

WORKBOOK COVER PLACEHOLDER



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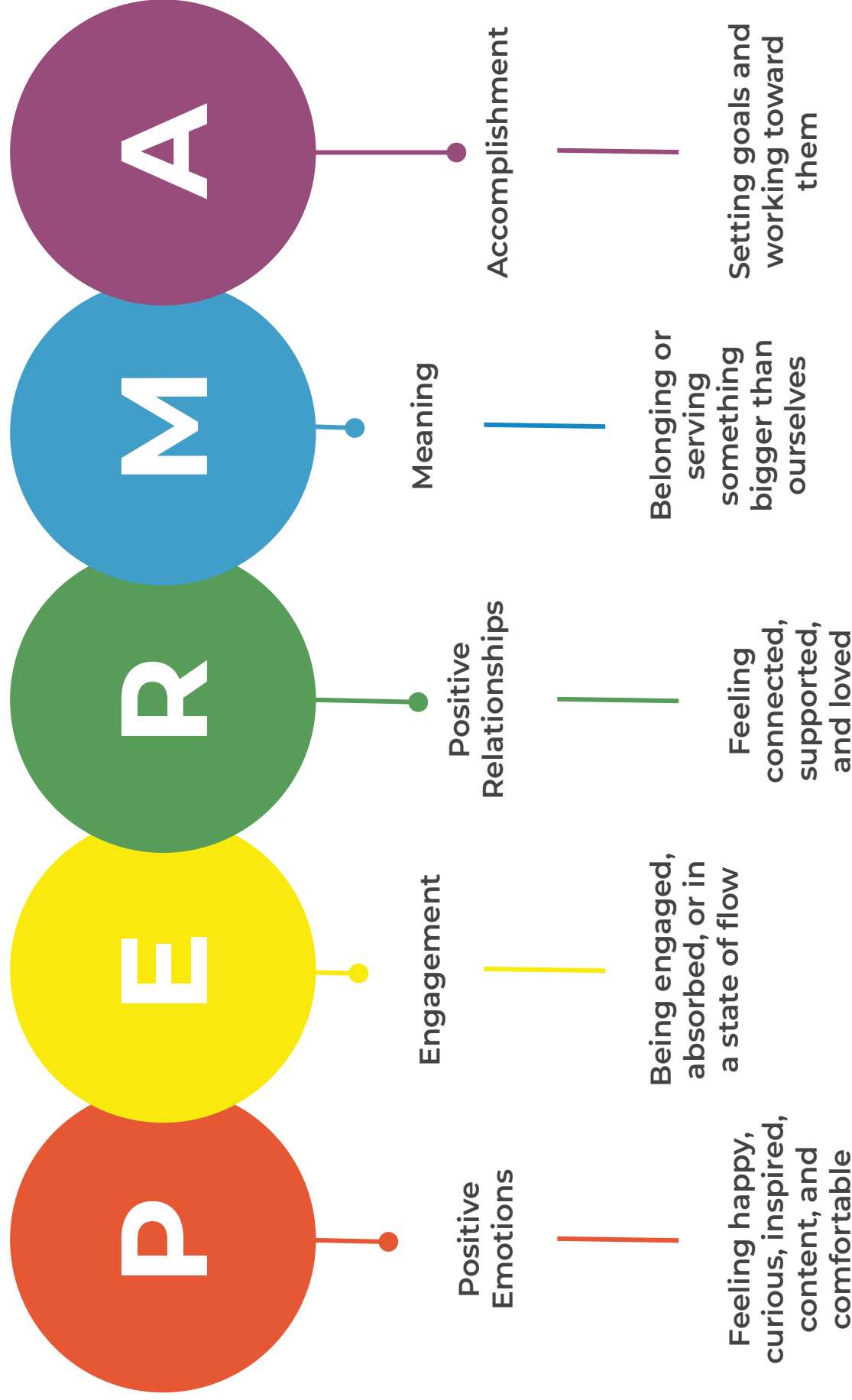
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Character Strengths- brief definitions

| WISDOM | COURAGE | HUMANITY | JUSTICE | TEMPERANCE | TRANSCENDENCE |
|--|--|--|--|---|---|
| CREATIVITY: Originality that is adaptive | BRAVERY: Facing fears, confronting adversity | LOVE: Genuine, reciprocal warmth | FAIRNESS: Equal opportunity for all | FORGIVENESS: Letting go of hurt when wronged | APPRECIATION OF BEAUTY&EXCELLENCE: Seeing the life behind things |
| CURIOSITY: Exploration, seeking novelty | PERSEVERANCE: Keeping going, overcoming obstacles | KINDNESS: Doing for others | TEAMWORK: collaborative | HUMILITY: Achievement does not elevate worth | GRATITUDE: Thankfulness |
| JUDGMENT: Critical thinking and rationality | HONESTY: Being authentic | SOCIAL INTELLIGENCE: Tuned in, then savvy | LEADERSHIP: Positively influencing others | PRUDENCE: Wise caution | HOPE (OPTIMISM): Positive expectations |
| LOVE OF LEARNING: Systematic deepening of knowledge | ZEST (ENTHUSIASM): Enthusiasm for life | | | SELF-REGULATION: Self-management of vices | HUMOR: Offering pleasure/laughter to others |
| PERSPECTIVE: The wider view | | | | | SPIRITUALITY (MEANING AND PURPOSE): Connecting with the sacred |

VIA SURVEY PLACEHOLDER

PERMA



The Power Zone

Simultaneously accessing strengths from the four categories below puts us in the Power Zone.

Talents

Things that come naturally

Skills

Things we train ourselves to do

Interests

Things we enjoy

Relationships

People in our lives

Architects & Analysts

Emphasize meaning and conceptual functions

Pluses

- Information and opinion seekers
- Good at analysis and process observation
- Prefer to make decisions based on facts
- Prefer as much information as possible before deciding
- Can come out with totally off-the-wall solutions that work
- Translate feelings and experiences into ideas

Deltas

- Can be slow in making decisions or dogged in facts
- Can happily leave most decisions to others and focus on only one decision
- Have to watch out for non-involvement or unrealistic ideas if they get into their own world

If a leader has this style, honor their need for information while also requesting they tell you how they will decide or delegate, and when.

Some Effects on the Group

Architects and analysts are often in the minority but their function is essential. If a group doesn't pay attention to this area, it will miss out on significant learning that comes from observation and analysis. The group may also be missing important process steps or other ways to view a situation. Too much of this style in a group may stall movement because the discussion, laissez-faire attitude and analysis allow opportunities to pass.

Drivers

Emphasize action and directing

Pluses

- Information and opinion givers
- Decision making is easy for them
- Often the keepers of the vision in a group
- Great at taking a stand, being direct, and making things happen
- Usually not too shaken by critical feedback

Deltas

- Often will urge "let's decide" as indecision can drive them crazy
- Will sometimes decide without input from others and step on toes
- Make mistakes when moving too quickly without adequate information
- Can come across as too impersonal and lose connection with their group
- Have to be careful not to "over-lead"

If a leader has this style, be as direct as possible when dealing with them. Bring problems and opinions to them: they expect this.

Some Effects on the Group

If a group does not have drivers, they must pick up driver functions or they can fail to meet far-reaching goals. Mature drivers are non-reactionary individuals with much ability in the other quadrants, and they help ground a group. When this style is not mature, there may be too much individuality or structure. Turf battles or a lack of member autonomy and collaboration may ensue.

Relationship Cultivators

Emphasize caring

Pluses

- Excellent at building and sustaining community
- Work well on a team
- Great at building rapport, consensus, and commitment and seeking feedback
- Support, praise, and feel concern
- Display high regard for others' wishes, viewpoints, and actions

Deltas

- May not take an unpopular stance if it puts a relationship at risk
- Can put so much emphasis on a relationship that tasks and decision-making fall behind
- Can forget or downplay their own needs, to their detriment

If a leader has this style, you may need to ask them to be more specific with their expectations. Encourage critical feedback from them and tell them when you want to know what they think and want.

Some Effects on the Group

You cannot have too much caring and respect as part of your capacity - it is the glue that's essential for a group to function. As a leader, it is powerful when combined with other quadrant functions. If it is the only style a group has, the group may not take enough risks or make enough decisions to move forward significantly. The group may also avoid conflict to the extent that there is lack of depth in genuine connection and innovation.

Spontaneous Motivators

Emphasize emotional stimulation

Pluses

- Often voice their ideas and supply passion to follow those ideas; energizers
- Great at motivating people as they possess a sense of mission or vision
- Good at energetic dialogues with other group members

Deltas

- Can be emotionally bound to their ideas; objectivity may be their biggest challenge
- Can create a highly emotionally charged climate if they put too much emphasis on challenging others and confronting assumptions

If a leader has this style, know your own position and don't be afraid to voice it. Ask them to give concrete examples to back up their viewpoints.

Some Effects on the Group

Spontaneous motivators are often light bulbs. Groups need this function to sparkle, create, prod, stir the pot, and impassion. A group without this style may be functional, but somewhat lackluster. When mature people with this style choose to be detached and monitor their emotional involvement, this is highly effective. If too much of this style is present in a leader, a group can be overly reactive or so impassioned about their ideals that they lose touch with other realities. Interestingly, many charismatic leaders and cult leaders come from this quadrant.

SWEET SPOT PLACEHOLDER



Amy Edmondson's Psychological Safety Survey Statements

1. If you make a mistake on this team, it is often held against you.
2. Members of this team are able to bring up problems and tough issues.
3. Members of this team reject others for being different.
4. It is safe to take a risk on this team.
5. It is difficult to ask other members of this team for help.
6. No one on this team would deliberately act in a way that undermines your efforts.
7. Working with this team, your unique skills and talents are valued and utilized.

Rephrased as questions for the workbook exercise:

1. Can you make a mistake on this team, without it being held against you?
2. Are members of this team able to bring up problems and tough issues?
3. Do members of this team accept one another regardless of differences?
4. Is it safe to take a risk on this team?
5. Is it easy to ask other members of this team for help?
6. Are you confident that no one on this team would deliberately undermine your efforts?
7. Do members of this team value and utilize your unique skills and talents?

BRAVING: Brené Brown's Definitions

the seven trust-building behaviors

Boundaries - You respect my boundaries, and when you're not clear about what's okay and not okay, you ask. You're willing to say no.

Reliability - You do what you say you'll do. At work, this means staying aware of your competencies and limitations so you don't over promise and are able to deliver on commitments and balance competing priorities.

Accountability - You own your mistakes, apologize, and make amends.

Vault - You don't share information or experiences that are not yours to share. I need to know that my confidences are kept, and that you're not sharing with me any information about other people that should be confidential.

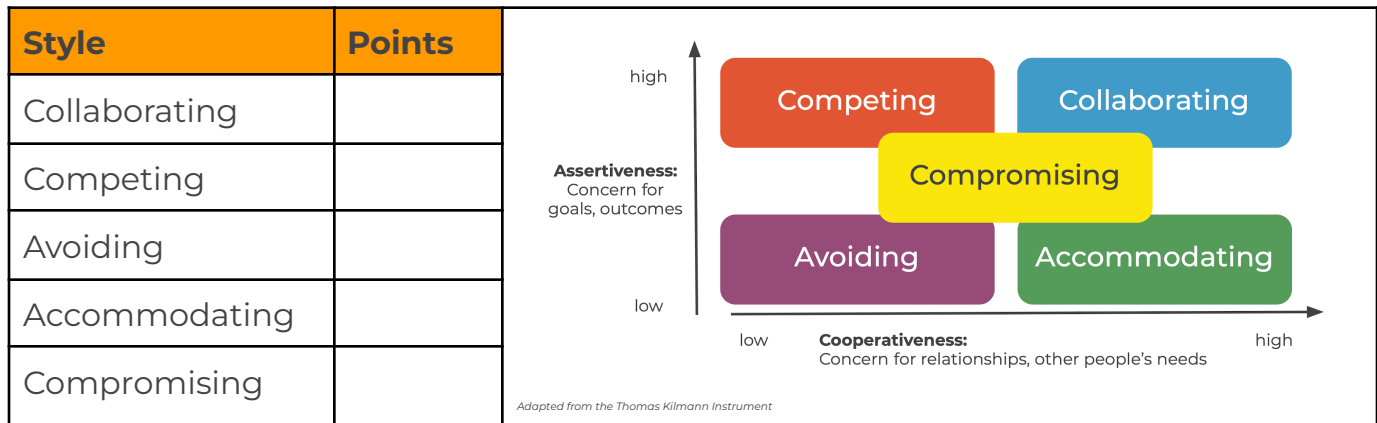
Integrity - You choose courage over comfort. You choose what is right over what is fun, fast, or easy. And you choose to practice your values rather than simply professing them.

Nonjudgment - I can ask for what I need, and you can ask for what you need. We can talk about how we feel without judgment.

Generosity - You extend the most generous interpretation possible to the intentions, words, and actions of others.



Conflict Resolution Style Survey Results for Name



The scores above are based on a 12 point scale. Your “default” conflict resolution styles are those with the highest scores.

The “strength” of your default style - that is, whether you stay in one style or move easily from one style to another - is indicated by the difference between the scores of the styles. If the difference is high, resistance in moving from one style to another is high. If the difference is low, you likely move from one style to the other with ease. If you have two tied scores, this means you easily move from one to another - likely depending on context. This model assumes that we use each style at one point or another but that our “dominant” style reflects our particular beliefs about conflict and our preferences, and is the style to which we default most readily.

While all of us have a default communication style when conflicts arise, we are capable of using any of the five styles if we set an intention to do so. Growth mindset is key— we are always capable of learning!

Collaborating: Assertive and cooperative— collaborating involves an attempt to work with others to find a solution that fully satisfies everyone’s concerns. It means digging into an issue to pinpoint the underlying needs and wants of the people involved. Collaborating might take the form of exploring a disagreement to learn from each other’s insights or trying to find a creative solution to an interpersonal problem.

Competing: Assertive and uncooperative—an individual pursues their own concerns at the other person’s expense. This is a power-oriented mode in which one uses whatever power seems appropriate (ability to argue, your rank, economic sanctions, etc.) to win your own position. Competing can mean “standing up for your rights,” defending a position which you believe is correct, or simply trying to win.

Avoiding: Unassertive and uncooperative—an individual neither pursues their own concerns nor those of the other individual, effectively not dealing with the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

Accommodating: Unassertive and cooperative— when accommodating, the individual neglects their own concerns to satisfy the concerns of the other person. There is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person’s order when one would prefer not to, or yielding to, or going along with, another’s point of view.

Compromising: Assertiveness and cooperativeness — the objective is to find some expedient, mutually acceptable solution that partially satisfies both parties. It falls intermediate between competing and accommodating. Compromising gives up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but does not explore it in as much depth as collaborating. In some situations, compromising might mean splitting the difference between the two positions, exchanging concessions, or seeking a quick middle-ground solution.

Adapted from: <https://kilmanndiagnostics.com/a-brief-history-of-the-thomas-kilmann-conflict-mode-instrument/>



Three Steps to Approaching Conversations with Curiosity

1. Assume a learning stance. Have you ever noticed that when you think you are right about something, you stop listening? It is easy to assume we know all of the facts about a situation, especially when we think that our perspective or position is the “right” one. Leveraging the strength of curiosity, and trying to learn more about the views and perspectives of the person with whom you are speaking can improve understanding. Cultivate awareness of how you show up -- are you listening to prove you are right or are you listening to gain new understanding? Stay open, be curious, and learn.

Questions to ask yourself: What can I learn from this conversation? What is another way to approach this situation other than the one I think is right? What might be influencing this person's perspective?

2. Listen first, talk second. We signal to others that we are truly listening when we demonstrate an interest in what they are saying. We show that we care and are interested when we ask open questions:

“Tell me more about X...”
“Help me understand Y...”

We also demonstrate we are listening when we reflect back what we have heard to clarify our understanding of what the other person has shared.

“So what I hear you saying is...”
“Let me paraphrase what I heard to make sure I understood...”

In doing so, we acknowledge the other person's thoughts and feelings. Acknowledgment does not mean agreement -- it means we have truly listened to what has been said.

3. Recognize the power of the pause. Sometimes a conversation will stir up energy and emotion, which makes working toward a resolution or decision more challenging. Often, the best step toward a positive outcome is to take a short pause in the conversation to allow each participant time to reflect on and absorb the discussion. Be comfortable suggesting a pause -- a walk, a fresh air break, a water break -- to give yourself time to take a deep breath, to absorb all the things you have learned through being curious, and to approach the conversation anew.

Sources: Brown, C. Brené. *Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead*. New York, N.Y.: Gotham, 2012.

Stone, Douglas., Bruce Patton, and Sheila Heen. *Difficult Conversations: How to Discuss What Matters Most*. New York, N.Y.: Viking, 1999.



Coming From a Place of Curiosity: Questions and Sentence Starters

Curiosity can be a powerful tool for building relationships when combined with appropriate tone of voice and body language.

Questions for Self-Reflection:

- What would have to be true for me to agree with...?
- What is the story I'm telling myself?
- What assumptions am I making?
- What evidence do I have?
- What more do I need to learn?

General:

- What is another way to approach this situation?
- Will you play devil's advocate and tell me why this won't work?
- If we had a magic wand, how could we make this even better?
- What would have to be true for...?
- Should we take a break to collect our thoughts and circle back on (time/date)?

Clarifying:

- What do you mean by X?
- Tell me more about X... or, Help me understand Y...
- So what I hear you saying is...
- (Name), what do you think?
- Would you elaborate?

Agreeing:

- I agree with X because...
- I appreciate (Name)'s point about X because...
- (Name) and I are coming from the same position on...

Disagreeing:

- I see it differently because...
- I agree with X, and we might also want to consider...
- I appreciate your perspective here, let me share another one...

Building:

- Yes, and furthermore...
- Adding to what (Name) said...

Sources:

Brown, C. Brené. *Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead*. New York, N.Y.: Gotham, 2012.

Stone, Douglas., Bruce Patton, and Sheila Heen. *Difficult Conversations: How to Discuss What Matters Most*. New York, N.Y.: Viking, 1999.

Heick, Terry. "26 Sentence Stems for Higher Level Conversation". *Teachthought.com*, April 2019.



Strengths in Action Part 1: PERMA & Signature Strengths

Box a: Briefly write about a time in your personal, academic or professional life when you were flourishing or thriving - a time when you were at your best. What were you doing? Who were you with? How were you feeling? Choose a situation that took place within the past year that you will be comfortable sharing with a partner.

Box b:

Box c:



Strengths in Action Part 2: The Power Zone*

| | |
|--|---------------|
| Box a: List your signature strengths. | Box d: |
| Box b: Identify a job you have now or have had in the past where: <ul style="list-style-type: none">• You enjoy(ed) many or most of the work/tasks.• The work is/was aligned with your interests.• You have/had at least one person whom you could turn to for support or help if needed (if the job is/was independent work, this might be a friend, colleague, mentor, etc.) <p>Note: The work can be paid or unpaid. It can be professional, academic, volunteer or household.</p> <p>Write down the job title or role here: _____</p> <p>Use the space below to list the tasks that you enjoy/ed and are good at with regard to this job.</p> <p><i>Ex. collaborating with my team; organizing files; editing scripts; managing events; meeting with clients; creating lesson plans</i></p> | Box e: |
| Box c: List people to whom you can/could turn for support, help, etc. when you are/were working on this job. | Box f: |



Preparing for Session 2 Conversations

Directions: Using workbook pages 16 and 17, entitled “Strengths in Action Part 1: PERMA & Signature Strengths” and “Strengths in Action Part 2: The Power Zone” for reference, please respond to the prompts below.

You will use the reflections you write below during our session together.

Box a: How are you feeling about your signature strengths? Do they feel comfortable and/or make sense? Are there any you are resisting or struggling to understand?

What are your thoughts regarding how your signature strengths help you to access - or “tow” - other strengths? (For example, how did your signature strengths help you access other strengths when you were flourishing (PERMA) in your scenario on page 16?)

Box b: What are your thoughts regarding how **context** impacts how your strengths show up? (For example, which strengths showed up when you were flourishing on page 16? When you were in The Power Zone on page 17?)

Additionally, how do personal/professional settings, relationships, and/or emotions impact how (or if) your strengths show up?



Awareness, Context, Intention Reflection Sheets (A, C, I sheets):

You will be asked to complete an Awareness, Context, Intention reflection sheet for every session.

Completing this exercise will enable you to:

1. Capture your immediate thoughts from each session.
2. Review and synthesize concepts in between sessions.
3. Prepare gradually for the culminating activity in the workshop's final session.
4. Begin building a habit of reflection (building awareness, considering context, and setting intentions).



Build Awareness

Consider Context

Set Intention



Session #2: Strengths

Box a: Have your thoughts about your strengths shifted? If so, how? Please list any “aha- moments,” lingering questions, or anything you want to remember from today’s session.

Box b: Review, synthesize, and operationalize concepts

Build Awareness: What are your signature strengths? What middle strengths do you use on a regular basis? How do your lesser strengths show up or not show up for you?

Consider Context*: How does context impact how you tap into your strengths?

Set an Intention: What is one small goal you would like to set over the next seven days to develop your strengths or to support the strengths of those around you?

**Consider any of the following: personal/ professional setting, flourishing, power zones, relationships, and emotions.*

Box c: Prepare for your Me, 101 Statement

What would be helpful for people (colleagues, friends, family) to know about your strengths and how they support you in your work and your relationships?



Leadership Styles Reflection

Complete the following reflection based on your default leadership style. If the style you initially landed on does not feel like a fit, reflect on one that does.

STYLE: My default leadership style is...

A TIME WHEN: Think of a time when your leadership style contributed to success in a group context. Jot down the scenario here.

PLUSES: Review the pluses of your style. Which of these supported your success in the situation above?

EFFECTS ON THE GROUP: Review the effects that this leadership style can have on a group. Did any of these play out in the scenario above? Describe.

DELTAS: In general, which delta of your style do you want to remain aware of as you work with groups in the future? Why? Choose only one.



Context and Leadership Styles

Consider how context impacts how you show up in a group. Does context change the leadership style to which you default?

- Does it matter **who** is involved? Does the leadership style of the person with whom you are interacting impact the style to which you default?
- Does your style shift depending on **where** you are? From work to home or otherwise?
- Does your style shift based on your **positionality** within the group? For instance, if you are perceived to have “power” or not?
- How do **emotions** impact how you lead?

Reflect on the questions above and jot some notes in the boxes below.

| | |
|---|---|
| <p>Architects & Analysts <i>Emphasize meaning and conceptual functions</i></p> | <p>Drivers <i>Emphasize action and directing</i></p> |
| <p>Relationship Cultivators <i>Emphasize caring</i></p> | <p>Spontaneous Motivators <i>Emphasize emotional stimulation</i></p> |



Preparing for Session 3 Conversations

Directions: Using workbook pages 21 and 22, entitled “Leadership Styles Reflection” and “Context and Leadership Styles” for reference, please respond to the prompts below.

You will use the reflections you write below during our session together.

Box a: Which aspects of your default leadership style resonate? Which don't? How does your style serve you well? Are there aspects that don't serve you well?

How do your VIA strengths make sense to you in the context of your leadership style?

Box b: Is there a style/more than one style you default to when you are at your best? Is there a style/more than one style you default to when you are NOT at your best?



Build Awareness

Consider Context

Set Intention



Session #3: Leadership Styles

Box a: Have your thoughts on leadership shifted? If so, how? Please list any “aha-moments,” lingering questions, or anything you want to remember from today’s session.

Box b: Review, synthesize, and operationalize concepts

Build Awareness: What is your default style of leadership? What are two pluses that resonate? What is one delta that you want to address?

Consider Context*: How does context impact the style to which you default or into which you step?

Set an Intention: Choose a style - or a plus from a style - that you would like to actively challenge yourself to lean into. What strengths will you draw on to do that?

**Consider any of the following: personal/ professional setting, flourishing, power zones, relationships, emotions, and positionality.*

Box c: Prepare for your Me, 101 Statement

What would be helpful for people (colleagues, friends, family) to know about how you lead and how your leadership style(s) might impact your relationships?



Strengths in Action Part 3: Overuse and Underuse

Box a: Briefly write about a time in your personal, academic or professional life when you were NOT your best self. Please choose a scenario that includes an interaction with at least one other person. (Maybe you have replayed the scenario in your head, or thought about how you would have behaved differently? What were you doing?) Choose a situation you will be comfortable sharing with a partner.

Box b: Using your “Finding the Sweet Spot” sheet for guidance, review the words and phrases in the overuse and underuse columns and write the words and phrases that might be used to describe your behavior and their corresponding strength.

_____ overuse/underuse of _____

_____ overuse/underuse of _____

_____ overuse/underuse of _____

Box c: Using your “Finding the Sweet Spot” sheet for guidance, review the words and phrases in the optimal use column to identify a strength, or strengths, that might help you bring the overused or underused strengths back into the optimal use zone.

To counter the over/under use of _____ try _____

To counter the over/under use of _____ try _____

To counter the over/under use of _____ try _____



Strengths in Action Part 4: Overuse & Underuse in Context

Box a: Think of another time in your life (professional, personal or academic) when you were NOT your best self. (Maybe you have replayed the scenario in your head, or thought about how you would have behaved differently?) This time, choose a scenario that took place in a **different context** than the scenario you wrote about in “Strengths in Action Part 3” on the previous page. When considering context, factors might include personal vs. professional; time of day; with or without other people, etc. Choose a situation you will be comfortable sharing with a partner.

Box b: Using your “Finding the Sweet Spot” sheet for guidance, review the words and phrases in the overuse and underuse columns and write the words and phrases that might be used to describe your behavior and their corresponding strength.

_____ overuse/underuse of _____

_____ overuse/underuse of _____

_____ overuse/underuse of _____

Box c: Using your “Finding the Sweet Spot” sheet for guidance, review the words and phrases in the optimal use column to identify a strength, or strengths, that might help you bring the overused or underused strengths back into the optimal use zone.

To counter the over/under use of _____ try _____

To counter the over/under use of _____ try _____

To counter the over/under use of _____ try _____



Preparing for Session 4 Conversations

Directions: Using workbook pages 9, 10, 25, and 26 entitled “NOLS Leadership Styles,” “Finding the Sweet Spot,” “Strengths in Action Part 3: Overuse and Underuse,” and “Strengths in Action Part 4: Overuse and Underuse in Context” for reference, please respond to the prompts below.

You will use the reflections you write below during our session together.

Box a: What is the relationship between your NOLS default leadership style and the strengths you tend to overuse or underuse?

How does context* impact which strengths you overuse or underuse? (i.e.: Do you tend to overuse your signature strengths in certain contexts? Do you tend to underuse your lesser strengths in certain contexts?)

**Consider any of the following: personal/ professional setting, relationships, emotions, positionality, etc.*

Box b: Rebalancing: Are there certain strengths you might *regularly and intentionally* leverage to rebalance your strength over/under use? (Revisit boxes c on pages 25 and 26 for guidance. What do you notice?)



Build Awareness

Consider Context

Set Intention



Session #4: Overuse and Underuse of Strengths

Box a: What questions, if any, do you continue to have about your strengths? Please list any “aha- moments,” lingering questions, or anything you want to remember from today’s session.

Box b: Review, synthesize, and operationalize concepts

Build Awareness: Which strengths do you tend to overuse? Underuse?

Consider Context*: What impacts when and how you over/underuse your strengths?

Set an Intention: What are three go-to strengths you can leverage to bring strength over/underuse back into the optimal use zone?

**Consider any of the following: personal/ professional setting, flourishing, power zones, relationships, emotions, and positionality.*

Box c: Prepare for your Me, 101 Statement

What would be helpful for people (colleagues, friends, family) to know about your tendencies to over and underuse your strengths?



Reflections on Team Culture

| | |
|---|--|
| <p>Box a: Think of a team or a group with which you've worked and have had an extremely <u>positive</u> experience. It can be in your professional or personal life. Choose one that you will feel comfortable discussing with a partner. Jot notes about this team. What was the team culture like? How did teammates behave towards one another? (When discussing this topic in session, please refrain from using specific names or identifiers in reference to your scenarios.)</p> | <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> |
| <p>Box b: Think of a team or a group with which you've worked and have had an extremely <u>negative</u> experience. It can be in your professional or personal life. Choose one that you will feel comfortable discussing with a partner. Jot notes about this team. What was the team culture like? How did teammates behave towards one another? (When discussing this topic in session, please refrain from using specific names or identifiers in reference to your scenarios.)</p> | <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> |



How Self-Awareness Impacts Psychological Safety

Consider Amy Edmondson's survey statement #2: **Members of this team are able to bring up problems and tough issues.**

Using your VIA report, and workbook pages 9, "NOLS Leadership Styles," and page 10, "Finding the Sweet Spot" as references, reflect on the prompts below and jot notes in the available space.

Do YOU bring up problems and tough issues?

How might your VIA signature strengths impact your willingness to bring up problems and tough issues? What other strengths might support you in doing this?

Are there strengths that you over or underuse that might make it challenging for YOU to bring up problems and tough issues?

How might the pluses and deltas of your leadership style impact your willingness to bring up problems and tough issues?

What needs to be true for YOU to bring up problems and tough issues? Consider environmental factors, specific behaviors/attitudes from other people, etc.

Is it easier for you to prepare for, initiate, or navigate difficult conversations?

Does your behavior ENABLE OTHERS to bring up problems and tough issues?

Are there strengths that you over or underuse that might make it challenging for OTHERS to bring up problems and tough issues with you?

How might the pluses and deltas of your leadership style impact how you ENABLE OTHERS to bring up problems and tough issues?



Preparing for Session 5 Conversations

You will use the reflections you write below during our session together.

Box a: Using workbook page 11, “Amy Edmondson’s Psychological Safety Survey Statements,” page 29, “Reflections on Team Culture,” and frame 2 (“Needs and Barriers”) on the Cohort Miro board for reference, please respond to the prompts below.

Do you see a relationship between Edmondson’s 7 statements and the needs and barriers you posted on the Cohort Miro board in frame 2? If so, please describe.

Were the needs you posted on that frame being met on the teams you described on page 29?

Is one of Amy Edmondson’s 7 survey statements on page 11 especially important to you?

Box b: Be prepared to discuss your reflections on page 30, “How Self-Awareness Impacts Psychological Safety.” (You will also need your VIA report and pages 9 and 10 for this discussion.)



Build Awareness

Consider Context

Set Intention



Session # 5: Psychological Safety

Box a: Have your thoughts on psychological safety shifted? If so, how? Please list any “aha- moments,” lingering questions, or anything you want to remember from today’s session.

Box b: Review, synthesize, and operationalize concepts

Build Awareness: What is helpful to you in order to bring yourself fully to a team/group setting (needs from the needs/barriers board)? What gets in the way(barriers)? Which of Amy Edmondson’s statements are easiest for you to cultivate and which is most challenging?

Consider Context*: How does context impact how you show up in a team/group setting?

Set an Intention: Choose one action to cultivate psychological safety in your life/family/team at work.

**Consider any of the following: personal/ professional setting, flourishing, power zones, relationships, emotions, and positionality.*

Box c: Prepare for your Me, 101 Statement

What would be helpful for people (colleagues, friends, family) to know about your perspective on psychological safety and Edmondson's 7 statements?



Trust in Action (1 of 2)

Directions:

1. Choose a person with whom you would like to strengthen your relationship, and write their name- or initials- on every blank line in columns B and C.
2. Consider the questions in each of the boxes in columns B and C. In each box, *for each question*, circle the best fit: very often, sometimes or rarely. If you are uncertain, go with your best guess.

| A | B | C |
|--|--|---|
| BRAVING* Definition | My Behaviors | _____’s Behaviors |
| Boundaries: Set and respect clear boundaries. | <p><i>Do I set clear boundaries with _____?</i></p> <p>very often sometimes rarely</p> <p><i>Do I respect _____’s boundaries?</i></p> <p>very often sometimes rarely</p> | <p><i>Does _____ set clear boundaries with me?</i></p> <p>very often sometimes rarely</p> <p><i>Does _____ respect my boundaries?</i></p> <p>very often sometimes rarely</p> |
| Reliability: Do what you say you’re going to do. | <p><i>Do I do what I say I will do for _____?</i></p> <p>very often sometimes rarely</p> | <p><i>Does _____ do what they say they will do for me?</i></p> <p>very often sometimes rarely</p> |
| Accountability: Be accountable to your mistakes. | <p><i>Do I hold myself accountable and apologize to _____ when necessary?</i></p> <p>very often sometimes rarely</p> | <p><i>Does _____ hold themselves accountable and apologize to me when necessary?</i></p> <p>very often sometimes rarely</p> |
| Vault: Keep in confidence what others share with you. | <p><i>Do I keep _____’s confidence (keep their information safe)?</i></p> <p>very often sometimes rarely</p> | <p><i>Does _____ keep my confidence (keep my information safe)?</i></p> <p>very often sometimes rarely</p> |
| Integrity: Choose what is right over what is fun, fast, or easy. | <p><i>Do I operate from a place of integrity with _____, even when it is difficult?</i></p> <p>very often sometimes rarely</p> | <p><i>Does _____ operate from a place of integrity with me, even when it is difficult?</i></p> <p>very often sometimes rarely</p> |
| Nonjudgment: Do not judge others for struggling. | <p><i>Do I ask _____ for help, or share my struggles with them?</i></p> <p>very often sometimes rarely</p> <p><i>Do I withhold judgment about _____ when they are struggling, or when they ask me for help?</i></p> <p>very often sometimes rarely</p> | <p><i>Does _____ ask me for help, or share their struggles with me?</i></p> <p>very often sometimes rarely</p> <p><i>Does _____ withhold judgment about me when I’m struggling, or when I ask them for help?</i></p> <p>very often sometimes rarely</p> |
| Generosity: Extend the most generous interpretation possible to the intentions, words, and actions of others. | <p><i>Am I generous about the assumptions that I make about _____’s intentions, words and actions?</i></p> <p>very often sometimes rarely</p> | <p><i>Is _____ generous about the assumptions that they make about my intentions, words and actions?</i></p> <p>very often sometimes rarely</p> |

*Brené Brown’s BRAVING behaviors



Trust in Action (2 of 2)

Based on your responses on the previous page, answer the following questions.

Box a: What do you notice? Where is trust being built? Where does trust break down?

Box b: What relationships do you see among the BRAVING behaviors in your example? Did you find interdependencies? (ex. *Creating boundaries requires integrity.*)

Box c: Where are there opportunities to build trust in this relationship? Which BRAVING behaviors might you focus on to build trust? Which character strengths and pluses of your leadership style might you leverage?



Preparing for Session 6 Conversations

Directions: Using your VIA report as well as workbook pages 9, 12, and 33-34 entitled “NOLS Leadership Styles,” “BRAVING: Brené Brown’s Definitions,” and “Trust in Action” for reference, please respond to the prompts below.

You will use the reflections you write below during our sessions together.

Box a: Identify 1-2 BRAVING behaviors that come most easily to you.

Describe the relationship between your signature strengths, the pluses of your leadership style, and the BRAVING behaviors that come most easily to you.

Identify 1-2 BRAVING behaviors that are more challenging for you.

Describe the relationship between the strengths you tend to overuse or underuse, the deltas of your leadership style, and the BRAVING behaviors that are more challenging for you.

Box b: Trust is foundational to creating a culture of psychological safety. To begin to explore the relationship between trust and psychological safety, consider Amy Edmondson’s statement #2, “Members of this team are able to bring up problems and tough issues.” How might each BRAVING behavior impact an individual’s ability to “bring up problems and tough issues” in a group context?

Boundaries:

Reliability:

Accountability:

Vault:

Integrity:

Nonjudgment:

Generosity:



Build Awareness

Consider Context

Set Intention



Session # 6: Trust

Box a: Have your thoughts on trust shifted? If so, how? Please list any “aha-moments,” lingering questions, or anything you want to remember from today’s session.

Box b: Review, synthesize, and operationalize concepts

Build Awareness: Which BRAVING behaviors come easily to you? Which are more challenging? Which BRAVING behaviors *in others* are especially important to you?

Consider Context*: How does context impact the BRAVING behaviors you leverage or don’t leverage?

Set an Intention: Think of a relationship that is important to you. Choose one BRAVING behavior you’d like to leverage to build trust in that relationship. (Consider how strengths and/or leadership pluses might support you in doing this.)

**Consider any of the following: personal/ professional setting, flourishing, power zones, relationships, emotions, and positionality.*

Box c: Prepare for your Me, 101 Statement

What would be helpful for people (colleagues, friends, family) to know about trust-building behaviors that are important to you?



A Conversation Revisited (1 of 2)

Box a: Briefly write about a difficult conversation you have had that you wish you could redo. Who was it with? How did you feel? How do you think the other person felt? Why do you wish you could redo this conversation?

Box b: Consider the conversation you described in Box a through the lens of our three steps for approaching conversations from a place of curiosity: Were you approaching the conversation described in Box a from a learning stance? Was there an opportunity to leverage the power of the pause?



A Conversation Revisited (2 of 2)

Box c: List 2-3 questions or sentence starters you could have used in the scenario you described in Box a that may have resulted in a better outcome. (Review page 15 for suggestions.)

Box d: Which conflict resolution style were you defaulting to in the scenario you described in Box a?

How did context* impact the conflict resolution style to which you defaulted?

Would another style have been more effective?

**Consider any of the following contexts: personal/professional setting, flourishing, power zones, relationships, emotions, and positionality.*

Box e: (You will complete this box as a prep task before Session 8.)



Preparing for Session 7 Conversations

Directions: Using the appropriate reference pages as well as workbook pages 15, “Coming From a Place of Curiosity: Questions and Sentence Starters” and 37-38, “A Conversation Revisited” for reference, please respond to the prompts below.

You will use the reflections you write below during our sessions together.

Box a: What is the relationship between your default conflict resolution style(s), the pluses and deltas of your default leadership style, and your VIA strengths?

How does your default conflict resolution style(s) help you build trust and/or cultivate (or get in the way of cultivating) psychological safety?

In which contexts might you use **other** conflict resolution styles to build trust or cultivate psychological safety?

Box b: Which questions or sentence starters might you ask *yourself* when you want to build trust or cultivate psychological safety while navigating conflict? Which questions/sentence starters might you ask *others*?



Build Awareness

Consider Context

Set Intention



Session # 7: Curiosity & Conflict Resolution Styles

Box a: Have your thoughts about curiosity and conflict resolution shifted? If so, how?" Please list any "aha- moments," lingering questions, or anything you want to remember from today's session.

Box b: Review, synthesize, and operationalize concepts

Build Awareness: What is/are your default conflict resolution style(s)? How do the pluses and/or deltas of your default leadership style intersect with your default conflict resolution style?

Consider Context*: How does context impact the conflict resolution style you choose or to which you default?

Set an Intention: Identify an opportunity to lean into the collaborative style when you might typically default to avoiding, accommodating or competing. Which strengths might support you?

**Consider any of the following: personal/ professional setting, flourishing, power zones, relationships, emotions, and positionality.*

Box c: Prepare for your Me, 101 Statement

What would be helpful for people (colleagues, friends, family) to know about how you communicate and/or manage conflict?



Build Awareness

Consider Context

Set Intention



Session #8: Listening, Sharing, and Offering Feedback

Box a: Consider your experiences with listening and sharing over the course of this workshop series as well as the prep tasks you completed for this session. Have your thoughts about listening and offering feedback shifted? If so, how? Please list any “aha- moments” or lingering questions.

Box b: Review, synthesize, and operationalize concepts

Build Awareness: In general, do you spend more time listening or speaking? Which character strengths or pluses of your default leadership style support you when you are *listening*? Which ones support you when you are *offering feedback*?

Consider Context*: How does context impact the amount of time you listen vs speak?

Set an Intention: Identify two strengths (6 total) that will support you in each of the following: sharing, listening to, and offering feedback.

**Consider any of the following: personal/ professional setting, flourishing, power zones, relationships, emotions, and positionality.*

Box c: Prepare for your Me, 101 Statement

What would be helpful for people (colleagues, friends, family) to know about your listening and speaking tendencies?



Me, 101 Statement Directions

Overview:

Imagine you are tasked with introducing yourself to a new group of colleagues. To give people some insight into who you are and how you lead, write a short introductory paragraph to share with your team. You will spend the majority of our final session sharing and workshopping your paragraph in breakout rooms. At the end of our session together, each of you will have **about one minute** to share your favorite pieces of your paragraph with the entire group.

Directions:

1. Collect **all seven of the Awareness, Context, Intention pages** from your workbook. Review what you have written in boxes b and c on all seven pages.
2. Now, using the notes on those pages as building blocks and reflecting on everything you have learned in this course, write a paragraph **describing what you would like fellow team members to know about you and how you work best on a team. What can you share that would set your colleagues up for success with you? What are the most important things your teammates should know about you to work with you most effectively?** The goal is *not* to mention every detail of content from this workshop, but to summarize and synthesize what you have learned in a way that anyone might understand. Your final draft should be **no more than 300 words**.
3. **Focus on your strengths!** Beware of the negativity bias! Describe your strengths first and follow with how your deltas might show up or the things you are working on.
4. As you construct your statement, feel free to consider some or all of the additional prompts below:

I prefer to give and receive feedback...

I do my best thinking when...

I'm always interested in...

I like to think out loud in meetings/take time to ponder an idea before sharing my thoughts...

Something I am working on doing differently...

One of my quirks...

Please feel free to...

I invite you to...



NOTES