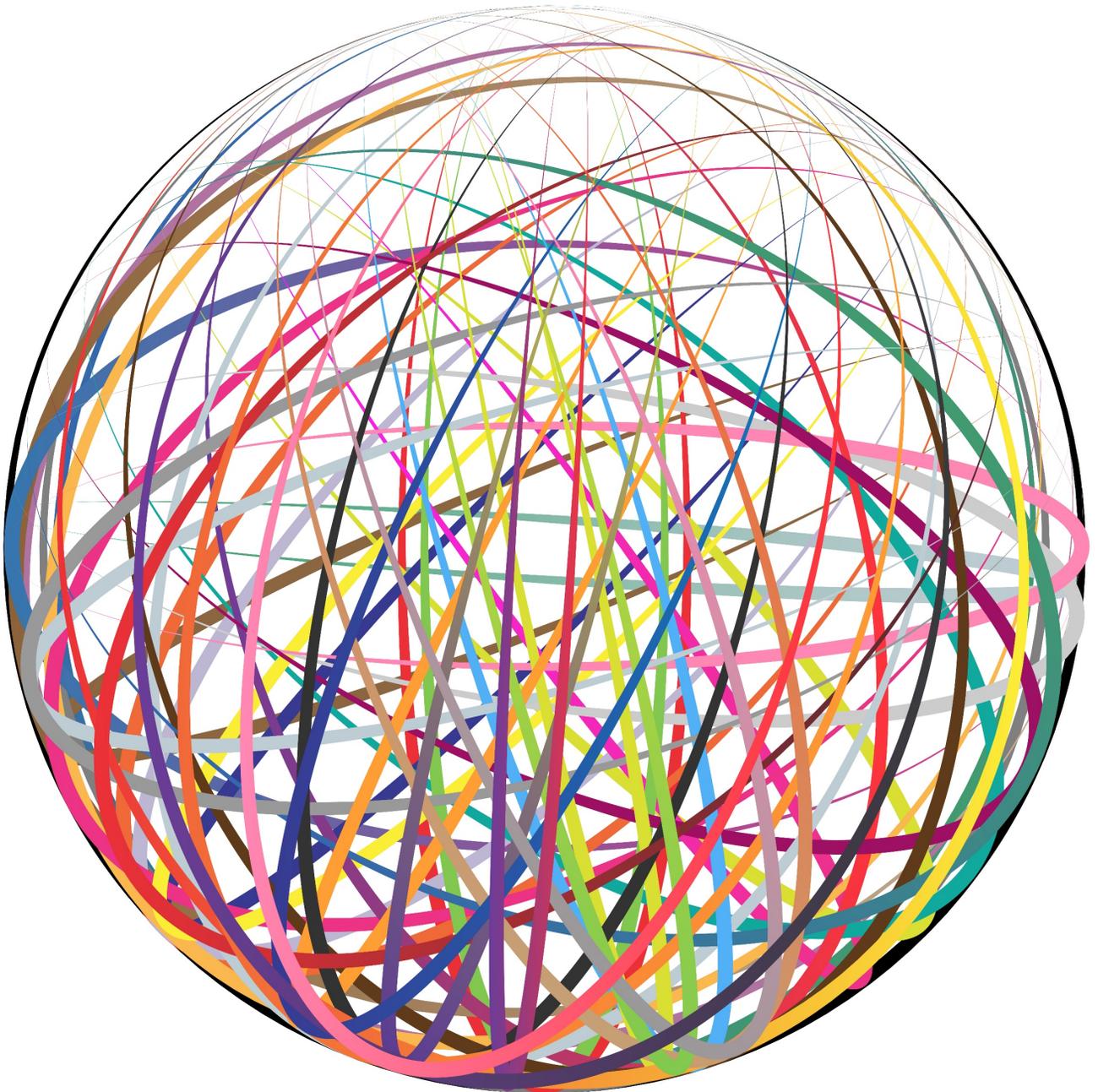




LEADING HUMANS

Michelle Leach

SCHOOLS OF SUBSTANCE



Building School Community Culture

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LEADING HUMANS

Michelle Loch

Over the past decade, two areas have been prioritised in education – Data and Pedagogy.

1. Data-driven decision making, focused on enabling resources to be directed efficiently, has taken pride of place with the intended impact of improving overall student outcomes.

2. Pedagogically sound teaching methodologies with a focus on curriculum development have also been a key focus.

My observation, though, is that there is still a missing piece:

Positive school cultures that work for humans. What I see in my work with schools is consistent human behaviour and experience that is well-intentioned – but counter-productive – to teamwork, collaboration and to both individual and team performance. I must point out that this is not unique to education – there is a similar situation in corporate organisations.

Now, however, is the time to develop the third piece to balance the left-brain focus of the past couple of decades and take schools into the future in a more well-adjusted and sustainable way for ALL the humans within our education system and communities.

This insights paper is a call to action.

At **Leading Humans**, we have been working with a number of schools over the past few years with credible results and, as an ex-teacher, I have a renewed passion to support the education system, and the wonderful humans within it, in the best way I know how.

I look forward to forging a partnership that enables powerful and engaging conversations, resulting in a positive legacy that benefits future generations.

Michelle Loch
Founder & CEO
Leading Humans





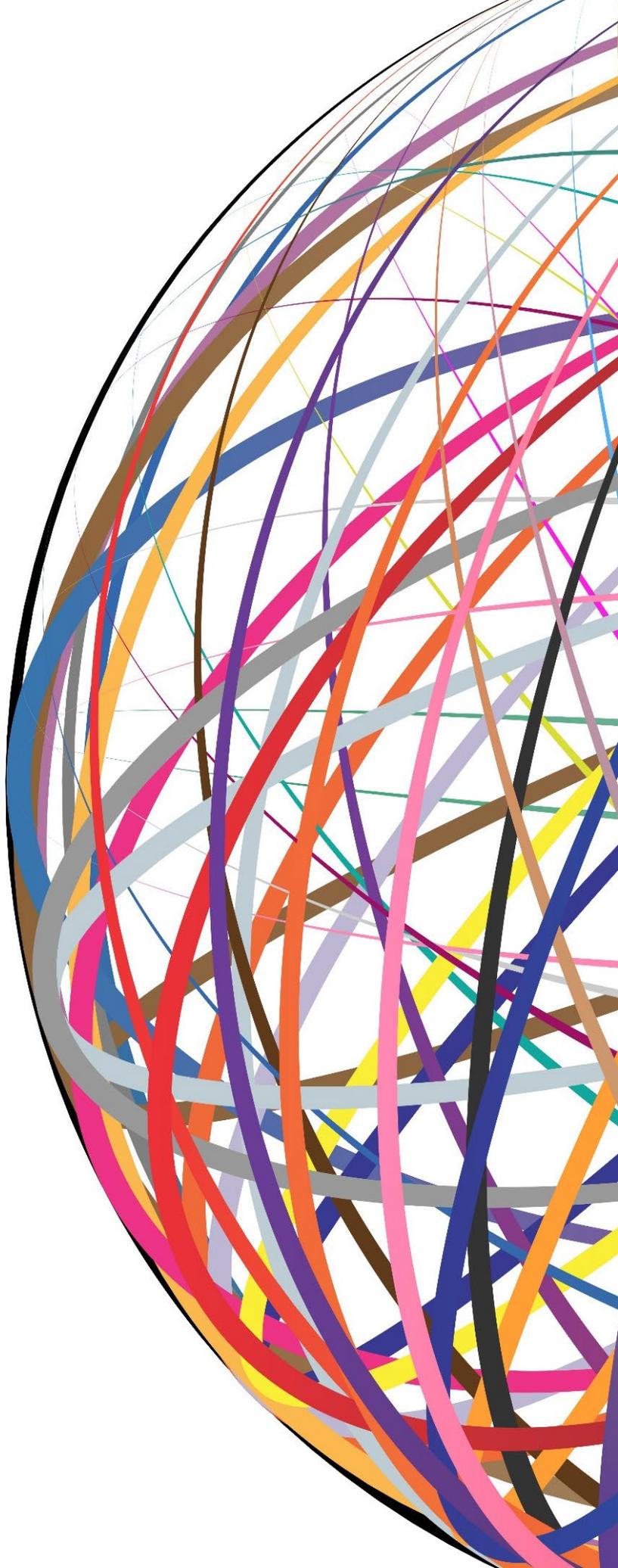
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WHY SCHOOLS NEED TO FOCUS ON CULTURE...

School leaders are suffering from burnout, stress, sleeping troubles, depressive symptoms, somatic stress symptoms, and cognitive stress symptoms. Offensive behaviour, threats and violence against Principals and School Leaders are on the increase.

Dr Phil Riley



Mental health and wellbeing are on the decline in schools

Dr Riley's research tells us that 99.7% of principals are working far beyond the maximum hours recommended for positive mental and physical health. This is not just an issue for Principals – the decline of mental health and wellbeing is a systemic problem that impacts all members of the school faculty and ultimately the wider school community.

In Australia, one out of every three teachers leaves the profession within the first five years. The reasons cited by many different surveys and research papers include, micro-managing of teachers, obsession with testing, negative community perception, overwhelming workload, very little actual 'teaching'.

High-performing teams are characterised by vulnerability-based trust, a sense of psychological safety, collaborative intelligence, and fluid and intuitive delivery of both the operational and strategic aspects of their role.

My observation is that executive, high-performing, strategic teamwork is not currently a consistent, department-wide strength of school leadership. Principals and their teams find themselves spending too much time on administrative and operational work instead of a more useful and strategic leadership focus.

Educators are surviving, not thriving.

What educators need... to develop mastery in SELF-LEADERSHIP and SELF-REGULATION at the individual and team level



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School leaders are not operating as effective 'teams'

Despite genuine desire and good intention, many school leaders are not operating as leadership **teams**.

This is not a situation that is deliberately created by school leadership teams – there has simply been insufficient dedicated investment in transitioning groups of high-performing individuals into high-performing and high-functioning leadership teams.

What educators need... the opportunity to pause, reflect and reset through facilitated Team Coaching and Teamwork Development

Despite investment, student outcomes are stagnating

2019 Australian NAPLAN data highlights a continuing stagnation, and in some areas a decline, in student achievement and outcomes.
(ACARA)

What educators need... the opportunity to explore our new understanding of how the human brain works and apply masterful communication and facilitating skills in the classroom



the world has changed

The world has changed, but how we show up in this new world hasn't changed at the same pace.

In order to deal with the system's challenging realities in our current world, we need to provide educators with a new kind of skillset, and mindset.

In support of these observations, Michael Fullan, Global Leadership Director of the global initiative 'New Pedagogies for Deep Learning' – who is recognised as a worldwide authority on educational reform – claims that efforts to 'raise the bar and close the gap for all students' are losing ground and that a shift to focus more on the human element is now critical.

This is about recognising the challenges that human beings face in the overwhelm of content and expectation in today's world and taking steps to help educators to SHOW UP in more effective ways.

The Australian Principal Occupational Health, Safety and Wellbeing Survey of 2019 recommends a focus on:

- increasing internal social capital at the school and personal levels
- greater school collaboration
- pushing back against moral harassment which leads to moral stress amongst educators
- individuals taking responsibility for personal work-life balance

In other words

We need to teach educators how to thrive in our complex social systems

The broadening of the curriculum is a wonderful opportunity for this generation of students, however, the volume of compulsory content needing to be covered along with attempts to incorporate critical life-skill learning and other broader aspects of learning (ie, social and emotional) is very challenging for the human brain – both at the student and teacher level.

Learning masterful, brain-based ways to reflect, to question, to assist students and teachers to shortcut the process of digesting and making internal 'connections' around data and information could make a real difference. Teachers must become masters of facilitating 'insight' – masters in the art of thinking - through powerful conversation and questioning based on our new understandings from the world of neuroscience.





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THE FUNDAMENTAL HUMAN CHALLENGES THAT EDUCATORS FACE

*We live in a
socially
sophisticated
world with a
primitive brain...
and it's not
working for us!*

Michelle Loch



We live in a VUCA World

We live in interesting and challenge times, and schools, like all institutions, are impacted.

The term VUCA (volatility, uncertainty, complexity and ambiguity), coined by the US Army post-Cold War, has increasingly been used to describe all aspects of our existence – with the business and education sectors being no exception.

The western world has responded to VUCA by increasing regulation and rules, and favouring data-driven and standardised approaches to problem-solving.

The prevailing assumption is that if we are logical in our approach, ie, if we are data- and process-driven, if we 'take the emotion and intuition out of it', then people will feel supported through these challenges. This is flawed thinking.

Humans are anything but logical in their make-up. New research tells us that emotion and intuition are critical to quality decision-making and problem-solving. We must learn to work with the nuances of being 'human', not against them – with emotions not in spite of them.

The human brain has significant limitations

As we come to understand the enormous potential of the human brain, we also uncover its significant limitations.

One such limitation is the cognitive compromise that occurs when we are emotional, tired, confused or distracted – which is much of the time.

The problem is that we live in a socially sophisticated world, but with a primitive brain. Our social and technological worlds continue to evolve at an alarming rate, but our brain is still focused on the threat of a woolly mammoth or a neighbouring, spear-wielding tribesman entering the village – and will prioritise that 'threat' over focus, growth and learning. Today, such threats are social in nature – embarrassment, rejection, fear of failure, but processed by the brain the same way as physical threat.

“The human brain is amazing, but fraught with limitations that we need to understand and manage.”

We are designed to rely on the support of others in our tribe – to lean on each other. But we continue to lack the skillset to self-lead effectively, or an understanding of how to powerfully support others in the complexity and busyness of the social and professional system we have created.

In some cases our systems train us, and reward us, to think that it is in fact WRONG to lean on others for support, or to work collaboratively. This mindset needs to change.

We need new ways to help 'illogical humans' to act logically!

Humans are wired for change, yet they actively resist it

Change is uncomfortable for humans.

Intriguingly we are wired to change – to adapt – so we should find it easy. But our *primitive* human brain perceives unsolicited change as a 'threat' and will go to extreme lengths to avoid it.

In our school communities this survival-based brain fear shows up as

- a resistance to change – even well-managed change
- an avoidance of challenging work or situations
- poor self-leadership and emotional regulation
- the avoidance of accountability via excuses, venting or blaming, or a focus on the problem vs the solution
- the emergence of silos and 'tribes' that battle each other, and
- an inability to truly collaborate and work in teams, or as a wider school community.

The thing is....people don't resist change, their brains do! Leaders must learn to work WITH the brain, not against it, to support the human journey through change.

Humans often operate from a less useful empathy platform

Teachers, like many humans, are empaths, and they often engage in a less useful kind of empathy.

From a neurobiological perspective, studies have defined empathy as 'the ability and tendency to share and understand others' internal state' - a vital human skill.

However... it turns out there are two kinds of empathy – **emotional or affective empathy** (feeling the emotional response and pain of others, causing personal distress, which can *distort* or *reduce* logical cognitive processing) and **cognitive empathy** (placing yourself in the shoes of others *without* taking on projected emotional states – sometimes referred to as compassion or tough love). These two kinds of empathy stimulate different parts of the brain. Emotional empathy shuts the 'intelligent' brain down and encourages subjective and reactive responses, whereas cognitive empathy supports useful and more objective responses.

Emotional empathy gets in the way of truth-telling. It manifests in a fear of upsetting someone or making them 'feel bad', or of damaging a relationship. This is a key barrier to open and candid conversations in the workplace. It promotes 'tiptoeing' around issues and an avoidance of the tough conversations. It should be noted that the accuracy with which an individual engaging in emotional empathy accurately assesses the experience of another is also often inaccurate i.e., misinterpreted empathy.

When operating from this emotional empathy platform, leaders and staff alike are reticent to disrupt non-useful behavioural patterns like venting, whinging, blaming, resisting or white-anting. They will avoid engaging in the direct and candid conversations that need to take place. This is, of course, normal, protective, human behaviour – it's just not that useful.

Being empathetic is a generally accepted positive leadership (and self-leadership) skill, but new information about the nature of empathy means we need to rethink such a generalised perspective and learn more about the nuances of empathy and its impact on us and our responses to situations.



Education needs to be a leader in creating psychologically safe workplaces and developing high performing, collaborative, collegiate teams. Instead, it's a lagger.

Psychological safety in schools is low

I recently ran a **Conversations of Substance** workshop for Department of Education teachers. I was encouraging the participants to be transparent, to be courageous, and to be the one to disrupt and redirect non-useful conversations or meetings.

I asked for 'hands up' those who have ever found themselves in a meeting that is not adding value to them or their role, where they have nothing useful to contribute, or that the agenda did not reflect the things that were important and critical for the people in the room. Most hands went up, accompanied by 'knowing' nods.

My point was that I wanted them to be the person who presses the pause button and shines a light on the situation – the person who excuses him- or herself respectfully – the person who suggests a re-focus on the purpose of the meeting.

The whole group laughed... and laughed... and laughed (somewhat nervously).

MAYBE... they would be prepared to do that as the leader of the group, or in a peer meeting, but under no circumstances would they be prepared to do that with THEIR leaders in the room.

I hear many versions of this evidence of a lack of psychological safety in both the corporate and educational settings, and it is, quite frankly, a failure in leadership. This is disappointing and my sense is that many leaders are completely unaware of the impact their behaviour has on their teams and colleagues.

Providing educators with frameworks and mastery around neuroscience-based human-centred communication and motivation will go a long way to creating the right culture and environment for all members of the education community to thrive and perform



LEADING HUMANS

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Michelle Loch

SCHOOL CULTURES THAT WORK FOR HUMANS

Creating schools that work for humans is best achieved with a systemic approach.

Over time all individuals within the culture need to be educated in the new mindset and skillset.

Michelle Loch

In the 21st Century, success is defined by quality thinking, self-leadership and performing at potential

Educators must embrace a human-centered, evidence-based approach to leadership and self-leadership

If educators are to create schools that work for humans, they must take the time to understand at a deeper, evidence-based level, what 'human' is.

Recent discoveries, particularly in the field of social cognitive neuroscience, have widespread positive implications for how educator's approach:

- school and people leadership
- Building social capital
- community leadership and parental interaction
- performance management of leaders, teachers, staff and students
- change and project management processes
- curriculum evolution and implementation, and
- teaching and testing methods in the classroom.

When we teach people how the human brain **really** works, it supports them to more effectively and efficiently create positive change in themselves and others – it helps them to remove human interference to their human potential.

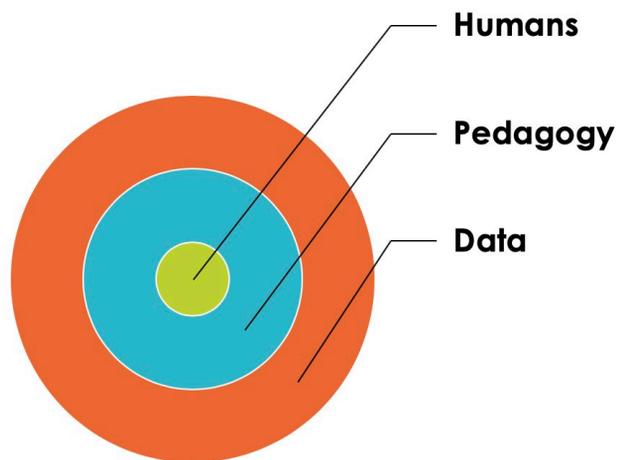


Figure - Putting humans at the centre of school culture

The key is to use simple frameworks that can be used to explain and manage the complexity of human behaviour and help to redirect energy to more useful places.

Educators must learn to work at the top level of human response

When human beings experience an unexpected event, we respond at one of five different human response levels.

REACT

Humans cannot NOT react to the events around us. But when we react, we **shut down** our own cognitive capacity and potential, and the cognitive capacity and potential of those around us.

Reacting is a normal human response, just not always useful.

REPEAT

Humans develop, over time, repeated, habitual behaviours that suit them when a situation occurs. For example, jumping into blame mode, or saviour mode, or exploding emotionally, or being 'nice'.

The problem with such behaviours is that they become habitual and predictable, and the response from others becomes **apathetic** – 'there goes John again!'

Repeating is a normal human response, just not always useful.

RESPOND

This is where an event occurs, and the individual pauses to consider his or her response. 'I can do this, or I can do that.... I think I'll do that!'

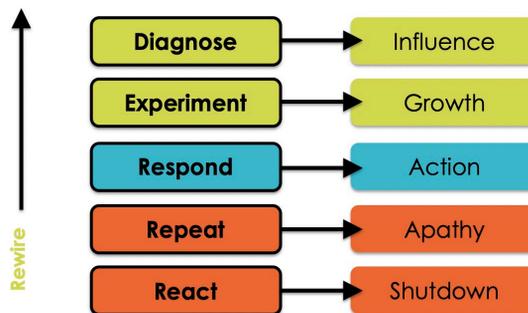


Figure – The five levels of human response

Response produces **action**, but it fails to take into consideration the views, perspectives and needs of others involved.

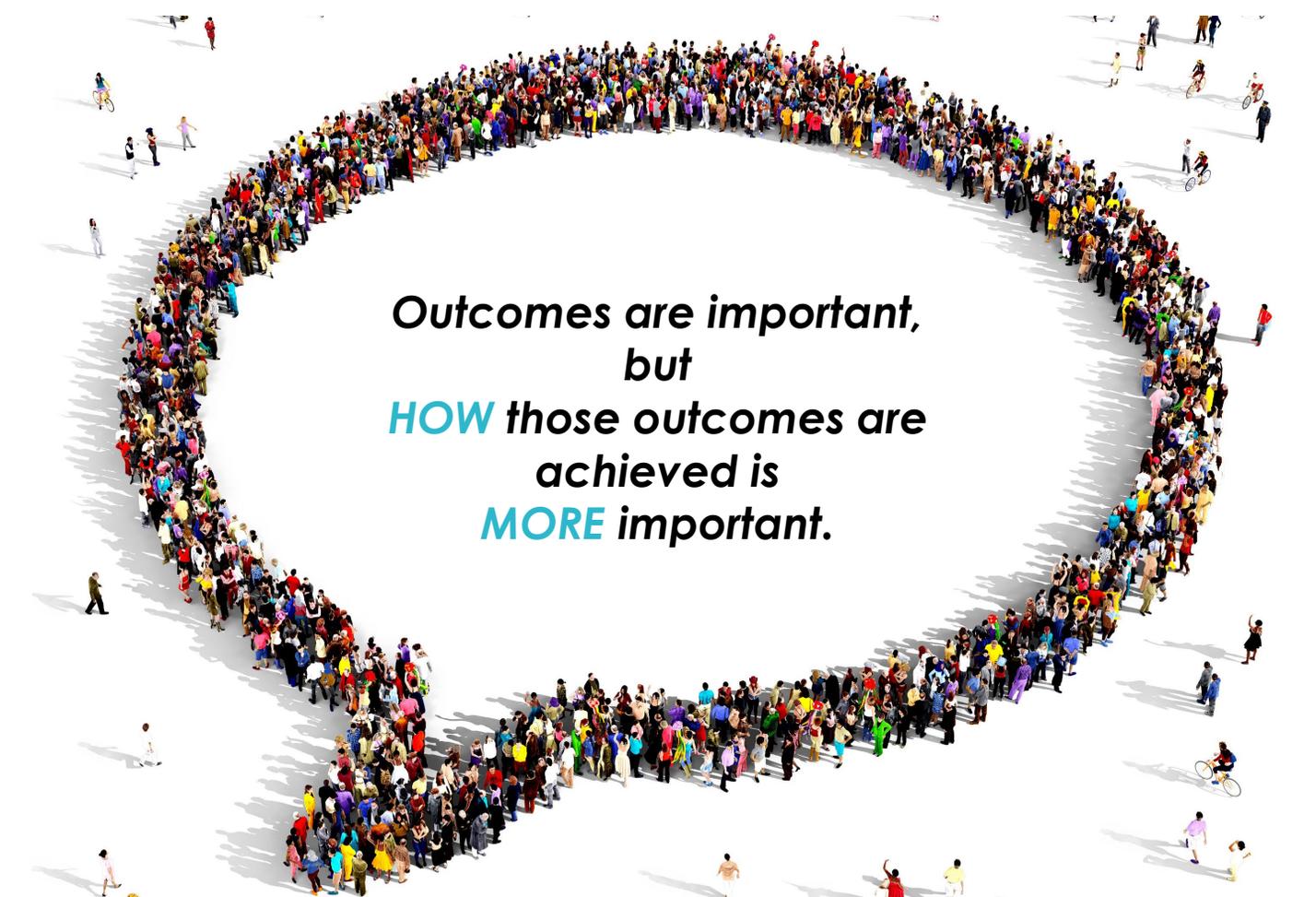
Responding is a normal human response, and is useful, but there is a better way.

EXPERIMENT and DIAGNOSE

In a human-centred culture, we seek to operate from the place of either Experiment or Diagnosis.

In a growth mindset-based culture, teams and individuals are open to running EXPERIMENTS – let's try this and see what happens. Let's learn from these controlled experiments. It's a deliberate mindset that gently pushes boundaries. It involves 'considered' risk-taking and the result is creativity, innovation and psychological safety. The outcome is an iterative loop of shared growth, development and learning.

Imagine if you and your team could DIAGNOSE the human behaviour that confronts them in the workplace. Imagine if they had simple frameworks to help them assess **why** people do what they do (including themselves) and then be able to PRESCRIBE more useful, more powerful and more influential responses and resolutions to the normal people-challenges they face.



**Outcomes are important,
but
HOW those outcomes are
achieved is
MORE important.**

Systems and processes must evolve to be 'brain-friendly'

The reality is that regardless of intention, any system or process that does not work for the human brain will struggle to get traction.

If it's not brain-friendly, the brain won't 'friend' it.

A shift from outcome-centred methodologies to human-centred methodologies will be critical to future success.

That is what building a **School Culture of Substance** is really about.

It's about developing a deeper understanding and curiosity about the humans in your care and knowing how to respond and lead in ways that will work best for them.

To build Cultures of Substance leaders will have to:

“
SHOW UP *differently*
LISTEN *differently*
ENGAGE *differently*
THINK *differently*
”

**Enabling your people to work at the top level of
human response gives them an unfair
ADVANTAGE in people leadership**



LEADING HUMANS
Michelle Loch

CREATING CULTURES OF SUBSTANCE

A Culture of Substance is where the individuals within that culture have mastered being effective humans in their socially sophisticated world.”

Michelle Loch

From Survival to Substance

Humankind is an evolutionary masterpiece. As a species we have mastered 'Survival'. The average age of death in the civilised world has increased by 20 years in the last century. In a matter of hours we can travel from one side of the world to the other, a journey that not too long ago took many, many months, if not years.

But these advancements bring with them a new set of people problems for which we have failed to adequately prepare our leaders.

According to Deloitte Global 2020 Readiness Report, as we head into the Fourth Industrial Revolution (Industry 4.0), and as digital apps and artificial intelligence replace all aspects of repetitive expertise (eg, teaching maths, diagnosing illnesses, finding supporting case law), it is critical that people also cultivate 'humans skills', which will be of greater value in a more automated world.

Millennials are particularly eager to develop these skills, and are seeking help to build confidence, interpersonal skills, and – particularly for Gen Z – an aptitude for making ethical and integrity-based decisions.

Are our educators ready? Do our more experienced educators have the mindset and skillset to effectively support and ignite the passion in younger teachers? Do they have the skills to support and ignite the passion in their student?

To continue to thrive in the future, educational institutions will need to shift from Cultures of Survival – where individuals operate from fixed mindsets and just get by – to Cultures of Substance – creating the cultural environments for growth mindset and psychological safety where people feel fulfilled, that they are making a difference, and feel more in control of their environment.

Leaders need to develop and prioritise a very different mindset and set of behavioural norms if they are to be influential and successful leaders.

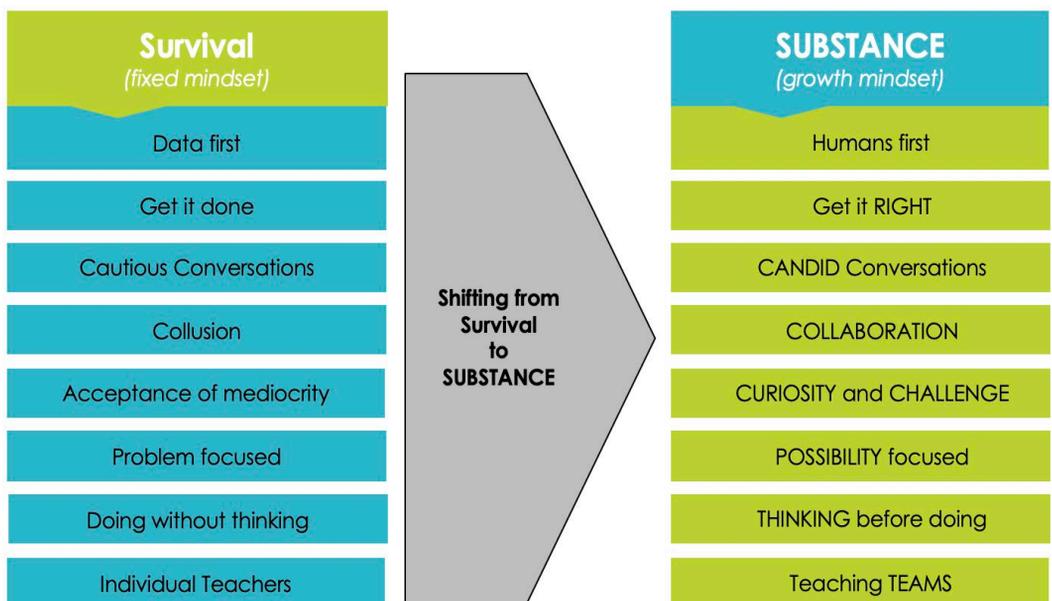


Figure - Making the shift from a Survival mindset to a Substance mindset

Building a Culture of Substance

A Culture of Substance is one where **Leaders of Substance** build **Teams of Substance** who engage in **Conversations of Substance**.

A Culture of Substance is characterised by healthy levels of **Social Capital** – i.e., productive networks of relationships among people who work together in an organisation, enabling that organisation to function effectively.

Leaders of Substance are characterised by *integrity*. They are trustworthy and understand the value of psychologically safe work environments in unlocking potential in others. They know that they are responsible for creating that sense of safety.

Teams of Substance are characterised by *collaborative intelligence* – the ability to think with people who think differently. They trust and are committed to each other in ways that reduce 'noise', miscommunication and wasted activity, leading to higher performance. They believe that working interdependently as a team produces better outcomes than allowing individuals to work independently.

Conversations of Substance are *influential*. They require the mindset and skillset of a master coach, and put the individual, or group of individuals, at the centre of every interaction. The focus of a powerful, professional conversation is insight (which requires a sense of psychological safety) and useful action.

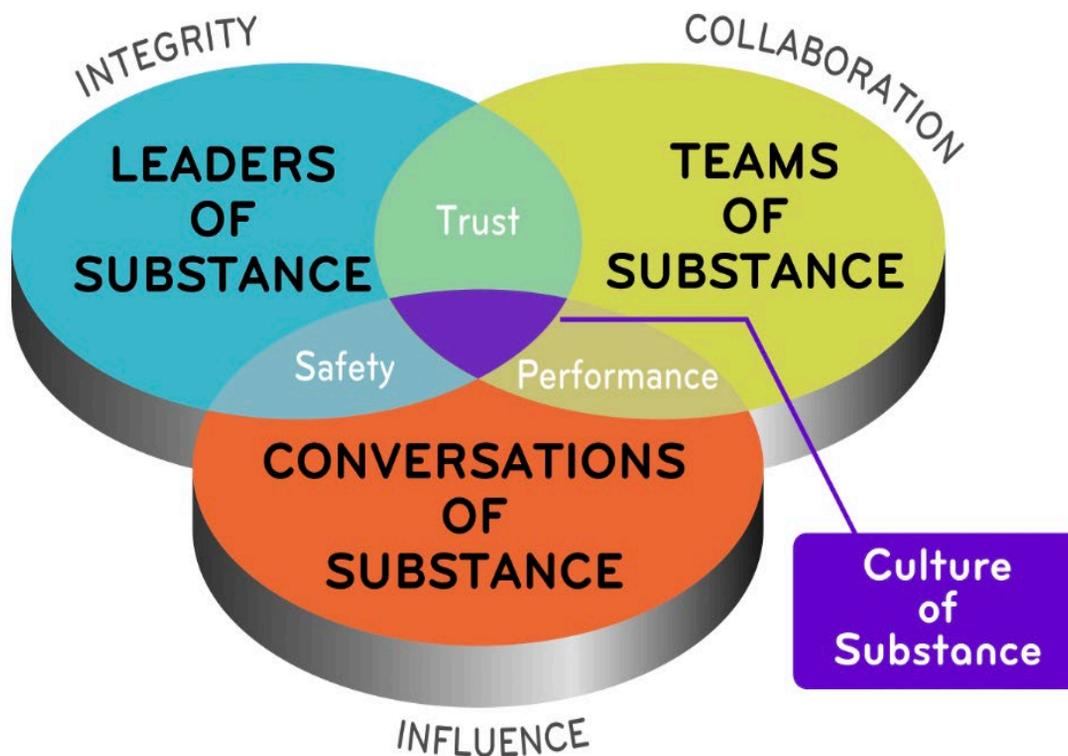


Figure - Creating Cultures of Substance

Creating Leaders of Substance

To be sustainable, organisations, and the leaders within them, must become better versions of themselves – they must become Leaders of Substance.

You are a Leader of Substance when:

- You make things happen through exceptional execution and an understanding of human productivity principles
- People want to work with and for you. Your self-leadership is exceptional, and your capability to create psychological safety, build relationships, and engage and motivate others is outstanding
- You create insight and exert positive influence through powerful conversation. You help people grow and develop. You have mastered the art of powerful, coaching-style conversation and can lead others to 'insight' and empowering and creative problem-solving.
- You effectively and respectfully influence the thinking and behaviour of those around you – based on your own thought leadership and philosophy!

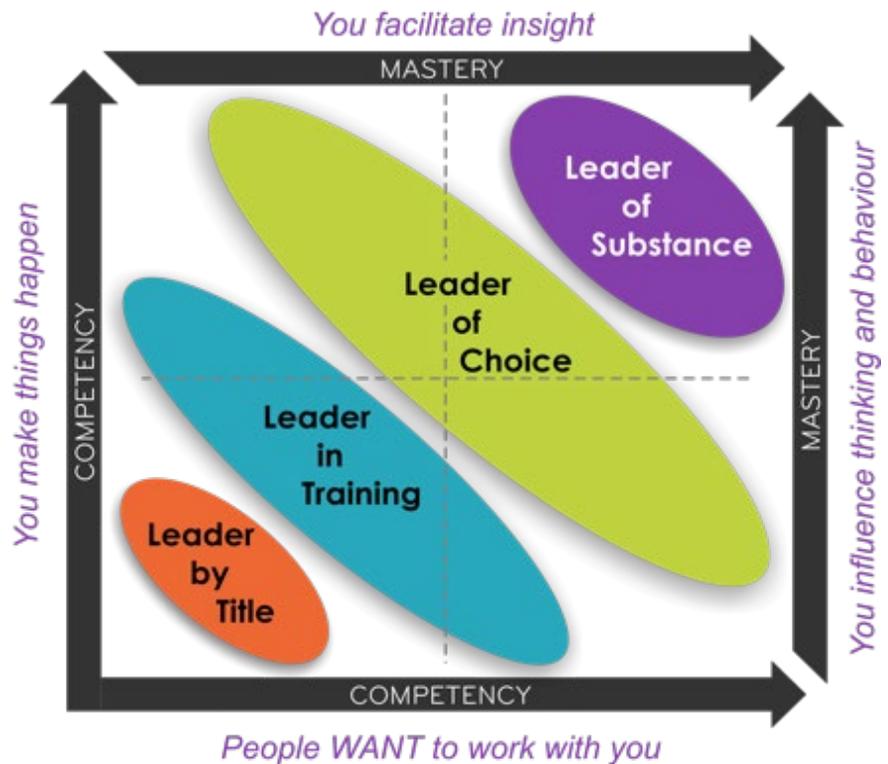


Figure - Becoming a Leader of Substance

As a Leader of Substance your development is as much about who you are and how you 'show up', as how you engage with and influence those around you to fulfill their individual and collective potential. It's about how you seek to close the gap between your 'Intention' and your 'Impact'.

Your focus is on developing a level of trust within your team and amongst your colleagues that is foundational to great teamwork and collaboration.

Building Teams of Substance

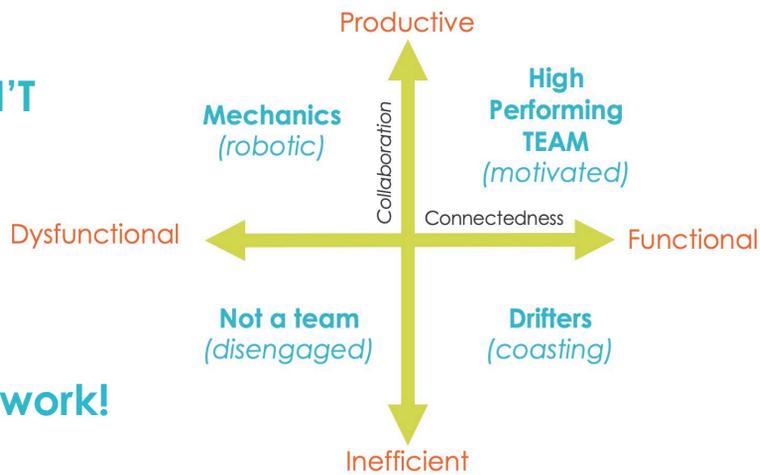
A Team of Substance is one where true collaboration is considered the ultimate goal and the essential precursor to innovation and team performance.

A **high performing team** operates from two platforms:

1. they are **productive** – ie, they have a collaborative intelligence skillset and they consistently deliver high quality work by capitalising on the diversity within the team; and
2. they are **functional** - they feel professionally connected to each other; have healthy professional relationships; are able to have the tough conversations, holding themselves and others accountable; and they collectively create a work environment of psychological safety.

**TEAMS DON'T
JUST WORK**

they need work!



Teams who are productive, yet dysfunctional become **'mechanical'**. They perform their jobs well, but their level of engagement, self-regulation and ability to collaborate in creative ways will be limited. Their 'care factor' for each other's feelings (empathy) is relatively low or inequitable, and there are likely to be cliques within the team. Duplication and frustration are common in mechanical teams.

Teams who have great relationships and great communication, but are inefficient, tend to struggle with deadlines and are easily distracted. They **'drift'** along and do an OK job but are unable to come together to really make things happen. They care too much about each other's feelings (empathy) and spend too much time skirting around the real issues and not having the tougher and productive conversations.

Of course, teams that are inefficient and dysfunctional simply **cannot be called a team**.

A team cannot be expected to be both high-performing and high-functioning without taking time out to create the foundation and relationships and shared understanding of their goals and processes.

Educators MUST invest in developing their leadership teams to become fully functional collaborative 'teams' if these teams are to be able to make the shift from operational and administrative activity to strategic and inspirational activity.

Engaging in Conversations of Substance

A **Conversation of Substance** is one where

‘every person leaves the conversation with different thinking than when they came’

Much time is wasted in non-useful conversation and meetings. We want three things from a powerful, professional conversation or meeting:

- Some new thinking or perspectives
- Clarity on what to do next – the next action
- A sense of accountability and ownership for that action.

When we combine the deeper understanding of the science of the human brain with the power of key coaching techniques, we can support leaders, and in fact, all educators, to **double their impact in half the time** through the development of masterful, brain-based, intuitive and productive conversation techniques and strategies.

Unfortunately, many education leaders are unintentional **arsonists**. Our system values knowledge and ‘providing the answers’ – it give us a sense of importance when we are the expert and solve problems for others, but it’s not the ideal way to engage as a leader.

Executive leaders need to move to a place of influence where they facilitate quality thinking and problem solving, supporting others to grow and be accountable for their own problem-solving.

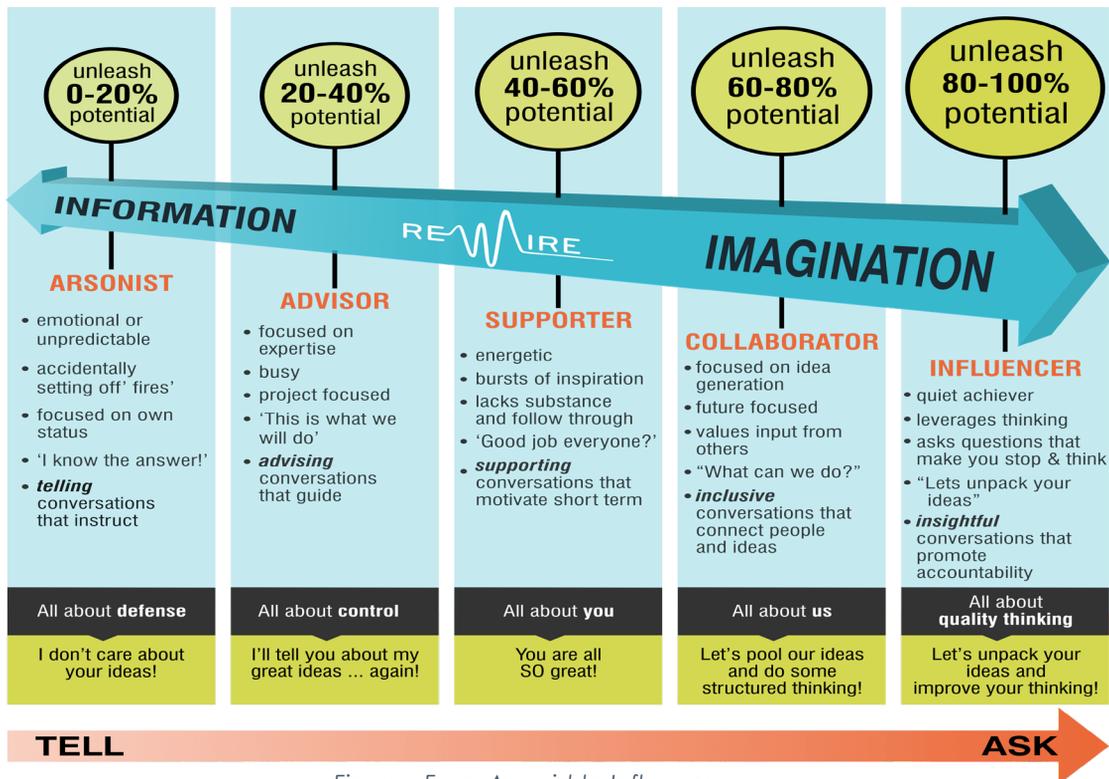


Figure - From Arsonist to Influencer

**When...
Leaders of Substance lead Teams of Substance
who engage in Conversations of Substance...
everybody in the ‘system’ can double their impact in half the time!**

“Substance Leadership is the mastery of being an effective ‘primitive’ human being in a socially sophisticated world.

A Culture of Substance is where the individuals within that culture have mastered being effective humans in their socially sophisticated organisation.”

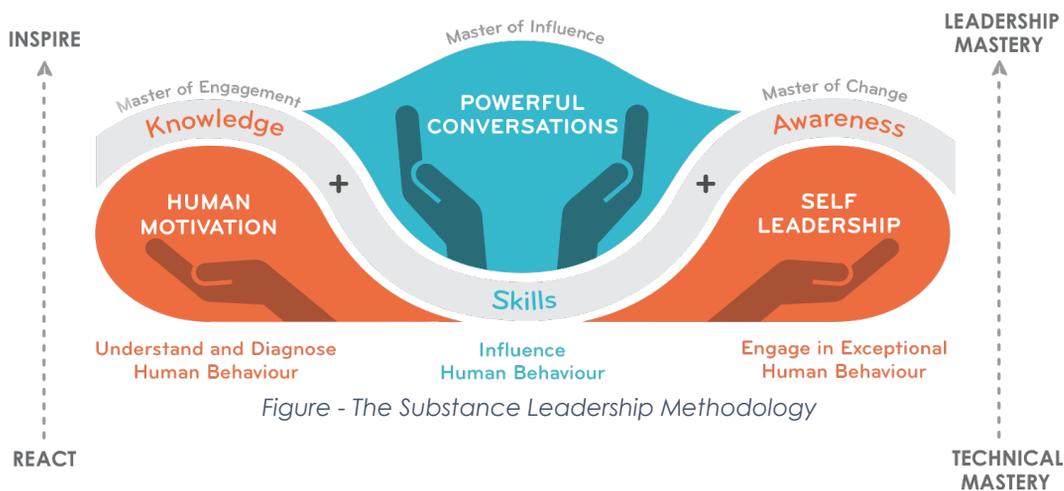
The good news is that we now know what opens up the processing capacity and capability of the human brain, and what shuts it down. We know what drives ethical and non-ethical behaviour. We know how to support people to ‘override’ their primal, survival brain to focus and respond more usefully.

We have new, powerful, brain-based techniques to improve the quality of thinking, self-leadership and conversation. We know that for behaviour change to occur, a person’s thinking needs to change, and that happens most effectively and efficiently through the process of ‘insight’. With our very recent understanding of how insight occurs in the brain, we can structure our conversations to artificially create the brain environment for the AHA moment, significantly shortcutting thinking time and creating ownership and accountability.

Leaders who understand this and are prepared to think differently about how they lead humans and engage in conversations are much better placed to build high performing teams than those who don’t.

Leaders who understand how to lead humans differently will be better placed to build high performing teams into the future.

The **Substance Leadership Methodology** focuses on three key areas: Human Motivation, Self-Leadership and Powerful Conversation.





LEADING HUMANS

Michelle Loch

What does **BUILDING** **A CULTURE** **OF** **SUBSTANCE** look like

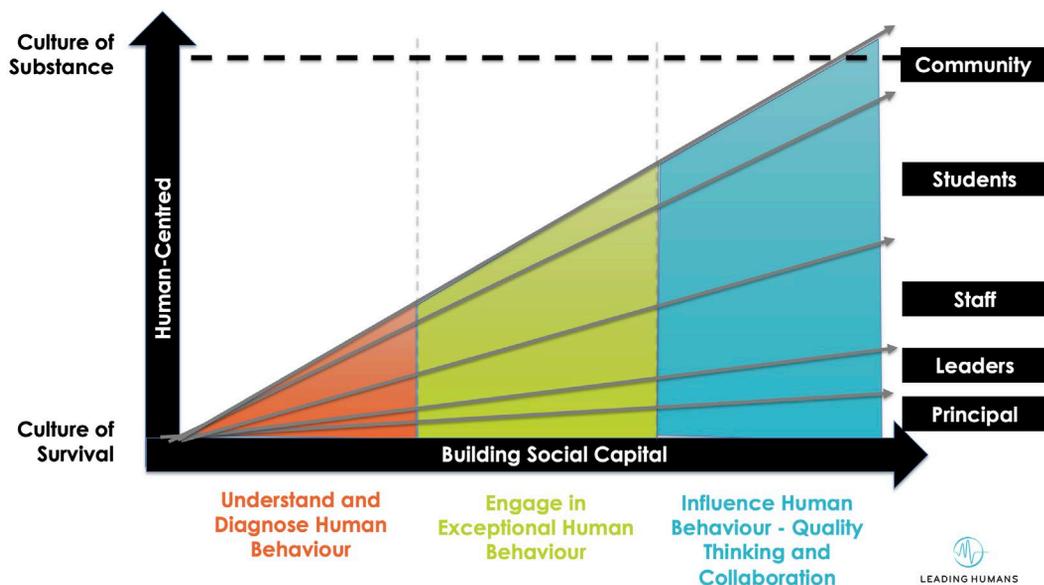
*The secret is
to work with
us to
customise
the right
'menu' for
your school
and
community!*

*Michelle
Loch*

Creating culture through community immersion

The key to creating a **School of Substance** is, over time, creating a shared mindset, shared skillset and shared language whilst building social capital (social networks and relationships that have productive benefits).

As we work with each level of the community, from principal and school leaders through to students and parents, relationships and the sense of psychological safety improves, and communication skill, productivity and creativity increases.



PROGRAM 'MENU'

LEADERS

Developing influential, human-focused leaders who lead with integrity, effectiveness, confidence, and who garner respect

Programs

Master Leader Program
Leading through Times of Change
Leading Great Performance

Coaching and Facilitation

Leadership Coaching and Mentoring (including PRISM Brain Mapping – individual or 360)

TEAMS

Developing truly collaborative teams who deliver high performance outcomes

Programs

Teams of Substance
High Performance for Teams

Coaching and Facilitation

Team Coaching and Facilitation
PRISM Brain Mapping for Teams

HUMANS

Developing exceptional self-leadership and awareness of impact. Discovering and capitalising on strengths and personal/professional development

Programs

Understanding Humans
Thriving through Times of Change
Various Masterclasses (eg, Resilience, Emotional Agility, Creating new habits, Candid conversations)

Coaching and Facilitation

Confidence, Performance and Potential coaching
PRISM Brain Mapping, Mental Toughness and Emotional Intelligence assessments

CONVERSATIONS

Taking a brain-based, human centred, coaching approach to enable powerful conversations

NeuroConversations (1.5 days), Rewired Conversations (2.5 days), Conversations of Substance (4 days), Conversation Mastery (Workplace Coach Training) (6-8 days), How to Coach Teams (2 days)
Mental Health and Well-being First Aid Accreditations

Individual and Team Coaching/Mentoring

Leadership

- Developing a leadership mindset
- Sounding board
- Challenging thinking
- Intention vs Impact
- Emotional Agility

Confidence

- Unpacking what is 'really going on'
- Perspective
- Critical friend and champion
- Emotional Agility

Performance and Potential

- Discovering and capitalising on strengths
- Self-leadership
- Emotional Agility

Accountability

- Powerful goal setting
- Developing strategic roadmaps for success
- Debriefing actions and accountability

Career

- Career skills assessments and debriefs
- Development coaching

Team

- Team Purpose
- Team Alignment
- Goal setting and strategic roadmaps
- Collaboration
- Team Dynamics

Rapid ROI – the first 90 days

A blended (online plus coaching) program supporting new or promoted leaders, or individuals new to the organisation. The program provides guidance and a program of activities to ensure the first 90 days are the most productive.

Masterclasses

The Productive Brain

The Mindful Brain

The Resilient Brain

The Learning Brain

The Nourished Brain

Candid Conversations

Creating Team Purpose and Alignment

Using neuroplasticity to change behaviour and culture

Navigating Team Dynamics

Creating New Habits

Team Goal Setting and Strategic Pathways for Success

PRISM Brain Mapping for Individuals, Team, Performance Management

PRISM Brain Mapping – Leading with the Brain in Mind

PRISM Brain Mapping

...is the world's first neuroscience-based assessment tool that provides us with relevant data on what happens inside your brain, how that might be helping or hindering your performance, and therefore a launching pad for personal and professional growth and development.

What's so special about it...

PRISM Brain Mapping is a unique way of identifying people's behaviour preferences based on brain activity.

PRISM's reports show not only people's natural or instinctive behaviour preference, but also the extent and the way in which they modify or adapt their preference on occasions to respond to what they see as the demands of specific situations e.g. their job. When people engage in this 'adaptation' it costs them energy and dilutes their ability to use their key strengths.

The PRISM reports also indicate where individuals may be overdoing or not making full use of their preferences. This insight helps them to understand more about their true potential, as well as what may be hindering them from achieving even higher performance.

What it measures?

Report Contents and Options

- How you are wired and how you adjust your behaviour – your brain map
- Introversion/extroversion profile
- Work preferences
- Work aptitude
- Preferred work environment
- Career development
- Emotional Intelligence
- Big Five Personality Traits
- Mental Toughness

Mental Health First Aid Training

Leading Human offers an accredited Mental Health First Aid training.

This course will teach you how to provide initial support to other adults who may be experiencing a mental health problem or mental health crisis until appropriate professional help is received or the crisis resolves, using a practical, evidence based Action Plan.

STANDARD MHFA TRAINING BENEFITS

- Improves knowledge of mental illnesses, treatments and first aid actions
- Increases confidence in providing first aid
- Decreases stigmatizing attitudes
- Increases the ability to support others

WHAT'S NEXT...

Creating a Culture of Substance is employing a human-centred approach to leadership and colleague-ship within your work environment. If you want your people to:

“
SHOW UP *differently*
LISTEN *differently*
ENGAGE *differently*
THINK *differently*
”

then get in touch.

We are working with schools across Australia, and have successfully tailored our programs to their size, needs and budgets.

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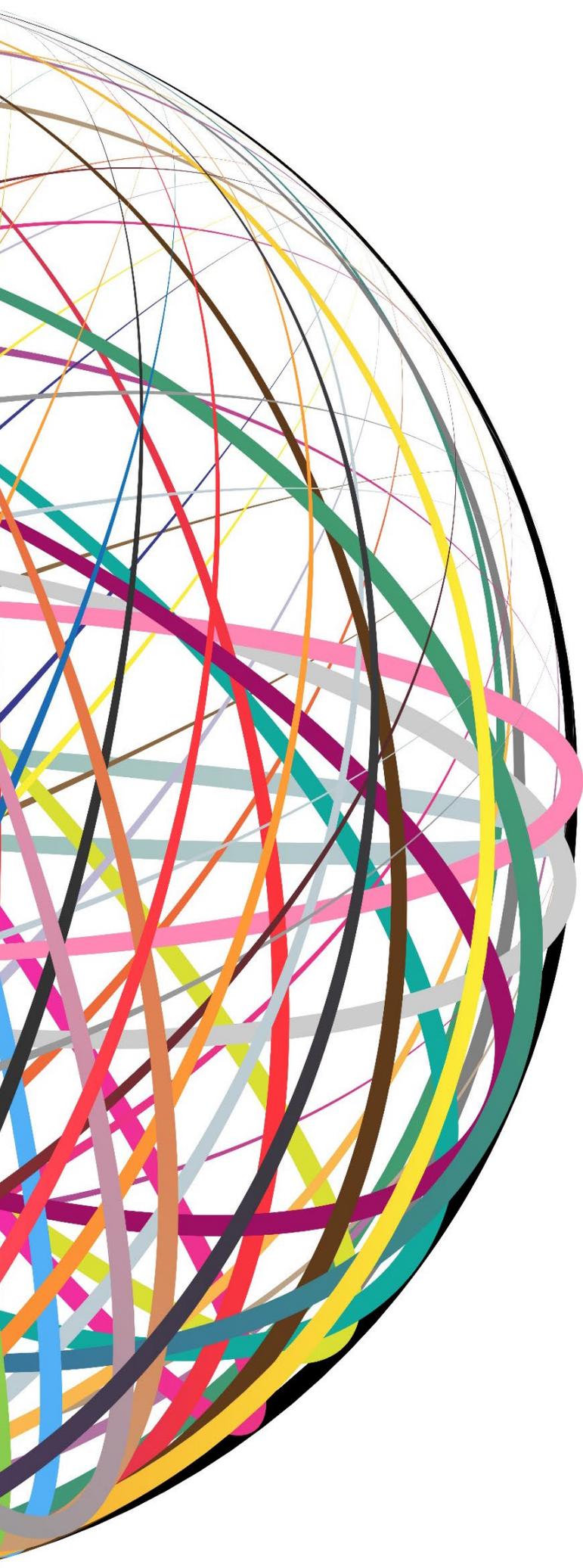
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LEADING HUMANS

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***rewiring the way humans
think, lead and behave***

**want to know more about
what we do?**

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