

# Expressing with Impact



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## Aspire Introduction

### HOW IT ALL STARTED

In the mid 90s, four friends each on a completely different career course bonded over two things – their passion for creating positive change in people's lives and their love of sports. Having travelled the world attending leadership schools and sports camps, it quickly became evident that the best way to penetrate minds and impact people was not through conventional means. To their surprise and delight it was actually fun, discovery and challenge, all components of competitive games.

They discovered first hand that when people fully engage for even an hour in a game or sport, their true personalities involuntarily emerge. Then stripped from their personas of everyday life, it became easy to address the real issues and cause major change. And because people were experiencing the lessons instead of just hearing about them, they became engraved on a deeper level in their minds.

So, with this knowledge in mind, they went about to create camps for underprivileged children in Egypt. The results were outstanding. While on the surface it all seemed like fun and games, these children emerged with new values and behaviors. Parents, seeing their children become independent, cooperative, and emotionally strong were astounded with the results and decided that they too wanted a part of this phenomenal change.

The rest is history. Despite its start at a community level, word eventually got out and market need for 'transformational change' grew high in demand amongst corporations. That's when Bassem Emad, Tamer Isaac, Hany Massoud and Maged Fawzy founded Aspire in 2007 with a clear vision that they would champion change through 'experiential training', a method that would revolutionize how people learned in corporations, among youths and within the community.



## WHO WE ARE AND WHAT WE DO

With over a decade of experience, Aspire Training Solutions provides training solutions with proven track records of success. Pioneers in our line of work, our distinct methodology heavily relies on simulating real-life settings and applying practical knowledge so that learnt concepts are firmly grasped over a short period of time. Because we use 'experiential' methods we are able to deliver tangible leaps in performance which is hard to achieve using conventional techniques that provide only theoretical teaching. We use creativity and a bold approach to create programs that work for corporates, youths and the communities we live in.



### VISION

To empower, enlighten and inspire deep, lasting transformation in the lives of individuals, teams, organizations and communities to live, lead and prosper.



### MISSION

To deliver unrivaled integrated experiences in every training solution we implement using a unique methodology combining knowledge, experience & innovation

## OUR VALUES



### DARING TO BE DIFFERENT

We create an unrivalled experience with innovation



### CONSTANT IMPROVEMENT

We learn continuously with intentionality.



### SERVICE

We genuinely support our customers.



### COLLABORATION

We work in teams with passion.



### IMPACT

We add a value with a winning mindset.



### ACCOUNTABILITY

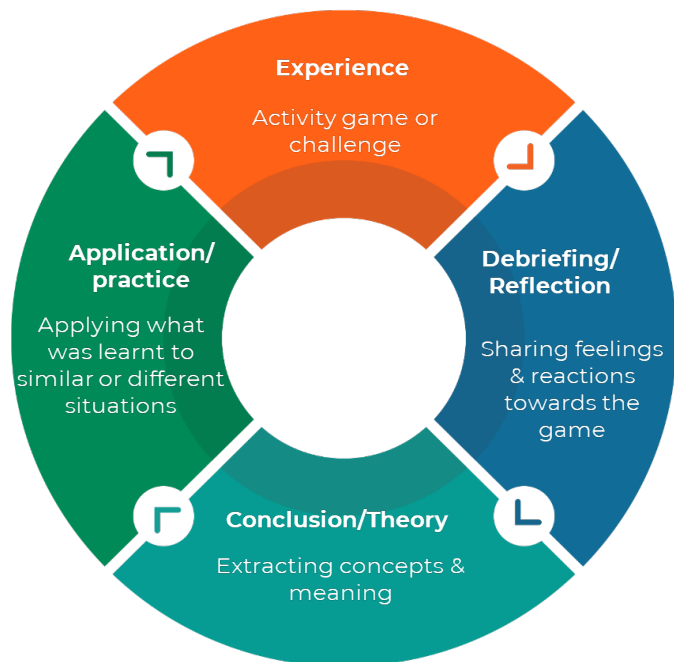
To hold people responsible against agreed upon standards.

**Training Methodology**



**Experiential Learning Cycle**

The experiential learning cycle is a **four-step learning process that is applied multiple times in every interaction and experience:**  
Experience – Reflection – Application & Conclusion.



# Servant Leadership

## Remember

You cannot be a **LEADER** unless you are a **SERVANT**

You cannot be a **SERVANT** unless you are **HUMBLE**

You cannot be **HUMBLE** unless you learn how to **LOVE** People

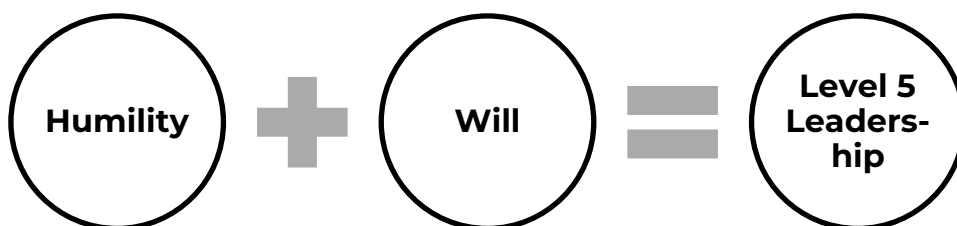
## Jim Collins: Good to Great

The original question in this book was “can a good company become a great one, and, if so, how?”



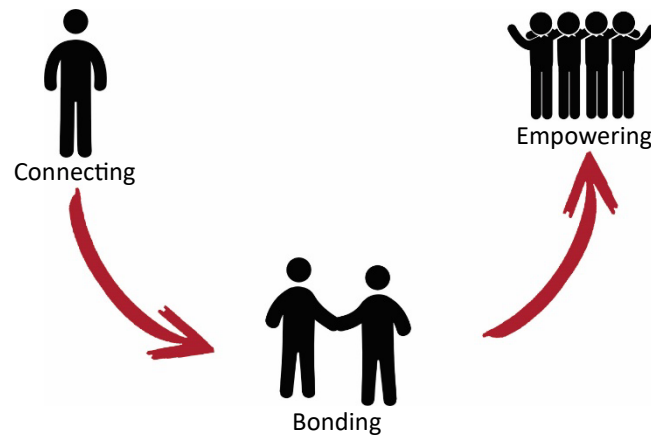
- Jim Collins (The Author) gave the research teams explicit instructions to downplay the role of top executives in their analyses of this question so we wouldn't slip into the simplistic "credit the leader" or "blame the leader" thinking that is so common today.
- Level 5 refers to the highest level in a hierarchy of executive capabilities that we identified during our research
- Leaders at the other four levels in the hierarchy can produce high degrees of success but not enough to elevate companies from mediocrity to sustained excellence
- Jim's discovery of Level 5 leadership is counterintuitive. Indeed, it is countercultural. People generally assume that transforming companies from good to great requires larger-than-life leaders -- big personalities like Iacocca, Dunlap, Welch, and Gault, who make headlines and become celebrities.

## Level 5 Leadership is this equation



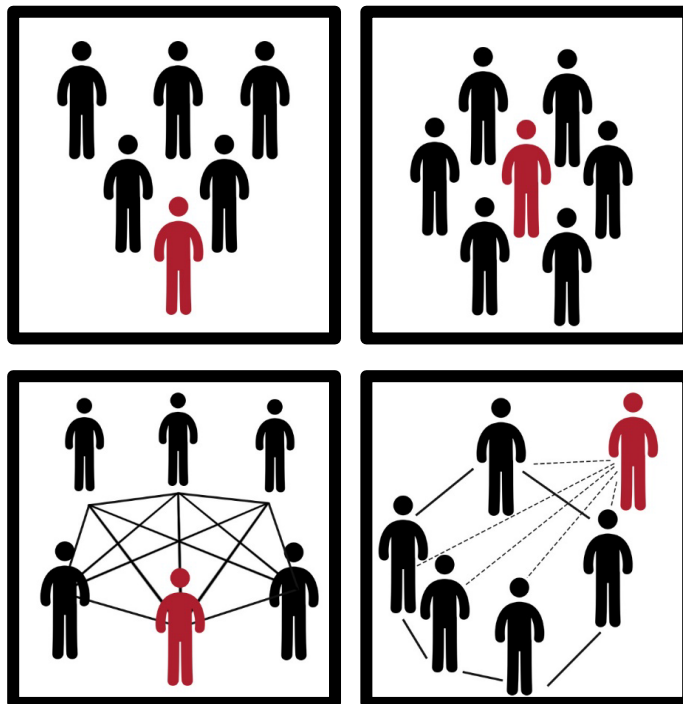
## Leadership is Serving

A servant leader descends alone to create a meaningful bond that would push his/her followers and empower them



Leadership is the **attitude of service**, not your position in the organization.

You can be influential to people around you regardless of your position or your authority.

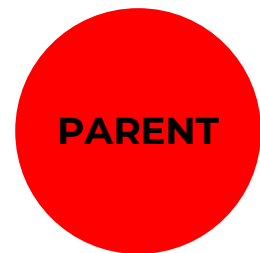


## Transactional Analysis

Based on his observations of people in his own clinic, the psychologist Eric Berne developed this theory to explain the interactions between human beings. An idea fundamental to transactional analysis is that of ego states. Ego states are formed before the age of five and are in essence the early recordings of feelings produced from communication episodes with others. Berne suggested that human personality is made up of three ego states: Parent, Adult and Child. These ego states categorize the ways individuals think, feel, and behave. In any given situation an individual will exhibit a certain pattern of behavior that corresponds to the way that person is actually feeling at the time.

### Parent Ego State

The parent ego state is comprised of the behaviors, thoughts and feelings copied from our parents, or other authority figures such as teachers, caretakers, and bosses. According to Berne, the Parent ego state is exhibited as one may respond as one of his parents responded in a given situation, or as his parents would have wished him to respond.



Our parent ego state language is made up of messages such as should and shouldn't, need to have to. By saying these terms, it would feel like the other person has no other choice and places conditions and pressure on them.

The parent ego state is divided into two ego states:

- **Nurturing Parent:** represents more affirming and more pleasant qualities of what parents and society do for a person
- **Critical Parent:** represents the corrective behaviors of real parents and the prohibitive messages of society

### Child Ego State

The child ego state is a set of behaviors, thoughts and feelings which are replayed from our own childhood. Also, in this state resides intuition, creative and spontaneous drive and enjoyment. It's childlike but not childish.



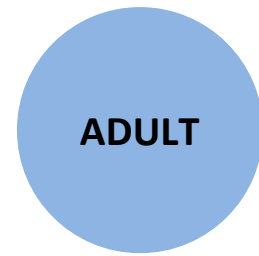
Our child ego state language is made up of messages of excitement, and spontaneous reactions. A person in their child ego state will clearly demonstrate their emotions and feelings to the outside world.

The child ego state is divided into two ego states:

- **Adapted Child:** represents behavior that is meant to conform and deal with the expectations of parents and parental figures
- **Free Child:** represents the playful, curious and spontaneous part of human behavior

## Adult Ego State

The Adult Ego State is about direct responses to the here and now. The Adult always questions values and behavior of the individual's Parent and Child Ego States. When in our adult ego state we are able to see people as they are, rather than what we project onto them. We ask for information rather than stay scared and rather than make assumptions. We are concerned with identifying problems, analyzing them, and generating rational solutions.

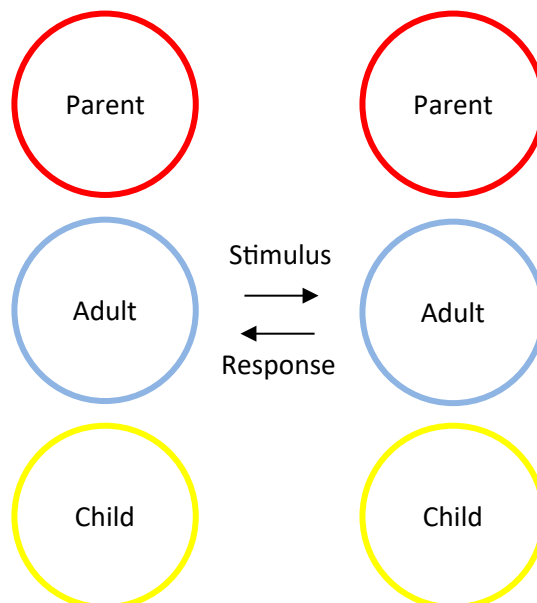


One element of being in the adult is coming from a place of personal responsibility for yourself and your life, not from a "have to" perspective but rather a "choiceful" place.

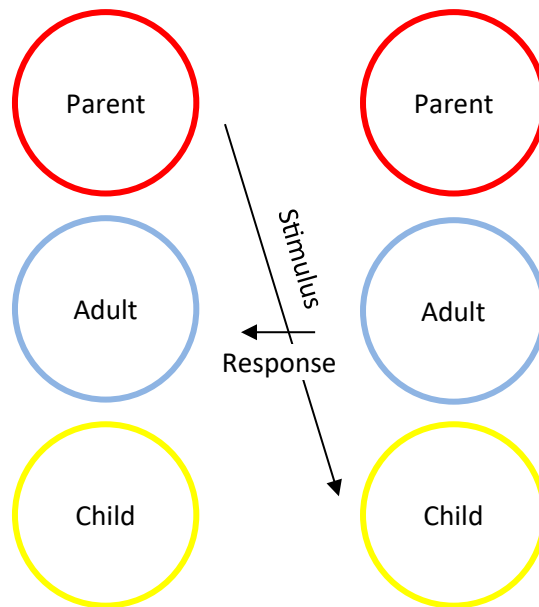
## Transactions

The unit of social intercourse is a transaction. Each transaction consists of a stimulus and a response. The stimulus and response patterns may be verbal or non-verbal. Transactions in communication can be classified as complementary or crossed.

- **Complementary Transaction:** It happens when a person receives the response they expect. It represents a good working relationship/conversation. Communications proceed smoothly as long as transactions are complementary.



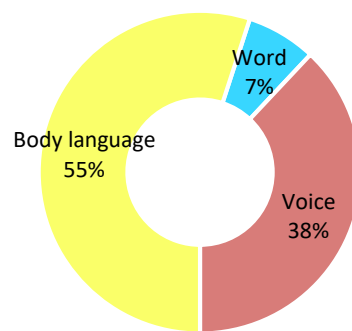
- **Crossed Transaction:** It occurs when a person or a respondent does not produce expected stimuli. As a result, a communication problem arises. Conflicts usually occur in crossed transactions, where each person is talking to a different ego state.



## Effective Communication

Before we can offer advice, suggest solutions, or effectively interact with another person in any way, we must seek to deeply understand them and their perspective through empathic listening.

In order to seek to understand, we must learn to listen. According to Albert Mehrabian, a psychology professor, only 7% of what we communicate consists of the literal content of the message. The use of one's voice, such as tone, intonation and volume, contributes to 38% of our communication with others, while bodily movements, including gestures and posture contribute to about 55%.

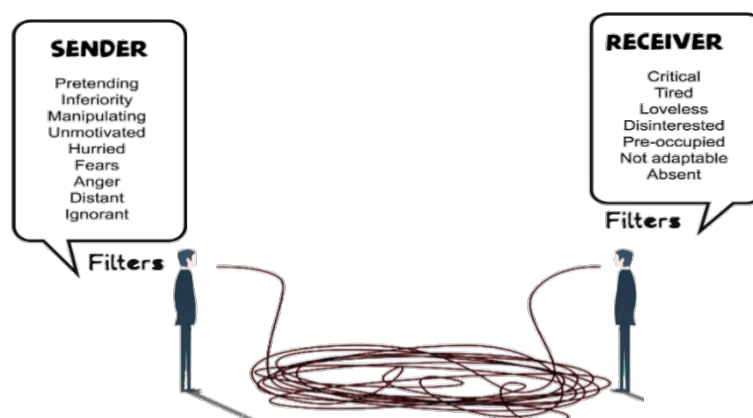


### Crossing the Inner Barriers

Perception is the lens through which we view reality: ourselves, others and the world around us.

Perception filters determine how one will communicate and how they will receive information from another person, they may let us fall victim to believing what was communicated through our own lens, to hear what we want and reject evidence to the contrary.

Crossing the inner barriers means to actively monitor what is passing through our perception filters



## 5 Levels of Communication

- **Chit chat:** You can have conversations like that with total strangers. They're completely benign, low-risk exchanges with no real connections.
- **Facts:** Facts reveal what you know, but they do little to reveal who you are. In fact, you can have a lot of exchanges like this and still keep people at a safe distance, never letting them in.
- **Opinions/Solutions:** you are primarily sharing what you think.
- **Feelings:** At this level you're conveying your hopes and fears, your disappointments and defeats.
- **Total Transparency:** being open, honest and feeling safe to trust the other person without having to hide anything

## Speaking up your mind

Active speaking is the release of inner motives, suggestions, ideas and perceptions with an effective use of gestures, signs and voice conveying a chosen message to the audience.

- **Set clear goals:** To speak with clarity you first have to be clear in your own mind what you want to communicate. Although this 'core idea' is what you want your listener to remember, you then need to back it up with lucid suggestions and unambiguous, structured and logical recommendations that your listener can grasp.
- **Communicate your message properly:** According to Albert Mehrabian, a psychology professor, only 7% of what we communicate consists of the literal content of the message. The use of one's voice, such as tone, intonation and volume, and bodily movements, including gestures and posture.
- **Create logical and emotional rationale:** To get people to invest personally in your idea, create a story that provides both a logical and an emotional rationale for people to come on-board. People tend to buy on feelings and justify with facts, so by appealing to both you're onto a winner.
- **Tailor your message to your audience:** As you're planning your message, think about your audience and what the individuals care about most. Make sure that you include the type of information expected by the other person, which for some may be facts and hard data while others prefer subjective opinions and feelings.
- **Clarify and summarize:** In order to make sure that your message is clearly communicated to the other party, you need to reflect back and summarize what you've said.

### Excellent Speakers Always:

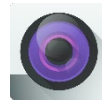
- Read their listeners.
- Choose the right words, timing and context.
- Sell and don't tell.
- Verbalize clearly their messages.
- Influence and impact people's lives rather than impress them.
- Make the listener the center of their attention.
- Use the appropriate communication tool/channel:



**Email**



**Collaboration tools**






**Video conference**



**Face-to-face meeting**



**Phone call**

	Email	Collaboration tools	Video conference	Face-to-face meeting	Phone call
 <b>Good for</b>	Updating large groups	Casual team discussions and brainstorming	Meetings between dispersed teams	Reaching a clearly determined goal in less than an hour	Urgent matters
 <b>Bad for</b>	Time-sensitive collaboration	Sensitive, one-to-one business conversations	Routine check-ins	Anything that can be achieved with email or collaboration tools	Situations when you are able to use one of these other tools
 <b>Works well with</b>	Collaboration tools, meetings	Emails, meetings	Emails, collaboration tools, phone calls	Emails, collaboration tools	Video conferences

### Listening skills self-assessment

To help you start be more aware of your listening habits, complete the following self-evaluation. It will give you an idea of which listening habits you can be happy about and which ones might want to reshape. Put an X in the appropriate column. Answer each question honestly and thoughtfully.

Statement	Most of the time	Frequently	Occasionally	Almost never
<b>1.</b> Tune out people who say something you don't agree with or don't want to hear.				
<b>2.</b> Concentrate on what is being said even if you are not really interested.				
<b>3.</b> Assume you know what the talker is going to say and stop listening.				
<b>4.</b> Repeat in your own words what the talker has just said.				
<b>5.</b> Listen to the other person's viewpoint even if it differs from you.				
<b>6.</b> Learn something from each person you meet, even if it is ever so slight.				
<b>7.</b> Find out what words mean when they are used in ways not familiar to you.				
<b>8.</b> Form a rebuttal in your head while the speaker is talking.				
<b>9.</b> Give the appearance of listening when you are not.				
<b>10.</b> Daydream while the speaker is talking.				
<b>11.</b> Listen to the whole message; what the talker is saying verbally and nonverbally.				
<b>12.</b> Recognize that words don't mean exactly the same thing to different people.				
<b>13.</b> Listen to only what you want to hear, blotting out the talker's whole message.				
<b>14.</b> Look at the person who is talking.				

<b>15.</b> Concentrate on the talker's meaning rather than how they look.				
<b>16.</b> Know which words and phrases you respond to emotionally.				
<b>17.</b> Think about what you want to accomplish with your communication.				
<b>18.</b> Plan the best time to say what you want to say.				
<b>19.</b> Think about how the other person might react to what you say.				
<b>20.</b> Consider the best way to make your communication (written, spoken, phone, bulletin board, memo, etc.) work.				
<b>21.</b> Think about what kind of person you're talking to (worried, hostile, disinterested, rushed, shy, stubborn, impatient, etc.).				
<b>22.</b> Interrupt the talker while they are still talking.				
<b>23.</b> Think, "I assumed they would know that."				
<b>24.</b> Allow the talker to vent negative feelings toward you without becoming defensive.				
<b>25.</b> Practice regularly to increase your listening efficiency.				
<b>26.</b> Take notes when necessary to help you to remember.				
<b>27.</b> Hear noises without being distracted by them.				
<b>28.</b> Listen to the talker without judging or criticizing.				
<b>29.</b> Restate instructions and messages to be sure you understand correctly.				
<b>30.</b> Paraphrase what you believe the talker is feeling.				

Scoring: Circle the number that matches the time frame (most of the time, frequently, etc.) you checked on each of the 30 items.

Statement	Most of the time	Frequently	Occasionally	Almost never
1	1	2	3	4
2	4	3	2	1
3	1	2	3	4
4	4	3	2	1
5	4	3	2	1
6	4	3	2	1
7	4	3	2	1
8	1	2	3	4
9	1	2	3	4
10	1	2	3	4
11	4	3	2	1
12	4	3	2	1
13	1	2	3	4
14	4	3	2	1
15	4	3	2	1
16	4	3	2	1
17	4	3	2	1
18	4	3	2	1
19	4	3	2	1
20	4	3	2	1
21	4	3	2	1
22	1	2	3	4
23	1	2	3	4
24	4	3	2	1
25	4	3	2	1
26	4	3	2	1
27	4	3	2	1
28	4	3	2	1
29	4	3	2	1
30	4	3	2	1
Total				

Listening properly is fundamental to communication and behaving with respect, and it's an active exercise rather than something that just happens. When you listen with an open mind you're willing to be influenced by what you hear and consider the merit in what someone else is saying. Here are few barriers to open-minded listening:

- **Judgmental listening:** The receiver listens with the intention of determining whether the speaker is right or wrong.
- **Stereotype-based listening:** The listener has built-in prejudices that get in the way of receiving the message.
- **Resistive listening:** Some people have an immediate aversion to ideas that aren't their own. They can also be so conservative in their views that they see anything that challenges their thinking as the enemy.
- **Interpretive listening:** In this instance, people use their own life experiences and beliefs to interpret rather than understand what the other is saying.
- **Past-behavior-based listening:** Here listening is based on a person's past experiences of the speaker, not allowing for the possibility of change.
- **Attraction-based listening:** The receiver connects the truth of what someone says to how attractive – or not – the receiver finds the speaker.
- **Selective listening:** This is the phenomenon when the receiver consciously picks what to listen to and what to ignore from the speaker.

Self-discipline is an essential element of listening with an open mind because it stops you from anticipating what your conversational partner is going to say and jumping to conclusions, a common behavior. When you practice active listening, you shelve your personal judgments and avoid internal distractions in order to give the person speaking your unbiased and undivided attention.

### **Excellent Listeners Always:**

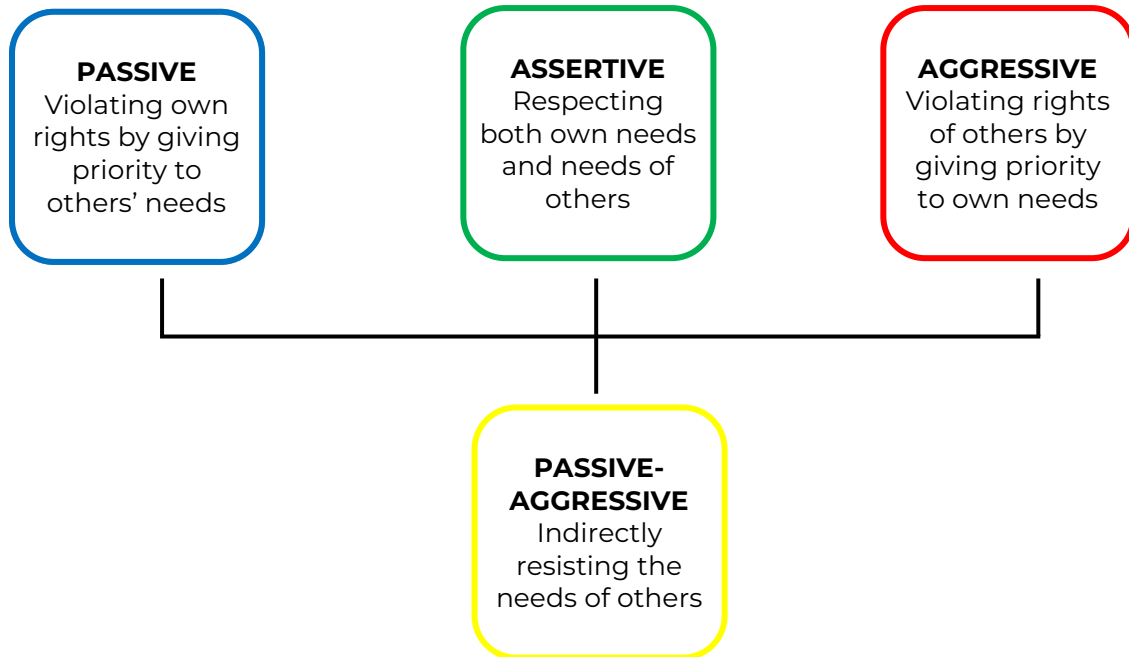
- Ask questions.
- Seek to understand, then to be understood.
- Know that: "He who talks most listens least".
- Listen beyond words for the tone of voice, body language and unusual expressions.
- Pause and reflect on what they heard before speaking.
- Don't assume anything.
- Don't look through their own filters.
- 

### **Write Your Own Tips for Nonverbal communication & Tone**



## Modes of Communication

The second quadrant of emotional intelligence revolves around managing our emotions and communicating them in a healthy manner with other people. There are four modes of communication that we can use to communicate our emotions and feelings to the outside world.



### Passive Communication

It is simply not expressing honest feelings, thoughts, and beliefs, therefore, allowing others to violate your rights. It can also mean expressing thoughts and feelings in an apologetic, self-effacing way – so that others easily disregard them. People who are passively communicating their feelings and thoughts violate their own rights.

### Aggressive Communication

It is to stand up for your personal rights and express your thoughts, feelings and beliefs in a way which is usually inappropriate and always violates the rights of the other person. Superiority is maintained by putting others down. People often feel devastated by an encounter with an aggressive person.

### Passive-Aggressive Communication

It is a way of communicating our feelings, thoughts, and beliefs passively on the surface, but feeling powerless or stuck within, building up a resentment that leads to seething or acting out in subtle, indirect, or secret ways. Most passive-aggressive communicators will mutter to themselves rather than confront a person or issue. They have difficulty acknowledging their anger, use facial

expressions that don't correlate with how they feel and even deny there is a problem.

### **Assertive Communication**

It is a way of communicating our feelings, thoughts, and beliefs in an open, honest manner without violating the rights of others. It is an alternative to being aggressive where we abuse other people's rights, and passive where we abuse our own rights.

#### **What stops us from being assertive?**

- **Self-defeating beliefs:** We might have unrealistic beliefs and negative self-statements about being assertive, our ability to be assertive, or the things that might happen if we are assertive. Example of such beliefs is: 'It is uncaring, rude and selfish to say what you want.'
- **Skills deficit:** It may be that we just don't have the verbal and nonverbal skills to be assertive. We may watch other people being assertive and admire their behavior but have no real idea how to be like that ourselves.
- **Anxiety and stress:** It may be that we know how to be assertive, but we get so anxious that we find we can't carry out the behavior. We may be so stressed that it becomes difficult to think and act clearly.
- **Cultural and generational influences:** There can also be strong cultural and generational influences on our behavior. For example, in some cultures assertiveness is not as valued as in Western societies. Older generations may also find it difficult to be assertive. Men were once taught that it was weak to express their emotions and women were taught that it was aggressive to state their needs or opinions.

## Questions ?

- What are the relationships where you often communicate in a passive way? How would you change that?
- What are the relationships where you often communicate in an aggressive way? How would you change that?
- What are the relationships where you often communicate in a passive-aggressive way? How would you change that?
- What are the relationships where the other party often communicates in a passive, aggressive or passive-aggressive way? How would you change that?

## Warnings


We all need to be prepared for manipulators who can try to abuse us during negotiations. They use tactics, here are some of them:


### **Yes, Maybe & No:**


- *Yes:* If it's a yes, we wouldn't have been negotiating in the first place.
- *Maybe:* Waste of time. No decision. A wrong decision at many times can be better than a no decision. Divert from the real issues worthy of negotiations and escaping responsibility.
- *No:* It's a perfect response – a real decision. It changes the dynamics of the negotiations in a very beneficial way. You can focus on the real issues of negotiations. Now you can think why they said no. It gives you direction or triggers you to find alternatives.

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