

My learning manifest

Learning how to deal with confrontation

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Introduction

In the next pages I will take you through my learning challenge. I will do this with the six learning elements: What, Why, Who, How, When en Where. I missed the first two weeks due to circumstances. Therefore, the What, Why and part of the Who were a little bit hard because I missed the lectures. But let us start and I will take you along on my learning journey!





What to learn?

This is an **explicit** and **individual** challenge. Therefore, it is **embrained** and this requires recognition and reworking of objectives.

I want to learn how to deal with confrontation and stop avoiding it.

This means:

- do not avoid it any longer
- feeling less to no stress before, while and after I confront someone
- feeling confident before, while and after doing so

It is related to my personal and my professional life. Overall, it is a soft skill that will work complementary to my overall capabilities and be beneficial to me in many situations.



Why to learn?

Operational Why: I do things I do not want to do and fix other people's mistakes. This affects me negatively because it costs time, it produces stress and others do not learn from their mistakes, so they make them again. When I learn this skill it saves me time, I feel less stressed and other people learn from their mistakes.

Strategic Why:

Rational: I am determined to learn this skill because it is required in my future career. As a manager I need to confront people with their mistakes or their behavior and I cannot fix everything on my own. I want to grow as a person, and I want to not let people walk all over me again. My challenge does not cost money, but it does cost time and courage.

Strategic Why:

Existential: It is out of my comfort zone because I am a pleaser, and I am afraid people will think less of me after the confrontation. But because of this discomfort I am stretching out and this gives the opportunity for development of the skill.

My strategic 'why' is highly driven and my operational why also. Therefore, they are **fully driven**.



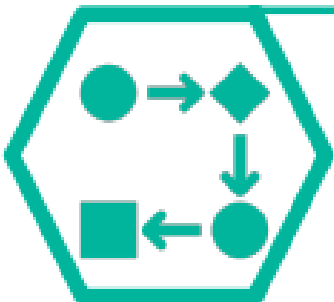
Who is learning?

I am mostly an **Assimilator** and a **Diverger**. This means I prefer thinking, observing and reflecting over acting and avoid confrontation when possible.

I also am an **interpersonal** and **intuitive** learner (C and D). I prefer a user-friendly learning experience, share and express my feelings and am openminded. This helps me with reflection while talking to others, not overstretching my learning activity and keep my head cool.

My saboteurs are **Pleaser** and **Avoider**. I get familiar with them by acknowledging their existence and get not affected by them. I ask myself why I have these feelings, are they legitimate and after this reflection I act. They are already affecting me less.

I am afraid of learning this skill because I think people will think less of me. I also feel incredibly stressed out when I need to confront, so I often chose the easy way out: **Avoid**. Therefore, I need to produce a learning friendly experience where I do not feel too stressed out and where I do not overstretch. This way I can work through my fear!



How to learn?

I learn through **informal learning** while doing **reflection, observation, switching perspective** and **interaction with peer** because my challenge is embrained.

Reflection

This is my **core learning method**. Before and after every confrontation I reflect. What was I feeling, why was I feeling it, what went well, what could I do better? I write everything down in a diary. This way I can read it back and keep reflecting. I can also track my progress.

Interaction with peer

Inform my peers of my challenge, communicate with them about my struggles and ask them what they would have done in my situation. I learn from these conversations (**C**) and therefore this is a great **supporting method**.

Observation

I did not notice I learned from observation until I was aware of this learning method. I observe my managers and my peers who engage in confrontations. I write the observations down in my diary and reflect on them.

Switching perspective

When I feel anxious about the confrontation, I can switch perspectives with the person I am about to confront. This way I can relativize, and this will make me less anxious. I can also reflect on my visualizations (were they right/wrong) (**D**).

Using tips from lecture about critical feedback while confronting: focus on actions, bring good intent and fire a careful shot.



When to learn?

The critical learning time is **preparation** because I want to master this skill before entering the job market. It is also **post-hock** because lacking this skill affected me negatively in the past and I do not want to experience that again. This is also what motivated me to learn this skill (why). I have divided my learning schedule into 3 phases:

Phase 1: I will start at work (2-3 days a week) by observing and switching perspective. The days after work I will reflect and talk to my peers. I will also plan for the next working day and set a goal for myself (1 confrontation a day, 2 the next day etc.) This way I tackle my avoiding saboteur.

Phase 2: After a while I feel more confident and less stressed about the confrontations at work. This is when I will add confrontation with strangers to the tasks. This way I will not limit it to only working days and stretch out my learning zone a little bit more because I will start feeling comfortable in Phase 1.

Phase 3: When I am more comfortable when confronting a stranger, I will add confrontation with friends and family. This is hard for me because pleasing is one of my saboteurs and I experience this at most by friends and family. I will focus on reflection and switching perspective to minimize the effect this saboteur has on me.



Where to learn?

Physical: Focus on getting enough sleep, eat healthy and try to exercise 3 times a week. This will help feeling less stressed overall and reduce the amount of stress I experience when practicing my learning challenge.

Social: I learn with myself through reflecting, my past mistakes and being aware of my saboteurs. I am also learning from my peers through communicating with them, observing my role-models and switching perspectives with them.

Digital: confrontation through digital platforms feels too safe for me. Therefore I am not in the stretching zone. But I can use the digital part for notifications on working days, so I will not forget the confrontation in Phase 1 and do not avoid it.

Institutional: My working environment feels safe to me so I will start my challenge here in Phase 1. People confront each other all the time because at work everyone is eager to learn. Therefore, I will be better at predicting and visualizing their reaction and this makes me less anxious and more comfortable for the first phase.