Self-Development Guide

Helping make the invisible, visible

Welcome!

We are so excited to have you join the community of leaders and teams working towards creating safe and inclusive environments for all to thrive in.

As a leader you are in an important and powerful position that has a direct impact on the people around you. As a member of a team you have unique perspectives and value to contribute that will enhance the outcomes you achieve together. This guide will create greater self-awareness and enhance your skills in creating environments that foster learning and generate innovation and extra-ordinary performance. The foundation for these environments is psychological safety.

Psychological Safety is the new competitive advantage!

The average team in organisations rate their level of psychological safety at 3/10. What would it mean to you if you could create a shift from 3/10 to 6/10 level of psychological safety could create a:

- ✓ 27% reduction in turnover
- ✓ 40% reduction in safety incidents
- ✓ 12% increase in productivity.[1]

Our research has shown that **leadership and culture are levers** for organisational performance and lived experiences.

What would it mean to you if your leadership capability enabled staff to feel:
- ✓ 41% more valued
- ✓ 59% more listened to
- ✓ 57% more likely to share their ideas and concerns
- ✓ 58% less avoidant of safety issues
- ✓ 63% more confident that changes would result in improved processes

What would it mean to you if, after actively engaging in transformation activities you could create;
- ✓ 17% more staff, that felt safe to stop the job if unsafe?
- ✓ 34% more staff, who had confidence in safety processes?
- ✓ 15% more staff, who felt empowered?

What about knowing that if you could increase your teams level of generative culture and create results like:
- ✓ 79% decrease in TRIFR;
- ✓ 43% decrease in SIFR;
- ✓ 60% reduction in vehicle collisions;
- ✓ 10% increase in productivity while maintaining all maintenance schedules and targets
- ✓ 84% positive response to colleagues ability to display 'genuine care'.

Completing your PSI360, working with your accredited coach and this guide are your resources to continue a transformation journey that creates these types of results.

Enjoy!

Ash Hunt
Director & Executive Performance Coach, DDI

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[1] Google Study 2019

Contents

Background

Introduction

Psychological Safety is the new competitive advantage!

Barbara Fredrickson at the University of North Carolina has found that positive emotions like trust, curiosity, confidence, and inspiration broaden the mind and help us build psychological, social, and physical resources. We become more open-minded, resilient, motivated, and persistent when we feel safe. Humor increases, as do solution-finding and divergent thinking and the cognitive process underlying creativity.

In her work on performance, Dr Amy Edmonson[2] suggested that learning was a key factor in performance and that learning was dependent upon an environment that supported mutual respect, trust, personal risk taking—an environment she labelled "psychological safety".

In considering the dynamics of effective teams, Google's researchers[3] conducted a five-year study that found that what really mattered was less about who is on the team, and more about how the team worked together. The lead researcher said that '***psychological safety was far and away the most important of the five dynamics we found.***' It is the factor that underpins all others.

In short, **process innovation can be a good way to boost performance, but a psychologically safe environment helps the investment pay off.**

Benefits of high psychological safety include:
- Significant lift in Innovation and creative problem solving
- Team productivity
- Engagement and overall job satisfaction
- Learning behaviours and growth of team members
- Organisation loyalty and retention
- Attraction of the best talent – "a talent magnate"

With the introduction of the ISO45003: Psychological Health and Safety, the first global standard giving practical guidance on managing psychological health in the workplace, organisations are connecting with both the compliance/governance requirement and the research backed evidence of the value of psychological safety.

The link between psychological safety and inclusion

> "Diversity without inclusion is meaningless", Christina, WOC in Tech Chat via Unsplash

Psychological safety **is vital to leveraging the benefits of diversity, because it can help make inclusion a reality**. Diversity, inclusion, and belonging, often abbreviated as DIB, represents a different, interrelated,

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[2] Psychological Safety and Learning Behavior in Work Teams Author(s): Amy Edmondson Source: Administrative Science Quarterly, Vol. 44, No. 2 (Jun., 1999), pp. 350-383/
[3] What Google Learned From Its Quest to Build the Perfect Team - The New York Times (nytimes.com)

important goal to be achieved in organisations. Inclusion is more likely to be experienced as real when a workplace is higher in psychological safety because diverse perspectives are more likely to be heard.[4]

What is required of leaders, to create a psychologically safe and inclusive environment?

Psychological safety is an environment in which people believe that they can speak up candidly with ideas, questions, concerns, and even mistakes. What we know is that as human beings, we are hard wired to avoid perceived 'uncomfortable and unsafe' situations – our mammalian brain processes a provocation by a boss, competitive coworker, or dismissive subordinate as a life-or-death threat.

The amygdala, the alarm bell in the brain, ignites the fight-or-flight response, hijacking higher brain centers. This "act first, think later" brain structure shuts down perspective and analytical reasoning. Quite literally, just when we need it most, we lose our minds. While that fight-or-flight reaction may save us in life-or-death situations, it handicaps the strategic thinking needed in today's workplace.[5] Because of this hard wired avoidance of interpersonal risk taking, which might lead to rejection, humiliation or conflict we spend a lot of our lives in **artificial harmony**.

To counter this, leaders and teams need to be able to create bonds that create secure bases which supports curiosity and openness to risk (including interpersonal) and learning (this is explored more in the next section).

> Local level leadership has a 70+% impact on a team's level of psychological safety.

So, what does it take to be a leader effective at creating psychologically safe and inclusive teams?

Through experience, thought leadership, and considerable industry research we now know that there are four key capability areas, or ingredients, to high-performing leadership. We've described those capabilities areas as **Purposeful, Curious, Caring and Connecting**. These will show up in many different ways and speak to the way we view the world and the way we behave as individuals and also as part of a larger group.

An effective leader will be constantly on the lookout for how to make the environment more safe and more inclusive and committed to inspiring others to do the same. They'll be curious as to how that has come about and why others may not have noticed it. Because of their commitment, it will be intolerable for them not to take action to make the environment safer; immediately and more sustainably into the future. Because they genuinely care about others, even people they don't know, they'll find a way to ensure that the learning is shared with others throughout the business (and even beyond).

Reflection: What are people in your organisation saying about the role and importance of psychological safety?

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[4] https://www.psychologytoday.com/us/blog/the-fearless-organisation/202006/the-role-psychological-safety-in-diversity-and-inclusion
[5] Key Step Media, Emotional Intelligence Dan Goleman, Building great teams and trust

Background to our approach

The development of the Psychological Safety and Inclusivity 360 and team indicator represents the evolution of our work over decades in measuring, understanding and shifting culture, leadership, performance and outcomes. It is founded on the work of George Kohlrieser (bonding and secure bases) Ken Wilber (Integral Model), Amy Edmondson (Psychological Safety) and Ron Westrum (Generative Culture) and utilises neuroscience to effect lasting change. The next few pages summarises each as well as further defines the four capabilities.

Our approach recognises the human need for bonding and a secure base

George Kohlrieser's work on attachment in organisations, as influence by John Bowlby's attachment theory, encompasses two main themes; bonding and the establishment of a secure base. When two people connect, they attain attachment too each other which provides comfort. If an attachment develops further, it creates a bond.

The Bonding Cycle
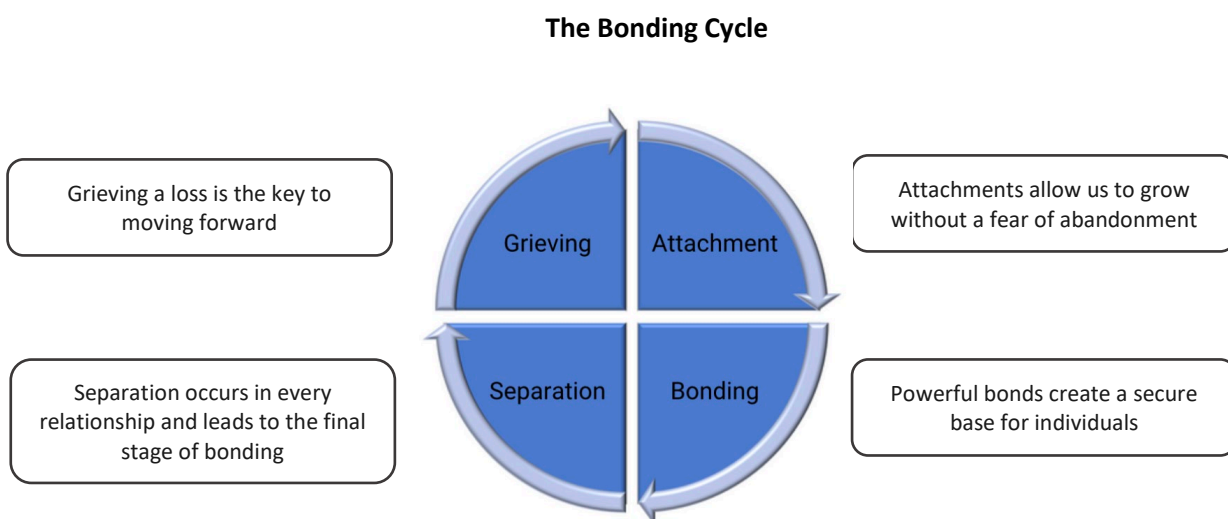
Figure: Adapted from G Kohlrieser's book "Hostage at the Table".

When individuals connect, they form an attachment that provides them with a sense of comfort. As this attachment deepens, it evolves into a bond. The strength of these bonds can vary depending on the individuals and their goals. When a bond is powerful and intense, it becomes a secure base.

In an organisational context, the bonding between a leader and an employee is crucial for creating motivation at work. When this bond is absent or broken, employees may show reduced enthusiasm, take more sick days to avoid work, or even direct their frustrations towards colleagues and customers. Being hard wired to "avoid interpersonal risk taking", humans remain in a state of artificial harmony to avoid consequences of rejection, humiliation or conflict. This can be understood as the reptilian brain's fight or flight response in action.

When positive bonds exist at work, conflict is instead approached with curiosity and openness. Built on a foundation of mutual respect and trust, bonds enable both parties to express concerns without fearing retribution, aligning with the core philosophy of Amy Edmondson's concept of psychological safety.

The combination of a secure base and a psychologically safe team encourages healthy debate and negotiation filled with learning rather than conformity.

An inevitable part of life, separations occur in every type of relationship. At work, team members move on, leaders change, structures shift, team members become leaders, while someone else may be passed over for promotion. Helping people to manage these 'separations' and grieve for what is perceived as loss, is also an important role that leaders and teams can do for each other. Moving through these phases enables new attachments and bonds to be created.

Scan the QR code and here about more about this from George Kohlreiser.

In organisations, dynamic leaders focus on maximising their teams' performance towards common goals rather than trying to control them. To achieve this, leaders are encouraged to prioritise building bonds with their employees around a common goal that motivates employees to take risks, seek change, and effectively manage conflict. This is what is embodied in a generative culture (Westrum, 2004).

Watch this video by the Conscious Leadership Group, exploring how our default (fight/flight/freeze) responses keep us "below the line" and the work of leaders to shift 'above the line' into a more purposeful and aware way of being. Above the line will enable more positive workplace experiences, and higher performance.

Reflection: Think of a time when you have experienced being below the line? What was the impact for you, for others? What has supported you to shift or be above the line?

Our approach emphasises a holistic, integral view

The Integral Model (Wilber), encourages an integrated approach to understanding the current situation, and identifying levers for change in outcomes. It identifies personal, behavioural, cultural and systems views, and also helps us to remember the importance of the subjective/interview view and the objective/exterior view.

Culture and leadership are the catalysts and glue that both move the needle forward on performance and hold the course steady in uncertain and changing times. Culture and Leadership therefore are important levers that can be used to improve performance while also ensuring that people are safe, engaged and included in their work environment. Systems and process innovation can also boost performance, but a psychologically safe environment helps the investment payoff.

The PSI360 and PSI are designed to generate insights for leaders and teams that help identify what is enabling and limiting outstanding performance.
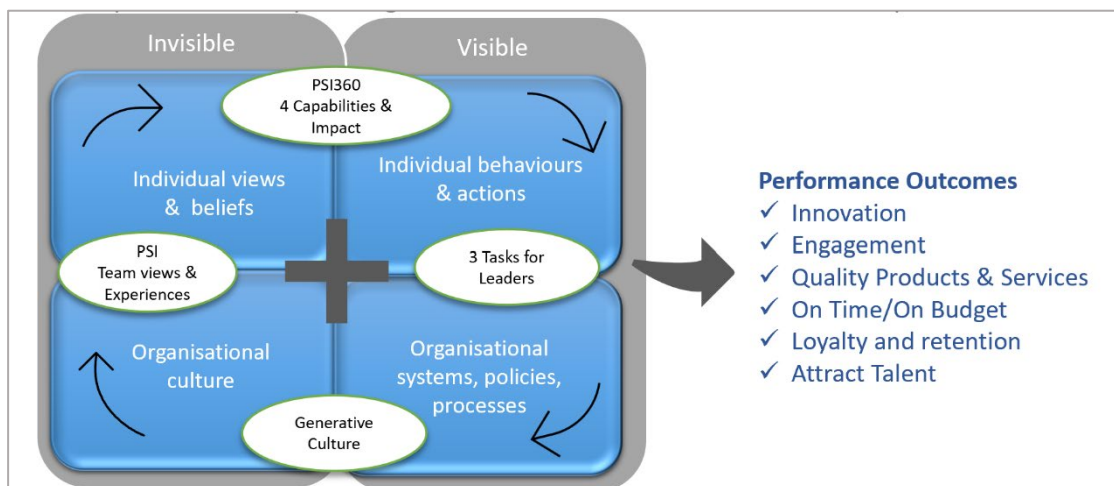
Figure: The Integral Model and how the PSI360 and PSI help make the invisible, visible.

Our approach focusses on leaders AND teams

Since exceptional performance emerges from a healthy system, our approach puts emphasis on creating a Generative Culture as described by Ron Westrum's Culture Typologies. Generative Culture is a way of working together, learning, being curious and purposeful, and continually getting better at detecting and addressing hazards. More will be said about this in the pages to come.

Our research has shown that culture at team level has the greatest impact on team performance and experiences, so our PSI team indicator is designed to enable insights at team level, as well as providing aggregated (organisational) insights.

Because leaders have a crucial influence on culture and performance, we provide specific feedback to leaders (through the PSI360) at all levels so they can learn to create the conditions that lead to a Generative Culture. Our research has identified four capabilities that support and develop a Generative Culture; Purposeful, Caring, Curious, Connecting. The PSI360 measures key items in each capability and links these to the current human outcomes the leader is creating – their leadership impact and experienced levels of psychological safety.

> "Psychological safety is an indispensable part of generative culture" Ron Westrum

In considering the dynamics of effective teams, Google's researchers[6] conducted a five-year study that found that what really mattered was less about who is on the team, and more about **how the team worked together.** The lead researcher said that '*psychological safety was far and away the most important of the five dynamics we found*.' It is the factor that underpins all others. **Inclusion is more likely to be experienced as real when a workplace is higher in psychological safety because diverse perspectives are more likely to be heard**.[7]

The relationship between psychological safety in a team environment and a team's performance is significant. As psychological safety is a key characteristic of a Generative Culture we have embedded these features into the four capabilities.

It is also an outcome of the development of the capabilities and a good measure of a team's working environment so we include it in our assessment of culture in our team based assessments to indicate how well leaders and teams are progressing in their journey toward high performance.

As stated in the introduction, one of the greatest challenges with creating psychological safety, is the understanding that human beings are hard wired to "avoid interpersonal risk taking" that could lead to rejection, humiliation or conflict we spend a lot of our lives in artificial harmony.

So how, in partnership with you, can leaders and teams effect change?

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Neuroscience to effect change

Did you know that you can re-train your brain?

Neuroplasticity is the brain's ability to change and adapt due to experience. It is an umbrella term referring to the brain's ability to change, reorganize, or grow neural networks. This can involve functional changes due to brain damage or structural changes due to learning.

Through a process of becoming aware of our current thinking (views/beliefs) using feedback, reflection and coaching, we become aware of the actions we take and results we get from that thinking. The good news is we can choose our views and beliefs. By shifting these views, practicing different actions and behaviours, we develop new neural pathways – we retrain our brains.

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[6] [What Google Learned From Its Quest to Build the Perfect Team - The New York Times (nytimes.com)](https://www.nytimes.com)
[7] https://www.psychologytoday.com/us/blog/the-fearless-organisation/202006/the-role-psychological-safety-in-diversity-and-inclusion

Listen to Abby Hunt,
Counselling Psychologist and Director of Data Drives Insight,
as she explains this.

Reflection: How does this knowledge about the ability to retrain the brain impact how you view yourself and others?

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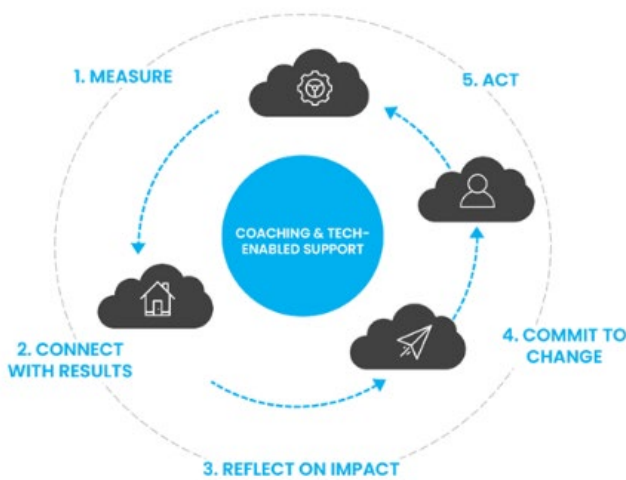
The PSI360 experience builds in this **awareness, connect, reflect, commit and act** process that supports individuals to shift views and get the outcomes they really want.

This is part of the View/Action/Result Model explored more later in this section.

In summary, our approach is integral, focusing on leadership and culture as levers to effect change across the whole system. Our view is the higher the leaders performance on the PSI360, the greater degree to which Generative culture, psychological safety and inclusivity in teams will be fostered and experienced.

Notes

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More on the Leadership Capabilities

Generative culture and psychological safety is like a garden and needs to be cultivated and cared for. Our approach includes the use of four capabilities that support and develop a Generative Culture, capabilities that can apply to individual leaders, teams, or groups of people working toward common goals. Our research has shown that these four capabilities have a positive impact on how you and the people around you perform (see page 5).

The four capabilities often develop at different rates, and these practices can be operating to achieve different cultures depending on the development of that practice. For example, one individual may demonstrate "Purposeful" at a level that may be working towards a Generative Culture, they might also be demonstrating "Curious" at a level that will achieve a Bureaucratic Culture.

In addition to our definitions of each capability, we provide a QR Code to a video that explores elements of this capability and is intended to help grow your understanding of them.

The purpose of this guide is to enable you to develop in each of these core capabilities and create psychologically safe, inclusive and high performing teams. Based on your PSI360 results, dive into the sections for the four capability areas, review the information and complete the activities.

PURPOSEFUL
• Purposefulness provides practical guidance and orientation to a person, team or organisation, indicating the direction of change. When people know why they are doing a project or task, they can self-correct when they get off course. Purpose is enacted through shared commitments.

• People make commitments to organisational goals and vision explicit and visible, engaging each other in the possibility of, and practices that support everyone going home safe and well every day. When integrity is broken, it is restored by returning to commitment and rebuilding trust. Leaders engage others to be purposeful, committed, and continuously learning how to improve performance.

CARING
• Care is regard for the intrinsic value of people, actively providing what is needed to support health, safety and wellbeing. Care is personal, connecting with others based on understanding of how it is and what is needed from their perspective. Regard for others creates an environment where people respect each other and build trust and willingness to say what is true.

• Caring springs from care for oneself, ensuring one has the capacities and energy to provide real help. It balances a focus on building strengths with a compassionate drive to address gaps in performance and realise potential.

CURIOUS

• Curiosity creates openness to learning how things actually happen in order to improve safe performance. It includes the capacity to suspend what you know, and actively seek out what you don't know.

• Openness means that people are slow to make judgments or to blame people when things go wrong. Inquiry is kept open as long as possible in order to fully understand what happened and to generate lasting change.

• People listen to as many diverse perspectives as possible in the time allowed in order to create a more complete picture.

CONNECTING

• Allows us to see how things are related, people seek to understand how roles, teams and functions must integrate to optimise the performance of the whole system.

• Connecting is increased when people work together to create models of how the system works and then continually updated as new information is revealed. There is a concerted effort to understand how people close to the work understand the work, updating systems to match how work is actually done.

• There is work on the right things at the right time with the right people. There is use of highly intentional and focused approaches that leads to operational discipline and maximises the use of all resources to achieve the purpose.

Reflection: What stands out for you in these capabilities? How do they relate to your understanding of psychological safety and inclusivity?

More on Psychological Safety

Why it matters

Psychological safety has grown in popularity over recent years and for a good reason. It is missing in many work environments and that absence makes work both miserable and unproductive. The relationship between psychological safety in your environment and your performance is significant.

> "Psychological Safety is a well-established driver of team-performance, effective decision making, innovation and higher quality solutions." Professor Amy Edmondson, Harvard Business School.

As shared previously, a 2017 Gallup poll found that 3/10 employees strongly agree their opinions count at work[8]. By moving that ratio to 6/10, organisations could realise -
- 27% reduction in turnover
- 40% reduction in safety incidents
- 12% increase in productivity.

The kicker is that a 'normal team' has low psychological safety and instead prefers superficial harmony.

This is because human beings are hard wired to "avoid interpersonal risk taking" that could lead to rejection, humiliation or conflict. Professor Amy Edmondson cites[9] the automatic response calculator as one cause for this phenomenon, which in effect "discounts the future" because of a bias towards inaction. It's primarily about managing "self-image".

	Who Benefits	When benefit occurs	Certainty of benefits
Voice	The organisation and/or its customers	After some delay	Low
Silence	Oneself	Immediately	High

Figure: Table from "The Fearless Organisation"

Psychological safety is dynamic. It can and does shift quickly on the "downside" but requires more conscious and determined attention that is consistent over time to grow. It's the 9-1 rule. Out of 10 interactions, if 7 are handled in a manner consistent with creating a psychological safe environment, 2 are neutral and 1 is clearly not, the score board reads – 10. This is because human beings are hard wired to over-represent fear-based experiences.

Reflection: Think of a time where you have decided to not say something.
What was the perceived future benefit? What was the perceived immediate costs?

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[8] Gallup_State_of_the_American_Workplace_Report, 2017.
[9] The Fearless Organisation, page 34.

The link between psychological safety and inclusion

> Diversity without inclusion is meaningless.- Christina, WOC in Tech Chat via Unsplash

Psychological safety **is vital to leveraging the benefits of diversity, because it can help make inclusion a reality**. In brief, psychological safety is about enabling candor. Inclusion is necessary for mutual learning – and mutual learning is necessary to progress in a volatile, uncertain, complex, and ambiguous (VUCA) world. Extensive academic literature on psychological safety has demonstrated its powerful association with learning and performance in teams and organisations.

Today we know that although diversity can be created through deliberate hiring practices, inclusion does not automatically follow. To begin with, everyone hired may not find themselves included in important discussions and decisions. Going deeper, having a diverse workforce most certainly does not guarantee that everyone in your organisation feels a sense of belonging. In particular, when no one at the top of the organisation looks like you, it obviously makes it harder to feel you belong.

Each of these three terms – diversity, inclusion, and belonging, often abbreviated as DIB – thus represents a different, interrelated, important goal to be achieved. The three goals range from the relatively objective (workforce diversity) to the highly subjective (do I feel that I belong here?). Inclusion lies in-between the relatively objective and fully subjective and is more likely to be experienced as real when a workplace is higher in psychological safety because diverse perspectives are more likely to be heard.[10]

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[10] https://www.psychologytoday.com/us/blog/the-fearless-organisation/202006/the-role-psychological-safety-in-diversity-and-inclusion

A brief history
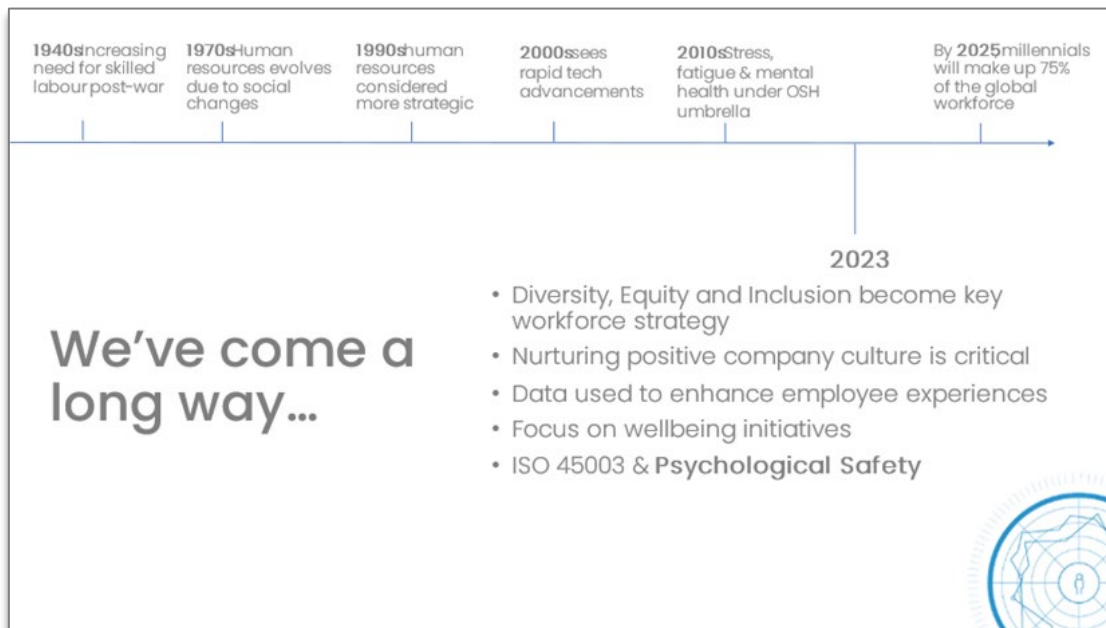
Reflection: What have you noticed happening in Australia or elsewhere that is driving changes in how organisations create competitive advantage, strong employer brands and greater performance?

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What is psychological safety?

In her work on performance, Amy Edmondson[11] suggested that learning was a key factor in performance and that learning was dependent upon an environment that supported mutual respect, trust, personal risk taking—an environment she labelled "psychological safety".

Her research and findings are shared more widely through her book, The Fearless Organisation, where she describes psychological safety as a condition in which you feel (1) included, (2) safe to learn, (3) safe to contribute, and (4) safe to challenge the status quo— all without fear of being embarrassed, marginalised, or punished in some way.

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[11] Psychological Safety and Learning Behavior in Work Teams Author(s): Amy Edmondson Source: Administrative Science Quarterly, Vol. 44, No. 2 (Jun., 1999), pp. 350-383/

To provide a visual representation of a team's psychological safety status based on Edmondson's work, Clark's framework [12](below) is useful and explores different levels of psychological safety and the relationship to levels of Permission and Respect.
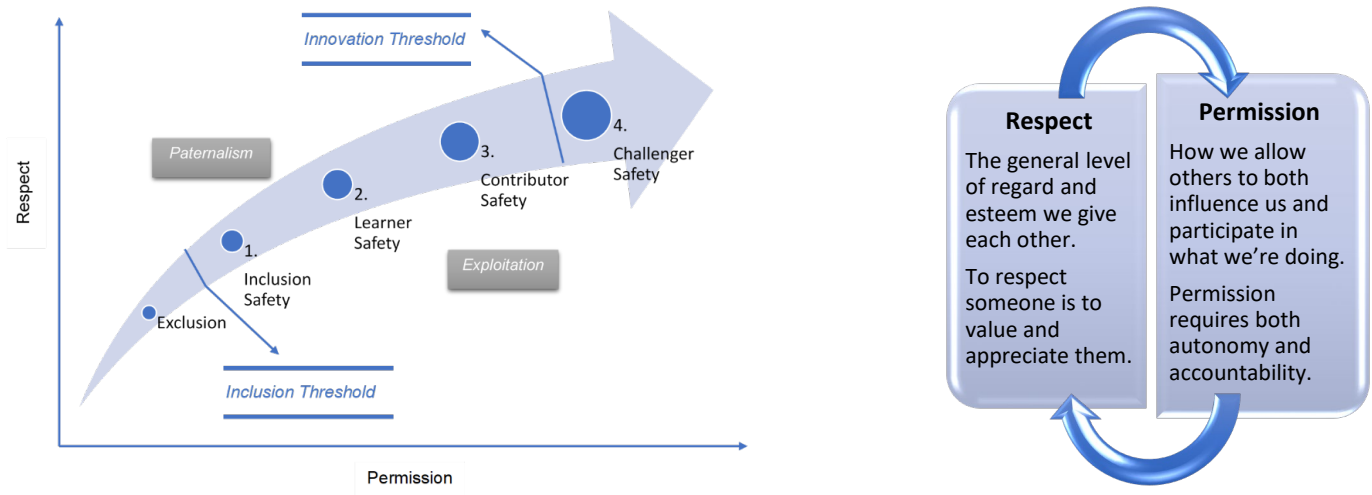
Clark proposes one without the other creates a dangerous imbalance that hurts people in different ways. A serious deficiency in permission pushes a team into the gutter of paternalism, while a deficiency in respect can lead to exploitation.

What can leaders do?

Below is a summary of tasks leaders can effectively employ to build psychological safety and enhance team performance outlined in Edmondson's book. ***When a leader demonstrates the capabilities in the PSI360 to a great extent, they enhance the effectiveness of the tasks and the outcomes they can achieve***.

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[12] The 4 Stages Book | LeaderFactor
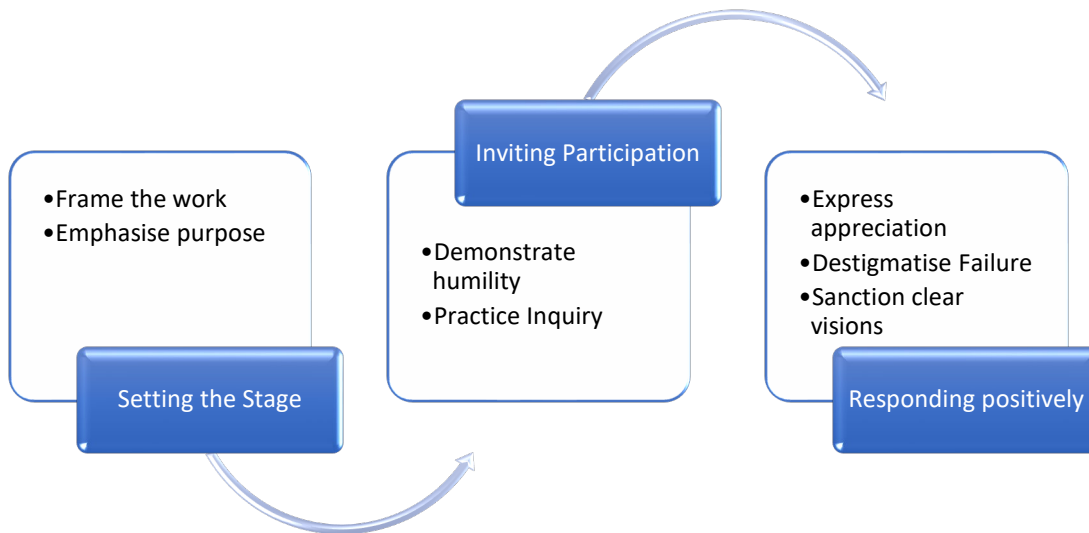
The toolkit is reproduced below.

	Setting the stage	Inviting participation	Responding positively
Leadership tasks	**Frame the work** Set expectations about failure, uncertainty and interdependence to clarify the need for voice. **Emphasise purpose** Identify what's at stake, why it matters and for who.	**Demonstrate situational humility** Acknowledge gaps "I don't know". **Practice Inquiry** Ask good questions Model intense listening. **Set up Structures and processes** Create forums for input. Provide guidance for discussion.	**Express Appreciation** Listen Acknowledge and thank. **Destigmatise Failure** Look forward. Offer help. Discuss, consider, and brainstorm next steps. **Sanction Clear Violations**
Accomplishments	Shared expectations	Confidence that voice is welcome	Orientation toward continuous learning

Reflection: When thinking about the four capabilities, how do you see their relationship to the tasks outlined in the model above?

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More on Generative Culture

Our approach to culture identifies specific aspects of culture that are connected to high performance. Our research has shown that a specific cultural pattern, when present, enables both team performance and extraordinary outcomes.

Identified by Westrum more than 20 years ago, Generative Culture has been supported by researchers and practitioners around the world. The characteristics of a Generative Culture are closely aligned with studies in High Reliability Organisations (Weick & Suttcliff), Safety Culture Maturity (Parker & Hudson), and an Informed Culture (Reason). These studies were integrated into a set of advanced safety practices by R Strycker[13] , and later synthesized into a set of capabilities that define Generative Culture by Datadrivesinsight.com.

Generative Culture was first identified by noticing how groups of people relate to the flow of information in their work environment. Groups that support the free flow of information have established qualities that lead to higher performance, better coordination, high trust and good communication, many of the qualities that we now associate with psychological safety.

By observing how groups deal with information, we find a key indicator that regulates and enables good performance. The insight about information flow led to the development of a culture typology which identified three dominant types: Detrimental, Bureaucratic, and Generative (Westrum[14]). The features of these types are shown in the following table. A primary determinant of these types is **what leaders preoccupy themselves with**: power, rules, or purpose. This focus will eventually result in a climate where **people and teams orient their work** in ways that are more or less productive, more or less risk aware, and more or less safe and inclusive. Although culture type is not the only determinant of performance (as discussed using the Integral Model), it is a key one.

Detrimental	Bureaucratic	Generative
Power Oriented Characterised by low cooperation, blame, hiding incidents. Information is often withheld for personal gain. It is not safe to speak up, especially if doing so might be embarrassing. Messengers are shot, responsibilities are shirked. When things go wrong, a scapegoat is found and punished. There is no real learning from failure.	Rule Oriented Focused on positions, hierarchy, span of control. Responsibilities are compartmentalised by departments that seek to preserve their own existence and power. Information must flow through standard channels or procedures, in order to preserve status quo. Messengers are neglected, responsibilities are narrowed. When things go wrong, there is a process to produce retribution. Learning is institutional.	Purpose Oriented The hallmarks are good information flow, high cooperation and trust, bridging across teams, and conscious inquiry. Psychological safety creates openness, curiosity, care, and systemic learning. There is awareness of the importance of getting the right information to the right people, in the right form at the right time. When things go wrong, people look for a systemic cause and for systemic solutions, a recognition of the interrelated parts of the organisation. Messengers are trained.

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[13] Safety Culture and Leadership Looking For A 21st Century Solution for Safety Performance: Integrating Personal and Process Safety Rick Strycker, JMJ Associates

[14] A typology of organisational cultures, R Westrum, Qual Saf Health Care 2004;13(Suppl II):ii22–ii27. doi: 10.1136/qshc.2003.009522

From these definitions we see that only a Generative Culture can be understood as a genuine high-performance culture. Both Detrimental and Bureaucratic cultures are seen as detrimental to performance and inclusivity, but to different degrees.

Detrimental culture is seen as individual focussed where a person's desire to stay (physically, mentally, socially and psychologically) safe may inadvertently put the safety of others at risk. For example, not speaking up when a hazard is spotted in order to not be seen to challenge a teammate, leaves that teammate exposed to risk – is less safe.

Bureaucratic culture is seen as having certain characteristics that reduce performance and some that are more supportive. For example, "best practices" might be stored in the information system that is collated or developed by a particular function. If the nature of that work lends itself to a 'police state,' the culture will be less open to information sharing. However, if that work is done with a customer focus (purpose) in mind, it can be supportive of the free flow of information and better coordination.

For this reason, we see the Bureaucratic Culture as having two poles, one that leans toward Detrimental and one that leans toward Generative. This is a point of leverage for developing toward a high performing culture and our representation of the team and leadership results is intended to reveal these opportunities.

Reflection: Think of a time when you have experienced or observed each typology. What did you notice? What impact did it have?

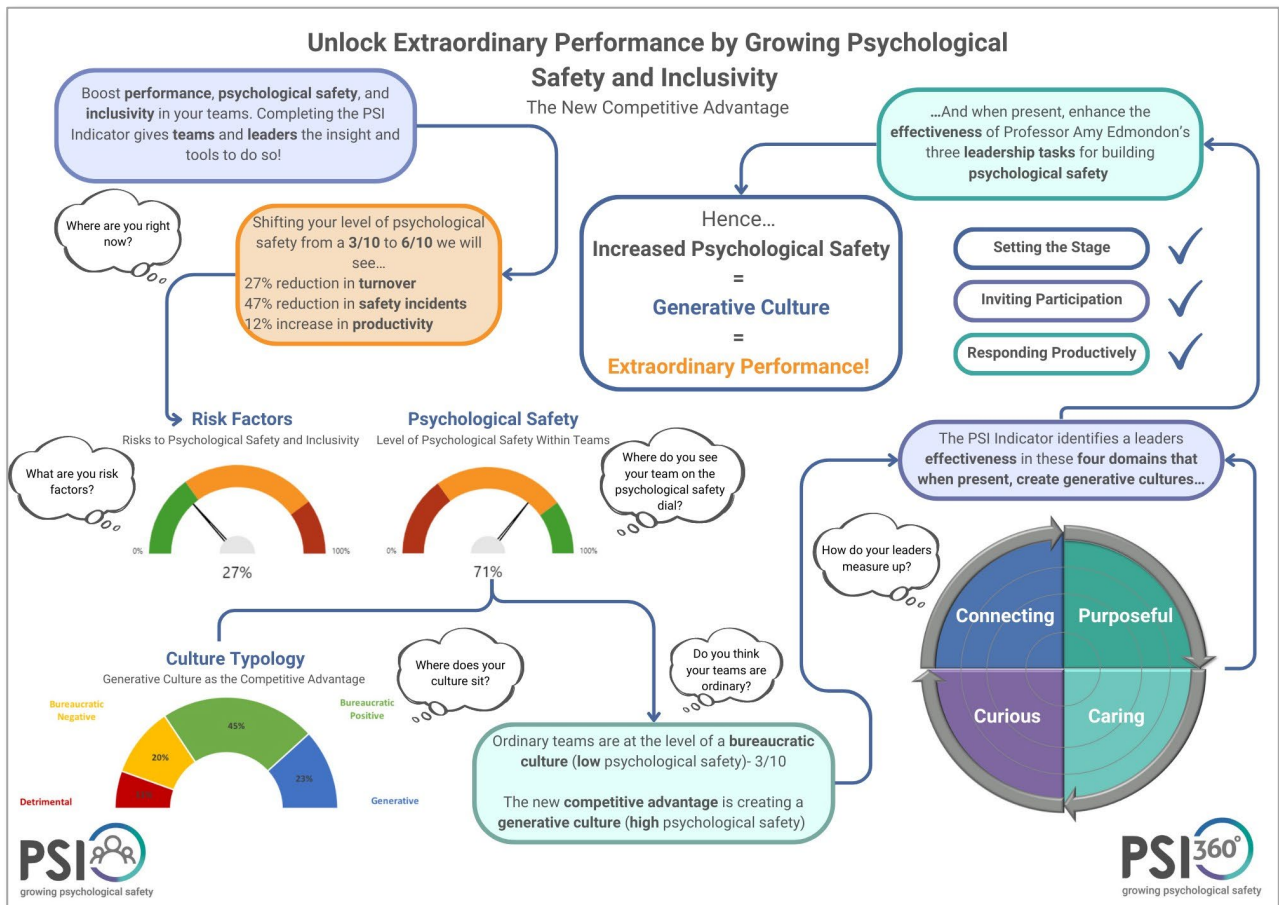|	Detrimental	Bureaucratic	Generative
Notice			
Impact			

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Bringing it all Together

The infographic below shows the relationship between the leadership capabilities, psychological safety and generative culture.

Reflection: What are the key take aways for you when looking at this?

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The Transformational Model

This development guide is a little different to others you may have used. It is designed to increase your technical knowledge or understanding of leadership techniques AND to also expand your understanding of yourself. Most leadership training programs focus on technical knowledge or more effective management 'actions' to achieve a better result.

This development guide invites you go deeper to examine your views, beliefs and values that also impact on your leadership performance. This transformational approach to leadership is summarised in the following VIEW – ACTION – RESULTS model that you will see regularly throughout this guide.
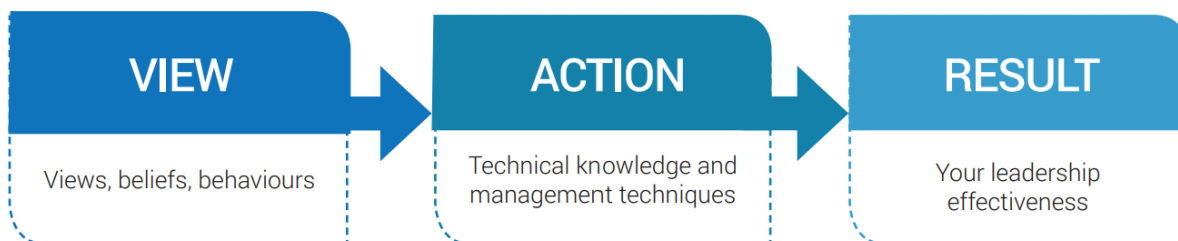
To truly transform as a leader, you need to explore both components of the model (VIEWS + ACTIONS). This guide is designed to do both.

Why? Our views, beliefs, values or perceptions influence our behaviour and actions, which have an impact on the results or outcomes we get. It's these beliefs that enable us to achieve our personal definitions of successful and fulfilled lives.

Some commonly held beliefs within organisations include:

• "Different perspectives cause conflict"
• "Productivity is more important than worker stress levels"
• "My team are so busy, I can't delegate any more to them or we don't have time to consult them"

No one sets out in the morning to cause harm, make people feel uncomfortable or create conflict. However, sometimes we can unintentionally cause an impact on team members experience and performance that is difficult to see. This is the intent/impact gap and common for us all in our daily lives.

For example, a leader might think he is doing a great job by encouraging everyone to fill out all their paperwork and making sure to discipline those who haven't filled the paperwork in correctly.
The unintended impact might be that the paperwork is so frequent and so repetitive that workers are no longer paying attention, they are just ticking boxes so they can get back to work, rather than really thinking about their safety.

The forms become a perceived obstacle to productivity, rather than a tool to keep them safe and be efficient. It may sound strange but the reason we hold onto some of our views or beliefs, despite us not getting the result we intended, is that there are perceived benefits to having these views or beliefs. Things that help make us feel safe, maintain peace in relationships, or get things done. On the flip side, there are also costs for having these views and beliefs - unintended impacts to us and others, and our relationships.

INTENT-IMPACT EXAMPLE

Let's explore another example further. How might the intent to 'not offend people from different cultural backgrounds' occur if a view or belief is that 'It's easier to avoid people of different cultures"?
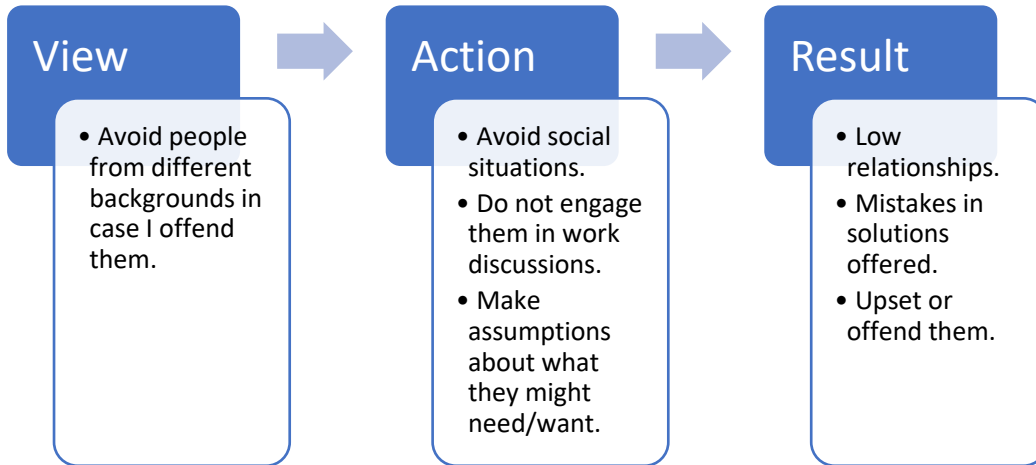
View	Action	Result
• Avoid people from different backgrounds in case I offend them.	• Avoid social situations. • Do not engage them in work discussions. • Make assumptions about what they might need/want.	• Low relationships. • Mistakes in solutions offered. • Upset or offend them.

SO WHAT COULD SOME OF THE PERCEIVED BENEFITS OF THIS VIEW BE?

Perceived benefit	…and what is the benefit of that?	…and what is the benefit of that?
I haven't said anything 'wrong'.	I can't get into trouble.	I stay safe.
I haven't said anything that could upset someone.	I avoid conflict.	I'm seen as 'nice'.

AND WHAT ARE THE POTENTIAL COSTS?

Cost/Impact	…and what is the cost of that?	…and what is the cost of that?
I avoid conversations with people that my work impacts.	I don't really understand their perspective.	I offer ideas/solutions that don't work for them…they get upset/frustrated.
I only talk about the work content, not about the people.	I don't make good connections with my teammates.	I am perceived as rude or not interested in them.

So, you can see that the impact of our actions based on a certain belief can create a gap between our intentions and the results we get. The good news is that we have control over our beliefs and views. This means as part of the development work, you will get a chance to explore your current views as well as potential alternative, more constructive views that can give you a different outcome.

OK, SO WHAT VIEW MAY BE MORE CONSTRUCTIVE TO ACHIEVING THE ORIGINAL INTENT?
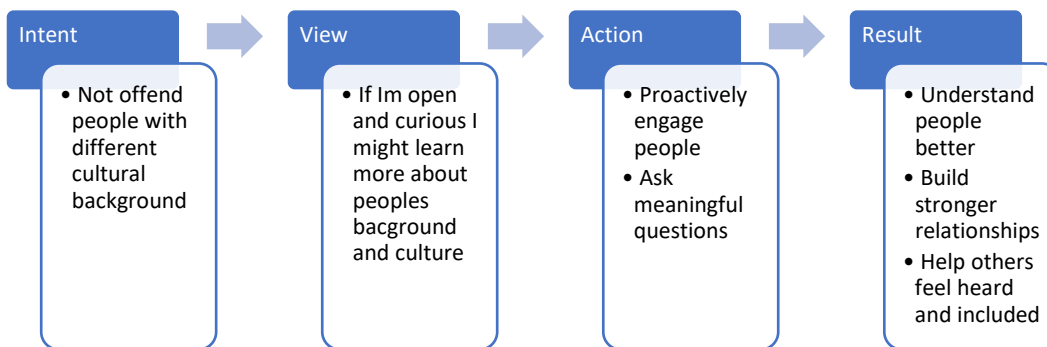
Intent
- Not offend people with different cultural background

→

View
- If Im open and curious I might learn more about peoples bacground and culture

→

Action
- Proactively engage people
- Ask meaningful questions

→

Result
- Understand people better
- Build stronger relationships
- Help others feel heard and included

SO WHAT COULD SOME OF THE PERCEIVED BENEFITS OF THIS VIEW BE?

Perceived benefit	…and what is the benefit of that?	…and what is the benefit of that?
Understand people better.	Avoid making assumptions.	I offer more optimal solutions/ideas.
Help others feel included.	People feel respected and heard.	I build better relationships.

AND WHAT ARE THE POTENTIAL CHALLENGES?

Challenges are things that might get in the way of adapting and practicing new views and actions. It is ok to think about these and consider how to overcome them.

Challenge	How to overcome it	Result
It might feel awkward when I first do it.	Practice with 'safe' people. Get feedback and keep learning.	I learn and grow. I build better relationships.
I might say something that does offend!	Tap into the value of being vulnerable and acknowledge and apologies where required.	I demonstrate integrity. I show respect for others.

To get the most out of this approach, be as open and honest with yourself as possible, particularly about the costs of your current, less constructive views. Be courageous and challenge yourself with compassion. Explore and try out new views and reflect on what you learn from trying these out. We didn't learn to walk in one try, so remember you have whatever is required to make the change you want to see, don't give up.

We provide **View-Action-Result Reflection and Transformation templates** at the end of each capability area to support this transformative reflective work.

Notes

_____

_____

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My Personal Development Plan

NAME:

MY ROLE:

MY PASSION:

MY AMBITION:

BEING CLEAR ABOUT MY STRENGTHS AND AREAS FOR IMPROVEMENT

TOP 5 STRENGTHS	TOP 5 AREAS FOR IMPROVEMENT

MY DEBRIEF WAS ON:

KEY LEARNINGS ABOUT MYSELF:

Purposeful	☐	**Caring**	☐
Curious	☐	**Connecting**	☐

GETTING CLEAR ON HOW I WILL MAKE A CHANGE

MY COMMITMENTS

Now that you have an idea of what Capability Area you want to focus on, go to that section and complete the reading and activities that are relevant. These will help you to increase your awareness of what 'good' looks like, what areas of focus may be helpful to you and therefore enable you to make a commitment/action to improve this area.

Once you have done these, record all your commitments here:

I AM COMMITTED TO:	BY (DATE)

I will keep myself accountable by sharing and asking for support from:

We will do this by:

I will know I have made a change by:

Purposeful

Purposeful

Purposeful represents a leader's ability to have and demonstrate a personal commitment to organisational vision and purpose, then the ability to effectively engage others in the commitment. An effective leader will have integrity i.e. 'walk the talk,' and through this integrity, will be visibly committed to the vision.

Purposefulness provides practical guidance and orientation to a person, team or organisation, indicating the direction of change. When people know why they are doing a project or task, they can self-correct when they get off course. Purpose is enacted through shared commitments.

People make commitments to organisational goals and vision explicit and visible, engaging each other in the possibility of, and practices that support everyone going home safe and well every day. When integrity is broken, it is restored by returning to commitment and rebuilding trust. Leaders engage others to be purposeful, committed, and continuously learning how to improve performance.

In this section you will find relevant information to get you thinking and exploring as well as activities to help you reflect on yourself in relation to the Purposeful domain as one of the four integral capability areas for psychological safety and inclusivity. At the back of this guide, you will also find a Reflection and Transformation area that is designed to assist you to get to the heart of what is holding you back in this area, connect with a new way or preferred self and commit to action to make the change.

Connect over a common goal

Goals as a base for safety

Secure base leaders (see more page 12-13) help people and teams form attachments and bonds, that create a secure base for them to take risks, grow and learn. Secure bases give the team permission to do what is necessary even if it's not comfortable. The two most important secure bases are people and goals.

Read

Scan the QR code and read the book summary from George Kohlrieser's Care to Dare, Unleashing astonishing potential through secure base leadership.

SCAN ME

Reflect

Reflect on the goals you've set throughout your life.

How did they provide a secure base that enabled you to push through challenges, try new things, connect with others, build new relationships, enrol others in the goal?

What made it so for you?

_____
_____
_____

Many of the goals that become secure bases for us can take many years to achieve and also involve moments of failure along the way as well as success. When the goal is a secure base, it gives you a source of energy and inspiration to pursue challenges in the present and future.

Think about a time when a team you were a part of had a strong connection to a goal or vision. How did the leader create that connection?

- o They showed energy and enthusiasm for the goal.
- o They focussed on the positives and celebrated wins.
- o They stayed calm under pressure/during challenges.
- o They encouraged us to explore options to achieve the goal.
- o They connected the goal to our intrinsic motivators/our role in achieving the goal.
- o They used listening and inquiry techniques to help us get to the key issues and opportunities to achieve goals.
- o All of the above!

How often do you do these secure base leadership behaviours? How an you bring these into your everyday approach?

_____
_____
_____

Goal Clarity

In his book "Greatness", Captain David Marquet shares his journey from a Captain of a submarine that he new like the back of his hand, to one he had never worked on before, and how he changed his leadership approach using two pillars: Clarity and Competence.

Clarity of Goals Intent		Competence Skills and knowledge to succeed
Right thing to do? Instead of giving instructions, give intent – what are we trying to achieve.		Is it safe? Instead of giving permission, confirm the key criteria for decisions have been taken into consideration – what is in place to ensure success?
Creates psychological ownership		Manages risk

Leaders will:

- o Give intent.
- o Move authority to where the information is.
- o Utilise the knowledge of the whole.
- o Create the environment for thinking.

Watch

> Captain Marquet talk about giving control
> Link: Greatness
> Scan the QR code to the right

Commit

So, what can you as a leader to create a connection/attachment/bond to organisational and team goals? Sharing your commitment with someone is the best way to promote constructive change.

Suggested commitment: "I will create a secure base with our goal/vision for all of the team".
Select which action you are willing to commit to over the following 2 weeks in order to fulfill your commitment, and then share with a colleague.

- I will show more energy and enthusiasm for the goal.
- I will focus on the positives and celebrated wins.
- I will stay calm under pressure/during challenges.
- I will use listening and inquiry techniques to help us get to the key issues and opportunities to achieve goals.
- I will use the question of "what the intention" to help guide inquiry, discussion and decision making.
- Other: _____

Goals also provide what researcher Daniel Pink described as the "three factors for motivation": a sense of purpose, mastery and autonomy (more on this in the "Relationship to Purpose" activity next).

Relationship to Purpose

Having a strong relationship to personal and organisational vision and purpose helps to guide our actions and decisions both in the short and long term. If there is uncertainty about what these are, how committed we are to them or how achievable they are, it can impact our decisions and actions.

Reflect

Think of a time when this may have occurred for you? What got in the way or having a strong commitment to or relationship with the organisations or teams vision or goals?

- It was a vision set by others before I started working here.
- How I/we contributed to the vision or goals wasn't clear.
- I noticed others not really connecting to the vision or goals.
- We get so busy getting stuff done, that we lose sight of the bigger picture sometimes.
- Other

_____
_____
_____

Watch

SCAN ME

Scan the code and watch the video where Dan Pink explores how a focus on the why - PURPOSE is a great tool to motivating action and behaviours towards a common vision.

When we or our team are unclear about the purpose or vision, it impacts how we use these in our conversations internally and with key stakeholders and in problem solving and innovating. It makes it harder to stay on course, to be confident that we are making the 'right' decisions, to ensure we are taking in the all the perspectives (including customers and stakeholders) when exploring options and ideas.

Reflect

What impacts have you noticed when purpose or vision isn't clear, or your own relationship to them is 'low'.

- I noticed the team would get stuck on which direction to take – it caused delays.
- We developed a solution that didn't meet all the needs.
- There was conflict in the team about what was the best decision.
- Silo's popped up as each team was focused on their own goals, rather on how it connected to the bigger why/other teams goals.
- Other (fill in below)

_____
_____
_____

So, what can you as a leader do in these situations? It's time to step into the ring and create commitment in this area and sharing your commitment with someone is the best way to promote constructive change.

Commit

Suggested commitment: "I will spend time to ensure I have a strong relationship with the purpose/vision" OR   "I will ensure my commitment to the purpose/vision is explicit and visible"

Select which action you are willing to commit to over the following 2 weeks in order to fulfill your commitment, and then share with a colleague.

- Develop my 'elevator pitch' for how our team contributes to the purpose/vision.
- Step back and consider how our targets and activities relate to the purpose/vision.
- Ask more often 'how does this help us achieve our purpose/vision in discussions'.
- Ask others (team members or stakeholders) their view on how our team contributes to the purpose/vision.
- Other

_____
_____
_____

TASK: Link to Your Personal Development Plan
- *What did you learn?*
- *What have you decided to work on?*
- *Add your actions to your Personal Development Plan.*

Check back in two weeks and note down how you went.

What was the experience like?
_____
_____
_____

What positive impact did it have?
_____
_____
_____

What did you learn?
_____
_____
_____

Leading with a connection to purpose & intent

The common way we think about an organisation is through its structure; with frontline workforce at the bottom of the pyramid, interacting with customers and with layers of leaders and managers above them. This visual often represents to frontline workforce that they have a lot of 'bosses above them to answer to' and who're more important. In fact, it is the frontline workforce who is closest to the organisation's purpose and the objective of everyone else in the organisation is to help them to do that most effectively. A more constructive way to view this is through the following "Constructive View" diagram; where we place the organisation's purpose at the top, as this is what's most important.

The frontline workforce is delivering on that purpose and requires the support of the organisation and its leaders to do so safely and effectively. When people view the organisation like this, everyone's attitude changes. The very nature of what we each do and how we see ourselves changes.
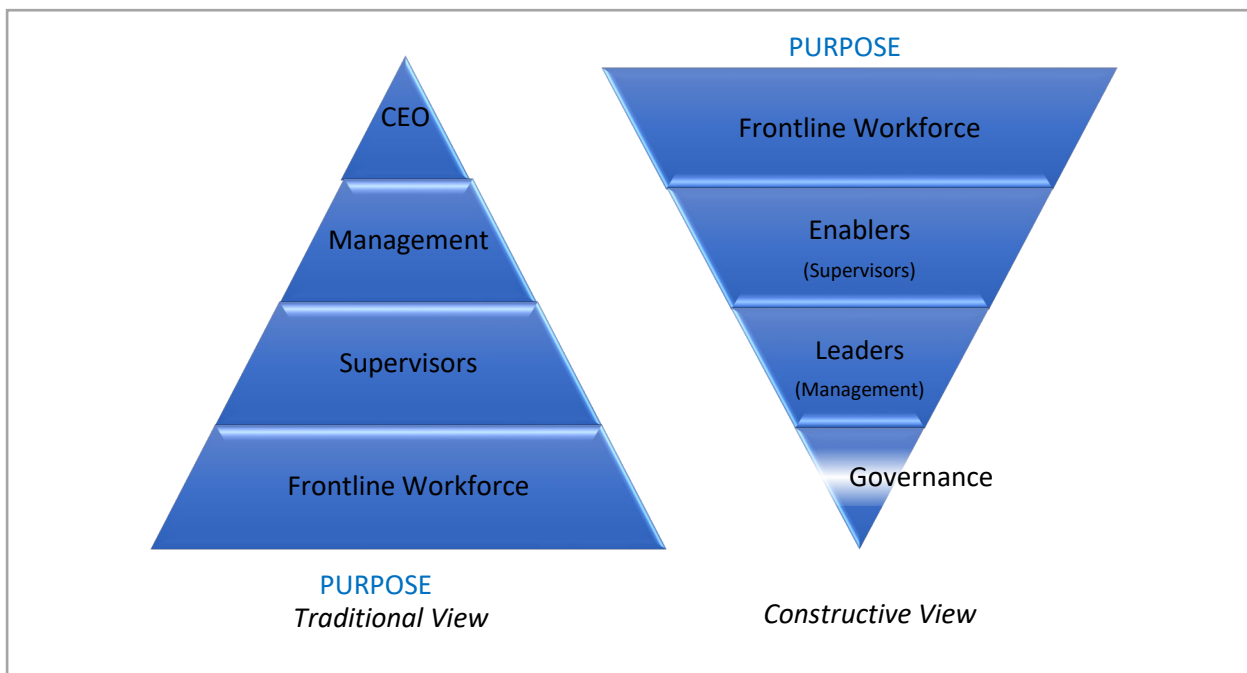
Naturally, this relates more to the mindset, than to anything else. It's a shift in the invisible. Where it becomes visible is in communication and behaviour. The "traditional view" creates a sense of division between "the workers" and "management" which widens as they lose respect for each other. Rather than treating the workforce as the least important, with the "constructive view" the rest of the organisation treats the workforce as vitally important.

Accountability is to enable the workforce to deliver the purpose. The workforce naturally respect and appreciate the rest of the organisation. Communication is two way and often considerably less formal. It's probably not hard to imagine how the constructive alternative produces a far more effective and higher performing organisation. Why? Because everyone is focussed on working together to serve the greater purpose. That's integral.

When leaders have this view of the organisation and their role, to be in support of their team rather than in control of, it creates a new dynamic that enables an Integral culture and high performance.

This focus on purpose and intent is at the heart of 'Greatness' - which shares an insight into leadership from the point of view of Captain David Marquet (a nuclear submarine commander) and is based on his book 'Turn the Ship Around'.

It's all about leaders 'giving control' not taking control and allowing staff / team members to feel inspired, empowering decision-making down the line so people have the responsibility and authority to rise to the occasion.

Watch 🖥

Hear Captain Marquet talk about giving control
Link: Greatness
Or scan the QR code to the right

Servant Leadership

This perspective is also aligned with the concept of servant leadership.

"The servant-leader is servant first… It begins with the natural feeling that one wants to serve, to serve first. A servant-leader focuses primarily on the growth and well-being of people and the communities to which they belong. While traditional leadership generally involves the accumulation and exercise of power, by one at the "top of the pyramid," servant leadership is different. The servant-leader shares power, puts the needs of others first and helps people develop and perform as highly as possible.[15]

According to Larry C. Spears, former president of the Robert K. Greenleaf Centre for Servant Leadership, these are the 10 most important characteristics of servant leaders.[16] Once you've decided to prioritise other people's needs over your own in the long term, you can work on developing your skills in each area. Let's look at how you can do this.

1. Listening

You'll serve people better when you make a deep commitment to listening intently to them and understanding what they're saying. To improve your listening skills, give people your full attention, take notice of their body language, avoid interrupting them before they've finished speaking, and give feedback on what they say.

2. Empathy

Servant leaders strive to understand other people's intentions and perspectives. You can be more empathetic by putting aside your viewpoint temporarily, valuing others' perspectives, and approaching situations with an open mind.

3. Healing

This characteristic relates to the emotional health and "wholeness" of people and involves supporting them both physically and mentally.
First, make sure that your people have the knowledge, support and resources they need to do their jobs effectively, and that they have a healthy workplace. Then take steps to help them be happy and engaged in their roles.

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[15] https://www.greenleaf.org/what-is-servant-leadership/
[16] https://www.mindtools.com/pages/article/servant-leadership.htm

4. Self-Awareness

Self-awareness is the ability to look at yourself, think deeply about your emotions and behaviour, and consider how they affect the people around you and align with your values.
You can become more self-aware by knowing your strengths and weaknesses and asking for other people's feedback on them. Also, learn to manage your emotions, so that you consider how your actions and behaviour might affect others.

5. Persuasion

Servant leaders use persuasion – rather than their authority – to encourage people to take action. They do so by understanding the person's own values and motivations to be able to align the goals. They also aim to build consensus in groups, so that everyone supports decisions.

6. Conceptualisation – connect with purpose and intent

This characteristic relates to your ability to "dream great dreams," so that you look beyond day-to-day realities to the bigger picture.

If you're a senior leader in your company, work through and develop a robust organisational strategy. Then, whatever level you're at, create mission and vision statements for your team, and make it clear how people's roles tie in with your team's and organisation's long-term objectives. Also, develop long-term focus so that you stay motivated to achieve your more distant goals, without getting distracted.

7. Foresight

Foresight is when you can predict what's likely to happen in the future by learning from past experiences, identifying what's happening now, and understanding the consequences of your decisions.
You can use tools such as SWOT Analysis and PEST Analysis to think about your current situation and environment, while Scenario Analysis helps you understand how the future could play out.
Also, learn to trust your intuition – if your instinct is telling you that something is wrong, listen to it!

8. Stewardship

Stewardship is about taking responsibility for the actions and performance of your team and being accountable for the role team members play in your organisation.

Whether you're a formal leader or not, you have a responsibility for the things that happen in your company. Take time to think about your own values, as well as those of your organisation, so that you know what you will and won't stand for. Also, lead by example by demonstrating the values and behaviours that you want to see in others, and have the confidence/courage to stand up to people when they act in a way that isn't aligned with them.

9. Commitment to the Growth of People

Servant leaders are committed to the personal and professional development of everyone on their teams. To develop your people, make sure that you seek to understand their developmental needs and give them the skills they need to do their jobs effectively. Also, find out what their personal goals are, and see if you can give them projects or additional responsibilities that will help them achieve these.

There is great personal reward for leaders in assisting team members achieve at and beyond their ambitions.

10. Building Community

The last characteristic is to do with building a sense of community within your organisation.
You can do this by providing opportunities for people to interact with one another across the company. For instance, you could organise social events such as team lunches and barbecues, design your workspace to encourage people to chat informally away from their desks, and dedicate the first few minutes of meetings to non-work-related conversations.

Encourage people to take responsibility for their work and remind them how what they do contributes to the success and overall objectives of the organisation.

Is your commitment visible?

Often there can be a gap between an intent and the impact of our actions, practices, processes, engagements, etc. when working on safety related challenges. For example, a leader might be personally committed and engaged with an organisation's vision (intention) but be so busy they don't spend the time sharing their commitment with others (impact).

The gap is what causes the potential for dissatisfaction or unintended consequences in behaviour, culture and practices with the way we currently. This is in part because often when we are talking about current practice in the workplace, we talk about the issue, the ideas, the problems, not our intentions and values.
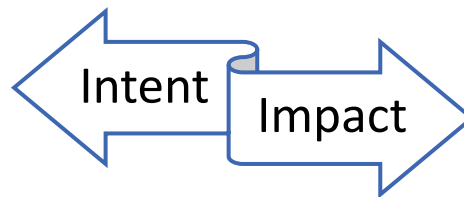
Reflect

How do you share how your views and intentions with your colleagues, employees and others? How would you describe your commitment to diversity and inclusion? Include why it's important to you, what experience shaped this?

_____
_____
_____
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_____

How do you intend to lead your team in a way that supports them to deliver their work and create a diverse and inclusive environment? i.e. how would you like others to describe your leadership style?

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Reflect

How is this connected to the organisation purpose?

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What new actions and behaviours will you exhibit to help your commitment and intent be more visible to others?

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TASK: Link to Your Personal Development Plan
- *What did you learn?*
- *What have you decided to work on?*
- *Add your actions to your Personal Development Plan*

Engages others in commitment

How, as a leader do you engage others in their commitment to goals and creating a high performing team? Effective leaders not only have a visible personal commitment, they also actively engage others in the organisations and their own commitment to performance goals and creating the desired culture.

What does an effective leader do to engage others?
- ✓ Communicates the reasoning -the why
- ✓ Acknowledges behaviours that are aligned with stated goals and preferred ways of working
- ✓ Encourages staff to speak up and intervenes appropriately about unacceptable behaviors
- ✓ Works with the team to find a solution when someone speaks up about a concern

Some of the concepts that are related to the above are:
1. How we experience our work and people plays out in language
2. Psychological safety
3. Player or victim
4. Leader as a learner and coach

Language

The definition of language here is in the broadest sense. It includes not only spoken and written communication but also body language, facial expressions, tone of voice, pictures, drawings, music and how people dress, and any other actions that have symbolic intent.[17]

Also, understanding that whenever you say something, other communication is carried along with it. We call this the unsaid but communicated. The unsaid but communicated includes assumptions, expectations, disappointments, resentments, regrets, interpretations, significance and issues that occur as dangerous.[18]

What does this have to do with engaging others in commitment to psychological safety and inclusivity?

For leaders its includes understanding that what you say and don't say is communicated when interacting in the workplace.

Some examples could be:

- When you visit an operational site where PPE/HiVis (safety clothing/equipment) is the norm for the workforce – what do you wear? Do you add a HiVis vest over your suit or wear the same PPE attire as the workforce? What are you communicating in each situation?
- When sharing changes to a process, procedure or practice – how do you communicate this? Do you talk about how head office has changed the way you do something or talk about what has changed and why? What's the difference and why is it important?
- When someone asks for parental leave – are there any subtle signals unconsciously sent that indicate this is not ok, even thought you said yes.
- When recruiting for a new team member – what do you personally do (or not do) to bring the diversity policy to life?
- When you ask for everyone's input in a meeting – how do you make sure you get it?

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[17] The Three Laws of Performance, S Zaffron, D Logan 2009, Jossey0Bass, chapter 2, pg38
[18] The Three Laws of Performance, S Zaffron, D Logan 2009, Jossey0Bass, chapter 2, pg39

The challenge with either/or

How many conversations have you been a part of where the group talked about production OR safety, finding efficiencies OR making it safer, meeting peoples work life balance OR meeting organisational needs? Have you noticed that in general people tend to use the language of we can either do this OR that? That we unconsciously put two needs into competition with each other, rather than connecting them.

The consequence of this is we:
- Risk sending mixed signals about what is 'more important', which can create cynicism and confusion amongst the workforce.
- Put groups of people at odds with each other – making one right or wrong if they perceive they have competing needs e.g. safety team and finance team.
- Create a belief that it's not worth putting ideas or requests.
- Limit problem solving and creativity – when you consider all the needs and expectations and ask a team to find a way to meet all of them you have a greater chance of doing so and tapping into the full capability of the team.

"Or" thinking and language reflects a scarcity mind-set. For example, forcing a choice between short-term sales targets and building long term potential is scarcity thinking.[19]

Using different language is a simple way to take all needs into consideration – using both/and.

The Power of AND

'And' subtly reframes whatever topic is on the table.

For example, imagine that a direct report asks for permission to work from home two days a week. If you respond, "I understand your desire, but I need to ensure coverage in the office," there is an implied denial of the request. An alternate reply of "…and I need to ensure coverage" is an invitation to mutually solve a problem. The shift of one word acknowledges each person's interests as legitimate and recognises that there are issues to be resolved. It creates an environment for positive dialogue.[20]

'And' thinking embraces abundance thinking. You don't have to choose between to be tough on standards and enthusiastic about people. The most fulfilling leadership experiences occur when performance expectations are extremely high, and people care deeply for each other.[21]

Reflect

When have you noticed that you use both/and or either/or?

_____

_____

_____

_____

_____

[19] https://leadershipfreak.blog/2011/08/23/a-ceo-of-campbells-explains-the-power-of-and/
[20] https://www.strategy-business.com/blog/The-Power-of-And?gko=0b8af
[21] https://leadershipfreak.blog/2011/08/23/a-ceo-of-campbells-explains-the-power-of-and/

What did you notice happened in each situation?

_____
_____
_____
_____
_____
_____
_____

How can you use more both/and to help achieve the most optimal solution, given all the needs?

Here are some examples to work with:

I would like to work 2 days a week from home…	Yes, and, I need to make sure there is coverage of the office…..how can we…
I think we need more resources…	Yes, and, I need to make sure we can afford it going forward…how can we…
I didn't appreciate my colleague telling me what to do, so that's why I refused to help..	Yes, and, given team work is one of our values, we need to find a way to resolve this…how can we…
Add your example here…	
Add your example here…	
Add your example here…	

Commit

What is your commitment in this area? Sharing your commitment with someone is the best way to promote constructive change. Who will you share your commitment with?

Communicating your Commitment – the WHY of safety

Most conversations at work are about the 'what' e.g. tasks, actions, conversations, information. Highly effective leaders are able to engage others in the vision through clearly articulating the connection between 'what' the team is doing and 'why' they are doing it i.e. the organisational goal/vision.

Simon Sinek uses Apple as an example of an organisation who clearly distinguishes and articulates the difference between WHY, HOW and WHAT. Watch the following video to see how powerful communicating the WHY can be to engage others.
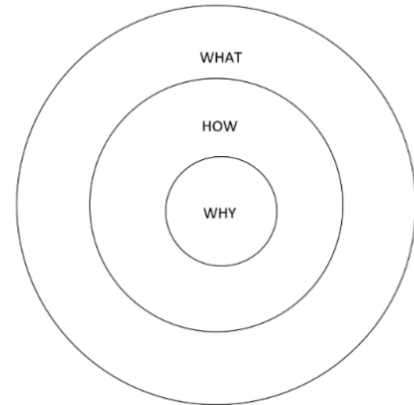
This activity is designed to stimulate your thinking about your 'WHY' and to assist you in communicating this with others. Use this opportunity now to consolidate your thinking and identify your WHY, HOW and WHAT. This will assist you in communicating your commitment with others which will go a long way to engage others in the vision.

Reflect

What is your WHY?

_____

_____

HOW are you going to achieve this?

_____

_____

WHAT do you and others need to do to achieve this?

_____

_____

_____

Watch

> Watch Simon Sinek explain the power of communicating the WHY.
> Link: Power of Why (TED TALK, Simon Sinek)
> Or scan the QR code to the right

Commit

What is your commitment in this area? Sharing your commitment with someone is the best way to promote constructive change. Who will you share your commitment with?

Notes

View-Action-Result Reflection & Transformation Exercise

What development area have you chosen to work on?	
Why is working on this area important to you?	

YOUR CURRENT VIEW

VIEW	ACTION	RESULT

PERCEIVED BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	…AND WHAT IS THE BENEFIT OF THAT?	…AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	…AND WHAT IS THE COST OF THAT?	…AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

_____

_____

_____

_____

A CONSTRUCTIVE VIEW

What is an <u>alternative, more constructive view or new belief</u> that could give you a different result or outcome? Explore this using the activity below.

VIEW	ACTION	RESULT

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	…AND WHAT IS THE BENEFIT OF THAT?	…AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	…AND WHAT IS THE CHALLENGE OF THAT?	…AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

_____

_____

_____

_____

_____

Caring

Caring

Caring represents a leader's ability to produce a desired or intended result through genuinely caring about people. An effective leader not only demonstrates this genuine care for the wellbeing of others, but does it because they believe it is worth it, creating psychological safety and inclusivity for all is possible.

Care is regard for the intrinsic value of people, actively providing what is needed to support health, safety and wellbeing. Care is personal, connecting with others based on understanding of how it is and what is needed from their perspective. Regard for others creates an environment where people respect each other and build trust and willingness to say what is true.

Caring springs from care for oneself, ensuring one has the capacities and energy to provide real help. It balances a focus on building strengths with a compassionate drive to address gaps in performance and realise potential.

In this section you will find relevant information to get you thinking and exploring as well as activities to help you reflect on yourself in relation to the Caring domain as one of the four integral capability areas for psychological safety and inclusivity. At the back of this guide will also find a Reflection and Transformation area that is designed to assist you to get to the heart of what is holding you back in this area, connect with a new way or preferred self and commit to action to make the change.

Emotional Intelligence | Self Awareness

Self-Awareness is the foundation of emotional intelligence. It enables us to understand our strengths, weaknesses, and guiding values. It also enables us to more accurately perceive how others see us. Leaders who engage in self-awareness building practices are able to identify signs of potential conflict and intervene more effectively. They also report feeling more patient and focused and being able to recognize and respond to other's emotions more constructively.[22]

So, how well do you know yourself? How can we develop greater self-awareness?

Read

Explore these questions further by reading this short blog by **George Kohlrieser**

The Johari Window

The Johari Window was originally developed by two psychologists, Joseph Luft and Harry Ingham. The best way of describing the model is a window, with four windowpanes that represent our relationship to ourselves and others.

The Johari Window exercise can be used to improve self-awareness and to improve interpersonal relationships within groups. It is also an exercise that can help people to understand how others see them. It can open up the lines of communication within a team and serves to show how we can be increasingly more open to others as we get to know them and share information about ourselves.

Instructions | Use the matrix on the next page and complete these steps.

Step 1: Complete the *Arena* box. This should be simple.

Step 2: Complete the *hidden* box. This might take some time as it includes things that might not be as obvious. These things don't have to be negative; it might be that you are good at something that you haven't shared with others. It might also include some thoughts, beliefs, secrets, insecurities, past experiences or future goals that you keep to yourself.

Step 3: You won't be able to complete the *Blind Spot* area alone. Start by thinking of questions you might want to ask someone to learn more about yourself. Then find someone you trust and ask them for feedback. Be open to it! For example, they might say "do you know you say 'um' a lot when you are speaking in meetings."

Step 4: Obviously you can't complete the final box, because it's unknown information. Instead think of one or two things you want to learn about yourself. For example: What style of leader am I? Would I be good at public speaking if given the chance? Do I have a hidden sporting talent I haven't discovered yet? What do I bring to the table in a relationship?

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[22] DGEIC-ComprehensiveLearnersGuide.pdf

	Things I know about myself	*Things I don't know about myself*
Things others do know about me	*Arena:* Things that people know just by looking at you and the things you tell people the first time you are introduced to them	*Blind Spot*: Things others know about you that you do not know, e.g. a wife not knowing she snores until her husband says so
Things others do not know about me	*Hidden*: Information we may not want others to know - feelings, insecurities, future goals, past experiences.	*Unknown*: Things yet to be discovered

Step 5: Finally, think about how the windows have changed since completing the PSI360 and this workbook so far. Have you learnt more about yourself? Are you more open to sharing yourself with your team?

Ideally as we move towards stronger interpersonal relationships and a higher self-awareness, our window should shift allowing for increased openness and openness to feedback.

The importance of learning more about ourselves is critical to our success in the world. It is also critical to reaching our goals, becoming independent, and building a bridge for the future.

Emotional Intelligence | Emotional Balance

Emotional Balance (an element of Self-Management) is the ability to keep your disruptive emotions and impulses in check to maintain your effectiveness under stressful or even hostile conditions. With emotional balance, you recognize disruptive emotions—emotions that get in the way like high anxiety, intense fear or quick anger—and you find ways to manage your emotions and impulses. You stay calm and clear headed under stress, even during a crisis.

These attributes are important when trying to build safe and inclusive moments for team members, stakeholders and others in your life.

Reflect

Think of a time when you haven't been able to mange emotions in the moment. What impact did it have for you and others?

What was the situation?

What contributed to the situation?
Often the times where we haven't been able to mange our emotions or responses in the moment are a **result of the thoughts, views, beliefs and values** we have, as well as our general wellbeing. Consider the following as you reflect back on that time.

Thoughts/Beliefs/Values	General Wellbeing
What were your thoughts about yourself in that situation? E.g.**,** I'm right, I don't know, I got it wrong, I look incompetent, How were you feeling about the situation? E.g., Worried, scared, embarrassed, uncertain…. What were your thoughts about others in the situation? E.g. They don't get it, they made the mistake, they don't like me, they don't think I can do this,…they How did you perceive others feelings? E.g.**,** If someone else was upset, how did that impact you?	How would you rate how you felt at the time with regards to: • Sleep • Stress levels • Work life balance • Satisfaction • Energy levels • Positive mood or mindset

Thoughts/Beliefs/Values	General Wellbeing
When we connect with the way we are thinking about the people or situation is part of what is contributing to our emotional response, **reframing** is a great way to shift our thinking and therefore be able to respond differently. For example: • Reframe from "I don't know that" to "I don't know that yet" • From "I am right/they are wrong' to "I wonder how they got to that view' The shift can help to move into a more relaxed, curious and exploring mindset.	Being aware of our current wellbeing levels and how they might impact ourselves and others is part of emotional intelligence. The power of vulnerability has been explored by author Brene Brown and is the essence of the this short blog on how honesty with others can help manage our emotions and have more constructive interactions with others. Honesty Under Pressure: When to Ask For Help As a Leader - Key Step Media
You can use the View Action Result reflection worksheet at the back of the guide to help with reframing other views or thinking.	*Building resilience is a way to help build our reserves to manage stressful situations. Explore more about this in the next section.*

Commit

Given what you have learned above, what is your commitment to improving emotional balance in challenging situations?

Here are some suggestions:

o When I notice my own emotional response, share appropriately so others understand.
o If I react in a way that has impacted others negatively, I will acknowledge and apologise.
o I will be curious about how others are feeling in challenging situations, to gain their perspectives.
o If I notice internal critical thinking, I will reframe it to help me stay calm and positive.

Or write your own here:

_____
_____
_____
_____

TASK: Link to Your Personal Development Plan
• *What did you learn?*
• *What have you decided to work on?*
• *Add your actions to your Personal Development Plan.*

Resilience and Wellbeing

A long-term strategy to assist with increasing pressure is focussing on resilience and wellbeing. If you or your colleague appears to be under increasing pressure, you might want to explore strategies to increase their resilience or have conversations about wellbeing.

Wellbeing means attending to the major determinants of health including eating nutritious food, getting adequate sleep, exercise and personal space. It refers to being mindful of, and responsible for, how your own time and energy is spent and maintaining a personal support network of trusted confidants and advisors.

> *"Health and wellbeing is a state of complete physical, mental and social wellbeing – and not merely the absence of disease or infirmity." World Health Organisation*[23]

Importance of wellbeing

Health and wellbeing does more than just make us happy at work. It's proven that promoting health at work can make us more productive too.

The biggest risk factors affecting health are smoking, alcohol misuse, poor diet, physical inactivity and unhealthy weight. There is also a recognised relationship between many of these risk factors and mental disorders such as depression. Adequate physical activity is at the very heart of good health – it promotes emotional wellbeing and assists in the prevention and management of disease.

The direct benefits of feeling fit, healthy and happy include:

- Increased morale, job satisfaction and motivation
- Improved mental alertness, concentration and energy levels
- Decreased stress and other work-related illness
- Improved prevention of chronic diseases
- Better sleep patterns
- Higher self-rated performance

Personal Wellness Inventory

Reflect

What happens when we don't take the time to prioritise our own health and wellbeing? How does it impact you?

Energy levels, focus & mood	Relationships at work	Relationships at home	Performance

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[23] https://www.who.int/about/who-we-are/constitution

What do you notice in yourself and others when you're at your healthiest self?

Energy levels, focus & mood	Relationships at work	Relationships at home	Performance

Take the Personal Wellness Inventory below to self-assess your current level of 'wellness' and where you could focus your efforts in improving your overall sense of personal health and wellbeing. You might wish to use the inventory to support your colleagues or open up a conversation about wellbeing.

Step 1: Rate yourself on each of the proactive stress reduction strategies with a circle on each line.

Step 2: Given that a challenge in each of these areas will help you better deal with stress, pick two or three that you'd like to work on in the next month and add a triangle to set your personal goals.

How much are you getting each week?

Exercise   0 -- 10

Diet   0 -- 10

Hydration   0 -- 10

Fun   0 -- 10

Relaxation   0 -- 10

Sleep   0 -- 10

Social Connection 0 -- 10

Commit

Goals:

1. _____

2. _____

3. _____

Follow through, to role model

Setting goals is great, and yet sometimes we know we don't always follow through on them.
This may be because we have a view or belief that is unconsciously interfering in acting on that goal or commitment. When we don't follow through, in this case, do not prioritise our wellbeing and manage stress, we are effectively 'role modelling' that – to NOT do it!

What other impacts are there of not following through? For you, and for others?
_____
_____
_____
_____
_____
_____
_____

Examples of views or mantra's that can get in the way are:
- I don't have time…..
- Others are relying on me to….
- My team are already busy, I don't want to delegate more…

Reflect

Can you connect with a view that you have, that may get in the way of achieving your wellness goals or connecting with your team on their goals? How can you alter that view, to enable you to get into action? Note: Refer to The Transformation Approach page 31 for more tips.

Current View

View	Action	Result
•	•	•
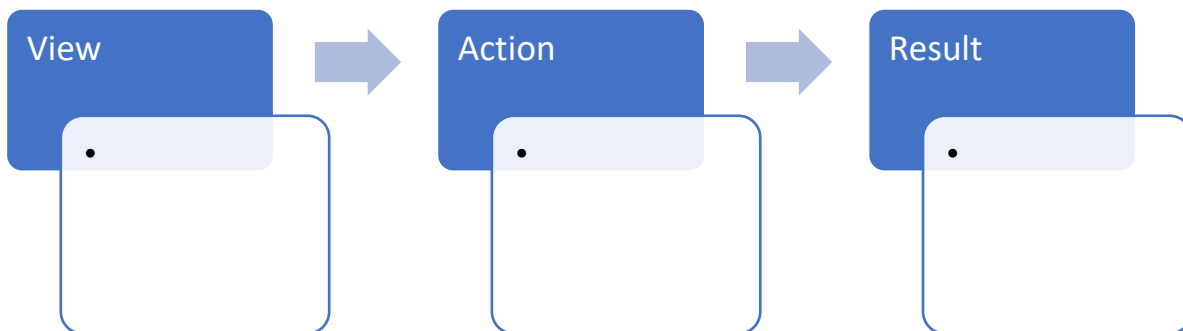
Alternate View – that enables you to achieve the goals/commitments
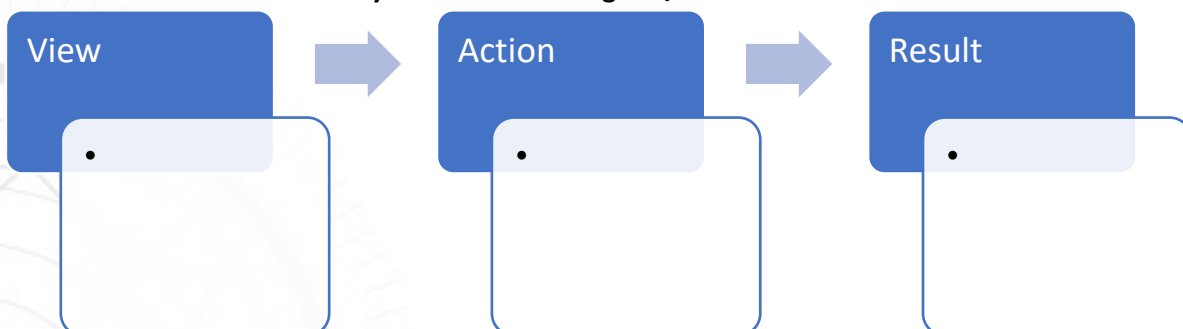
View	Action	Result
•	•	•

How healthy are each of your team members?

Next, consider the health of your team. Are they prioritising their health and wellbeing? Try rating your perception of the health of each of your team members in a few key areas:

- Physical (exercise, nutrition, sleep/fatigue, hydration etc)
- Mental (emotional regulation, stress, mental alertness, mood etc)
- Social (relationships and connections with others)

1 = very poor, 2 = poor, 3 = OK, 4 = strong & well, 5 = very strong & well

	Name:	Name:	Name:
Physical			
Mental / emotional			
Social			

Are there any areas of concern with your team members?
_____

If you don't know how healthy each of your team members are, how could you find out? What questions could you ask?
_____
_____
_____

What could you do to help increase the wellbeing and health rating of your team members?

Consider the three key areas of health: Physical, mental and social. (e.g. leading by example, introduce certain health & fitness initiatives, have a conversation about it, meditation/mindfulness apps, suggest professional help, "Dry July", health books/podcasts/talks you could suggest, fruit bowls etc).
_____
_____
_____

Pick one from the above list that you will introduce: _____

TASK: Link to Your Personal Development Plan
- *What did you learn?*
- *What have you decided to work on?*
- *Add your actions to your Personal Development Plan*

Bonding & Secure bases

When building deep relationships, it's important to create a bond that goes beyond the surface level. Often in workplaces we have attachments to our colleagues, we know about their career and a bit about them as people, but we might not know enough to trust in them or feel safe to make mistakes around them.

In order to feel safe enough to take interpersonal risks, the attachment formed needs to develop into a bond. This occurs when you become a secure base leader. A secure base leader is someone who acts as an anchor, providing strength and confidence to those around them (More on this in the background section).

How often of the following 'secure base leader' behaviours do you currently do for your team?

- I actively provide feedback to my team when they finish a task or project and ask how the experience was for them.
- I acknowledge and give praise when my team does something well or when they've overcome a challenge.
- I spend time getting to know my team and what's important to them.
- I check in with my team to see if they need guidance or help.
- I ask my team for their advice and feedback, and accept what they say even if it's hard to hear.
- I focus on and acknowledge the strengths of my team.
- I take time to understand my teams goal and areas they want to develop.

Watch 🖥️

SCAN ME
[QR code]
Watch the following video with Simon Sinek on how you can move towards becoming a secure base leader through making others feel heard.

"Without good secure bases, the individual is left to the primal flight-fight reflexes. Secure bases have the power to influence whether we become hostages to ourselves or to events in our lives" Kohlrieser, 2006.

Reflect on a time when someone acted as a secure base and made the space for you to be heard, this could be a leader or someone in your personal life.	Reflect on a time when someone didn't feel like a secure base, this could be a leader or someone in your personal life. Select as many behaviours or outcomes that apply that made this person not feel like a secure base.
• How did they respond to you? • How did you feel after the conversation? • Did you feel safe to confide in them again	• They responded critically when I was telling them what was wrong • They told me how I should feel rather than acknowledging how I actually feel • Their responses were blunt • I left feeling under appreciated • I felt alone and unheard after our conversation • They talked about themselves and didn't give me the time to talk • They didn't prioritise building relationship, just focussed on the tasks.
Add your thoughts here:	Add your thoughts here:

When you let someone talk about their problems without judging or rushing to solve them, you reduce the threat response in their mind and instead signal an external secure base for them. By listening and being curious, you can create a sense of protection for them by showing that you care. This allows the initial attachment to turn into a bond and enhances their trust in you, knowing that you're there to support them in the peaks and pits.

What is the impact of being a secure base for my team?
- My team asks me for feedback more.
- I feel like I know my team on a deeper level.
- My team speaks up more in meetings and in general conversations.
- Individuals in my team are able to ask for support when they need it.
- My team is more calm when they're faced with challenges.
- I share more about myself to my team.
- Other (fill in below)

_____
_____
_____

Commit

Don't be a spectator it's time to step into the ring. Creating commitment in this area and sharing your commitment with someone is the best way to promote constructive change.

Suggested commitment: "I will actively work towards being a secure base for my team"
OR "I commit to being curious and listening to what my team says to me"

Select which action you are willing to commit to over the following 2 weeks in order to fulfill your commitment, and then share with a colleague.

- I will respond calmly to events that happen this week so my team feels secure around me
- I will ask my team for feedback and accept what they say whether I agree with it or not
- I will make an effort to positively comment on the strengths within my team, especially when they've done something well
- I will actively take time out of my day to ask how my team is feeling and listen to what they say
- I will encourage my team to take risks and challenge themselves
- When I notice changes in my teams mood and behaviours, I will address it and say "I've noticed you haven't been yourself lately, are we able to talk through it together?"
- Other

_____
_____
_____

> **TASK: Link to Your Personal Development Plan**
> - *What did you learn?*
> - *What have you decided to work on?*
> - *Add your actions to your Personal Development Plan*

Check back in two weeks and note down how you went.

What was the experience like?
_____
_____
_____

What positive impact did it have?
_____
_____
_____

What did you learn?
_____
_____
_____

How will you improve this even further over the next week?
_____
_____
_____

Building Relationships

The better we know someone, the better we work with them. It explains why a sporting team made up of talented individuals who haven't played together before will always be beaten by a team that is less talented individually, but have trained and played together for a long time.

It is also true in the workplace. As we increase the quality of the relationships with the people we work with, we also increase our overall performance with them.
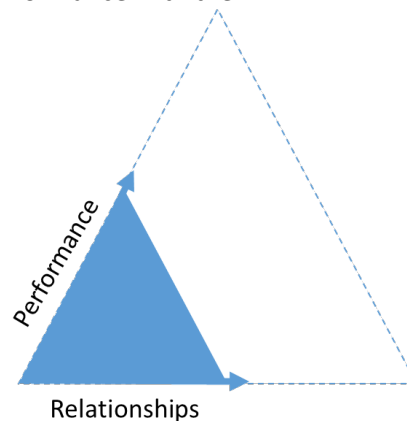
Research has shown that there are three fundamental skills to making effective relationships. These skills can be best described under three headings: **Respect, Empathy, Genuineness (R-E-G).**

Respect
Respect is behaviour that conveys to others that they are worthwhile, unique and valuable. It involves a commitment to interact with people in such a way that you hope to make others feel important. Respect is conveyed by:

Giving positive attention Active listening Giving your time Remembering the person's name Introducing yourself Basic courtesies – offering a chair Asking questions Being complimentary Giving positive and corrective feedback. Asking their opinion	Checking out assumptions you have made about the other person Being thoughtful, e.g. remembering concerns a person may have and enquiring as to how that is going Showing concern Remembering something they have told you before and reminding them of it Asking for assistance or support Being assertive rather than aggressive

Empathy
Empathy is behaviour that shows you understand, or are trying to understand, another person's worldview. In other words, you are trying to see the world in their way, or "walk a mile in their shoes." Empathy is conveyed by:

Reflecting back to the other person feelings you are picking up i.e "you must have felt very angry" or "you sound very happy" Smiling when the other person smiles, frowning when the other frowns, etc. – behavioural mirroring	Trying to understand why a person "did what they did", or "said what they said" Asking questions to gather information Spending time listening Sharing related experiences of your own

Genuineness

Genuineness is behaviour that conveys to others that you are being "real" with them. In other words, that you are not hiding behind roles or facades, and that you are being open and honest within appropriate boundaries. Essentially, it is making sure you are not coming across as a "phoney." Genuineness is conveyed by:

Talking appropriately about yourself Responding naturally Sharing feelings appropriately Being spontaneous Verbal behaviour consistent with non-verbal behaviour Not being defensive	Not pretending to be someone or something you are not Being honest and up front with people Sharing your real feelings or thoughts in a caring and assertive manner Not saying things you don't believe simply because you think other people would want to hear them.

Reflect

Think of a time a leader has demonstrated R-E-G for you. What did they do? What was the impact? What impact did it have on your level of inclusion and belonging in the team?

_____
_____
_____

Commit

How would you like to increase feelings of R-E-G in your team? Creating commitment in this area and sharing your commitment with someone is the best way to promote constructive change.

Suggested commitment: "I will actively work towards creating more R-E-G in my team".

Select which action you are willing to commit to over the following 2 weeks in order to fulfill your commitment, and then share with a colleague.

- I will actively listen to team members when they are speaking.
- I will acknowledge members of the team what they bring to the team, as well as goals achieved.
- I will seek to build a stronger relationship with someone I often have frustrating interactions with.
- I will be open to feedback from my team on my ideas.
- I will speak directly with team members about issues or concerns (and not talk to others i.e. 'gossip")
- I will set a goal for myself to leave on time and give my team permission to hold me accountable.
- Because I care about my team, I will encourage others to leave on time.
- Other

_____
_____
_____

Managing Conflict

Shift from artificial harmony

Psychological safety is an environment in which people believe that they can speak up candidly with ideas, questions, concerns, and even mistakes. What we know is that as human beings, we are hard wired to avoid perceived 'uncomfortable and unsafe' situations – our mammalian brain processes a provocation by a boss, competitive coworker, or dismissive subordinate as a life-or-death threat.

The amygdala, the alarm bell in the brain, ignites the fight-or-flight response, hijacking higher brain centers. This "act first, think later" brain structure shuts down perspective and analytical reasoning. Quite literally, just when we need it most, we lose our minds. While that fight-or-flight reaction may save us in life-or-death situations, it handicaps the strategic thinking needed in today's workplace.[24]

Because of this hard-wired avoidance of interpersonal risk taking, which might lead to rejection, humiliation or conflict we spend a lot of our lives in **artificial harmony**.

Patric Lencioni uses the conflict continuum to explore the continuum from artificial harmony to 'hell'. He explains that working well in teams requires a healthy amount of conflict. Many teams operate at one end of the spectrum which is 'artificial harmony' and believe that any step towards conflict is negative, however experiencing some level of constructive conflict is important for teams to grow.

Watch 🖥

> Scan the QR Code and hear more on this concept from Patrick

Reflect 💭

What is your preferred style on the continuum?

_____

_____

What if, because of our intrinsic drive to stay safe, just one or two steps along the continuum was enough to create a real shift?

What is one thing you could do to take one step away from artificial harmony?

_____

_____

---

[24] Key Step Media, Emotional Intelligence Dan Goleman, Building great teams and trust

Embrace Conflict

In his work, George Kohlrieser talks about leaders and teams being able to deal with conflict or "put the fish on the table", It's an expression that means raising a difficult issue and openly dealing with important differences. If every conflict were a fish and you leave it under the table, it starts to smell and becomes toxic. This is what happens when a conflict (fish) is hidden and not openly dealt with. If an issue is raised we can work through the differences, which can sometimes be a messy process, to find a mutually beneficial outcome. When teams learn the skills to do this well, they build trust and respect, and avoid artificial harmony!

Read

Scan the QR Code to read more about putting the fish on the table.

SCAN ME

Reflect

Think of a time when the fish was left UNDER the table! What was the impact on you and the team?

- Some team members would talk about it with others indirectly (i.e. gossip)
- Over time, people became frustrated and it impacted how they interacted with others
- We got stuck in making progress on our project/idea
- I felt uneasy as I sensed the tension
- I worried/stressed about it
- I felt like it was the boss's job to fix it
- Other _____

In the article mindset was the key to handling conflict. What is your view of conflict? How does this influence how you handle it?

_____
_____
_____
_____

Leaders are more effective at handling conflict when they have mindsets that include:

- I enjoying solving conflicts?
- I want the team to be high performing
- I think in terms of common goals and cooperation?
- I beyond the frustration, disappointment, negativity, rejectionand pain to the benefit of the outcome?

How could you change or adapt your mindset to conflict that enabled you to 'put the fish on the table' more often and in a timely way?

_____
_____
_____
_____
_____
_____

TASK: Link to Your Personal Development Plan
- *What did you learn?*
- *What have you decided to work on?*
- *Add your actions to your Personal Development Plan.*

Giving and receiving feedback

Feedback is an essential ingredient for achieving goals and improving individual and team performance. Feedback can:

- Support greater self-awareness of strengths, areas for growth and impacts.
- Increase learning and innovation.
- Can change behaviours that are hindering performance/relationships.
- Can reinforce behaviours that are desired because they support great performance/relationships.
- Allows for different perspectives to be heard and explored.
- Can diffuse conflict before it escalates.
- Increases employee engagement and intention to stay.

Reflect

What **benefits** have you gained through giving or receiving feedback?

_____
_____
_____
_____
_____

Given there are so many benefits, what gets in the way? Why do most people not do it often?
One of the biggest **blockers** giving feedback is the fear that it will have a negative impact on our interpersonal relationships. Some examples of blockers that represent the risks we perceive are:

- I don't want to upset them
- They might get defensive
- They might not want to work with me after
- It might impact their performance/motivation

Reflect

Think of a time you have held back in giving feedback. Which of the example above do you relate to? What else may have gotten in the way?

_____
_____
_____

Shifting our views on feedback and connecting with the positive impact of feedback is a great way to move past these blockers.

- What is your current view of feedback?
- What could you change it to, that enabled you to give it more often?

Current View		New View
	→	
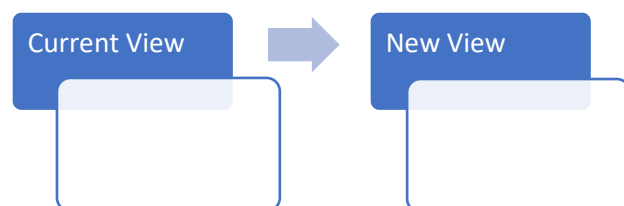
Having a simple framework for having the conversations can help. Below is one we offer.

Giving Feedback Conversation Tool

BIP-C is a framework for having necessary conversations or providing feedback to someone in a constructive way. It presents four key ingredients of a constructive conversation that will help structure a meaningful message. It can be used to help prepare for a conversation or afterwards when a conversation didn't go so well - you can use it to see which ingredient was missing. The four key ingredients are: ***Behaviour, Impact, Preference, Goal.***

Behaviour	Impact	Preference	Goal
What happened? Observable, specific	What impact did it have on you? How did you feel?	What behaviour would you prefer to see?	What is the benefit of this preference for BOTH of you? Buy-in
Yesterday when you didn't put the equipment back	*I couldn't find it and felt frustrated spending time looking for it*	*It would be great if you could return the equipment to where it belongs or ask someone if you are unsure*	*That way we can both keep track of everything*
Hint: Be truthful, avoid 'always' and 'never' statements	*Hint: The impact needs to be about YOU, not the other person. Use 'I' statements*	*Hint: The preference needs to be reasonable and achievable.*	*Hint: The consequence is more powerful when it is positive.*

They can be used in any order, in a way that feels comfortable or natural for you. It can be used to both raise issues with colleagues and help recover from times where you may have done or said something that impacted others negatively. Here are some more examples.

Example | Your idea gets shut down….

Behaviour	Impact	Preference	Goal
This morning when I shared my suggestion for improvement	I didn't feel listened to, and thought 'why bother making suggestions in the future'	Because I care, I would like the chance to share my idea again	That way, even if the idea isn't taken on, I will at least feel heard

Example | Someone complains to you about a colleague….

Behaviour	Impact	Preference	Goal
Thanks for raising the issue, its one that needs to be addressed effectively	If we don't raise this with "Jane" it could impact our team relationships	Lets figure out the best way to approach her using BIPG	So that we resolve the issue and improve teamwork, which we all want

Example | You raised your voice in a meeting….

Behaviour	Impact	Preference	Goal
I wanted to apologise for raising my voice in the meeting yesterday	I realise this wasn't in line with our team values, and may be perceived as me not being committed to the values	In future I will manage my emotions in meetings	So that we all feel safe to speak up and talk about challenging issues.

Now its your turn

Commit

Your Example #1
Think of someone you would like to give feedback to and use the BIPG model below to prepare how you could say it.

Behaviour	Impact	Preference	Goal

Your Example #2
Think of someone you would like to give feedback to and use the BIPG model below to prepare how you could say it.

Behaviour	Impact	Preference	Goal

Lifting individual performance - Coaching Skills
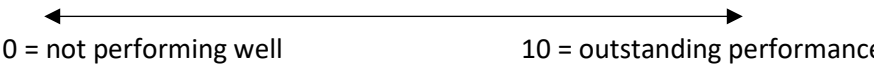
Coaching is an integral skill used in strong leadership. Coaching can challenge previous thinking and problem solving, develop innovative ways of thinking and amplify the growth of your team.

Leadership coaching is defined as an interaction between two people aimed at helping someone to define and work towards goals in a problem-solving, solution-focused context.

With effective coaching, an employee can improve the quality of their working life in a collaborative and supportive environment.

Solution Focussed Coaching

The following provides a framework to provide solution focussed coaching to a team member or colleague.

Step 1: Measure performance	Where would you put yourself on the scale of 0-10 with regards to performance? ⬅—————————————————➡ 0 = not performing well 10 = outstanding performance
Step 2: Understanding their view	"What are you doing now that says you are at that rating?" Collect their views, don't challenge at this stage, just use active listening.
Step 3: Sharing your view	Add your feedback about what they are doing well.
Step 4: Identifying the goal or 10/10	"What would you be doing if you were at a 10?" Add additional things that you would like to see at a 10/10.
Step 5: Identify a '+1'	"If we met in _____ time and you had moved one point up the scale, what would you be doing differently?"
Step 6: Identify plan/support	"What do you need to do to achieve this +1?" "How can I support you to achieve this +1?"
Step 7: Remeasure and repeat	Book in regular catch ups to check in on progress and any support needed.

Using this framework in regular catchups with employees is a great way to integrate coaching style into leadership tasks you are already doing.

When is the next time you could use this framework?
_____
_____
_____

Mental Health

Looking after our own and supporting our teams to manage mental health and wellbeing is not only a nice thing to do and helps performance, it forms part of our obligations under work health and safety standards.

Mental health is a state of wellbeing in which individuals can cope with the normal stresses of life, work productively and fruitfully, and are able to make a contribution to their community. Mental illness, on the other hand, describes a number of diagnosable disorders that can significantly interfere with a person's cognitive, emotional or social abilities. As a leader, you may come across staff members that you have concerns about and it is important you feel comfortable to have conversations with them about their mental health.

The following process can be used to guide you through a conversation when you are worried about someone's mental health.

Notice
- Be aware of changes in behaviour e.g. turning up late to work, unexplained days off, struggling to concentrate, highly emotional (teary or angry), unexplained changes in performance.
- It might even come up in a conversation about their performance.

Get Ready
- Are you in the right headspace yourself?
- Are you prepared with the right information e.g. EAP contact details, resources such as Lifeline or beyondblue?
- Have you picked the right moment? e.g. private location, safe space.

Have the Conversation
- It helps by naming your concern e.g. "Tim I've noticed you haven't been yourself lately, is everything ok".
- Remember your role is to listen, not fix it or take on the problem.
- They may not want to open up to you, that's ok. It's important to let them know you that you care and that you are there to support them - provide them with resources even if they don't want to tell you what is going on. Or ask them if they have someone they do feel comfortable to talk to.

Act
- If a mental health concern is raised in the conversation make a plan to access the appropriate support for them. This might be their GP, someone from the OHS team, a loved one or the EAP service.
- It is not your role to be the sole support for their concern, your role is to connect them with the best support service and the right professional help.
- If you are very concerned during the conversation you can contact the EAP service yourself.

Follow Up
- Look after yourself - if the conversation has worried you, think about how you can access support or practise self care afterwards.
- Check in with them regularly to see how they are going e.g. "I've been thinking about you since our last catch up and I wanted to see how you were going?"

Creating a mentally healthy workplace

Your role as a leader extends beyond caring for individuals, it includes creating an environment or culture of genuine care. Heads Up is an online resource that was developed using funding provided to beyondblue by the Commonwealth Department of Health.

The aim of this initiative is to provide Australian workplaces with access to a wide range of resources, information, advice and a planning tool with the aim of creating a mentally healthy workplace. We recommend that leaders use the 'Heads Up' website to begin the conversation about creating a mentally healthy workplace with all its employees.

Beyondblue has long been Australia's leading resource in providing support for the mental health of all Australians. https://www.headsup.org.au.

RUOK provides several resources including videos that can help you in having a conversation about someone you are worried about.
Link: https://www.ruok.org.au/
Or scan the QR code to the right

Notes

View-Action-Result Reflection & Transformation Exercise

What development area have you chosen to work on?	
Why is working on this area important to you?	

YOUR CURRENT VIEW

VIEW	ACTION	RESULT

PERCEIVED BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	…AND WHAT IS THE BENEFIT OF THAT?	…AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	…AND WHAT IS THE COST OF THAT?	…AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

_____

_____

_____

_____

A CONSTRUCTIVE VIEW

What is an <u>alternative, more constructive view or new belief</u> that could give you a different result or outcome? Explore this using the activity below.

VIEW	ACTION	RESULT

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	…AND WHAT IS THE BENEFIT OF THAT?	…AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	…AND WHAT IS THE CHALLENGE OF THAT?	…AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

_____

_____

_____

_____

Curious

Curious

Curious represents a leader's ability to listen effectively. This includes listening to the 'right' people and genuinely listening in a way that seeks a greater understanding of all perspectives. An effective leader is visible, they build relationships and listens proactively i.e. they listen when things go 'right' as well as when things go 'wrong.'

Curious creates openness to learning how things actually happen in order to improve experiences and performance. It includes the capacity to suspend what you know, and actively seek out what you don't know.

Openness means that people are slow to make judgments or to blame people when things go wrong. Inquiry is kept open as long as possible in order to fully understand what happened and to generate lasting change.

People listen to as many diverse perspectives as possible in the time allowed in order to create a more complete picture.

In this section you will find relevant information to get you thinking and exploring as well as activities to help you reflect on yourself in relation to the Curious domain as one of the four integral capability areas for psychological safety and inclusivity. At the back of this guide will also find a Reflection and Transformation area that is designed to assist you to get to the heart of what is holding you back in this area, connect with a new way or preferred self and commit to action to make the change.

Emotional Intelligence – Empathy and Social Awareness

Empathy, an element of Social Awareness, means you can sense others' feelings and how they see things. You take an active interest in their concerns. You pick up cues to what's being felt and thought. With empathy, you sense unspoken emotions. And you listen attentively to understand the other person's point of view. Empathic leaders can get along well with people of different backgrounds and cultures and express their ideas in ways others will understand.[25]

There are three types of empathy: cognitive, emotional, and empathic concern.
- o   Cognitive: we understand the perspectives of others.
- o   Emotional: we understand how others feel.
- o   Empathic Concern: we care about others and take action to help them if needed.

Watch

| SCAN ME [QR code] | Daniel Goleman explains these three types and their impact on others in this short video. |

Empathy is often much easier when interacting with people we get along with, like spending time with, find it easy to work with. However, when someone annoys or frustrates us, or 'pushes our buttons' or has very different views to our own, it can be harder to feel empathy towards them.

Reflect

Think of a time when you found it difficult to connect and have empathy for someone in your work environment. What contributed to that situation?

- •   We have very different views about things.
- •   I perceived they have different motivators to me.
- •   I felt they are wrong and I was right about the issue.
- •   I didn't know what their intentions were.
- •   I made assumptions about their experience or background.
- •   The last time we had a meeting, I felt they were rude to me.
- •   I didn't think they understood the situation.
- •   Other

_____
_____
_____

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[25] DGEIC-ComprehensiveLearnersGuide.pdf

Read

Connect

Given we are working in environments that have greater diversity (age, race, experiences, gender, etc), what might be the impact of not being able to demonstrate empathy (remembering the three types listed above), what is the impact?

- It gets in the way of effective communication.
- It creates delays in getting things done.
- The person doesn't feel heard or understood.
- It limits the amount of trust between people.
- People won't share their ideas or concerns (because they aren't sure they will be supported)
- Other (fill in below)

_____
_____
_____

Generating empathy through curiosity can counteract these impacts.

Commit

How can you generate empathy for others in your work? Creating commitment in this area and sharing your commitment with someone is the best way to promote constructive change.

Suggested commitment: "I will use (and help others use) curiosity to help to create empathy for others"

Select which action you are willing to commit to over the following 2 weeks in order to fulfill your commitment, and then share with a colleague.
- I will ask questions when I notice I am making assumptions.
- I will make time to get to know someone that I find it hard to work with.
- I will invite people to share perspectives in meetings.
- I will share experiences of when I have been able to shift my view through curiosity.
- Other

_____
_____
_____

<u>Check back in two weeks and note down how you went.</u>

What was the experience like?
_____
_____
_____

What positive impact did it have?
_____
_____
_____

What did you learn?
_____
_____
_____

How will you improve this even further over the next week?
_____
_____
_____

Listening Objectively

We all have and hold biases – comfortable and easy default tendencies/shortcuts (AKA slack) in our thinking. When we tend to show inclination or prejudice for or against someone or something it is usually due to a hardwired bias. These biases do not make us bad people, they were actually designed to help us survive by enabling our brain to take 'short cuts' in decision making and problem solving.

However, they also affect how we listen, what information we pay attention to and what we take away from a message. It's a prejudice and so is not an objective, fair or rational way of absorbing information and making judgements.

Below outlines a number of common biases that may impact on your ability to listen objectively. **Take a look and see if you can relate to any of them.** By becoming aware of these biases, we can learn to ask more questions and be more curious when listening to listen more objectively.

Expectation Bias
- ▶ Tendency to agree with any information that fits with our own expectations/view, and discard or downgrade anything that conflicts with our expectations/view.

- ▶ Also: when we have a predetermined explanation, we require less evidence or support to conform this explanation = shorter investigations.

e.g. You expecting to find that the new business system that was introduced was to blame for the workplace error in the customer invoices that occurred. Then placing a lot of weight/attention on the information that is presented or offered that is in line with this expectation.

Reflect

Can you think of an example when you've been guilty of this bias?
_____
_____

Confirmation Bias
- ▶ We seek out people who agree with what we already believe, view or know and we tend to avoid people who disagree – making our pre-existing belief even stronger. Confirmation bias includes the tendency to see things in ways that confirm your existing beliefs.

e.g. If you believe that someone is to blame for an error, you will seek out examples or pay attention to pieces of information which confirm your belief about this. As opposed to keeping an open mind to other reasons or challenging yourself about this belief.

Reflect

Can you think of an example when you've been guilty of confirmation bias?
_____
_____

In-group Bias
- We tend to overestimate the abilities and value of someone from our 'in group'

- We tend to be suspicious, fearful and mistrusting of those outside our 'in group'

e.g. You might find it harder to understand that one of your team members was to blame in an incident than someone from another team who you don't know or trust.

Reflect

Can you think of an example when you've witnessed or been guilty of this?
_____
_____

Hindsight Bias
- The tendency to see past events as being predictable at the time those events happened.

e.g. now knowing that the process was outdated we assume that the people involved should have also known the process was outdated at the time.

Reflect

Can you think of an example when you've thought this?
_____
_____

Recency Bias
- Tendency to put greater weight on more recent events in comparison to earlier events

e.g. coming down harder on the person who broke the piece of equipment than those who cut corners in the past when maintaining the equipment.

Reflect

Can you think of an example when you've thought this way?
_____
_____

Given all of these (and more) biases, how can you listen objectively? What strategies can you use to decrease your bias, knowing that it's normal to have these affecting your view?

e.g. seeking perspective from a wide range of people with different backgrounds and opinions

_____
_____
_____
_____

Here are three steps you can take to help overcome biases in yourself and your team:

1. **Raise awareness.** Biases are so natural to our thinking. However, knowing that they exist – and can distort our thinking – will help lessen their impact.

    e.g. Try posting short articles on notice boards and in newsletters about bias. Educate safety committees on the top five biases through short, engaging scenarios that are likely to trigger biases – such as disregarding near misses ("nothing bad happened last time, so it won't the next"). The objective is to encourage healthy discussion.

2. **Encourage inquiry and challenge.** We want people to speak up about safety, and there are many ways to surface concerns (such as near-miss reporting, card systems or sharing concerns with direct supervisors).

    This practice needs to be deeply rooted in team and company culture. For example, at the senior manager level, choose someone (in advance) at a meeting to argue against the proposition being discussed. Even if he or she is in favour of the decision, they must play devil's advocate. This encourages people to proactively offer opposing views and challenge conventional wisdom.

3. **Promote collaboration.** It's easier to see biases in others than to see them in ourselves. Cooperation breaks down barriers and exposes entrenched views ("this is the way we do things around here"). What mechanisms do you have in place for sharing ideas and working on initiatives across departments? Could you adapt toolbox talks, safety meetings or town hall meetings to enable colleagues to recognise the characteristics and dangers of cognitive biases?

Listening filters

Listening Filters are ways that we listen to others and interpret data. When we have our listening filter on, we can only listen through that lens – everything is tainted by the filter we choose.

We filter information in order to make sense of the vast amount of information we could pay attention to. Deletion is similar to the biases listed above. Deletion occurs when we selectively pay attention to certain aspects of our experience and not others. We then overlook or omit others. Without deletion, we would be faced with too much information to handle with our conscious mind. In fact, some psychologists say that if we were simultaneously aware of all of the sensory information that was coming in, we'd go crazy.

There are many listening filters that people use, some common filters are:
- Fix-it filter
- 'I don't have time for this on top of everything else' filter
- 'I'm really excited about our future' filter
- 'I just need to get this done, then I will have some time' filter

Reflect

How would each of the above filters affect how you listen?
_____
_____

What 'filter' can you adopt in your next conversation to keep yourself open, curious and help get to the real heart of an issue?
_____
_____
_____
_____
_____

Watch

SCAN ME
Watch Simon Sinek talk about the ART of listening and how it can help to create trust and build relationships, even in extreme situations!

Read

SCAN ME
This Forbes article outlines different levels of listening, then complete the activity below.

Reflect

The article asks you to reflect on the different levels of listening, consider when you utilise each type and make conscious choices about when you use them. Use the table and notes section below.

Level of Listening	How often and in what situations do you currently use this level?	How and when could you use this level more often? How would you and others know if you are doing this?
Level 1 listening, our awareness is primarily on ourselves and our self-talk: our own thoughts, feelings, judgments and conclusions.		
Level 2 listening, all our awareness is intently on the other person: their words, tone of voice, pauses, facial expressions, posture, emotions, energy.		
Level 3 listening enhances our intuition, in sensing the unsaid and noticing how our responses land. We work with all our senses and trust them, testing any intuited images:		

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Seeking to Understand

Sometimes the person (or people) we are listening to might not give us the information we need straight away. We may need to take a different approach by asking the right questions in a supportive environment. Coaching skills is a technique that enables us to seek to understand.
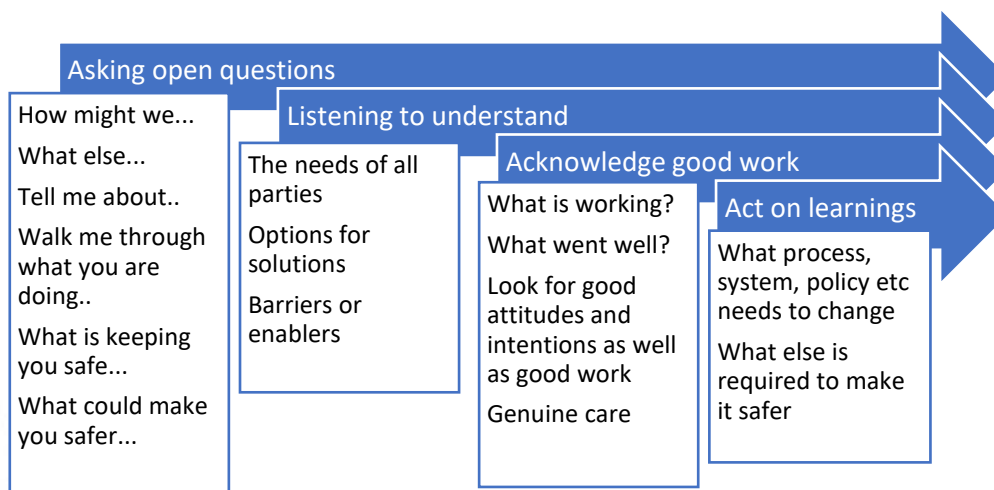
The power of coaching

Coaching is a powerful skill to be used in helping individuals and teams reach their full potential and achieve organisational goals. It requires deep listening, curiosity and powerful questions.

Like coaching in sport, leadership coaching is defined as an interaction between two people aimed at helping someone to define and work towards goals. Coaching occurs within a problem-solving, solution-focused context. With effective coaching, an employee can improve the quality of their working life in a collaborative and supportive environment. It's important to remember:

- Coaching conversations are different to 'friend' conversations
- The focus is on the speaker and the coach is simply there to guide and listen
- Ask powerful questions
- Active Listening: clarifying, encouraging, reflecting, restating, summarising
- Use attentive body language: remain free from distractions
- Don't rush in with a reply, allow for silences
- Don't criticise, give your own opinion, advice or version of the story
- Don't provide them with an answer or problem solve for them

Coaching Process

The following diagram explains the four key steps and types of questions asked at each step for highly effective coaching conversations. (see also he coaching for performance framework)

Asking open questions

How might we...

What else...

Tell me about..

Walk me through what you are doing..

What is keeping you safe...

What could make you safer...

Listening to understand

The needs of all parties

Options for solutions

Barriers or enablers

Acknowledge good work

What is working?

What went well?

Look for good attitudes and intentions as well as good work

Genuine care

Act on learnings

What process, system, policy etc needs to change

What else is required to make it safer

The power of perspective.

Everyone sees the world slightly differently because of their past experience, biases, personality, position, background and even mood. We might not even realise we have a different perspective because to us, we are 'right.'

Take this mug for example.

If one side is black and the other side is white and two people sit across from each other, what colour would each person say the mug is? Who is right?

It all depends on perspective. Both are right according to where they are sitting, according to their perspective.

To fully understand the complete picture, we need to 'park' our own perspective to enable us to ask questions and seek to understand someone else's. We don't necessarily have to agree with their perspective, but in order for us to make more informed and quality decisions, we need to UNDERSTAND their perspective. This is a crucial aspect of curiosity.

Reflect

Consider a situation where you have a different opinion or perspective to someone else – specifically think about a situation where you are '*right*.'

What is your opinion or perspective?
_____
_____

What has contributed to your perspective? E.g. past experience, prior knowledge, position.
_____
_____

What is the other person's perspective? How do they see the situation and why do they see it that way?
_____
_____

What questions could you ask to FULLY understand their opinion or perspective? *Hint: You might need to use some coaching skills.*
_____
_____

Do you have a Knower or Learner Mindset?

Sometimes we treat our views as if they are objective truth or facts. This leads to not seeking to understand others' perspectives, missing crucial information and basing our self-esteem on being right.

Shifting to a learner mindset is about not knowing. We treat our views as subjective interpretations and realise that we are missing information. It requires curiosity and humility. A learner-oriented leader is still decisive and driven. But they learn in a way that includes the perspective of others.

Watch

Which type of mindset do you currently have?
Link https://www.youtube.com/watch?v=Jy3yTEi8yz4
Scan the QR code to the right

Reflect

Reflect on a time when you experienced working with someone who had a 'knower' mindset. Whilst you can likely see the positive intentions they had, what was the impact to you?

_____
_____
_____
_____

Commit

What commitment can you make to help tap into the learner mindset:

1. **For yourself:**	
2. **For others:**	

TASK: Link to Your Personal Development Plan
- _What did you learn?_
- _What have you decided to work on?_
- _Add your actions to your Personal Development Plan._

From Blame to Accountability

Curious and caring leaders want to ensure teams learn from what goes wrong as well as what goes right.

However, its normal when someone makes a mistake to blame someone or immediately fix things for them. However, both these behaviours are quick fixes and reduce the opportunity to be curious and learn across the team. As a result, you lose the chance to be present as a team and understand problems from a team and systems perspective.

Curious and caring leaders help the team move from the drama triangle (where blame occurs) to working in presence (where curiosity lies) This is explained more in the video below. This can be achieved through taking a system, problem, and performance perspective rather than an individual, person, and punishment perspective.

Watch

> **SCAN ME**
>
> Learn more about the drama triangle and think about the role/s you 'default' to when challenges or mistakes arise.
>
> https://www.youtube.com/watch?v=dQbxd3kJ78g&t=189s

Connect

Select all relevant behaviours that could keep you or someone in your team in the drama triangle.
- o   Being quick to blame others or the group when things go wrong
- o   Finding it difficult to see my role in the mistakes my team makes
- o   Getting caught up in emotional reactions to events and not spend enough time responding
- o   Only seeing actions as right or wrong
- o   Finding it hard to think of solutions or options when something goes wrong, it's easier to give up
- o   Immediately fixing things for others

In moving towards working in presence, we show care towards others by creating an environment where growth can occur. As a leader, taking accountability begins with you. The way you respond to a situation builds the foundation for the desired outcome you want in the future.

Reflect

Think of a time when an error was made in your team and how you responded. Consider the following questions instead:
- •   What role did I play in this situation, or could've played in preventing this situation?
- •   How might others describe this situation?

- Is there anything in the larger systems and structures that may have contributed to this situation?
- What pressure was your team under leading up to the situation?

In answering these questions, you're shifting your mindset from the drama triangle into presence by taking accountability.

Commit

What commitment can you make to help yourself ad others lift above the line (away from the drama triangle) and bring curious learning to issues, mistakes and other challenging situations?
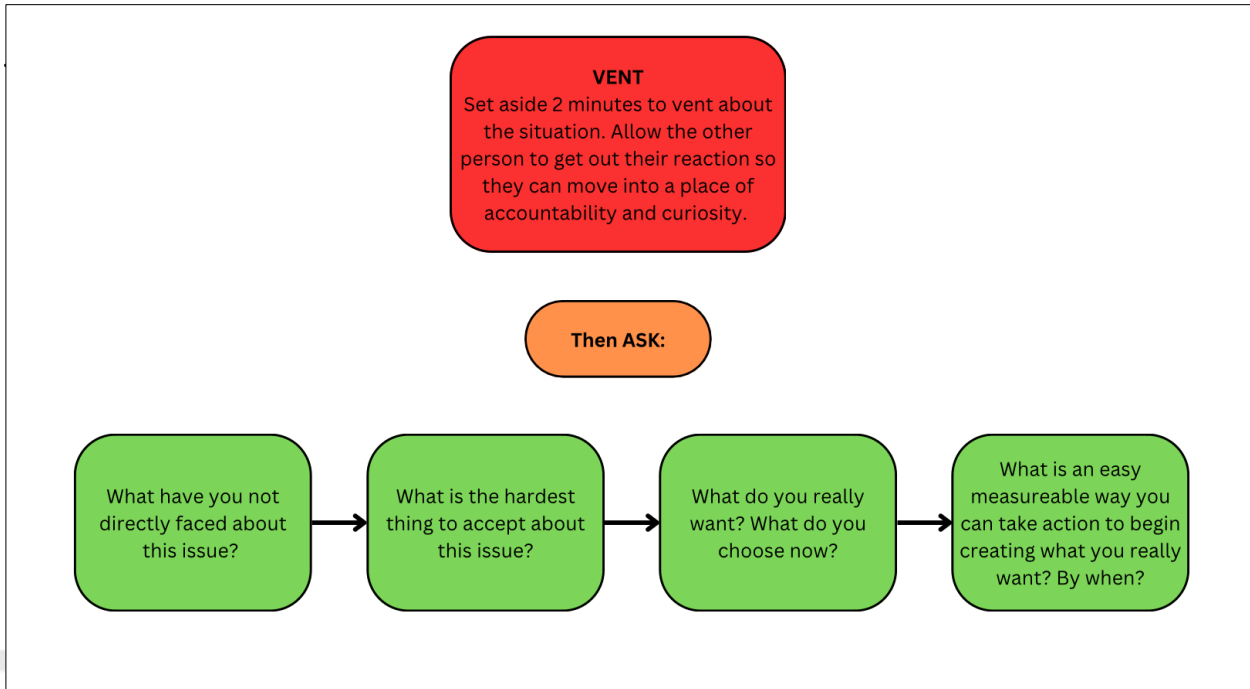
_____
_____
_____
_____

Resource: The F.A.C.T Process

The Conscious Leadership Group has created a framework to help you guide others towards taking accountability and action when a challenging situation or issue arises. While it may feel uncomfortable, it's important to understand that the temporary discomfort of challenging others is going to turn into long term benefits in time.

VENT
Set aside 2 minutes to vent about the situation. Allow the other person to get out their reaction so they can move into a place of accountability and curiosity.

Then ASK:

| What have you not directly faced about this issue? | What is the hardest thing to accept about this issue? | What do you really want? What do you choose now? | What is an easy measureable way you can take action to begin creating what you really want? By when? |

Team performance and growth can be hindered by being stuck in the drama triangle. Innovation ceases, people become closed minded, and they lose the desire to understand the root cause issues. By taking accountability and working in presence, teams are more proactive and solution-focused. This creates an environment of learning, engagement, and psychological safety.

Reflect

What is the impact of taking accountability rather than blaming?
- o   Others are more likely to take responsibility for mistakes as they are normal
- o   My team is more comfortable questioning beliefs, thoughts and processes that are creating negativity
- o   My team is more engaged and connected
- o   My team feels more cared about
- o   I know more about what is going on in my team
- o   The communication in my team increases and is more transparent
- o   My team responds to challenges together, focusing on solutions rather than the problem
- o   Other (fill in below)

_____
_____
_____

Commit

So what can you do to help create a shift from blame to accountability?. Creating commitment in this area and sharing your commitment with someone is the best way to promote constructive change.

Suggested commitment: "I commit to working in presence" or "I commit to guiding my team to work in presence"

Select which action you are willing to commit to over the following 2 weeks in order to fulfill your commitment, and then share with a colleague.
- o   I will be present in tough situations with my team, from the venting stage to the action stage, curiously asking questions and listening
- o   When issues occur, I will take time on my own to react to the situation before addressing and managing the issue with my team
- o   When an issue occurs, I will actively listen to my team perspectives of the problem and what might have caused it
- o   I will continue to ask my team how they're coping and if there are any system factors that are putting unnecessary pressure on them
- o   I will actively focus on the problem rather than the person when issues arise
- o   I will set aside 10-15 minutes after meetings so my team can raise and manage any concerns to prevent them from becoming bigger over time
- o   Other

_____
_____
_____

Check back in two weeks and note down how you went.

What was the experience like?

_____
_____
_____

What positive impact did it have?

_____
_____
_____

What did you learn?

_____
_____
_____

How will you improve this even further over the next week?

_____
_____
_____

Challenging Group Think

How Leaders Can Encourage Feedback and Stay True to Purpose?

Why do we often hold back from voicing our concerns in team meetings or group settings, even when we sense a bad decision coming on? What elements of group interactions make us hesitant to raise questions? Do we feel safe enough to speak up?

This behaviour can be attributed to a psychological phenomenon called 'groupthink.' It arises when a group's desire for harmony overshadows critical decision-making. Rather than engaging in healthy debates or exploring diverse ideas, members align with the majority to prevent conflict. Such conformity, however, can lead to oversights, as decisions are only sometimes thoroughly examined, which could lead to critical mistakes being made.

Watch 🖥️

Curious to find out more?
Scan the QR code and watch this short video on Group Think.

Spotting the Signs
The table below outlines the symptoms/signs of group think.

Symptom	How it looks?
Illusion of Invulnerability	Feeling Invincible: The group thinks nothing can go wrong and take big risks.
Collective Rationalisation	Ignoring Warnings: The group brushes off concerns and sticks to their first ideas.
Belief in Inherent Mortality	Thinking They're Always Right: The group believes their choices are always good without considering if they might be wrong or hurtful.
Stereotyped Views of Out-groups	Us vs. Them Mentality. The group sees outsiders as the 'bad guy' and doesn't listen to them.
Direct Pressure on Dissenters	Not Wanting to Disagree: People in the group feel they can't speak up if they disagree.
Self-censorship	Keeping Doubts to Themselves: People don't share their worries, thinking everyone else agrees.
Illusion of Unanimity	Thinking Everyone's on the Same Page: The group believes all members think alike, even if they don't
Self-appointed 'Mind guards'	Guarding the Group: Some members shield the group from negative information or feedback to keep the peace.

The one who follows the crowd will usually go no further than the crowd. Those who walk alone are likely to find themselves in places no one has ever been before." - Albert Einstein.

Reflect

Using the key symptoms list of <u>groupthink,</u> think back to a meeting or decision-making situation where you felt <u>groupthink</u> might have been in play. Recall as many details as possible.

Using the notes section of your workbook, answer the following questions:

- The Situation: Describe the situation or meeting briefly.

- The Dominant Idea: What was the prevailing idea or decision that the group was leaning towards?

- Your Initial Thoughts: What were your initial thoughts or feelings about the decision or idea? Did you have reservations or alternate ideas?

- Action Taken: Did you voice your concerns or alternate ideas? If not, why?

- Outcome: What was the outcome of the decision made by the group? In hindsight, do you think it was the best decision?

- Groupthink Symptoms: Referring to the list of groupthink signs listed on the previous page, which signs do you think were present in the situation?

After reflecting on the situation, answer the following questions:

What did you learn about your own behaviour and the group's dynamics from this reflection?
_____
_____
_____

Watch 🖥

Avoiding Groupthink in Product Organisations:
Practical Examples and Strategies

Commit ✍

So what can you do to help prevent or minimise groupthink in future? Creating commitment in this area and sharing your commitment with someone is the best way to promote constructive change.

List two actions you'll take in the future to prevent or minimise groupthink in similar situation/s.

_____
_____
_____

Notes

View-Action-Result Reflection & Transformation Exercise

What development area have you chosen to work on?	
Why is working on this area important to you?	

YOUR CURRENT VIEW

VIEW	ACTION	RESULT

PERCEIVED BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	…AND WHAT IS THE BENEFIT OF THAT?	…AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	…AND WHAT IS THE COST OF THAT?	…AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

_____

_____

_____

_____

A CONSTRUCTIVE VIEW

What is an <u>alternative, more constructive view or new belief</u> that could give you a different result or outcome? Explore this using the activity below.

VIEW	ACTION	RESULT

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	…AND WHAT IS THE BENEFIT OF THAT?	…AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	…AND WHAT IS THE CHALLENGE OF THAT?	…AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

Connecting

Connecting

Connecting represents a leader's ability to optimise both the invisible and visible attributes of the organisation to ensure EVERYONE is safe and included. An effective leader is able to manage risks to psychological safety in the short term and influence meaningful and effective change in the long term. They are constantly on the look-out for making work 'more safe' and works across the organisation in a systemic way to make it possible.

Connecting capability allows us to see how things are related, people seek to understand how roles, teams and functions must integrate to optimise the performance of the whole system.

Connecting is increased when people work together to create models of how the system works and then continually updated as new information is revealed. There is a concerted effort to understand how people close to the work understand the work, updating systems to match how work is actually done.

There is work on the right things at the right time with the right people. There is use of highly intentional and focused approaches that leads to operational discipline and maximises the use of all resources to achieve the purpose.

In this section you will find relevant information to get you thinking and exploring as well as activities to help you reflect on yourself in relation to the Connecting domain as one of the four integral capability areas for psychological safety and inclusivity. At the back of this guide will also find a Reflection and Transformation area that is designed to assist you to get to the heart of what is holding you back in this area, connect with a new way or preferred self and commit to action to make the change.

Emotional Intelligence – Organisational Awareness

Organisational Awareness means the ability to read a group's emotional currents and power relationships, and identify influencers, networks, and the dynamics that matter in making decisions. A leader who can recognize networking opportunities and read key power relationships will do a better job at leading. Such leaders not only understand the forces at work in an organisation, but also the guiding values and unspoken rules that operate among people.

It means having the ability to:

- Know the values and culture of your organisation or work group.
- Identify the social networks, informal processes, structures, and leaders who get the work done.
- Understand the spoken and unspoken rules.
- Navigate the systems and structures to get things done.

Effective organisational awareness starts at the level of self-awareness and emotional balance within ourselves, at the level of empathy and social awareness of others, and finally expands to systems thinking or the ability to see and work at the level at which people and situations intersect.

The ability to recognize the opportunities and barriers that exist within the landscape of an organisation gives leaders the skillset to lead change, navigate complexity, develop strategy, and accelerate the achievement of organizational outcomes.[26]

Reflect

Reflect on a time when ……

You achieved success as a result of strong organisational awareness…	You weren't able to achieve success due to low organisational awareness..
What worked? Select from the following.	What was missing? Select from the following.
What else worked?	What was the impact? For you, others, …
What was the impact? For you, others, …	What would you do differently next time?
What is your commitment moving forward?	What is your commitment moving forward?

---

[26] DGEIC-ComprehensiveLearnersGuide.pdf

Here is just one way you can develop grater organisational awareness offered by Daniel Goleman's team at Key Step Media[27].

Resource: Stakeholder Analysis
Few of us have the luxury of doing everything ourselves. We rely on others to accomplish any number of tasks, from the mundane to the complex. This exercise teaches you to recognise the dependencies inherent in any task. Do you need to submit a sales report? Who were the clients? Who did the manufacturing? What is your relationship to those people?

Activity

This tool allows us to strategically identify key stakeholders critical for us to be able to get things done both inside and outside the organization. This can be done by name (although we want to verify our assumptions about their level of support) or by stakeholder group (e.g., IT, HR, Finance).

This approach can be used to establish the current level of support that exists in your relationships today, or apply it to a specific change effort to ensure you are attentive to the relationships important for the success of your project. The heading may need to change based on how you apply this tool. The format below is set up for an individual leader to assess his/her/their own relationship status. If you find yourself unable to answer some of the questions, it is a good indication you need time with this individual or group to find out more about them. Reach out, connect, and ask questions to build your relationships.

Key Stakeholder (Role/Name)	Relationship Strength (High/Medium/Low)	Current Needs	Future Needs	Relationship Strategy

> **TASK: Link to Your Personal Development Plan**
> - *What did you learn?*
> - *What have you decided to work on?*
> - *Add your actions to your Personal Development Plan*

---

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Building Relationships across the Organisation

We have highlighted the importance of building quality relationships throughout this self-development guide. To truly excel in connecting, a leader must build high-quality relationships with their own team AND people throughout the organisation. Organisations are an interconnected web of relationships, an action or decision by someone in a completely different area might actually result in you or your colleague being negatively impacted, and vice versa.

Often, we think of 'our team' being the immediate people we work with. A connecting leader views their 'team' as everyone in the organisation.

Reflect

Consider the following diagram, who can you identify from your team that would fit in each interaction level? *Note: you might be including people who you have never met before, this is ok, they are still part of your team.*

Identify someone in your team (above) that you feel you could develop a better relationship with. You might even identify someone who is responsible for work that significantly impacts your job, but you have never met them!

Your team
(rare or no
interaction)

Your team
(weekly
interaction)

Your team
(daily
interaction)

You
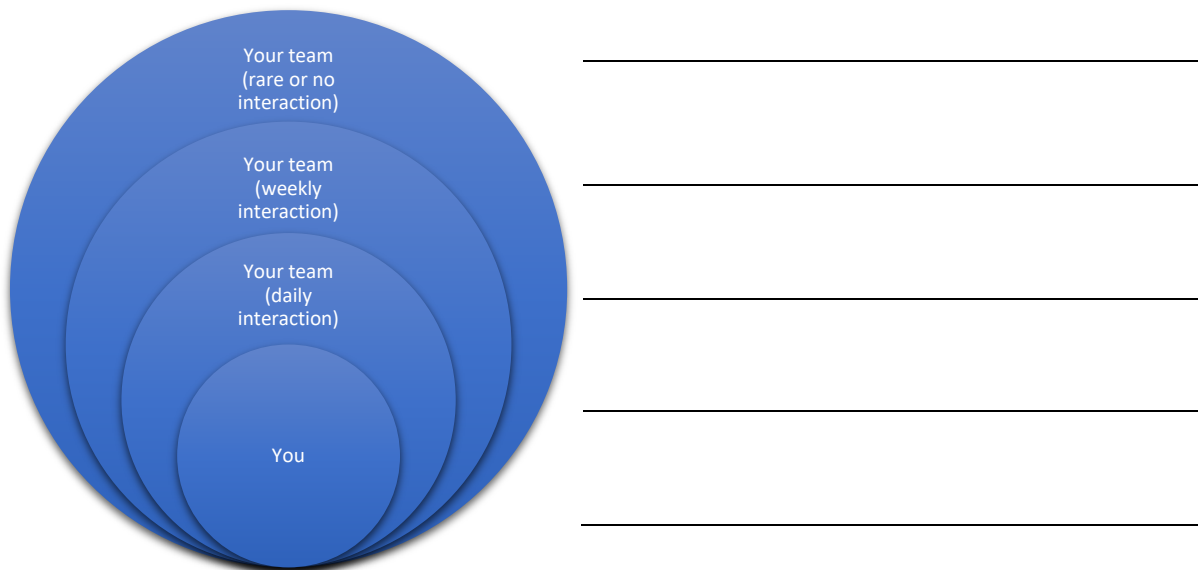
Commit

What can you do in the next month to consciously build a better working relationship with this person/people?

_____

_____

_____

What is the desired impact of building a better relationship? I.e. if you knew this person really well, what could you achieve together?

_____

_____

_____

Look back at this activity in one month's time to assess your progress, identify any changes that have occurred as a result of this relationship and choose someone else to focus your efforts on next month.

_____

_____

_____

Decision Making

Effective decision making requires safe and inclusive environments that ensure the right people have the right information at the right time and in the right form.

A leaders or groups decision making style has an impact on the quality of their decisions. Optimal decisions or solutions are those that have high decision quality AND acceptance.

Optimal Solutions = Quality x Acceptance

Styles

There are five different decision-making styles, whilst they all have their place, some have greater success at meeting all needs of all the stakeholder. These styles are Consensus, Democratic, Accommodating, Authoritative and Directive.

The decision-making skills curve shows the relationship between conflict and the decision quality and how they affect different decision-making styles.
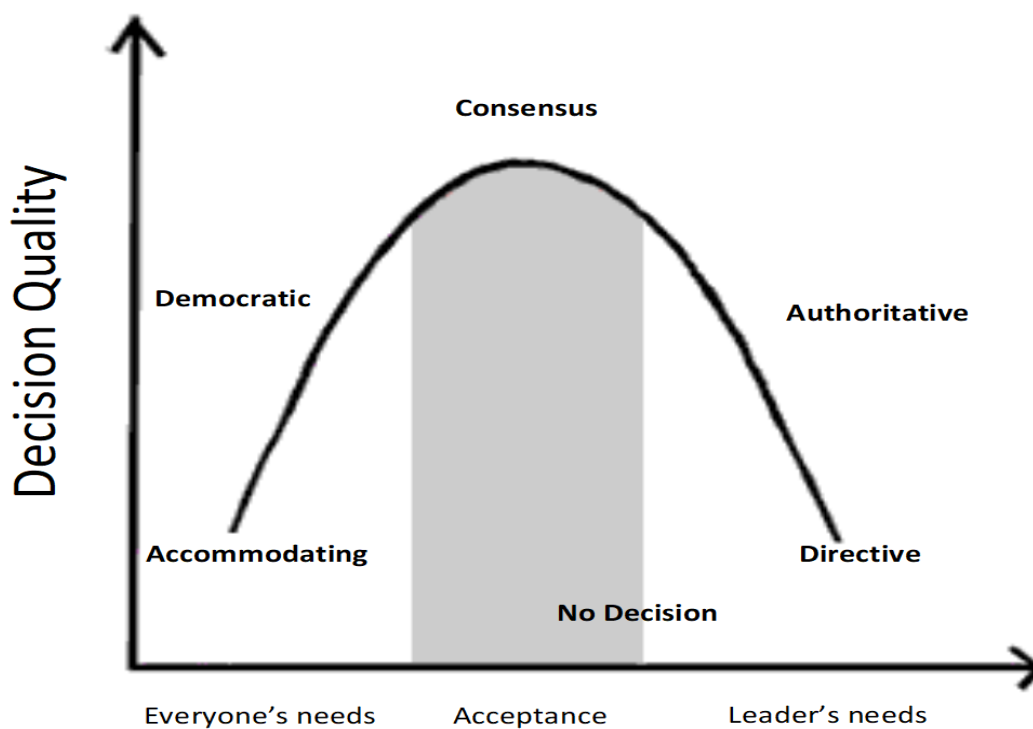
Consensus - Input is sought from all key stakeholders. All valid information and options are put forward and evaluated by the team. Generally, the most effective style of decision making that involves/empowers all members involved. Most importantly it is the agreement of most participants but also the resolution or mitigation of minority objections.

Democratic - Input is sought from all key stakeholders and a number of options are generated. All members of the team vote on the options and the majority (>51%) wins. This method involves less discussion and less consensus as the final vote counts. This can also lead to a low decision quality if only a small majority wins.

Accommodating - Input is sought from all key stakeholders. A decision is made by trying to please everyone in the team. The leadership style is driven by considering other people's needs and feelings.

Authoritative - Input is sought from all key stakeholders but the leader makes the final decision. The authoritative decision-making style is useful when the leader possesses all the necessary information from the group and has the required expertise to make the best decision. He/she makes the decision and the subordinates are then informed of what the decision is.

Directive - The directive method is based on a top-down decision-making model. The leader makes the ultimate decision based on his/her knowledge and the decision is often unwavering. The decision does not factor in the group's input. This method is mainly only effective when safety or time is a concern.

Reflect

What is your preferred style of decision making?

- What are the benefits and unintended costs or impacts to that style?
- What is the belief or view that you currently have that utilises this preferred style?
- How could this view be altered to allow other styles and approaches to be used?

Current View & Preferred Style

Benefits	Costs/Impacts

Preferred View & Style to explore

Resource: Checklist for Decision Making

Sometimes decision making does not come naturally or is left to intuition. The following checklist can provide a useful guide when trying to make a decision.

	Do I have all the facts from everyone's viewpoint?
	Who are the stakeholders, and have I considered all of them?
	Is there a previous framework/policy/legislation that needs to be considered?
	Have I made sure I have diverse perspectives represented?
	Are those impacted by the decisions (or their perspectives) in the decision making process?
	Have we created a sae space for everyone views to be shared and heard?
	What similar decisions have been made in the past or in other departments?
	Have I considered every option - even the abstract ones?
	Do I have authority to make this decision?
	What is the potential impact on my team? Others? Externally?
	Have I done a risk assessment?
	Do I have the skills and competence to make this decision? Is it within my reach?
	What are my recommended decisions?
	Will I have my manager's support on this decision?
	Do I need to refer to anyone else before making the decision?
	Is there anyone else I need to discuss options with?

Avoiding ineffective Decisions

Eventually even good managers will make ineffective decisions, but there are ways to minimise the frequency and severity of mistakes. The following examples are underlying **faults in thinking** that decision makers should watch out for and avoid, as well as examples of disastrous past decisions that have resulted from corporate leaders falling prey to these four logical missteps.

1. *Misleading experiences*, or memories that seem similar to the current situation, but in reality are not. This fault contributes to more than half of all flawed decisions.
2. *Misleading prejudgments* or situations where previous decisions or judgments influence current decision making.
3. *Inappropriate self-interests* or personal interests that conflict with the responsibility's leaders have for other stakeholders. Crystal clear case in point: former Merrill Lynch chief executive John Thain proposing a $10 million bonus for himself while the financial sector was in dire straits.
4. *Inappropriate attachments*, or the strong feelings people tend to have towards a particular group, tribe, place or possession, and which are inappropriate given the decision. For an example, look at President Obama's appointment of Tom Daschle, with whom he had a close relationship, despite early warning signs that the nomination would run into trouble.

Commit

What is your commitment to help bring about more effective and inclusive decision making?

_____

_____

_____

Group decision making

When used effectively, group decision making can result in greater outcomes and higher quality decisions. The following table introduces some advantages and disadvantages of group decision making.

Reflect

What other examples can you think of to add to the table?

Advantages (if managed well)	Disadvantages (if not managed well)
• Pooling of resources • Access to more information & knowledge • Generation of more alternatives • Several stakeholders are involved • Can increase acceptance and legitimacy • Greater quality decisions based on more ideas **What other examples can you think of?** _____ _____ _____ _____ _____	• Time consuming • Responsibilities are sometimes ambiguous • Unequal participation • Domination of a minority or leader • Pressures to conform **What other examples can you think of?** _____ _____ _____ _____ _____

Where have you experienced group decision making work well? What was present to make it so?
_____
_____
_____
_____

What was the impact for you and others?
_____
_____
_____
_____

Where have you experienced group decision making **not work** well? What was missing?
_____
_____
_____
_____

What was the impact for you and others?
_____
_____
_____
_____

Consensus framework

The ability to engage and empower all employees, suppliers, contractors, leaders, etc. in having a "preoccupation with failure", to identify and remove hazards and achieve a better outcome is a key leadership capability. What does a 'better' outcome mean though?

The 'orange' analogy can be used to understand the difference between partnering with someone to achieve consensus or 'win/win' outcomes vs. competing or 'giving in.' The orange is an analogy and can be replaced with anything you might be trying to decide on or negotiate about with someone else.

If there was one orange left in a fruit bowl and both you and the other person wanted it, what could you do? Here are the three most common answers.

1. *Give it to them*
    While this option might be the 'nice' option it can actually lead to a relationship breakdown between you and the other person. Your 'needs' aren't being met and over time, this may lead to resentment building in your relationship. It is known as the passive or 'flight' way of dealing with conflict. This is especially relevant for people that 'give the orange' all the time because eventually this resentment builds and erupts.

2. *Take it from them*
    You could take it from them so that your needs are met, but it means the other person's needs are not met and again, this will lead to resentment in the relationship. This is known as the aggressive or 'fight' way of dealing with conflict. Even if they insist you take it, if you haven't discussed ways of getting both your needs met they may fall into the category above.

3. *Cut it in half*
    Most people when faced with this analogy suggest cutting it in half. It might seem like the 'right' answer, but it actually falls into one of the above two categories because the crucial aspect of partnership is missing – communication. When we jump to cutting it in half without discussion about needs and options, we might find that cutting it in half doesn't meet either person's needs.

What if one of you wanted to eat the flesh of the orange and the other person wanted to bake a cake with the rind? A conversation about this would enable you to get both of your needs met. Ultimately, if you have discussed your needs and options and it is the only orange you can get your hands on and you are both satisfied with cutting it in half then go for it – but only after a thorough discussion.
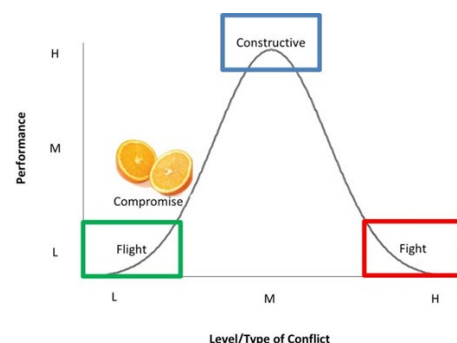
Together with the analogy, the following INOOC framework can be used as a step-by-step guide for reaching a consensus decision that best meets the needs of all parties. It can also be used as the framework for meetings that need to recognise a range of needs from different people.

INNOC

Step	Intent	Types of questions to ask
Issue	To get a full view of the issue from different perspectives	What is the common goal? What can you both agree you need to achieve
Needs	My needs + your needs = our needs. Differentiate needs from options e.g. I need to get from home to work versus I need a car (which is an option)	What do we need to be able to do? What capability do we need to have? Who do we need to consider? What requirements/rules/standards do we need to consider? What's the end goal?
Options	The team generate options that meet each need - not just their/your own	How could we… How might we… Where has this been done before…
Consider Options	Understand the pros and cons of each option	What will this option give us (in relation to our needs), what wont it? Are there any unintended outcomes/impacts? Can these be mitigated?
Consensus decision	Agree on a final option or outcome	What are the next steps? Can we get behind the decision and support it?

Reflect

Thinking about the orange analogy, what option is your natural tendency? i.e. do you tend to 'give' oranges when faced with conflict? What impact does this have (on you and others)?

_____

_____

_____

What could you do differently to create optimal solutions? What is your commitment? Add this to your development plan.

_____

_____

Systems Thinking

To influence change in an organisation, there needs to be a recognition that the organisation is a complex system that requires more than one element to change, to create a sustainable shift in culture and practices.

A system isn't just any odd collection of things. **A system is an *interconnected* set of *elements* that is coherently organised in a way that *achieves* something.** For example, a football team is a system with elements such as players, coach, field and ball. Its interconnections are the rules of the game, the coach's strategy, the players communications, and the laws of physics that govern the motions of the ball and players. The purpose of the team is to win games or have fun or to get exercise or to make millions of dollars, or all of the above.[28]

Watch

SCAN ME

Scan the QR code and reflect on the key messages:
What are the attributes of a system?
How does the car analogy relate to your workplace: "*its about the fit, not about the parts*"?

Reflect

When thinking about the following topics, how can a systems approach help?

Safety

_____

_____

_____

Inclusion

_____

_____

_____

Production

_____

_____

_____

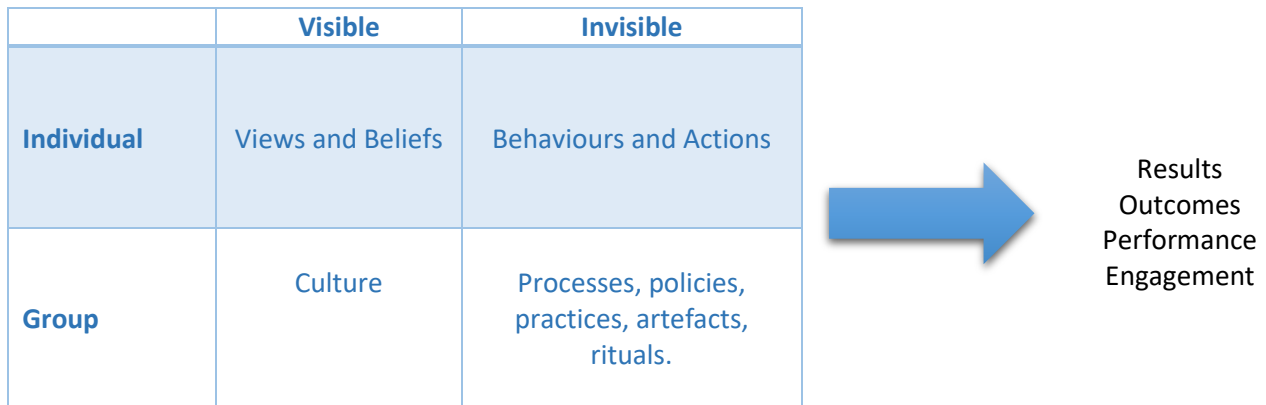What other topic is important to you?

_____

_____

_____

[28] Thinking in systems, Donella H Meadows, Sustainability Institute, 2008 (Pge 11)
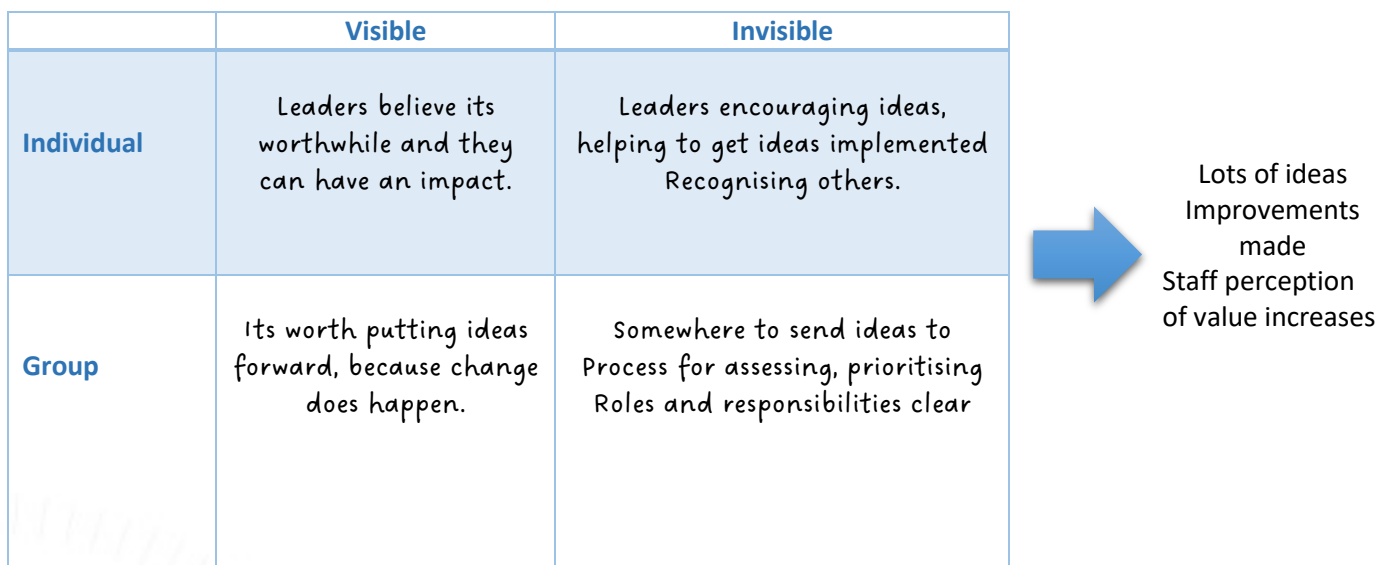
Integral Model

In the background Section we introduced the Integral Model. The Integral Model (Wilber), encourages an integrated (systems) approach to understanding the current situation, and identifying levers for change in outcomes. It identifies personal, behavioural, cultural and systems views, and also helps us to remember the importance of the subjective/interview view and the objective/exterior view, as shown below.

	Visible	Invisible	
Individual	Views and Beliefs	Behaviours and Actions	Results Outcomes Performance Engagement
Group	Culture	Processes, policies, practices, artefacts, rituals.	

Reflect

Let's take implementing a 'innovation program' as an example change and use the Integral model.

What would need to be present to make this an effective program? Can you think of anything else that would need to be present?

	Visible	Invisible	
Individual	Leaders believe its worthwhile and they can have an impact.	Leaders encouraging ideas, helping to get ideas implemented Recognising others.	Lots of ideas Improvements made Staff perception of value increases
Group	Its worth putting ideas forward, because change does happen.	Somewhere to send ideas to Process for assessing, prioritising Roles and responsibilities clear	

Where are you trying to have an impact in your team or organisation?

Use the integral model to understand all the elements present (current situation) and what might need to change in order to get the results you are looking for.

What part of the 'system' needs to be activated? Use your organisational awareness (see page 91) to understand who and what you can work with to create a sustainable change.

McKinsey 7s Model

Another way of seeing elements in an organisational system and consider how they interrelate is using the McKinsey 7s Model.[29]

The model categorises the seven elements as either "hard" or "soft":

Hard Elements	Soft Elements
Strategy	Shared Values
Structure	Skills
Systems	Style
	Staff

The three "hard" elements are strategy, structures (such as organisation charts and reporting lines), and systems (such as formal processes and IT systems.) These are relatively easy to identify, and management can influence them directly.

The four "soft" elements, on the other hand, can be harder to describe, less tangible, and more influenced by your company culture. But they're just as important as the hard elements if the organisation is going to be successful.

The diagram below, shows how the elements depend on each other, and how a change in one affects all the others.

- Strategy: the plan devised to set and deliver on organisational vision and goals.
- Structure: the way the organisation is structured and who reports to whom.
- Systems: the daily activities and procedures that staff members engage in to get the job done.
- Shared Values: these are the core values of the company that are evidenced in the corporate culture and the general work ethic.
- Style: the style of leadership adopted.
- Staff: the employees and their general capabilities.
- Skills: the actual skills and competencies of the employees working for the company.
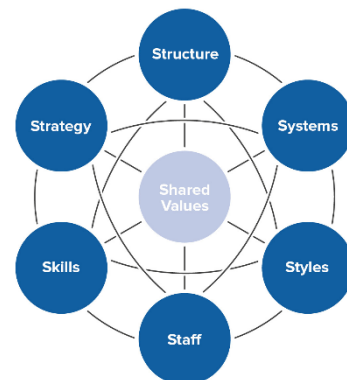
You can apply the McKinsey 7-S framework to almost any organisational or team effectiveness challenge. If something within your organisation or team isn't working, chances are there is inconsistency between some of the seven elements identified in the model.

Once you reveal these inconsistencies, you can work to align these elements to make sure they are all contributing to the shared goals and values.

The process of analysing where you are right now in terms of these elements is worthwhile in itself. But you can really move your organisation or team forward by determining the desired future state for each of the factors.

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[29] https://www.mindtools.com/pages/article/newSTR_91.htm

Reflect

Using this frame – identify the current situation and desired state for something you are currently working on. What tactics can be used to create the shift from current to desired?

E.g. employee engagement, codesign of values, structure shift, recruit new skills, etc.

Seven S's	Current	Desired	Shift Tactics
Strategy			
Structure			
Systems			
Shared Values			
Skills			
Style			
Staff			

How could this analysis of the situation be undertaken to include other perspectives?

_____

_____

_____

_____

_____

Notes

View-Action-Result Reflection & Transformation Exercise

What development area have you chosen to work on?	
Why is working on this area important to you?	

YOUR CURRENT VIEW

VIEW	ACTION	RESULT

PERCEIVED BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	…AND WHAT IS THE BENEFIT OF THAT?	…AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	…AND WHAT IS THE COST OF THAT?	…AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

_____

_____

_____

_____

A CONSTRUCTIVE VIEW

What is an <u>alternative, more constructive view or new belief</u> that could give you a different result or outcome? Explore this using the activity below.

VIEW	ACTION	RESULT

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	…AND WHAT IS THE BENEFIT OF THAT?	…AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	…AND WHAT IS THE CHALLENGE OF THAT?	…AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

_____

_____

_____

_____

Notes

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Creating thriving organPSItions