



Leading Inclusive Teams



Participant Handbook

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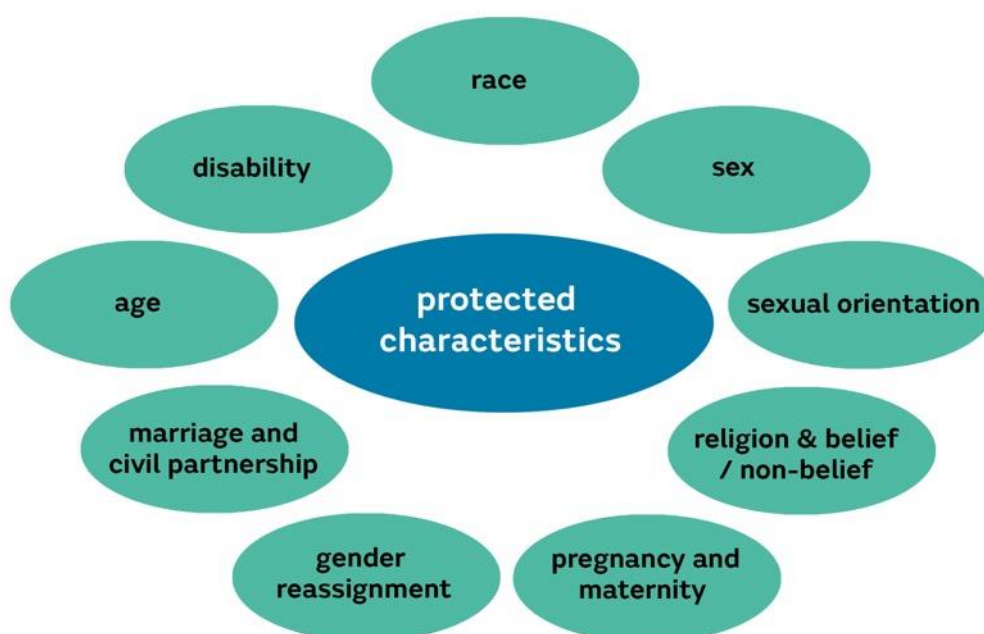
Introduction

The 'Leading Inclusive Teams' programme is designed to support Life Sciences Hub Wales in building an inclusive culture for all staff. This is a culture that enables everyone to thrive: to use their full potential in contributing to the work; to enjoy being part of a supportive community; to experience a happy and healthy workplace.

It is important that we understand some of the key concepts of ED&I (Equality, Diversity and Inclusion).

What We Mean By 'Diversity'

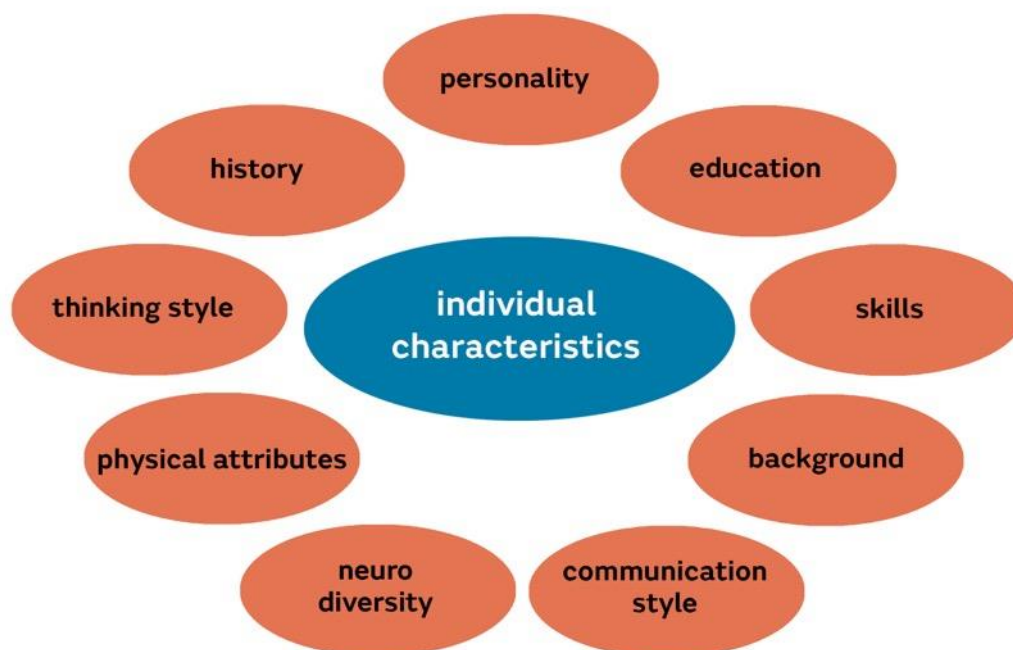
When people think about equality and diversity, their minds often go straight to the **protected characteristics**. These are the 9 characteristics that are legally protected from discrimination, harassment and victimisation under the Equality Act (2010):



These are important because they are the characteristics most likely to attract discrimination in the workplace, the provision of goods and services and in wider society. It is worth noting that:

- **We are all there** – this is not just about protecting 'minority groups'. Everybody has at least some of the characteristics listed
- **Intersectionality** – most people will have a number of the characteristics, e.g. a 70 year old, gay, Muslim man or a 17 year old, disabled, black woman and this may multiply the barriers and discrimination they face in society.

It is also important that we consider the full range of diversity beyond the protected characteristics. Every individual is a complex, multi-faceted being, with many attributes and experiences, such as:



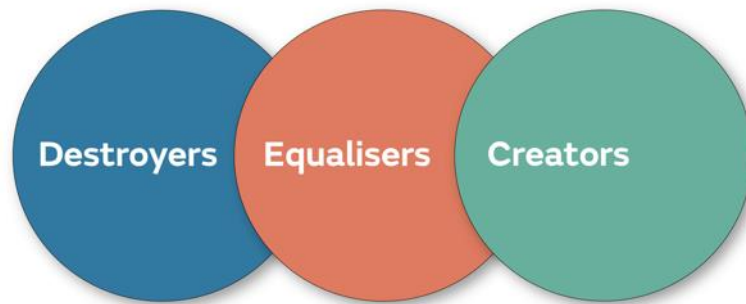
It is vital that we take this full range of diversity into account when we are considering inclusion in LSHW.

Diversity of thinking

LSHW, like many modern organisations, relies mostly on the mental, rather than physical endeavours of its staff, on their ideas, communication and decisions. If the diversity of individual thinking is harnessed in a collective process, the quality of decisions and ideas is greatly enhanced. (see 'Rebel Ideas' in the reading list below for evidence of this assertion). Here, all the other characteristics come into play, as the way an individual thinks is shaped by their cultural background (national and regional), sex, age, brain development, life experiences, education, personality, etc.

Types of Diverse Teams

Joseph DiStefano and Martha Maznevski conducted a piece of research called 'Creating Value with Diverse Teams in Global Management'. They identified 3 different types of diverse teams:

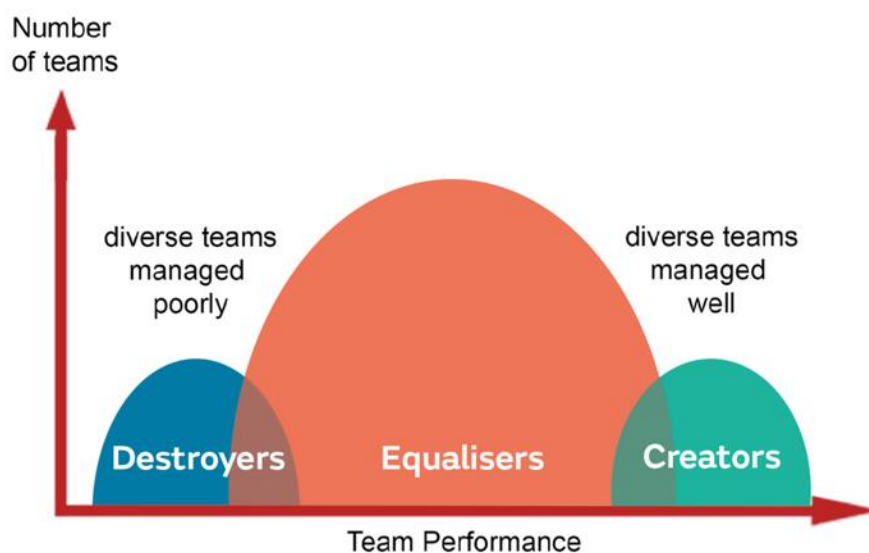


Destroyers – where the diversity of team members is not well managed and leads to conflict. Such teams destroy value for the organization.

Equalisers - where the diversity of team members is ignored or minimised in order to create 'stability'. Such teams do not necessarily destroy value but neither do they create it – their performance is average.

Creators - where the diversity of team members is well managed, allowing different ideas and approaches to flourish. Such teams tend to create new value.

The research shows that badly managed diverse teams often under-perform and that, if well managed, a diverse team can perform at a very high level. It also shows that Equaliser teams are by far the most common type.



Further Reading

Creating Value with Diverse Teams in Global Management. DiStefano & Maznevski, Organizational Dynamics, Vol. 29, No. 1, pp. 45–63, © 2000 Elsevier Science, Inc.

How to develop 'Creator' teams

DiStefano and Maznevski propose a 3-step process to releasing value from the diversity of your team:

1. **Mapping**
2. **Bridging**
3. **Integrating**

Mapping to understand differences

This is a process of understanding and recording the diverse characteristics and preferences of each member of your team. DiStefano and Maznevski break Mapping down into 3 stages, which can help inform how you develop a Charter for your team:

1. **Define the Territory** – there will be innumerable differences within your team, but which are the differences that most affect the work your team does – *the differences that make a difference*? The Team Charter guidance suggests 6 work areas that could be considered and recommends that your team begins by deciding a few that have the most immediate impact. The other areas can then be explored as part of the on-going development of the Charter.
2. **Draw the Map** – bringing together the results of the Charter consultation process, identifying the preferences, barriers and needs of each team member and capturing them in whatever form the team decides.
3. **Assess the Terrain** – an opportunity for the team to reflect on the differences mapped, consider how they might explain problems that have already arisen and pre-empt future difficulties.

Organising Team Mapping Meeting

Why not organise a meeting specifically to begin the Mapping process suggested by DiStefano and Maznevski? Here are suggested steps you could take:

- Message / talk to your team in advance explaining what the meeting is about asking them to come prepared with some notes on questions such as:
 - What are the areas where our diversity matters most ('the differences that make a difference')? These could cover issues such as Communication, Decision Making, Problem Solving, Relationships, etc.
 - What are your needs and preferences regarding these issues? What helps and hinders you in these areas?
- Gather the responses in a way that ensures that everyone can contribute openly by asking people to submit them in advance, by using post-it notes at the beginning of the meeting or by dividing into smaller groups for discussion and having spokesperson feedback for their group. Use whatever methods

work for you team, the point is to avoid the common meeting traps, where someone with power speaks first and can shape the whole direction of discussion and people's willingness to talk.

- Break the meeting up with some of the techniques suggested later in this Handbook, such as [5-minute Brain Breaks](#), [Refuelling](#), etc.

This can provide a map for developing and maintaining an inclusive working environment for your team but, as a document, it remains of little value if it does not guide action. DiStefano and Maznevski propose 2 essential actions:

Bridging to communicate across differences

This means putting into action what the map has taught your team about how to communicate effectively. There are 2 elements to this:

- The forms of communication – individual preferences around using different channels, tools, timescales, etc.
- The content of communication – “sending and receiving meaning as it was intended”, as the researchers put it. This means appreciating the personality, thinking and communication styles of others in the team and adapting how you do it, to avoid misunderstandings and conflict.

Integrating to leverage differences

This is how you, as a manager, can begin to unlock the value of your team's diversity, in the way you help structure their work by, for example:

- Ensuring that everyone feels safe to participate fully in team discussions
- Ensuring that a group tasked with solving a complex problem has cognitive diversity and a range of experience, specialism, etc.
- Utilising differences that can complement each other to produce good decisions, such as bringing together those who prefer to reflect on an issue and those who like to move to action, and quickly resolving any conflicts that arise.

How To Build An Inclusive Culture

Catalyst is a global non-profit organisation dedicated to increasing inclusion. In 2021, they published **Getting Real About Inclusive Leadership - Why Change Starts With You.**

It is aimed at managers, who are crucial in creating an inclusive culture.

The research presents the main characteristics of organisations that have inclusive cultures:



The Hallmarks of Inclusion

Everybody Feels:

- **VALUED** - appreciated and respected for their unique perspectives and talents
- **TRUSTED** - make meaningful contributions and are influential in decision-making
- **AUTHENTIC** - bring their full self to work and express aspects of themselves that may be different from their peers
- **PSYCHOLOGICALLY SAFE:**
 - Latitude** - feel free to hold differing views and make mistakes without being penalized
 - Risk-Taking** - feel secure enough to address tough issues or take risks

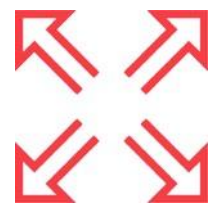
The 6 Core Inclusive Behaviours

Catalyst elaborates the core behaviours that build an inclusive culture.

Everybody Needs To:



Lead Inward & Lead Outward



Lead Inward

We need to have **Curiosity, Humility** and **Courage**

- **Curiosity**
 - About **ourselves**, why we have certain attitudes to some people, why we behave in certain ways. See later for unconscious bias
 - About **others** - learning from the people around us, particularly from their differences
- **Humility** - to take ownership for your mistakes and learn from missteps
- **Courage** - to act in accordance with our principles, even when it involves personal risk-taking or is uncomfortable. Saying or doing nothing is not neutral, it colludes with non-inclusive behaviour. See later for challenging non-inclusive behaviour.

Lead Outward

We Need **Accountability, Ownership** and **Allyship**

- **Accountability** - hold others and self accountable for non-inclusive behaviours and attitudes
- **Ownership** - guide team members to solve their own problems and make their own decisions
- **Allyship** - actively support people from underrepresented / marginalised groups. See later for Allyship

Further Reading

You can read the full report at:

[Click Here](#)

Essential Skills for Inclusive Managers

Curiosity – About Ourselves and About Others

We need to understand how our own prejudices and unconscious biases about others might inadvertently exclude them in the process of developing and implementing the Team Charter.

Conscious Prejudice

We all have prejudice (pre-judgement) about some characteristics in other people that can trigger the stereotypes we have stored in our memory. These stereotypes can have their origin in:

- The wider society around us: in the media, culture, education system, etc.
- Our personal experiences: our family as we grew up, friends and colleagues, direct personal encounters

What we can do about it

- **Identify** what your prejudices are and where they came from – own them, don't hide them!
- **Educate** yourself – swap your assumptions with facts by researching the characteristic that triggers you and, if it is possible and ok with them, by getting to know someone with that characteristic, going beyond your pre-judged image to the real person behind it.

Unconscious Bias

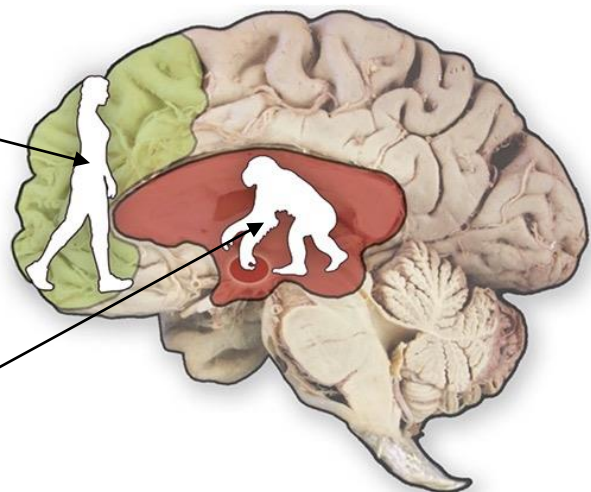
The functioning of the automatic parts of our brain can produce distortions in the way we think and perceive the world around us. Being aware of these cognitive biases helps us to minimise the negative effects they can have on our decision making.

Pre-Frontal Neo Cortex

The 'human', rational part of our brain, responsible for reason, logic and judgement. It uses up so much of our body's resources that it is only used when really necessary – it is lazy!

The Limbic System

The animal, 'chimp' part of our brain, responsible for keeping us alive through our fight, flight, freeze mechanism. It is much faster and stronger than the human.



Remember:

The human is lazy and the chimp is strong. It is not that the chimp is bad and the human good. We need the emotional and rational sides of our brain to work together, to balance each other out. But more often than we'd like to think, it is the chimp that is guiding our decisions about people and situations, especially when it is on high alert or agitated, such as when it is:

- **Rushed** – in need of a quick decision
- **Tired** – the human is far less likely to get a look in
- **Emotional** – if your chimp is angry or upset, it is in automatic fight, flight, freeze mode
- **Hungry** – if your glucose levels are depleted, you may not have the energy to power your human brain, giving free-reign to your chimp



Source: PosterEnvy

These are the Danger Zones

Cognitive Biases

There are over 150 different biases listed in the literature but 5 are particularly important for your work because they affect the way you interact with your colleagues:

- **Stereotype Bias** – our chimp works with highly simplified 'thumbnails' of types of people, to make a quick decision on whether they are likely to be a threat or an opportunity. Just a few characteristics are enough to categorise people and society provides us with some readymade 'thumbnails' that are often ingrained from our early lives, such as gender, racial and age-related stereotypes. Your chimp can access these and influence your behaviour before your human gets a chance to weigh-up the actual person in front of you.



Source: Getty / abd-rodrigo / Martin Klimek / ZUMA Press / Alamy

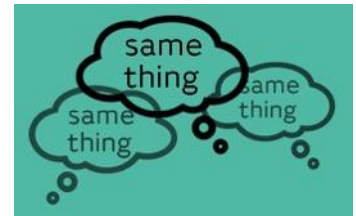
- **Confirmation Bias** – once your chimp has made its first assessment of someone, it is much easier to hold onto this belief than to change it. You will tend only to notice those things that confirm your beliefs about a person and to unconsciously disregard anything that goes against it. This is the halo or horns effect and it can make it very difficult for someone to demonstrate their true potential.



- **Affinity Bias** – we are drawn to people with whom we feel an affinity – our ‘in-group’, and to avoid people who are in our ‘out-group’. We are less likely to consider their needs and value their opinions. Over time, this tends to narrow the diversity of an organisation’s talent pool and can contribute to:



- **Group Think** – the tendency for a group to conform in their thinking and to disregard ‘rebel ideas’, particularly under the influence of hierarchy dynamics, where the ideas of the most ‘powerful’ will dominate. It often leads to poor decision making and missed opportunities.



- **Presence Bias** – the tendency to be more focussed on people or things that are right in front of you and forget about those that are not – ‘out of sight, out of mind’. This could become a particular problem now, when hybrid working means that people are not always present in the office.



Source: Getty / Martin Klimek

Further Reading

For a full list of cognitive biases: [Click Here](#)

Making The Unconscious More Conscious

You can do this by:

- doing an **Implicit Association Test**. This is an online test, developed by Harvard University, to identify unconscious biases towards or away from a range of characteristics. Its validity is still the subject of debate, but it can give a useful insight into areas where you need to be particularly careful to reduce potential bias. The book 'Blindspot' in the reading list below, charts the development of the IAT.



You can take the tests by clicking the link below. Please note:

- from the dropdown menu, choose the country most relevant you
- you will need to allow good time as you will be asked to do a series of 'calibration' tests first
- be prepared to be stressed – it is designed to trigger your chimp!

[Click Here](#)

- looking out for **Golden Nuggets**. These are moments when you realise that you have made an incorrect assumption about someone because of an unconscious bias you have. Remember that this could be a positive or negative assumption that turned out to be wrong. You may be shocked by and even ashamed of the mistake you made but get over that quickly and see it as a valuable golden nugget of insight into your unconscious mind and one that can help remind you of where you need to take extra care.



Source: GoGraph

These can both help you identify your Hot Spots

These are particular characteristics in other people (race, age, religion, accent, hair colour, etc.) That you know are likely to trigger a negative or positive bias in you.



Source: PosterEnvy

What we can do about it

We can't be constantly alert to our biases and taking steps to reduce their impact. That would be utterly exhausting because these unconscious processes never stop. But we can identify key points when we do need to take action to reduce bias:

- When the action or decision could have a significant impact on another person
- When you are in a **Danger Zone** (rushed, tired, emotional, hungry)
- When you are interacting with someone in your **Hot Spot**

THEN YOU NEED TO SLOW THINGS DOWN!

You need to create some space, to allow your human to catch up and check out your chimp's reaction. Here's an example you may be familiar with:

You receive an email and so^{met}hing in it really annoys you, you might be furious. You want to reply immediately, telling them exactly what you think. But you don't. You wait, let it sink in for an hour or so, maybe even overnight and then you draft a response.

Unleashing an angry chimp is very tempting but it can cause a lot of unnecessary damage. We need to check our emotional response with some rational thinking, and this can take a little longer to achieve.

Using Inclusion Nudges

We need to apply this approach to other areas of our working lives and we can do this using **nudges**. These are small, practical actions you can take that influence your behaviour or others', without them really thinking about it. No one likes being told what to do, but we can shape behaviour with a gentle nudge in the right direction.

Personal Nudges

- Use a **keyword or action** - a word like 'pause' or an action like taking a deep breath
- Find a **trusted person**, someone who will be objective and ask their opinion – use their human to check your chimp.
- Use **counter stereotype images** - if you know that a certain characteristic triggers bias in you – maybe age, skin colour, gender, find an image of a person that completely contradicts the stereotype and have it around you – on the office wall, as your laptop or phone wallpaper. There is plenty of research



showing that exposure to such positive images can influence our subconscious attitudes. ('Blindspot', Chapter 8 – see reading list below)



Marissa Mayer

Michelle Obama

Albert Einstein

Source: Martin Klimek / ZUMA Press / Monica Schipper/Filmmagic/Getty Images

- Use **intention implementation planning** - if you are aware of an unconscious bias you have, develop a self-talk script for yourself :

- a **goal intention** – e.g. “I will not be prejudiced”.

AND

- an **implementation intention plan** – e.g. “If I see a dark face, then I’ll ignore the skin colour.”

Repeating these statements before an interaction will tend to reduce biased responses.

(‘The Value of Difference’, Chapter 6 – See Reading List Below)

- **Mindfulness** is an excellent way to learn how to be more aware of your own thought processes and slow down your automatic responses to the world.

Team Nudges - Meetings / Decision Making – Avoiding Groupthink

- **Allow Different Ways To Register Ideas**

Build in a variety of ways to gather ideas, proposals, evaluations, etc. E.g. people can submit in writing in advance, everybody writes on a post-it at the beginning of a meeting (before discussion) and all ideas are read out, breaking up a meeting into pairs for discussion.



- **Golden Silence**

At the beginning of meetings, all participants are asked to read a carefully drafted document summarising the important issues to be discussed. This is done in silence, giving everyone time to digest and consider their own responses. When the discussion begins, the most senior person speaks last. This approach has been described as one of the most important strategic advantages of one of the world’s most successful companies – Amazon.

- **Taking a 5-minute brain break**

Choose key moments in your meetings, e.g. after a long discussion and before you move to make a decision, and allow a 5 minute break. This is not a tea break or a time to check emails, this is 5 minutes for everyone to do whatever relaxes and 'grounds' them – a short walk round the office or outside, a mindfulness exercise, reading a few pages or listening to some music, for example.

- **Re-fuelling**

As your brain uses up its reserves of glucose, your ability to over-ride biases and make rational, evidence-based decisions is impaired. Provide some means of people topping up their energy at key points. Be aware of the diversity of your team (health issues, personal preferences, etc.) and offer a range of refreshments.

- **Bias Busting**

When you reconvene following a 5-minute Brain Break or Re-fuelling break, take a few minutes for everyone to consider if they think any biases or unevenced assumptions have crept into the meeting discussion.

- **Allocating Someone To Be The Sceptic**

A team member is given the role of Sceptic. They question all decisions and ideas to ensure that proper consideration has been given. Rotate the role so that you don't end up with a permanent sceptic!



- **Engaging An Outside Eye**

Invite someone from outside the team to observe the meeting and give objective feedback on content and process.

- **Argue For The Other**

If clear groups are forming around ideas, ask the groups to swap ideas temporarily and develop arguments to support the opposing idea.



- **Silent Sense Check**

Once a decision has been reached, ask everyone to write down a summary of their understanding. Check the notes to see that everyone has the same understanding.

- **Use Checklists**

To make sure people aren't inadvertently excluded from events or processes, develop checklists of the considerations necessary for inclusion.

Organisation Nudges - Selection / Recruitment Processes

- **Group Interview**

Interview groups of candidates together. This counteracts our tendency to evaluate against the 'norm' (the unconscious image in our head of what we like or feel comfortable with) and nudges us to evaluate against other candidates. It is important to get a good balance of candidates in the group to avoid minorities feeling inhibited.

- **Two-Part Interview**

After the standard interview, the panel retire to make a quick evaluation of strengths and weaknesses and further questions they would like to ask the candidate. They also flag any implicit associations they have noticed and challenge these by asking questions like "if she was a 'he', would we have thought the same?", etc. The panel re-join the candidate to ask further questions and conduct an evaluation of the interview.

- **Use 'Norming Statements'**

This is similar to Intention Implementation Planning above. Each member of a panel is given a statement to read before interviewing. It reminds them of the value of diversity, etc. and has a statement reminding them of **their** role in achieving that e.g.

'Every member of the interview panel plays an important role in recruiting the best candidate for the job / promotion by making an objective evaluation.'

- **Interrupter Bell**

Panel members have a hotel reception type bell, which they ring whenever they feel that the discussion is based on assumptions or biases about the candidate, rather than evidence. This can also be used in any talent development / review context.



- **Inclusion / Exclusion Selection Methodology**

Starting with a blank list and selecting people who meet the selection criteria is much less likely to trigger unconscious biases and stereotyping than starting with a full list and excluding those who don't meet them.

- **Advertising Posts**

This is a big issue and you should seek full guidance on the impact of unconscious processes in job postings, but here are two examples:

- Focus on a short list of essential job requirements, rather than a long list of 'desirables' – women are likely to apply only if they feel they meet at least 85% of the requirements, for men the figure is 40 – 60%.
- Try putting your proposed text into the gender decoder: [click here](#)

Whole-Team Nudges

- **Outgroup Contact**

The best way to reduce prejudice towards another, 'out' group is to enable contact – to 'humanise' them. If there is conflict between different teams, find a way of them getting an insight into each other's worlds. Do they know what each other's issues, difficulties, achievements are? The best conditions for this exchange are ones in which all parties:

- Have equal status
- Share common goals
- Are ready to cooperate
- See it as important
- Have the support of the 'authorities'

('The Value of Difference', Chapter 6 – See Reading List Below)

Further Reading:

The Chimp Paradox. Prof Steve Peters, London: Vermilion, 2012

Thinking, Fast And Slow. Daniel Kahnemann, London: Penguin, 2011

Inclusion Nudges Guidebook. Tinna C. Nielsen, Lisa Kepinski. Amazon, 2016

The End of Bias. Jessica Nordell, London: Granta, 2021

The Value Of Difference – Eliminating Bias In Organisations. Binna Kandola, Oxford: Pearn Kandola, 2009

Blindspot – Hidden Biases Of Good People. Mahzarin R. Banaji, Anthony G. Greenwald, New York: Delacorte Press, 2013

Allyship – Support People Who Are Excluded

Often, allyship is seen as something that white people can do to support people of colour, using their position of privilege to speak out against racism or by refusing to benefit from the advantages their colour can bring in our society. However, we (and Catalyst) think it is something that anyone can do to support any colleague who is experiencing exclusion or discrimination. It could be that they're the subject of office banter, regularly overlooked or made to feel excluded by non-inclusive processes. If you see it happening, you can lend them your support in doing something about it.

Acts of allyship generally fall into one of three categories:

- **Speaking up** – if you witness someone being treated or spoken of unfairly
- **Extending opportunities** – to help overcome the barriers they may face

- **Challenging the status quo** – to ensure that all systems and decision-making processes are equitable

It is best if you talk to them about how you can help. The last thing they may want is someone swooping in like a superhero to save the day – this could really undermine their confidence as well as risking making the situation worse. However, sometimes you might need to take action before you've been able to discuss it with them. Don't put off saying or doing something.

If you can see the need for you to be someone's ally and you're uncertain how to go about it, you can get advice from a manager of HR.

And have a look at the excellent article, 'A Tale Of Three Allies'

[click here](#)

Further Reading

On Race and Allyship

- So You Want To Talk About Race. Ijeoma Oluo, New York: Seal Press, 2019
- What White People Can Do Next. Emma Dabirir, London: Penguin, 2021
- How To Argue With A Racist. Adam Rutherford, London: W&G, 2020

On Transgender and Gender Identity

- Trans Like Me. C N Lester, London: Virago, 2017
- The Transgender Issue. Shon Faye, London: Allen Lane, 2021
-

Courage - To Act In Accordance With Your Principles, Even When It Is Uncomfortable

This means **challenging** any non-inclusive behaviour or processes you see around you. Challenging someone else can be very difficult, particularly if you perceive the person as being powerful, but saying nothing is not neutral – your silence only colludes with their unacceptable attitudes and behaviours. If, for any reason, you feel unable to challenge directly, you can seek the assistance of an ally, contact the DRAW advisors or the People Centre (see below).

Two Types Of Challenge:

- **In the moment** - this often means challenging when other people are around. Someone says or does something that you think is disrespectful or discriminatory in the office. This is where you need to say something! It doesn't

matter that you've let it go in the past. This is where you now draw a line for everyone. You don't need to make a big issue of it, you can just state that you don't like it. Here's a good model, called the **WIN** tool. You state:

1. **W**hat you object to, e.g. "You are making jokes about again."
2. The **I**mpact it has on you, e.g. "It makes me very uncomfortable when you do that."
3. What you want **N**ext, e.g. "I'd prefer it if you didn't make jokes about"

Of course, it doesn't mean that the behaviour will immediately stop and you may need to calmly and patiently restate your opposition every time the unacceptable behaviour occurs.

It is important to avoid conflict that might make the issue more difficult to address by damaging your relationships with others. If your requests are ignored, then you should seek advice from a manager or HR

- **A deeper conversation** – this often means arranging a time when you can have a private discussion about the issues of concern. Sometimes, to change the behaviour, all you will need to do is make them aware of what is unacceptable and the impact it is having on others. Sometimes, however, it may be that the behaviour is underpinned by discriminatory attitudes and beliefs that will be harder to change. In this case, you need to consider what your aim is for the meeting: you are not going to change their mind with one discussion, the best you can do is to sow some seeds of new thinking.

There is an approach called **motivational interviewing**, that can significantly increase people's readiness to embrace change. Rather than trying to force change on people, motivational interviewing seeks to clarify and resolve their ambivalence by encouraging them to weigh up the pros and cons of change, and by doing so, address their concerns.

Motivational interviewing uses four techniques:

1. **Build rapport** by showing that you want to understand the other person. Begin by showing that you are willing to see the problem from their point of view, e.g. "I understand that you like to have a laugh." Or "I know that you don't have a high opinion of ..."
2. **Roll with resistance.** Arguing will just result in them digging their heels in and becoming even more defensive. Ask questions and keep the conversation focused on the facts. Resistance is a signal that you need to change your approach. If the person point-blank refuses to change, help them to understand and acknowledge the consequences of their

behaviour. Ask a question such as, "What do you think will happen if you keep doing things the way you are?"

3. **Amplify any discrepancy.** Point out any discrepancies you notice between what the person says and their actual behaviour. Say something like, "you seem to be telling me that you want to be part of a happy team, but some of the things you do are making people unhappy."
4. **Empower the other person.** Find one small thing they can commit to changing. Help them develop a workable plan. But remind them that it is their responsibility to implement it.

Although a single conversation isn't going to transform someone's core beliefs and attitudes, discussing their mixed feelings about change in a supportive way can help kick start the process. Motivational interviewing is a highly skilled approach, but you can take some of the principles above and try them out to improve conversations like these. If you'd like to know more:

Further Reading

Motivational Interviewing: Helping People Change (Applications of Motivational Interviewing). Miller R. William & Stephen Rollnick, London: The Guilford Press, 2013