Strengthening partnership and networks in agricultural research for development

a learning module

(Version 1.0)
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Session 7: Key skills for effective partnership management—Interpersonal relations, feedback and communication

Ponniah Anandajayasekeram and Ranjitha Puskur
Trainer’s guide

Session 7: Key skills for effective partnership management—Interpersonal relations, feedback and communication

Purpose
To enhance the capacity of the agricultural researchers to forge effective and efficient partnerships with other relevant stakeholders in the agricultural innovation system for achieving greater impacts

Objectives
At the end of this session participants will be able to appreciate the role of:
- interpersonal relations,
- feedback skills and
- communication skills in partnership management

Resources
- Flipcharts
- White board
- Blank transparencies
- Flipchart and white board markers
- Copies of handouts 7.1, 7.2, 7.3 and 7.4 for each participant
- Computer and LCD projector
- Overhead projector

Time needed
Two hours

Method of facilitation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>Presentation</td>
<td>Distribute handout 7.1 (presentation slides) before you start your presentation</td>
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<tr>
<td></td>
<td>Give a presentation on key skills for effective partnership management-interpersonal relations, feedback and communication</td>
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<td></td>
<td>Allow some time for questions to make sure that participants understand what is presented</td>
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<td></td>
<td>Distribute handout 7.2 (presentation text) to supplement your presentation</td>
</tr>
<tr>
<td>Exercise</td>
<td>Distribute handout 7.3 and 7.4 for exercise 7 self and pair analysis</td>
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<td></td>
<td>Ask a volunteer to read the exercise</td>
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<td>Ask participants to work individually and in pair exercise</td>
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<td>Remind them the time allotted to the exercise</td>
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<tr>
<td>Transition</td>
<td>Make closing remarks and transit to the next session</td>
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Session 7: Key skills for effective partnership management—
Interpersonal relations, feedback and communication: Summary of overheads

7.1

Key skills for effective partnership management:
Interpersonal relations, feedback and communication

7.2

Session objectives

• Discuss interpersonal skills
• Describe feedback skills
• Describe communication skills

7.3

Key skills

• Interpersonal skills *
• Facilitation skills *
• Conflict management skills *
• Feedback skills *
• Negotiation skills *
• Active listening skills
• M&E skills
• Listening skills
• Communication skills
### 7.4 Interpersonal skills

- One key skill required to manage an efficient and effective partnership process is interpersonal skill.
- A skill that strengthens interdependence and relationships.

To succeed with others, it is important to explore different ways to make your relationships productive.

### 7.5 Developing your emotional intelligence

- Self awareness
- Self management
- Interpersonal skills

### 7.6 Self awareness

- Identifying your feelings, moods, values and ambitions
- Pinpointing what caused them
- Recognizing what effect they may have on you and others
- Monitoring fluctuations in your moods and emotions
7.7 Self management

- Controlling your moods and feelings in light of your goals
- Delaying gratification for specific reasons
- Motivating yourself

7.8 Interpersonal skills

- Reading emotional cues about feelings and moods of others
- Responding appropriately
- Using a resonant leadership style to influence behaviour
- Building relationships and teamwork

7.9 Strengthening interdependence and relationships

The quality of our interactions and communication depends on:

- Level of self perception and of others
  - Do you succeed to see yourself through the eyes of others?
  - Do you succeed to see others like they see themselves?
### Johari Window

Joseph Luft and Harry Ingham (1961)

#### Get feedback

<table>
<thead>
<tr>
<th>Style 1</th>
<th>Style 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open self</td>
<td>Blind self</td>
</tr>
<tr>
<td>I know and others know</td>
<td>I do not know others know</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Style 2</th>
<th>Style 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concealed self</td>
<td>Unknown self</td>
</tr>
<tr>
<td>I know, others do not know</td>
<td>I do not know and others do not know</td>
</tr>
</tbody>
</table>

### Interpersonal style 1

**Open self**

**Characteristics**
- Personal potential is not exploited
- Creativity is suppressed
- Persons hardly ask feedback or exercise self-exposure
- They present rigid behaviour, hardly take risks
- They are usually quiet, reserved, and avoid group participation

**Analysis**
- This behaviour seems to be related to interpersonal anxiety/lack of self-confidence
- Persons prefer to withdraw rather than to self-expose and "grow"

**Consequences**
- Persons usually:
  - attract hostility
  - develop loneliness
  - show dissatisfaction
  - live isolated, avoid friendship

### Interpersonal style 2

**Concealed self**

**Characteristics**
- They hardly self-expose
- They hardly express their ideas, judgments, and actions
- They ask feedback from others about their performance and behaviour
- Consequently, they reduce ‘blind self’
- They do not share experience and prevent people from learning from them

**Analysis**
- They seem to be afraid of being rejected or receiving aggressiveness from others
- They are afraid of not receiving support if others get to know their thoughts and feelings of ambition
- They show lack of self-confidence and believe they are able to manipulate and control others (power) through the process of omitting information
7.13

Interpersonal style 2 (cont’d)

Consequences
These persons usually:
• generate tension and negative feeling among peers
• develop rejection and antipathy among others, including avoidance
• are considered selfish and useless in terms of group development

7.14

Interpersonal style 3

Blind self

Characteristics
• These persons often use the process of self-exposure
• They hardly ask feedback
• They participate actively in groups giving information
• They give feedback to others easily, tell others what they think and feel towards them
• They are very critical
• They have high concept of themselves. They like to boast and put people down. ‘They are the best in life’

Analysis
• This kind of people hurt others easily as they assume the behaviour of being frank, honest, and constructive to others
• In general, others perceive these individuals as very self-centered
• They are insensitive to feedback. They do not care about how people perceive/see them
• Unconsciously, they are afraid of knowing their self-image

7.15

Interpersonal style 3 (cont’d)

Consequences
These persons usually:
• generate negative feeling among peers
• cause peers to feel disrespected by them
• cause peers to often develop lack of confidence, hostility, and to become very defensive when dealing with them
• tend to increase their ‘blind self’ as they lack a chance of receiving feedback from others on their behaviour
### Interpersonal style 4

#### Unknown self

**Characteristics**
- These persons maintain an IDEAL behaviour to facilitate an interpersonal relationship
- They frequently exercise both processes: ask feedback and self-exposure
- They permit frankness, sincerity etc.
- They use emphatic communication very often
- They have an open communication in groups, discussing thoroughly any issue to avoid misunderstanding

**Analysis**
- In general, they are self-confident, ready to take risks and evaluate results
- They promote chances for innovation, implementation of new ideas
- They are *not* afraid of losing face, because they believe that they are in a constant process of learning
- They help to promote and develop effective and modern organizations

### Interpersonal style 4 (cont’d)

**Consequences**
These persons usually:
- generate high expectation of productivity, supportiveness among the peers
- can also generate defensive behaviour of others who are not used to deal with authentic behaviour
- contribute to change ways and interpersonal relationship within the environment, implementing openness, genuineness etc. However, this is a very slow process

### Feedback
7.19 Feedback and its importance

- Process of receiving and evaluating information about our behaviour
- Gives others information about their behaviour and its impact
- Helps to get information how our actions/behaviour is affecting others

7.20 Elements of feedback

- Describe the action/behaviour
- Explain the impact it had on you
- Tell the result/consequence

7.21 How to give feedback?

Feedback is more effective when the following criteria are used:

- Specific rather than general
- Descriptive rather than judgmental
- Take into account needs of both the receiver and the giver of feedback
- Directed towards behaviour which the receiver can do something about
- Well-timed
- Ensure clear communication
- Ensure accuracy
Communication

What is communication?

Communication is a process by which a source sends a message to a receiver by means of some channel in order to produce a response (behavioural change) from the receiver in accordance with the intention of the source.

What is communication? (cont’d)

The five key elements are:

- source
- message
- receiver
- channel and
- response

Communication is a two-way multidimensional, interactional activity.
7.25 Important elements of the communication process

- Source: Communicator
- Message: Content (What, Medium channel)
  - Seeing
  - Hearing
  - Touching
  - Smelling
  - Tasting
- Receiver: Target Audience
- Feedback
- Effect

7.26 Problem solving

- Getting information
- Giving advice
- Decision making
- Correction
- Evaluation
- Persuasion
- Assert (stress)
- Reduce dissatisfaction
- Giving information

Purpose of communication

7.27 Four ways to improve the “self” through communication

- Accept yourself as in process. Accept who you are now. Realize that the you of today will not be the you of tomorrow because your are changing.
- Accept others as in process. Accept others as they are, and also they will continue to develop.
- Self-disclose when appropriated. Self-disclosure is a special kind of communication that is more revealing than most.
- Engage in constructive risk taking. Seek new experiences and new relationships
Thank you!
Session 7: Key skills for effective partnership management—Interpersonal relations, feedback and communication: Summary of presentation

7.1 Introduction

The emerging innovation systems paradigms require new partnerships and networks in the design and implementation of agricultural research for development. For an organization to realize the full potential of the collaborative advantage of partnerships, it must be skilled not only in identifying the right partners, but also should be able to manage these partnerships very effectively. This requires a new set of skills and tools. Among others, the key sets of skill required are: interpersonal skills, feedback skills and communication skills. These skills are presented and discussed in this chapter.

7.2 Interpersonal skills

One of the key factors to successful partnership is developing your interpersonal skills. This involves both self awareness and self management. The interpersonal skills deals with: knowing about yourself; reading emotional cues about feelings and moods of others; responding appropriately; using a resonant leadership style to influence behaviour and building relationships and team work.

Self awareness involves: identifying your feelings, moods, values and ambitions; pinpointing what caused them, recognizing what effect they may have on you and others; and monitoring fluctuations in your moods and emotions. This knowledge will assist you in self management. This deals with controlling your moods and feelings in the light of your goals; delaying gratification for specific reasons, and motivating yourself for the new challenges.

Johari's window

It is difficult to understand the complexity of human personality, especially during interpersonal communication. The crucial factor in the challenge is the perception we have of ourselves and of other people. To facilitate interpersonal communication, it is important that we develop the awareness of how we see ourselves and other people, and how we see ourselves as others see us. Equally important is how far we see the others as they see themselves. To address this issue, Joseph Luft and Harry Ingham (1961) created the ‘Johari Window’ to illustrate this process of ‘interpersonal knowledge’. Their research results identified that, in looking at the perceptions we have of ourselves and others, it is useful to think of a person as having several parts like a window. This window has four components.

The more we get to know about ourselves the more effective we are likely to become. The effect of feedback and self disclosure promotes people’s change from concealment to openness. The more open a person is to the environment of other people with whom he/she interacts, the more successful he/she is likely to be. Johari window illustrates these parts in the following ways.
Based on the attitudes and behaviour of people, their studies identified four types of interpersonal styles. Each interpersonal style has special characteristics and generates the related consequences as discussed below.

**Interpersonal style 1: Unknown self**

Unknown self is the situation of the things that I do not know and the others also do not know the characteristics, analysis and the consequences of this situation is presented below.

**Characteristics**
- a. Personal potential is **not** exploited
- b. Creativity is suppressed
- c. The persons hardly ask for feedback or exercise self-exposure
- d. They present rigid behaviour, hardly take risks
- e. They are usually quiet, reserved, and avoid group participation

**Analysis**
- a. This behaviour seems to be related to
  - * interpersonal anxiety, and
  - * lack of self-confidence
- b. These people prefer to withdraw rather to self-expose and ‘grow’

**Consequences**
These people usually:
- a. attract hostility
- b. develop loneliness
- c. show dissatisfaction
- d. live isolated
- e. avoid friendship

**Interpersonal style 2: Concealed self**

Situation: I know, but others do not know.

![Johari's Window](image-url)
Characteristics

- These people hardly self-expose
- They hardly express their ideas, judgments, and actions
- They ask feedback from others about their performance and behaviour
- Consequently, they reduce ‘blind self’
- They do not share experience and prevent people from learning from them

Analysis

Persons who maintain this kind of behaviour

- seem to be afraid of being rejected or receive aggressiveness from others
- are afraid of not receiving support if others get to know their thoughts and feelings of ambition
- show lack of self-confidence and believe that they are able to manipulate and control others (power) through the process of omitting information

Consequences

These persons usually:

- generate tension and negative feeling among peers
- develop rejection and antipathy among others, including avoidance
- are considered selfish and useless in terms of group development

Interpersonal style 3: Blind self

Situation: I do not know but the others know.

Characteristics

- These people often use the process of self-exposure
- They hardly ask for feedback
- They participate actively in groups and give information
- They give feedback to others easily. They tell others what they think and feel towards them
- They are very critical
- They have a high idea of themselves. They like to boast and put people down. ‘They are the best in life’

Analysis

- This kind of people hurt others easily as they assume the behaviour of being frank, honest and constructive towards others
- In general, others perceive these individuals as very self-centred
- They are insensitive to feedback. They do not care about the way people perceive and see them
- Unconsciously, they are afraid of knowing their self-image

Consequences

These persons usually:

- generate negative feelings among peers
- cause peers to feel disrespected by them
- cause peers to often develop lack of confidence, hostility, and to become very defensive when dealing with them
d. tend to increase their ‘blind self’ as they lack the chance of receiving feedback from others on their behaviour

Interpersonal style 4: Open self

Situation: I know and others also know.

Characteristics
a. These people maintain an IDEAL behaviour to facilitate an interpersonal relationship
b. They frequently exercise both processes: ask for feedback and self-expose
c. They permit frankness, sincerity etc.
d. They use emphatic communication very often
e. They have open communication in groups and discuss any issue thoroughly to avoid misunderstanding

Analysis
a. In general, such people are self-confident. They are ready to take risks and evaluate results
b. They promote chances for innovation, implementation of new ideas
c. They are not afraid of losing face because they believe that they are in a constant process of learning
d. They help to promote and develop effective and modern organizations

Consequences
These people usually:

a. generate high expectation of productivity, supportiveness among the peers
b. can also generate defensive behaviour of others who are not used to dealing with authentic behaviour
c. contribute to changing practices and interpersonal relationships in an environment by implementing openness, genuineness etc. However, this is a very slow process

The knowledge of these styles and consequences will assist a great deal in establishing successful partnerships.

7.3 Feedback

Feedback is a process of receiving and evaluating information about our behaviour. It comes from our environment. In particular, it is information about how our behaviour affects others.

Feedback from another person is one important source of data which helps to tell you how your actions are affecting others. Even if you ‘disagree’ with the feedback, it is important for you to hear it clearly and understand it.

Feedback tells you how another person sees your actions and gives you the chance of trying to change your behaviour. People act on their perceptions of your actions and there may be times when you communicate in unintended ways.

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Giving feedback

Feedback is a way of helping another person to understand the impact of his behaviour on others. It is communication to a person (or a group) which gives information about how he (or they) affects others. It helps others to keep their behaviour on target, thus better achieving their goals.

Feedback is more effective when the following criteria are used:

- **It is specific rather than general.** To be told that one is talkative will probably not be as useful as being told: ‘Earlier, when we were deciding the issue, you talked so much that I stopped listening.’
- **It is descriptive rather than judgmental.** By describing one’s own reaction, it leaves the individual free to use it or not to use it as he sees fit. By avoiding judgmental language, the potential for a defensive reaction by the person receiving the feedback is lessened.
- **It takes into account the needs of both the receiver and the giver of feedback.** Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person at the receiving end.
- **It is directed towards behaviour which the receiver can do something about.** Frustration will only increase if a person is reminded of some shortcoming over which he has no control.
- **It is well-timed.** In general, feedback is most useful at the earliest opportunity after the given behaviour has been observed (depending, of course, on the person’s readiness to hear it, the support available from others etc.).
- **It is checked to ensure clear communication.** One way of doing this is for the receiver to rephrase the feedback to see if it corresponds to what the giver had in mind.

It is checked with others to ensure accuracy. Both the giver and receiver should check the accuracy of the feedback with others in the group. Is this one person’s impression or an impression shared by others? These criteria have been adapted from Feedback Guidelines, originally published by National Training Laboratories.

7.4 Communication

Communication is one vital activity in human life. Our life is full of communication and it is difficult to think about mankind devoid of communication. In our family, community, organization etc. our interaction is carried out through communication mainly to enhance understanding.

7.4.1 What is communication?

Communication is a process by which a source sends a message to a receiver by means of some channel in order to produce a response (behavioural change) from the receiver in accordance with the intention of the source.

Therefore the five key elements are: source, a message, a receiver, a channel and a response. The effectiveness of communication is achieved if the receiver’s response matches with the intention of the source. Communication is a two-way multidimensional, interactional activity (Figure 1).

In other words, it is a process in which people exchange meaning. A process used by people to exchange experiences and ideas. Hence it is a vital trigger for altering knowledge and perception of various kinds.

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2. The document is largely adapted from Leeuwis 2004 Communication for rural innovation: rethinking agricultural extension.
7.4.2 Purpose of communication

Communication can have various purposes but the major reasons why people communicate include:

1. getting information
2. giving information
3. persuasion
4. problem solving
5. giving advice
6. decision-making
7. evaluating
8. correction
9. assert (stress) and
10. reduce dissatisfaction.

Ingredients or key attributes of communication

1. Communication is about using symbols
   To exchange meaning and interact with each other, human beings use variety of devices: words, and language, pictures, letters of alphabets, body language etc. These devices or signals are symbolic, which means that they refer to something else.

2. Communication can be through verbal and intentional ‘message’
   Human beings can make deliberate attempts to communicate meanings to others. In such cases they combine several signals into message (i.e. information). However, it is also possible to use non-verbal forms of such as the ones listed below to transmit message. These include:
   • Appearance (e.g. wearing a particular style of closing);
   • Posture (e.g. standing tall or ‘shrinking’);
   • Gesture (e.g. rapid movements of eyes, impatient ticking of fingers);
   • Spatial position (e.g. standing close to someone or keeping distance).

3. Symbolic signals are transferred through channels and media
   Message which has different intentions and which is verbal or nover-verbal can be transmitted through variety of transmission media or channel.
   These include visuals, audio, tactile, and olfactory signals. Communication media, then, can be composite devices which incorporate several channels at once.
Communication takes place in a historical and relational context. Communication always happens with context which is based on the earlier experiences people have while communicating with each other or with others. This implies that communicating parties make their communication based on the following scenarios:

- knowledge of the other person or group
- knowledge of each other’s identity
- relationship (like or dislike)
- kind of trust on each other
- conflict situation etc.

Communication can take place synchronically or asynchronically. Regardless of level of interactivity, communicative responses can be immediate or delayed. When people meet face-to-face or talk to each other on the telephone, they respond to each other straightaway and reply to converse moment by moment. This is synchronically communication, as both parties are involved in the process at the same time. However, there are many forms of communication where responses are ‘delayed’, because communication takes places in the forms of letters, emails, articles etc. Here the communicating parties engage in the process at different times so it is called asynchronical communication.

### 7.4.3 Communication models

Different models of communication are developed by different authors based on different criteria used to classify the process of communication. In line with this, three models of communication are described based on classification made by (Leeuwis 2004) as follows;

1. **The objectives or ‘transmission’ model**

   This model takes communication as information transfer process. It considers that there is a ‘sender’ who composes a ‘message’ and sends it through a ‘channel’ to a receiver. In this process, the information (captured in the message) is assumed to have a fixed (‘objectives’) meaning. Therefore, it considers that what is sent from the sender is received by the receiver intact and understood having similar meaning with the sender (Figure 2)

   ![Diagram of the objective or transmission model of communication](source: Leeuwis C. 2004. *Figure 2. The objective or transmission model of communication.*)

2. **The ‘subjective’ or ‘receiver-oriented’ model**

   This model is a refinement of the transmission model and it recognizes the difference in pre-existing knowledge difference between sender and receiver. The sender and receiver are seen as having a different life-world or stock of knowledge. When a sender composes or encodes a message, he or she tends to draw upon his or her own frame of reference, whereas there is a good chance that the receiver makes use of a totally different stock of knowledge when interpreting (‘decoding’) the message (Figure 3). Therefore, effective communication can only take place if a sender makes an effort to anticipate the frame of reference of the receiver.
The ‘social network’ or ‘negotiation’ model. This communication model is building on the subjective model and improving the shortcomings of the model related to its failure to capture the influence of previous and/or more or less simultaneous communications in the wider social network of the sender and receiver. Furthermore, this model recognizes the influence of power that has come as a result of people’s endowment with knowledge, money, status etc. on communication. Therefore, recognizing the influence of the above factors in communication it proposes a model which helps to understand how meanings and perceptions come about through ‘negotiation’ or ‘transaction’ within a wide social network and context.

Though the above mentioned three models have their own merits and demerits, in every days practice, all of them are still being used, either implicitly or explicitly.

7.4.5 Communication skills

Since communication is an important activity in human interactions, performing it effectively produces a lot of reward. It is also said that ‘communication skill is the most important skill in life’. In partnership the benefit of effective communication is very high. Therefore, it is essential to know communication skills that will lead to effective communication.

Important skills in communication

In different literatures various communication skills are mentioned; however, they can be classified into three main categories. These are expressive skills, listening skills and skills for managing the overall process of communication.

Expressive skills are required to convey message to others through words, facial expressions and body language.

Listening skills are skills that are used to obtain messages or information from others. These help to clearly understand what a person feels and thinks about an issue and is wanted to be transmitted. Skills for managing the overall process of communication help to recognize the required information and develop a strong hold on the existing rules of communication and interaction.

Most of us are trained on how to express ourselves or how talk or give public lecture. However, it is said that we have little knowledge on how to listen.

Though the intention of listening could be different, Covey (2004) advised that if our intention is mainly to understand and work effectively, we need to learn the skill of emphatic listening.

Empathic listening is a structured listening and questioning technique, which helps us to develop and enhance relationships through a stronger understanding of what is being conveyed both intellectually and emotionally.
Honest and effective use of empathic listening helps to win the trust of team members, helping us to address the root cause of problems rather than superficial but potentially damaging symptoms.

Sometimes, this ability to see beneath the surface of people’s obvious behaviour can make the difference between seeming harsh and unsympathetic on one hand, and being humane and well-respected on the other.

Empathic listening is built on first understanding the issue or deeply understanding other people and their views. It is a different level of listening from evaluating, probing, advising and interpreting based on our frame of reference. Empathic listening goes beyond this and helps to understand the emotions behind the information. This will help to create emotional bondage with people whom we are working with and get accurate information. Furthermore, it also helps people involved in the communication to get the physiological air they need and makes them work together effectively.

Four ways to improve the ‘self’ through communication.

- Accept yourself as in process. Accept who you are now. Realize that the you of today will not be the you of tomorrow because you are changing.
- Accept others as in process. Accept others as they are, and also they will continue to develop.
- Self-disclose when appropriated. Self-disclosure is a special kind of communication that is more revealing than most.
- Engage in constructive risk taking. Seek new experiences and new relationships

7.4.5 Ladder of influence and better communication

The concept of the ladder of inference (Figure 4) developed by Chris Argyris explains common thinking and communication processes to help us become more aware of how we interpret the world around us, and make our communication effective to build better understanding.

The core message of the concept is that in a communication process the sender and receiver interpret data to make meaning and make sense of it. We make sense and draw conclusion based on selection and processing of available data and interpretation made subjectively. The conclusions we draw is a reflection of our experiences coupled with our world views. Therefore, it is not objective but very much subjective since at each step it is influenced by the experiences, knowledge and world views of the communicating parties.

Therefore, ‘what we take from a communication is what WE create.’

Unfortunately, as the communicating parties go up the ladder of inference, they often are not aware of the background of the interpretations they make. As a result, they often consider their conclusions as objective reality of their perception. ‘That makes it difficult to communicate when two people draw conclusions, apparently from the same information, and see these conclusions as objective reality.’

‘The ladder of inference is a reminder that, when communicating, we need to communicate not just our subjective conclusions, but our reasoning process and assumptions that underlie the conclusions. Otherwise we cannot get at the real sources of disagreement which lie in our assumptions rather than our conclusions’ Bacal (2009).

**Figure 4. Ladder of inference.**

### Key references


Session 7: Exercise: Self and pair analysis
(individual and in pairs)

Phase 1. Individual work (30 minutes)
1. Reflect on how you relate to people in your organization and at home. To facilitate your analyses, think of you responding to the following questions:
   a. Do I seek and ask people feedback about my attitude, behaviour, and performance? How frequently do I do it?
   b. Do I expose my thoughts, ideas and feelings towards things to people? How often do I do it?
2. From a scale of 1 to 5, respond to the questions above in the following figure. Then close the areas as a result of your analysis.

   ![Diagram showing a scale from 0 to 5 with labels a) Ask feedback and b) Self-exposure]

Phase 2. Work in pairs (45 minutes)
3. Pair up with a participant and exchange your analysis and the design and make conclusions about your needs to reinforce and/or change your way of relating to people.
4. Summarize the results of this session by writing the three major lessons learned in this exercise. Use the worksheet (handout 2.6.4).

Phase 3. Plenary work (30 minutes)
5. The facilitator will invite some responses from the pair exercise, summarize major lessons learned, ask for feedback, and close the session.
Session 7:  Exercise: Worksheet

(a) Notes:

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(b) Three major lessons learned:

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