Becoming a *conscious* manager

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Introduction

The purpose of this article is to offer you an instrument for identifying your learning needs in terms of awareness in your role as a manager; the particular emphasis here is on prevention and management of workplace conflicts. By "awareness" I mean the dimensions of events in your workplace that are visible to you in your capacity as leader. You will also have the opportunity to reflect upon how actively you *use* these different dimensions to shape your organization so that it achieves its goals as fully as possible.

You can choose to use the instrument at different levels of ambition. The lowest level is to read through the material and see if it gives rise to any new thoughts about yourself as a manager. You can also work through the checklist systematically, one part at a time, with an aim to create a well-considered picture of how you function now, as well as an action plan for how you can develop into a more aware leader. The most ambitious strategy is to work with the instrument over a longer period along with a coach.

The instrument is called the Conflict Awareness Mandala and was first developed to provide a graphic overview of different degrees of awareness in people involved in workplace conflicts.[2] Here, the Conflict Awareness Mandala has been adapted to effectively mirror the manager role in particular. The Conflict Awareness Mandala was specially formed to allow greater insight into the role of awareness in workplace conflicts. The map of awareness provided by the Mandala, however, even has a great deal to say about how a person generally deals with situations in the workplace. Thus, the Mandala can also provide important insights for those not directly involved in workplace conflicts.

The Conflict Awareness Mandala[3]

The Conflict Awareness Mandala (see Figure 1) was constructed to provide a picture of the dimensions of a workplace situation that are visible or invisible to a given individual. The Mandala graphically represents the kinds of questions a person can reflect upon as regards events in the workplace. Thus, as a whole, it is a map of the possible dimensions of awareness. It can also be used to depict the degree of awareness a given person has in a given situation.

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[2] Our research report will soon be available on the internet in an English version.

[3] The word "mandala" has its origins in Southern Asia, particularly in Buddhism. A mandala is a symbolic picture of the cosmos, depicted in geometric form. In the Buddhist tradition, the mandala is used as an aid to meditation.

The Conflict Awareness Mandala summarizes two different aspects of awareness. One comprises the dimensions of the workplace, the course of events, other people and the self that are included in the individual's perception and reflection. The Conflict Awareness Mandala depicts 20 such themes; thus the circle is divided into 20 sectors (designated with letters). The 20 sectors are arranged into four groups: Developments, The Scene, Others and Myself. The second aspect concerns how actively the individual perceives, interprets and uses the various dimensions in his/her everyday work. This is depicted in the Conflict Awareness Mandala as four concentric rings (designated with Roman numerals).
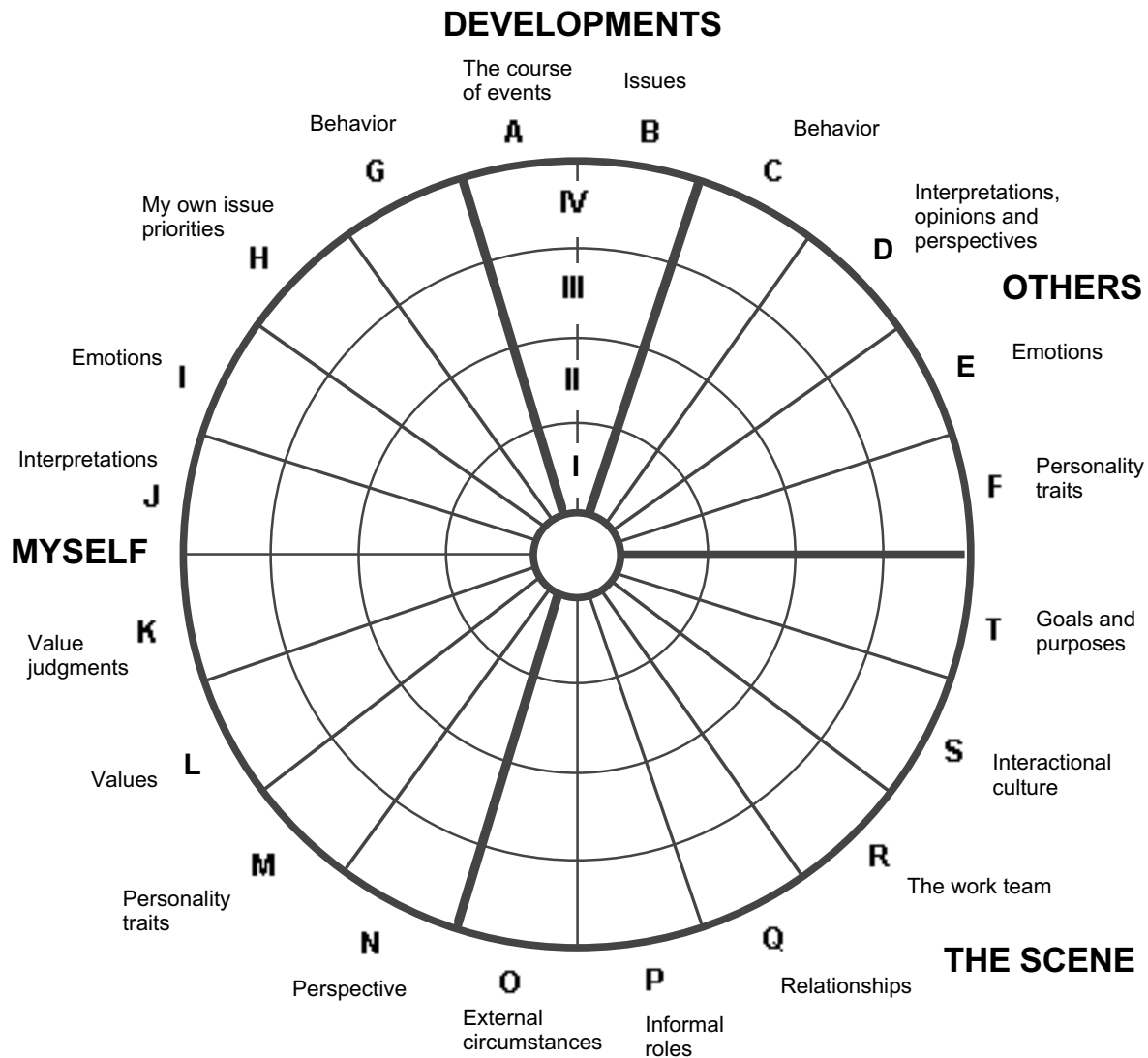

Figure 1. The Conflict Awareness Mandala for managers

The combination of 20 sectors and 4 rings results in 80 cells. Each cell represents a particular kind of question that a given individual might reflect upon in his/her everyday work. The Conflict Awareness Mandala's importance lies in its ability to illustrate the kinds of questions

certain individuals *never* reflect upon. For example, if you are a manager who never considers whether there are informal roles at your workplace, then this dimension is invisible to you in your capacity as leader. This implies that you do not notice the possible significance informal roles might have for how your organization functions, e.g., in conflict situations. If you fail to see the informal roles, you cannot work with them actively. Thus, they are not a variable you can use in your leadership. The more parts of the Mandala that are visible to you, the more variables you have to work with in forming the activities of your organization.

Moving from the Mandala's center to its periphery, the rings represent increased depth of awareness. Each ring has a specific meaning in that it stands for a certain *type* of questions. Ring I represents perception, i.e. that one notices various themes and sees them as important in some way. The individual who stops at perception, however, does not *do* anything with what he/she has observed. For example, one can be aware that the company's unclear roles (Theme P) give rise to problems without this being more than an insight that flickers through one's consciousness. In Ring II, one delves deeper and develops an opinion on the prevailing role allocation. In Ring III, one reflects upon whether there are underlying reasons why the role allocation is unclear. In Ring IV, one seeks opportunities to do something about the role allocation oneself. Many people remain in Ring I, with certain elements of Ring II, i.e., they notice several conditions and factors of significance for the workplace conflict's nature, but this perception never goes beyond observations and has no profound influence on what the individual feels, thinks and does in relation to the conflict.

Making a self-diagnosis

The steps of self-diagnosis

You can make a self-diagnosis of how aware you, as a manager, are of your coworkers by following the steps below:

1. Focus on one of the 20 themes. Read the short description of that theme (see below).
2. When you have a good understanding of what the theme concerns, ask yourself whether this dimension of events at your workplace is something you notice and reflect upon. This step corresponds to Ring I in the Conflict Awareness Mandala.
3. Then ask yourself whether you usually evaluate the significance of the theme in question. Do you take a position on the things you notice? Do you have opinions on the desirability of the state of things? Here you are moving in the realm of the Mandala's Ring II.
4. In the fourth step, consider whether you usually reflect upon the causal relations underlying what you have observed regarding the theme in question. Do you have any thoughts as to why things turned out as they did? Does an understanding of the background of the current situation help you to identify important circumstances and to notice more? This is Ring III of the Mandala.
5. Finally, ask yourself whether you actively use the dimension under consideration in your leadership. Do you ask yourself how you can constructively influence what you have observed? Do you consider how the dimension in question can be used as a variable in

leading the organization along a desired path? These questions belong to Ring IV of the Mandala.
6. Continue to the next theme, following the same steps.

Two examples

To illustrate how self-diagnosis is accomplished, I will use two themes as examples: K. Value judgments and S. Interactional culture

Value judgments. The theme "K. Value judgments" concerns awareness of one's own opinions in relation to coworkers and workplace events. Thus, according to the above instructions, in *Step 2* you should ask yourself: Do I notice my own feelings of personal sympathy and antipathy or that other personal value judgments arise in my everyday work? Is it something I note ("I notice that I feel Lena is tiring when she constantly wants to discuss whether we've followed the rules to the letter") or do I simply act out my opinions in what I say and do? In *Step 3* ask yourself if you usually consider your own spontaneous opinions: "Is it fair to think that about Lena?" *Step 4* deals with the extent to which you usually ask yourself why you have the opinions you do. Do you ask yourself questions such as: "What strong reactions I have to how Lena acts; I wonder why I so dislike that kind of behavior? Maybe it's because I value creativity highly and see controlling people as a threat to it?" In *Step 5* you test whether you usually actively try to change your own value judgments. This can involve thoughts of the following kind: "My dislike for how Lena acts is not good; she feels it and becomes insecure. I have to find a way to relate to Lena and her controlling behavior that vaccinates me against the spontaneous distaste that arises when she expresses her ideas." An individual who lacks awareness of his/her own value judgments often acts them out unrestrainedly. Such a leader favors those he/she finds likable and disfavors those he/she for some reasons finds unpleasant. Personal sympathies and antipathies are, thus, allowed to govern aspects such as assignment of work tasks. At a workplace with such a leader, employees cannot rely on being treated justly; instead they must keep on good terms with the boss (which might be more a question of being ingratiating than of doing a good job).

Interactional culture. The theme "S. Interactional culture" deals with the workplace's prevailing social climate. What is the dominant feeling among your coworkers? Is there a definite jargon? Do people relate respectfully, coldly, openly, or do they treat one another roughly? What are the attitudes between the sexes, among people with different ethnic backgrounds, etc.? The same four levels of question types apply here:
I.   Do I notice at all what characterizes the forms of social interaction at my workplace?
II.   Do I have an opinion about the prevailing interactional culture? Do I compare how things are to how I think they should be?
III.   Do I consider how the current forms of interaction arose and why they continue? Is there an underlying reason for the chilliness/rough tone/scheming atmosphere that marks the social climate?
IV.   Do I make any intentional efforts to positively influence the forms of interaction among my coworkers, i.e., by consciously acting as a model for a certain social tone or by promptly intervening at the first signs of harassment or the like?

A manager who fails to notice this dimension of the workplace lacks access to a variable for change that can have great importance for his/her coworkers' well-being and motivation. With luck, the social climate could still be good. But should something occur that leads to a worsened climate, such a leader will probably fail to take effective steps to turn the development around.

Making your own awareness mandala

If you feel motivated to form a good picture of your own degree of awareness as a manager, you can color your own mandala (a template is provided in the appendix). To do this you must conscientiously test the extent to which each of the questions corresponding to the 80 cells in the Mandala is part of your everyday repertoire of reflections. Every time you can honestly answer: "Yes, I usually think about this type of question in my work," you should color the corresponding cell. For questions to which you must answer: "No, I actually don't ask myself this type of question," you should leave the cell white.[4] When you have worked through all the dimensions at the four levels of depth, you will have a portrait of your own awareness.

Once you have an overview of the extent of your own awareness, you also have a good starting point for formulating your own development plan. You can now work on your own, though preferably along with another person (e.g., a coach), to identify which of the white parts of your own mandala would be useful to have in your range of vision. In this way you will likely discover that certain dimensions are less important to you than are others.

The 20 dimensions and accompanying questions

Below I will describe each of the 20 dimensions. For each theme, an example question is provided that corresponds to the four levels of depth. Thus, this entire section serves as a checklist you can use to make your self-diagnosis according to the instructions in the previous section.[5]

Developments
A. The course of events
Many people lack the skills to perceive what is happening every day at the workplace as a coherent history in which separate events and circumstances are interconnected. They also lack an overview of patterns of events that would allow specific episodes to be related to the whole. Instead, such people are like squash players, focused only on hitting the next ball and placing it correctly.

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[4] If you wish you can, of course, use two or three different colors to differentiate various degrees of awareness. Perhaps you feel that a certain cell contains questions you truly and constantly reflect deeply upon. The contents of other cells may actually flicker through your thoughts at times, but perhaps you do not give them the attention they actually deserve.

[5] More detailed descriptions of the twenty dimensions, illustrated using interview excerpts, can be found in our research report entitled "Perceiving, interpreting and managing workplace conflicts."

I.   What has happened and how are the events interconnected? What events can I predict will come next, considering the pattern to date?
II.   What do I think about the events in a larger perspective?
III.   What factors and conditions are important in explaining why the course of events turned out as it did?
IV.   How can I guide the general pattern of events in a desirable direction?

B. The issues

This theme focuses on the issues and problems central to the course of events. When there are tensions and conflicts, it is particularly important to identify which issues, interests and needs constitute the forces underlying differences of opinion and behavior in concrete situations. Elucidating the central points at issue is a prerequisite for controlling developments as opposed to simply drifting with the current.

I.   Which topics, issues, interests and needs are so important that they have shaped the course of events?
II.   Do I feel that the issues around which the events have evolved are the truly important questions?
III.   Are there important reasons why these particular issues are crucial to the course of events?
IV.   Can I do anything to promote more fundamental and pressing issues, so that the course of events will be guided more by them?

Others

C. Behavior

It is common that managers as well as others establish stereotyped pictures of how coworkers are as people. These sweeping pictures often obscure the view of what others have actually done or not done. This theme deals with being more careful as concerns perceiving precisely what others have done in important situations and, not least, perceiving the underlying circumstances that led to their actions. A leader who is unaware of coworkers' reasons for behaving in a certain way can stir up bad blood by passing unfair judgments.

I.   Do I have concrete knowledge of what my coworkers did or did not do in connection with the current situation?
II.   Do I have a well-founded opinion on how my coworkers behaved?
III.   What are the reasons for my coworkers acting as they did?
IV.   How can I act to make it easier for my coworkers to behave in a desirable manner?

D. Interpretations, opinions and perspectives

Everyone's actions are based on his/her own description of reality. Each individual's description is unique in some way, thus there are thousands of different reasons for evaluating the same information in different ways. Having insight into how others see a certain situation is a very important prerequisite if one is to influence the motives underlying how they behave. A manager who does not find out how others interpret a given situation tends to use quick and unfounded value judgments regarding others instead of learning more about the situation and others' ways of seeing it.

I.   How do others view the situation in question? What questions are important from their perspective?

II.   What do I think about the fact that others interpret the situation in a certain way? Is there any reason to study these viewpoints?

III.   What are other people's reasons for seeing the situation differently than I do? Is there anything here for me to learn?

IV.   In what way can I behave that will invite others to reevaluate their way of viewing the situation?

E. Emotions

The emotions awakened in other people play a major role in how they function at the workplace. This concerns, not least, feelings of being hurt, disappointed, dejected, frustrated or embittered. A leader who fails to notice coworkers' feelings has no access to important signals for what is happening at the workplace or in coworkers' interpersonal relationships. Some feelings do not belong in a professional environment and should be dealt with in private relationships. There are, however, many situations in which emotions are central to the quality of the collaboration.

I.   What feelings do my coworkers bear?

II.   What to I think about their having these feelings? Do I think it's important or unimportant?

III.   What are the reasons for others feeling as they do? Is it related to the work situation, or are there other underlying causes?

IV.   What can I do to facilitate positive change in others' emotional states?

F. Personality traits

People are different in many ways. Personality differences can be expressed through different ways of prioritizing, solving problems using various kinds of strategies, communicating in different ways, etc. If one consciously perceives others' characteristic personality traits, it should be possible to find a way to relate to them that works well. All people are not suited to all purposes and, similarly, one cannot behave in the same way with all people and obtain optimal results. Executives who do not notice the characteristic traits of others' personalities are unable to adapt work assignments and communication style so that each unique individual can be shown to his/her advantage.

I.   What types of people are my coworkers? How do they function?

II.   Which aspects of my coworkers do I value; which do I see as problematic?

III.   What are the underlying reasons for my coworkers developing the personality traits they have?

IV.   What can I do so that my coworkers' positive sides will be better expressed; how can I prevent their weak traits from having negative consequences on the organization?

Myself

G. Behavior

This concerns observing, in a reflective way, one's own actions in certain courses of events. What one does, as well as fails to do, affects how the course of events develops. One is often unaware of the consequences of one's own actions. With consideration of what has occurred and what one has done, some of these consequences become apparent. Other consequences remain invisible until colleagues and coworkers give their versions of the events. A leader who

can see the consequences of his/her own behavior has the necessary qualities to learn from experience and to act with greater awareness of possible future consequences.

I.   How have I behaved in crucial situations?
II.   What do I think about my behavior? Is there reason for me to consider how I behave?
III.   Are there additional reasons – besides the obvious ones – for my acting as I did?
IV.   What can I do to ensure that I behave in a more aware and constructive way in the future?

H. My own issue priorities

People are not always sure of the motives behind their priorities or of why they behaved in a certain way. Thus it can be important to consider what one views as pressing issues and problems in a given context. Upon reflection, it might become apparent that the rank ordering among these issues should be changed so that energy is spent on things that are truly important. Executives who have not thought through the importance of various work issues risk wasting valuable energy and competence on relatively unimportant issues, while strategically crucial topics fail to receive the attention they require. In conflicts, there are often several layers of issues and topics that affect people's actions. Less important things (e.g., personal prestige) are not always subordinate to more essential goals (e.g., the quality of the organization's services).

I.   What are the important issues, topics, interests and goals for me in the current situation?
II.   Do I think that what has seemed most important to me to date should actually top my list of goals?
III.   Are there important underlying (perhaps truly irrelevant) reasons that I have prioritized my goals as I have to date?
IV.   What strategy is suitable for challenging and testing what I perceive as important goals? How can I ensure that my driving forces in everyday work correspond better to my deepest felt values and convictions?

I. Emotions

Perceiving one's own emotions is a condition for being able to influence how one feels. It is also an important part of consciously handling relationships to others, since half- or unconscious feelings color tone of voice, body language and behavior even if they are not expressed in words. The feelings one bears can affect work performance in many ways, e.g., if one is – without being aware of it – depressed, frustrated, bored, sexually attracted to someone, angry, anxious or disappointed. By noticing one's own emotions, they can be dealt with and expressed in appropriate contexts. One can also develop personal strategies for working on and changing feelings. Leaders who do not notice their own emotions can react based on them, which can have quite negative consequences for the leaders themselves as well as for coworkers, the organization and possibly even shareholders.

I.   What feelings do I have right now? What emotions and moods permeate my workday?
II.   Are my feelings adequate; are they good for me?
III.   Why do I feel as I do?
IV.   What can I do to guide my feelings in a desirable direction?

J. Interpretations

This theme focuses our attention on the fact that we play a very active role in shaping how things seem by filling with meaning the information we pick up through our sensory organs.

We place particular events and facts into a mental context that has a unique form because we are all individuals with unique experiences. It is easy to forget that the picture one has created is not necessarily the truth. One of the most important conditions for learning and developing is understanding that every picture of reality is a subjective interpretation, based on a selection of incomplete information that has been filled with meaning from one's own special perspective. Once this is known, one can be open to other people's different interpretations and learn from the differences between various descriptions of reality.

I. What assumptions and interpretations have I made during the course of events?
II. Were my interpretations well founded?
III. Are there important reasons for my interpreting the events in the way I did?
IV. How can I test whether my own interpretations are adequate?

K. Value judgments

Certain parts of the brain have the specific function of assigning emotional values to experiences, people and things. This process of making value judgments is constantly ongoing and relatively automatic. When we meet a new person, the brain rapidly generates a feeling of what we think about him/her: pleasant or unpleasant, attractive or unattractive, right or wrong. This process is unavoidable, but there is a great difference between perceiving the judgment that arises inside and acting on it. A leader who is unaware of his/her value judgments will be controlled by sympathies and antipathies. One who is aware that such judgments are subjective feelings can test his/her spontaneous reactions against other information. He/she can also weigh personal opinion against other principles, e.g., norms for how one should treat others, norms that are independent of personal feelings.

I. What value judgments do I pass on other people?
II. What do I think about my spontaneous opinions? Is there any reason to look at how my value judgments affect my behavior?
III. Are there interesting reasons for why I felt as I did about a certain person?
IV. What can I do to change my opinion? Can I focus more on aspects of my coworker other than those I dislike?

L. Values

Beneath the surface of everyday activities there are different conceptions of what norms and values one should live by. Such values are seldom conscious. They can be conceptions that one grew up with or that indirectly permeated the education and workplaces that have marked one's worldview. It is not certain, however, that basic values will hold water if subjected to conscious scrutiny. Thus, a manager who does not have a conscious relation to his/her values risks wasting an entire working life striving toward values that are actually worth very little. Many realize late in life that the values they have lived by, e.g., making a fortune or reaching a high-status position in society, have been rather hollow. Unconscious values can also create profound conflicts that cannot be worked through constructively because one never articulates the value itself, but instead argues over concrete standpoints.

I. In practice, what values do I proceed from in my work activities?
II. Do I think that the values I have treated as central to date are truly worth such a high position on my list of priorities?
III. Are there specific underlying reasons for my experiencing these values as important?
IV. How can I set about to develop and possibly reevaluate my value system?

M. Personality traits
This theme corresponds directly to theme F, which deals with the personalities of others. Here the idea is to look at one's own character traits. Personalities are expressed through certain styles, certain ways of communicating and certain preferences with regard to priorities, etc. Awareness of the strong and weak aspects as well as traits of one's own personality allows identification of a productive way to fit into the social surroundings. With such awareness, one can, e.g., compensate for one's own weaknesses by hiring a person with strengths in those areas. Insight into one's own personality also provides good opportunities for understanding coworkers' reactions – reactions that might otherwise lead to personal conflicts.
I. Which of my personality traits are relevant to how I function in my work?
II. Are there aspects of my personality that I think are valuable and wish to promote; are there aspects I think are problematic and wish to change?
III. Are there interesting and relevant reasons why I have certain personality traits?
IV. What can I do to change my personality traits or to change my work situation so that my traits are shown to their advantage?

N. Perspective
With respect to self-knowledge, developing insight into what is characteristic of one's own worldview and life perspective is one of the most difficult tasks imaginable. By "perspective" I mean a system of ideas, religious notions, values, interpretation patterns, convictions and concepts. This system forms a personal paradigm used to interpret information and create meaning and orientation in life. A personal perspective is shaped during one's entire lifetime, though childhood experiences, cultural values and interpretations, education, life events and professional roles. One's own perspective is often experienced as so natural that it is never considered as such. Since one is wrapped up in this perspective and sees the world through its filters, getting sight of it is difficult. Differences in perspective among different people are one of the most important causes of serious conflicts. Differences in perspective imply that people interpret and assess information in different ways; it also implies that they have difficulty understanding and accepting such differences.
I. What are the most important features of the perspective I use when interpreting a course of events?
II. Are there important limitations to the perspective I'm used to using?
III. Why do I have the perspective I do?
IV. What can I do to develop my perspective, to learn to see the world through other perspectives, as well as to increase my awareness of how my perspective guides the interpretations I make?

The Scene
O. External circumstances
Many people fail to see the wider context that has steered developments along a given path. They see the events as products of the actions of separate individuals, but do not see that these individuals' scope of action might have been severely limited by external circumstances. Thus, this theme deals with the extent to which one notices the wider context in which everyday dramas are played out. This might be a question of the organization's structure or budget situation, but it can also involve changes in the surrounding world, such as shifts in patterns of

demand, new conditions brought about by internationalization or legislation, shifts in cultural value patterns, etc. A leader who fails to notice this context tends to place blame on individuals for things that actually have external causes. He/she also lacks access to crucial information for adapting and developing the organization's working methods, goals and resource structure.

I. What external circumstances are important for understanding the developments in my area of responsibility?

II. Are there circumstances that can be influenced and that I think should be changed?

III. What are the underlying reasons for the external circumstances being as they are?

IV. What can I do to influence the external circumstances?

P. Informal roles

Informal roles are particularly likely to develop at workplaces with unclear formal role allocation. One person or several people take on a leadership role without having a formal supervisory position. Role expectations develop in every interpersonal relationship: who does what, who has the last word on which issues, who admires whom, etc. manager who notices informal roles can use them productively. It is particularly important to deal with unsound informal roles that damage the organization's operations and work environment. A struggle to defend a certain informal role is often the core of a workplace conflict: someone who has created a certain position for him-/herself feels threatened when new, competent people are hired. In order to perceive and manage such situations, a leader must see this dimension of the workplace's social patterns.

I. What are the informal roles at my workplace?

II. Are the existing informal roles sound or unsound?

III. Are there reasons underlying the development of informal roles that should be looked at more closely?

IV. What can I do to change unsound informal roles?

Q. Relationships

This theme is relatively subtle. It involves noticing the features of one's own relationships to other people. Every relationship has unique qualities that cannot be reduced to the traits of the people involved. If one clearly perceives the relationships' features, it is also possible to purposefully shape these relationships' future development. A leader who fails to notice the character of relationships has little chance to actively work toward creating a certain atmosphere, trust, respect and other things that mark a well-functioning relationship.

I. What characterizes the relationships I have to my colleagues?

II. What do I think about my relationships as they are now?

III. Why have these relationships become what they are?

IV. What can I do to constructively change the quality of our relationships?

R. The work team

This theme deals with applying a systems perspective to the work team or the workplace as a whole (e.g., a department). The work team consists of different people, parts and functions that should act together to reach overall goals and produce something of high quality. If something at the workplace is functioning poorly, this cannot always be attributed to individuals' work efforts. It might be the case that the system makes it difficult for individuals to do a good job. There are, however, many managers who do not think about their workplace as a complex

system. They try to fix details and motivate people, but fail to attend to the actual causes of problems.

I. How does the work team function as a whole in relation to the organization's goal?
II. What do you think about the work team's way of functioning now?
III. Are there important reasons for the work team functioning as it does?
IV. What can I do so that the work team as a whole can function better?

S. Interactional culture
Every workplace develops a certain interactional culture. This comprises the tone and style dominating interactions among coworkers as well as the unwritten rules guiding how people behave and what they do not do. The interactional culture can be more or less pronounced. If it is special in nature, it can be very difficult for individuals not suited to the prevailing style to establish a position of respect in the group. Particular aspects of interactional culture concern relations between the sexes, and among ethnic groups and different generations. A favorable interactional culture can be a very dynamic factor in creating well-being, motivation, good communication and, in the long run, good quality. A manager who does not perceive the interactional culture as an important phenomenon is simply neglecting the situation. Individual coworkers often have difficulty influencing the prevailing climate to any appreciable extent. An aware leader, however, can do a great deal to shape the interactional culture.

I.   What type of interactional culture dominates my workplace?
II.   What do I think about the prevailing interactional culture?
III.   Are there reasons why the interactional culture has developed as it has?
IV.   What can I do to positively influence the interactional culture?

T. Goals and purposes
Different people can have very different conceptions of which goals and functions are primary to the workplace. Goals are often weakly articulated – even taken for granted. If one fails to consciously formulate goals, values and functions, there is a great risk that personal and group interests will obscure the organization's overall goals. Having a clear conception of goals and functions implies that one should evaluate all aspects of routine operations in relation to what is important for the organization's purpose. An unaware manager risks being controlled by the concerns of his/her own trade, instead of seeing to it that the trade serves the organization's purposes in relation to society.

I.   What are the overall goals and functions of my workplace?
II.   Do I think that these are the goals the organization should have? Do I think the workplace serves these purposes well?
III.   Are there important reasons why the goals are formulated as they are; are there important reasons for possible shortcomings in meeting these goals?
IV.   What can I do to develop the goals and to increase our ability to meet them?

Appendix: Conflict Awareness Mandala for self-assessment

DEVELOPMENTS

The course of events
Issues
Behavior
A
B
Behavior
G
C
My own issue priorities
Interpretations, opinions and perspectives
H
D
OTHERS
Emotions
Emotions
I
E
Interpretations
Personality traits
J
F
MYSELF
Value judgments
Goals and purposes
K
T
Values
Interactional culture
L
S
Personality traits
The work team
M
R
Perspective
Relationships
N
Q
THE SCENE
External circumstances
Informal roles
O
P