

METHODOLOGY BOOKLET:

COMMUNICATE

THE



CHANGE



**CLEANTECH
BULGARIA**



Climate-KIC

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RIS EduEx2021:

Communicate the change

The aim of this document is to present the main tools and methods used during the delivery of the experiment EduEx2021 “Communicate the change”. They are focused on the target group of the project – students and teachers in high schools.

Talking about climate change can be tough. It is not something you can just casually bring on in a conversation, but it is such an important topic we can't just ignore it. And while a single person can't fix climate change all by themselves, everyone has the power to affect the people in their life. It is essential to talk more about climate change and the goal of this experiment was for students to be equipped with knowledge and tools on how to do that better.

“Communicate the change” experiment consisted of 4 complementary workshops that form a complete methodology on how to communicate and influence the change that is needed.

Starting within their community at home and in school, the experiment triggers innovative thinking towards system transformation and climate action by combining different approaches for unlocking the potential of young and bright minds to identify challenges and co-create solutions.

By supporting climate innovation learning we are equipping young people with the skills, knowledge, and mindset needed to build a system that works for society, the economy, and environment. The need for creating advanced innovation generation is crucial for the local ecosystem to boost the performance of the country and the RIS community in overcoming the climate challenges.

High school students formed the direct target group of this experiment. From a very young age, they have heard about climate change and have been able to see its impact on everyday life. This makes them conscious about climate action and global challenges.

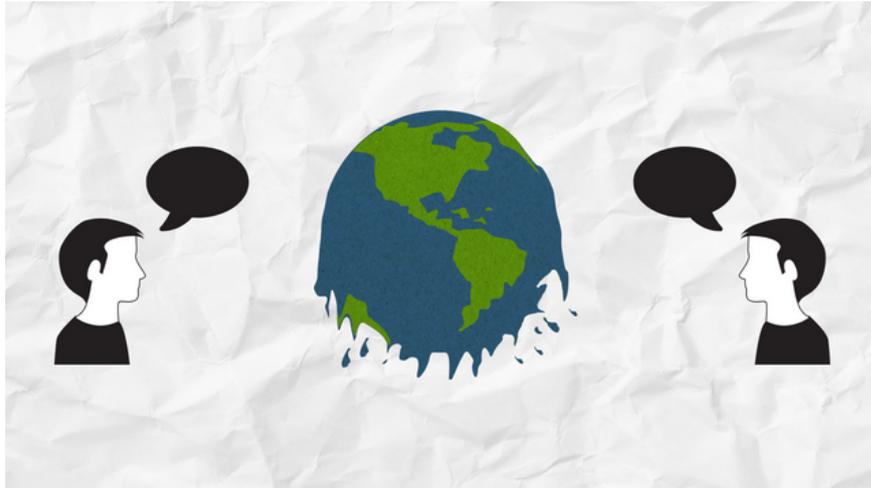
Teachers and parents were the indirect targets of the experiment. The students, using the methodology in their interactions back at home, were able to provoke change and inspire change in the daily life routines.

Additionally, by participating in the experiment, teachers will improve their skills to use innovative forms, methods, and approaches in the learning process, to develop and apply methodological models for work in the classroom.





Module 1: Effective Communication



If you just start going off on how bad climate change is, people are probably going to shut down. They may feel attacked and put up their guard. It doesn't matter how eloquent your words are, if the other person's not listening, there's no point. The secret to talking about climate change is one of the most important aspects of Effective communication – listening. You may think the goal is to convince the other person of your perspective, but the goal is just to have an actual conversation and that only happens when people listen.

So how do we start with that?

It is important not to ambush people and get permission first. If they're busy, no need to force it and just try again another time. With such a sensitive topic it is crucial to pick a suitable moment in time.

Once you have the attention of your interlocutor, start with a question about climate change. Remember to make it about them, not you and ask about their thoughts and perspective. Resist any urge to respond right away, just listen and be open to what they're saying. This might be the hardest part, especially if you have strong feelings or if the other person is saying something that you disagree with. In case they do not have much to say on this topic, that doesn't mean you can go and ambush them. It is not your turn until you learn something about the other person. Encourage them to say more by asking follow-up questions. For example: "What have you heard about climate change?", "How do you feel about that?", "Compared to your childhood, are today's winters/summers any different?". Reflecting back what you hear them say – repeating and referring to their words lets them know that you are listening, that you care about their point of view. This makes them feel valued and safe. When you earn their trust, they will be more willing to open up and listen to you. So, after they've shared their perspective, then ask if you can tell them about yours.

Now that it is your turn, what will you say?

Remember, the point is not to convince the other person of anything. If you do that, they may become defensive and stop listening. Just share what you personally think about climate change. You may not be a climate expert, but you are the expert on yourself, so tell your story – When did you start caring about climate change? What worries you the most?

After you are done with sharing, ask what they think because that's what a conversation is: a two-way exchange of ideas. Go back and forth for as long as it feels right. At the end, make sure you list all the things you learned from the other person. Ending on a positive note is important because it makes it more likely that this conversation will continue/happen again.

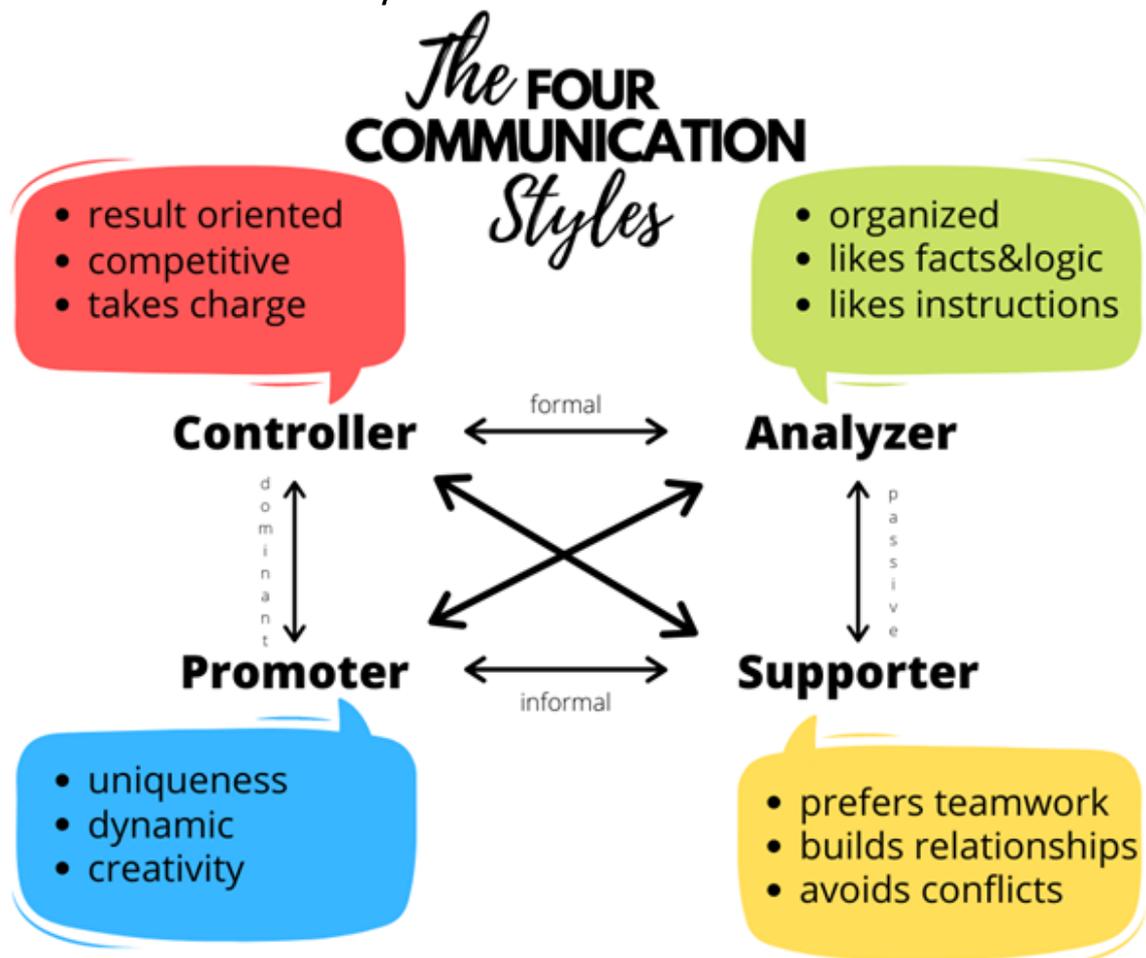
A small conversation may not change anyone's life, but it opens the door to more climate conversations in the future. This is how you can build trust, get others caring about climate change and make a long-term impact.





The 4 communication styles

The first topic that was presented to the students was about the four communication styles. It is important to clarify from the beginning that these are different ways that people express themselves. They are NOT personality types but styles of verbal and nonverbal communication. It is highly likely that someone's style is an intersection between one or more defined communication styles.



Starting with the matrix we show that there is dominant, passive, formal and informal type. The description of the communication styles is only briefly presented since very detailed information can easily be found online.

Controller

People with the controller style (dominant, formal) are mostly active, independent and ambitious. They radiate confidence, take initiative and love to organize things. Usually they naturally take the lead. The ease and quick manner in the way they usually take decisions makes them look efficient, but also might create a feeling in other people of not being able to keep up with them. As a consequence of a strong task orientation it can be difficult for them to show their emotional side. Because they prefer order and organization they are able to easily create order in chaos. They like to have the lead and they do become resistant when others are leading them. In their professional life they like a challenge with speed and getting bored if the pace is too slow. Their need for personal success can limit their ability to work together with others. They usually set goals and work to achieve them step by step. Others accept their authority and leadership easily because they guide and help to transform everybody's effort into concrete results. Keyword for this style is result. Their movements are sharp, using direct eye contact and strong tonality. Language is sharp, to the point, no small talk. The effective way to communicate to people with the controller style is to bring up results, summarize facts, and be specific. Avoid starting a conflict, telling them what to do and being late or wasting their time.

Analyzer

Another formal style is the analyzer but this time it's a passive one. People with this style are inclined to focus on gathering data. They aim more at ideas and concepts than relationships and feelings. Above immediate action they prefer to study and consider very carefully. They often wait until others address them instead of coming in front with their own opinion. Usually they need a lot of facts and opinions before making a decision. Very often a sense of incompleteness might be sensed, because they are busy with collecting information even after they have come to a decision. People communicating in this style are inclined to be formal even in personal relationships and because of that they are often considered as distant. In their work they usually take the task in an ordered and systematic manner. Aimed at details and thorough as they are, they like it when business is rational and well organized. When being confronted with a disorganized environment they can be tense and even get paralyzed. Keyword for this style is information. Body expressions are restricted, at a slow pace and the voice is monotonic. Language goes from general to specific, everything in chronological order. Communication with them should also go that way. Don't be general or imply that they do not understand.

Supporter

The second passive style is the supporter and it is an informal one. Others often see people who are communicating with this style as easy and nice. They are focused on feelings and relationships rather than logic or tasks. It's very rare to get in a fight with a supporter. Although they react well to people, in social situations they leave the initiative with others. They find it hard to refuse a request, because they want to be helpful, even if it goes against their own interest. Usually they don't have the need to impress others or to go into competitions or even to convince someone that they are right. They appear to have little interest in planning and setting goals and usually need structure and a specific description of what has to be done.

In a working context they are aimed at working together and to serve others or the company. They work according to the rules in order to avoid that there will be misunderstandings between people and that is why they accept leadership easily. Supporters are loyal employees when there is an emotional connection. If they think that their idea will benefit others, then they will bring out that idea in a non-threatening manner. Keyword for the style is cooperation. Movements are relaxed, moderated and the voice is soft. Language is high on emotions and compliments. For communication with them it is important to use a soft voice, to provide details and specific goals, no pressure over time limits. Avoid being harsh or criticising them in public.

Promoter

The promoter style is dominant and informal. People with this style love inspiring and exciting activities. Because detailed analysing doesn't go that well with them, they easily generalize on grounds of having too little information. In communication they tend to exaggerate. Somewhat prone to drama they can be loud about certain things in a way to convince others. Their enthusiasm can come across as unbalanced or egocentric. People with this style usually don't care about details and go without even completing their task to the next one. They draw conclusions impulsively. In their job they want to be liked by others. They attach themselves to leaders (who they admire and want recognition from). Approval and support motivates them the most. Usually they are loved persons to work with. Their imagination and enthusiasm can be a great source of motivation. Because they don't want to stand still at a task, they take pleasure with less quality just to keep going.

Keyword for the promoter style is unique. Body language is expressive with lots of movements. Language is loud, at a fast pace, with high tonality. Using humor and enthusiasm is always good to do when communicating with people from that style.



Why is it important to be familiar with the different communication styles?

When communication breaks down, it is often because the patterns and habits of how we communicate - our communication style - gets in the way. Being familiar with the different communication styles would help you improve communication between students, parents, teachers, employees/employers. By learning more about them, and applying them in your daily interactions, you can create a dynamic, positive environment, leading to better results.

No matter what your personal style is, you can adjust it to fit these four types, depending on the style of the person you are communicating with. It might take some practice, but it will make you a much more effective communicator and ambassador of change.





Activity: Good Environment

Time: 45 min

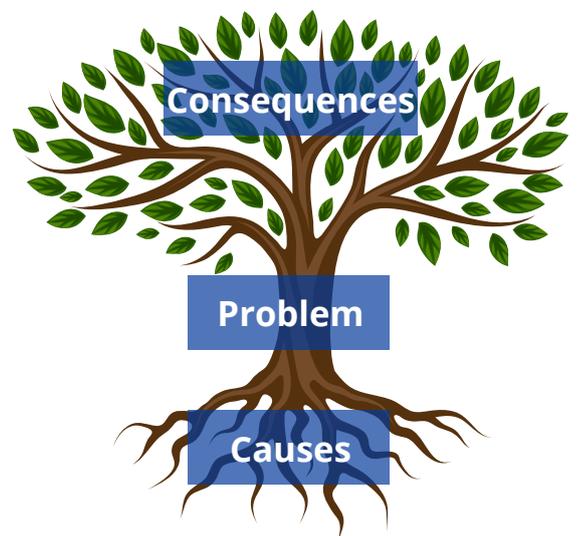
Divide participants into groups of 4-5 people.

Start asking the students what are the main global environmental problems in their opinion and do a brainstorming about the subject.

Ask each group to make a list of all environmental problems they know in their community.

Let participants discuss and choose one listed problem. From that problem they have to discuss what the causes are and what the consequences of that problem are for the community.

In order to help listing causes and consequences, each group must do a "problem tree".



When it is ready, each group should find out new solutions to those problems and list a set of tasks needed to adopt that new solution.

Join all participants in a big group, let each group present their solutions to the big group and discuss those solutions.





Module 2: Teamwork

The formation of teams can be a daunting process which brings on the surface a lot of doubts.

"Will the team succeed?", "Will the people "click"?", "Do I have the right people to do the task well?" etc.

What are the stages of team development which gives you a better chance for success?

Step 1: Formation of the team

The first step is for the team to come together. This would be a group of people who want to follow a shared purpose and common result. When forming groups for a school project, there is often high anxiety and students are uncertain and overly polite and pleasant. This stage can last a while as people get to know each other and the teams success at this stage depends on their familiarity with each others communication styles, their strong sides and experience, that can lead to a successful achievement of the common goal.

At this point, it is crucial to establish clear roles and objectives for each individual, and for the whole team.

Step 2: Setting the ground

What is important for the second stage of making a team out of few individuals, is to make clear goals - big one and all the small steps that you should make in order to get there.

Since team roles have already been defined, here is time for the leader to facilitate the process, to ensure that the workload will not be out of balance and to create a safe work environment .

An easy way to make sure everybody is on the same page is to ask each team member to point out their top 3 values which are implied in his/her daily work. Once you get familiar with each other's values, create a discussion and define the top 3 values which will be driving the team to success.

Step 3: Defining internal processes

After defining roles, values and goals, it is time for work to be done. It is important for the team to know how is it going to function - who is doing what, are there any internal deadlines/meetings set, how are the members going to communicate, is there going to be a specific tool for tracking the progress of tasks, etc.

Step 4: Team performance

At this point, relationships are formed and there is a clear and stable structure. The team is organised and has a sense of consensus and cooperation. Problems and conflict, of course, would still arise, but they are dealt with effectively. The prime focus of the team should be on problem solving and meeting goals; effectiveness is at its peak.

Step 5: Closure

This is the point where the project/assignment comes to an end and the team separates. Some team members may find this hard because they liked the routine of the group or/and have made close friendships.

Do not forget to make space for celebration, recognising the contribution of each team member and make a reflection: What went right? What went wrong?

For a quick test of these steps, you can use the activity "Creative recycling" while implementing the stages of team success.





Activity: Creative recycling

Time: 30-45 min

Divide participants into groups of 4-5 people.

Give each group one of the different types of waste: plastic bottles, straws, egg cartons, old t-shirt etc. Prepare pieces of paper with different company names (Apple, Starbucks, H&M, McDonalds...) in a bowl and allow each group to pick one piece.

Explain to the teams that they represent the company written on the piece of paper they took from the bowl and they have to come up with a creative way to use the waste product they have been given within the operations of their company.

After the time you defined for this part is up, ask each group to present their recycling solution. (2min per group)

Debriefing questions:

1. Do you think the solution your group provided can be used in real life?
2. What kind of responsibility do big corporations carry when it comes to the use of natural resources and the environment?
3. Is it possible that all businesses embark on the sustainability path and embrace greener practices?
4. How can we as consumers influence this transition?



Module 3: Adaptability&flexibility

Adaptability is often seen as a personality trait. Some people are more adaptable by nature, so in the current unpredictable world, we see some people taking the changes in relative stride, while others are struggling. But adaptability is a skill that can be learned.

Being flexible allows you to have a higher level of ability to adjust to different roles or different work being offered to you. Adaptability refers to an individual's ability to change themselves according to the changing contexts and environment. The world of work and the market is ever-changing and very dynamic. This implies that individuals must be well aware of the changes to ensure they have sufficient versatility to adapt to it.

Learning to cope with change is one of the means by which people advance in both their jobs and in daily life as well. Being flexible also means that one is open to ideas, adaptable, resourceful and creative.

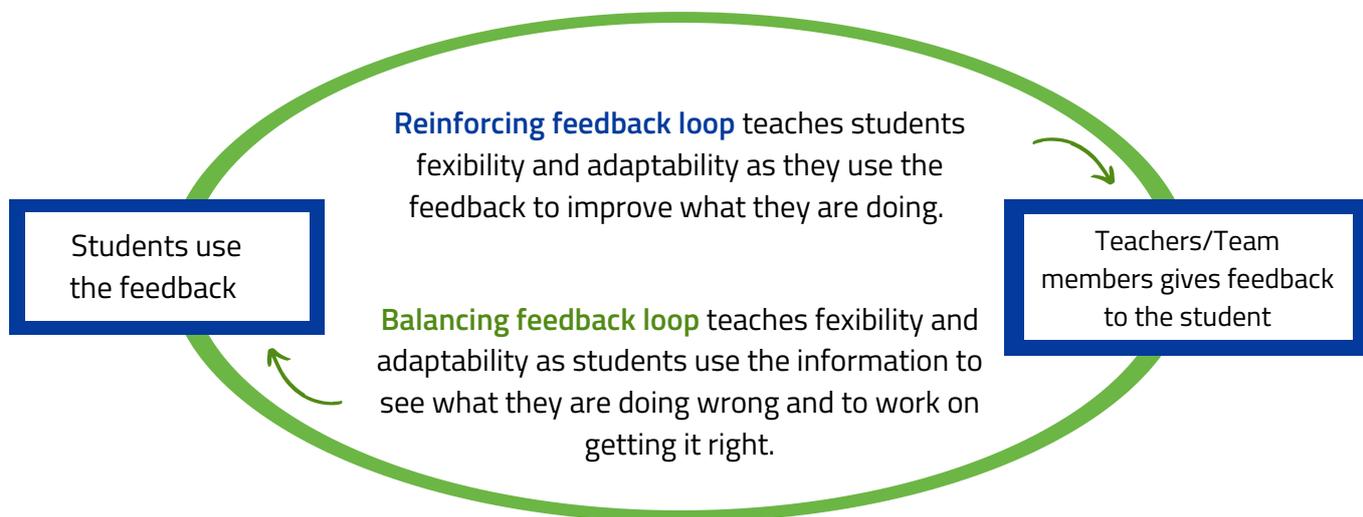
How to teach students Flexibility and Adaptability Skills?

One of the strategies is to teach students how to appreciate feedback and how to respond to it in a positive manner. Feedback consists of loops, because the consequences of what is done bring back to the doer new consequences which influence his or her next course of action. Thus feedback can be seen as some kind of return of information which influences the next step in what needs to be done to accomplish a goal.

It is therefore a good way to teach students flexibility and adaptability in two ways.

1) Firstly, they learn to use feedback to reinforce what they are doing so as to improve productivity through finding new and better ways of completing the task as indicated by the feedback. This is called the reinforcing feedback loop (O'Connor & McDermott, 1997).

2) Secondly, students can use the feedback as a balancing strategy. In this case, they use it to see where they were making mistakes and so correct their approach so as to improve productivity and effectiveness. This is called the balancing feedback loop (O'Connor & McDermott, 1997).



Being able to adapt to and thrive in different and changing situations is more an approach to life than a skill. However, there are ways for you to cultivate it:

- Become an expert at managing your time. It may seem counterintuitive but to be sufficiently flexible to accommodate changing circumstances or to help out a team member, you need to be sufficiently 'on it' with regards to your own workload.
- Build your resilience and enhance your emotional intelligence. People with higher levels of resilience and emotional intelligence are often better at coping with change.





Module 4: Conflict resolution

Conflict is neither positive nor negative.

Putting differences together creates a potential for conflict. There might be many sources for a conflict but we can put them in four main categories:

- Personal – Challenged need for confidence, trust, appreciation etc.
- Values – Personal, cultural, political... All values which are worth dying for
- Interests – How to share resources (money, space, items, time)
- Instrumental – Disagreements on goals, methods, structures and procedures

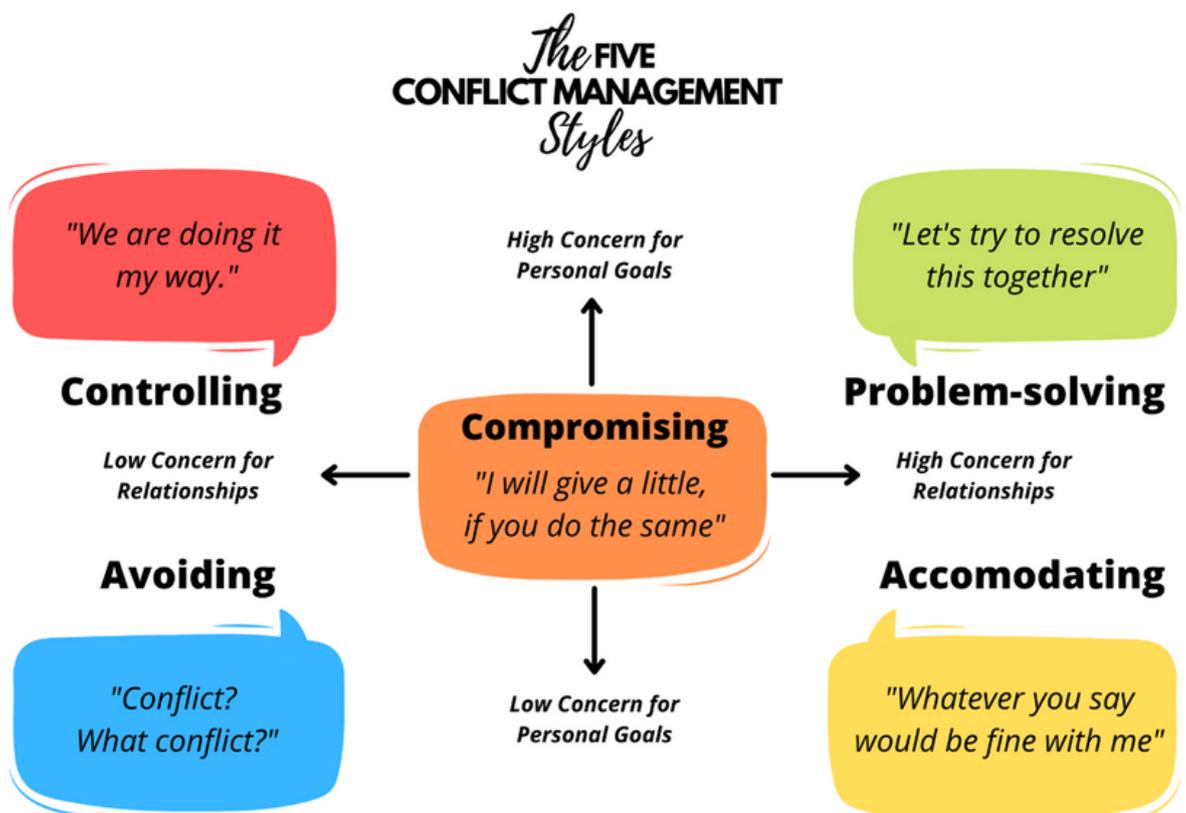
Language and behavior that...	
Accelerates the conflict	Decreases the conflict
Interrupting	Listening
Asking closed questions	Asking open questions
Ignoring	Show interest
Rejecting body language	Open body language
Focus on the person (blaming)	Focus on the problem (show understanding)
Generalising	Give specific examples
Focusing on the past	Focusing on the future
Making "you"-statements	Making "I"-statements



The 5 conflict-management styles

Just like the communication styles, there are different ways that people prefer to handle conflicts. We will collect them in 5 different styles and present their meanings, pros, and cons. It is important to point out that they are not personality types or characteristics but just a style of handling current situations and conflicts situations need to be handled differently, depending on the circumstances, urgency and context.

Managing conflict well can help find creative solutions to internal relationship issues, and can help to prevent environments that breed negativity, stress, demotivation and general unrest. Constructive criticism and feedback can help a person grow by shedding light and is giving the opportunity for improvement. It increases insight and perspective, creates bonds and cultivates a trustworthy household, learning space or workplace.



Controlling style - win at all costs or expense of others.

+ Usually fast

- Can offend and hurt others in the process

Seeing conflicts and clashes as challenges to be won or lost – and it's vital to be the winner. This approach is often the result of oblivious wish to protect oneself from the torment of being wrong. It is sometimes necessary if there is imminent danger, but it often leads to more conflict as the later on as the hurt of the opposite side is translated into affection/aggression.

Avoiding style - disregard of own needs or others needs.

+ Stay out of trouble for the time being

- Can lead to unresolved problems and resentment

Pulling back either physically or emotionally from a conflict gives you no say in what happens but it may be wise to do when the matter is not affecting you in any way. Possible negative effect of it is that it can allow the problem to grow and remain unresolved. People often use this approach to make others change their minds.

Accommodating style - put others needs first.

- + Can keep the peace
- Can lead to unresolved problems and resentment

Peace at any cost is the reasoning behind this style. One emphasizes areas of agreement and smooth over or ignore disagreements. When you do not share what you think others are powerless to turn your conversation into continuing dispute. This approach can be useful if conflict would put too much pressure on a relationship and sometimes things do get better, especially when nothing major or crucial was held back.

Compromising style - seeking little wins and little concessions.

- + Helpful if the issue is complex
- Some needs on both sides will not be met

This style provides the scenario when everyone gains something and loses something. It is a common way of dealing with conflict, but tends to lead to rather short-term "solutions". It may leave everyone feeling they have lost something important, and it closes off the option that a better solution (for example, increasing the amount of resources available) may be possible.

Problem-solving style - discussing and problem solving, while seeking mutually beneficial outcomes.

- + Create mutual trust, maintain positive relationships, build commitments
- Takes energy and time

Also known as the “win-win” approach, in which conflicts are viewed as “problems to solve between us”. In many situations all those involved in a conflict situation can win significant gains. It puts an equal priority on the relationship with the other parties and on a mutually satisfying outcome. While it is most effective way to get fair and lasting solutions in many situations “but not all, by all means” it is far from an easy option.

Everyone can use any of the conflict management styles given the situation. What you should notice though is the tendency of choosing one style over another for certain types of situations. That is absolutely normal since there are times when it is better to choose one style over another.





Activity: Conflict management and constructive criticism

Time: 45-60min

Introduce participants to the following scenario: Company X can solve only one of two problems which are directly influenced by it - either quit dumping waste in the local water source (a river) by building and maintaining a sustainable waste management system or quit exploiting people's labour by increasing salaries to at least the minimum wage.

The polluted water is the one that the citizens are using in their households and the farmers are using for watering their crops. The pollution has caused significant adverse effects on people's health and on the quality of the crops. The solution to this problem would be to introduce a sustainable waste management system. However, if the company chooses to invest in this system then they have to make large cuts in the salaries of the factory workers. This would mean that many families will be left with a reduced financial budget and it is likely that their quality of life will quickly diminish.

Therefore, the board of directors of the company has decided to hold an urgent meeting to take action on this dilemma.



Activity: Conflict management and constructive criticism

After presenting the story, divide participants into 3 groups. Group A has to defend *Save the water* decision and group B has to defend *Save the people* decision. Each group has 15 min to discuss and write a statement defending their position. When the time is up, each group has 3 min to present their position without being interrupted. Afterwards, facilitate a debate between the two opposing sides for no more than 10 min. At the end of the debate, ask group C, the decision makers of the board, to vote which decision they will choose.

Debriefing questions:

1. To group C: Why did you vote as you did? What made the winning statement the more convincing one?
2. To groups A and B: Do you believe in what you were defending? Would you choose it?
3. What was better in your defence and what do you think was better in the other groups' defence?



EIT Climate-KIC is a Knowledge and Innovation Community (KIC), working to accelerate the transition to a zero-carbon economy.

Supported by the European Institute of Innovation and Technology, EIT Climate-KIC identifies and supports innovation that helps society mitigate and adapt to climate change. EIT Climate-KIC believes that a decarbonised, sustainable economy is not only necessary to prevent catastrophic climate change, but presents a wealth of opportunities for business and society.

Cleantech Bulgaria is a business network for clean technologies, innovation and sustainable development. The organization is working actively to introduce resource-efficient solutions leading to a shift to new business models, such as the low carbon and circular economy. Cleantech Bulgaria is a catalyst for innovative solutions and a trusted partner of the business, public administration, science and education. We are focused on enabling collaboration, professional matchmaking, innovation and support commercial and strategic partnerships among different clusters, associations and companies that work in the field of greening business, the environment, education and innovation, connecting these elements into a single pivoting goal – enabling sustainable change towards an eco-conscious business and life.

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