual as possible for the number 3 to 6.

The Empathy Map Canvas is a template for understanding a user's experience. It features a central profile of a person's head, divided into two halves: the left half represents 'Unmet Needs' and the right half represents 'Met needs'. The canvas is divided into seven numbered sections, each with specific prompts for user research.

- 1 WHO are we empathizing with?**
Name of your current manager
- 2 What do they need to DO?**
Describe a tension you might have, something you would like him/her to do differently
- 3 What do they SEE?**
What do they see at work?
What do they see in their immediate environment?
What do they see others saying and doing?
What do they watch and read?
- 4 What do they SAY?**
What have you heard from them?
What can you imagine them saying?
- 5 What do they DO?**
What do they do today?
What behavior do you observe
What can you imagine them doing?
- 6 What do they hear?**
What are they hearing from others?
What are they hearing from friends?
What are they hearing from hierarchy?
What are they hearing from second-hand?
- 7 What do they THINK and FEEL?**
Unmet Needs
What are their fears, frustrations and anxieties?
Met needs
What are their wants, needs, hopes and dreams?

The new desired action

Write change you wish to see

The drivers

Write your hypothesis on the
Needs (met and unmet)

Your strategy

Using these assumptions,
propose a way to address
your request

Check the boxes which best reflect what you do (not what you would like to do!) and then write down your chosen values for the individual questions in the overview box and add up the points to a total.

		Never				Always
		●				●
1	I check the work of the people in my work group on a regular basis to assess their progress and what they have learned.	1	2	3	4	5
2	I hold meetings periodically to demonstrate support for the organization's policy and mission.	1	2	3	4	5
3	I appoint the people in my work group to task forces so they can recommend action on policies that affect them.	1	2	3	4	5
4	I provide the people in my work group with clear responsibilities and allow them to decide how they fulfil these.	1	2	3	4	5
5	I make sure the people in my work unit are aware of and understand all organization policies and procedures.	1	2	3	4	5
6	I recognize the achievements of people in my work group by giving encouragement and support.	1	2	3	4	5
7	I discuss organizational or policy changes with the people in my work unit before taking action.	1	2	3	4	5
8	I discuss the organization's strategic mission with the people in my work unit.	1	2	3	4	5
9	I demonstrate each task that is involved in doing a job.	1	2	3	4	5
10	I meet regularly with the people in my work group to discuss their needs.	1	2	3	4	5
11	I avoid making judgements or premature evaluations of people's ideas.	1	2	3	4	5
12	I ask people in my work group to think ahead and develop long-term plans for their ideas.	1	2	3	4	5
13	I set performance standards for each aspect of a job.	1	2	3	4	5
14	I explain the benefits of achieving work goals to the people in my work group.	1	2	3	4	5
15	I rotate the role of meeting coordinator among the people in my work group.	1	2	3	4	5
16	I emphasize the importance of quality but allow people in my work group to establish the standards themselves.	1	2	3	4	5
17	I ask the people in my work group to report back to me after completing each step of their tasks.	1	2	3	4	5

		Never			Always
18	I hold regular meetings to discuss the status of work.		2	3	14
19	I provide the people in my work group with the time and the resources to pursue their own developmental goals.		2	3	4
20	I expect the people in my work group to create their own goals and to submit these to me in a completed form.	1	1	2	3
21	I try to assign work in small, easily controlled units.		2	3	0
22	I focus on opportunities, not on problems.	1	2	3	4
23	I avoid evaluating problems and concerns before they have been discussed.	1	2	3	4
24	I ensure that information is timely and accurate and that it is given directly to the people in my workgroup.		2	3	0

3

2

7

6

11

10

15

Total:

14

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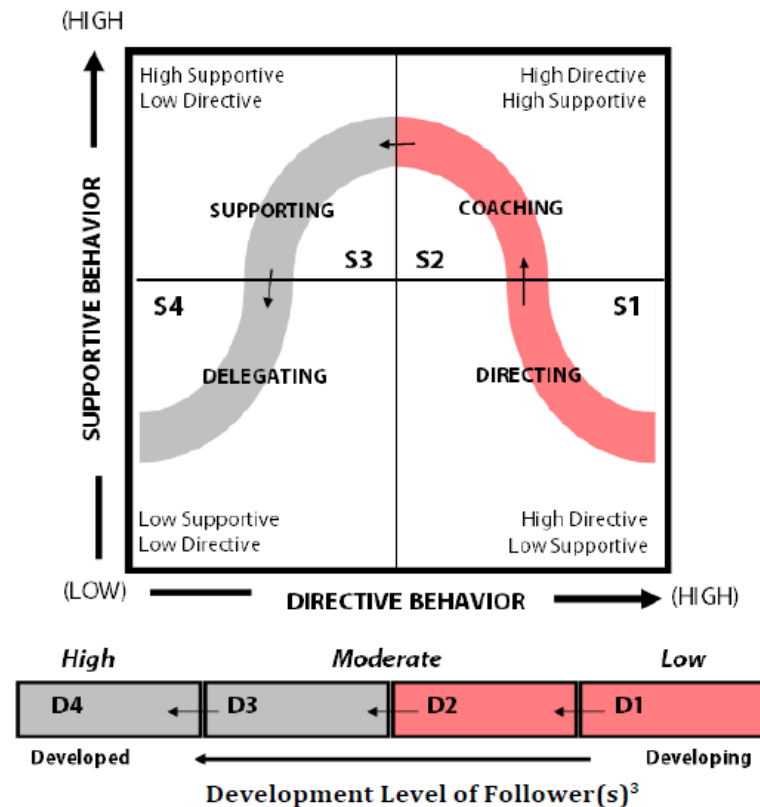
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Situational leadership - Leadership Styles

Hersey and Blanchard characterised leadership styles in the amount of direction and support that a leader gives to their followers (people they are leading).



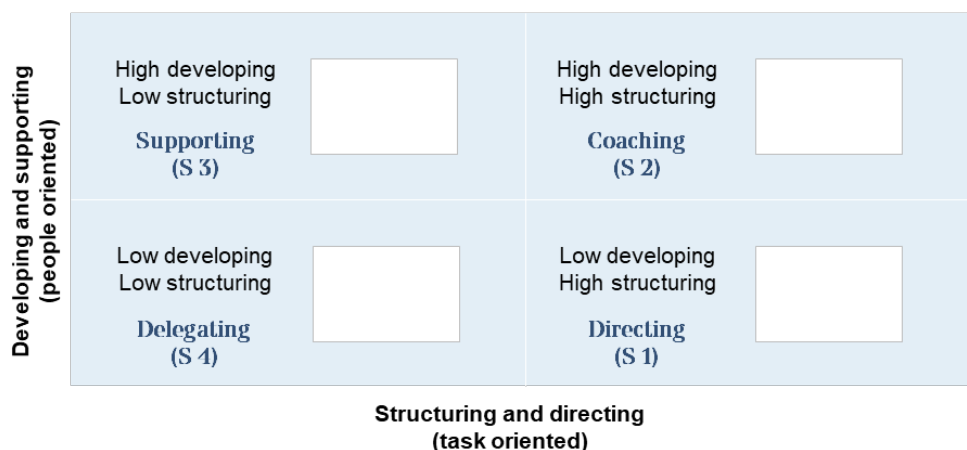
Directing Leaders define the roles and tasks of the 'follower', and supervise them closely. Decisions are made by the leader and announced, so that communication is largely one-way.

Coaching Leaders still define roles and tasks, but seek ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way.

Supporting Leaders pass day-to-day decisions, such as task allocation and processes, to the follower. The leader facilitates and takes part in decisions, but control is with the follower.

Delegating Leaders are still involved in decisions and problem solving, but control is with the follower. The

when
the
be



the
follower
decides
and how
leader will
involved.

Situational Leadership - Development Levels

Blanchard and Hersey suggested that the leader's style should be driven by the Competence and Commitment of the follower, resulting in 4 development levels. Development levels are also situational. An individual might be generally skilled, confident and motivated in his or her job, but would still drop into Level D1 when faced, say, with a task requiring skills that he/she doesn't possess. For example, lots of managers are D4 when dealing with the day-to-day running of their department, but move to D1 or D2 when dealing with a sensitive staff member issue.

D4 Achiever	High Competence High Commitment	Experienced at the job, and comfortable with their own ability to do it well. May even be more skilled than the leader. ▪ Recognised by others as an expert ▪ Consistently competent; justifiably confident ▪ Trusts own ability to work independently; self assured ▪ Inspired; inspires others ▪ Proactive, may be asked to do too much
D3 Performer	High Competence	Experienced and capable, but may lack the confidence to go it alone, or the motivation to do it well / quickly ▪ Is generally self-directed, but needs opportunities to test ideas with others ▪ Sometimes hesitant, unsure, tentative ▪ Not always confident; self-critical; may need help in looking at skills objectively ▪ May be bored with goals or tasks ▪ Makes productive contributions
D2 Learner	Variable Commitment	May have some relevant skills, but won't be able to do the job without help. The task or the situation may be new to them. ▪ Frustrated; may be ready to quit ▪ Discouraged, overwhelmed, confused ▪ Developing and learning; needs reassurance that mistakes are part of the learning process ▪ Unreliable, inconsistent
D1 Beginner	Some Competence	Generally lacking the specific skills required for the job in hand, and lacking in confidence and / or motivation to tackle it. ▪ Eager to learn; willing to take direction ▪ Enthusiastic, excited, optimistic ▪ Don't know what they don't know, so they may do the wrong thing ▪ Confidence based on hopes and transferable skills, not reality

Development Level (Follower Readiness)	Competence	Commitment	Recommended Leadership Style	Leader's Behavior
D1 Enthusiastic Beginner	Low	High	S1 Directing	The leader provides clear instructions and closely supervises performance.
D2 Disillusioned Learner	Some	Low	S2 Coaching	The leader explains decisions, encourages input, and provides support while maintaining control.
D3 Capable but Cautious Performer	Moderate to High	Variable	S3 Supporting	The leader facilitates and supports efforts while sharing decision-making responsibility.
D4 Self-Reliant Achiever	High	High	S4 Delegating	The leader provides minimal direction and support, trusting the follower to take responsibility.

The Leadership Style (S1 - S4) of the leader should correspond to the Development level (D1 - D4) of the follower - and it is the leader who needs to adapt.

Individual Reflection:

Think of one (or more) staff member(s) who you lead or manage (or a challenging leadership situation)

Identify their development level (D1–D4) and which leadership style (S1–S4) you tend to use. Would a different approach be more effective?

How could you help this staff member grow from their current maturity level to the next?

Reflection (Day 2 a.m.)

My insights



My actions

Delegation: From Doer to Leader – The levels of delegation

What should I delegate?

What should I keep?

Levels of Delegation

Level 1	Look into the problem. Give me all the facts. I will decide what we do
Level 2	Let me know the alternatives available with the pros and cons of each. I will decide which to select
Level 3	Recommend a course of action for my approval
Level 4	Let me know what you intend to do. Delay action until I approve
Level 5	Let me know what you intend to do. Do it unless I say not to
Level 6	Take action. Let me know what you did. Let me know how it turns out
Level 7	Take action. Let me know only if your action is unsuccessful
Level 8	Take action. No further communication with me is necessary

Delegation: From Doer to Leader - The art of delegation

Identify a real task you need to delegate. Go through the 8-Step Delegation Process

- **STEP 1: Give reasons** - Why this job? Why this person? Why is it important?
- **STEP 2: Define results** - Are you expecting a first rate job? /A draft? Be specific
- **STEP 3: Provide resources** - Is training necessary? Have you given everything that is needed? Do staff know where to find resources?
- **STEP 4: Give deadlines** Set a timescale for each stage of the task
- **STEP 5: Check understanding** Ask questions to test understanding - Can they foresee any problems?
- **STEP 6: Monitor** Agree a monitoring process NOW - then keep to it - Arrange (and diary) progress reviews
- **STEP 7: Support** Ensure that the staff knows that you are behind them Be around to help
- **STEP 8: Feedback** what would you do differently next time" rather than "what would you improve

Thrive Together - giving and receiving feedback for collective growth.

Starting Question : “Based on what we’ve explored in this 2-day seminar, how do I assess myself in my role as a team leader?”

Success / strengths	Development area	Personal Action Plan
1. Self Assessment	3. Self Assessment	
2. Group Feedback	4. Group Feedback	

Further Resources

Digital Library on Leadership and Management

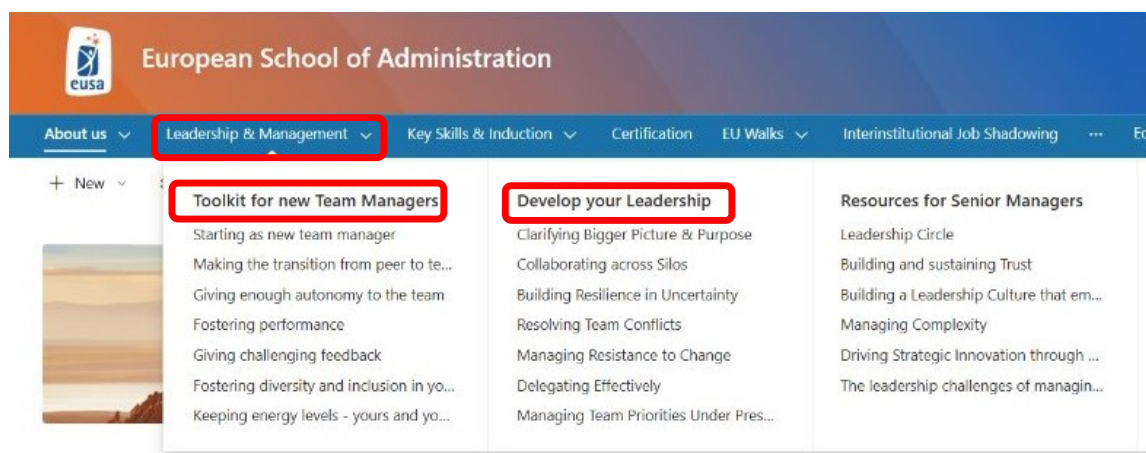


Online resources gathered by the European School of Administration

- Micro-learning opportunities for busy managers
- Curated digital library full of varied resources: videos, keynote speeches, HBR articles, podcasts, LinkedIn Learning courses, EuSA online talks, books with summaries, EEAS Management Handbook, blog posts, training courses... and much more

Go to **EuSA website**: <https://eceuropaeu.sharepoint.com/sites/eusa>

- Start with the **Toolkit for new Team Managers**
- Continue with **Develop your Leadership**



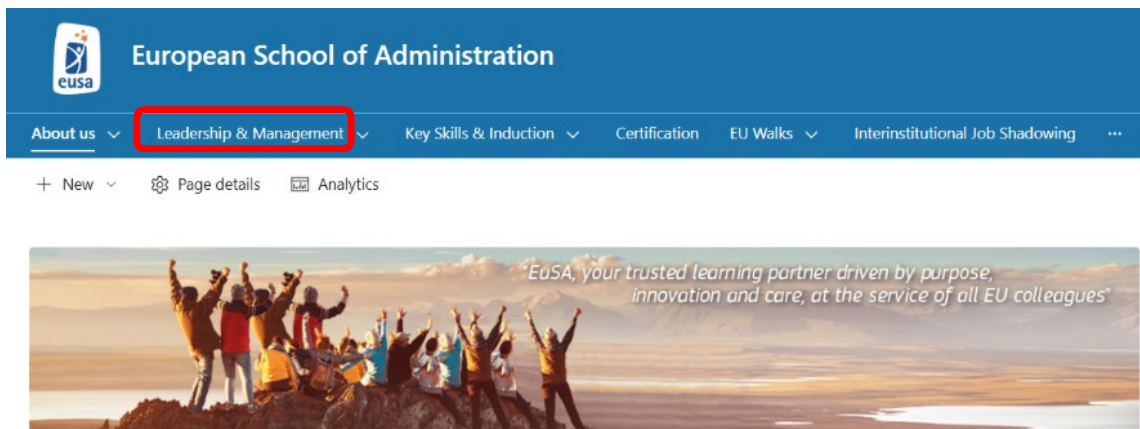
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--> Click on **Leadership and Management** tab



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Nr of Events / year

All Senior Managers	Senior and Middle Managers	Middle Managers only	Middle Managers and Team Managers
Leadership Circle On Invitation 10 days Leadership Walks for Senior Managers On Demand 1 day Online resources for Senior Managers 	Inspiration for leadership in challenging times Robert Schuman Seminar Verdun & Stoy-Chatzileles On Demand 1 day Jean Monnet Seminar Houmby On Demand 1 day Jean Monnet Seminar for Management Teams Houmby Call for applications 1 day Simone Veil Seminar Schmeckel & Strasbourg On Demand 1 day Online resources on EU Founding Leaders Walking Seminar Purpose-Driven Leadership Villiers-Devant-Orval On Demand 1 day	The New Head of Unit: Sustainable Leadership Journey On Demand 1 day Leadership Walks for Middle Managers On Demand 1 day Staff preparing for Middle Management (ADB +) Re-design content (spring 2025) Next Step: Head of Unit! On Demand 1 day The Essentials of Management On Demand 1 day To be or not to be a Head of Unit? On Demand 1 day	Online resources to Develop your Leadership Advanced Feedback for Managers On Demand 1 day From Conflict to Growth How to make disagreement productive On Demand 1 day Unconscious Bias in Management Re-design into 11 new sessions On Demand 1 day The Leadership Lab On Demand 1 day Unconscious Bias in Selection and Recruitment On Demand 1 day Sustainable Team Management Ends in March On Demand 1 day Team Managers (Deputy HoUs, Heads of Sector, Heads of Tasks, team leaders...) Online Toolkit for new Team Managers On Demand 1 day Leadership Walks for Team Leaders On Demand 1 day Lead Your Team Re-design into 2 days (April) On Demand 1 day

Diversity and inclusion mainstreamed throughout the offer

Advanced Feedback for Managers

Face-to-face or Online

2 x 0.5 days



Objectives

- Developing the core skill of feedback to a deepened understanding of receiving and giving feedback effectively, starting from observing one's personal preference
- Understanding the need of psychological safety for the team and how to create it
- Tuning your feedback to the receiver for maximum impact
- Focusing on the why of acknowledgement and when to use feedback or feedforward

Content

Day 1: Understanding my preferences

- Reframing acknowledgement as a basic human need of recognition
- Understanding conditions for an effective feedback culture and how it benefits the team
- Discovering own preferences of giving/receiving feedback and how it impacts others
- Practicing giving/receiving/observing feedback
- Giving individual recognition versus group recognition

Interim work: scan your environment, styles, team members' needs.

Day 2: Understanding others' preferences

- Choosing feedforward and feedback appropriately
- Creating an understanding of who in your team would benefit from feedforward or feedback
- Rehearsing a real case of feedback/feedforward in small groups
- Practicing feedback in a small group and in a larger group

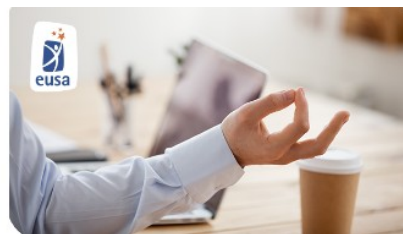
Format

2 non-consecutive half days, from 09.00 to 13.00, with a 2-week interval, allowing for interim work and journaling.

From Conflict to Growth

Face-to-face or online

Interview + 2 days + 2h group session



Objectives

Overall purpose: embracing conflict as an opportunity for growth and better decision making.

Specific objectives:

- Reflecting on why conflict can feel uncomfortable and how it may disrupt the process to team performance
- Building self-awareness on the leader's role as part of the conflict and responsibility in role modelling the desired behaviours
- Creating psychological safety in the team and the environment
- Recognising the roles in conflict and shifting behaviours to reframe it into productive disagreement

Content and format - Participants must commit to the whole learning programme.

1 - Individual pre-course interviews of half an hour with facilitator, one week before the course

2 - Day 1: How do we relate to conflict, and how to reframe it into productive disagreement?

- Conflict and reconciliation at the heart of the EU project and institutions
- Cost of avoiding conflict
- Conflict as an inherent part of team dynamics, and benefits of productive disagreement
- Reflecting on own attitudes towards conflict
- Leadership behaviours for cultivating psychological safety
- Approaching conflict with empathy, understanding emotional responses and defining options for change

3 - Interim work will be given to prepare for day 2.

4 - Day 2: How to make disagreement productive, concretely?

- Recognising the roles in conflict
- Shifting behaviours to foster win-win productive disagreement and team's learning and growth, and effective decision making
- Systemic approach to conflict on real participants' cases: playing the present and the future

5 - Follow-up session:

One month after day 2 - 4 participants for 2 hours

Action Learning format: group consultation to share experiences and learning on practical cases.

Unconscious Bias in Management

Face-to-face or Online

2x 0.5 days (soon redesigned into 0.5 day)



Objectives

To increase the managers awareness of their own unconscious biases and the way they interfere with decision-making and their relationships with their teams, and how to limit negative impact on manager and team performance.

Content

The focus of the course will be on understanding **how unconscious biases may alter judgements managers make about people in their staff** (whether it is in the recruitment process, in the evaluation process or in daily work situations) and the empathy they have for them.

Focusing on those 2 areas (empathy and fair judgement) will help us develop as managers, as lack of those are two of the biggest triggers of stress and disengagement in people, while on the contrary, high empathy and fairness can make people more confident in their ability to handle new, challenging situations and be more creative and will also help managers to make better recruitments.

Based on some input coming mainly from the fields of neurosciences and social psychology and from the work of the Nobel Prize awardee Daniel Kahneman (Thinking fast, thinking slow), we will concretely explore our own biases, in order to understand their impact and to take action.

Format

2 modules of 3 hours each (09.30 - 12.30 - Brussels Time).

The Leadership Lab

Face-to-face or Online

1-day workshops + 2 x 2h group coaching



3 x

Objectives

To enable participants to:

- understand how they can work smarter and not harder
- realise their full potential as a manager and leader, by applying different leadership styles in different situations
- have a stronger impact on their organisation, by understanding themselves better, as well as the consequences of their actions.

Content

Participants will develop their behavioural competencies and will be exposed to the latest scientific research, to help them understand what makes them a successful leader.

Workshop 1

- Defining the role of the manager and leader
- My managerial behaviour/style and my impact on my team
- My managerial identity
- Self designed action plan based on my own current situation

Workshop 2

- The neuroscience contribution to management
- The impact of emotions on my leadership style and my communication
- The lifework balance
- Self designed action plan

Workshop 3

- My resilience: how do I face change and uncertainty?
- Mapping the future

2h group coaching: not mandatory, but strongly recommended

Format and course timing

The Leadership Lab is a blended learning programme, spread over 3 months, comprising:

- 3 one-day workshops, from 09:00 to 16:00 (Brussels Time). If you cannot attend one of the days, please cancel your enrolment and register to another session.
- 2 sessions of 2h group coaching, on a voluntary basis, but highly recommended.
- Precourse work and intersession practical exercises.

Leadership Walk for Team Leaders

1 day walk in the forest

In Brussels and Luxembourg



Purpose

Jean Monnet walked daily, and he found there the depth of reflection and insights that set the foundations of the European project. The European School of Administration invites you to follow his steps and gain increased clarity in your daily endeavours.

Our world is volatile, uncertain, complex and ambiguous, with new ways of working and an acute need for self- and collective awareness. Leading today therefore requires particular quality listening skills (to yourself, your team, and the environment), to take relevant decisions and accompany transitions. This walk is an energising experience to gain insight, re-centre, and develop further in your practice.

During this walk, you will:

- Reflect on your leadership journey in a complex and ever-changing environment
- Draw inspiration for your leadership from nature, peers and skilful facilitators
- Identify how to apply the insights gained during the walk in your daily work

Format

Neuroscience has recently shown the positive impact of walking, not only on our health, but also on the way we think. The physical effort accelerates and deepens our cognitive development process. Walking in nature with others is a powerful source of self-reflection, deep thinking, meaningful dialogue, inspiration and learning. It takes us to a different environment, makes us change rhythm and sets our minds in a different motion. It also creates a much needed sense of community and support. You will be guided by experienced facilitators (all EU officials, some with management experience).

Preparation

The leadership walk includes a preparatory phase with:

- An on-line welcome meeting of 1h15 a week before the walk, to clarify the intentions, create the group, and answer practical questions.
- A solitary walk to enable some individual reflection, on a question given by the facilitators.

Walk outline

We usually meet at 8:30, walk through parks and forest, alternating moments of conversation and of silence, and pausing regularly to share our reflections. Depending on the path chosen by the facilitation team, we reach our destination or close our loop at around 17:30, depending on our pace. In some cases, we walk to a place of particular interest and come back by public transport. The walks are usually 14-16 km long. Your facilitators will share with you all necessary information in the preparation process.

