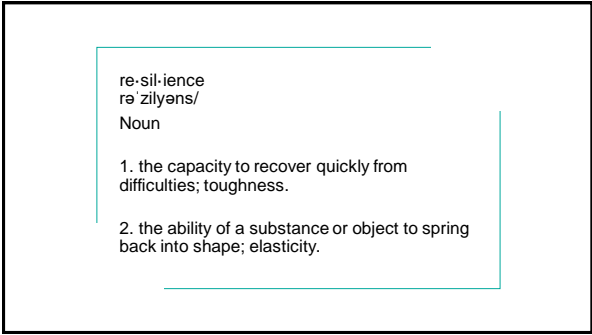
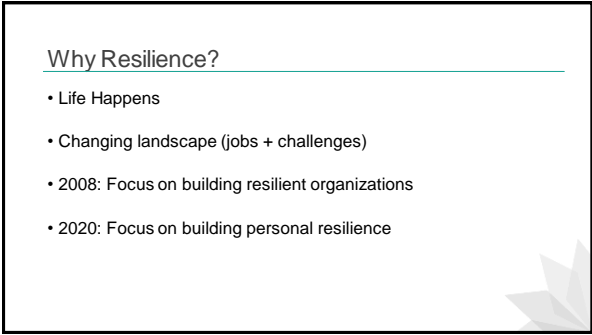


1



2



3

Activity:

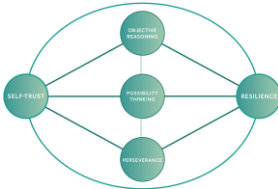
What makes a great leader?

Someone who is...

4

Framework

The PsyCap Mindset™



5

1

SELF-TRUST

6

Question

How many of you believe that the opinions of others has an impact on how our peers/colleagues/friends perceive themselves?



7

Question

Do the opinions of others have an impact on how you view yourself?



8

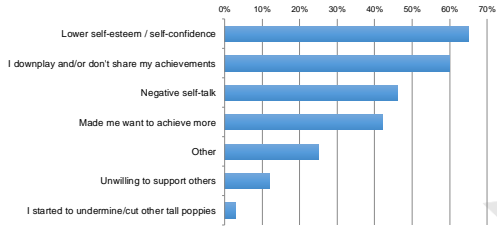
Tall Poppy Syndrome occurs when people are attacked, resented, disliked, criticized or cut down because of their achievements and/or success.



9

Impact on the Individual

How has this impacted you?



10

Self-Trust

- Associated with self-confidence, self-esteem and self-regard.
- Self-Confidence: knowing that one can rely on their strengths and abilities in any given situation.
- Importance of the language that we use.
- Self-talk is how we make our emotions real.



11

Question

When a friend/peer/sibling/partner has failed at something, what do you say to them?



12

Question

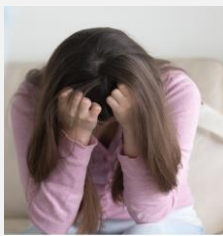
When you've failed at something,
what do you say to yourself?



13

Inner Critic

- Disapproving thoughts, feelings and behaviours.
- "The inner critic is an internal voice that commands and sends negative messages" (Elliott, 1992).
- "You should..."



Children with parents who are highly critical, control and performance focused will be more self-critical as adults
Barnes et al., 1996; Moskowitz & Zuroff, 1991


14

There are Consequences

Individuals who score high on self-criticism:


- Have less friends and less satisfied with social support (Moskowitz & Zuroff, 1991)
- Use more negative communication after a stressful event (Santor, Pringle & Israeli, 2000)
- Report lower levels of trust + share a low amount of personal information (Zuroff & Fitzpatrick, 1995)

15



Self-trust is the essence of heroism.

– Emerson




16




OBJECTIVE REASONING

17



We see the world not as it is, but as we are.

– Stephen Covey



18

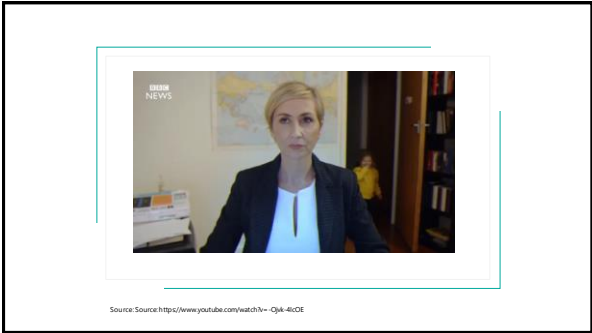


19

#NotTheNanny

- Responses to the Video
 - Fear of losing her job
 - Father's response to the child
- Fierce Debate and Controversy

20



21


Gender

- Gender is used in a way to construct reality.
- How we communicate gender roles begins very early and has an impact on how children experience and form their identity.
- This continues in the classroom, the workplace and in the media.
- How we communicate is critical.

22

Sometimes...

...we can be wrong!



23

Question

Anyone in this room ever have a challenging conversation before?

24

How did you get your way as a child?



25

What happened when you didn't get your way?



26

Fight or Flight / Silence or Violence

- Programmed to either "fight" or "flight"
- Withholding information, masking, withdrawal, convince, control or attack.
- Somewhere in the middle there is dialogue.

27

“

Most people are unaware of the degree to which they're not trusting and open, of the extent to which their conversations don't reflect what they actually think and feel.

– Chris Argyris,
Harvard Business School Professor

”

28

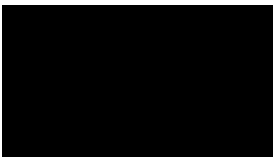
Intentions

- Understanding intentions and motives
- We aren't very effective observers of our own behavior.
- We tend to judge our behaviour by our intentions, while we judge other people's behaviour by its outcomes.



29

It's Not About The Nail




Jason Headley (2013, May 22). It's Not About the Nail [Video file]. Retrieved from <https://www.youtube.com/watch?v=Bu4M0jgGCO>

30

Reconstructing Conversations

- What are the facts?
- What was my intention?
- How can I frame this in a respectful way that encourages dialogue?



31



Our stories create our emotions –
we create our stories.

– Crucial Conversations,
2nd Edition



32

3

POSSIBILITY
THINKING

33

Hope Theory

- Long-term study by Charles Synder showed that academic success was directly related to the strength of one trait: Hope
- Hope is based on three essential factors: Goals, Will-Power & Way-Power.



34

Can he drive a car on his own?



35

How can he drive a car on his own?



36

The Power of Language

37

Reducing Patients' Unmet Concerns in Primary Care: the Difference One Word Can Make

- **Intervention:** Physicians were randomly assigned to solicit additional concerns by asking 1 of the following 2 questions after patients presented their chief concern: "Is there anything else you want to address in the visit today?" (ANY condition) and "Is there something else you want to address in the visit today?" (SOME condition).
- **Main Outcome Measures:** Patients' unmet concerns: concerns listed on previsit surveys but not addressed during visits, visit time, unanticipated concerns: concerns that were addressed during the visit but not listed on previsit surveys.
- **Results:** The implemented SOME intervention eliminated 78% of unmet concerns. The ANY intervention could not be significantly distinguished from the control condition. Neither intervention affected visit length
- **Conclusions:** Patients' unmet concerns can be dramatically reduced by a simple inquiry framed in the SOME form. Both the learning and implementation of the intervention require very little time.

38

“

To have goals is to have hope.

– Author Unknown

”

39

4

PERSEVERANCE

40


Life Happens

- Contingency Plan: Expect detours along the way.
- Ability to develop different pathways to a potential solution.
- Flexibility to change/adapt and persevere.

41

Activity:

With a Partner: What is one thing that is stressing you out right now?



42

Emotional Self-Awareness

- Involves understanding what triggers a positive / negative reaction from you.
- Importance of developing strategies to manage and leverage triggers.

43

Stress Management

- "Today the average worker checks their work e-mail at 7:42 a.m., gets to the office at 8:18 a.m. and leaves at 7:19 p.m." – Johann Hari
- Coping and responding to stress in an effective way.
- Athlete analogy: do you take the time to recover?

44

“

It's not stress that kills us; it is our reaction to it.

– Hans Selye

”

45

5

RESILIENCE

46

re-sil-i-ence
rəˈzilyəns/

It's what you say after that matters the most.

47

Resiliency is one's capacity to cope successfully in the face of significant change, adversity, risk, or even increased responsibility. Resilient individuals can actually thrive and grow through setbacks and difficulties. When faced with hardship, resilient individuals bounce back to higher levels of performance than before, and they find meaning and value in the process (Peterson, Balthazard, Waldman and Thatcher, 2008).

48

Self-Actualization

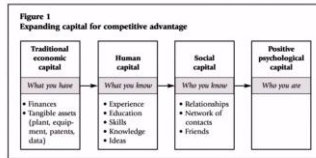
Where do you find meaning and purpose?

Example: Grade 7/8 students



49

Psychological Capital



Psychological Capital

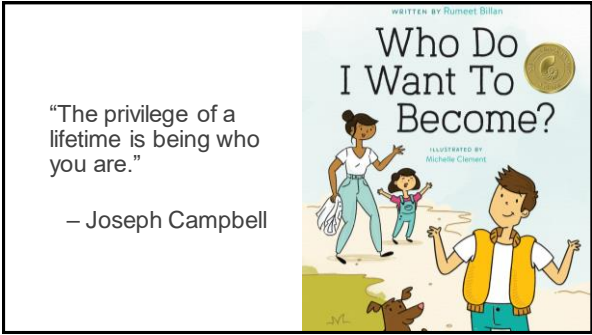
Source: <https://www.youtube.com/watch?v=uc3j2G2i-k>

50

Who Do You Want To Be When You Grow Up?

- I want to help encourage others and make them believe in themselves that they can accomplish anything.
- I want to be able to look back on what I achieved and be proud of the things I did to help others.
- I want to be someone who is not afraid of doing good.
- I want to be a person that can show the world that there needs to be changes.
- I would like to be someone who is very confident because I am shy...I want that voice to say I'm here.
- I want to be the reason some people change.
- I want to be myself – everyone deserves to be themselves.

51



52



53



54
