AOD LEADERSHIP ACCELERATOR PROGRAM

WORKSHOP 4 – LEADERSHIP BEYOND THE SURFACE

DAY 2 – TRAUMA-INFORMED LEADERSHIP

Acknowledgement of Country

RMIT University acknowledges the people of the Woi wurrung and Boon wurrung language groups of the eastern Kulin Nation on whose unceded lands we conduct the business of the University.

RMIT University respectfully acknowledges their Ancestors and Elders, past and present.

RMIT also acknowledges the Traditional Custodians and their Ancestors of the lands and waters across Australia where we conduct our business.
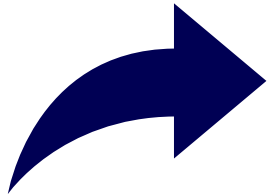
Artwork 'Sentient' by Hollie Johnson
Hollie is a Gunaikurnai and Monero Ngarigo woman from Gippsland who graduated from RMIT with a BA in Photography in 2016.

OVERVIEW

OF THE DAY

OVERVIEW OF TODAY

DAY 2 – TRAUMA INFORMED LEADERSHIP

- Creating "safe enough" space
- Exploring the nervous system with polyvagal theory
- Embodied leadership – know yourself, know your staff
- Experiential mapping of the nervous system
- Implementing trauma informed principles into policy (10 domains)
- Creating a trauma informed culture
- Trauma Stewardship & Collective Care
- Building psychological safety

OVERVIEW – WORKSHOP 4

DAY 2 – TRAUMA-INFORMED LEADERSHIP

- 9:30am-11.00am – Guest speaker – Jen Thompson

Morning Break (11.00am -11:15am)

- 11:15am-1:00pm – Guest speaker – Jen Thompson

Lunch Break (1:00 – 1:45pm)

1:45pm-2:30pm – Psychological safety

Afternoon Break (2:30pm-2:45pm)

- 2:45pm-3:30pm – Psychological safety cont.

- 3:35pm-3.55pm – Toolkit

- 4:00pm – Workshop conclusion

End of Day 2

LUNCH

PSYCHOLOGICAL

SAFETY

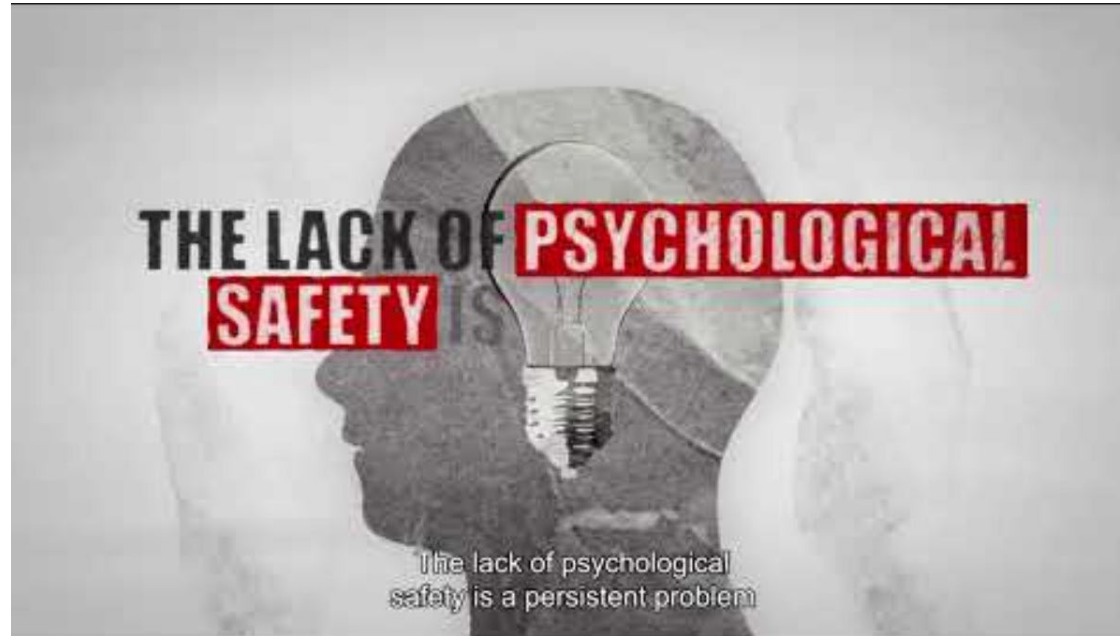# MEASURING PSYCHOLOGICAL ASSESSMENT

CLASS ACTIVITY

Complete the assessment provided.

5 minutes

WHY PSYCHOLOGICAL SAFETY?

PSYCHOLOGICAL SAFETY

Timothy R. Clark

Inclusion safety

Learner safety

Contributor safety
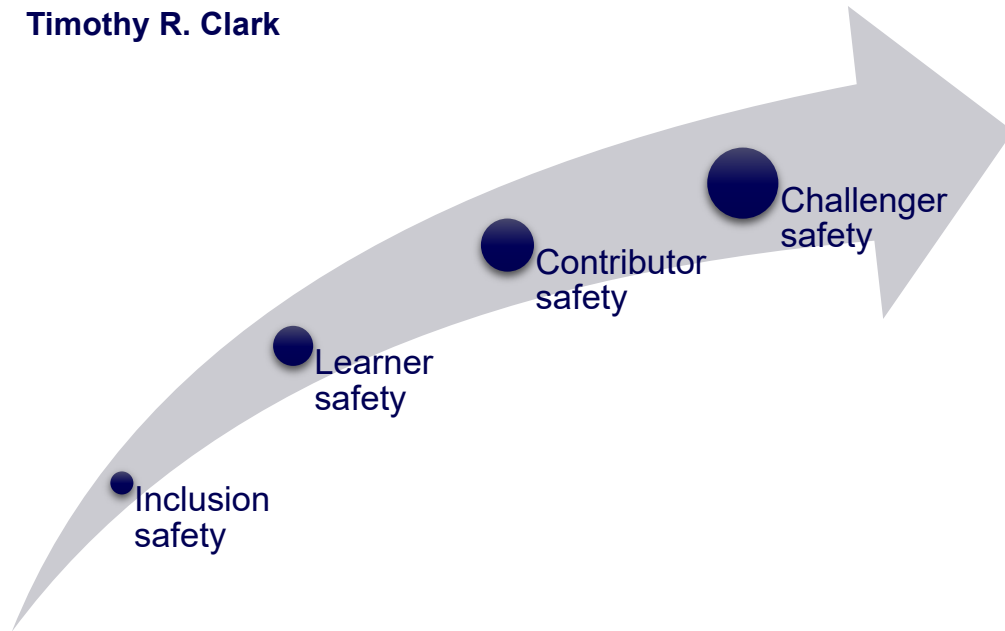
Challenger safety

Having psychological safety means you feel four things:

- Feel included
- Safe to learn
- Safe to contribute
- Safe to challenge the status quo

Without the lower levels,
it is not possible to access higher levels.

Clark, T. R. (2020). The 4 Stages of Psychological Safety: Defining the Path to Inclusion and Innovation. United States: Berrett-Koehler Publishers.

INCLUSION SAFETY

INCLUSION SAFETY

- Inclusion safety is related to the sense of belonging and informal acceptance within the team

- Knowing that you're valued, treating everyone fairly, feeling that your experience matters

- Do all team members feel comfortable sharing their opinions and ideas?

- Are different perspectives welcomed and encouraged?

- Do team members feel valued and respected?

When a team has inclusion safety….

When you don't…..

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PSYCHOLOGICAL SAFETY TOOLKIT

CLASS ACTIVITY

- Come up with as many examples of the inclusion safety in action (As in, what are some ways you can build psychological safety at your workplace in that category?)

- The person who has had the most recent haircut will feedback on behalf of their group.

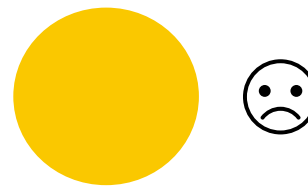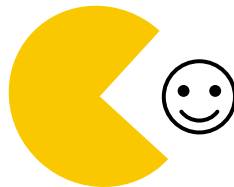- You are encouraged to ask for further explanation on their examples

10 minutes

INCLUSION SAFETY IN ACTION

INCLUSION SAFETY

PAC-MAN RULE

Inclusive meeting practices:

- Appoint someone else to chair meetings who isn't the boss – where appropriate
- Everyone has a turn meeting

LEARNER SAFETY

LEARNER SAFETY

- The belief that it is safe to learn from mistakes and ask for help without fear of judgement or punishment

- Do team members feel comfortable admitting when they don't know something?

- Is it safe to make mistakes and ask for help?

- Does the team have a culture of continuous learning and improvement?

- How might you foster this?

When a team has learner safety….

When you don't…..

PSYCHOLOGICAL SAFETY TOOLKIT

CLASS ACTIVITY

- Come up with as many examples of the learner safety in action (As in, what are some ways you can build psychological safety at your workplace in that category?)

- The person who has most recently returned from a holiday will feedback on behalf of their group.

- You are encouraged to ask for further explanation on their examples

10 minutes

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LEARNER SAFETY IN ACTION

How much you learn

(Bar chart showing increasing bars: From theory, From practice, From mistakes)

From theory   From practice   From mistakes

- Admit your mistakes - you allow others to do the same

- Dedicate time and resources to learning

- Define what is 'safe to fail' and therefore 'safe to try'

- Create opportunities to safely fail at something

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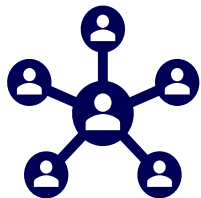# BREAK

CONTRIBUTOR SAFETY

CONTRIBUTOR SAFETY

- The belief that it is safe to contribute to the team's goals and objectives without fear of retaliation or negative consequences

- How are different views and perspectives listened to and acknowledged?

- Is there equity in how these voices are listened to?

- Is it safe to speak up and share ideas, even if they are not popular?

When a team has contributor safety….

When you don't…..

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PSYCHOLOGICAL SAFETY TOOLKIT

CLASS ACTIVITY

- Come up with as many examples of the contributor safety in action (As in, what are some ways you can build psychological safety at your workplace in that category?)

- The person who has most recently returned from a holiday will feedback on behalf of their group.

- You are encouraged to ask for further explanation on their examples

10 minutes

CHALLENGER SAFETY

CHALLENGER SAFETY

- The belief that it is safe to challenge the ideas and assumptions of others without fear of judgement or retaliation.

- Challenger safety represents a high level of respect and permission.

- Do team members feel comfortable challenging the ideas and assumptions of others?

- Is it safe to engage in constructive debate and challenge each other's ideas?

When a team has challenger safety….

When you don't…..

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PSYCHOLOGICAL SAFETY TOOLKIT

CLASS ACTIVITY

- Come up with as many examples of the challenger safety in action (As in, what are some ways you can build psychological safety at your workplace in that category?)

- The person who has most recently returned from a holiday will feedback on behalf of their group.

- You are encouraged to ask for further explanation on their examples

10 minutes

CHALLENGER SAFETY IN ACTION

CHALLENGER SAFETY

- Reward shots on goal
  - Has the potential to be good/productive

- Responding constructively & working on your emotional response
  - 'I didn't know that'
  - 'Thank you for bringing that to my attention'

- Weigh in last

WHAT PSYCHOLOGICAL SAFETY IS NOT

- **Psychological safety is not the same for everyone**

- **It's not about 'good vibes only'**

- **It's not about confrontations or thoughtless honesty**

- **It's not comfortable, particularly for leaders –** why?

- **It's not only the responsibility of those in leadership positions –** why?

GAP ANALYSIS

CLASS ACTIVITY

What do you need to do to get there?

Current State	Desired state	Roadmap

GAP ANALYSIS

Current State	Desired state	Roadmap
Safety- how do you as a leader/your org create safety? Consider the physical, emotional and cultural safety for both clients and staff	How could you embody this better?	What actions can you take to get to the desired state?
Trustworthiness – how does you as a leader/your org convey transparency and trustworthiness		
Choice – how do you as a leader/your org provide choice to staff where available and appropriate		
Collaboration – how do you as a leader/your org communicate a sense of doing with rather than doing to?		
Diversity – how does your service convey and enact for diversity in all its forms?		

WORKSHOP

CONCLUSION

END OF DAY 2