

# PSYCHOLOGICAL SAFETY, TEAM WORKING & DECISION MAKING

## SOME FRAMEWORKS

This booklet provides a number of models and frameworks to support your exploration of psychological safety, team working, and decision-making. Together they offer insights into the foundations of effective team function.

Models and frameworks are not reality of course! However, they can be useful to broaden your perspective when you find yourself captive of your lived experience, bias, assumptions etc.

We will use these partly to educate, partly as a set of lenses through which to explore your current situation, and partly as a set of tools to support the actions you may want to experiment with back in the workplace.

Under the title of each framework we have provided the name of the source author. We ask that you credit the source also when using their work.

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**HELPING LEADERS BUILD  
HIGHLY EFFECTIVE TEAMS**  
in amazing Scottish spaces

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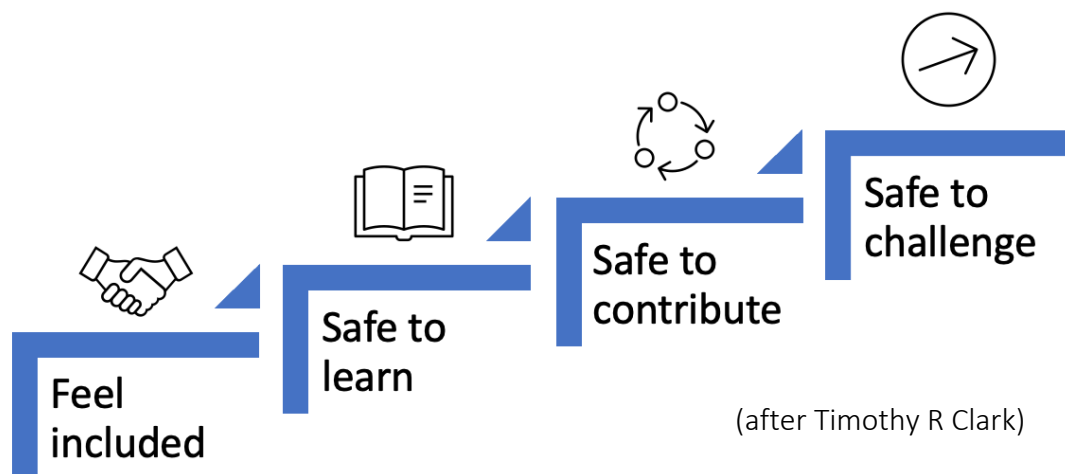
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## THE 4 STAGES OF PSYCHOLOGICAL SAFETY

Psychological safety follows a progression based on the natural sequence of human needs.

- First, humans want to feel included.
- Second, they want to learn, and be allowed to make learningful mistakes.
- Third, they want to contribute.
- Finally, they want to be able to challenge the status quo when they believe things can be changed for the better.

Innovation flourishes when team members have different backgrounds, experiences, skills, and points of view coupled with the conditions that enable these to be shared in a way that allows the status quo to be constructively challenged. Note, it is likely that you and colleagues will be at different stages in different settings. Check in with one another.



### How to use this?

Ask your team members where they feel they are on this 4 stage “ladder”. You may wish to do this on a one-to-one basis. Reflect on what you can do to enable their further sense of inclusion, safety, contribution, and challenge. Also consider how you will balance encouragement of psychological safety with the need to reject some or many contributions and challenges. What principles and agreements can you collectively develop that will make rejection a safe and natural part of team discussion and decision-making?

## CREATING PSYCHOLOGICAL SAFETY

(after Amy Edmondson)

Amy Edmondson defines psychological safety as “a belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes, and that the team is safe for interpersonal risk-taking.”

She is also clear that we shouldn't regard psychological safety as a cosy concept. "It's about candour. It's about being direct, taking risks, being willing to say, 'I screwed up.' And being willing to ask for help when you're in over your head."

	Setting the Stage	Inviting Participation	Responding Productively
Leadership Tasks	<b>Frame the work</b> <ul style="list-style-type: none"><li>Set expectations around failure, uncertainty, interdependence to clarify the need for voice</li></ul> <b>Emphasise purpose</b> <ul style="list-style-type: none"><li>Identify what's at stake, why it matters, for whom it matters</li></ul>	<b>Demonstrate situational humility</b> <ul style="list-style-type: none"><li>Acknowledge gaps</li></ul> <b>Practice inquiry</b> <ul style="list-style-type: none"><li>Ask good questions</li><li>Model active listening</li></ul> <b>Set up structures and processes</b> <ul style="list-style-type: none"><li>Forums for input</li><li>Guidelines for discussion</li></ul>	<b>Express appreciation</b> <ul style="list-style-type: none"><li>Listen</li><li>Acknowledge and thank</li></ul> <b>Destigmatise “failure”</b> <ul style="list-style-type: none"><li>Look forward</li><li>Offer help</li><li>Discuss, consider, brainstorm next steps</li></ul> <b>Sanction clear violations</b>
Accomplishes	Shared expectations and meaning	Confidence that voice is welcome	Orientation towards continuous learning

Amy Edmondson (1999)

### How to use this?

This framework provides a steer on how leaders can create the conditions for psychological safety.

We would also add that it is important for leaders to check in with colleagues on a regular basis to understand what they need. It is not a one-off task based on a leader's assumptions. Psychological safety must be continuously explored and nurtured.

## ACTIVE LISTENING

Do you find yourself desperate to interject, to seize a gap in someone else's flow, to get your points in? If so, you are not really listening!

A great reminder of how we might approach conversations is that we were given two ears and one mouth. Active listening shows you care and builds trust.

Use this table to self-assess your skills as a listener. Go one step further and invite your conversation partners to contribute to the assessment too!

	No	Yes
I create an environment with minimal distractions. I put my mobile away.		
I park any points I want to make. I write these down if necessary. I let them lie there.		
I listen in order to understand.		
I show that I am being attentive. I look at the person doing the talking. I nod in acknowledgement. I am conscious of other non-verbal cues.		
I am aware of my biases, assumptions, and state of mind and how these are shaping the judgements I am making.		
I ask clarification questions.		
If the other person needs space to express feelings, I hold back on my desire to offer opinions and solutions. I ask how they need me to be.		
I ask to summarise my understanding every now and then. Words hold different meaning for different people, so it is important that I check for common understanding.		

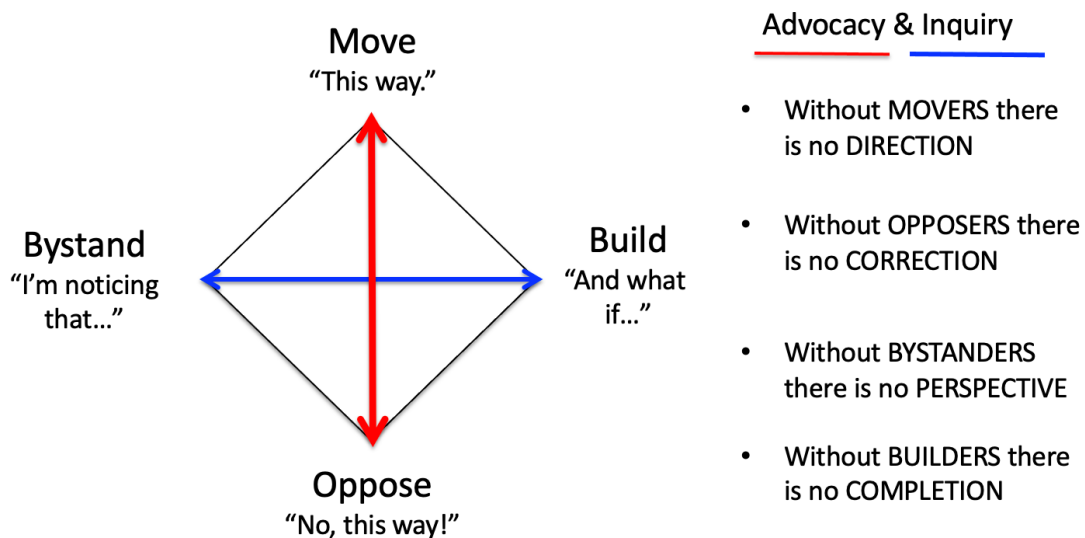
## KANTORS 4-PLAYER MODEL

(after David Kantor, 1995)

The Kantor 4 Player Model invites us to notice when our conversations are limited debates around one idea being right or wrong (advocacy); and to build on what has been said to enable exploration of wider options (inquiry). A great conversation has four “voices”.

Without somebody MOVING a topic there can be no direction to a conversation, and without somebody OPPOSING it there can be no correction. This is the basis of DEBATE where options are weighed up. No new knowledge is created.

BYSTANDERS offer fresh perspectives, and BUILDERS (also known as FOLLOWERS) help move the conversation to successful completion. This is the basis of DIALOGUE where new knowledge and new possibilities are co-created.



After David Kantor, 1995

### How to use this:

Consider how you can change the nature of a conversation by adopting one or more of the other “players’ voices”. This requires good listening skills, self-awareness, and emotional detachment from any particular “voice”. Not always easy! Notice how “bystanding” and “building” can encourage richer participation and creative challenge. Better meetings are possible when situationally aware participants help regulate the quality of conversation!

## POWERFUL QUESTIONS, BETTER CONVERSATIONS

(after Brown, J. Isaacs, D. Vogt, EE.)

We spend a lot of our time looking for the right answer when we often fail to frame the right question in the first place!

Words make worlds. Questions can imply blame, create fear, and close conversations down. Used well, they can promote reflection and learning, and excite collaboration in the exploration of fresh possibilities.

Here are some top tips to energise your conversations and achieve much more together. Use the acronym ASK to frame better questions.

<b>Assumptions</b>	What assumptions underly your questions? Are they helpful e.g. “What went wrong and who is responsible?” (i.e. assumption of error and blame) versus, “What can we learn from what’s happened? What fresh possibilities now exist?”
<b>Scope</b>	Avoid generalisations. They create an unrealistic scope e.g. “Why does ‘the company’ ‘always’ reject our ideas?” Consider instead, “How might we best engage with the secretary the Innovation Panel to understand more about how best to socialise and present our ideas?”
<b>Konstruktion</b>	Who?, When?, Where?, and Which? prefix “closed” questions and invite defined answers. Why?, What?, and How? prefix “open” questions that stimulate reflective thinking and invite creative dialogue e.g. “What is it about the way we work that enabled this to happen? How do we need to work together going forward?”

### How to use this?

Start ASK’ing yourself about the impact your questions are making. ASK for feedback from those you work with. Are your questions limiting or enriching conversations? Are they closing down or enabling fresh possibilities?

Frame your one-to-one and team meeting agendas as powerful questions. These will create much more pre-meeting reflection and in-meeting engagement than lifeless subject headings.

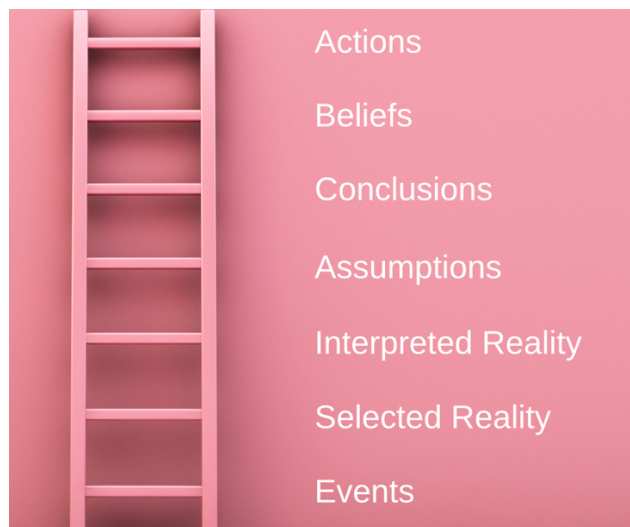
## LADDER OF INFERENCE

(Argyris, C., 'Overcoming Organizational Defences: Facilitating Organizational Learning')

Have you noticed how easy it is to jump to a wrong conclusion, very quickly!? You are convinced you are “right” but so do others!

The Ladder of Inference provides a way of visualising how this happens, and reinforces the value of self-awareness around how we experience the world and the assumptions and biases in play.

Starting at the bottom of the ladder, we have “reality” and “facts” which we can experience differently due to perceptual bias. From there, we:



- Experience these selectively based on our beliefs and prior experience.
- Interpret what they mean.
- Apply our existing assumptions, often without considering or being aware of them.
- Draw conclusions based on the interpreted facts and our assumptions.
- Develop general beliefs based on these conclusions.
- Take actions that seem "right" because they are based on what we believe and the “facts” that underpin this.

Our actions can in turn affect the originally experienced events, and so the process of selected reality - interpreted reality – assumptions - conclusions – beliefs - actions is triggered again. In this way it can be visualised as a cycle as well as the straight ladder in the image above.

### How to use this?

Use this to challenge or validate other people’s beliefs (and yours too!) on a subject. What exactly are the “facts”? What assumptions are in play? Could different conclusions be reached?



## SIX SOURCES OF BIAS

There are many more sources of bias. This table serves to remind you of the importance of being aware of how decision-making can be “infected”.

<b>Blind Spot Bias</b>  The tendency to see oneself as less biased than other people, or to be able to identify more biases in others than in oneself!	<b>Perceptual bias</b>  We all have a dominant sense, and because of this we unconsciously select what we notice.  People with different dominant senses can fail to communicate effectively with one another.	<b>Confirmation bias</b>  We interpret information using mental models built from our past experiences and sources which we take to be accurate and true.  However, we tend to search for, interpret, and focus on any new information in a way that confirms our preconceptions.
<b>Groupthink</b>  Group members try to minimise conflict and reach a consensus decision without critical evaluation of alternative viewpoints.  They actively suppress dissenting viewpoints and isolate themselves from outside influences.	<b>Optimism bias</b>  The tendency to be over-optimistic, overestimating favourable and pleasing outcomes.  “Wishful thinking.”	<b>Authority or Halo bias</b>  The tendency to attribute greater wisdom and accuracy to the opinion of an authority figure or someone we like and be more influenced by that opinion.  The opposite is also true i.e., the tendency to value less, or even discount, the opinion of those who are in a subordinate position or those we don’t like.

### How to use this?

Reflect on what biases may be in play the next time you think about an issue or make a decision. How might your decision be different if you adopted a different bias? How might you mitigate the risks of groupthink?

## DRAMA & EMPOWERMENT TRIANGLES

(after Stephen Karpman, and David E Womeldorff)

You will have found yourself in many a drama in which you will have played one of three roles – the Persecutor, the Victim, and the Rescuer. Whilst a bit of relational tension can be helpful in terms of creativity and pushing for results, some dramas can become dysfunctional and long term, and impact team performance and personal health.

**Persecutors** blame the Victims and criticize the behaviour of Rescuers without providing a solution. They are critical and find fault, and control with order and rigidity. They can sometimes bully.

**Victims** feel picked on and trapped. They are unwilling to take responsibility for their situation. They blame the Persecutors and want Rescuers to solve their problems. “Learned helplessness” eventually prevents them from making decisions, solving problems, or finding satisfaction or achievement.

**Rescuers** feel guilty standing by. They intervene on behalf of the Victims but by offering short-term fixes, they keep Victims dependent. They may also be projecting their own needs to be valued, and can misread situations launching “rescues” that are not needed nor welcomed. Tread with care!

### How to use this?

Reflect on which role you are playing. How is it serving you? Is this where you want to be?

Moving out of role may not be easy. After all, it is your comfort zone. Seek support from a colleague (who is not inside the drama), or a coach, or contact your employee assistance scheme.

If you feel able to, employ Non Violent Communication to engage the other players i.e.

**Observation:** “This is what I observed took place...”

**Feelings:** “This is how the situation made me feel...”

**Needs:** “I need...” (a general need e.g. feedback, respect etc..)

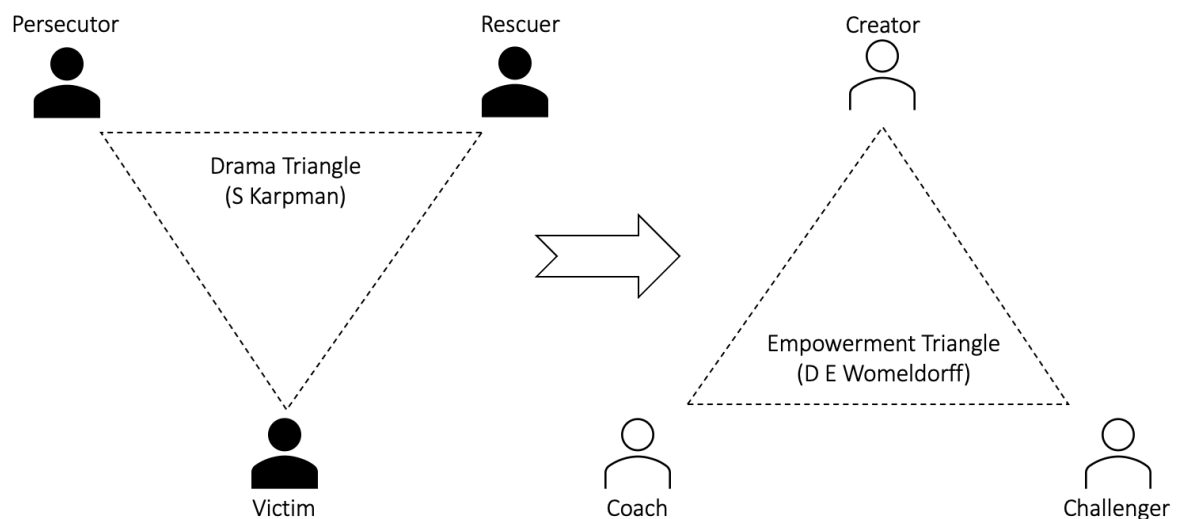
**Requests:** “Specifically my request is...”

Finally, and acknowledging that this will take courage and effort, explore how the players could move to the positions in the Womeldorff Empowerment Triangle (see diagram below).

Victims move to **Creators** and focus on possibilities and outcomes rather than problems.

Rescuers move to **Coaches** and support Creators in action planning, and support Challengers in testing the feasibility of options.

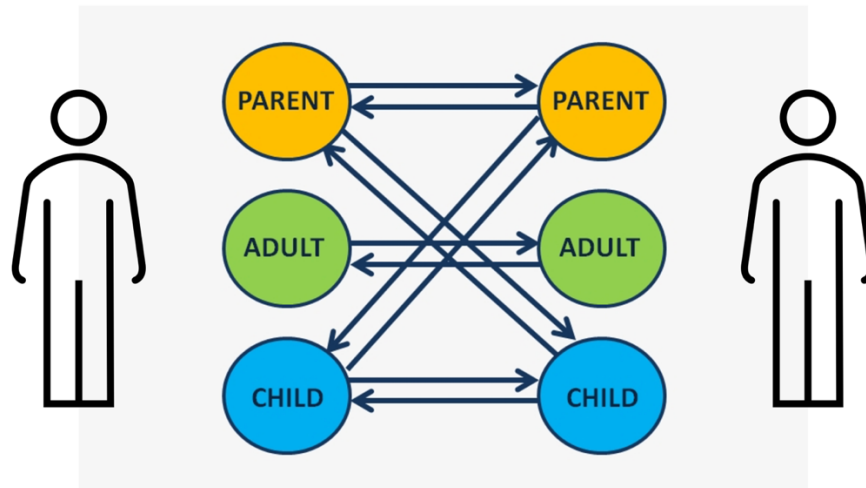
Persecutors move to **Challengers** and test assumptions and hold Creators accountable for taking action and making progress.



# TRANSACTIONAL ANALYSIS

(after Eric Berne)

This model invites consideration of how we operate from one of three ego states or roles (parent, adult, child) depending on who we are interacting with, and how this interaction is shaped by the other person's state.



Do you notice how some people talk down to others, maybe get irritated and raise their voices? Maybe this is you in some settings? This is the scolding, critical PARENT (that can also be very caring, and over-caring perhaps).

How do you feel when someone praises you, rejects a contribution you make, or chases a task you are doing? Happy smiles, sulking, maybe snappy irritation? This is the CHILD that responds with little emotional self-regulation.

When you interact with others on the basis of mutually mature levels of emotional intelligence (both parties are self and other aware, and are able to manage their responses), you are both acting as stable and reasonable ADULTS.

## How to use this?

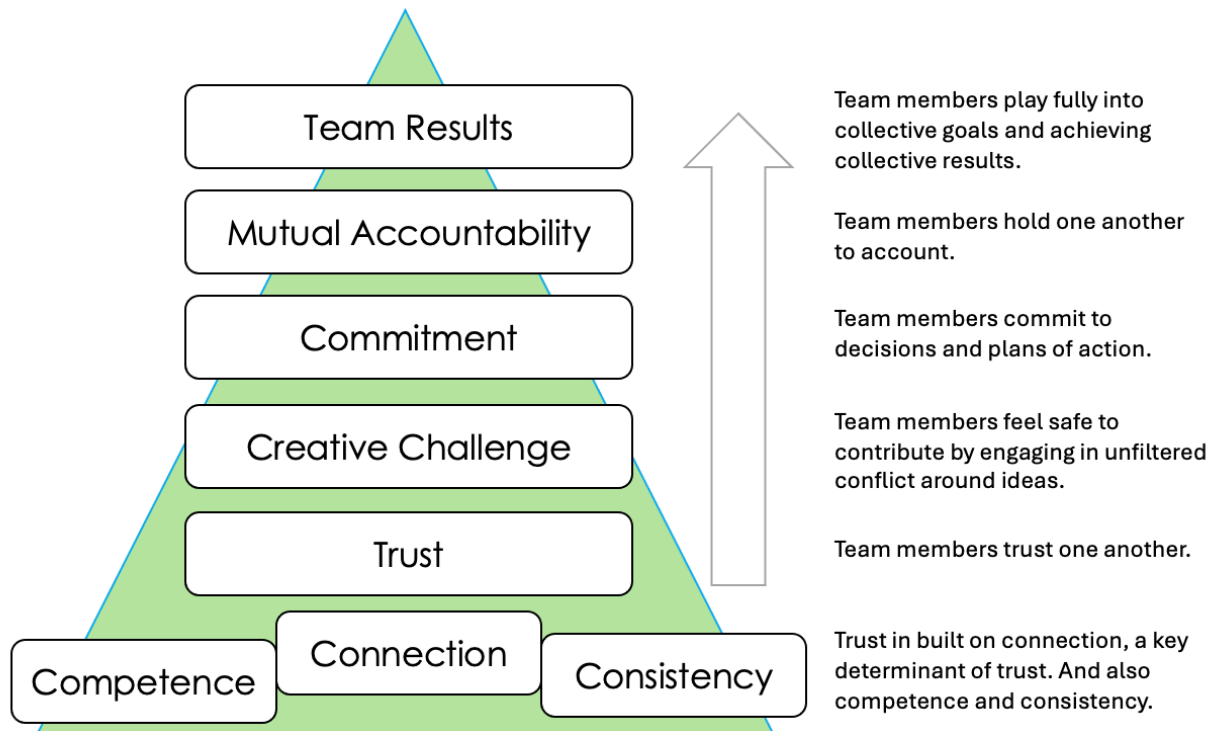
The next time you experience a difficult interaction, reflect on how each of you responded to the other and what roles might be in play. Be honest about your emotions and how well (or not) you managed your response. What might you do differently the next time the same trigger presents itself? It may feel difficult but generally we have a choice about how we respond.

## MANUAL OF ME FRAMEWORK

<p>Hello, my name is...</p> <p>my role is...</p> <p>and my place of work is...</p>	<p>When I am a bit stressed you will notice...</p>
<p>Three things that make me come alive include...</p>	<p>The best way to give me feedback is...</p>
<p>Two best ways to communicate with me and get my attention are...</p>	<p>Things that prevent me giving of my best...</p>
<p>One thing you couldn't guess about me (and now is common knowledge!) is...</p>	<p>Things I am really good at and can help you with...</p>

# HIGH PERFORMING TEAMS

(After Patrick Lencioni)



After Patrick Lencioni, 5 Dysfunctions of a Team, 2002;  
and *Begin with Trust*, Frei X, and Morriss A, Harvard Business Review, May-Jun 20

Successful teams are built on foundations of trust, which can be considered a blend of competence, consistency, and connection. Connection is a key driver for trust.

The 4321 exercise you participated in is a powerful way of promoting connection, and contributing to this foundation.

Read the comments on the right side of Lencioni's model from the bottom up. Each level enables the next one and so on.

## How to use this?

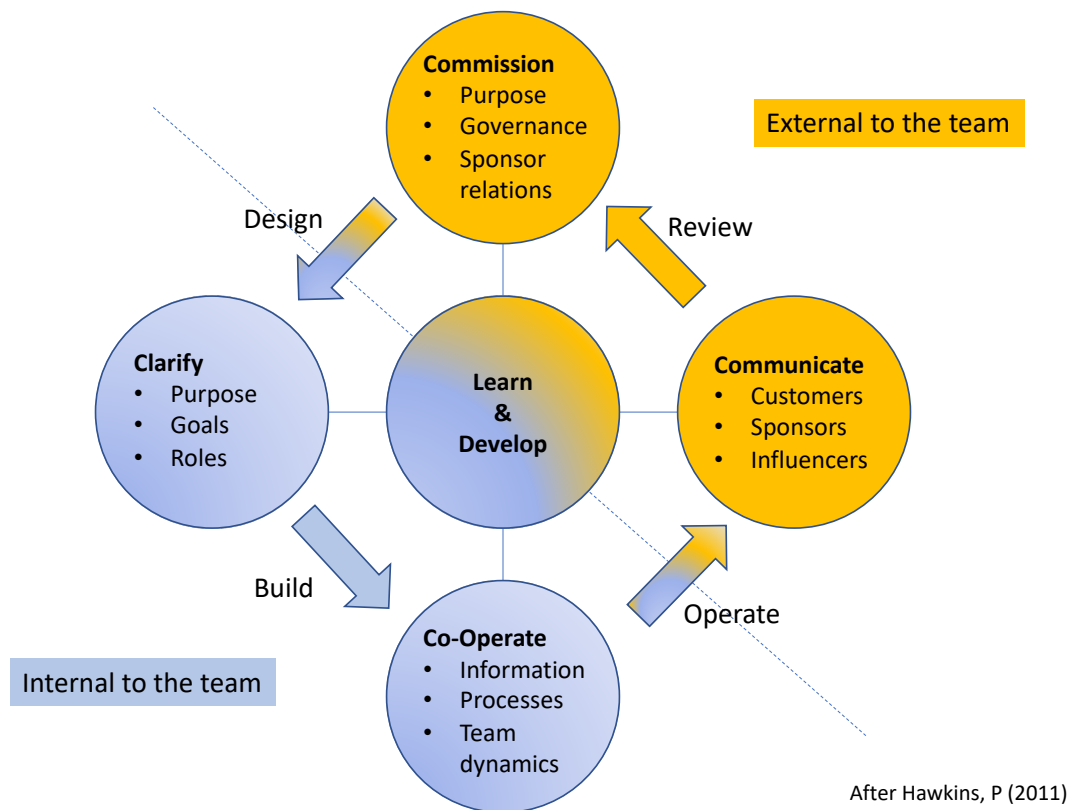
Share this model with your teams to highlight how foundational trust is, and how this enables healthy challenge. And how in turn, constructive challenge is a creative process that opens up wider possibilities for the team. Discuss how you will manage constructive challenge.

# HIGH PERFORMING TEAMS

(after Peter Hawkins)

This model draws attention to the internal mechanics of a team, and the stakeholders it serves outside the team.

It also invites you to think of five important conversations (1) How do we design this team? (2) How do we build and maintain it? (3) How will it operate in service of stakeholders? (4) How will it be reviewed for relevance/performance? And (5) How will we develop it?



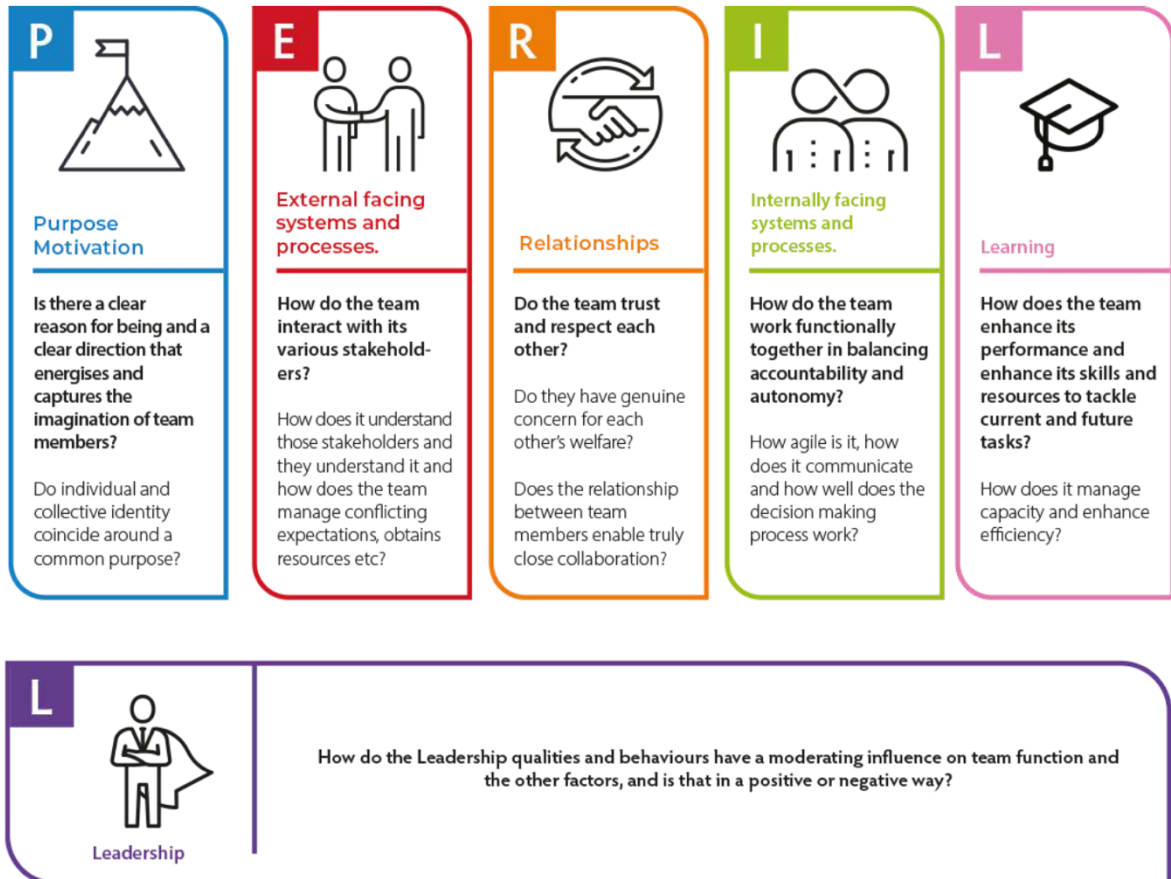
## How to use this?

Informal audit. Ask team members and other stakeholders how they would score (e.g. red, amber, green) each of the elements of the model; and then determine how you will elevate team performance.

# HIGH PERFORMING TEAMS

The PERILL Model  
(after David Clutterbuck)

The PERILL model emphasises the team as a complex adaptive system and cites six influencing factors that interact to drive or hinder team performance. It also emphasises leadership as a key influence across all factors.



## How to use this?

Informal audit. Ask team members and other stakeholders how they would score (e.g. red, amber, green) each of the elements of the model; and then determine how you will use this feedback to elevate team performance.

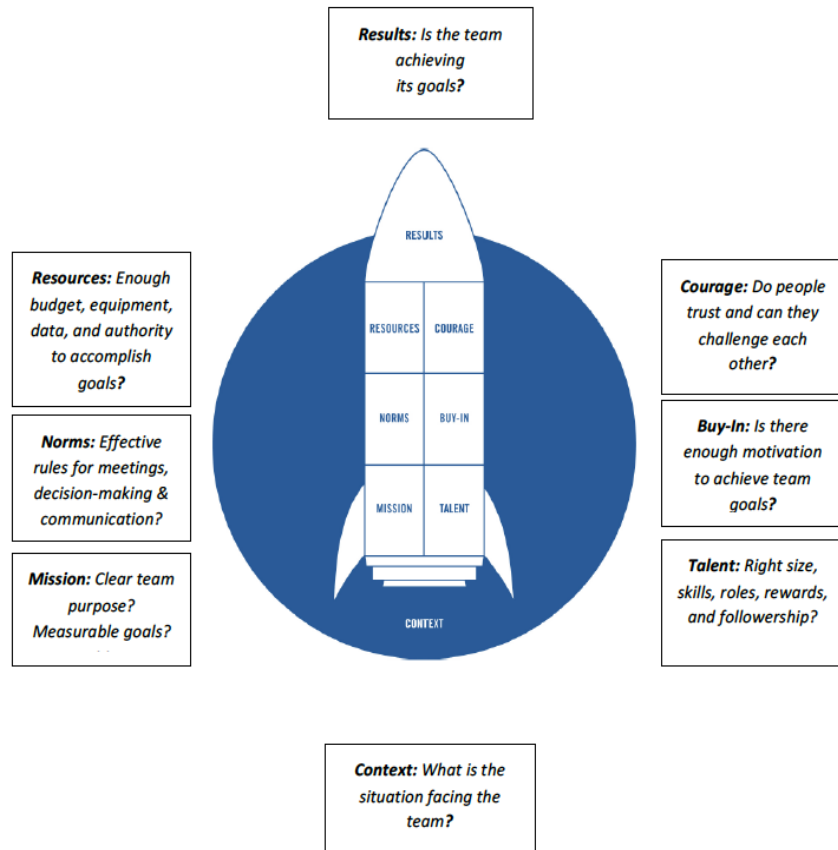


# HIGH PERFORMING TEAMS

The Rocket Model  
(after Gordon Curphy & Diane Nilsen)

## The Rocket Model

*A Roadmap for Building High Performing Teams*



## 11 QUESTIONS

AUTHORITY		
1	Governance. Does your team report to another team or board? Are you clear about reporting, delegations, matters reserved, escalation etc.	
FOUNDATIONS		
2	Safety. Is the team a safe space in which to freely contribute and express feelings? How do you know this?	
3	Purpose. What is the enduring essence of what the team does on behalf of its stakeholders? Is this written down, understood, and agreed?	
4	Stakeholders. Are you clear about who your stakeholders are, and in what form you will serve their needs?	
5	Values. What are the lived values of the team? Are these aligned to your organisation's values? Do you actively use these to guide decisions?	
6	Size, Structure, Skills. Has the team got an effective mix of knowledge, skills, and experience? Is the size and structure fit for purpose?	
ASPIRATIONS		
7	Ambition. What kind of team do you need to be for your stakeholders? What does this look, sound, and feel like?	
8	Goals. Does the team have a development roadmap?	
OPERATIONS		
9	Ways of Working. How does the team work together? Key processes? Focus? Decision-making? Quality of conversations? Conflict management?	
10	Behaviours. What are the team's desired behaviours? Do you have a way of managing unhelpful behaviours and difficult relationships?	
11	Feedback. How does the team seek, manage, and make use of feedback?	

### How to use this?

Go through these 11 questions as a collective exercise with your team. Make a red, amber, or green assessment in the right hand column. This will give you a feel for what is already strong and what needs further development. Remember, this is just a high level view so invest some time, ideally with a facilitator, to explore the detail.

## WHAT DO LEADERSHIP TEAMS DO?

(after the IoD Governance Model)



### How to use this?

This framework reminds leadership teams that they need to do much more than manage in-year operations.

They need to look upwards and outwards to set direction, build capability, and remain accountable to a range of stakeholders.

Managing operations is seductively easy and this model challenges leadership teams to consider how they will apportion time and energy between these other major areas of responsibility to stay competitive and relevant.

## DOMAINS OF LEADERSHIP



### How to use this?

- Consider where you might best be investing your energy, not forgetting to invest in yourself, particularly your wellness.
- Consider what skills and networks you need to operate well at higher levels.
- When you look at people to promote, is this because they already have higher order skills and networks, or the potential. If the latter, what do they need?
- Note the shift from leading with positional authority to leading through influence and networks when you start leading at higher levels.

## OPERATING SYSTEM CANVAS

<b>PURPOSE</b> How we orient and steer	<b>AUTHORITY</b> How we share power and make decisions	<b>STRUCTURE</b> How we organise and team
<b>STRATEGY</b> How we plan and prioritise	<b>RESOURCES</b> How we invest our time and money	<b>INNOVATION</b> How we learn and evolve
<b>WORKFLOW</b> How we divide and do the work	<b>MEETINGS</b> How we convene and coordinate	<b>INFORMATION</b> How we share and use data
<b>MEMBERSHIP</b> How we define and cultivate relationships	<b>MASTERY</b> How we grow and mature	<b>COMPENSATION</b> How we pay and provide

Aaron Dignan, Brave New Work, 2019

### How to use this?

This Operating System Canvas was derived from researching the ways of working that successful scaling companies paid attention to.

It offers a range of windows into healthy team function. Use it as the basis of a team audit.

# LEADER-MEMBER EXCHANGE (LMX) THEORY

(after Grean and Uhl-Bien)

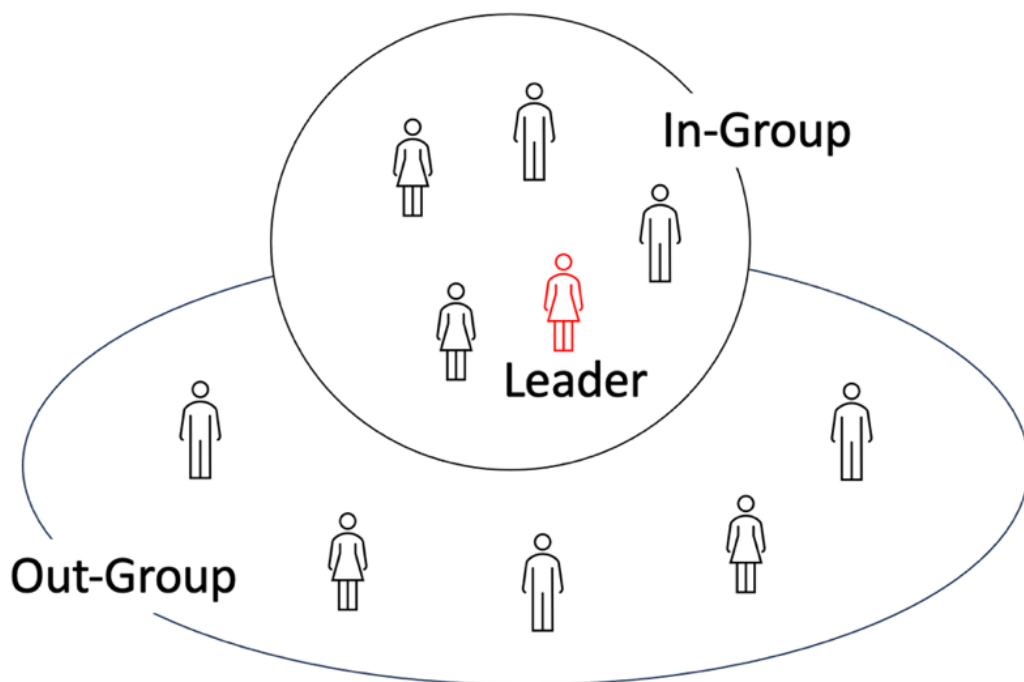
This model invites leaders and team members to reflect on the nature and quality of the relationships they have with one another. LMX suggests that, broadly, team members fall into an In-Group or an Out-Group.

## In-Group

In-group member are trusted more by the leader, and are given more challenging and interesting work. Consequently they develop faster. In-Group members enjoy more one-on-one time with the leader. Leaders are repaid with hard work, commitment, and respect.

## Out-Group

If a leader feels they cannot trust a team member, perceives them to be unmotivated or incompetent, or is swayed by some form of bias, the team member will be put in the Out-Group. The team member will have less access to the leader and may be given less interesting and less important work. Leaders are repaid with low levels of trust and loyalty. Resentment can quickly grow.



### How to use this?

In order to mitigate the risks of avoidable team dysfunction, and the consequent costs of disputes and churn, early conversations that explore facts, assumptions, and perceptions are recommended. Use these to re-establish the psychological contract with one another i.e. clarify what each of you needs from the other.

Nipping things in the bud is preferable to waiting until a distant appraisal interview.

Of course, there may be clear factual reasons for distrust (on both sides), and ultimately one or both parties may need to move elsewhere.

## BELBIN TEAM ROLES

(after Meredith Belbin)

Meredith Belbin identified nine clusters of behaviours, or “team roles”, which we all have preferences for and which contribute to team performance. Sub-optimal team performance may be due to one or more of these roles being underplayed or absent.

Resource Investigator	Used their inquisitive nature to find ideas and bring back to the team.
Teamworker	Helps the team to gel using their versatility to identify the work required and complete it on behalf of the team.
Coordinator	Needed to focus on the team’s objectives, draw out team members and delegate appropriately.
Plant	Tends to be highly creative and good at solving problems in unconventional ways.
Monitor Evaluator	Provides a logical eye, making impartial judgements where required and dispassionately weighs up the team’s options.
Specialist	Brings in-depth knowledge.
Shaper	Provides the drive necessary to ensure the team keeps focussed and doesn’t lose momentum.
Implementer	Needed to plan a workable strategy and carry it out as efficiently as possible.
Completer Finisher	Polishes and scrutinises work. High standards of quality control.

### How to use this?

Consider your team. Can you identify role preferences, and where the team may have weak areas? What can you do about this?

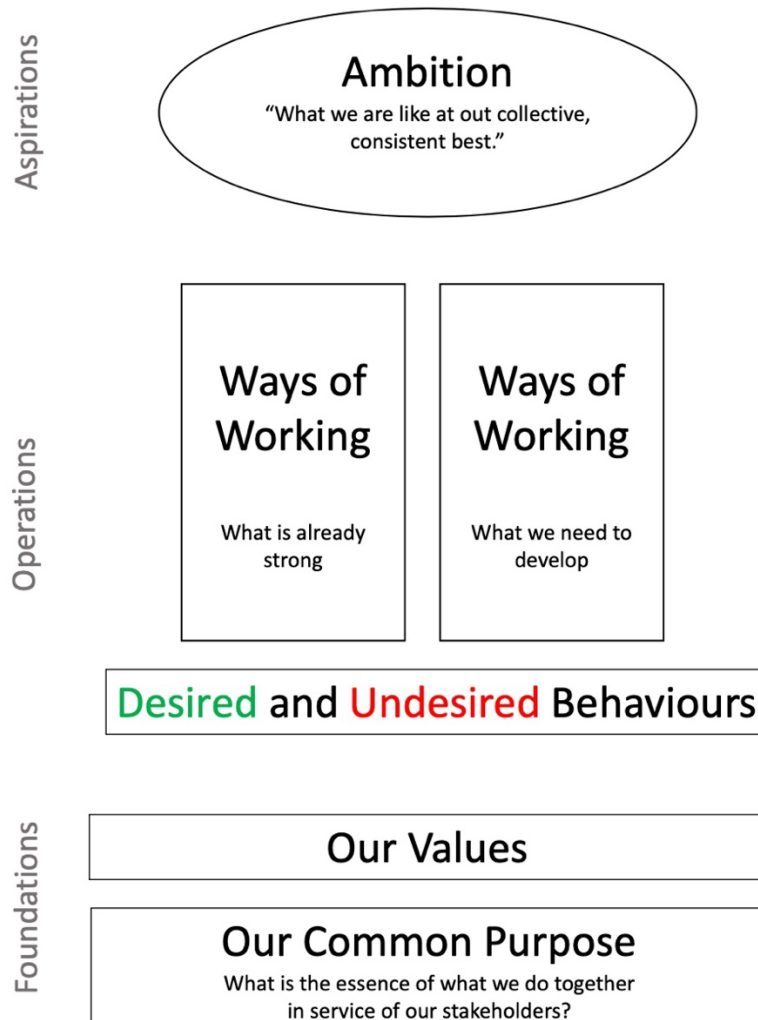


## CREATING A TEAM CHARTER

### How to use this this?

A team charter is a vehicle for team members to explore and capture their common purpose and values, vision, ways of working, and expectations of one another.

It should be subject to regular review, particularly in light of changing external circumstances and/or team membership. Think of it as a framework of ongoing questions, and a reference document for holding one another to account.



## COLLABORATION CHARTER

### Improving Interdepartmental Working

In organisations, teams and departments are continuously collaborating and/or engaging in customer-supplier relationships of one type or another.

This can often be a source of friction and inefficiency. One party or other can feel under-served, and resentment and dysfunction can easily set in. Fear can also become a feature of some relationships.

A team charter construct (see previous page) can be used very effectively to “contract” for interdepartmental success.

#### How to use this this?

Meet and discuss/agree on the following questions:

##### Foundations

- What is our common purpose, and how does this relate to our organisation’s purpose?
- What is in and out of scope of our work together?
- Are we clear about one another’s purpose, capabilities, and capacity?
- What delegated powers/freedoms of action/constraints are in play?
- How will our working relationship be governed?
- Have our respective heads engaged over reporting and resolution arrangements?

##### Aspirations

- What does success look like for each of us? Can this be expressed explicitly in terms of time, cost, quality, or other attribute?

##### Operations

- What are the specific behaviours we need to experience in our work together?
- What ways of working do we need to agree on e.g. meetings/frequencies, communication media, management of information, decision-making framework, management of conflict, management of change etc.?

## DRUMBEAT OF FOCUSSED MEETINGS

Sporadic catch-all meetings which feature a mix of topics ranging from the micro-operational to the strategically important are a common and avoidable waste of time that do nothing for the efficient running of the business or staff morale!

Separating out different meeting categories (and venues) on a regular “drumbeat” and identifying who best to convene, attend, chair, and follow-up, will deliver better focus, and higher quality participation by the right people.

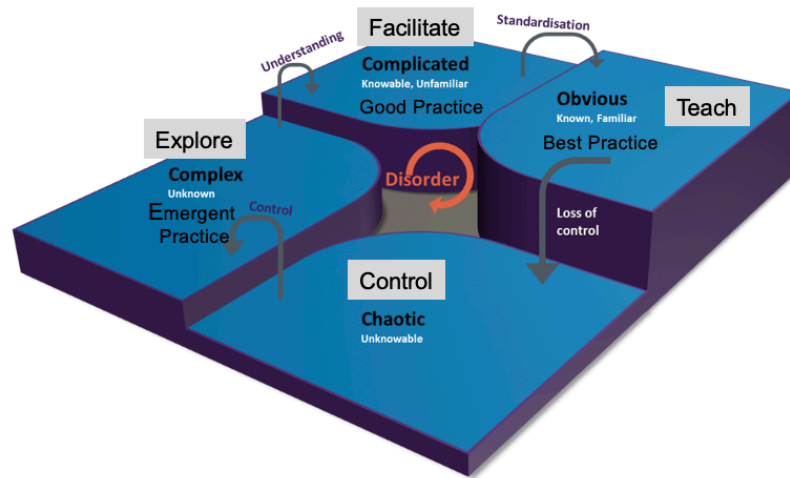
### How to use this?

Consider creating a meetings structure like the one below. Also, Consider setting agenda items as questions. Attendees will turn up expecting to be asked for their points of view! And, For some meetings, or agenda items, the CEO is the client of the team’s discussion. In these cases he/she could more usefully stay out of the process of chairing the meeting to concentrate on listening.

Meeting Type	Duration	Purpose & Format	Keys to Success
Daily Check-In	5 minutes	Share daily schedules and activities	<ul style="list-style-type: none"> <li>• Don’t sit down</li> <li>• Keep it about coord</li> <li>• Don’t cancel</li> </ul>
Weekly Tactical	45 – 90 mins	Review weekly activities and metrics, and resolve tactical obstacles and issues	<ul style="list-style-type: none"> <li>• Don’t set an agenda. Create it once you hear what people want to cover. Keep off strategic issues</li> </ul>
Monthly Strategic (or Ad Hoc Strategic as required)	Half-day	Discuss, analyse, brainstorm, and decide on critical issues affecting long-term success	<ul style="list-style-type: none"> <li>• Limit to small number of topics i.e. 2-3</li> <li>• Preparation/research</li> <li>• Engage in constructive challenge.</li> </ul>
Quarterly Off-Site Review	1 – 2 days	Review strategy, industry trends, competition, key personnel, team development	<ul style="list-style-type: none"> <li>• Off-site</li> <li>• Don’t over-structure or over-burden the schedule</li> </ul>

After Lencioni, P. Death by Meeting. (2004)

## SENSE MAKING AND LEADERSHIP RESPONSES



The Cynefin Model (Snowdon & Boone) suggests 4 broad types of context that we can experience concurrently across a busy day at work. Each of these require different leadership responses to deliver the best effect.

In the Obvious (also known as Simple) context, there are predictable and consistent outcomes i.e. every time we do A, we always get B. There is one best way, “best practice”. In this place, the leader is a teacher.

In the Complicated context, there may be a number of ways of achieving something. No one best way but several ways. In this space, the leader is a facilitator of experts.

The Complex context is volatile, uncertain, and ambiguous, and other players such as competitors have an influence on what can happen. Here the leader is an explorer and makes sense by asking questions. Those closest to the action take empowered decisions and feedback what they know. A shared operating picture emerges, and leaders take decisions appropriate to their level in the organisation. This is an iterative and bumpy process.

In the Chaotic context, time is of the essence and the leader may have to create immediate momentum to influence the situation. The leader here is directing and controlling, and decisions are often made with little solid information or wider consultation.

### How to use this?

1. Inexperienced leaders may need help to “let go of having to know”. Take them through some table-top scenarios to explore different contexts and responses. Use the model to support a post-event review.
2. Use the model with your team to create a shared understanding of context and determine the collective response required.

## DECISION MAKING

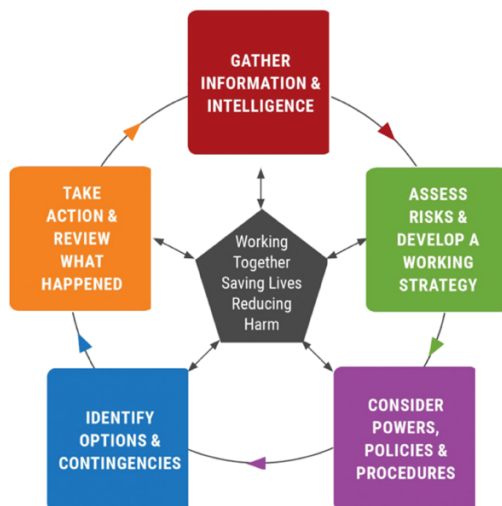
Do you have a commonly understood and consistent way of making decisions? This will become ever more important as the business scales. Here are two examples:

### Decision Filters:

- Purpose
- Values
- Brand
- Legal
- Safety
- Staff
- Stakeholders
- Environment
- Financial
- Vision/Goals

The filters opposite are just examples. You may want more or less or different. Starting from the top, do the options we are considering fit our Purpose and Values? How do they impact on how our clients will experience us (our Brand). Are they Legal and Safe? How do they impact Staff, Stakeholders, and the Environment? What are the Financial impacts e.g. cash flow, return on investment? And will this project take towards our goals? You could also insert two columns to the right of these filters to detail the benefits and/or risks of the options under consideration.

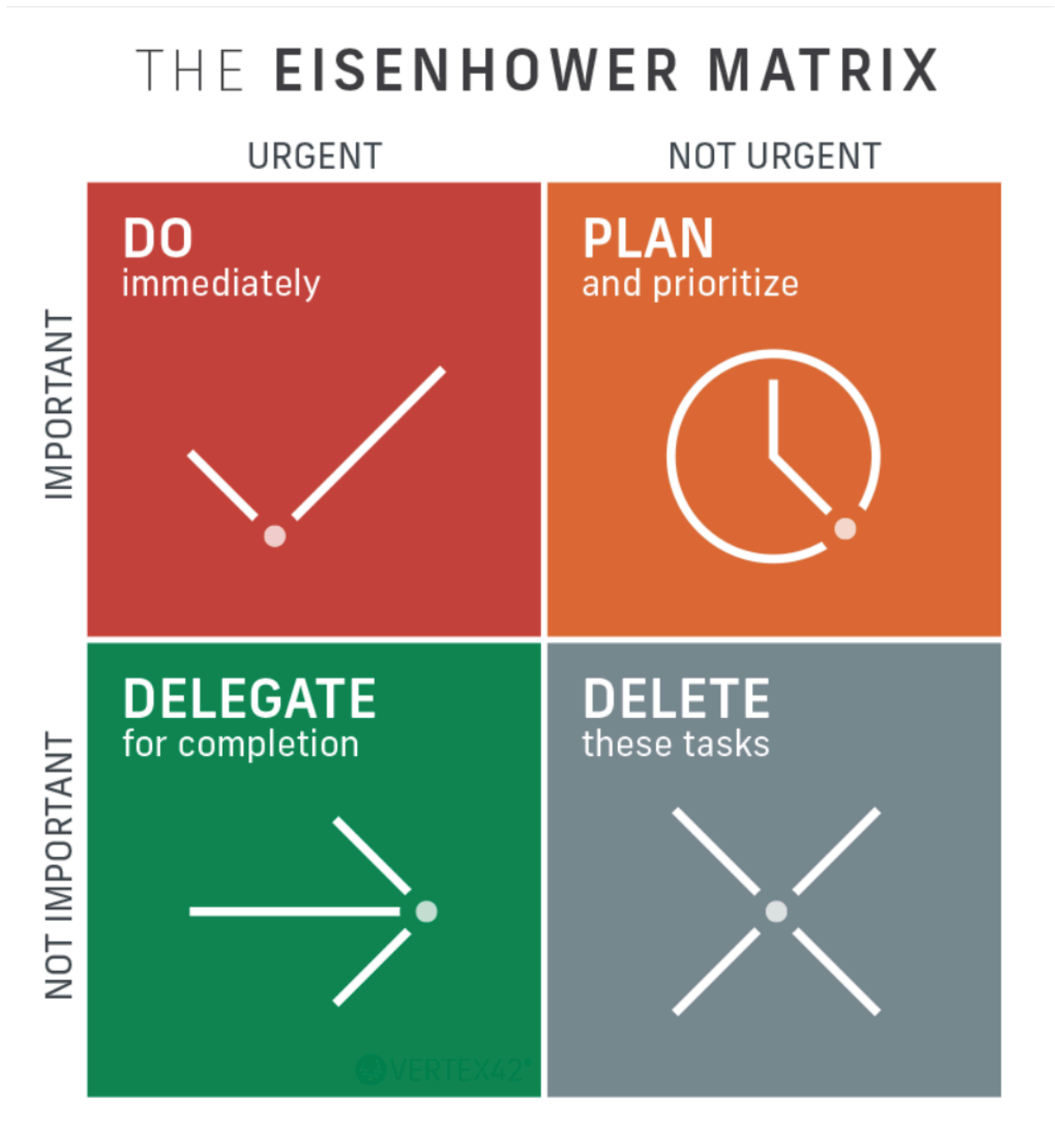
### Decision Wheels:



The Joint Decision Model is used by the Emergency Services as a means of supporting effective interoperability across the different services with their different ways of working.

You will note the statement of common purpose in the centre. This acts as a reference point throughout the decision-making process i.e. each step MUST support “Working together. Saving lives. Reducing harm.” So, if waiting to get solid information risks lives, the Emergency Services leaders will press on round “the wheel” and take early action if necessary.

The “wheel” also makes it clear that leaders can/must continuously “go round the wheel” i.e. decision making in an evolving situation is not a single cycle as every decision and action affects the situation which then requires consideration and further decisions and actions until the situation has been resolved.



## OUTCOME LEADERSHIP DELEGATION AND FREEDOM OF ACTION

<b>Mission Command or Outcome Leadership</b> <b>We are doing X (the what) in order to achieve Y (the why)</b>	
Questions	Principles
1. What is the CEO's/my manager's INTENT? Main Effort? Desired outcomes (rather than outputs)?	<b>Unity of effort</b> <ul style="list-style-type: none"> <li>- clarity of intention up, down, sideways</li> <li>- clarity of Main Effort and priorities</li> </ul>
2. What are my tasks (specified and implied)?	<b>Decentralisation</b> <ul style="list-style-type: none"> <li>- situation-dependent balance between control and delegated freedoms</li> </ul>
3. Have any constraints been imposed on my normal freedoms of action?	
4. What new freedoms and resources are available?	<b>Trust</b> <ul style="list-style-type: none"> <li>- up, down, sideways</li> </ul>
5. What is the situation? How is it evolving?	
6. Evaluate the factors. Make key deductions.	<b>Mutual understanding</b> <ul style="list-style-type: none"> <li>- common language</li> <li>- well rehearsed processes and drills</li> </ul>
7. Identify courses of action. Assess advantages/disadvantages. Test them.	
8. Select best course of action. BACK-BRIEF. Commence detailed planning.	<b>Timely and effective decision making</b> <ul style="list-style-type: none"> <li>- at all levels</li> </ul>
9. Keep under review.	

Derived from (UK) Army Doctrine Publication "Land Operations"

### How to use this?

Telling people what to do and how to do things can stifle creativity, close people down, and fail to achieve optimum results. Try instead to state the priority outcomes you want to achieve (in addition to any specific outputs) and give people the freedom of action to work out how to achieve these. This will create a more engaged team, one where colleagues learn and grow, and creative solutions are possible. This is especially the case when the local situation changes and different routes and outputs are needed to achieve the desired outcomes. This approach will promote agility and build leadership capability throughout the organisation. The framework above, derived from the UK military's philosophy and practice of Mission Command, is particularly suited to complicated and complex situations.

## WORKPLACE ACTION SCOPING FRAMEWORK

Task name:	
Owner	
Deliverable(s)/Benefit(s)	
Customer(s)	
Start/Finish	
Who else to involve	
Resources	
Holding to account arrangements	