

Individual preparation before the meeting

Template Module 1: Comparison of Model 1 and Model 2

- Read **page 1**. Fill out the table

	Model 1	Model 2
assumptions of the models		
strategies/values of the models		
example skills of the models		
results/effects of the models		
self-assessment: personal type of model (Which values dominate your thinking/your actions?)	In general values of model 1: <input type="checkbox"/>	In general values of model 2: <input type="checkbox"/>

- Personal test of type of model: Assess which statements do or do not apply to you.

Statements	It applies to me	It does not apply to me
• Persuade to own point of view	<input type="checkbox"/> (W) ¹	<input type="checkbox"/>
• Communicate negative messages indirectly through leading questions	<input type="checkbox"/> (A)	<input type="checkbox"/>
• Disclose the reasoning that leads to your views	<input type="checkbox"/> (I)	<input type="checkbox"/>
• Offer insincere praise	<input type="checkbox"/> (A)	<input type="checkbox"/>
• Foster public monitoring and review of decisions	<input type="checkbox"/> (C)	<input type="checkbox"/>
• Share control of the conversation including the management of emotions	<input type="checkbox"/> (R)	<input type="checkbox"/>

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• Assume the validity of own private attributions and evaluations	<input type="checkbox"/> (A)	<input type="checkbox"/>
• Make unilateral decisions about who is or was responsible	<input type="checkbox"/> (K)	<input type="checkbox"/>
• Take for granted the validity of one's own point of view	<input type="checkbox"/> (W)	<input type="checkbox"/>
• Avoid exploring ideas or topics that could derail own agenda	<input type="checkbox"/> (K)	<input type="checkbox"/>
• Treat own views as hypotheses rather than taken for granted truths	<input type="checkbox"/> (I)	<input type="checkbox"/>
• Seek feedback and disconfirmation	<input type="checkbox"/> (I)	<input type="checkbox"/>
• State your views without assuming their truth	<input type="checkbox"/> (R)	<input type="checkbox"/>
• Speak in abstractions and assume that others do or ought to understand what you mean	<input type="checkbox"/> (W)	<input type="checkbox"/>
• Listen deeply, especially when views differ from your own	<input type="checkbox"/> (R)	<input type="checkbox"/>
• Share the problem and the problem solving process	<input type="checkbox"/> (C)	<input type="checkbox"/>
• Protect self from negative emotions by minimizing own risk and responsibility	<input type="checkbox"/> (A)	<input type="checkbox"/>
• Plan privately for how to get what you want	<input type="checkbox"/> (K)	<input type="checkbox"/>
• Inquire deeply into doubts and disagreements	<input type="checkbox"/> (C)	<input type="checkbox"/>
• When persuasion fails persuade harder	<input type="checkbox"/> (W)	<input type="checkbox"/>
• Provide examples and illustrations of your views	<input type="checkbox"/> (I)	<input type="checkbox"/>
• Expect high standards and check how you are helping others to reach them	<input type="checkbox"/> (R)	<input type="checkbox"/>
• Require accountability for collective decisions	<input type="checkbox"/> (C)	<input type="checkbox"/>

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1. Note:

Letter	Value	Model
W	Win don't lose	1
A	Avoid negative emotions	
K	Keep control of the task and the process	
I	Increase the validity of information	2
R	Increase respect	
C	Increase internal commitment	

Result of test: Sum up. In which categories do you have higher scores?

Statements	Number of votes
(W)	
(A)	
(K)	
Total:	
(I)	
(R)	
(C)	
Total :	

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- Read **page 2**

<i>Generally, I use strategies of the Model....</i>
(W), (K), (A) Items/strategies of model 1
(I), (R), (C) Items/strategies of model 2