

Licence to Lead

Introduction

What to expect

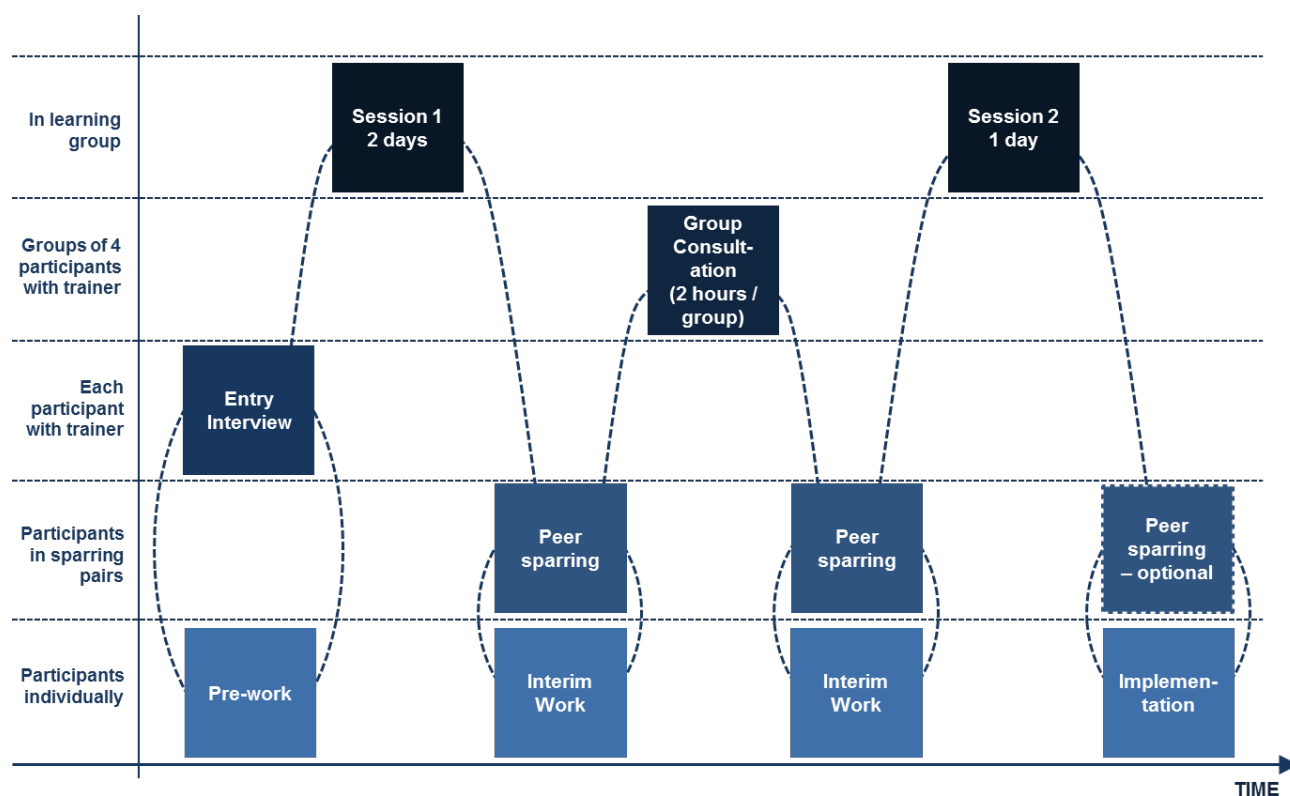
Welcome to Licence to Lead! This programme aims to provide you with insights and ideas for handling your still new challenge – managing your unit. The programme is based on your current reality, to help you explore the real issues you might be facing in these early days – a time of change for you and your team. It will provide you with the time and space to reflect, share experiences and learn about possible options and means for dealing with these new challenges.

By the end of the programme – comprising workshops, group consultation and individual work – you will:

- have explored approaches to enable you to perform more effectively and efficiently
- have the awareness and support you need to deal more confidently with the transition into this new role
- have enlarged your network – which will provide support over the years to come
- have a well thought through development plan to take you and your unit forward over the next few years

The graph below presents how the two face-to-face workshops are complemented by the blended elements of the programme.

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The contents of the programme are as follows:

Day One – The Head of Unit Role – The Reality and Possibilities

- Setting up – the introduction to the learning
- The 'cartography' – exploring the current reality – the individual scenarios
- Similarities and differences in the current situations
- The crystallised role – the key elements of a Head of Unit role
- Modelling management – creating a model to fit the reality in the institutions

Day Two – Styles of Management – Dealing with Situations

- Dealing with your own challenging situations – support and ideas
- Real experiences – possibility to tap into the experience of a visiting Head of Unit
- Personal styles of management – identifying areas of strength and development
- Action planning and preparing for the interim work

Day Three – Development of Your Unit – Creating Involvement

- Review the learning and developments
- Myself, my team, my environment – reflections of future trends and developments and the impact they will have
- How to co-create the future with your team and other stakeholders
- Next steps for your future development

'Cartography' – Reflection and Observation

You are the 'coach' and sparring partner for your two colleagues.

Your role is to step back and look at your colleagues' cartographies as objectively as you can – and to ask questions, explore and give honest, detailed feedback on what you see.

Sample reflection questions

After you have listened to your colleague's presentation:

- Are there any obvious patterns?
- How does their cartography compare to your own?
- What surprises you?
- What strikes you?
- What seems to take centre stage?
- What seems to have been less important to the colleague - at least in how it is represented?
- What seem to be the strengths and the challenges?
- Does the cartography seem to be 'in sync' with what the colleague says?
- Relationship with the 'boss' – where is the boss in the picture?
- Where is the team in relation to the boss?
- Are there team leaders, section heads or a deputy – and if so where are they placed?
- Are there certain clusters of people that segment or divide?
- Do you see any barriers?
- Is the Head of Unit closer to some than others?
- Are there any significant stakeholders missing i.e. peers, 'clients', or any that are more distant in the picture than you think they should be?
- Where has the Head of Unit placed themselves in this picture? Centrally, at the top, the bottom – is there a significance to this?
- Where are the dossiers/ the work? How are they illustrated?
- Where is the political level?
- Is there a clear sense of purpose or direction conveyed in the picture?
- Is the rest of the DG represented in the picture – if yes, how? If not, why?
- How are other DGs or institutions represented – if at all? Member states? Citizens?

Modelling Management – An Overview

What is the ideal management model? Is there a management model that could fit all sizes and contexts – or even the context of one manager’s reality? Is there one that would help you define your role as a Head of Unit?

A management model helps to examine the work of management in terms of objectives, how to motivate effort, coordinate activities and allocate resources. Models can help by introducing different ideas, new perspectives, a new framework. But ultimately a model is based on theory and can never fully interpret reality. During this programme we will be exploring some models; not with the aim to make you change your reality to fit them, but to increase your awareness and your perspective. So you can take from them what resonates for you and build a practical model for yourself. Ultimately, there are a number of choices to make and the appropriate choice depends on a host of factors.

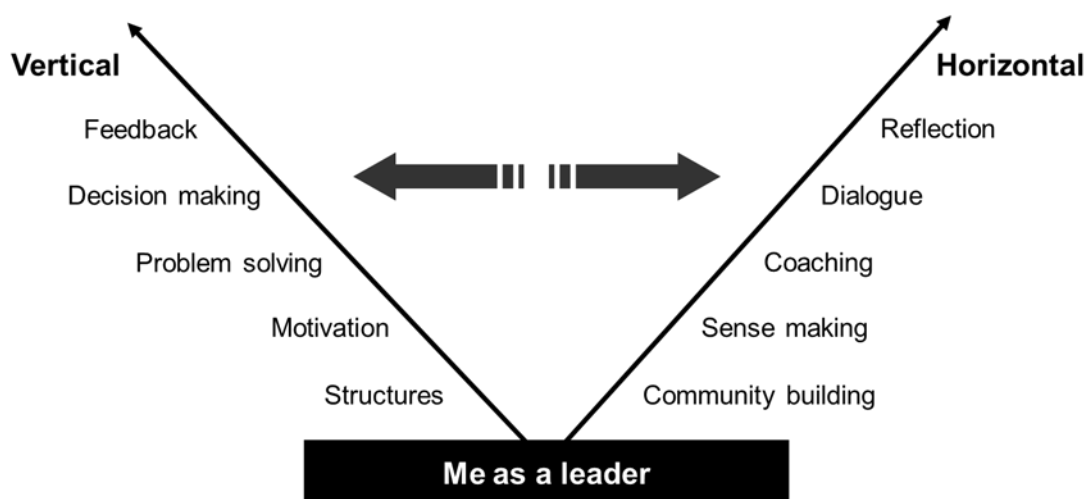
We have selected three models here out of the many that have been developed over the years. These provide different perspectives of what management should be focusing on – each may have relevance for you. A more detailed description is provided in the next pages.

Balanced Leadership	The balance in this model is not between ‘management’ and ‘leadership’, but between two important directions of leadership, illustrating two important roles of every leader: the vertical and the horizontal.
The Competing Values model	This model was developed by Quinn to indicate the different demands on a manager’s time – where should or would a manager need to spend time?
The Managerial Responsibilities Framework ©	This is a simple model which identifies 4 different key responsibility areas for a manager to pay attention to – Direction, Operations, Relationships and Development

Balanced Leadership

Balanced leadership is about paying attention to both the formal and informal aspects of the organisation. The formal organisation is related to structures: it starts with organisation charts, hierarchies, bureaucracy and work contracts, and reaches into reporting and assessment systems. It is crucial to recognise and acknowledge the formal organisation and its established structures, e.g. IT-systems, organisational hierarchies and financial regulations.

Accordingly, the **formal** organisation may impose structures and systems upon units (teams, departments...). They help make the unit or the team work efficiently but this is not enough: goals are achieved by the way people *interpret* their roles. Hence, **informally**, one can choose how the unit or team is organised internally, how to develop relations, how to make processes smoother – and particularly, how to act and what practices to use in managerial roles.



Balanced leadership means finding a balance between the two roles each leader necessarily has: the vertical (the more formal) and the horizontal (the more informal) role:

- The functions of the vertical role are the ones often associated with formal authority and the 'hierarchy'. These functions are often monitored systematically by different evaluations, measurements or parameters.
- The horizontal role allows for a reframing of what leaders can do, e.g.
 - a) Instead of giving feedback (top-down) the leader can use his/her coaching skills and start a process of reflection with the team member(s).
 - b) Instead of making decisions alone (which is still necessary in some situations), the leader can involve his/her team in a dialogue about the question.
 - c) Instead of trying to motivate people from the outside (according to many theories people can only be intrinsically motivated or not at all) the leader can start a process of sense making with individuals or with the team. That means asking questions and having a

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dialogue about the purpose and meaning of the work, job satisfaction, values, processes, goals etc.; in short, making sense of the work.

This way it is possible to move the focus of the leadership role away from 'just' the manager or leader alone towards leadership as a more collective effort. The leader is not alone and leadership is not only a quality of a leader but describes the unit's culture.

As the model indicates, both vertical and horizontal aspects are necessary for a team to work effectively. Understanding and taking the tools of the horizontal role as well as the informal organisation into account, Heads of Unit have many more ways to lead the unit.

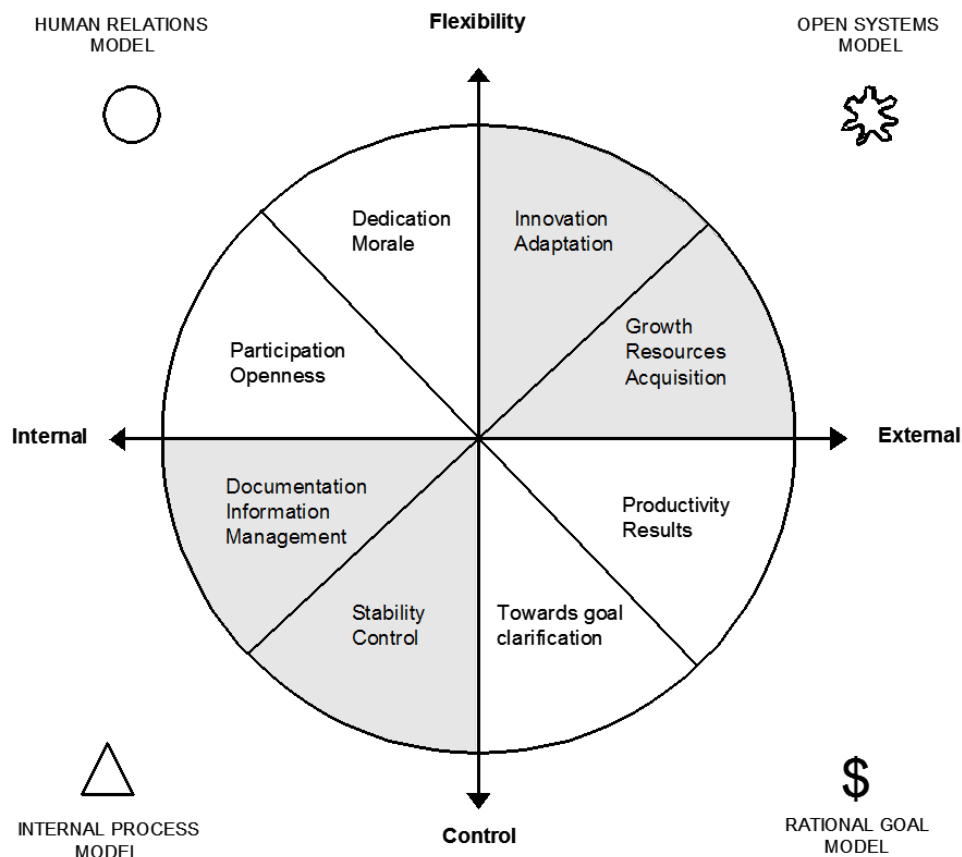
A comment often made by leaders in organisations is - *"We have no tools to motivate people, because we cannot promise money or promotion"* However, as a leader, one is not restricted to "traditional" management tools for organising the unit's work. These horizontal tools open up whole new ways for a manager to lead his/her team. For example:

- Coaching can be done anytime someone comes to ask for something, e.g. for advice. There are leaders who claim that 90% of their time is spent answering questions and solving problems that people should be able to solve themselves. *Why not get rid of your role as an answering machine?* Instead, answer with a question: "What do you think yourself?"
- Community building can take place in many different ways i.e. in the way people greet each other, relate to their peers and to other units or how they experience the work atmosphere and talk about it. Community building can comprise an away-day or an extra break with tea, coffee and scones. It is the small things that count. Communities of professionals can recommend new structures for their work and redesign or audit their own processes. Initially however, this will require extra effort. Someone needs to take the initiative. As in any new way of working, acquiring more freedom can initially feel strange, there may be risks and it will not always be welcome. However, in the long term it can provide powerful and inspiring results.
- Decision making is not a one-off action but a process, a continuation. Possibilities need to be discussed and understood first, talked over together and only after that an understandable decision will be made. To be effective, decisions need to be adopted and supported, and sometimes people need to be coached to help those decisions to become effective. A decision that is not acted upon in this sense is not a decision. Here again we see a relation between a formal and an informal decision: formal decisions may be signed but in fact not be followed (consider e.g. EU legislation in different member countries...). Informal decisions are sometimes effective even if not signed or decided officially.

The Competing Values

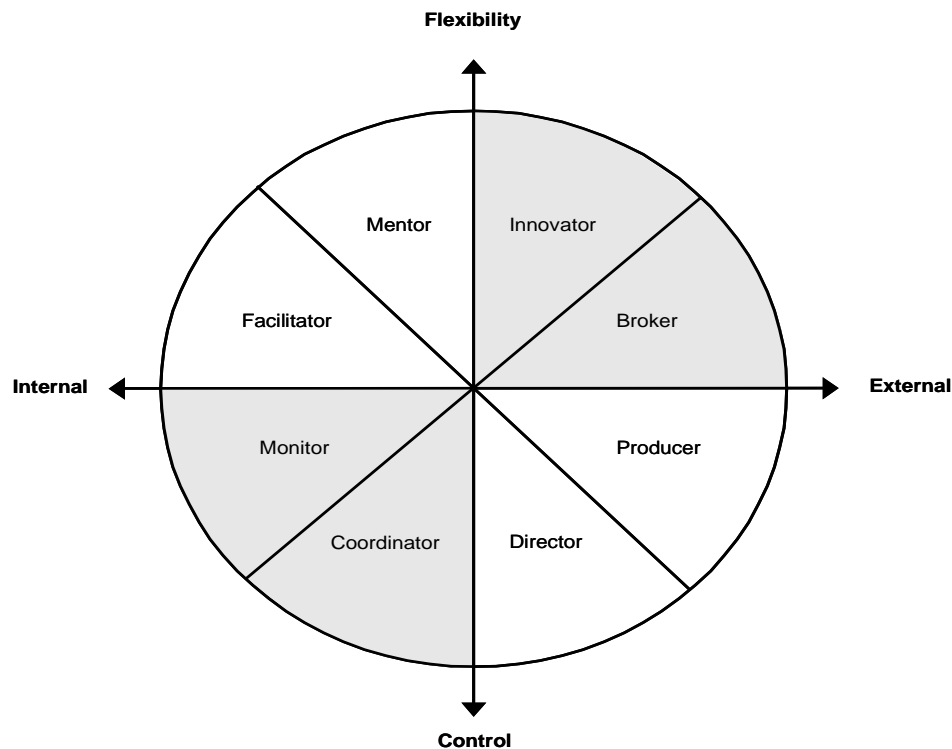
Every manager adopts and maintains their own unique management style. This style is largely driven by their view of reality and their values i.e. convictions, opinions, assumptions and criteria about what a manager must do in order to be effective. This is the view that underpins the thinking behind the management model developed by R.E. Quinn. He took a number of models from previous research – i.e. the rational goals; the internal process, the human relations and the open system models – and integrated them into a new Competing Values Model.

Quinn's view is that none of the original four models provides a satisfactory answer to the complexity of management problems. In the Competing Values framework, the four models are closely connected and interwoven. However, they also seem to contradict each other, i.e. we wish the organisation to be flexible but we want it to be stable and with everything under control. We value relationships and participation and we also want results, which requires the monitoring and setting of goals. These reflect the paradoxes of management.



The Competing Values framework is illustrated above. The two connecting dimensions shown on the two axes are essential for the integration of the model. The internal/external axis is about how the manager sees the organisation – as a collection of people or as a way of obtaining resources. The second axis is about control and flexibility. I.e. the organisation is a combination of control and forecasting processes or about flexibility, change processes and adaptation. This model is very useful when thinking about the roles of a manager. In fact, Quinn sees two roles in each quadrant – see the figure below: which makes for eight management roles.

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Manager roles of producer and director (corresponding to the rational goals model)

Emphasising results and production. The director clarifies direction and objectives and structure within the organisation. The producer is task oriented, work focused and initiates action.

Manager roles of coordinator and monitor (the internal process model)

Initiating processes for dependability and continuity: routines, measurement and documentation. Focus on systems, procedures and rules to regulate work processes. The coordinator puts more emphasis on planning and organising, the monitor is more oriented towards information management and collecting and collating information.

Manager roles of facilitator and mentor (the human relations model)

Guiding employees in the direction of dedication, cohesion, morale and growth through discussion, participation and openness; assessing people in terms of their need for growth, motivation and other personal needs in the workplace. The facilitator places more emphasis on participation and openness within a team. The mentor shows consideration, empathy and caring.

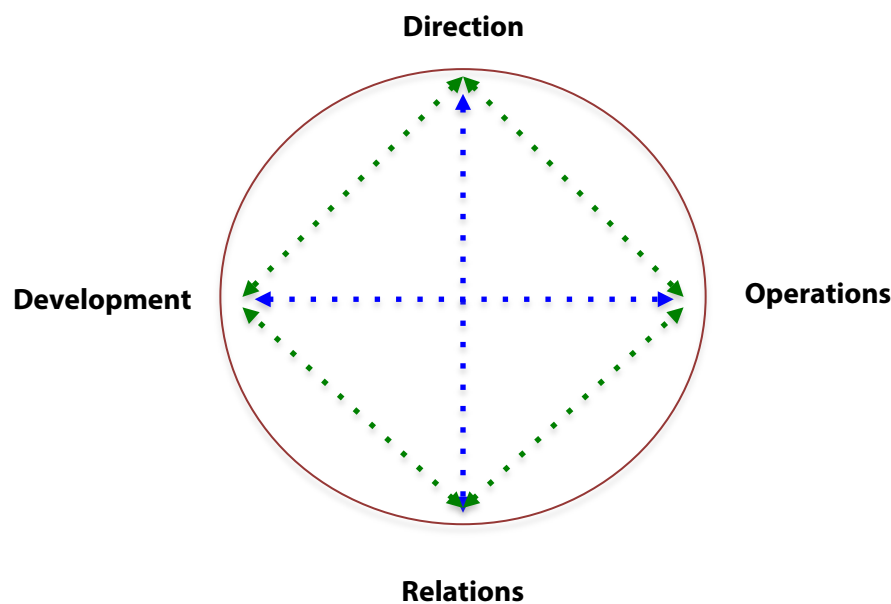
Manager roles of innovator and broker (the open system model)

Adaptability, creativity and growth are priorities. An innovator places more emphasis on inventiveness and risk taking and envisions change; a broker is more oriented towards growth, acquisition of resources and is politically astute.

The management style profile is a reflection of the degree to which someone practises these (inherently contradictory) roles as a manager and how he/she moves between and balances those roles.

The Managerial Responsibilities Framework (MRF) ©

Irrespective of their position or status in the organisation, any manager is ultimately accountable for a number of decisions and initiatives s/he makes (or doesn't make), and for how s/he makes them, in the four major areas below.



The Framework's purpose

Managers are permanently confronted with a series of concerns or questions that they may ask themselves or that others may ask (about) them – *What does management involve? What should I mainly devote my time and energy to? What will I be assessed on? What interests me most in my position, and what am I best at?*

This model was developed in the framework of the course "The Essentials of Management". It is a simple instrument to support reflection and decision-making about how managers want to manage and about how they want and need to shape their role so as to bring their unique added-value. Where do they need to focus their attention?

Managers can use it as a tool for identifying what they prioritise and why, i.e. *How much time and energy have I devoted lately to my responsibilities in each area (examples):*

- *reviewing objectives with my team (Direction)*
- *supervising the way a particular staff member runs a procedure (Operations)*
- *reinforcing my connections with key peers or with clients (Relations)*
- *supporting two staff members who are likely to take on larger responsibilities in the near future? (Development)*

Based on this exploration, managers can reassess their managerial strategy.

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But the framework is not only meant for individual reflection. When reviewing and assessing staff performance, for instance, it can be used as a way of matching expectations with actual performance. It can also serve as a way for a manager to agree with the team where each one's added-value should predominantly come from.

How to use this model?

For most managers, a vast majority of what each of the four areas includes is common sense. Thus, '*Direction*' would probably include the sense of (core) purpose, the vision and ambition, broad outcomes and benefits for whoever the organisation/team serves, the strategy, etc.

'*Operations*' includes everything related to planning and organisation, acquiring and allocating resources, monitoring, reviewing and assessing actions and results, etc.

'*Relations*' is about managers' interactions; through networks or alliances, but also about how they contribute to the optimal quality of relationships with the team, within the team and between their team and other teams.

Finally, '*Development*' refers to the responsibility managers have to contribute to their own development, to the development of their teams (both at an individual and a collective level) and to the development of their organisation (in particular through investing in innovative approaches or initiatives).

However, the management responsibilities described above are not exclusive to one of the four areas and they can be open to discussion – there will be inevitable overlaps or crossovers, e.g. objectives and deliverables could belong to operations as well as to directions. Or they could actually cut across the two areas. That is ok! The arrows in the figure above aim to indicate that the four areas are constantly connected.

What matters most is **the way each manager makes sense of the Framework and uses it to support the discretionary way in which they will shape their role and responsibilities over time.**

Equally, the framework should serve as a constant reminder for managers that if they focus for too long on one element of the circle, they are probably neglecting some other area of responsibility that is equally important.

Managers can use the framework as a way of **creating a common language with all the actors they need to manage**, whether it is their hierarchy when discussing the team's performance, with the team or an individual team member when delegating a responsibility, or with peers.

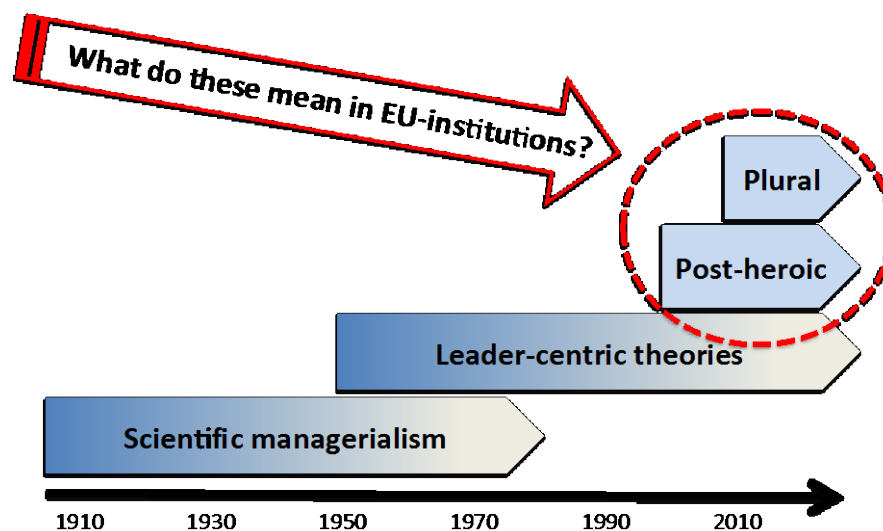
Finally, managers can use the framework as a way to explore how comfortable they are with managing each area, where their preferences naturally take them and whether that creates any gaps with what their organisation and team expect from them, or where they may need to develop further skills, attitudes or behaviours.

Evening Reading between Days 1 and 2

We have provided you with a series of articles that are related to different aspects of managerial and leadership roles and styles. The preference would be that you read, in addition to this short introduction, at least two of them before Day 2. Feel free to focus on those that make the most sense to you or are of most interest for you – with regard to your own context and development questions.

Please note that the reading material is for your inspiration and insight; just like the models we previously presented, no one article will cover all the eventualities of every situation.

Partly for this reason, partly as an introduction, we want to provide you with a picture and short description of how leadership thinking has evolved within the past 15 years. The contemporary theories talk about leadership as a task of many – as a task of a collective, plural.



In 1895, Frederick Winston Taylor published his *The Principles of Scientific Management*. Before that, 'organisations' were mainly led by owners, founders, but now the new scientific thinking introduced a more effective way of dealing with the workforce, especially in larger scale organisations (such as factories). In the 1920's, the Hawthorne studies challenged this view that tended to instrumentalise the work force into objects and not to treat them as human beings. After World War II, leader-centric theories moved to the forefront. These emphasised leadership qualities: skills, traits, behaviours that a leader should have. These theories are still in practice, particularly in manufacturing and in countries of cheap labour.

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Example of leader-centric theories: situational leadership

Situational theories rely on the basic claim that leaders and managers need to adapt their way of behaving, depending on the person they deal with and the task at hand, and according to the situation and the environment. This is common sense: we behave differently in different situations.

Key considerations:

- Institutions (and organisations) are not closed systems that always remain the same, but need to be constantly balanced between internal needs and their external environment.
- There is no “one best way” of leadership or organisation of institutions, units or teams. Tasks and unit members need to be treated differently, not the same at all times.
- The appropriate form depends on the task at hand and the external influences. Leadership means *enabling the unit to adapt* and become attuned to situational needs.
- How to balance and find a good fit between the task and staff? This is an ongoing negotiation. This means negotiations within the unit – not on a daily basis, but certainly on a monthly, half-yearly or yearly basis.
- This requires various ‘management styles’, or, if you like, different approaches to how the unit tasks are accomplished.

Though based on common sense, situational leadership has been criticized. Firstly, if any new situation requires new managerial styles and tools (from the manager), this approach becomes too complex to be applied in practice. Secondly, it relies on the idea that leadership situations depend on the leader; as if leadership and the leader/manager were one and the same.

Late 1990’s and early 2000’s: post-heroic leadership

(Based on the latest research, see links to academic articles below)

To sum up the deficiency in situational leadership: personal behaviour of the manager alone, no matter how flexible and situational, does not offer sufficient grounds for explaining the effectiveness and productivity of a unit, let alone the motivation of the staff. Motivation is a good example for making the point about post-heroic leadership approaches: if we want to understand staff motivation, we should be interested in a myriad of influences, and not focus solely on the manager as ‘the hero’ of all things!

That is why the **21st century thinking** is different: the leadership situation involves a lot of other people and influences than just an individual leader. Leadership is a social process and is constructed by all these influences. *This new paradigm of leadership changes everything*: leadership is not just what a leader does, but a sum of the social situation and the structural, institutional influences.

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Relational leadership

In relational theories, as a form of post-heroic leadership, the whole understanding of what constitutes leadership is different than in previous models.

- a) What does the *term* leadership designate? Leadership is not an 'entity' (not manager, leader, follower). Leadership is a social, relational construct. It evolves within the life-time of the unit. For instance, any time unit members change, the process and constellations of how the unit functions are subject to alterations and developments. In other words: leadership refers to how the unit as a unit becomes organised and performs its tasks. This is not a task of the manager, but leadership: of the unit. It is often up to the manager to enable, initiate and facilitate that process. It is also not static, to be fixed, but a constantly on-going process in the unit.
- b) How do we *know* what leadership is? Knowing what leadership is used to be considered as rational, cognitive factors. But now, in post-heroic models, it is accepted that knowledge about leadership includes emotions, feelings, intuition and experience. A unit can be experienced as effective and as a supportive environment. This experience can be related to facts, but it includes attributes like emotional support, understanding each other and a well-executed approach to individual and unit level well-being.

Plural leadership

A "Plural leadership" approach takes the above considerations about the nature of leadership further, stating that leadership is produced in groups, teams, units, networks and whole organisations. Leadership is thus not only a singular (managerial position), but an achievement of a plural.

- A. Leadership in the plural, summary of the article:
<http://www.johnballardphd.com/blog/types-of-plural-leadership-sharing-producing-pooling-spreading>
- B. Collective leadership – What is leadership (video, Deloitte, 2011):
https://www.youtube.com/watch?v=0jqDa_bD2b4
- C. Kim Turnbull James (2011): *Leadership in context. Lessons from new leadership theory and current leadership development practice*:
<http://www.kingsfund.org.uk/sites/files/kf/Leadership-in-context-leadership-theory-current-leadership-development-practice-Kim-Turnbull-James-The-Kings-Fund-May-2011.pdf>

Another link to the same source:
<http://www.jcpmh.info/resource/leadership-in-context-lessons-from-new-leadership-theory-and-current-leadership-development-practice/>
- D. Joseph A Raelin is interviewed about his book *Creating Leaderful Organizations*:
<https://vimeo.com/66757122>
- E. Adriaan Bekman, *The Horizontal Leadership Book*
<http://www.het-imo.net/university/files/2015/08/The-Horizontal-Leadership-Book.pdf>

My Way of Being a Head of Unit – Reflection

Objectives

This exercise brings together much of the learning that has taken place over the last two days. Because ultimately this is about self-awareness i.e. recognising the impact you have on others. There is no 'perfect' style, but recognising what your preferred way of doing things is, and also reflecting on whether that is always the appropriate way, can bring powerful insights and revelations. Are there more appropriate or different ways of handling certain situations and certain people at certain times?

Prior to this workshop you may well have reflected on what your strengths and development needs were. By also turning your thoughts to what has happened in the last 2 days – what insights has it brought?

Exercise

Once you and your partner have drawn each other's outlines/silhouettes on the long piece of paper, stick your image up on the wall – or place it on a table if you prefer working on a horizontal paper.

Reflect on the insights over the 2 days, and consider those of the following questions that are the most relevant for you:

- What have the 2 days revealed to you about yourself?
- What have you observed / noticed in terms of your reality compared to that of the others?
- How do others react to their reality compared to you?
- What do others seem to value compared to you?
- What are your views on the models?
- How do you see your own role now, and how does it compare to the others?
- Which insights did you get from the case clinic, and how do they help you define your own strengths and development areas?

While you reflect on the questions, mark up your life-sized profile in any way you like to demonstrate where you place your strengths and development areas, i.e. where they fit in your outline. For example, if you are, in your opinion, good at listening, then make it visible around the ears – a too 'hands on' approach should somehow be visible close to your hands etc.

Once your reflection is done, and your picture is ready, reform the trio in which you did the 'cartography' on the morning of Day 1: explore the pictures with the others in your trio. Ask them questions and check things out with them, e.g. what does your picture seem to tell them about your way of doing things – your personal style – your areas of strength and development – and whether they could give you any recommendations having spent two full days with you.

Action Plan

Work on your action plan individually. Please use the frame below as an example. Once you and your sparring partner are ready please share your key actions.

My development goals (be SMART*!)




Conditions for success:

What I need to do to reach my development goals?

What help/support do I need ?

Who can/will support me?

Behaviours:

- | | |
|---|---------------|
|  | Leave behind? |
|  | Reinforce? |
|  | Adopt? |

My next concrete steps are:

1)

2)

3)

4)

...

On a scale of 1 – 10, how certain am I that I will do these?

Interim Work between Sessions 1 and 2

Introduction

In order to apply the learning from Days 1 and 2 of the programme, and to implement your action plan, the learning path of the Licence to Lead programme also includes some interim work. You can choose freely when you do each of the interim tasks – however, we would ask you to do the first two tasks prior to the scheduled group consultation day.

Each of the tasks in the following list will be further described below:

1. Log Book – registering the work tasks you actually do during one week.
2. Me and My Work Analysis – reflecting on your work from the viewpoints of motivation and skills
3. Peer sparring – keeping contact with your nominated pair for mutual sparring and support
4. 'Cartography 2.0' – updating your analysis and re-mapping your unit prior to Session 2

1. Log Book

One of your important interim tasks is to keep a detailed record, in the provided Log Book, of the time you spend on all of the work tasks you do for a period of one week (including the weekend if you work then). This will help you monitor the usage of your time, but will also help you identify

- how much time you use for those responsibilities and tasks that you defined to be your core tasks;
- how much time you use for other responsibilities and tasks – and what those are; and
- how many hours you work in total.

This will provide you with the 'raw material' that will serve as a basis for reflecting on how you spend your time. Do you use your time wisely? Do you do what you think you should do? If not, you will be able to reflect further on what to do with those tasks that you continue doing even if they don't belong to your core responsibilities – e.g. whether they really need to be done, and if yes, whether they really need to be done by you; if not, who you could delegate them to.

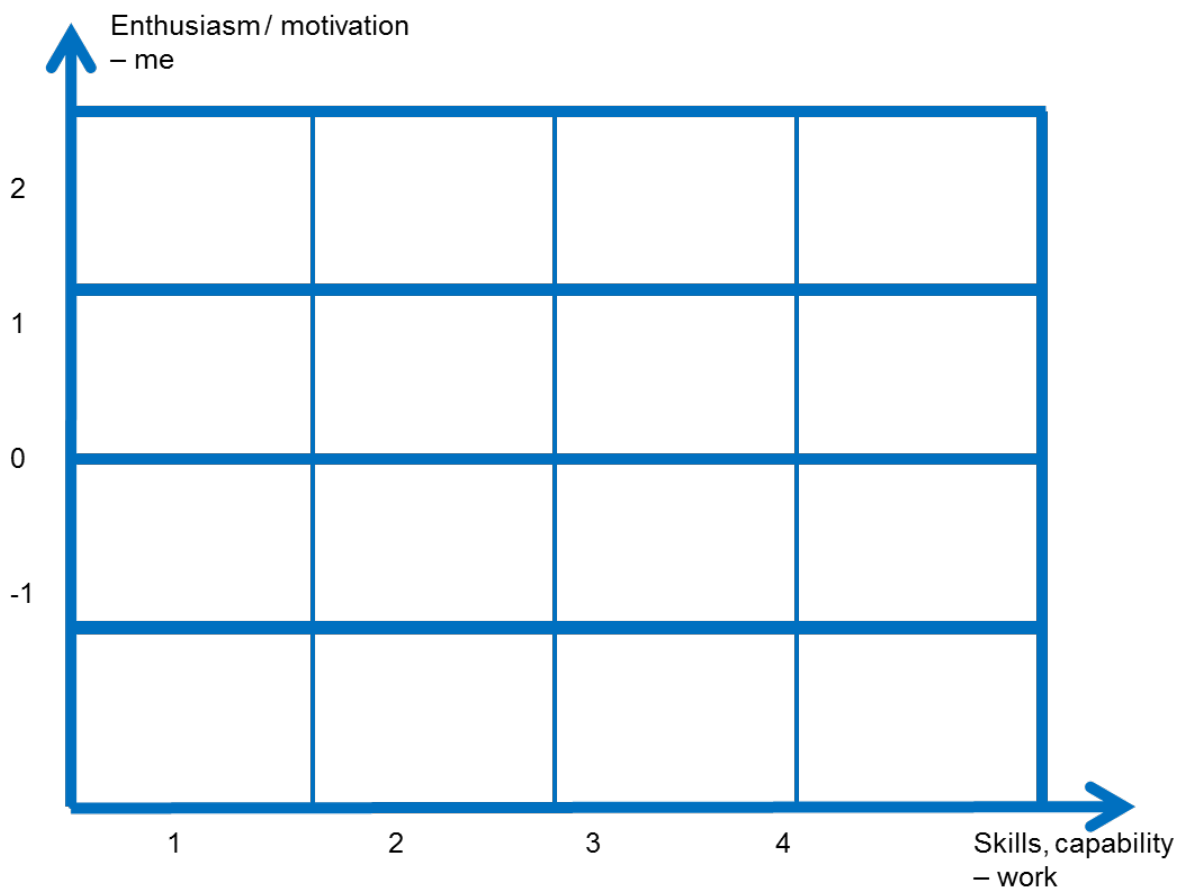
2. Me and My Work Analysis

We ask you to complete the 'Me and My Work' analysis as interim work after your log book exercise. It can help you understand why some of your tasks don't feel so motivating for you even if they belong to your core responsibilities – and also explain why you might keep doing work that clearly is not part of your core tasks anymore. For this, you will receive a separate table.

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Some starting points:

- There are, in work organisations, dozens of different tasks. Good execution of these tasks requires a variety of persons, with a variety of skills and motivations.
- The skills (ability) and motivation (willingness) of all of us change constantly. Tasks that previously felt motivating for us can become uninteresting, and others replace them as the most motivating. For some of us, this renewal process is much swifter than for others; we are all different.
- In case the organisation focuses more on the ability or skills of the people than on their motivations, it can easily reach a situation in which it is full of very capable and knowledgeable 'professionals' who have, however, lost their inner motivation and enthusiasm. This is not a good solution, neither for the organisation nor the individuals.
- This is why the 'Me and My Work' analysis observes both the ability and the motivation at the same time.
- Please note that this is a tool that you can use not only for analysing your own role and tasks as a Head of Unit, but also for helping the members of your unit analyse their work: on a team level, it is possible and important to do the task allocation taking into account both skills and motivation. This requires updating responsibilities according to both the motivation of the members of the team and a fair distribution of work.



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In general, the 'Me and My Work' analysis is done step by step as follows:

1. List, on an overview level, all tasks that you do, or all responsibilities you have. Alternatively, you can use a ready-made list; in the case of the Licence to Lead programme, we suggest you use the results of your logbook exercise: which tasks fill your days (evenings – weekends)?
2. Number the tasks and/or responsibilities you have recorded according to how much time they take, from the most to the least time-consuming.
3. Reflect on each task: how does it make you feel? Enthusiastic, successful and productive – or tired and de-energised? In case a task or a responsibility makes you feel both, it might be worthwhile to divide it into sub tasks according to which part of it really energises you, and which eats up your energy.
4. Plot all the numbers of your responsibilities and tasks on to the matrix:
 - o First choose the level of your motivation, i.e. the vertical place for the task (- 1 = does not excite me, 0 = insignificant, 1 = excites me somewhat, 2 = my favourite work), and then
 - o define the level of capability or skills, i.e. the horizontal place for the task (1 = I don't know how to, 2 = I have satisfying skills, 3 = I have relatively good skills, 4 = I have excellent skills)
 - o if you wish, you can in addition mark those tasks that are the most relevant from the point of view of your objectives / expected results
5. Reflect on your matrix: what can you learn from it? If you compare the results with a colleague doing the same work as you – e.g. your sparring partner – what can you learn together?
6. Think of how to develop your work: What can you do with the tasks that are on level -1? Can you change them / delegate them to someone else / leave them undone? In case you need to continue doing these tasks, how can you modify or change them in order for them to be more interesting for you?
7. How can you increase the proportion of the most interesting tasks and responsibilities on the upper row and the upper right hand corner?
8. In addition, you can think of what you can learn from the members of the team – or e.g. your deputy – if you ask them to do the same analysis? Their reactions to the same or similar tasks can be surprisingly different...

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