



Management Development programme

Module 1 – Managing through change



Why is it relevant to talk about neuroscience?

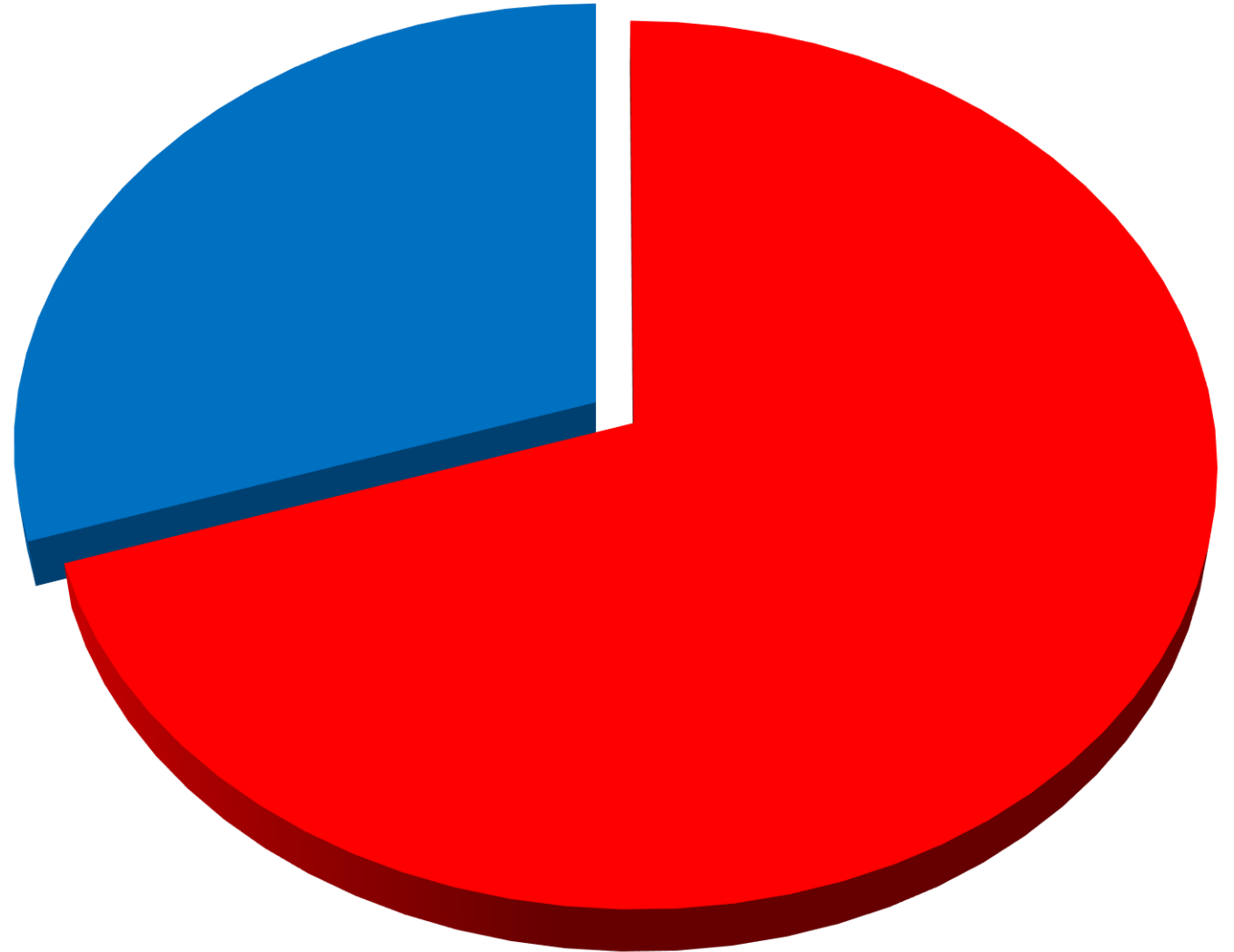
For managers generally

In the context of managing change



The X-factor of performance

As soon as the human factor comes into play, we cannot do without neuroscience and emotional intelligence

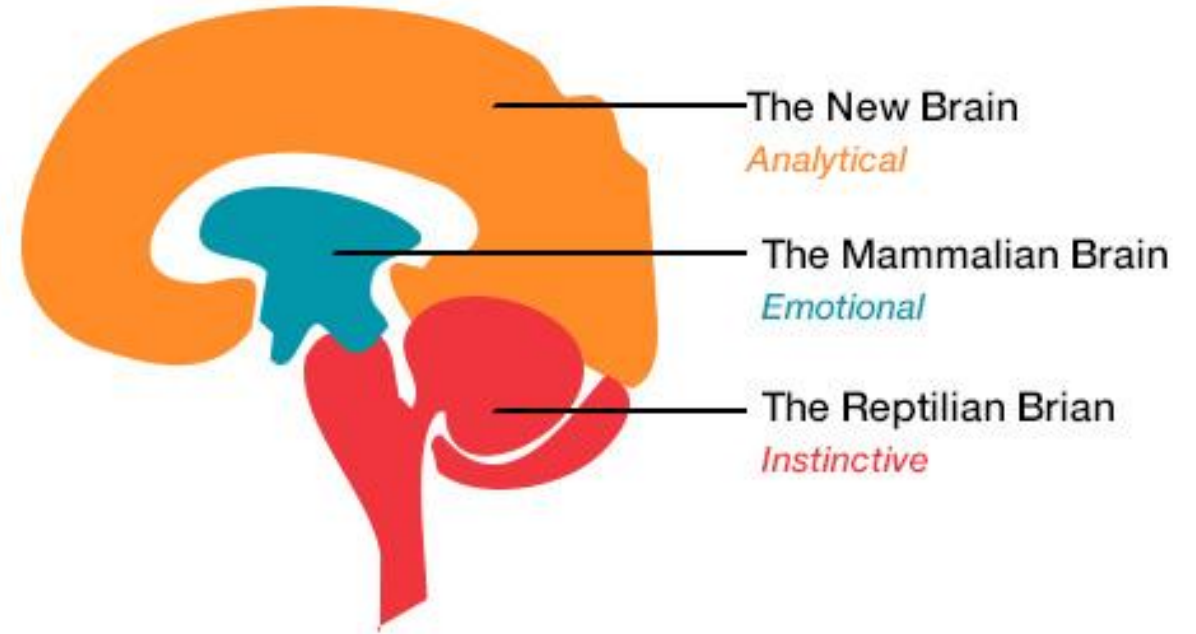
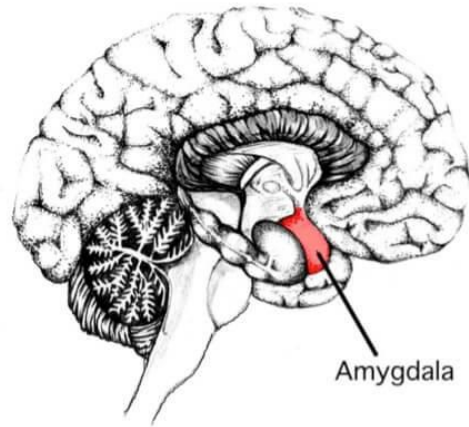
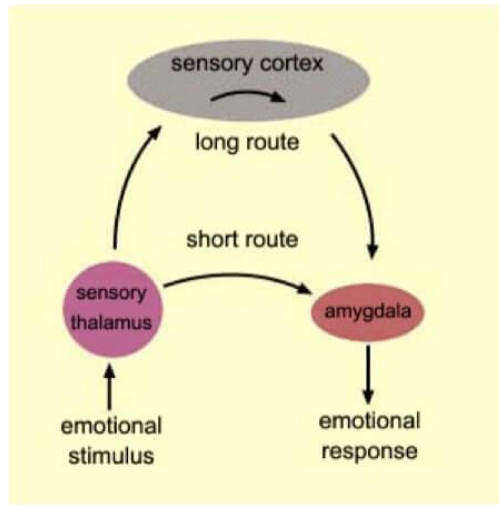


Our brain: this obscure celebrity



- Our well-being, our happiness
- Efficiency – energy management system
- Autopilot – saves energy, in the flow
- Internal messages and stories
- The words it most often hears
- Neuroplasticity

The triune brain

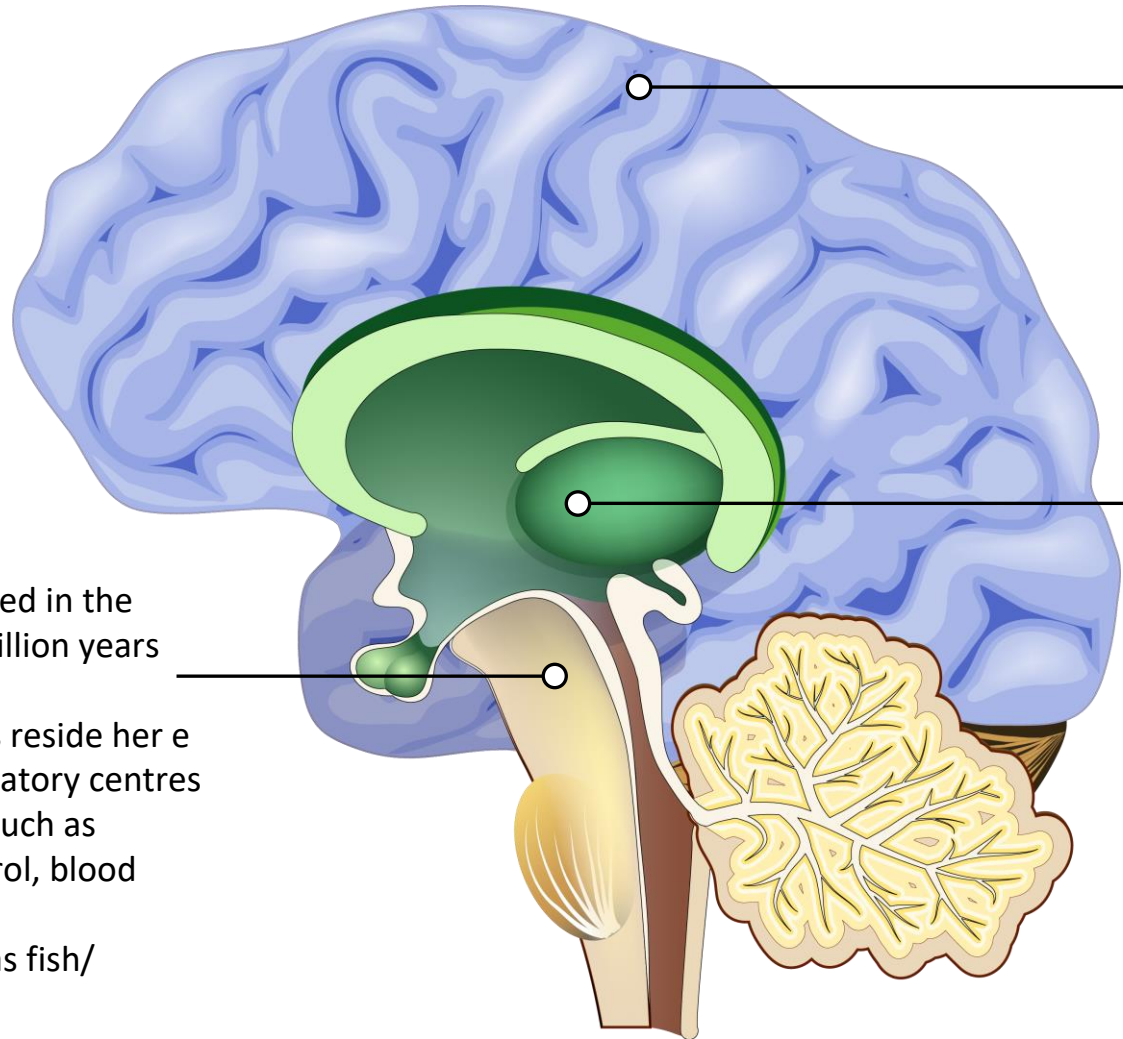


Complex thinking

Emotions and learning

Survival

The Triune Brain



Basal Brain (Reptilian): evolved in the Triassic Period around 210 million years ago.

- ❖ Basic body survival centres reside here such as cardiac and respiratory centres
- ❖ Regulates body functions such as hunger, temperature control, blood flow.
- ❖ Shared with reptiles such as fish/ crocodile

Neocortex: evolved around 50 million years ago.

- ❖ Centre for rational and logical thinking & learning.
- ❖ Where abstract thought and language live as well as spiritual values.
- ❖ Typically controls the 'Limbic' & 'Basal' brains
- ❖ Shared with monkeys and chimpanzees

Limbic Brain (mammalian): evolved in the Jurassic Period around 150 million years ago.

- ❖ Centre for emotions, feelings, habits & memory.
- ❖ Your **Thalamus** and **Hippocampus** (memory+ new learning) reside here – strongly influenced by emotions
- ❖ Your '**amygdala**' resides here our "**panic centre**" which via the hypothalamic- pituitary axis generates survival reactions eg: freeze, fight/flight, fright responses.
- ❖ Is where anxiety & mood reside in our brain.
- ❖ We process feeling much faster than we think.
- ❖ Our attachment centre, desire for social connection, inclusion and love.
- ❖ Shared with older mammals such as dogs, cats and mice.

Autopilot versus Learning



GROWTH MINDSET

KEY INGREDIENTS TO GROWTH

SKILLS ARE BUILT
YOU CAN LEARN
AND GROW

THE PROCESS
GETTING BETTER

USEFUL - LEADS
TO GROWTH

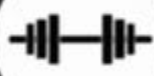
EMBRACE &
PERSEVERE - FRAME
AS AN OPPORTUNITY

USE THEM TO
LEARN

APPRECIATE &
USE IT

BELIEFS

FOCUS



SKILLS ARE BORN
YOU CAN'T LEARN
AND GROW

PERFORMANCE
OUTCOMES
NOT LOOKING BAD

NOT NECESSARY
NOT USEFUL

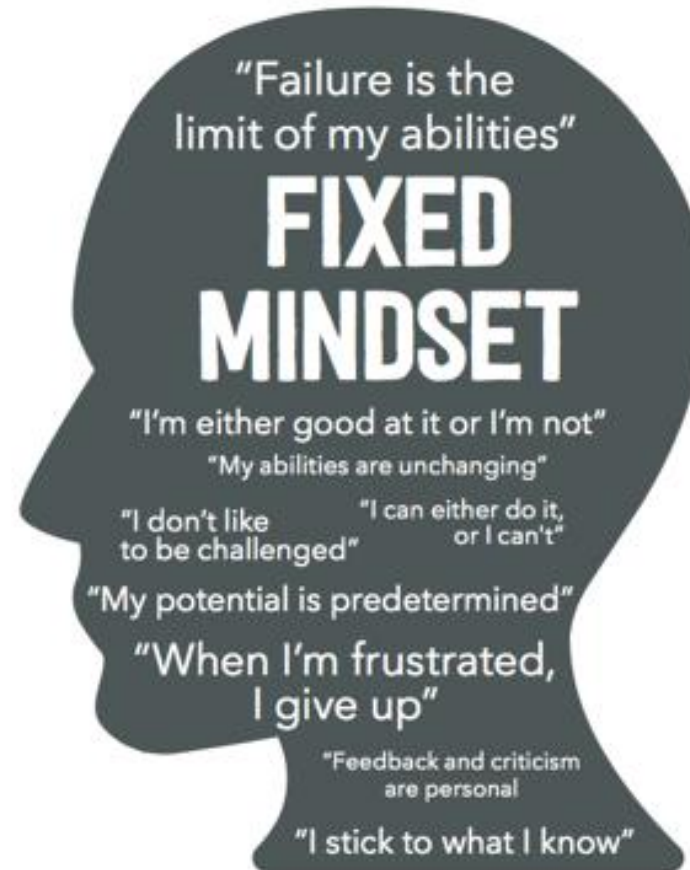
BACK DOWN &
AVOID - FRAME AS
A THREAT

HATE THEM
GET DISCOURAGED
AVOID THEM

NOT HELPFUL
GET DEFENSIVE
TAKE IT PERSONAL

FIXED MINDSET

Growth mindset



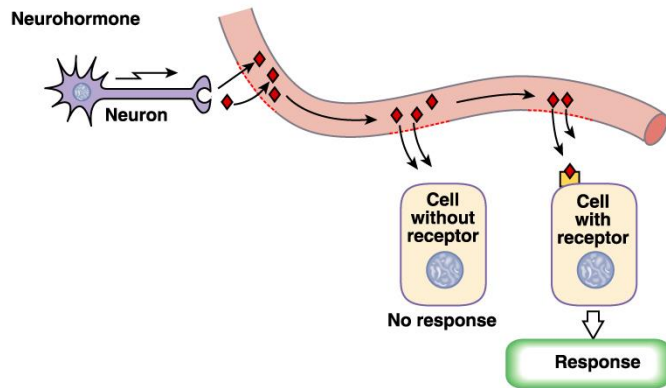
Breakout activity

In groups of 3, reflect on the concept of growth mindset.

- Do you have a fixed or growth mindset? What changes do you need in your own mindset?
- How do you enable a growth mindset in the people around you?
- Does the NATO culture foster a “fixed” or “growth” mindset?

15 minutes in breakout rooms

What are our emotions for?

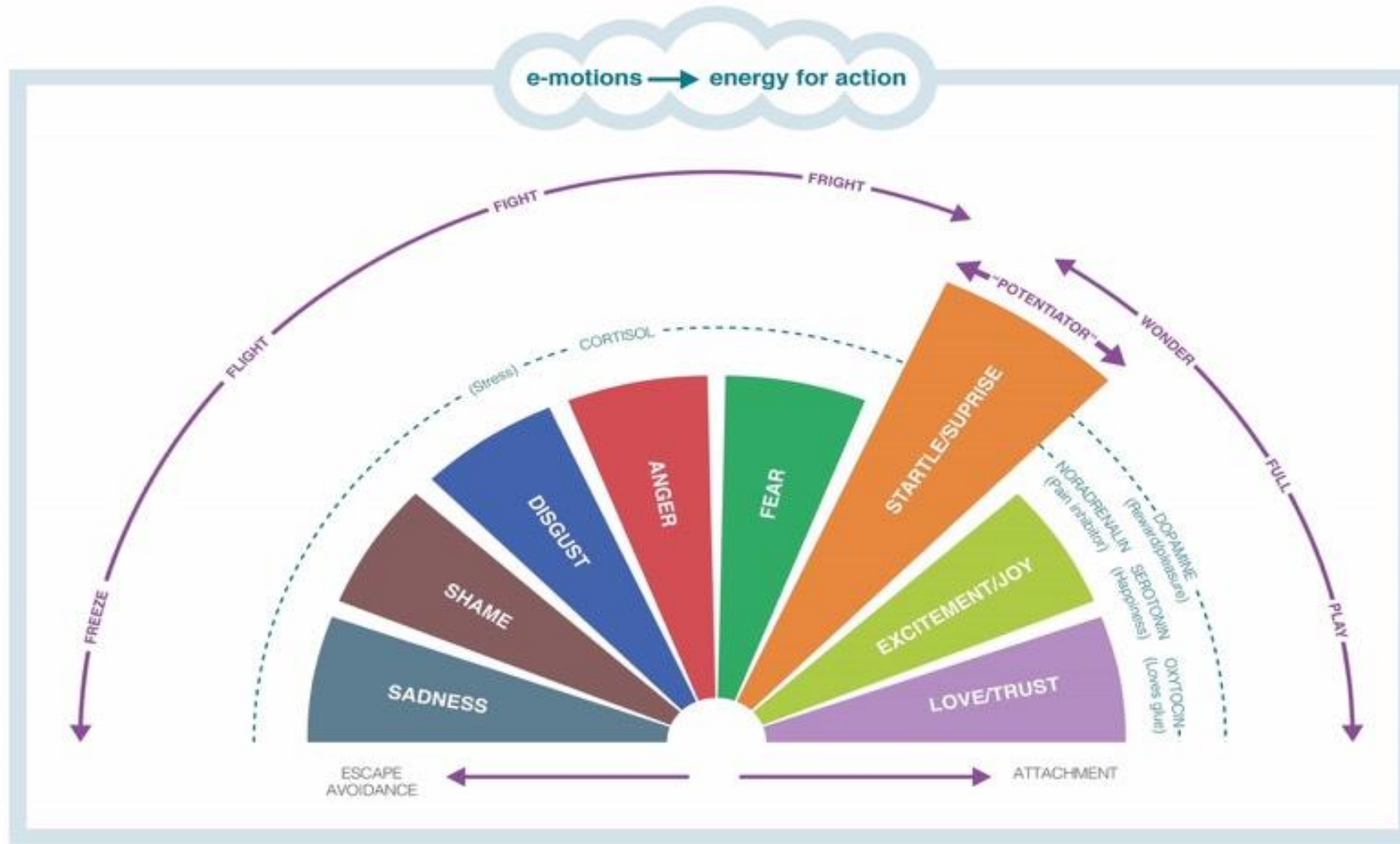


FAST: 80 ms



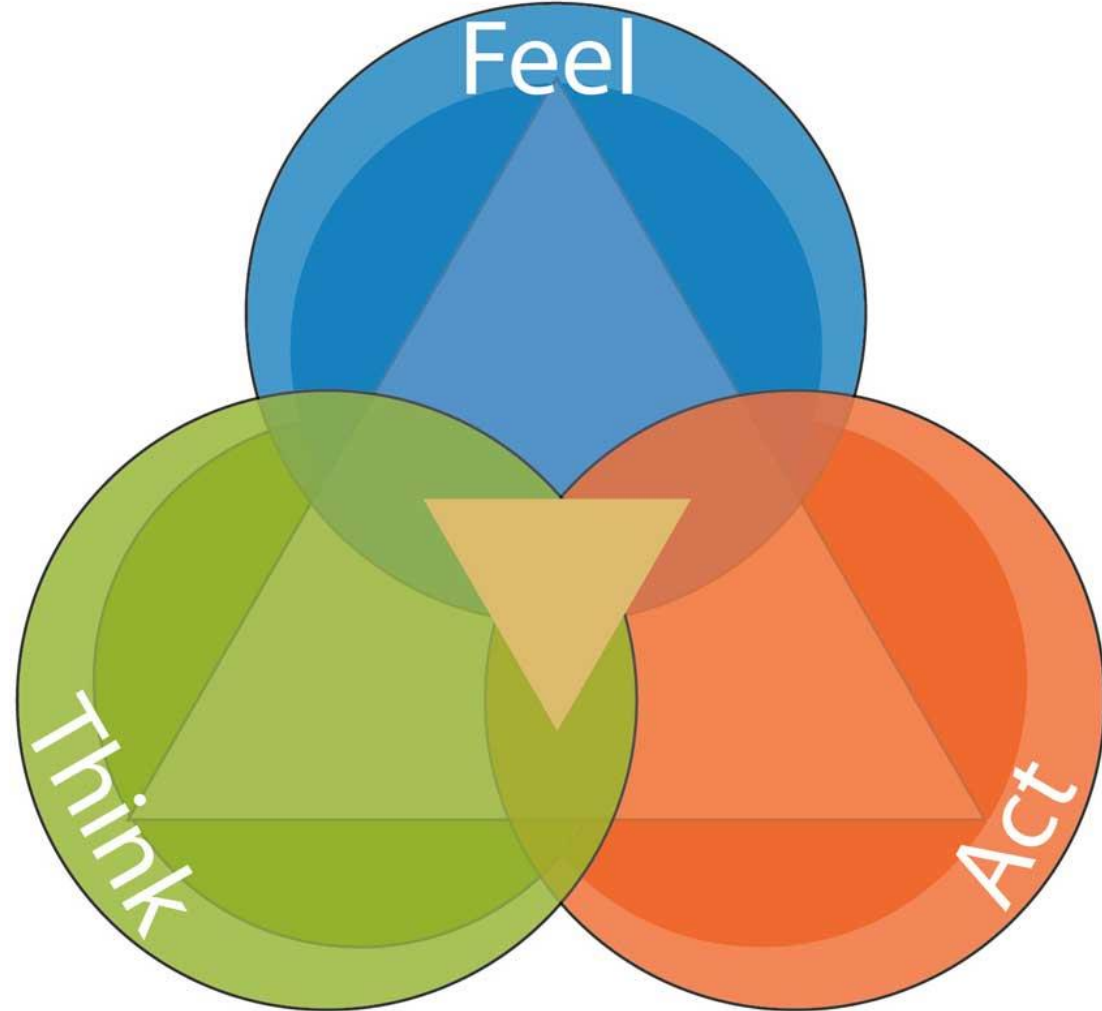
E-mometer

3/1



Connecting emotion - thoughts

Our emotions and thoughts drive behaviour



What happens when you are triggered into amygdala hijack?

Amygdala Hijack is:

Immediate and overwhelming, and out of measure with the actual stimulus because it has triggered a much more significant emotional threat



When in amygdala hijack you:

- Can only think about what's troubling you
- Memory is poor and can only remember what's relevant to the threat
- Can't learn anything new – rely on old learned patterns
- Can't innovate or be flexible

What are your triggers?

List three things that really wind you up, that annoy you, that make you react in a way that you know isn't necessarily suitable ...



Top 5 Amygdala (emotional) triggers

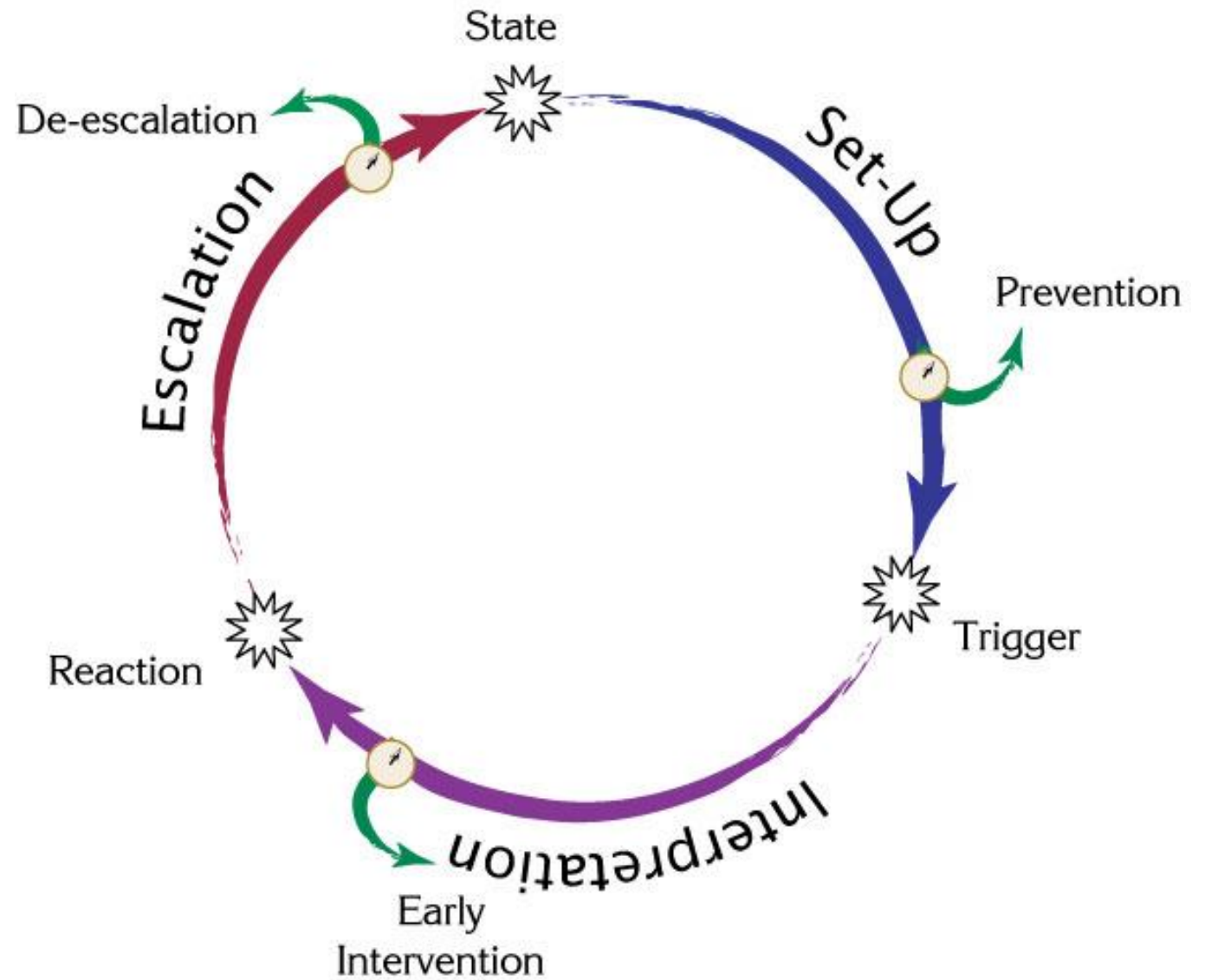
1. Condescension
2. Being treated unfairly
3. Being unappreciated
4. Feeling you are not being listened to
5. Being held to unrealistic deadlines

Before it's too late

Be aware of “weak signals” to intervene before things escalate

The degree of **activation of the limbic system** is the degree of **deactivation of the prefrontal cortex**.

Dr David Rock



Exercise

In pairs

Strategies to bring about change

Think of a type of situation that occurs regularly, following a pattern you feel is not serving you

When..... I always react.....

<p>Feel</p> <p>Depressed Helpless Shut Down</p> 	<p>Think</p> <p>"She or he just doesn't want to listen."</p> 	<p>Act</p> <p>Push for what you want irrespective of others.</p> 
<p>Feel</p> <p>Patient Calm Relaxed</p> 	<p>Think</p> <p>"I wonder what the other person is thinking and feeling?"</p> 	<p>Act</p> <p>Get more information.</p> 

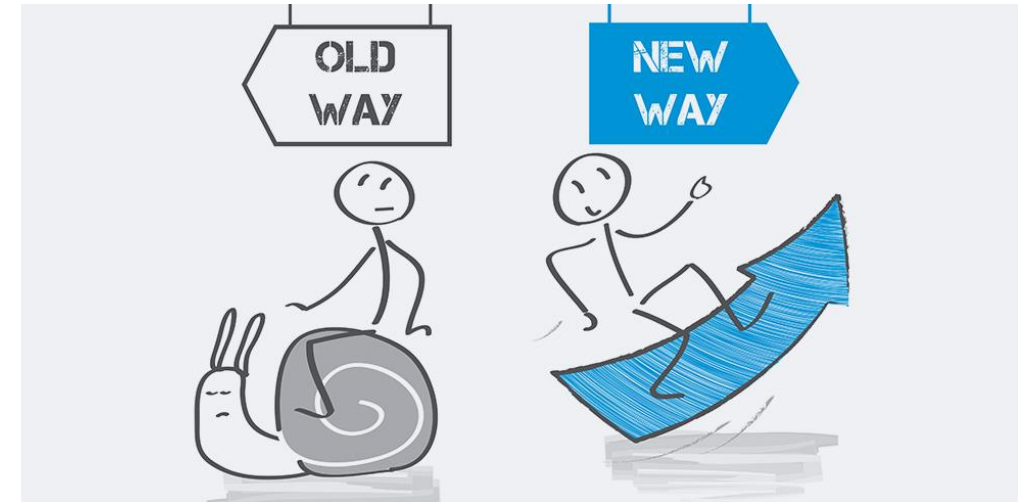
To bring about change

How do we go about changing behaviours?

Conscious Effort

Hardwire new behaviours – underpinning beliefs and mindsets

60 days to retrain the brain (or 10,000 times)



Behavioural change stages;

Stage 1: powerful awareness

Stage 2: focused attention

Stage 3: enlist support

Stage 4: deliberate practice

Stage 5: “habit” and sharing

✓ **21 days to establish a new habit**

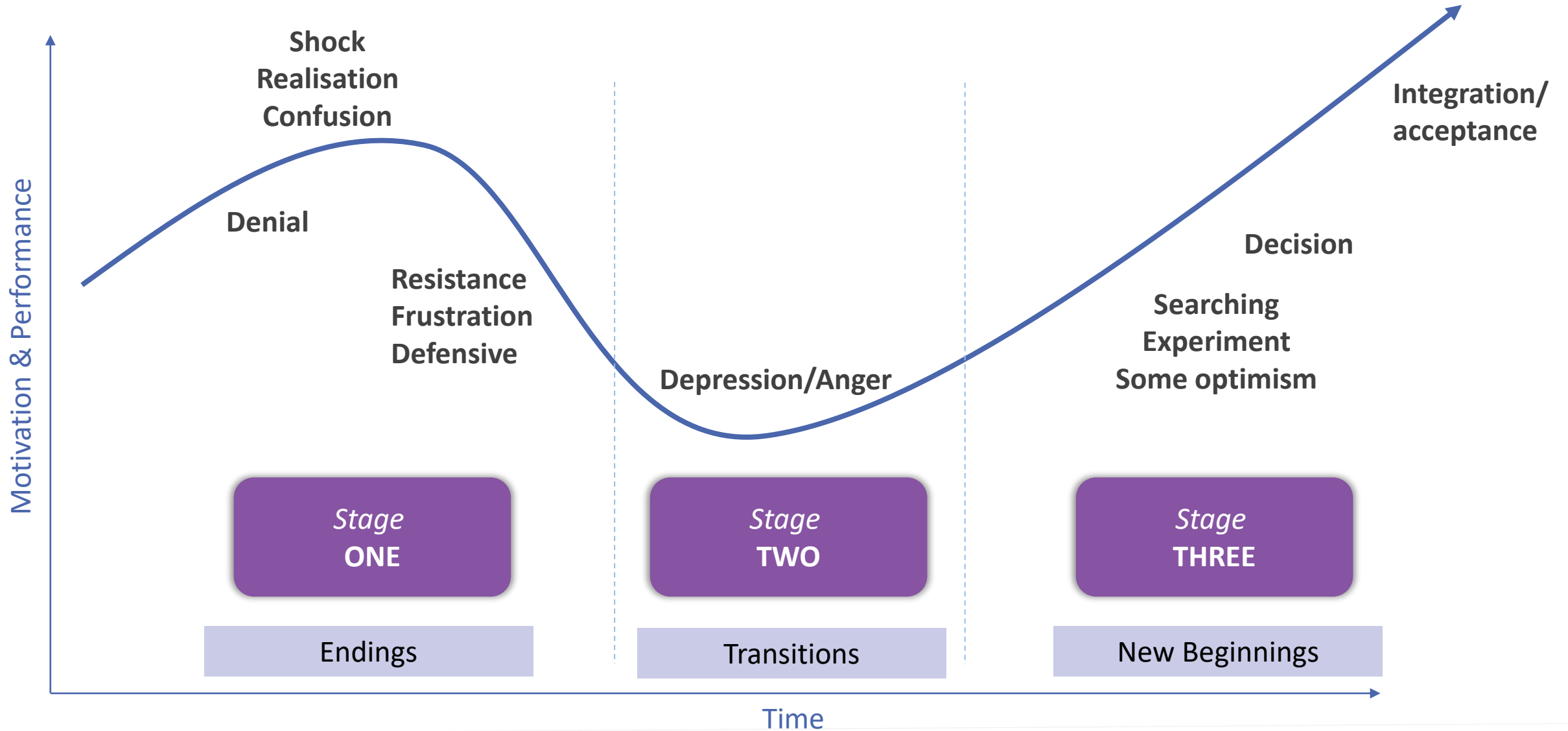
✓ **60 days to really embed it**

Why is the neuroscience important as a manager?

- Understanding that emotions drive behaviors in the workplace + your triggers
- Seeking to understand the emotional state of your team in times of change / uncertainty
- Knowing that learning and behaviour change require the formation of new neural pathways this takes time focus and practice – neuroplasticity in action
- To facilitate this, managers need to create psychological safety where people can do their best thinking, learning and development
- Psychological safety allows the best creative thinking + challenge of ideas - challenge your self talk – power of the prefrontal cortex
- Understanding yourself and your own patterns beliefs values biases etc and what impact that has on your team



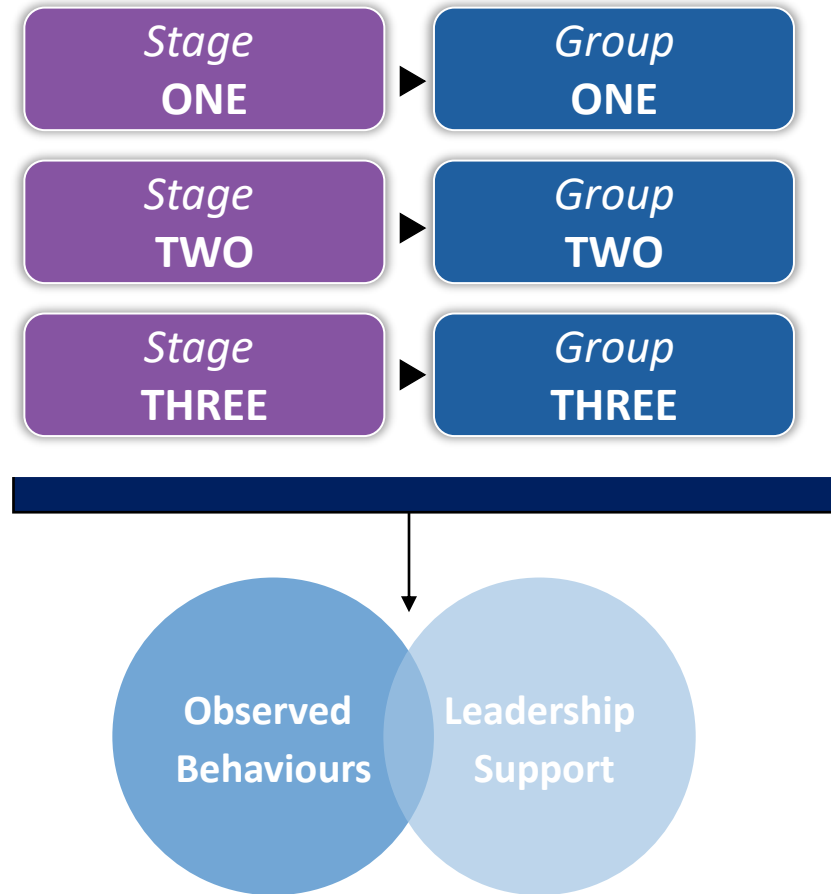
How people react to change





Activity

Split into 3 groups to discuss the **observed behaviours** within individuals and the **management support** required for your group's stage of the change curve



You have **15 mins** and then will share your findings with the group.





What can you do when old ways of working are ending?

Stage One	 Observed Behaviour	 Leadership Support
<ul style="list-style-type: none">• Shock• Denial• Frustration	<p>Signs can range from quiet acknowledgement to an emotional outburst of anger, fear, disbelief or grief.</p>	<ul style="list-style-type: none">• Communicate clearly what's happening, why, when and how the person will be involved and supported.• Be available to listen to concerns and answer questions in team meetings and/or 1:1.• Stay supportive. Feelings are very real and may be painful for people to work through.

And at the bottom of the curve?

Stage Two	 Observed Behaviour	 Leadership Support
<ul style="list-style-type: none">• Depression• Anger	<ul style="list-style-type: none">• Reflective, exploring the impact of the change.• Lack of action.• Motivation dip, low morale.• Mourning the past.• Asking searching or challenging questions..	<ul style="list-style-type: none">• Involve in change process discussions to help people develop their sense of what the “to be” world will belike.• Stay supportive and be honest about information you can/cannot disclose.

And as the change starts to become accepted?

Stage Three	 Observed Behaviour	 Leadership Support
<ul style="list-style-type: none">• Experiment• Decision• Integration/acceptance	<ul style="list-style-type: none">• Recognition that there is a way forward which could involve a new or changed role for them.• Exploration of options and new possibilities.• Pro-active support, volunteering ideas.	<ul style="list-style-type: none">• On going two-way communication.• Training, trial-runs to allow people to practise new ways of working and gain confidence in their ability to cope with change.• Increasing levels of delegation, encouragement & recognition.

Our brain's wiring

4 key ideas to remember



1. Its core philosophy: energy saving and being on autopilot.
2. The brain is plastic : we can fiddle with the wiring.
3. A big myth: rational stuff is what drives behaviour.... Emotions are stronger than reason and are essential to decision making.
4. Two big circuits : threat and reward, that control us much more than we think.... the SCARF model

The SCARF Model



Status - sense of personal worth



Certainty – sense of what the future holds



Autonomy – sense of control over life



Relatedness – sense of safety with others



Fairness – sense of a fair exchange

The SCARF Model

Minimise danger.... Maximise reward



“This system of threats and rewards controls us far more than we realise”

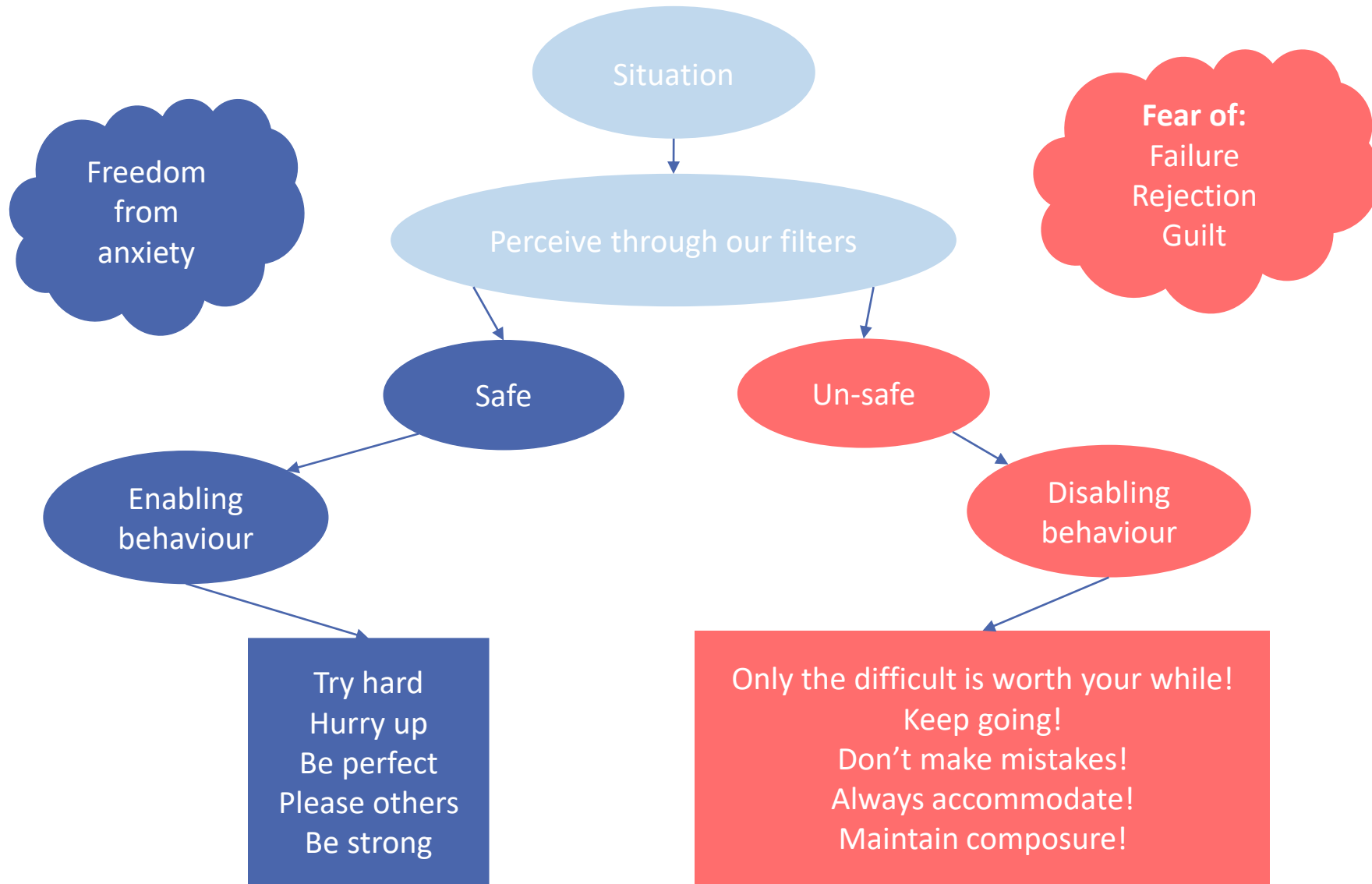
Dr David Rock

	Status	Certainty	Autonomy	Relatedness	Fairness
Reward	<p>Acknowledged for their work</p> <p>Positive feedback</p> <p>Opportunities to learn</p> <p>Recognition (public)</p> <p>Building toward future career</p>	<p>Clear expectations, set clear goals, realistic projects, realistic deadlines</p> <p>Sharing information - being transparent</p> <p>Articulating how decisions are made</p> <p>Establish boundaries that remain constant</p>	<p>Delegate & empower</p> <p>Offer choice e.g. organise workload, work from home</p> <p>Encourage to take reasonable risks</p> <p>Encourage self responsibility</p>	<p>Friendly gestures & interaction</p> <p>Building trust in team – getting to know each other / socialising</p> <p>Pay attention to making sure everyone’s voice is heard</p> <p>Setting up coaching/mentoring</p>	<p>Transparent decisions</p> <p>Open communication</p> <p>Consistent, clear & fair rules</p> <p>Showcasing values in action</p>
Threat	<p>Perceived loss of ‘power’ or ‘identity’</p> <p>Performance reviews / feedback</p> <p>Public criticism</p>	<p>Lack of transparency</p> <p>Not knowing bosses expectations</p> <p>Unclear re job security in restructure</p>	<p>Not clear about own level of responsibility and having to defer to boss</p> <p>Being micromanaged</p> <p>Authoritative boss</p>	<p>Not having connection with colleagues</p> <p>New member of team</p> <p>Internal competition</p> <p>Co-operating with people from different cultures</p>	<p>Operational structures seen as unfair</p> <p>Lack of ground rules / objectives</p> <p>Poor communication</p> <p>Values being seen as lip service</p>

You can also reduce the sense of threat in one domain by building more in another

Our key drivers - why do we need them?

Driver	Purpose
“Be Strong”	in order to be resilient and self-reliant in the face of the ever-changing environment around us.
“Be Perfect”	in order to set standards that fit with our/others’ expectations, needs and wants.
“Try Hard”	to enable us to strive to achieve.
“Hurry Up”	in order to give some pace and urgency to our lives
“Please Others”	to enable us to function effectively as members of teams/groups/communities and in relationships with our partners/families



What are your drivers?

The Five Drivers		
Values	Result in Messages	Result in Drivers
Achievement, autonomy, success, being right	Don't: Make a mistake, take risks, be natural, be childlike	Be Perfect
Consideration, kindness, service	Don't: Be assertive, important, different, say no	Please Others
Courage, strength, reliability	Don't: Show your feelings, give in, ask for help	Be Strong
Persistence, patience, determination	Don't: Be satisfied, relax, give up	Try Hard
Speed, efficiency, responsiveness	Don't: Take too long, relax, waste time	Hurry Up

The top key drivers in MDP 6

Please Others	Try Hard	Hurry Up	Be Perfect	Be Strong

In your groups, discuss the supporting text explaining the traits of that key driver (remember, this is in a "fearful/ pressured" state) – what resonated with you?

What is it like to be driven this way?

What can be challenging about it?

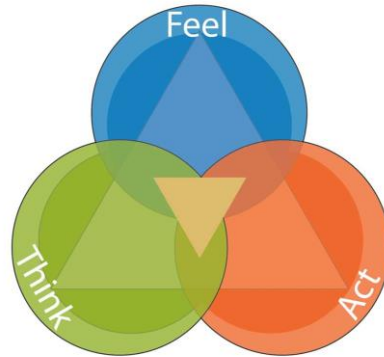
What is important to you?

15 minutes – nominate someone to capture and present back

Review of managing in change

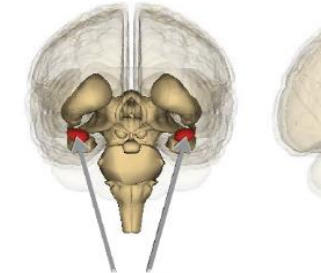
We have covered 6 key concepts today:-

- Neuroscience of change
- The impact of a growth mindset
- Emotions in change, emometer and amygdala
- Kubler Ross change curve and managing reactions to change
- SCARF
- Our key drivers & their impact



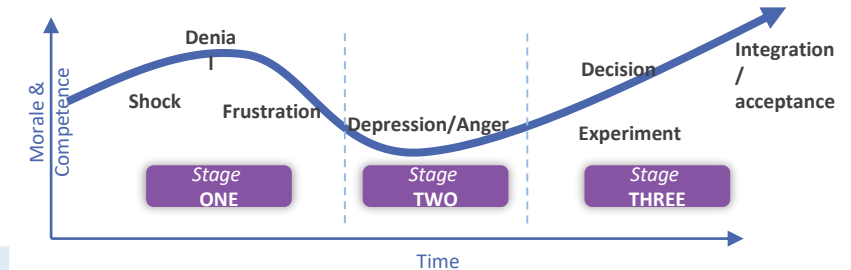
"Failure is an opportunity to grow"
GROWTH MINDSET
 "I can learn to do anything I want"
 "Challenges help me to grow"
 "My effort and attitude determine my abilities"
 "Feedback is constructive"
 "I am inspired by the success of others"
 "I like to try new things"

"Failure is the limit of my abilities"
FIXED MINDSET
 "I'm either good at it or I'm not"
 "My abilities are unchanging"
 "I don't like to be challenged"
 "I can either do it or I can't"
 "My potential is predetermined"
 "When I'm frustrated, I give up"
 "Feedback and criticism are personal"
 "I stick to what I know"



Amygdala - act like 'radars', attaching emotional significance to experience and subsequently evoking an emotional response

- "Be Strong"
- "Be Perfect"
- "Try Hard"
- "Hurry Up"
- "Please Others"



Now is your chance to explore these concepts in more detail, discuss what has resonated with you and what you can apply now in your daily working life.

20 minutes to discuss with your buddy & agree how you want to work together going forward

Work prior to module 2

- Access portal – module materials and supplementary content
- Buddy pairs – connection at least once, ready to share in Module 2
- Complete your 360 Questionnaire (self and nominees)
- Complete your SDI questionnaire (self only)
- Accreditation sign up deadline

- Module 1 feedback – [link in chat](#) – please take a moment to complete