



Day 3 - Deliver

**F**UTURE

**E**NGAGE

**D**ELIVER

**D**EVELOP

**D**RIVE

# Day 3 - Deliver

- Check-in
- Recap and Conscious Practice
- Delivering and Leading in Change
- What helps / what hinders?
- Conversations for Delivery – the what and the how
- Influencing others – how to present change to others
- Building trust and psychological safety in teams in order to deliver results

# LEADER / MANAGER / OPERATOR

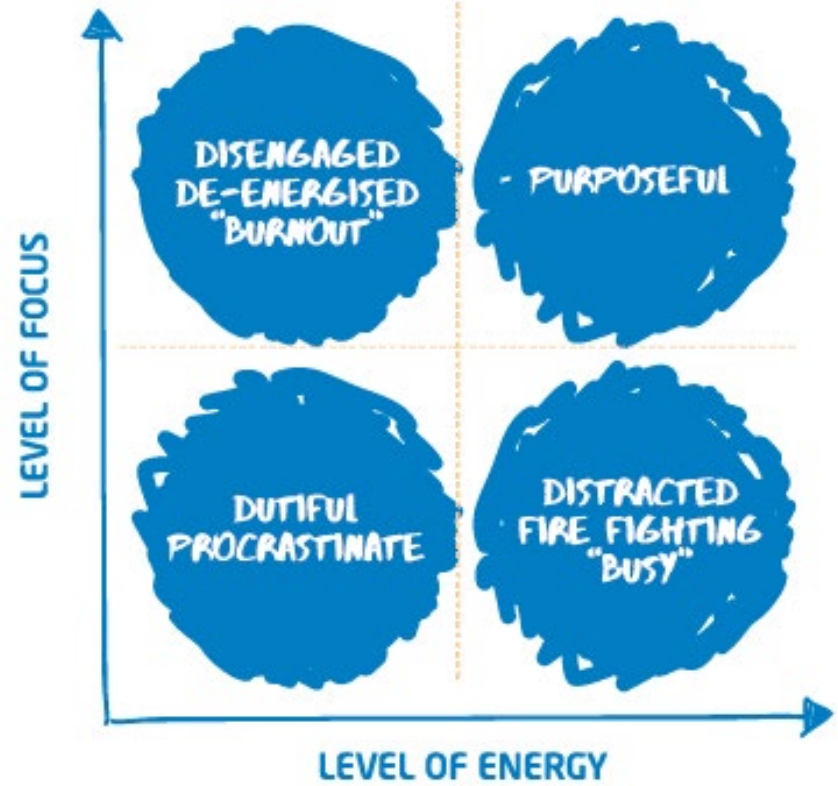
LEADER

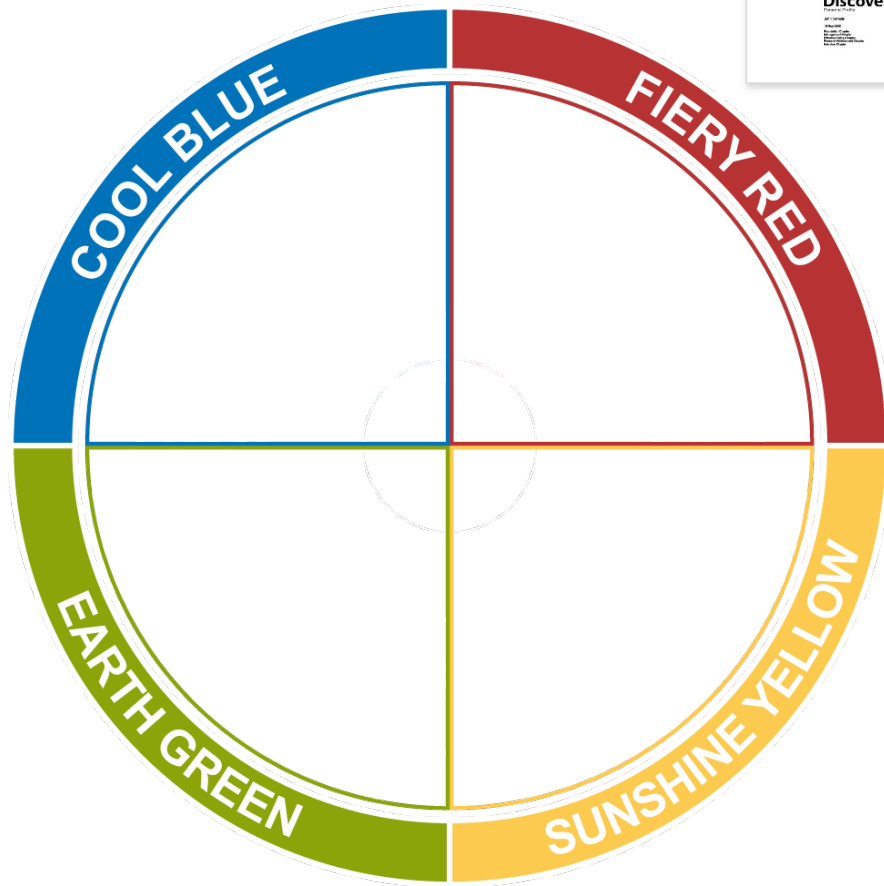
Set own context



Work within others context

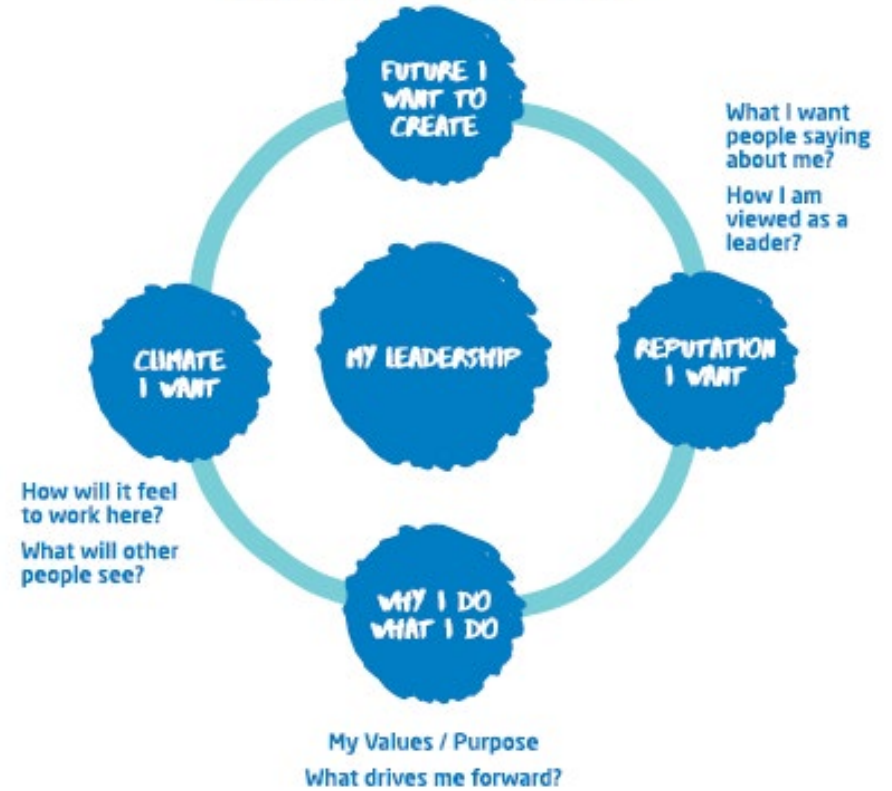
# BUSY MANAGER





# LEADERSHIP map

What will success look like?  
How will we know when we get there?



## PLAYING TO AVOID LOSING

## PLAYING TO WIN

Angry  
Aggressive  
Righteous  
Controlling  
In the detail



Make it happen  
On the front foot  
Driving  
Buzzing  
Confident

Withdrawn  
Quiet  
Playing safe  
Deferring  
Isolated



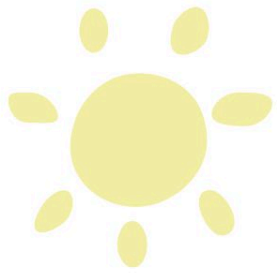
Calm energy  
Peaceful  
Reflective  
See big picture  
Grace under pressure

## SELF LIMITING beliefs



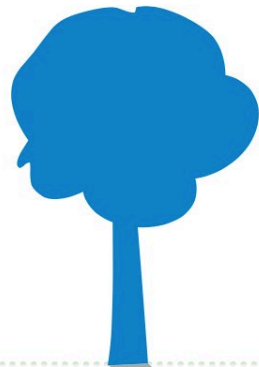
Armour/Mask

Limiting Beliefs  
(not true)

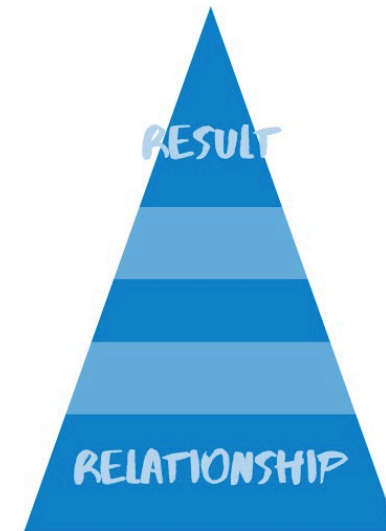
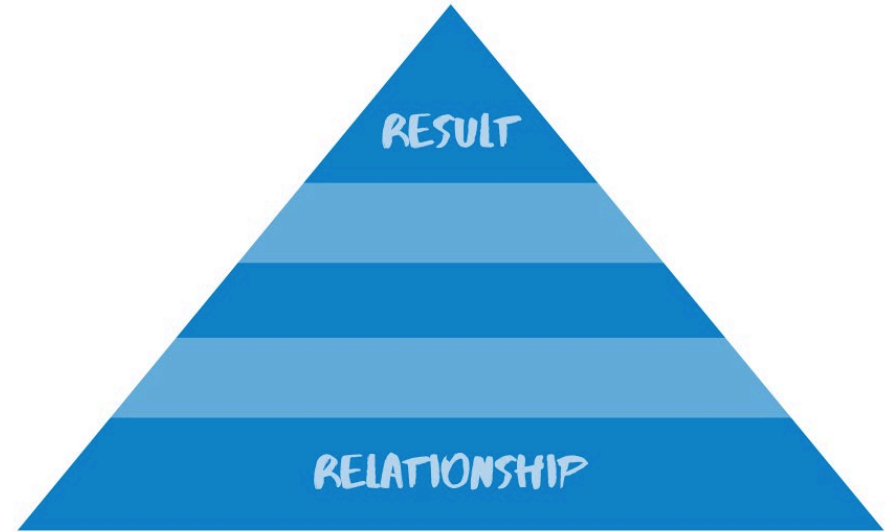
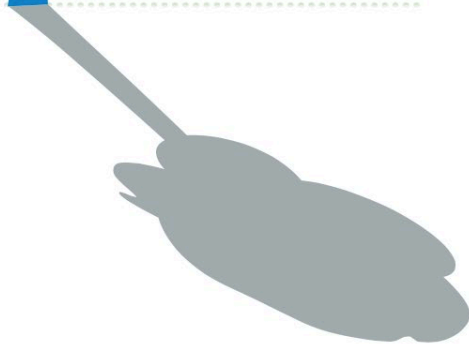


# THE SHADOW I CAST...

MY  
LEADERSHIP  
BEHAVIOUR



HOW IT 'LANDS'  
ON OTHER  
PEOPLE



# Conscious Practice Review

- Where stepped up / where messed up?
- Biggest current leadership challenge?
- Take steps to build your key relationship and consider the level of trust and your use of colour energies.
- Sit down one to one with your manager and use the '**Managing You**' and '**Motivating You**' section of your Insights profile as a catalyst for discussion. Highlight areas of high importance that are currently not being met.
- Share feedback on the 'Shadow I Cast'
- Refer to the '**Blind Spots**' and '**Management Style**' sections of your Insights profile and ask others close to you if they see this in you.





*“However fast the rate of change right now, this will be the slowest in your lifetime”*

# CHANGE has changed

- ★ Change now a continuous state
- ★ Rate and amount of change accelerating
- ★ Types and complexity of change increasing
- ★ **Limited/no periods of recovery or return to 'normality'**
- ★ **Paradox - managing the status quo *and* managing the change**

WHAT  
HAPPENS  
IN  
imposed  
change?

# CHOSEN OR IMPOSED CHANGE

## CHOSEN CHANGE

**People who choose a change, see change as:**

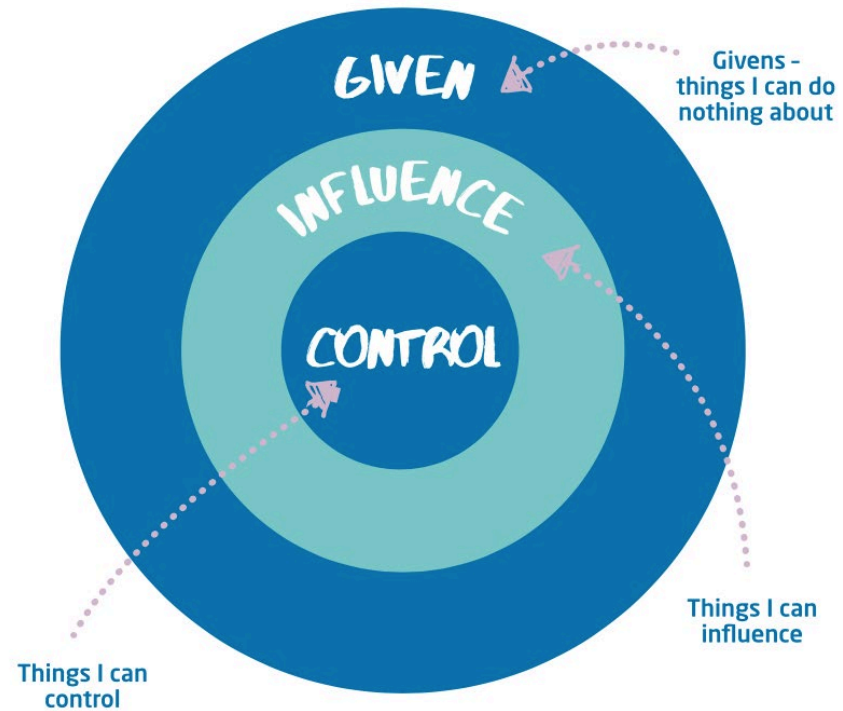
- ★ A conscious considered decision
- ★ Timely and necessary
- ★ Exciting
- ★ Solving problems
- ★ Providing new opportunities

## IMPOSED CHANGE

**People who have change imposed upon them, see change as:**

- ★ Arbitrary and out of control
- ★ Sudden or abrupt
- ★ Potentially threatening
- ★ Creating problems
- ★ Disrupting routines and procedures

# CONTROL, Influence ≠ GIVENS



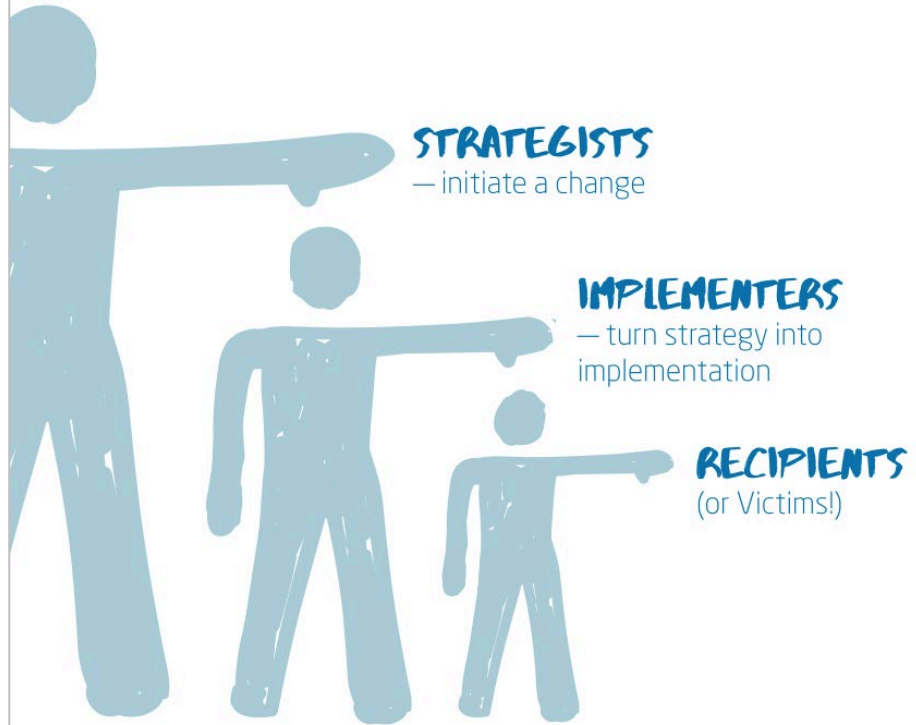
## **Exercise** – individually

- Write down your '3am list'
  - All your current issues and challenges
- Categorise them as:
  - **C**ontrol – I can directly do something about this
  - **I**nfluence – I can use my influence to affect this
  - **G**iven – I can do nothing about this

## **Exercise – in pairs**

- Share your list – and your categorisations
- Help your partner to move toward the centre of the circle and understand what they *can* control and influence

# WHICH ROLE AM I IN?

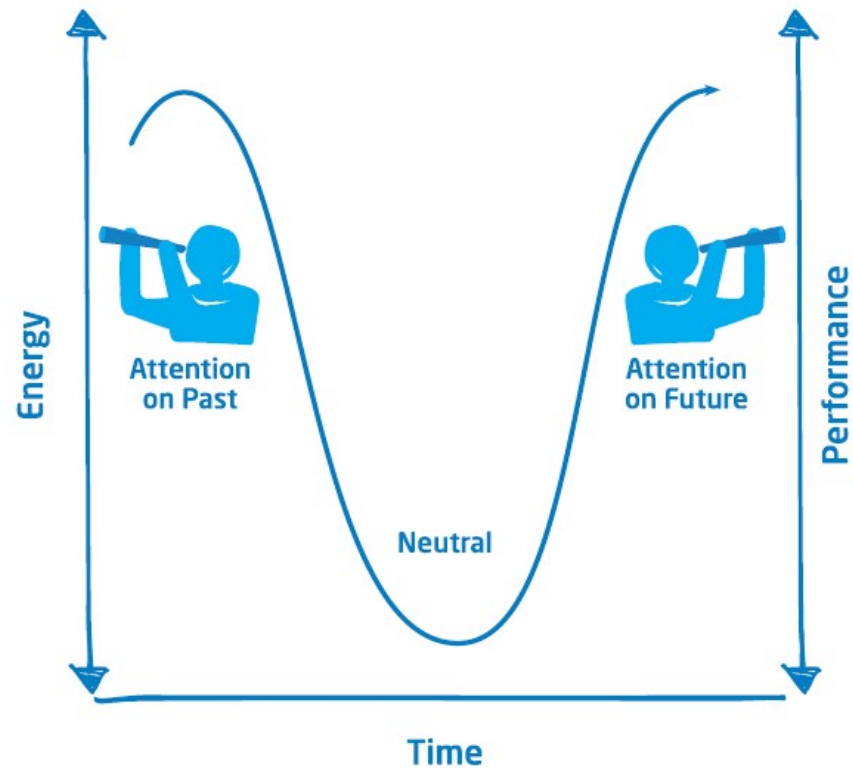




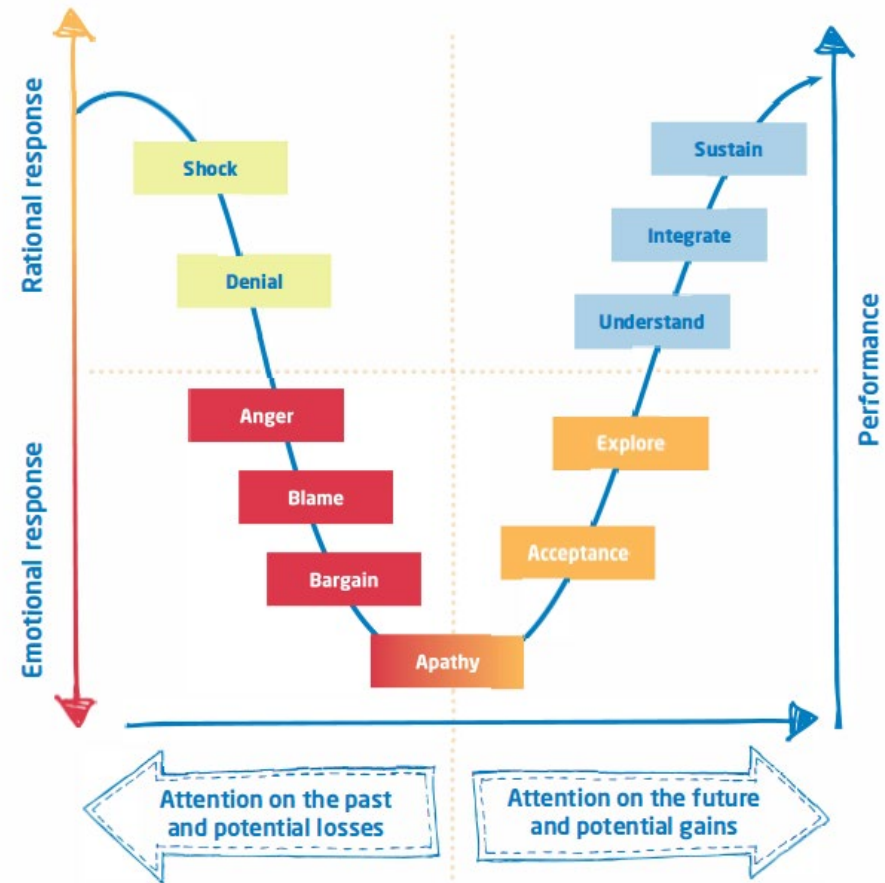
A photograph of a desk with a cup of coffee, papers, and a pencil. The scene is softly lit, suggesting a calm, quiet moment. The word "Break" is overlaid in the center in a large, bold, black font. The background is a blurred window with light streaming in. The foreground shows a white cup of coffee with a metal straw, a stack of papers, and a wooden pencil.

**Break**

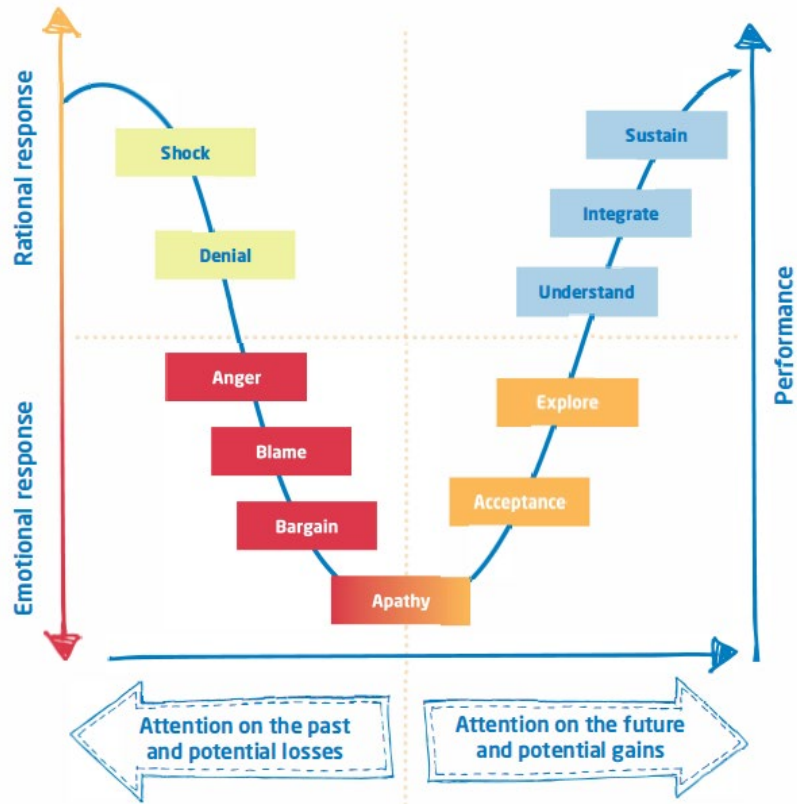
# CHANGE transitions



# HUMAN RESPONSE TO CHANGE CYCLE



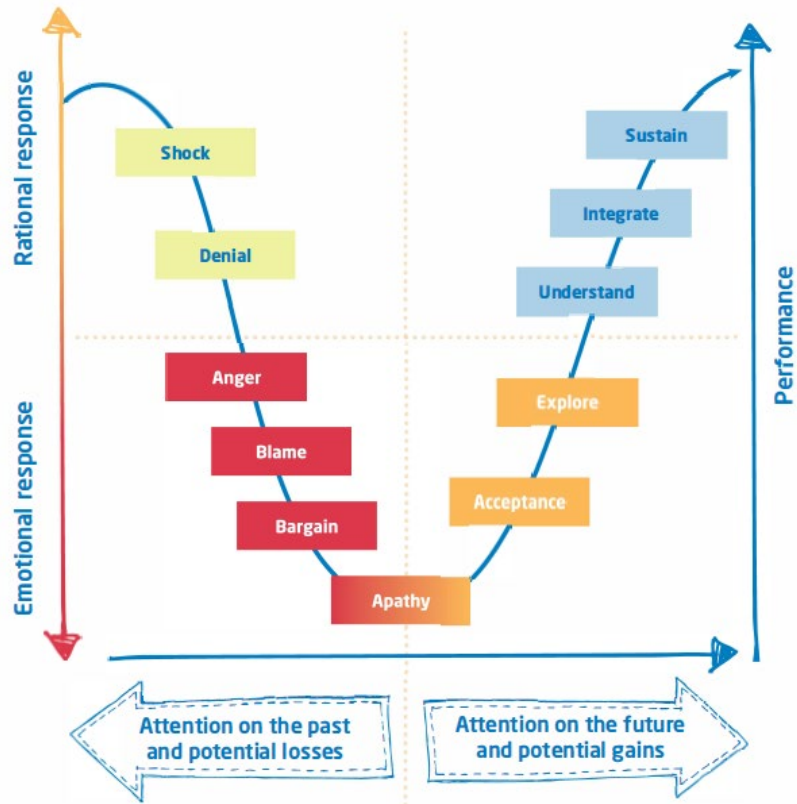
# HUMAN RESPONSE TO CHANGE CYCLE



# PEOPLE IN CHANGE

- ★ Think of someone you know experiencing imposed change, NOT you
  - ★ Put your name on a post-it
  - ★ Place on the curve where you see/feel/hear this person is
  - ★ Won't be sharing who or their change
- 
- ★ Share what are you seeing/feeling/hearing that indicates this?

# HUMAN RESPONSE TO CHANGE CYCLE



# WHAT HELPS & HINDERS

## IN PAIRS

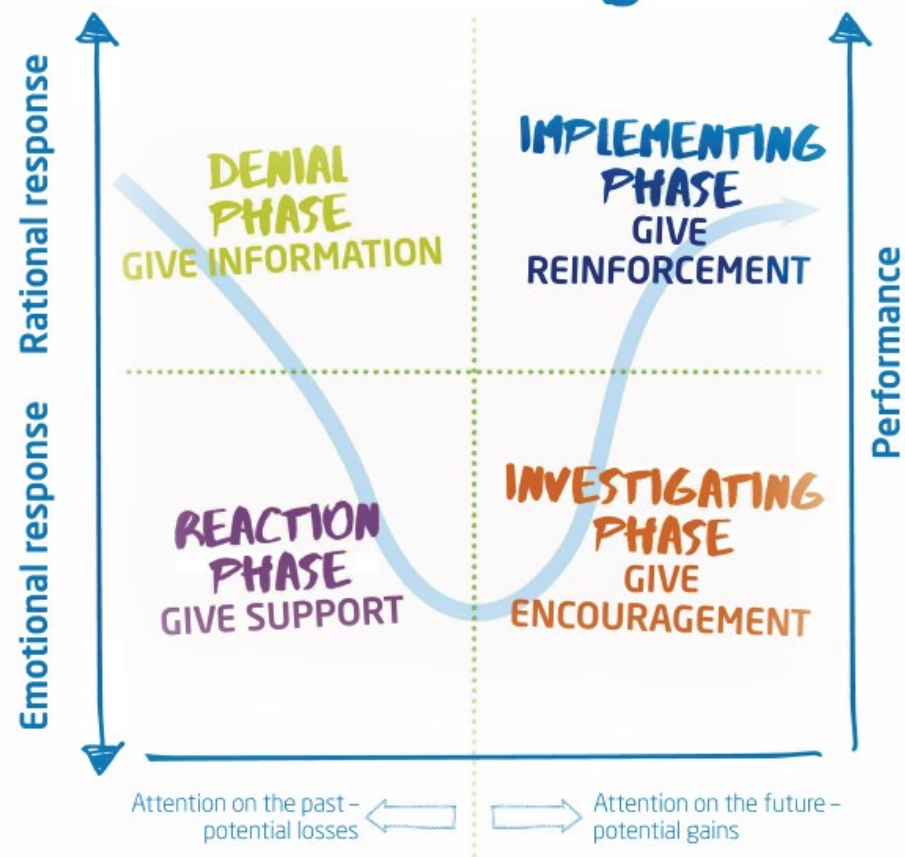
- ★ Using the curve share your story of a recent or memorable imposed change – home or work

## PARTNER

- ★ Listen and question to explore what helped them move through the curve & what hindered or sent them backwards
- ★ Won't be sharing the story – just the Helps & Hinders



# HUMAN NEEDS in change



# 1. Denial Phase – Give information

Shock

Threat

Little  
reaction

Mismatch

Denial

Slower

Processing

## Enablers

- Give visible support
- Provide information clearly, honestly, compassionately and consistently
- Provide facts, with gentle repetition
- Assist with support networks
- Link to business drivers

## Derailers

- Hit people over the head with the truth
- Push for acknowledgement (this intensifies denial)
- Mixed messages

## 2. Reacting phase – Give Support

Anxiety

Confusion

Testing

Anger

Blame

Bargain

Apathy

Sadness

Resistance

### Enablers

- Listen
- Acknowledge the feelings of those in resistance, acknowledge the losses
- Provide time (as the situation allows)
- Provide facts, be consistent, be honest
- Be empathetic
- Identify areas of stability

### Derailers

- Argue
- Ignore
- Provide reasons why they should not feel the way they feel
- Tell them this is good for them
- Push exploration that results in denial
- Dump own reactions on team



### 3. Investigating phase - Give encouragement

Energy

Interest

Explore

Testing

Recycling

Future-orientation

Enthusiasm

#### Enablers

- Create opportunities to explore new possibilities
- Make gains tangible
- Reward exploration
- Use participative decision making to restore a sense of control
- Outline pros and cons of new possibilities

#### Derailers

- Push choices
- Rush choices
- Punish mistakes
- Overestimate or misrepresent future options

## 4. Implementing Phase – Give reinforcement

Routines

Learn

Risk

Creativity

Control

Comfort

Complacent

### Enablers

- Clarify desired outcomes
- Reward effective performance
- Support risk taking and innovation
- Encourage communication
- Get out of the way

### Derailers

- Micro-manage
- Change the ground rules
- Control choices
- Punish mistakes
- Limit participation
- Rush on to the next change without sustaining the present

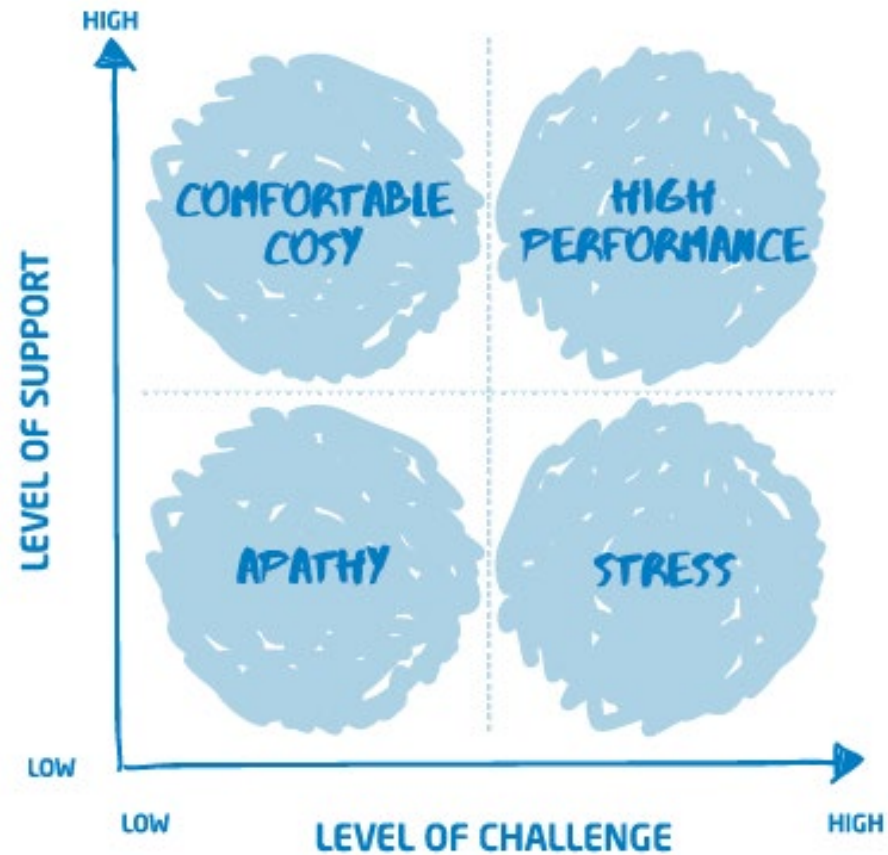
# MY LEADERSHIP in Change

## ENABLING OR DERAILING?

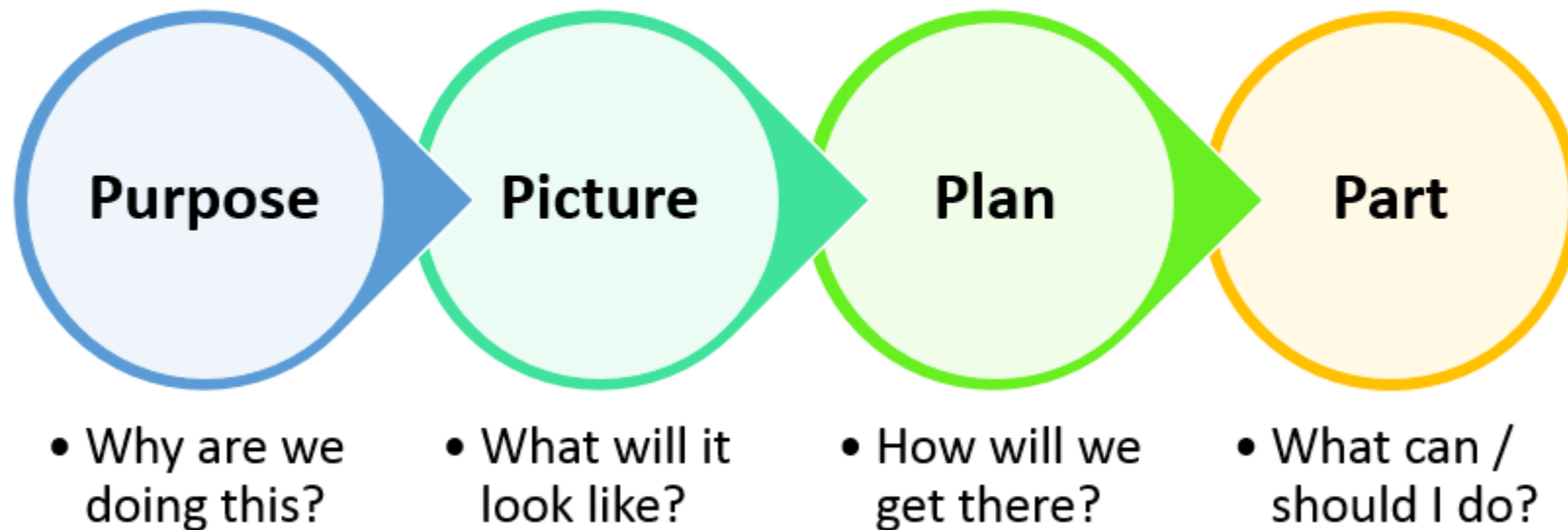
When I meet others in change

- ★ What do I do now?
- ★ Where do I need to adjust
- ★ Do more of? Do less of?

# SUPPORT AND CHALLENGE



# 4 P's of Communicating Change





# Lunch

# DEFINITION OF ENGAGEMENT

“...ENGAGEMENT IS THE  
EMOTIONAL COMMITMENT  
AN INDIVIDUAL HAS TO AN  
ORGANISATION AND IT'S GOALS.  
THIS EMOTIONAL COMMITMENT  
MEANS ENGAGED INDIVIDUALS  
ACTUALLY CARE ABOUT THEIR  
WORK AND THEIR COMPANY.

# ENGAGEMENT LADDER





# CORE REASONS behind resistance



Source: Rick Maurer

# CORE FACTORS for engagement



Source: Rick Maurer

# OPTIONS TO Increase Engagement

## UNDERSTANDING

- ★ Ask them to share what they do understand (to identify gaps)
- ★ Use visuals, headlines & detail
- ★ Ask questions to allow them to apply knowledge
- ★ Involve others who have greater/ different levels of understanding
- ★ Start with **THEIR** world, not yours
- ★ Provide opportunities to reflect, discuss, match to existing knowledge
- ★ Avoid – Tell once and go away

## TRUST

- ★ Build Trust in **YOU**

## WHAT'S IN IT FOR ME

- ★ What could be the benefits of this?
  - ★ In the short, medium, long term
  - ★ Time, Cost, Resource
- ★ Describe rational & emotional aspects
- ★ Explore what they care about & where/how this fits – however little
- ★ What would be a help right now?
- ★ What can you usefully focus on to help you?
- ★ What aspects do you like or do fit?
- ★ How can we make this work better for you?
- ★ Take an adult-adult approach, real world. 'Nothing's perfect'

# ENGAGEMENT activity

## WITH YOUR FUTURE IN MIND:

- ★ Identify a key short-term deliverable
- ★ Map current levels of engagement for key players – include yourself

## IN PAIRS

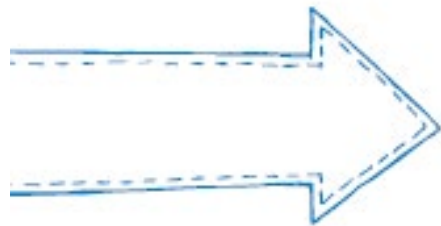
- ★ Share and decide where you need people to be
- ★ Agree who you need to focus on over the next few weeks

A photograph of a desk setup. On the right, there is a white paper cup filled with a frothy coffee drink, with a metal straw sticking out. To the left of the cup, there are several sheets of white paper, some with faint handwriting. An orange pencil lies diagonally across the papers. The background is softly blurred, showing what appears to be a window with light coming through. The word "Break" is overlaid in the center of the image in a large, bold, black sans-serif font.

**Break**

CONVERSATIONS  
for delivery

# CONVERSATIONS for delivery



**What am I doing and how am I  
being when I have conversations:**

- ★ in Manager mode?
- ★ in Leader mode?

# Conversations for Delivery





# Conversations for Delivery



# Conversations for Delivery



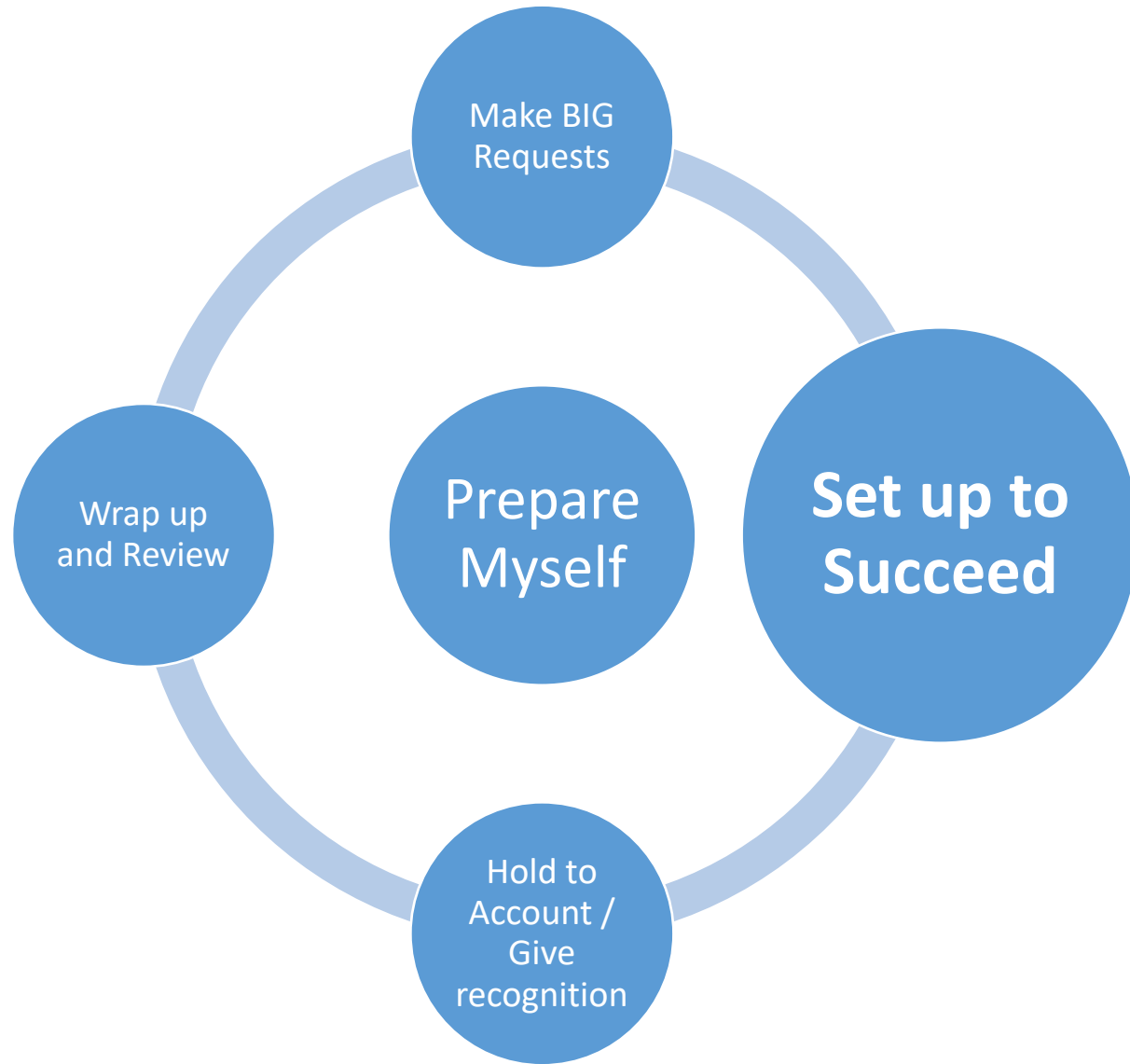
- What do I do currently when preparing for a BIG conversation?
- What do I need to do more / less of?

# Conversations for Delivery



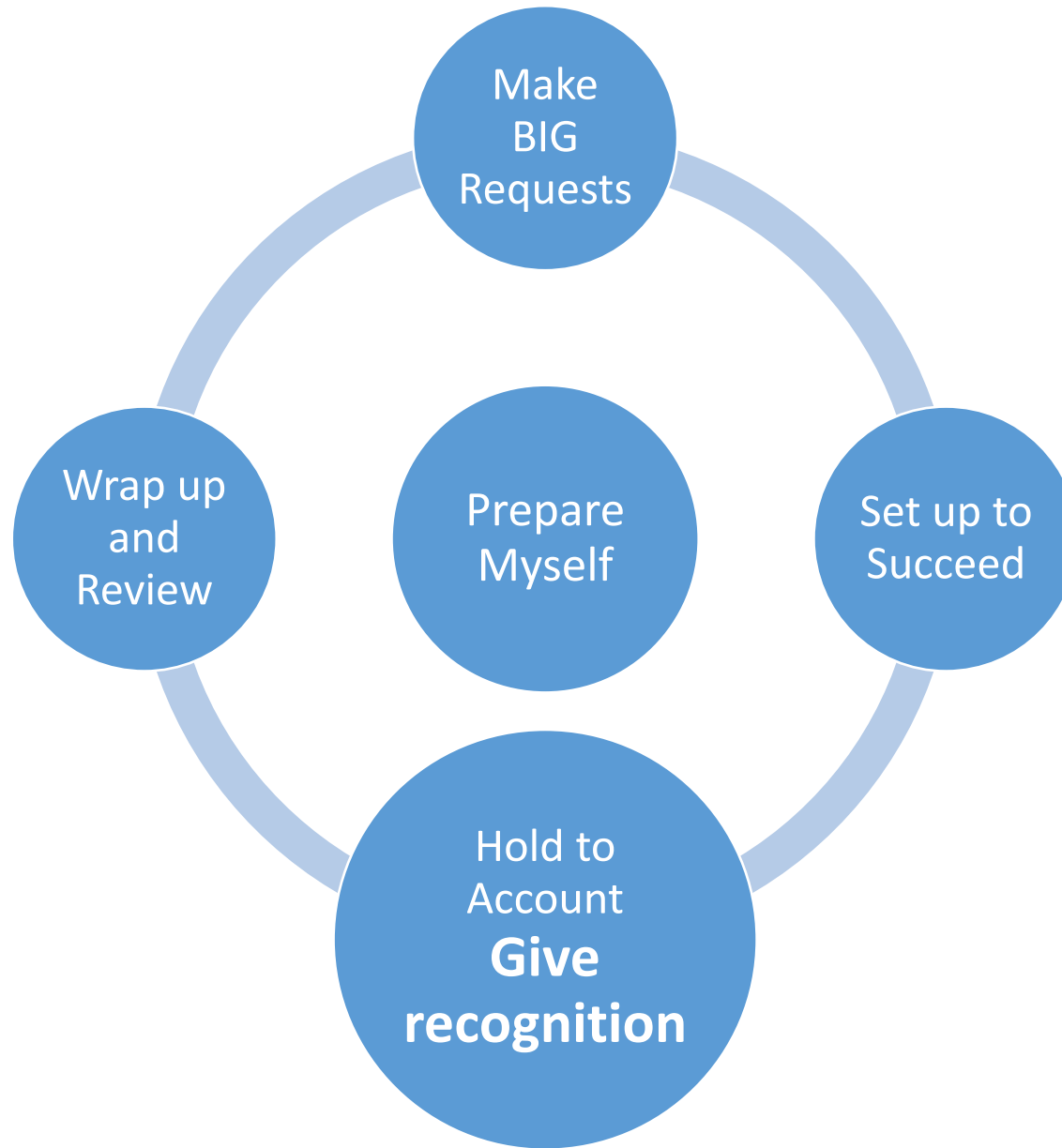
- What do you need to consider when making BIG requests of people?

# Conversations for Delivery



- What elements are important to ensure people have the best chance of success?

# Conversations for Delivery



- How do you like to be recognised?
- Does this impact how you give recognition and praise?

# Conversations for Delivery



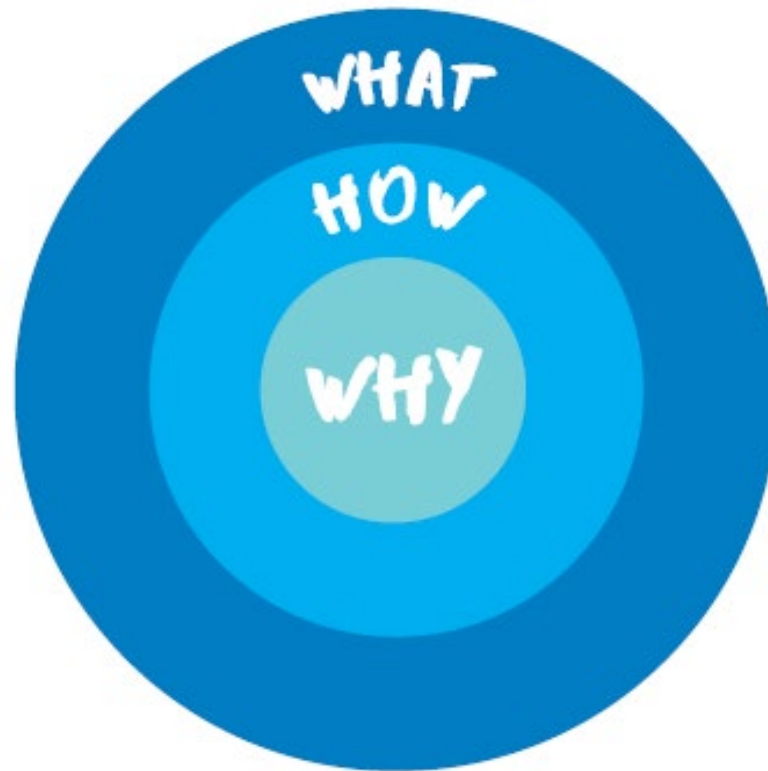
- Why are these conversations sometimes seen as 'difficult'?

# Conversations for Delivery



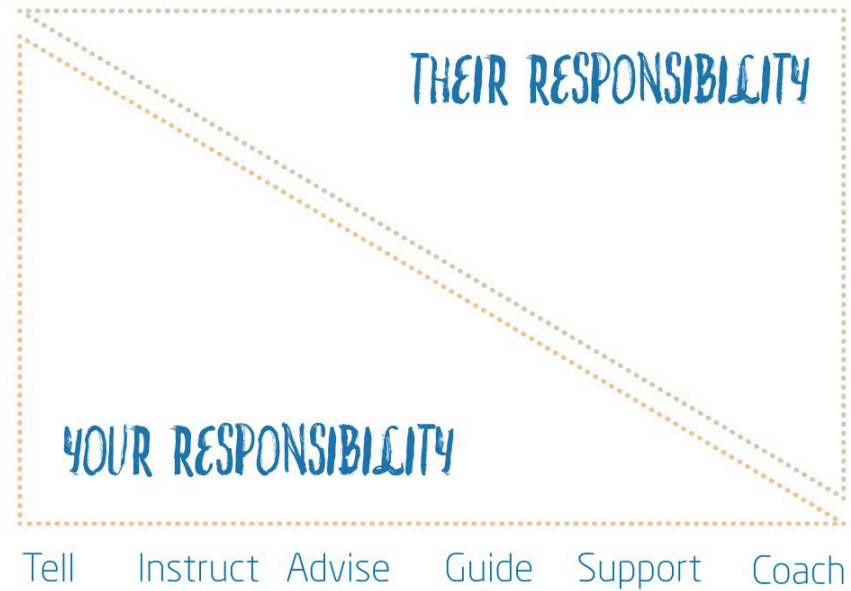
- Do I spend enough time reviewing regardless of the outcome?
- What are the benefits?

# Starting with 'Why'





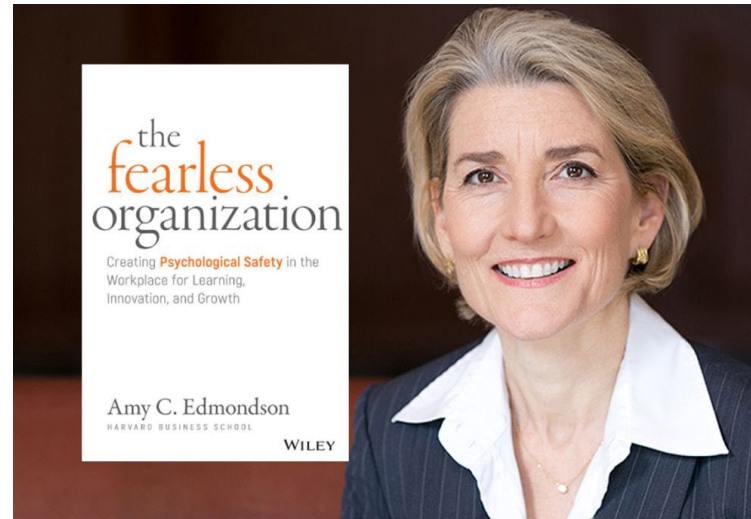
# OWNERSHIP MODEL



Tell Instruct Advise Guide Support Coach

Increasing ownership and responsibility

# **What is Psychological Safety and why does it matter?**



**“Psychological safety is the held belief that one will not suffer any negative consequences through taking **interpersonal risks**.”**

**– Amy Edmonson, ‘*The Fearless Organisation*’**



**Psychological  
Safety**



# Psychological Safety: The Business Impact

Category	Impact	Research
<b>Impact on Health and Wellbeing</b>	Those that don't have it have 2.5 times the levels of stress compared to those who do have it	Journal of Occupational Health Psychology
<b>Absenteeism</b>	41% reduction in absenteeism	Journal of Occupational Health Psychology
<b>Innovation and Creativity</b>	3.5 times more likely to engage in proactive behaviours such as suggesting new ideas or solutions.  10 times more likely to be innovative	'The Fearless Organisation' – Amy Edmonson
<b>Organisational Culture</b>	12% more likely to retain top talent. 22% increase in employee satisfaction 19% increase in overall performance	McKinsey and Co.
<b>Increased Productivity</b>	1.7 times more likely to be high performing teams	Google

# PSYCHOLOGICAL SAFETY



# What the research says.....





## Psychological Safety: The Personal Impact

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- When people **don't** have psychological safety on a team, they cover up their weaknesses, play politics, hide uncertainties, and hide their true selves at work.
- This means they are less likely to:
  - **Speak up with an idea in a meeting**
  - **Challenge the status quo**
  - **Make a change or admit to a mistake**
  - **Freely express who they are**





# Things to Watch Out For

- A deference to hierarchy
- A culture of not speaking up with ideas and challenges to the existing way of doing things.
- A lack of accountability around poor behaviours
- A culture of hiding mistakes / problems

**Question:**

**Have you noticed any of these in your team?**

# PSYCHOLOGICAL SAFETY



**Live Poll:**



Let's look at the levels of psychological safety in your teams..



## Team Behaviours

Get yourself some post-it notes and a pen...

Question 1: If you wanted to create a psychologically **unsafe** work environment for your team, what would you do?

Write down the behaviours on a post-it note and stick them on one wall

Question 2: If you have experienced or witnessed that behaviour on your team move it to another part of the wall



## Team Behaviours (continued)

- Identify one of the behaviours that you have either done yourself, had done to you or witnessed happen to another.
- What do you think would have been the impact on the levels of psychological safety for them?

# The Problem

**“85% of respondents reported at least one occasion when they felt unable to raise a concern with their bosses, even though they believed the issue was important”–**

**Amy Edmonson, ‘The Fearless Organisation’**

**“Only 26% of managers are creating a psychologically safe environment”**

**McKinsey Global Survey 2021**

# TEN WAYS TO FOSTER PSYCHOLOGICAL SAFETY IN THE WORKPLACE

psychsafety.com

## Reduce power gradients

**01** Lower the visible power or status gap between people in the group.



## Establish shared norms



Create team/social contracts that clarify acceptable and unacceptable behaviours.

**02**

## Listen effectively and give space

**03** Expect, make space for and hear all voices, valuing their contributions.



psychsafety.com

## Communicate with empathy



Make communicating clearly, intelligently and compassionately the norm.

**04**

## Reward speaking up

**05** Emphasise the value of speaking up, ensuring it becomes natural.



## Frame work as experiments



Encourage continuous improvement and learning through experimentation.

**06**

## Use retrospectives and futurespectives

**07**

Review past incidents and imagine future scenarios to intentionally learn from work.



## Address problematic behaviour

psychsafety.com



Uphold agreed boundaries, addressing persistent issues swiftly and firmly.

**08**

## Embrace differences

**09**

Recognise that psychological safety doesn't look the same for everyone.



## Accept human error as normal



Prioritise improving environments, tools, and systems over blaming individuals.

**10**

These are based upon years of practice and research in teams and organisations around the world. Find out more at [psychsafety.com](https://psychsafety.com)



# Power Gradients on Your Team

Psychological Safety is about relationship with power.

What power gradients have you noticed on your team that might affect the levels of psychological safety?:

- Seniority
- Age
- Experience
- Friendships
- Any Others?

What can you do to empower those with less power?

## Reduce power gradients

**01** Lower the visible power or status gap between people in the group.



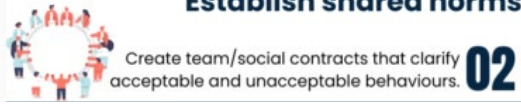


# Establish Shared Norms: Team Contract

Our Top Team Values right now are: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

      Towards Behaviours      

      Away From Behaviours      



This period we will be specifically focusing on.....





## Having a 'Fear Conversation' (in pairs)



1. Which of the fears do you have when you think about challenging poor behaviour?
2. How does this fear affect how you behave?
3. What is the cost to you / the team of hanging onto this fear?
4. How can we alleviate this fear for you?

# Activity

## Learning Ritual: Sprint Retrospective

**Reward speaking up**  
**05** Emphasise the value of speaking up, ensuring it becomes natural.




**Frame work as experiments**  
Encourage continuous improvement and learning through experimentation. **06**

**Use retrospectives and futurespectives**  
Review past incidents and imagine future scenarios to intentionally learn from work. **07**



**LIKED**

What did the team like?




Insert Your Text / Question

Insert Your Text / Question

Insert Your Text / Question

**LEARNED**

What did the team learn?




Insert Your Text / Question

Insert Your Text / Question

Insert Your Text / Question

**LACKED**

What did the team lack?



Insert Your Text / Question

Insert Your Text / Question

Insert Your Text / Question

**LONGED FOR**

What did the team long for?



Insert Your Text / Question

Insert Your Text / Question

Insert Your Text / Question

Date

Team



# Learning Ritual: After Action Review

**Reward speaking up**

**05** Emphasise the value of speaking up, ensuring it becomes natural.



**Frame work as experiments**

Encourage continuous improvement and learning through experimentation. **06**



**Use retrospectives and futurespectives**

**07** Review past incidents and imagine future scenarios to intentionally learn from work.



# Activity

## Learning Ritual: A Futurespective

### Reward speaking up

**05** Emphasise the value of speaking up, ensuring it becomes natural.



### Frame work as experiments

Encourage continuous improvement and learning through experimentation.

**06**

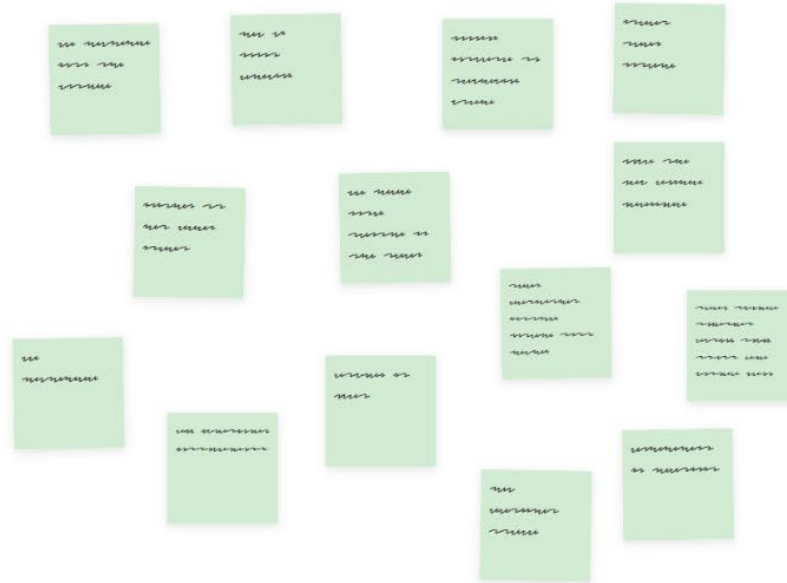
### Use retrospectives and futurespectives

**07** Review past incidents and imagine future scenarios to intentionally learn from work.



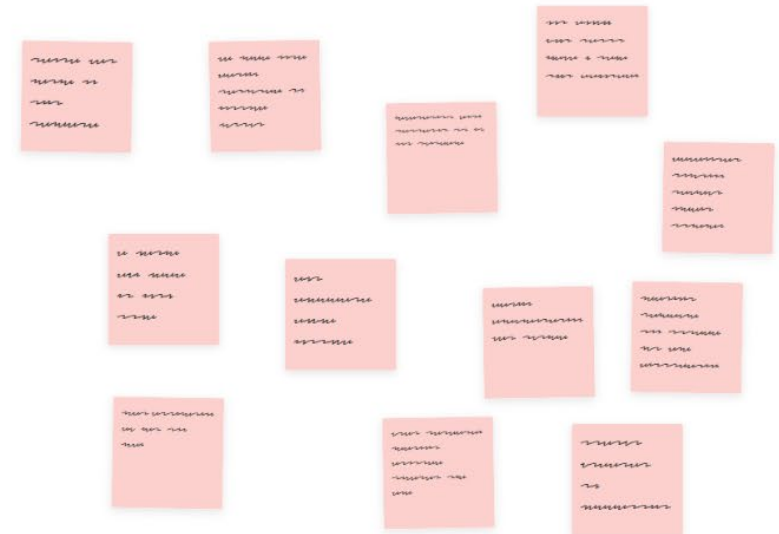
Hopes

What are some things that you are hopeful about?



Concerns

What are some things that you are concerned about?



# Activity

## Learning Ritual: A Deeper Dive

### Reward speaking up

**05** Emphasise the value of speaking up, ensuring it becomes natural.



### Frame work as experiments

Encourage continuous improvement and learning through experimentation.

**06**

### Use retrospectives and futurespectives

**07** Review past incidents and imagine future scenarios to intentionally learn from work.



### UNCOVER THE STINKY FISH

Speaking up is the first step to solve silent problems

Team name

Date

What are your uncertainties?

type here	type here	type here	type here
type here	type here		

What's making you feel afraid or anxious?

type here	type here	type here	type here
		type here	type here



type here	type here		
type here	type here	type here	type here

		type here	type here
type here	type here	type here	type here

What is everybody thinking and no one is saying?

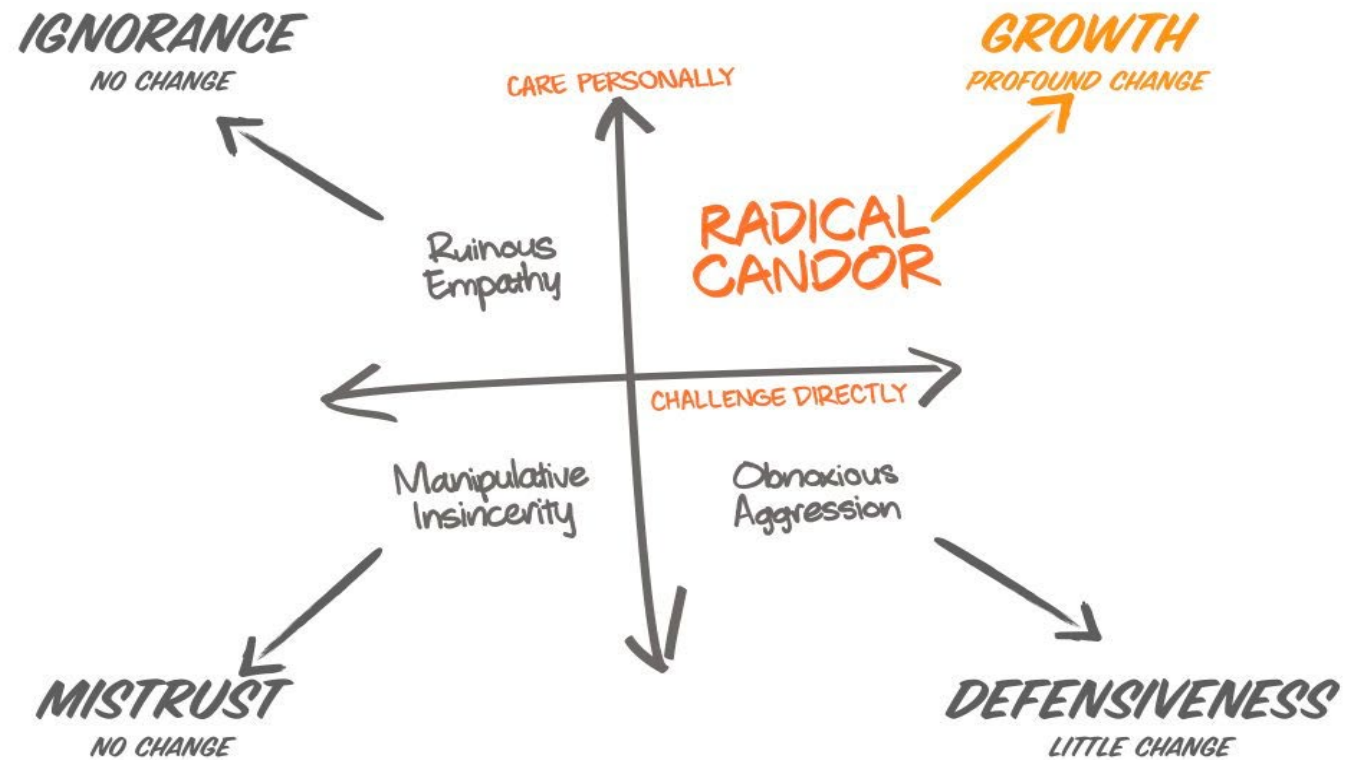
What are the past issues we can't get over?



# Addressing Under-Performance and Problematic Behaviour

**Listen effectively and give space**  
**03** Expect, make space for and hear all voices, valuing their contributions.

**Communicate with empathy**  
Make communicating clearly, intelligently and compassionately the norm. **04**





# Addressing Problematic Behaviour

**Listen effectively and give space**

**03** Expect, make space for and hear all voices, valuing their contributions.



**Communicate with empathy**

Make communicating clearly, intelligently and compassionately the norm. **04**



# Activity

## Holding People to Account: Radical Candor

### Questions:

- What behaviours are you displaying with your team?
- What is the impact on you, them, the relationship, the team and the organisation?
- Which, do I need to increase?:
  - Showing I personally care
  - Giving more direct challenge
- Culturally, what behaviours have you observed?

### Listen effectively and give space

**03** Expect, make space for and hear all voices, valuing their contributions.



### Communicate with empathy

Make communicating clearly, intelligently and compassionately the norm. **04**



### Address problematic behaviour

Uphold agreed boundaries, addressing persistent issues swiftly and firmly. **08**







# Addressing Problematic Behaviour

## W.O.R.D FEEDBACK MODEL

When delivering feedback, structure your message using the 'WORD' Model. The WORD Model works for both affirmative and developmental feedback and helps make your feedback specific and positive. It helps us to get win - win outcomes with others.

**WHEN**

Describe when you observed them  
- set the context

**OBSERVATION**

Be specific and describe what you saw or heard them doing (rather than making judgements)

**REACTION**

Explain your reaction to their behaviour - the impact of this behaviour on you, others and on their own success

**DO**

What would you like them to do differently (if developmental feedback) or carry on doing (if affirmative feedback). This can be used as a question to the person as well as a statement.

 **Address problematic behaviour**  
Uphold agreed boundaries, addressing persistent issues swiftly and firmly. **08**

# And Last But Not Least

## Embrace differences

09 Recognise that psychological safety doesn't look the same for everyone.



## Psychological safety has an outsized impact on retention for diversity groups

**Increased Attrition Risk:** In environments where psychological safety is low, all employees have increased attrition risk relative to those in high-psychological safety environments—but the increase in attrition risk is far greater for members of diversity groups



Source: BCG global Diversity and Inclusion Assessment for Leadership (DIAL) survey, 2022.

Note: All comparisons are between respondents in the highest 30% and lowest 30% of psychological safety scores.

<sup>1</sup>Excludes respondents from China. <sup>2</sup>People with disabilities. <sup>3</sup>Includes only respondents from Brazil, South Africa, US, and UK. <sup>4</sup>Includes only respondents from Brazil, South Africa, US, and UK who self-identified as non-LGBTQ, white men with no disability.

# Personal Commitments

**TEN WAYS TO FOSTER PSYCHOLOGICAL SAFETY IN THE WORKPLACE**  
psychsafety.com

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Expect, make space for and hear all voices, valuing their contributions.
- 04 Communicate with empathy**  
Make communicating clearly, intelligently and compassionately the norm.
- 05 Reward speaking up**  
Emphasise the value of speaking up, ensuring it becomes natural.
- 06 Frame work as experiments**  
Encourage continuous improvement and learning through experimentation.
- 07 Use retrospectives and futurespectives**  
Review past incidents and imagine future scenarios to intentionally learn from work.
- 08 Address problematic behaviour**  
Uphold agreed boundaries, addressing persistent issues swiftly and firmly.
- 09 Embrace differences**  
Recognise that psychological safety doesn't look the same for everyone.
- 10 Accept human error as normal**  
Prioritise improving environments, tools and systems over blaming individuals.

These are based upon years of practice and research in teams and organisations around the world. Find out more at [psychsafety.com](https://psychsafety.com)

Get into small groups (3s)

What will we see you doing to improve the levels of psychological safety on your team?

# Conscious Practice

- Continue to raise your awareness:
  - Busy vs Purposeful
  - Your leadership style
  - Playing to win not just to avoid losing
  - You at your best
  - Building your key relationships
  - Shadow you cast
- Take steps to build your key relationship and consider the level of trust and your use of colour energies.
- Consider how you lead your team in change and what you can do to help and not hinder
- Have a 'Conversation for Delivery' and ensure you cover all points
- Explore the levels of Psychological Safety in your team and what you can do to increase it