MINI KNOWLEDGE MODULE 1

Scottish Recovery Network

peer2peer

MODULE 1: *INTRODUCING PEER SUPPORT*: Understanding recovery and peer support.

This module is designed as the foundation stone for Peer2Peer. It introduces the concept of a safe and confidential learning environment, as well as exploring the roles of the key partners in the programme. This Mini Knowledge provides helpful underpinning knowledge for peer facilitators, in the context of remembering that the main role is to be an expert by experience and not by knowledge.

SESSION 1: CO-CREATE AN EMPOWERING AND SAFE LEARNING ENVIRONMENT

- Define and agree the key components of an empowering and safe learning environment.
- Come together as a learning group, sharing who you are and what matters to you.
- Commit to a code of behaviour for the group.

P2P is going to focus on wellness and recovery, and the importance of creating peer relationships which focus on the individual and their whole life. That means taking a whole person approach rather than diagnosis and symptom approach.

The approach taken will be facilitative and participative. This course provides an active learning experience where the role of the facilitator is not only to introduce theories and concepts but is also to encourage and support participants to share with each other and learn through discussion and reflection.

The foundation to the success of this programme for participants is creating a positive learning environment. A key aspect of the session is the development of a code of behaviour for the group. This gives the opportunity to role model negotiation and resolution skills.

During the programme participants will be encouraged to draw on and share of themselves. This is in order to facilitate learning and skills development. Participants should be reminded that they should only share what they are comfortable with, and it is their responsibility to keep themselves safe. It is important to reiterate that P2P is a learning experience rather than a therapeutic experience. You should, with participants, ensure that the programme remains a learning experience and doesn't slip into being a support group.

At times, the course may be challenging either as a result of the subject matter; the participative approach or other requirements such as activities. Remind participants of the support available and to also draw on their personal support systems. Provide some space for participants to air questions and anxieties related to the course and its requirements.

The things we say as peer facilitators and how we say them can impact powerfully on other people. Encourage participants to be intentional and considered in their use of language. Encourage participants to take time to choose their words carefully by thinking about recovery and peer values. Participants also need to be aware of avoiding the use of language which leads us away from hope and a strengths base. In other words, encourage participants to use a recovery filter in their language.

Peer facilitators should aim to use 'person first' language. Talking or writing about a person as a thing or as an illness rather than as a person is disrespectful and discriminatory. Describing people by their diagnosis or use of services can risk labelling people and reinforcing identities based on illness rather than identities based on wellness, individuality and hope. This can negatively impact on an individual's identity and recovery. Similarly, facilitators should also be conscious of the tendency to describe people by their use of services e.g. service user, patient. Labelling or categorising people can also lead to the 'them and us' environments that recovery focussed environments seek to avoid.

The language peer supporters/peer facilitators use can empower or stigmatise.

SESSION 2: EXPLORE THE PRINCIPLES AND RELATIONSHIPS IN PEER SUPPORT

- Agree core behaviours that produce an empowering and safe learning environment.
- Outline the unique principles and features of peer support and how this can support the journey of recovery.
- Explore the roles, responsibilities, and boundaries of both parties in the peer relationship.

UNIQUENESS

Peer support is a system of giving and receiving help founded on key principles of respect, shared responsibility, and a mutual agreement of what is helpful. Peer support is not based on psychiatric models and diagnostic criteria. It is about understanding another's situation empathically through the shared experience of emotional and psychological pain... where people are able to "be" with each other without the constraints of traditional (expert/patient) relationships.

To understand the unique role that peer support can play in promoting and supporting mental health recovery, we first need to understand the wider context that encouraged its growth. The development of what is sometimes described as a 'recovery approach' is a fundamental belief that everyone has the potential for recovery, no matter how long-term or serious their mental health problem. Secondly the approach is based on learning directly from people who are in recovery, or who have recovered from mental health problems. This learning is then applied in the way that mental health supports are developed. This also means that people should be able to play an active part in managing their mental health and recovery in directing the support they receive.

This may sound like an obvious thing to do, but in reality, it can lead to significant changes in our approach to providing support and treatment. The recovery approach and the drive to adopt recovery-focused systems of support have become a driving force in mental health policy and practice internationally. It is important to keep in mind that people can recover from mental health problems. What has changed, is the emphasis on recovery, as a way of improving services and experiences.

It is likely that in any discussion about mental health recovery there will be some differences of opinion about the characteristics of recovery. This should come as no surprise both because recovery is a unique and individual experience and also because we all have a slightly different worldview. Our worldview relates to how we see and understand the world around us. It is influenced by our past experiences, our personal values and our culture. Being aware that we all have slightly different worldviews, and being open to this, is an important skill for peer support workers.

Our worldview also influences our understanding of mental health and recovery. Some people may understand mental health which is biologically based. From this perspective it is our biology which determines our behaviour. This means that it is our genes and instincts which drive us. This perspective believes that we are biologically determined by what we are born with, and we therefore have little control over how we develop: we are predisposed to behave and respond in particular ways, and this is determined by our genes. From this perspective, mental health problems develop from physical/biological causes like defects in the functioning of the brain or genetic factors. The methods of dealing with these defects are usually through drug treatment, such as the prescribing of anti- depressants to alter the chemical activity in the brain.

A psychological perspective suggests the way in which we behave is a result of psychological (emotional) problems acquired through learning experiences in our lives. There are two key approaches to understanding the origins of these experiences. Psychodynamic perspectives seek to understand by focusing on the individual's feelings and emotions and the relationship with these and early childhood experiences. Behaviourist perspectives argue that behaviour is learnt by observing and modelling other individuals who have an influence on our lives — for example, family members — and these behaviours are maintained by a process of rewards and punishments in the environment. They also believe that behaviour can be unlearnt. From both perspectives the preferred treatment for mental health issues is based on talking therapies

The social perspective focuses on our social environment and how this impacts our development. It suggests that mental health issues are determined by the social context in which we live and the things which have happened to us in that environment. The social environment includes the family, wider community such as relationships formed at school, within the workplace as well as wider social factors like socio-economic status, gender, sexual and ethnic identity. In reality there is a complex interplay between these different perspectives. Because our understanding of the human mind is far from complete the models, we apply are far from complete, and debate can rage between supporters

A recovery approach is more concerned with the process and outcome of recovery, than the underlying causes of mental health problems. Recovery is fundamentally concerned with the belief that people can and do recover from even the most serious and long-term mental health issues.

PEER RELATIONSHIP

Relationships are different; some are positive, and some are less helpful. As a peer supporter, who is supporting recovery, the ability to develop positive relationships is crucial. Positive peer relationships are based on mutuality and empowerment. The first step in this process is establishing a connection.

One of the great things about peer support is that people generally connect easily to others with whom they have a shared experience. It's a wonderful moment when people have been feeling like the only one, and finally meet someone else who has been there. This bond or affiliation is quite powerful, and people relate well to someone whom they think understands or gets it. Sometimes, though, things don't necessarily go as smoothly, and it might be harder to connect.

Peer supporters need to know themselves before they can develop an awareness of who the other person is and how they might best connect with them. There are three important starting points in making a connection:

- Be open, interested and curious.
- Be authentic.
- Be self-aware.

In developing a peer relationship, treat the person and their experiences with seriousness and curiosity.

Being authentic means being genuine and true to self and living life according to sense of self rather than being swayed by external pressures or expectations. The opposite occurs in relationships where people mould themselves into being what the other person wants them to be or what they perceive should be for that particular situation. This sort of authenticity is underpinned by self-awareness.

Being self-aware means being conscious of biases, impressions and judgements, as well as what we're feeling. Self-awareness creates a chance to look at assumptions without acting on them.

Thinking about the difference between a helper type relationship and an empowering peer relationship can be helpful.

Helper type relationship	***Mutually empowering peer relationship***
Sets one person up as the expert	Two experts by experience
Advice is offered	Finding solutions together
Problem focused	Solution focused
Unequal	More equal
Encourages dependence	Encourages interdependence
Charitable and paternalistic	Mutually empowering
Doing to	Doing with
Disempowering	Empowering

BOUNDARIES

Boundaries refer to the borders or limits of a relationship. They relate to what is and what is not acceptable, and the types of boundaries that exist vary depending on the type of relationship. As relationships become more formal – such as where one party is in a peer supporter role whether paid or unpaid – clear and negotiated boundaries become more important. There are reasons why more boundaries exist in more formal relationships; particularly where one party has a responsibility and duty towards the other.

People who have had their boundaries violated will tend to test the boundaries of those they interact with. Those who have experienced trauma can also experience 'victim stance' thinking, where they perceive themselves as being attacked where no such intent existed. This can result in a sense of feeling persecuted, which invites the other into the role of rescuer.

Participants with mental health challenges, as a group, have a high prevalence of trauma. In addition to this past experience of trauma, some people face trauma within mental health services. This can be caused by forced treatment, loss of liberty, physical restraints and debilitating medications. When labelled with a psychiatric diagnosis, the person's experience can be further embedded in the 'self as problem,' and their pain viewed as a symptom to be treated.

The peer relationship can be complex as it requires peer supporters to support, encourage and share experiences with a person while still maintaining the distance that is required to be effective. An awareness of boundaries in practice is therefore a key element of the role. In the formalised peer support relationship, there is a need for a clear negotiation of relationships. It is important that peer supporters have a clear idea of their role and boundaries. Where applicable policies will describe the organisation's position and supervision can help support understanding and practice.

Where boundaries are negotiated and on the table from the outset there should be no tension between formalised peer support and boundaries. However, when considering boundaries the following should be kept in mind:

- The need to be aware of and open and upfront about the existence of boundaries increases as peer relationships become more formalised.
- While peer support is based on sharing experiences and what people have in common it does not mean that they become friends.
- Where one person is in a formal role of offering support (paid or unpaid) there is a professional responsibility to maintain boundaries.
- Clear and negotiated boundaries are essential in good peer support practice.

Professional boundaries are often dictated by professional codes of conduct and are put in place to make sure that the person in power does not abuse his or her position. Peer support boundaries are complex in that personal mutual relationships are formed but within the confines of a role that has certain responsibilities. The peer supporter's role is therefore focused on negotiating boundaries in a way that is transparent and authentic. Peer supporters should feel comfortable in the art of negotiated boundaries. Where it is done well it leads to clarity and honesty and, as a result, more mutually empowering relationships.

In formalised peer support many different issues impact upon and affect the relationship:

- The more time peer supporters spend with people and the more intense the relationship becomes, the more difficult it can be for both parties to understand and maintain the boundaries that allow for a mutually empowering relationship.
- There is a power imbalance inherent within the relationship which peer supporters need to be aware and mindful of. Their professional responsibilities may include reporting back to other team members or participating in reviews or planning meetings and this may require them to write notes about the person using the service.

CONFIDENTIALITY AS A BOUNDARY

Peer supporters need to be able to maintain professional boundaries, and an awareness of confidentiality is an important part of this. However, the nature of the peer relationship means that some common interpretations of confidentiality in support relationships may not be appropriate at all times:

- While peer supporters are encouraged to form mutually empowering relationships, they are nevertheless obliged to break confidentiality in certain circumstances, due to their shared experiences.
- Organisations that employ peer supporters have a responsibility to clarify how to manage confidentiality, and there should be opportunities to discuss it in supervision.
- A peer supporter could be a member of a team working with the same person. In these circumstances information is likely to be shared and this could impact on their ability to develop connections and relationships.
- Peer supporters can be vulnerable because they share their experiences within the context of their role in helping others. They need to be in control of this and should not be forced to share anything they are uncomfortable with.

SESSION 3: ENGAGE WITH PERSONAL VALUES AND BEHAVIOURS

- Agree core behaviours that produce an empowering and safe learning environment.
- Introduce the CHIME (Connectedness, Hope, Identity, Meaning and Empowerment) model and the connection to personal values and behaviours.
- Connect values and communication to maintaining empowerment on the peer support journey.

CHIME

Characterised by motivation to change; positive thinking and valuing success; having dreams and aspirations. Regaining a positive sense of self and identity and overcoming stigma. Living a meaningful and purposeful life, as defined by the person (not others).

The CHIME framework is as follows:

Connectedness	Having good relationships and being connected to other people in positive ways. Characterised by peer support and support groups; support from others; community.
Hope & Optimism	Having hope and optimism that recovery is possible and relationships that support this. Characterised by motivation to change; positive thinking and valuing success; having dreams and aspirations.
Identity	Regaining a positive sense of self and identity and overcoming stigma.
Meaning	Living a meaningful and purposeful life, as defined by the person (not others). Characterised by meaning in mental 'illness experience'; spirituality; meaningful life and social goals.
Empowerment	Having control over life

PERSONAL VALUES

Values drive behaviour. These values are built up over time through a wide variety of internal and external stimulus. Values and beliefs are closely linked, and both have links back to families of origin and past learning experiences. In the peer support role, it is critical we understand our own values and how these show up in our behaviour especially if they take us to the helper or fixer roles and away from mutual learning, facilitation and empowerment.

VALUES IN COMMUNICATION

In the early 1950s, Dr Eric Berne developed a theory about development tied to communication, which he called 'Transactional Analysis' (TA). It is a very useful and fascinating framework for analysing the behaviour (transaction) of both us, and other people. This framework has been used extensively in therapeutic contexts, therefore as peer facilitators there is a need to be mindful and clear that this is being used as a communication framework.

Linking Transactional Analysis with peer support can help everyone in the relationship consider patterns of belonging and expectation, how communication enables or disables trust, connectivity, safety and the growth of an empowering space for reflection and learning.

A healthy peer relationship is comfortable with ambiguity, is diverse and inclusive, and works from the basis of collective thinking and experience. In his framework, Berne identified that we all communicate from what he called EGO STATES. Understanding these ego states (patterns, frames of mind) and their impact can help everyone in the peer relationship to communicate well, aligned with personal and peer values. In addition, understanding why we communicate in particular ways based on particular stimulus or 'hooks' from others can also be valuable in breaking unhelpful communication patterns.

In his framework he identified 5 ego states: Controlling Parent, Nurturing Parent, Adult, Adapted Child and Natural Child. We all operate in all of these states, and each has advantages and limitations.

PARENT STATES: sometimes described as **'Life as it is taught'**.

CONTROLLING PARENT

The Controlling Parent in TA is the set of recordings in a person's mind of imposed, unquestioned, **external events** perceived between birth and age five. They are derived mostly from parents' (or parental figures') speech and behaviour. This communication and behaviour show up as boundary setting, admonitions, rules, judgements and punishments.

In a peer relationship this has a minimal value, as mutuality is key and this type of communication and behaviour favours control. At best it can be used to set boundaries at worst it can be overly controlling and disabling of collective thinking.

NURTURING PARENT

The Nurturing Parent in TA is the set of recordings in a person's mind of imposed, unquestioned, **external events** perceived between birth and age five. They are derived mostly from parents' (or parental figures') speech and behaviour. This communication and behaviour show up as supportive, helpful, caring and empathic, equally these behaviours can be over nurturing and disabling if taken too far.

In a peer relationship this has considerable value, as empowerment and connectedness are key and this type of communication and behaviour favours caring and empathy. At best it can be used through the process to coach, enable, and support learning, at worst it can be overly nurturing and disabling of personal accountability.

CHILD STATES: sometimes described as **'Life as it is felt'**.

ADAPTED CHILD

The Adapted Child in TA consists of recordings of **internal events** (feelings, emotions and judgements) experienced in the first five years of life in response to **external events**. Often that 'hook' comes from a Controlling Parent set of behaviours and communication. This communication and behaviour show up as fear, anger, frustration, low self-belief, compliance and obedience.

In a peer relationship this has a minimal value, as empowering self and others is key, and this type of communication and behaviour demonstrates either over reliance or over rebellion. At best it includes socially accepting what our part is in making things work, at worst it is self-consuming and reinforces the feeling of being stuck.

NATRUAL/FREE CHILD

The Natural Child in TA consists of recordings of **internal events** (feelings, emotions and judgements) experienced in the first five years of life in response to **external events**. This communication and behaviour show up as curiosity, playfulness, creativity and free from inhibition.

In a peer relationship this has considerable value, as change and growth are the key, and this communication and behaviour encourages learning. At best it can be used to be curious about the story of others, develop managed risks taking and creating energy, at worst it can be unreliable and unstructured.

ADULT: sometimes described as **'Life as it is tested'**

The Adult in TA is developed from around a year old and acquired and computed through exploring, thinking out and testing ideas. When behaving in our adult state we operate in the 'here and now', are rational and unemotional. This communication and behaviour show up as seeking information, respecting other people, and being assertive, considered and unemotional in our communication.

In a peer relationship this has considerable value, as mutuality, respect and boundaries are key. At best this communication and behaviour is calm, clear and avoids judgement, at worst it can be too detached and cold.

SO WHAT?

In a healthy peer support relationship, expect to see a lot of Nurturing Parent, Adult and Natural Child behaviour and communication. An unhealthy relationship is the opposite and works on the basis that knowledge and position are power. It has exclusive groups and norms. In this relationship expect to see a lot of Controlling Parent and Adapted Child behaviour and communication.

Having awareness about self, team, and organisation (where applicable) and the people being supported allows the peer supporter to tune into the hidden dynamics, patterns and energy and the loyalties that influence communication and behaviour. This can help tap into change and possibilities.

To offer this kind of peer support requires opening of self and letting go of long-held patterns of convictions and stories. It requires co-creation of an environment of belonging and growth and opening self to being vulnerable, wrong and not knowing.

The results when you do this are powerful:

- Inclusiveness: the ability to use self-presence in a non-verbal way to say; 'we are all in this together' (Nurturing Parent and Adult)
- Human-Centred-Listening: listen for the whole, without interrupting, suspending personal feelings (Nurturing Parent and Adult)
- Speaking-Up: the ability to speak one's truth with clarity and precision (Adult) - without aggression (Controlling Parent) or collapse (Adapted Child).

SESSION 4: DESCRIBE THE CONCEPT OF RECOVERY AS AN ENABLING MINDSET

- Agree core behaviours that produce an empowering and safe learning environment.
- Differentiate between an illness mindset and a recovery mindset including the relationship with peer support language and behaviours.
- Define the importance of a strengths-based approach in peer support.

STRENGTHS BASED APPROACH IN PEER SUPPORT

Each person has their own unique strengths and abilities, focussing on strengths is a positive recovery focussed approach as opposed to a deficit-based approach that focusses on what's wrong.

An awareness of this focus on deficits over strengths is of particular relevance to mental health and recovery. When people first experience issues with their mental health they may seek help. Initially they are likely to be asked a series of questions about the nature and severity of the problems they are experiencing. Based on the problems identified a diagnosis may be assigned and treatments and services may be suggested.

Once through this initial process of 'assessment' the person may be introduced to new professional helpers within health and other statutory agencies and services. At each point they are 'likely' to be asked to recount and describe their problems. It is inevitable that after a while they get well versed in describing an illness story.

Where resources are limited, it is understandable that services and supports are offered on the basis of greatest need. However, we need to be aware of the potentially negative consequences that this can have — including the possibility of reinforcing an identity dominated by problems and illness. If people are frequently asked to describe their problems, then there is a risk that they can become a deeply engrained part of our sense of self, and this can hamper growth and progression.

A strengths-based approach starts with what's strong and not with what's wrong. In doing so it is possible to:

- Promote hope - knowing what you can do to recognise your potential is a hopeful endeavour. Working with people to identify their strengths and abilities generates hope, a key ingredient of recovery.

- Encourage empowerment - being overly focused on problems and deficits is in itself disempowering. Strengths-based practice is one of the tools by which we encourage.

- Promote resilience — people who are more aware of their strengths are more able to anticipate and bounce back from challenges.

- Recognise each person as a unique individual with strengths, goals and dreams rather than as a collection of problems. This helps us recognise and celebrate the unique contribution we all make.

- Recognise and validate the experience brought by people with experience of mental health problems. They can bring unique insight, knowledge and experiences that can be applied in the support of others.

- Focusing on strengths does not mean that people will not experience problems, but it does help to foster environments and learning opportunities that support recovery.

As Peer supporters you can reinforce the discovery of strengths and abilities by supporting the individual to recognise and embrace their uniqueness. Strengths come in different forms and can be related to personal characteristics; skills and abilities; communities and cultures; interests; values and aspirations. People can be encouraged to speak more positively about strengths and abilities and less about deficits. The peer supporter can achieve this by asking appropriate questions such as:

- How did you get this far? What helped you survive this? What did you learn?
- Who helped you? What did they do that was helpful? Why did they help you?
- What good things do people say about you?
- What things about yourself or your life give you the most happiness?
- What are your best memories?

Through this process the peer supporter is trying to assist the individual to re-author their personal experience, where they are encouraged to look for elements of wellness, achievements and strengths instead of seeing themselves in terms of illness and disability.

Refer to everything on language and behaviour on pages 11-14

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The table below shows 28 strengths with some mini descriptions based on a tool developed by Gallup called Strengths Finder.

If you would like to take this further and you have the budget a more complex version with an online strengths assessment is available on Gallup's website, or you can purchase an introduction to Positive Psychology called 'How Full is Your Bucket' (hardback/new) which has the diagnostic at the back. This is a brilliant book that sits well with all the peer support philosophies.

Executing	Influencing	Relationship Building	Strategic Thinking
Planner	Energetic	Adaptable	Analytical
Accountable	Manages	Developer	See the big picture
Consistent	Communicator	Connected	Ideas
Disciplined	Maximises others	Empathy	Curious
Focused	Self- aware	Includer	Likes knowledge
Responsible	Significance	Positive	Learner
Problem Solver	Wins others over	Relator	Strategic
Values driven and goal focussed, EXECUTORS get stuff done. They are responsible problem solvers, planners and pragmatists.	Energy driven and engagement focussed, INFLUENCERS sell ideas and opportunities. They are promoters, connectors, communicators and believers.	Team driven and people focussed, RELATIONSHIP BUILDERS get others involved. They are coaches and mentors, empathic and caring.	Future driven and decision focussed, STRATEGIC THINKERS drive and deliver change. They are creatives, learners, analysts and doers.

EXECUTING	
Planner	You can organise and figure out how all of the pieces and resources can be arranged to make things work. Remember to take time to explain your thinking, especially when there are changes to be made, so that others aren't left behind.
Accountable	You have strong core values, and these are reflected in how you live your life. Be aware of when others' values don't align with yours, to avoid being judgmental when thinking about their motivations.
Consistent	You treat people the same by setting up clear rules and sticking to them. Be careful that your 'the rules apply to everybody' perspective doesn't keep you from considering valid exceptions or circumstances.
Disciplined	You enjoy routine and structure which is reflected in the world around you. Routine and structure are helpful but be mindful that sometimes as situations change adjustments need to be made.
Focused	You can take directions, follow through, and make the changes necessary to stay on track. When you are deeply focussed, don't forget to engage with others as they will have great ideas too.
Responsible	You commit to doing what you say you will, showing strong values in honesty and loyalty. Remember to avoid over-committing and instead allow others to take control or lead.
Problem Solver	You are great at dealing with problems, figuring out what is wrong and sorting it. Avoid jumping in too quickly to solve problems which will give others the chance to use their thoughts and skills.

INFLUENCING	
Energetic	You can make things happen by turning thoughts into action. You can be impatient so try not to rush ahead without a concrete plan or asking others for their ideas.
Manages	You have presence and can take control of a situation and make decisions. Remember that your directness can seem confrontational so try to soften your approach by encouraging others to express their views.
Communicator	You generally find it easy to put your thoughts into words and are good at making conversations. Be mindful not to dominate conversations and take time to listen to others.
Maximising Others	You focus on strengths as a way to support personal and group excellence and seek to change something good to great. With your constant focus on making things better, don't forget to recognise the achievements of yourself and others before moving on.
Self-aware	You feel confident in your ability to manage your life using an inner compass which gives confidence in making decisions. Avoid coming across as arrogant or stubborn by listening to others, admitting mistakes and encouraging others to share their views.
Significance	You are independent and like to be recognized by others. You enjoy the limelight, however, be mindful that bragging about your skills is much less effective than showing them in your actions towards tasks and others.
Wins others over	You love the challenge of meeting new people, making a connection and winning people over. Some people might find your high energy and natural enthusiasm off-putting so think about your surroundings and how best you can use your skills to influence without being superficial.

RELATIONSHIP BUILDING	
Adaptable	You tend to 'go with the flow', take things as they come and discover the future one day at a time. Because your natural instinct is that whatever or whoever is in front of you is your priority, be sure to be clear about goals or targets so that you keep on track.
Developer	You recognise and support the potential in others and get satisfaction from any small improvement. You may become so invested in others that you forget to invest in your own development so remember to take time for your own growth.
Connected	You have faith in the links between all things, believe there are few coincidences and that almost every event has a reason. Remember that this may come across as minimising challenging situations so be sure to acknowledge others' feelings at these times.
Empathy	You can sense the feelings of other people by imagining yourself in others' lives or others' situations. Because you worry about others' feelings you may put off conversations that need to be had.
Includer	You are accepting of others and show awareness of those who feel left out, trying to include them. Sometimes the important people in your life want time with just you so be sensitive to their needs and resist the urge to invite 'the whole gang' when that might not be appropriate.
Positive	You have an enthusiasm that is contagious, are upbeat and can get others excited about what they are going to do. Others may feel that your optimism is unrealistic and that you don't like to hear negatives so give others time to 'vent' before moving to positive actions.
Relator	You enjoy close relationships with others and find deep satisfaction in working hard with friends to achieve a goal. You are selective in your relationships so be careful about giving others the impression that you have an "in" group and an "out" group.

STRATEGIC THINKING	
Analytical	You search for reasons and causes and have the ability to think about all the factors that might affect a situation. Remember to recognise the emotions involved in decision making to avoid being perceived by others as uncaring or harsh.
See the big picture	You are inspired by the future and what could be and inspire others with their visions of the future. You can jump ahead, anticipating what others are going to say, thinking about the next thing, so focus on being present and listen to what others have to say.
Ideas	You are fascinated by ideas and able to find connections that others can't. Be mindful about avoiding getting carried away with too many ideas which can mean things don't get done or moved forward.
Curious	You have a craving to know more and like to collect all kinds of information. Be careful of giving others too much information or probing too much as this can cause others to lose attention or feel uncomfortable.
Likes knowledge	You enjoy thinking and appreciate intellectual discussions. You can get lost in your own thoughts so let others know that you are 'just thinking' so that they know you are still interested and engaged.
Learner	You have a great desire to learn, want to improve and enjoy the learning journey. Your knowledge of a subject area does not necessarily make you the only expert in the room so value the opinions and ideas of others.
Strategic	You can create alternative ways to proceed and quickly spot patterns and issues. Because you sort alternatives and arrive at the best route quickly, others may not see it so be sure to "show your work" so others can come with you.