Mindsets

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Rules of Mindsets

WE CREATE WHAT WE SEE

ALL MINDSETS AFFECT BEHAVIOUR

THE SAME DATA CAN GIVE RISE TO MORE THAN ONE REALITY

WE SEE WHAT WE WANT TO SEE OR EXPECT TO SEE

WE TEND TO HOLD ON TO WHAT WE KNOW AND LIKE

MOST MINDSETS CONTAIN SOME TRUTH

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Mindset – 5 Step Analysis

1. Describe the mindset - the essence

2. Describe how it affects your behaviour?

3. Strength and time?

4. How does this mindset help you?

5. How does it hinder you?

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Mindsets Example

Mindset: I am not good at tackling poor performance in my team.

Behaviour: I don't give timely feedback or hold people accountable.

Scale (1-10): 8

Serves: It allow me to avoid conflict and I don't feel anxious about having difficult conversations.

Limits: My team are unclear about their performance levels.
I am not being honest. I don't challenge them or seek to develop their skills. They are less accountable. I am not being authentic.

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Reframing

1

Write down the problem or mindset in simple straightforward language.

2

Now write down five alternative statements about the same problem "reframing it" in different ways.

3

Next run through the 5 step analysis on each of the statements and then decide which will give you the best route forwards.

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We can hold mindsets about others

Based on our beliefs, experiences and values.

Based on the behaviours people demonstrate to us.

Based on our interactions and the way others treat us
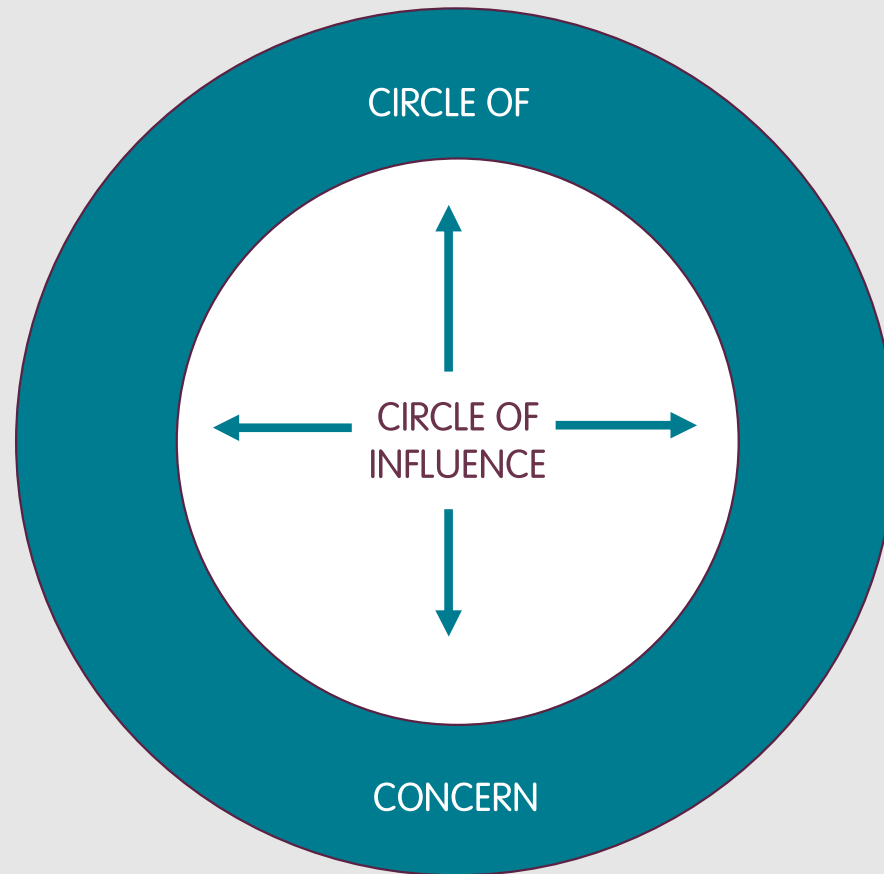
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What Mindsets Serve Managers Well?

- Be open and approachable
- Be consistent and inclusive
- Have ownership
- Be proactive

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Circle of Influence

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The Circle of Influence

CIRCLE OF

CIRCLE OF INFLUENCE

CONCERN

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Your Circle of Influence

What situations make you dwell in your circle of concern?

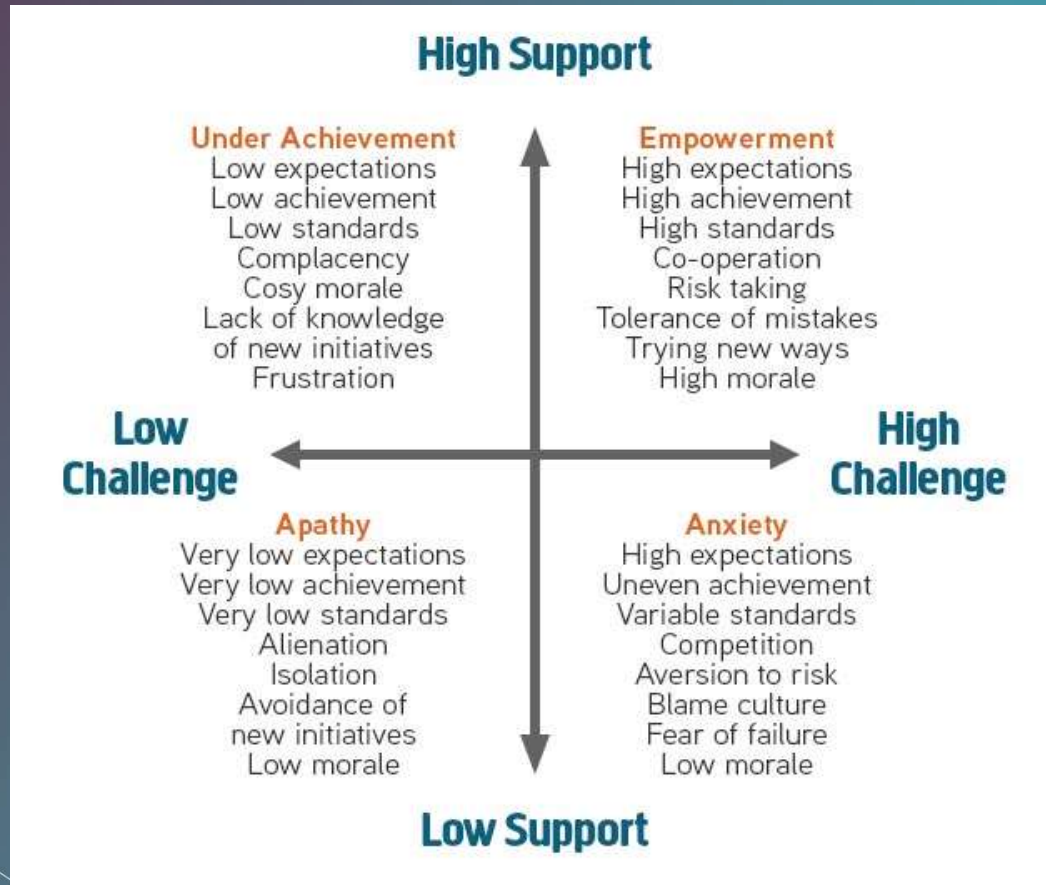What can you do to increase your circle of influence?

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Coaching Skills

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A Definition of Coaching

The purpose of coaching is to encourage and improve effectiveness – it is future focused.

Coaching is a formalising of a longer-term effort to get improved skills or behaviour.

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Coaching is about Constantly asking People for More

Coaching is improving a skill or behaviour within a given timeframe

Coaching is for longer term improvement – guideline of at least 8 weeks

Coaching is not about shortcutting or finding a 'silver bullet'

You don't have to be an expert in the skill or behaviour to coach someone else to improve

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Coaching Skills

- Explaining
- Demonstrating
- Listening
- Observing
- Giving Feedback
- Testing and Questioning
- Supporting

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Skill and Will

Skill: An individual's capabilities based on their experience with the task, training, knowledge and natural ability

Will: An individual's desire to complete a particular task based on attitude, incentives, confidence and personal feelings about completing the task

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The Skill Will Matrix
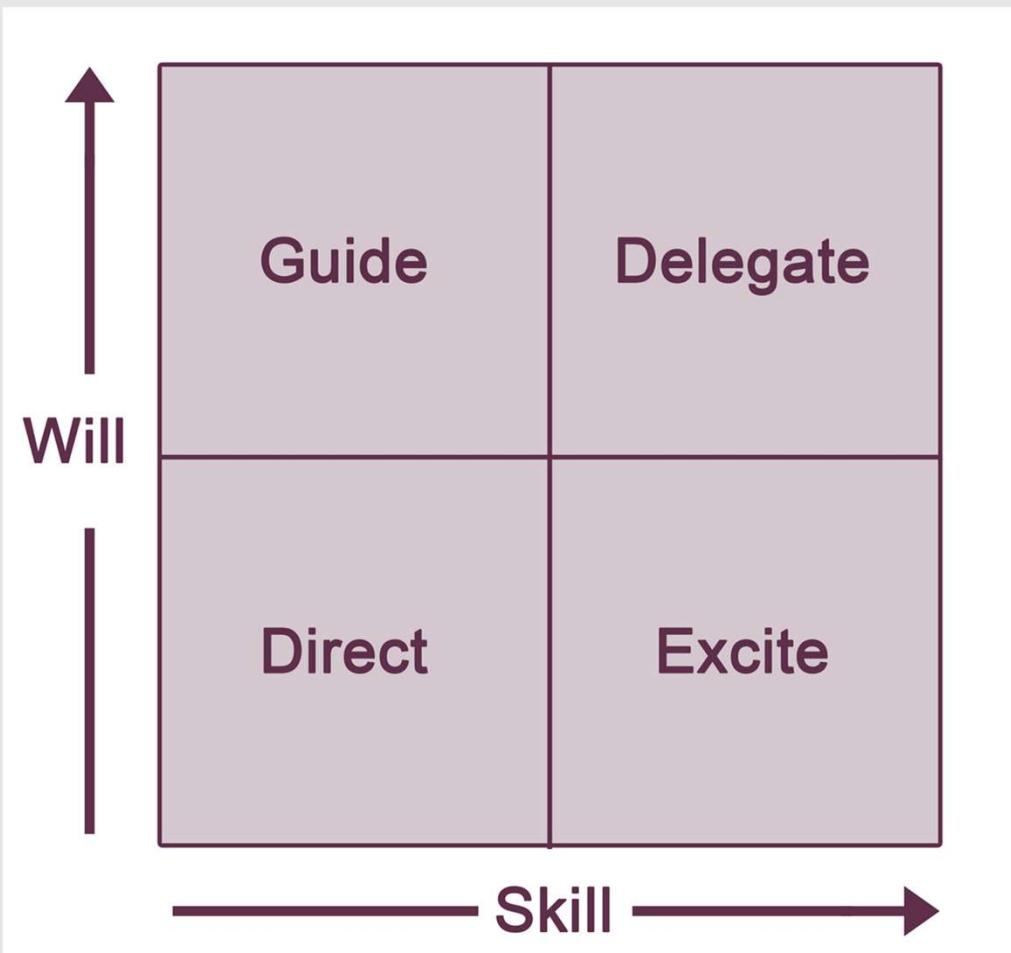
The Skill Will Matrix

Used to assess an individual's skill level and willingness to perform a specific task

Helps managers to identify ways to manage people towards success

Enables you to understand the different types of individuals and apply management or coaching techniques that help them perform better

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Empower

These coaching techniques are designed to empower those looking for more opportunities to develop and grow:

- Provide freedom in completing tasks

- Encourage them to take responsibility

- Involve them in decision making

- Ask for their opinion

- Praise

- Recognise and reward success

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Guide

These coaching techniques are designed for people new to a particular task. They are often enthusiastic but lack the skills or knowledge needed:

- Provide necessary training and tools to complete the tasks

- Set clear expectations

- Create a risk-free environment to allow for learning

- Find 'teachable moments'

- Check for understanding

- Provide frequent feedback

- Praise

- Recognise and reward success

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Motivate

These coaching techniques are designed for people who may have hit a plateau and need a new challenge. They have skills and ability but are no longer motivated. It is important to identify the reason/s for low motivation:

- Discuss what would motivate them

- Develop intrinsic and extrinsic motivations and incentives

- Praise

- Recognise and reward success

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Direct

These coaching techniques are designed for those people you have to build both skill and will with. They may have started a new task they dislike or be a beginner who has low confidence/is afraid to fail. It is important to identify the reason/s they are in this category:

- Determine the reason for low will
- Determine the reason for low skill level
- Get them motivated before building skill sets
- Discuss what would motivate them
- Develop intrinsic and extrinsic motivations and incentives
- Identify and provide necessary training and tools to complete the tasks
- Set clear expectations
- Provide frequent feedback
- Praise
- Recognise and reward success

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The GROW Coaching Model

Goal — What do you want?

Reality — What's happening now?

Options — What could you do?

Will — What will you do?

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Implementing GROW In Conversations

Stage	Objectives	Possible Questions
Goal	End Goal – final objective	What do you want to get out of this whole process?
Reality	Describe, don't evaluate	What actions have you taken so far?
Options	Generate a large quantity of options and ideas	What other options do you have?
Will	To convert a discussion into a decision	What are you personally going to do?

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Psychological Safety

The Myths

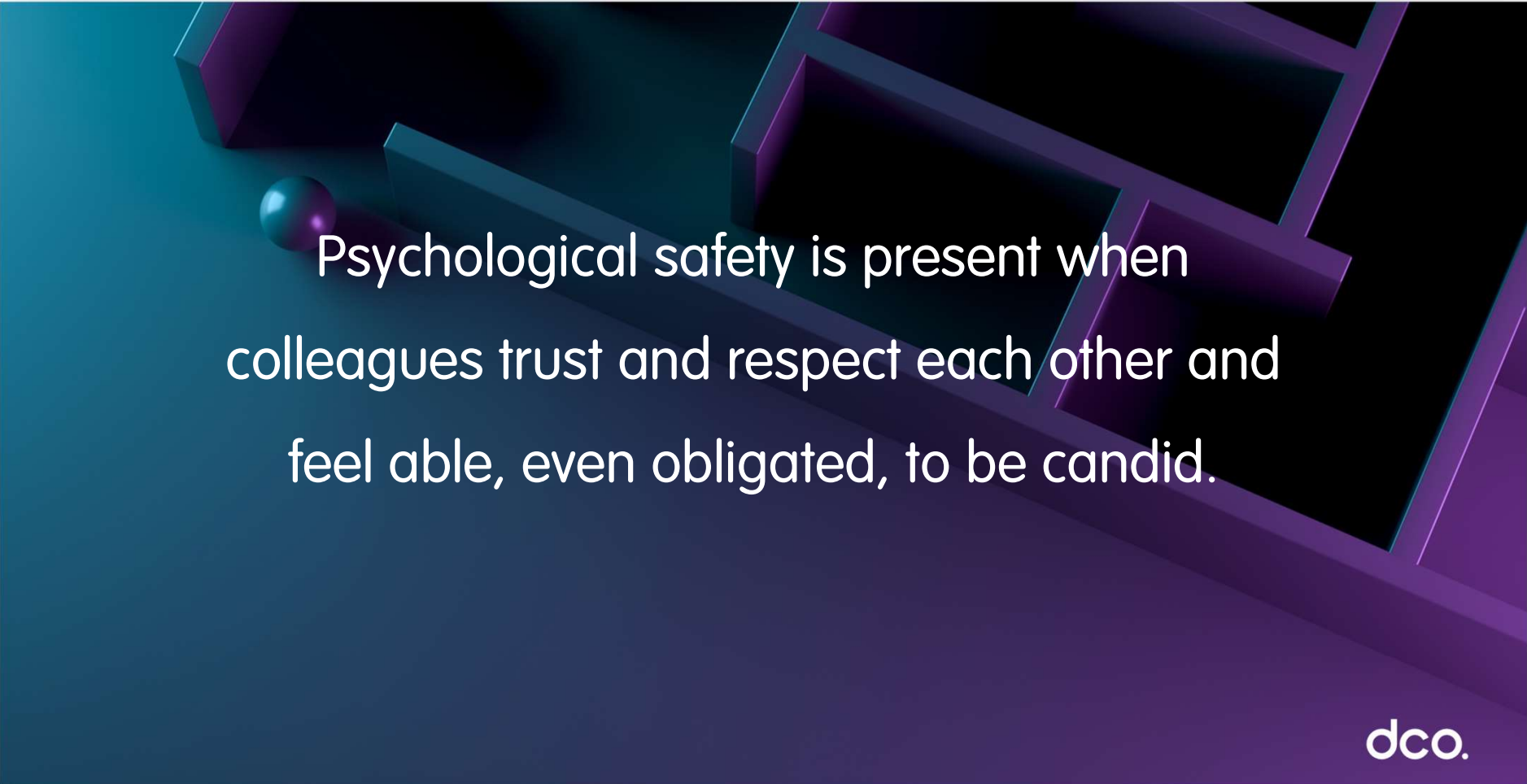Psychological Safety is NOT:

- A Personality Factor

    It is not about a single individual, it is about the climate in a team/organisation. It is about how people relate to each other and how they feel as part of a team.

- About Being Nice and Agreeing With Everyone

    It is about being able to disagree and when done productively it promotes learning and improvement

- About Lowering Performance Standards or Feeling Comfortable at Work

    It is instead linked to mutual respect, high standards and accountability

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Psychological safety is present when colleagues trust and respect each other and feel able, even obligated, to be candid.

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Being psychologically safe means people are able to:

- Give and receive feedback
- Raise issues and concerns
- Disagree
- Ask for clarification
- Ask difficult questions
- Ask for help
- Offer solutions to problems
- Admit errors

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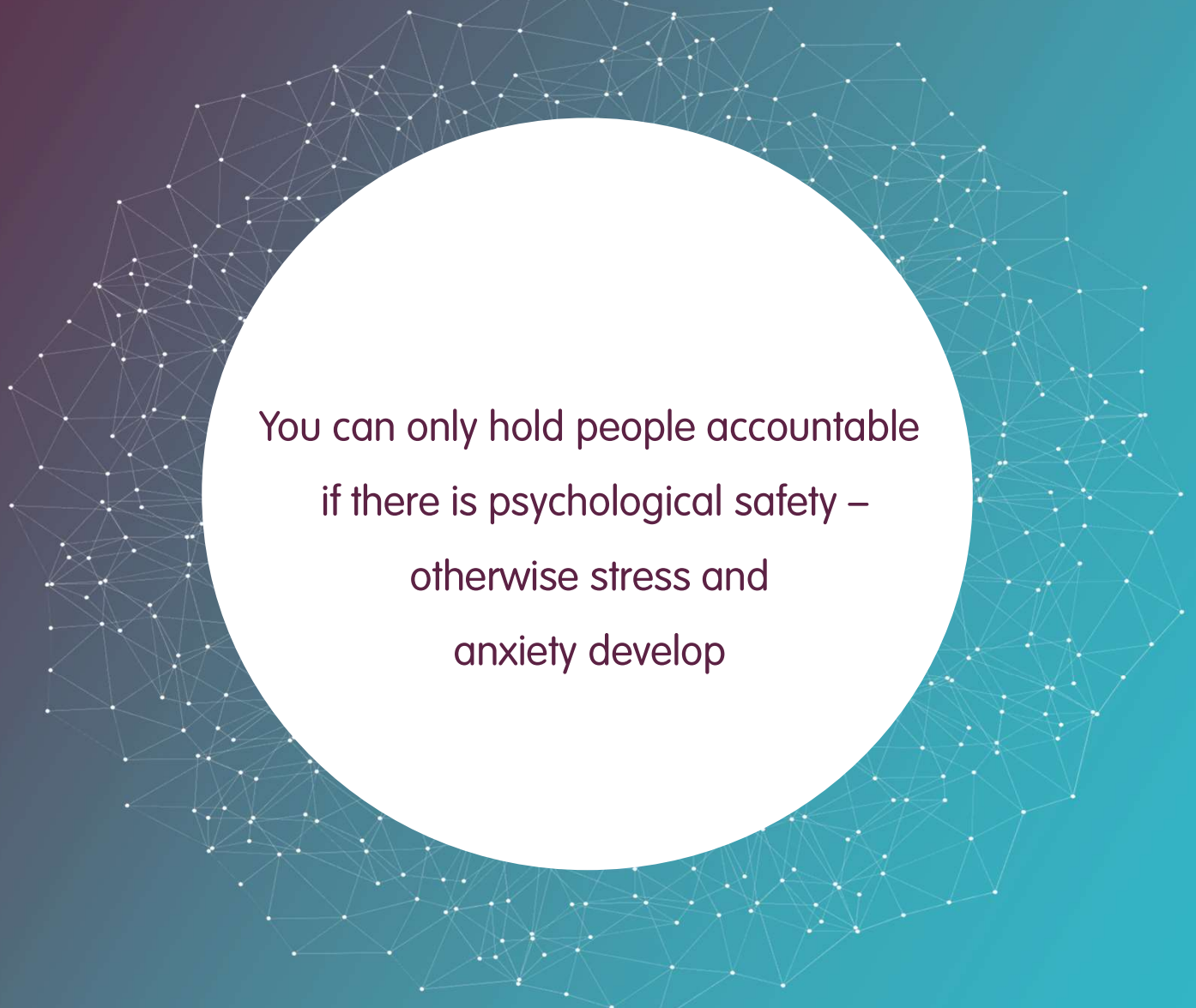# Benefits of being psychologically safe:

- Better learning, innovation, adaptability

- Higher creativity

- Stronger morale

- More efficient problem solving

- Increased engagement/job satisfaction

- Higher productivity

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Key Questions to Determine Psychological Safety

- How included do you feel in your team?

- How much trust do you have in your colleagues?

- How confident do you feel to admit mistakes?

- How confident do you feel to be yourself?

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The Myths about Psychological Safety and Performance Standards

- Psychological Safety is not about a culture where 'anything goes'

- People should always be held accountable for poor performance

- People should be able to make small mistakes, ask for assistance and learn when they get something wrong

- Not blaming or harshly punishing individuals is not about lowering performance standards

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You can only hold people accountable if there is psychological safety – otherwise stress and anxiety develop

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Psychological Safety and Accountability are Equally Important

High

Accountability

Anxiety

Low Psychological Safety and High Accountability

High accountability but no safety or trust. This is often an area of high performance but also high stress. Typically results focused at psychological cost.

Achievement

High Psychological Safety and High Accountability

Constant learning and effective collaboration take place. Stretch goals and challenge exist with constant feedback, trust and honesty in place.

Apathy

Low Psychological Safety and Low Accountability

Both psychologically unsafe and not responsible People are often in conflict, low in team cohesion and trust.

Abatement

High Psychological Safety and Low Accountability

The comfort zone. People like working with one another but aren't challenged or held accountable for poor performance. People believe they are doing a good job.

Low — Psychological Safety — High

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A Leader's Toolkit for Building Psychological Safety

	Setting the Stage	Inviting Participation	Responding Productively
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 whom it matters	**DEMONSTRATE SITUATIONAL HUMILTY** • Acknowledge gaps **PRACTICE INQUIRY** • Ask good questions • Model intense listening **SET UP STRUCTURES & PROCESSES** • Create forums for input • Provide guidelines for discussion	**EXPRESS APPRECIATION** • Listen • Acknowledge and thank **DESTIGMATISE FAILURE** • Look forward • Offer help • Discuss, consider and brainstorm next steps **SANCTION CLEAR VIOLATIONS**
Accomplishes	Shared expectations and meaning	Confidence that voice is welcome	Orientation toward continuous learning

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Setting The Stage for Psychological Safety

This requires leaders to get people on the same page with common goals and a shared appreciation for what they are facing. To do this effectively a leader needs to master 'framing the work'.

For example:

- If near perfection is required to satisfy demanding car customers - leaders should frame the work by alerting team members to catch and correct tiny deviations before the car proceeds down the assembly line

- To achieve zero fatalities in a dangerous mine environment, leaders must frame physical safety as a worthy and challenging but attainable goal.

- If discovering new cures is the goal, leaders have to motivate researchers to generate smart hypotheses for experiments and to feel OK about being wrong far more often than right.

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Inviting Participation

- Leaders must invite participation in a way that people find compelling and genuine.

- Situational humility captures this – it is the simple recognition by the leader that they don't have all the answers or a crystal ball

- Research shows that when leader express humility, teams engage in more learning behaviour

- Proactive inquiry means being curious and actively asking what the organisation could be doing better: A health board may ask 'Was everything as safe as you would like it to have been this week for your patients?'

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Responding Productively

- To reinforce a climate of psychological safety, it's imperative that leaders respond to the risks people take.

- Productive responses are characterised by 3 elements:

1. Expressions of appreciation
2. Destigmatising failure
3. Sanctioning clear violations

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