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EXTREME LEADERSHIP

Video Leadership Program



Introduction

Welcome and thanks for taking part in the Extreme Leadership Video Program. The program is designed to equip you with critical tools to help you lead yourself and others with mastery.

How does the program work?

The program uses a combination of **concept**, **context** and **application** across three domains: self, others and teams. Let's take a quick look at the program design: concept, context and application.

Concept, context and application

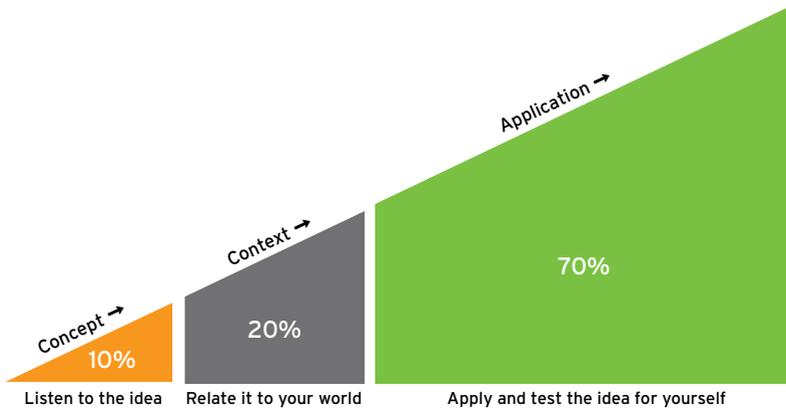
The program has been designed with the 70/20/10 model of learning that was developed based on research by Michael M. Lombardo and Robert W. Eichinger at the Center for Creative Leadership. In a nutshell, the idea states that development typically begins when we understand our need and have the motivation to do something about it, and that a combination of efforts in a 70/20/10 ratio will provide the most powerful learning. They concluded that:

- about 70% should come from on-the-job experiences, tasks, and problem solving
- about 20% should come through feedback and watching others
- about 10% from the traditional learning methods like teaching and instruction.

So, we've applied this idea in the following way:

Listen to the idea: 10% of your effort will be in “being told” – that is, watching the videos. This is the easy bit, Rachael will introduce concepts and make it real by relating her own experiences and challenges with the idea. But, in and of itself the video won’t change much. It’s a bit like going to see an inspirational speaker like Rachael at an event. The vast majority of what you hear will not be remembered, at best, one or two stories will stand out and stay with you. If this was all there was in the video series your learning would be limited. So, let’s look at the second 20%.

Relate it to your world: The second 20% is about you applying



the ideas and concepts to your own life, be it at work, home or play. This area will help you take the content and give it your own context. In the program we’ll do this through discussion questions and personal reflection. Importantly, in this area of work you will also set out your own personal objectives for the remaining 70%.

Apply and test the idea for yourself: The 70% is what makes it real. This is where you take what you have heard and apply it to your own context and put it to use. Over the next 10 sessions you

will personally road test Rachael's concepts in your own unique environment. Each day you will apply your own version of the idea in your workplace. And each day you'll learn much more by doing, than by thinking, and certainly much more than just listening.

How to use the program

Firstly, you need to set aside 45 minutes of absolute quiet time after each session. After each session you will have a set reflection questions and will develop your own objectives and goals based on the ideas and concepts presented in the video. However, this isn't a hard and fast rule. Make it work the best way you can.

These 45 minutes are organised in the following way:

- 10 to 15 minutes of listening to Rachael and watching the video
- 30 to 35 minutes of reflecting on the concepts, applying them to your world and determining how to move forward. I don't want you to rush through this. As we know from the 70/20/10 model, if you just get the concept, you'll only get 10% of the value. Take that extra time, really think deeply about the concept and make sure you can make it real for yourself.

Secondly, each day for at least five days a week, you will need to spend 15 to 20 minutes on your personal leadership journal. Your journal will be an incredibly helpful tool, and the process of journalling will reveal a lot about yourself you may not have realised.

Well, that's it for the introduction. I wish you all the best for your accelerated leadership journey.

Session 1

First, Lead Yourself

Session 1 – First Lead Yourself

The greatest leaders work hard at being the best leader they can be. There is no better way to do this than to build your self-awareness. In this session we look at how to develop your self-leadership through increasing your self-awareness. Be able to step back and see how you handled a situation, and learn from it. Research shows that the consistently ranked quality of great leaders is self awareness.

There are four ways to build self awareness:

- Reflect – look back and play forward
- Advice – get frank and fearless feedback
- Mentoring – a professional relationship with someone respected
- Psychometric assessment tools

Our focus is on reflection, through the use of a leadership journal. It's a critical tool to use to look back, assess and inform your future. The journal is the primary tool for this program to make the 70% of your learning work. Act, reflect, learn.

When using your reflective journal, you must use double-loop learning . When something occurs that makes you question your role in a particular situation, you not only observe the action, you actually ask yourself: 'What could I have done to improve the outcome?' Then revisit it the next day, seek to understand what happened and why.

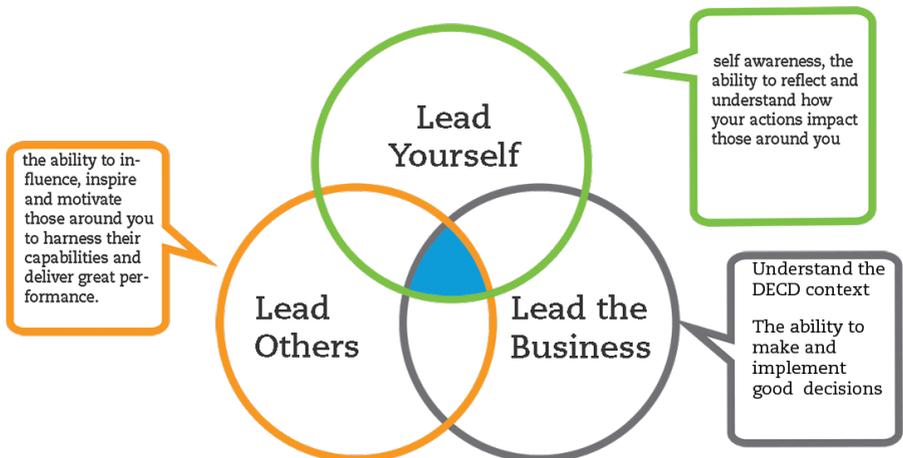
Double-loop learning enables a leader to profit from setbacks; interpreting the reason why a setback occurs and learning from that experience is the aim.

The three domains of leadership

Self Leadership – is all about knowing yourself, understanding why you are who you are and why you think and act the way you do.

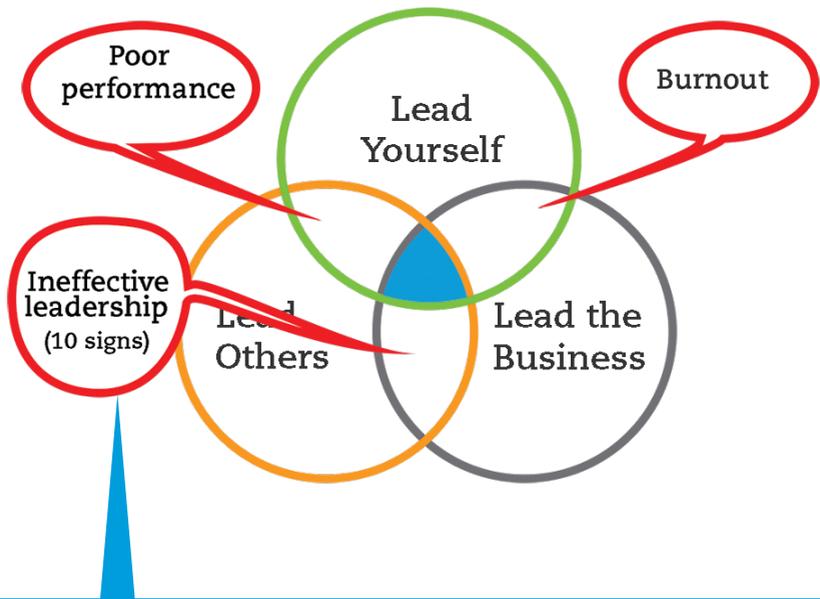
Leadership of others – is all about the things you do that inspire trust, loyalty and confidence in the people around you so that when it comes time to ask them to jump, they don't hesitate.

Business Leadership – is the ability to make smart decisions about the strategy, operations, structures, products and services, people and culture that make up your organisation



But watch out for the intersections!

A fully integrated leader has the skills to lead across all three domains. They operate in the blue sweet spot. If you're overly challenged in one of the domains it will lead to problems.



» visit <http://leaderchat.org/2013/09/26/ten-signs-youre-committing-leadership-malpractice/>

The three domains of integrated leadership

1. Which one or two of these domains are you best at?
2. Why do you think that is?
3. Where are you least strong?
4. Why do you think that is?
5. Who do you know who seems to have all three domains working?
6. What do they do differently from you that sets them apart?

More on Leading Yourself

Remember the 10 Signs a leader lacks self awareness:

1. “It’s not me, it’s you”
2. Doesn’t understand how their actions impact others
3. Has not worked out their own, personal stuff yet

4. Makes decisions based on their own perspective & needs
5. Doesn't seek, ask for or want feedback
6. Takes challenge personally
7. Is still searching for happiness and fulfilment
8. Ego drives decisions and actions
9. Worries not about the team, but about themselves
10. Finds it hard to give praise to others

Now take 5-10 minutes to review the following statements. Does the statement describe you, or not. In the right-hand margin indicate the extent to which you agree with the statement where 1 is Totally Disagree, 3 is Neutral and 5 is Totally Agree.

1 2 3 4 5

I can predict the behaviour of other people.

It is difficult to understand the choices of others.

I know how my actions will make others feel.

I often feel uncertain around new people I don't know.

People often surprise me with the things they do.

I understand the feelings of other people.

Other people become angry with me, I don't know why.

I understand the wishes of those around me.

People can get irritated with me when I say what I think.

I find people unpredictable.

I have often hurt others without realising it.

I can predict how others will react to my behaviour.

I am often surprised how people react to what I do.

I know why I have certain feelings most of the time.

I have a good understanding of my own emotions.

I really understand what I feel.

1 2 3 4 5

I am sensitive to the feelings and emotions of others.

I understand the emotions of people around me.

I set goals for myself and then try my best to achieve them.

I always tell myself I am a competent person.

I am a self-motivated person.

I can control my temper in situations of conflict.

I always calm down quickly when I am very angry

Now, we're not going to score this, but the point of the exercise was to get you thinking about what self-leadership actually looks like, and alternatively, what poor self leadership looks like!

Until next session

The key activity you need to start is to develop your self-leadership by active and conscious practise of keeping a journal.

Each day, reflect on your activities through the lens of the self-leadership domain.

Pick a particular interaction you had with someone. Where were you strong? Where were you weak?

What could you have done differently?

If you've recently done something you need to undo, develop a plan in your journal and work through it. Try to resolve it before the next session.

Session 2

Lead from where you are

“At the end of the day people won’t remember what you said or did, they will remember how you made them feel.” Maya Angelou

The 10 Attributes of Great Leaders

1. Awareness There is a difference between management and employees, bosses and workers. Leaders understand the nature of this difference and accept it; it informs their image, their actions, and their communication. They conduct themselves in a way that permits them to retain an objective perspective on everything that's going on in their organisation.

2. Decisiveness All leaders must make tough decisions It goes with the job. They understand that in certain situations, difficult and timely decisions must be made in the best interests of the entire organisation, decisions that require a firmness, authority, and finality that will not please everyone.

3. Empathy Extraordinary leaders praise in public and address problems in private. The best leaders guide employees through challenges, always on the lookout for solutions to foster the long-term success of the organisation.

4. Accountability Extraordinary leaders take responsibility for everyone's performance, including their own. When things are going well, they praise. When problems arise, they identify them quickly, seek solutions, and get things back on track.

5. Confidence Not only are the best leaders confident, but their confidence is contagious. Employees are naturally drawn to them, seek their advice, and feel more confident as a result.

6. Optimism The very best leaders are source of positive energy. They communicate easily. They avoid personal criticism and pessimistic thinking, and look for ways to gain consensus and get people to work together efficiently and effectively as a team.

The 10 Attributes of Great Leaders (cont)

7. Honesty Strong leaders treat people how they want to be treated. They are extremely ethical and believe that honesty, effort, and reliability form the foundation of success.

8. Focus Extraordinary leaders plan ahead and they are supremely organised. They think through multiple scenarios and the possible impacts of their decisions, while considering viable alternatives and making plans and strategies--all targeted toward success.

9. Consistency Great leaders build momentum by faithfully living out the values that they expect to see in others. These moments along the way create trust and confidence. Their staff respond with commitment and passion.

10. Inspiration Put it all together and what emerges is a picture of the truly inspiring leader: someone who communicates clearly, concisely, and often, and by doing so motivates everyone to give their best all the time.

Adapted from

<http://www.inc.com/peter-economy/the-9-traits-that-define-great-leadership.html>

Q. How do you feel you stack up against this list??

Q. How do you think others feel you stack up?

Don't worry too much, this is just a list of the PERFECT leader. Let's focus just on one, concrete practice that you can start right away..

The power of the moment.

Lead from where you are

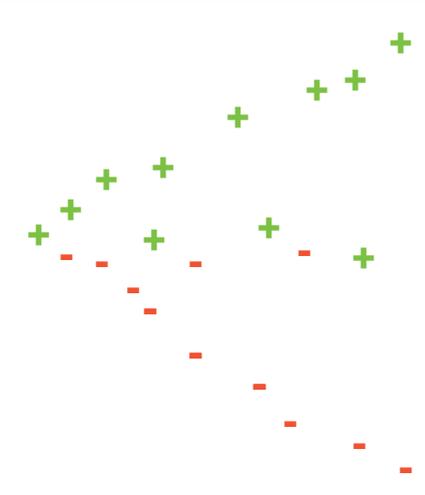
The fastest way to be a leader is to start acting like one. Show big leadership in small moments. Be trustworthy, flexible, positive, committed to learn. Our focus for this session is on understanding and capturing the value of these small everyday moments that can inspire trust, confidence and loyalty in those around you.

The most powerful leadership tool is also the simplest. It's the power of the moment.

Leadership is made up of a series of small moments. People may not remember what you said, or what you did, but they will remember how you made them feel - valued and inspired? Or useless and an interruption?"

The Power of the Moment – Edge Moments

We call these 'edge moments' because they aren't the big things we do as leaders. They are what happens around the edges in our daily interactions with people.

+ / - Edge Moments	People feel	People act with
	Trust & Confidence	Commitment & Passion
	Wariness & Doubt	Obedience
	Mistrust & Resignation	Resistance & Coercion

Hopefully, we all have someone in our life, be it from our career, home or growing up that absolutely understood the power of the moment. Maybe they instilled a sense of accomplishment, or great confidence.

What was this person's name?

What role(s) have they played in your life?

Identify three or more small moments that this person gave you. Specifically, what behaviours created the impact. What was the result?

moment 1

behaviour

impact

moment 2

behaviour

impact

moment 3

behaviour

impact

moment 4

behaviour

impact

Now, that was the fun bit... and you know what's coming next! Have you had a person in your life that was the opposite, where moments, instead of edifying, were damaging. Do the same thing.

moment 1

behaviour

impact

moment 2

behaviour

impact

moment 3

behaviour

impact

moment 4

behaviour

impact

Until next session

This session we're focused on the small areas of behaviour that make a big difference. I call it Big Leadership in Small Moments. Your task is to pick five behaviours that you are going to either stop or start.

Remember it's all about consistently making your everyday interactions with people show the courtesy, care and respect that you both deserve.

"Little things" I will stop/start:

#	Start / Stop	Behaviour
1	Start Stop	
2	Start Stop	
3	Start Stop	
4	Start Stop	
5	Start Stop	

Make a note of these commitments on a blank page of your journal. Keep coming back to these commitments as you progress, checking-in on yourself and others. The trust and loyalty that builds from consistently having positive Edge Moments takes time, so don't worry if you don't see immediate changes.

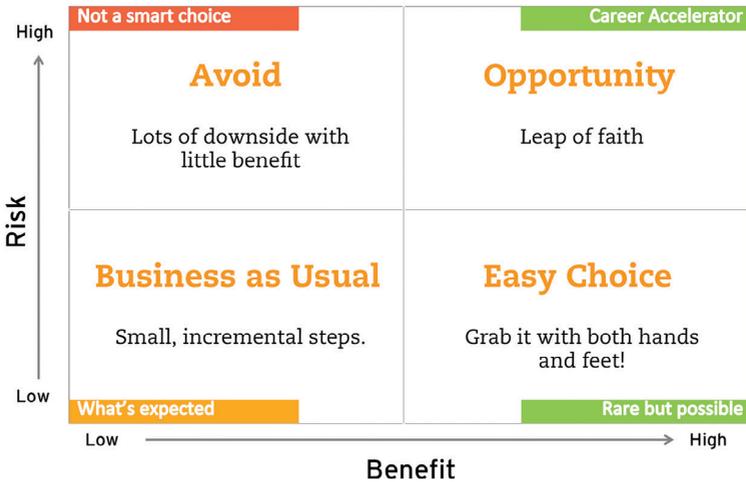
Session 3

Regret what you did

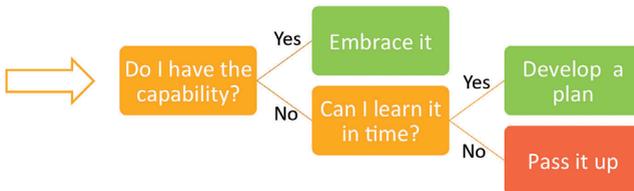
I decided young in life to regret what I did,
rather than regret what I didn't do.

Regret what you did...

Your career and life will be defined by what you did, not what you didn't do. You only have one life - it's too short to live with what ifs? So, look for opportunities and be bold.



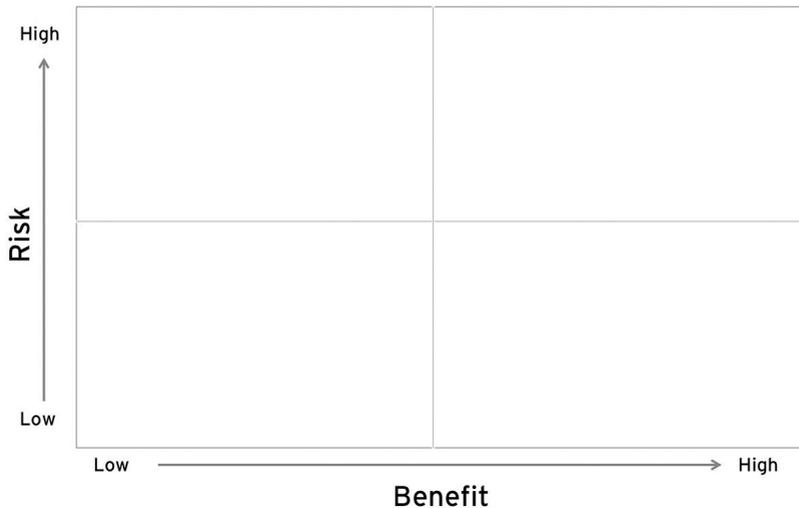
Then use the opportunity assessment.



Developing Judgement

Getting good at assessing opportunities is a combination of hard work and research, intuition, judgement, really understanding yourself, balancing your inbuilt optimism or pessimism with reality and then having the courage to make the jump. The more tricky decisions you make the better your judgement will be. One of the key aspects of good judgement is correctly assessing the benefit and the risk.

1. Think back over your life at the choices you have made where you really had to think hard about the risks and benefits. Pick the top five biggest choices. On the matrix below indicate how risky and how much benefit each choice seemed at the time.
2. You now have the benefit of hindsight and hopefully you will have had lots of time to contemplate your decision. How accurate were you originally in terms of your original assessment of the risk and benefit? Highlight where you think the decision really was.

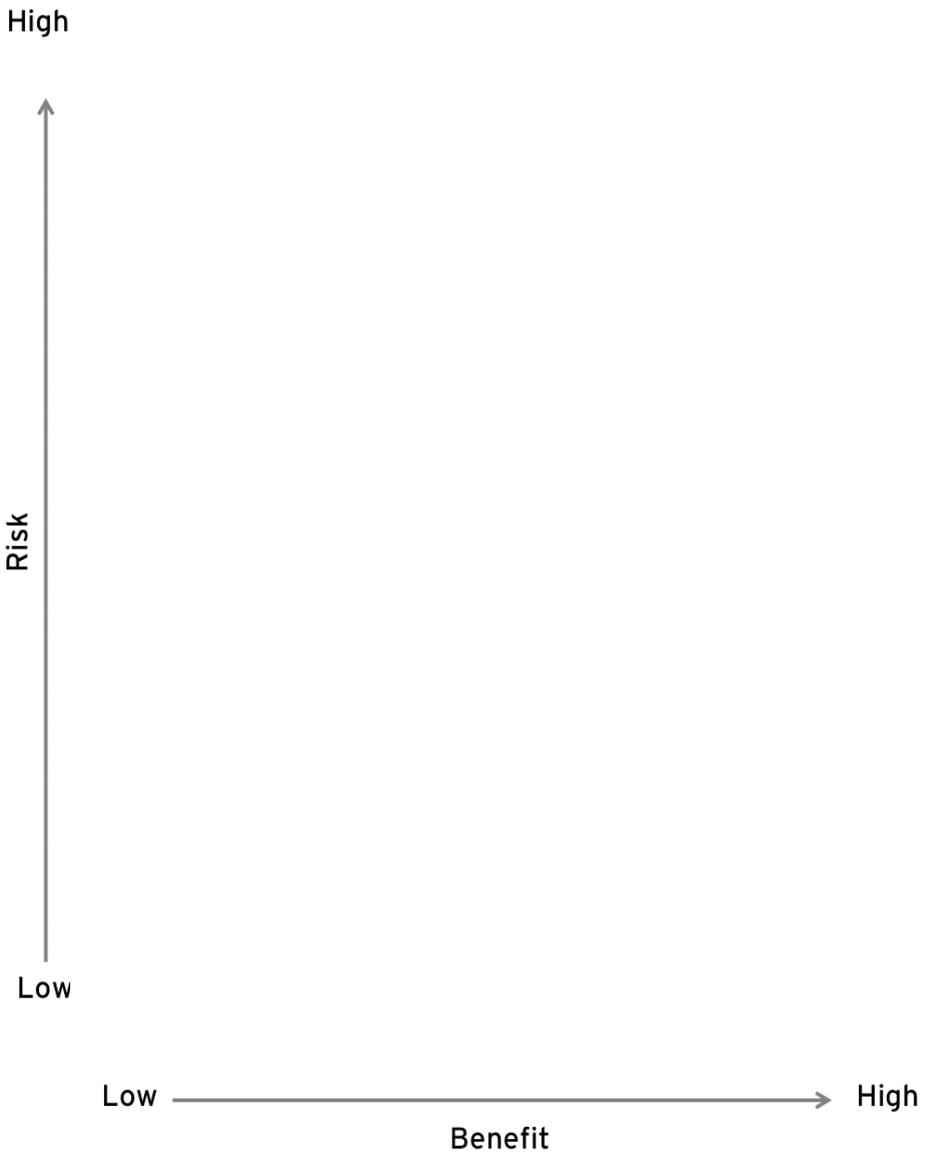


3. Assess your capability for each. Are you ready? If you're not ready, can you learn what you need to learn in time? Place a tick mark next to any opportunities in the Business As Usual, Easy Choice or Opportunity quadrants where the answer was yes.
4. Now think about any opportunities in the Avoid quadrant. Don't write them off, there are lots of tools we can use to reduce our exposure to risk, but it will take time, money or effort. (For example, you can learn a new skill, insure against the risk, share the risk with someone else or create an action plan to avoid the risks).

Until next session

Pick a choice from the Opportunity quadrant. If you don't have one, pick one from Business as Usual. You are going to pursue this choice. If you're unsure of the risk/benefit, then focus on getting that clear in your head. If you're happy with the risk/benefit then explore your next steps. Create an action plan. Talk to people. Assess your capability. Take the leap of faith!

Record how you are going thinking about this opportunity in your journal. The journal will help you crystallise your ideas and views about the opportunity.



[» download the blank template \(Powerpoint\)](#)

Session 4

The language of leadership

great leaders use specific words.... and avoid others!

The language of leadership

One of the hallmarks of great leaders is their ability to communicate clearly and succinctly and to use the right words at the right time. Every leader needs this ability, but in particular, it's never more important than when you are having difficult, direct conversations; whether it's with a friend or a peer that you are managing, or one of your staff, you really have to use the right words and use them in the right way.

The language of leadership is direct, concise, accurate and compelling and to be taken seriously, it's important that we all not only think and act like a leader, but speak like one as well.

We use words to paint word pictures, to tell stories. The way we use these words often indicates our ability to communicate. We paint pictures with our sentences and this session is all about the artist's palette. The artist is you, and the palette holds your words. There are sets of words that must be on your language palette and sets of words that must NOT be on that palette.

Four Potholes

There are 4 major pot-holes that people routinely fall into regarding their language:

1. absolutes
2. hedging
3. hesitations
4. buzzwords

Absolutes

Recall the concept of the LADAR. The idea was that it would "PING" words, certain words would PING on our LADAR when we

heard them, much like an object pings on a radar. On our radar were certain words that we didn't want to use, and if someone else used them we had a way to challenge them in their use of the word. They were ABSOLUTE and UNCONDITIONAL words like "everyone" and "no-one". If someone comes up to you and says.. "oh, everyone thinks this is a bad idea", - that should ping your LADAR, so challenge that. Ask them, "Everyone? Really? Everyone thinks that? So if I ask the whole team they are all going to say exactly the same thing?"



Hedging

Hedging words indicate that you haven't completely thought through your message and are avoiding commitment to an idea. Phrases such as "I guess" and "sort of" are never useful. This isn't to say that you can't be unsure of things, just make it clear what it is you're sure about and what you're not.

For example, if someone asks you if you can assist with a project and you're not sure, tell them straight. "I'm not sure I can help. Let me look into it and I'll get back to you". This is much better than giving a hedging answer such as "I'll see how I go" or "I guess" because it is clear and concise, not woolly or vague.

Hesitation

Hesitation words are ones that we use to buy a bit of time while we think of the next thing we're going to say. They do serve a purpose when used the right way, but they can often become distracting because they are overused. Hums, hmm, and words like "yeah", let's see, 'possibly' are hesitation words that just fill up the air. At a subconscious level we do these to indicate that we haven't finished, that we have more to say and that we just haven't yet worked out what that is.

Two ways to get rid of hesitation words:

1. engage your mind before you engage your mouth
2. speak more slowly

Buzzwords

On the surface the buzzwords can be impressive and intimidating. But the obfuscate meaning just as much as they create meaning. Some buzzwords are industry specific and are important shortcuts but there are a great many buzzwords that simply need to be avoided.

The Dos of Leadership Language

1. Start strong - make sure your first sentence sets the agenda or subject for the conversation
2. Clear Message – have one clear message for your conversation where possible.
3. Use plain Language
4. Strong Ending - make sure the other person understands the point, don't be afraid to end your conversation with a full stop. Do you know what I mean?

1. List the Absolute words you often hear around your workplace in general conversations
2. Do you find yourself using hedging or hesitation words? What are some things you are going to do to rid these from your leadership language palette?
3. In your workplace or industry, what are some of the buzzwords that you want to keep, that is, they are appropriate shortcuts?
4. What are some of the buzzwords that you absolutely want to avoid?

Until next session

Keep your journal (or a notepad) close by for the next week or so and write a quick note each time you catch yourself using words that you have committed to avoid.

On a different page, make a note of buzzwords, and hesitations and other language potholes you hear from your team. This may be helpful for future development conversations with them.

Session 5

Stories need data

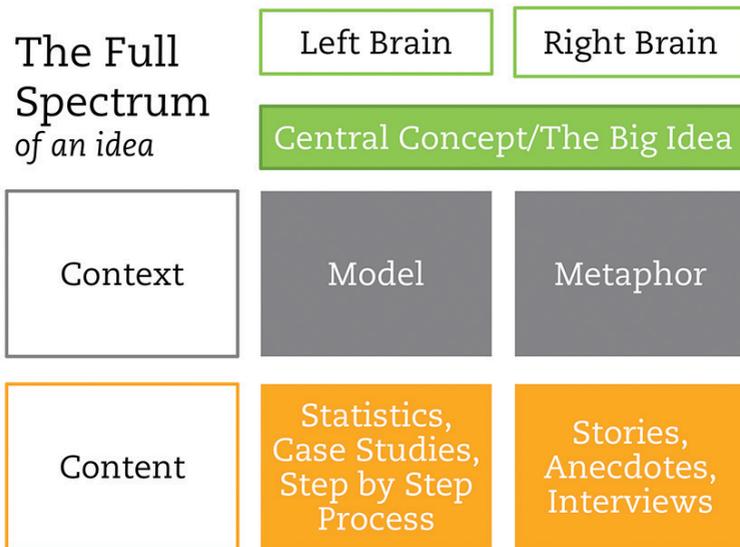
or... how to avoid blank looks when you're talking about something important!

Stories need Data, Information needs Anecdote

Good leaders are adept at painting a picture with numbers AND with words, because they have trained themselves that way, and understand both. They can use “full spectrum” thinking about an idea to appeal to both the engineer and the artist. They can place the idea or problem in context and deliver persuasive content.

Matt Church's Full Spectrum of an Idea

Matt Church is one of my mentors. He is Australia's foremost authority on Thought Leadership. His new book “Amplifiers” spells out the full spectrum of an idea in much greater detail.



Here's another resource that's worth taking a look at to get a deeper understanding of this concept.

» visit

<http://www.slideshare.net/ShawnCallahan/the-essentials-of-business-storytelling>

1. Are you predominantly left or right-brained? (Research suggests that this actually has very little to do with our actual physiological brain, but it's a useful way to think about it). Go through the diagram below and on each line, check the word that best describes your preference.

Left Brain	Right Brain
Analytic	Holistic
Procedure	Clarity
Detail	Creative
Sequential	Intuitive
Order	Random

2. Now, think about **how you like to receive information** and make decisions. For me, as a predominantly right brained person I'm really interested in the human aspects, the impact on people, vision of where we're headed and the like. I personally get very bored with detailed analytics and I'm not the best person to map out a business process should you ever need one.
3. Write out the 3 most important things you would need to see in a persuasive argument, say, a business case.
 - A.
 - B.
 - C.

4. Now think about your team, or family. Chances are they're not all like you (but they could be!). Would everyone in the group want to see those 3 same important things? What would be different?

5. Think of a time where either you or someone you have been listening to presented a fantastically great idea but from only one perspective. Write down what you can remember about the flow of the meeting or session. Did you see people "checking out" as their own preferences were ignored?

6. So let's make it real. I'd like you to go back to a recent idea you had that you have had trouble getting traction on. Think about how you presented the idea. Did you cover both Context and Content? Are you appealing to both the analytical and creative? Assess your effort critically, where were you strong, and where was your argument weak?

7. In the Full Spectrum of an Idea template *overleaf*, write in the boxes the areas of the spectrum that you have really thought through, understand and have communicated about the idea.
8. Now review, are there any gaps? It's possible there's not, and if so, how well thought out are each of these.
9. If the idea is still valid, let's work with it some more. If not, pick a new idea that you want to try this out on. Firstly, the Big Idea. The Big Idea has to be short, concise and pack in the reason, opportunity and solution. Work on your big idea to get this really tight.
10. Now work through the rest of the spectrum. Make sure you have at least one compelling piece of content for each spectrum.

The Big Idea		
Context	Model	Metaphor
	Statistics, Case, Process	Stories

» [download the blank template \(Powerpoint\)](#)

Until next session

As I said on the video. This is actually very difficult to do. Many people who try this spend so long on the first one that they give up (I spent two hours just to get the basics down on my first attempt). But it's like a scale on a musical instrument. At first it's foreign and difficult. After the first few times though it gets easier and easier until it's just second nature. Ideally you want to do this for everything that you set your mind to. It will become automatic, and your ability to communicate your ideas and influence those around will grow exponentially.

Take your idea to your workplace and try it out. Plan out what you're going to say, when and how you'll say it, step by step. Reflect on the impact of doing this in your journal. If it works well, refine your messaging even further. If it doesn't work well, don't despair, keep trying.

Session 6

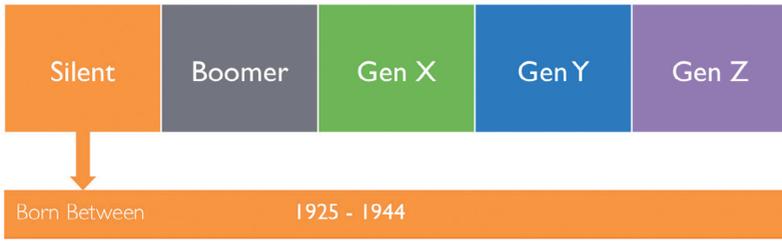
Gen-Savvy Leadership

!

Gen-savvy leadership

Intergenerational differences review.

The Silent Generation



Born Between	1925 - 1944
Global Events	WWII, post-war boom
Icons / Heroes	Churchill, Whitlam, Queen Elizabeth II
Work – having a job	Job for life, strong work ethic, loyal
Work / Life balance	Work hard, in work hours. Nuclear family
Leadership / Authority	Hierarchy, aged based
Motivators for extra effort	Pat on the back
Attitudes towards diversity	Homogenous societies and workplaces

Baby Boomers and Gen X



Born Between	1945 - 1964
Global Events	Sexual revolution, Vietnam, War on drugs
Icons / Heroes	Reagan, Keating, Jack Welch, Lee Iacocca
Work – having a job	Maximum effort, results driven, stay long term
Work / Life balance	Workaholic, family breakdown
Leadership / Authority	Respectful of hierarchy, age and merit based
Motivators for extra effort	Promotion, pay-rise
Attitudes towards diversity	Initial Resistance



Born Between	1965 - 1980
Global Events	Berlin wall, environment, Gulf War I, email/SMS
Icons / Heroes	Shane Warne, Michael Jackson, Richard Branson
Work – having a job	Work hard/play hard, push to the top
Work / Life balance	Seek work/life balance, divorce common
Leadership / Authority	Merit based only. Like informality
Motivators for extra effort	Bonus, recognition
Attitudes towards diversity	Embrace diversity

Gen Y and Gen Z



Born Between	1983 - 1995
Global Events	9/11, war on terror, GFC, social media, iPhones
Icons / Heroes	Steve Jobs, Mark Zuckerberg, Superheroes
Work – having a job	Work to live, seek flexibility, openness, creativity
Work / Life balance	Work / life fusion, single/same-sex families
Leadership / Authority	Need supervision, helicopter parents
Motivators for extra effort	Visible progress, purpose driven
Attitudes towards diversity	Expect diversity



Born Between	1995 ++
Global Events	24 hour news cycles, wearables, always-on
Icons / Heroes	Miley Cyrus, Rich Kids of Instagram, Youtubers
Work – having a job	Work is everywhere, play is everywhere
Work / Life balance	Multitasking, work and play combined
Leadership / Authority	Question leadership, everyone has a voice
Motivators for extra effort	Instant reward, ability to level-up quickly
Attitudes towards diversity	Demand diversity

1. Map out the various generations in your immediate team – write the names of the people in your team in the appropriate row.

Silent

Boomer

Gen X

Gen Y

Gen Z

2. Think about each of the people in the above table. Pick one from each generation if you can, and make a few notes about what might make each person tick, based on what we now know.

Silent

Boomer

Gen X

Gen Y

Gen Z

3. We know an enormous amount of time is lost in the workplace due to resolved conflict between people of different generations. Apply this generational lens to a conflict you know of at work. Preferably chose a conflict that impacts you directly. Now, in the table below, write out in detail how their background, experiences, world view, approach to work/life, approach to authority might have an influence on how this particular conflict is playing out.

Person A

Person B

Generation

Who are their
icons / heroes

What does work/
life balance look
like?

How do they
approach auth-
ority?

Person A

Person B

What motivates them to put in extra effort?

How do they feel about diversity?

The previous exercise may or may not have revealed a generation-based conflict, but it may well have. The most important thing from this exercise is that we see and treat people with an understanding that they could think very differently to ourselves. If we can understand this and put ourselves in their shoes it will go a long way toward solving a generational conflict.

Until next session

Until next session I would like you to be mindful of the tools we have at our disposal in dealing with interpersonal conflict:

1. Great communication
2. Understand your generational mix
3. Avoid stereotyping
4. Promote acceptance of differences
5. Be authentic and sincere
6. Focus on strengths
7. Be smart about what drives each individual

Good luck with it!

Session 7

Respect trumps Harmony

I have grave concerns for teams that hold
“HARMONY” as a main goal!

Respect trumps harmony

We all want a fun and satisfying workplace, but team harmony should come a distant third – behind respect and performance. When a team is striving for harmony be it explicitly or implicitly it opens the door for issues around both respect and performance.

An overemphasis on harmony erodes respect and results in 2 ways:

1. Any bad behaviour still can occur (rudeness, lateness, bullying) but it moves underground. People do it quietly and the person on the receiving end can be afraid to speak out lest they “rock the boat”.



2. Innovation is stifled. Innovation relies on a wide variety of views that can be robustly discussed, even argued. Dissenting or contrary views are often seen as an overt challenge, rather than a discussion, when harmony is valued too highly.

4. If you could change anything about the balance of the team you lead or are in at the moment, what would it be, and how would you go about it?

Until next session

At work, in meetings and around the office be mindful of how people interact. Sit up on the balcony and watch the dance-floor (but also make sure you do your job!)

In your journal, note down what you see.

1. Are people being heard, or heard too much?
2. Assess the balance between respect, results and harmony.
3. Is it spot on?
4. What should be changed?
5. Plan out how you will or would go about it.
6. If you can't change it, plan to have the conversation with someone who can .

Session 8

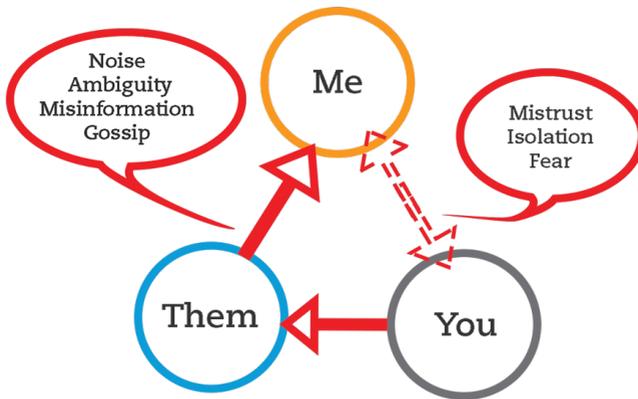
No Triangles

You don't talk to me about them, and I don't talk to them about you. Simple. Respect.

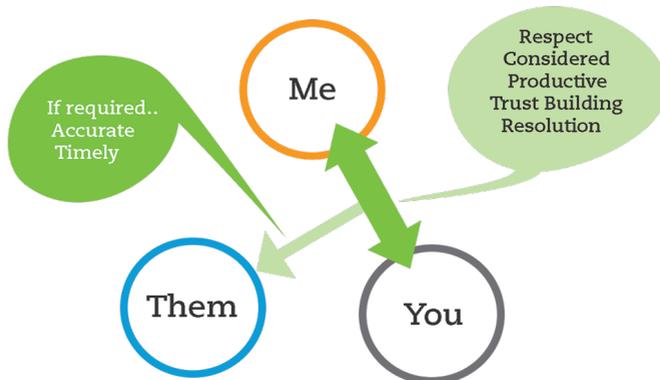
No Triangles

The best way to deal with an issue is directly with the other person. We all face difficult or troublesome situations from time to time. Your own experiences will tell you that when you make the effort to deal directly with the other person the chances of a good outcome tremendously increase.

When triangles exist...



When “no-triangles” is practised



1. At a personal level, how do you deal with people who come to you wanting to talk about someone else?
2. In light of No Triangles, what do you suggest would be an appropriate response?
3. Like most areas, it's often easier to have a difficult conversation with a subordinate than a peer or boss... So really think deeply about yourself... Are you sometimes unwilling or unable to have that direct conversation? If so, why do you think that is?
4. Now, what about your team. One of the big challenges is that often as leaders we don't know the triangles are going on. What are the signs you could look for in your workplace that indicate you have a problem with communication triangles?

5. List out the triangles you know currently exist within your workplace.

Until next session

I want you to start the work of bringing No Triangles into your workplace. If you're in a position where you can do so, bring your people together and have the conversation. Introduce the topic to give people a language for this type of dysfunctional behaviour.

Awareness is the first step, and next session we'll work on equipping people to have those difficult conversations that No-Triangles requires.

At a more personal level, push back when people come to you with a triangle. Explain what you're doing and why.

Watch their reactions and note your efforts in your journal.



Session 9

Difficult Conversations

There's a reason these conversations are called "difficult".

Difficult Conversations

Putting No Triangles to work can be tricky. It relies on three key elements:

1. A commitment from the top to make it a part of your culture
2. Willingness on the part of people to make it work
3. The skills to have direct and sometimes difficult conversations.

This session introduces a simple checklist to help prepare and equip you to have difficult conversations.



Before - planning what to say and when to say it

1. Timing & Timeliness Choose the right time and place. Don't hold the conversation when the other party is upset or angry. Respect the other person's privacy by minimizing the chance that you may be overheard. Whenever possible, have these conversations face-to-face.

As soon as you realise you need to have a conversation – do it! Don't dwell on it, leaving it too long only makes it more difficult. Trust me...you won't be able to "sleep on it".

2. Anticipate that you may not be on the same page Different perceptions of intent, interpretations of the facts, and judgement about what is right or best are usually at the root of all difficult conversations. When you begin with this in mind, you will not be

surprised when these root issues arise.

Empathy - try to understand the point of view as well the emotional state of the other person. Ask questions to learn their perspective. Understanding the other party's position, helps you make better decisions on how to address the situation.

When you show genuine interest in understanding the other person's side of the story, you are more effective in resolving the matter.

3. Rehearse If time permits, it is helpful to put the details of the situation in writing. Include what you wish both parties to achieve. This gives you an opportunity to consider all views and nuances of the situation. Taking the time to properly prepare for any important conversation yields better results.

Rehearsing in your mind and trying to anticipate how the conversation will go is often helpful.

During - keeping the conversation on track

4. What & Why Use specific examples, what is at stake? Why does this matter? Rely on facts to take the heat out of the situation. E.g. "The fact is, all student reports were due to line managers two weeks ago." Choose your words carefully and avoid "absolute" words such as "no one", "everyone", "always" and "never".

5. Identify your role in the problem How have you contributed to the situation? E.g. "my role in creating a growing rift between you and the others is that I didn't bring this to your attention earlier."

6. Maintain eye contact As in any constructive face-to-face communication, maintaining eye contact helps you gauge the receptivity of the other person throughout the conversation and demonstrates your honesty and desire to listen to the other person.

7. Stay in control If you express anger, it is natural for the other person to respond accordingly to match your emotional state.

Do whatever it takes to remain calm. Silence, pausing and even saying “OK” are all effective in keeping the conversation calm and considered.

8. Don't interrupt When the other person is speaking, never interrupt. Show the other person the respect you want to be shown when you are talking.

Don't appear like you are anxious to respond. People who can't wait to speak generally aren't listening because they are so focused on what they want to say.

9. Don't team up Avoid saying things like, “Everyone in the department feels the same way,” or “I have heard about this from countless people.” Often when we hear these kinds of statements, we immediately discount what is being said because in most cases they are exaggerations.

If there is an issue that needs to be addressed, resist the temptation to strengthen your position by including others. If the issue is so serious that you need to bring others into the discussion, make sure they are present.

After - consolidate and moving forward

10. Follow up Try and speak to the person again within a day or two, even on an entirely unrelated matter. It keeps the conversation in perspective and shows you said what “you had to say” and are now prepared to move on.

1. Think back to where you have conducted one of these difficult conversations and it hasn't worked out the way you expected. What went wrong?
2. Would you do anything differently now, based on the above 10 steps?
3. Think of where you have been on the other end of a difficult conversation. How did it turn out? Look at the 10 steps again. Rate the preparation, delivery and follow up of the other person.
4. What are some ways you could deal with anger or other strong emotions during a difficult conversation?
5. Turn on your LADAR – the language radar. What other words or phrases do you hear around your workplace that over-generalise, exaggerate or diminish something. (For example: most of us would have come across “not how we do it here”).

6. What do you think would be the effect in your workplace if all difficult conversations were conducted according to these steps?

Until next session

As I mentioned in both the video and above, effective implementation of No Triangles absolutely requires the ability to have direct conversations that are respectful. I want you to consider and approach one of your triangles at work. You will need to prepare yourself thoroughly using the 10 Steps.

If you're the one that created the triangle, go to the other person and apologise, and find the third party and tell them you were wrong to talk about the other person behind their back.

If you're the one that has been spoken about, address it directly. Go to both the source and the third party. Explain why it was disrespectful and counterproductive. Explain that you would prefer to hear it straight from them, rather than a third party.

If you're the third party, go to the person that created the triangle and support them to speak with the other two people to bring the issue out into the open. Explain that it is more respectful to speak directly to the people concerned and that this is a practice that we are hoping to model to others.

You'll agree with me when you read the above, that this is not an easy road. Extreme Leadership seldom is! But it is powerful. Show respect by giving frank and fearless feedback. It builds trust and gives the opportunity for early intervention of potential performance issues.

More information and resources

» [download the Ten Steps for Difficult Conversations cheat sheet](#)

Session 10

R U OK?

R U OK - Four simple letters that can change a life.

R U OK are 4 letters that can make a big difference. If you think someone isn't themselves then ask the question... "are you OK?".

The good news is the key motivators for employees to perform well are not unachievable. Thirty eight percent rate being valued and recognised as their top motivator, followed by having a strong understanding of how their role contributes to achieving organisational goals (22%). Salary and remuneration are not as highly valued. This demonstrates recognition, inclusion and effective communication from leaders will go a long way to retaining talent at all levels.

You can show people they are valued by caring for them, by checking in on them as a person.

The Three Day Rule

Day-1

If you notice someone is not themselves, make a mental note of it.

Day-2

If they still appear to be struggling, plan how to approach them to discuss your observations or concerns.

Day-3

If you are still concerned, pick a time, and importantly a place, where you can have an informal, private and personal discussion. Then ask... Are you OK?

How to conduct the conversation

The conversation is very similar to the difficult conversations we've talked about before, but instead of 10 steps, there are really only just four guiding principles to ask R U OK.

Listen: The important thing is to just listen. Just listen and resist the urge to offer solutions. If the person stumbles gently ask questions to help them clarify their thinking and to give you greater insight.

Body Language: Keep neutral body language, or match their body language to make them feel more comfortable. The most important thing is that you want them to be able to openly discuss how they feel without fear of judgement or retribution.

Acknowledge: Don't promise anything, other than what's in your power and remit to do so. If it's a situation that can be controlled at work, acknowledge that it's a work related issue that you will keep an eye on or look into. One of the most powerful aspects of these conversations isn't that you have a magic stick that you can wave and make the problem go away, it's that you have taken the time to truly understand the other person.

Empathise: Showing empathy for the other person's feelings in this situation is crucial. If you have real concerns about their mental health, follow departmental advice re duty of care.

Follow up: This is the critical piece. It's not your job to solve everything for everyone, but it makes an incredible difference when, if someone has opened up their deepest concerns, you remember and check in at a later date.

I can nearly guarantee that each one of us has had a recent situation where either we just wanted to unload our worries or where we noticed someone else struggling.

1. In your own career, has anyone taken a moment to check in on you? Who was it and when?
2. What was the situation you were struggling with?
3. How did this acknowledgement make you feel about your work and workplace?
4. Reflect on your last month, whether it was at work, at home or in your social circles. Have you noticed anyone struggling with an unknown burden? Write out the names of these people and what you think might be worrying them.

5. How long do you think this has been going on and do you think it negatively impacts on their work?
6. Think about how you might plan a follow up conversation that ensures that the person feels supported.

Until next session

I want you to retrospectively apply the three day rule. By now, it might be three days, three weeks or three months since you noticed someone struggling. This is the time to ask R U OK.

Take the time and journal how the conversation went. Reflect on what you noticed about your relationship before and after the conversation. Reflect on how you set up and conducted the conversation. Would you do anything differently next time?

What else can you learn about how to show big leadership in small moments by asking R U OK?

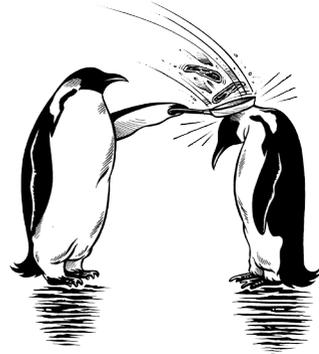
visit ruokday.com for more information about the RU-OK initiative

visit beyondblue.org.au for more information and resources on mental health for managers

Session 11

Bacon Wars

Here's a tip, bacon wars are hardly ever about the bacon.



Bacon Wars

Look after the little things, because what seems trivial could be titanic!

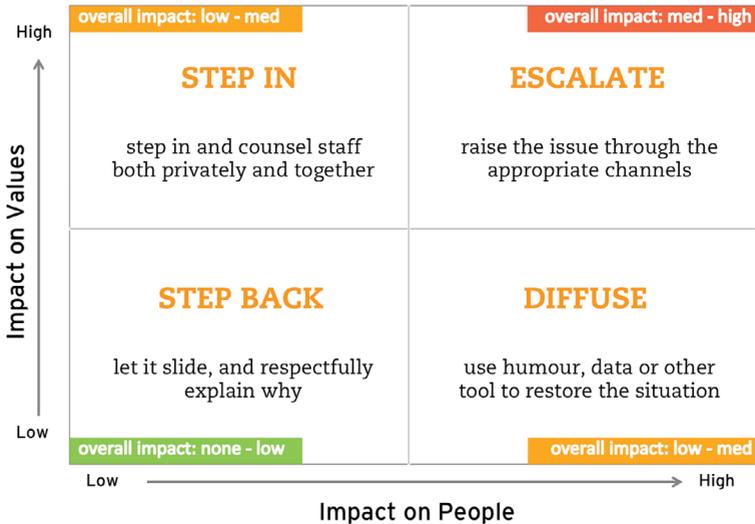
In workplaces, homes and wherever people gather and interact there are moments, both large and small that determine how the group functions. And it's the little things that can destroy a culture.

Why and how? Well, the little things are often symptoms of deeper issues. I call these little things bacon wars. In Antarctic our Bacon War was a manifestation of an issue of respect.

Leaders can't ignore these things. If you do they'll jump up and bite you when you least expect it, and it will be a bigger issue than you can imagine. The key for leaders is to know what approach to take to an issue. Should you ignore it, diffuse it, escalate it or deal with it directly.

The step in – step back model provides a useful ready reference. But like all models, it's the areas in between that can cause the most headaches. The only way to get it right every time is to keep trying and trying and in doing so, refine your judgement.

Step In – Step Back Model



Typical examples of bacon wars I have seen

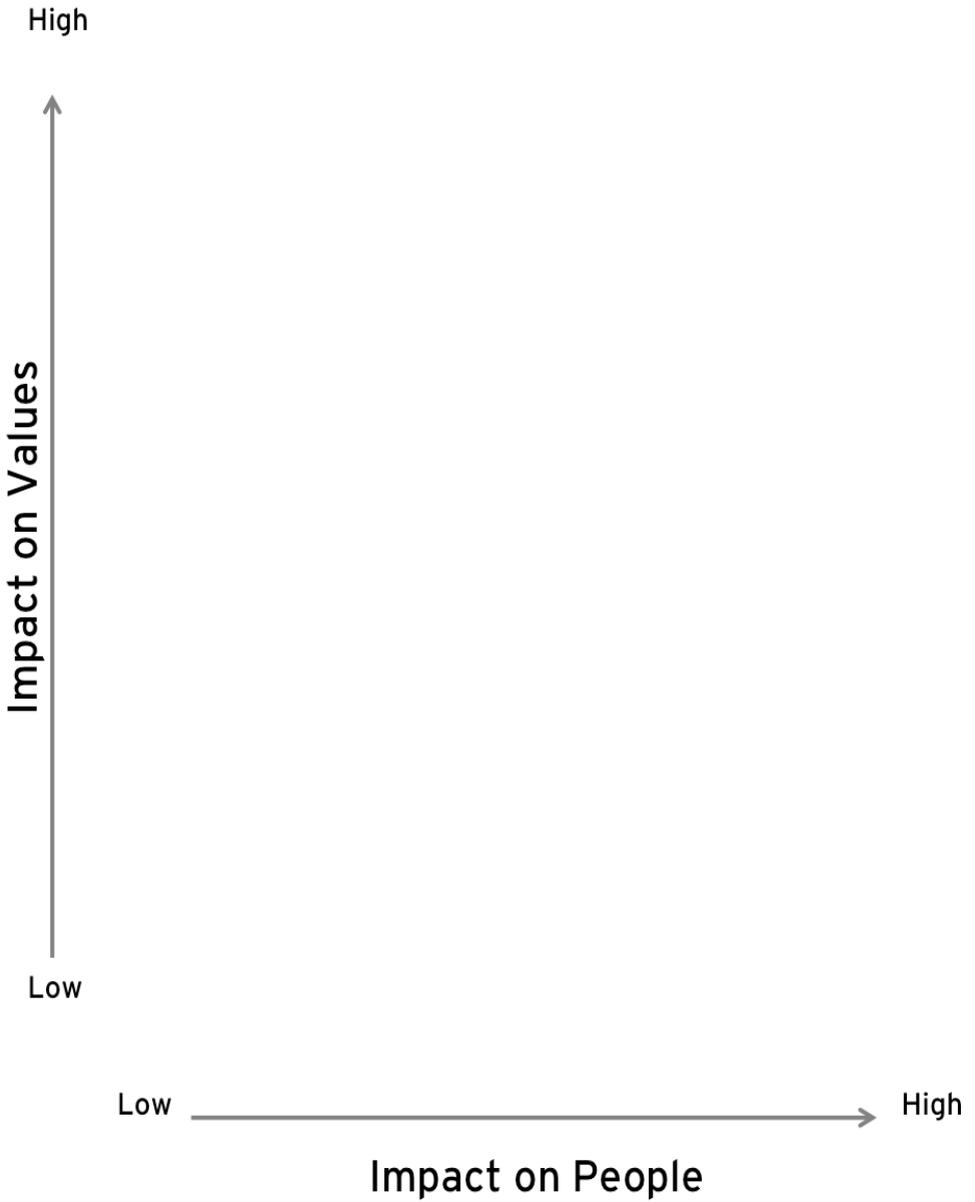
- Passive aggressive behaviour in meetings was due to a building tension related to working conditions.
- People wearing headphones in the office and not participating in office discussions caused rifts. It came down to different working styles.
- Complaints over allocation of duties or changes to a procedure were symptoms of people feeling they were not consulted in the decision making.
- People leaving their phone on their desk to ring out whilst they were in a meeting. Was it lazy, forgetful or something deeper?
- Bacon!

4 Guidelines for dealing with your bacon war

- 1. Don't let it build up** – these things have a habit of festering beneath the surface and when they explode watch out! Early intervention is the key.
- 2. Deal only with the facts** – when dealing with the issue, take out the emotion. Always base your analysis on things you can observe or deduce, rather than anecdote or complaints.
- 3. Ask around** and determine if and how it impacts on your values and how many people it affects – once you've decided to address the issue it won't take long to get feedback from people who are affected.
- 4. Then use the Step In, Step Back model** – if you're unsure what quadrant the problem lies, start subtly and under the radar until your views become firmer.

1. Think about the people-things that push your buttons at work. Are they potential bacon wars revolving around respect or are they personal foibles you can learn to live with?
2. The obvious things are coffee mugs in the kitchen, sloppy dress, mess. But what about the more intangible or subtle forms of Bacon Wars, where behaviours are tolerated that perhaps should not be tolerated.
3. Think about your workplace. What are your bacon wars? Assess these in terms of your values and the impact on people using the step in-step out model *overleaf*.

Your journal this session will be a critical tool to assess your actions and the responses from those in the workplace.



Until next session

Start to enact your plan from the reflections section of this session.

Record in your journal the response you receive and whether or not you were on track with your original thinking.

Write out your approach for each bacon war you identified. Think about the following areas:

- **Who** will you talk to?
- **How** will you address it? (Here's a quick tip... don't use email!!!)
- **How** will you know if you've addressed it appropriately?

Bacon War - My Approach

Session 12

The Plane Crash

Lead through your crisis and make sure you are
SEEN to be leading

The Plane Crash

It's not enough to manage crisis and adversity, you need to lead and be *seen* to lead

People will watch the leaders intensely during a challenging time and take their cues about whether to be anxious or worried especially about their own future. In our case we had a plane crash but the context will change - it might be a natural disaster, a financial crisis, a restructure, a new computer system that's gone off the rails - but even though the context changes the 4 rules of Leading through Adversity remain the same.

The 4 pillars of crisis leadership

1. **Visibility** - Be highly visible so people can ask questions
2. **Verbal Palette** - chose your words carefully - incident not accident, retrieval not rescue, concerned not worried
3. **Composure** - body language must convey optimism, calm
4. **Communicate** - get the information out. People often fill in the blanks and their blanks are usually worse than the reality.



1. Think about how you generally react when faced with bad news or an emerging crisis. What's your "default" mode when it really hits the fan? Mark the word that best fits your reaction:
 - Fret
 - Hunker down
 - Talk it through
 - Play it down
 - Play it up
 - Other???
2. Have you experienced someone deal with a crisis calmly? What struck you about the way this leader behaved? How did people respond?
3. Have you experienced a leader panic? What was the impact on you and those around you?
4. Thinking about the four pillars of crisis leadership, are there areas you feel you are strong and it's a natural thing to do? What are they and where do you think that came from?

5. Still on the four pillars, which one of these do you find the most challenging? Why do you think that is?
6. What things will you do now, before the crisis hits, that will help you be better prepared for the next crisis?

Until next session

You may have your own crisis right now, but probably not. If you do, remember the four pillars and put them to work straight away.

For everyone else, as you reflect, keep an eye out for leaders facing great challenge or a crisis. Understand which of the pillars they have working for them.

Review the program to date. Take time to read your journal. Pick out entries that surprise you for their clarity of thinking and put a post it note in them to remind you of your progress! Pick out entries that are still not resolved. Do your best to close them out before the wrap-up session.

I hope this program has been very useful for you and you have had the chance to put into practice the majority of the ideas and tools I've put forward.

I would like to leave you with just two pieces of advice:

Firstly, out of all that's preceded us in the last 10 sessions, I think the most important approach to live a full, strong and exciting life is to "regret what you did, not what you didn't do". Opportunities come to everyone who's looking for them, but it's only those who are prepared to move outside of what is known that receive the benefit of great opportunities.

Secondly, please keep going with your journal. Hopefully you've seen how it can be such an incredibly useful tool. Support it by making sure you have people you can talk to and get advice from - mentors are practical, experienced and helpful so if you haven't got one, go get one now!

Best Regards,

Rachael