

“If you’re uncomfortable – it means you’re learning”




Supporting reflective practice learning by elevating psychological safety in learning communities

Halmstad

Annasofie Wædeled-Møller. [LinkedIn](#) or annasofielw@gmail.com

Learning and development consultant, Psychological safety scan practitioner.



*Lower learner
output than
expected*

*Not enough
development*

*Lower
performance
than expected*

*Not learning
from mistakes*

The myth of the unbreakable soldier





Why two is one and one is none

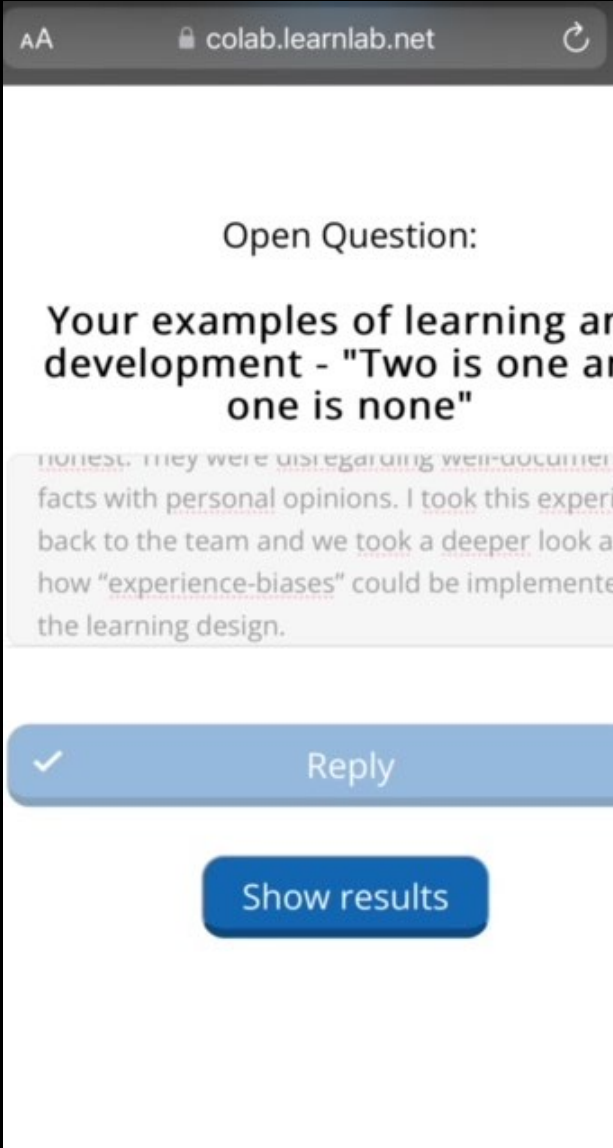




Why two is one and one is none

Share an example of the last time you, a colleague or the whole team took failure or an unexpected situation and turned it into learning.





- 1. Go to learnlab.net.*
- 2. Enter the code: **536863***
- 3. Now you are good to go*



Reflective practice learning

A group of seven soldiers in camouflage uniforms are standing in a line on a dirt path in a forest. They appear to be engaged in a discussion or a training exercise. The background is a dense forest of evergreen trees. The foreground shows some dry grass and a small stream or ditch.

Learning from practice

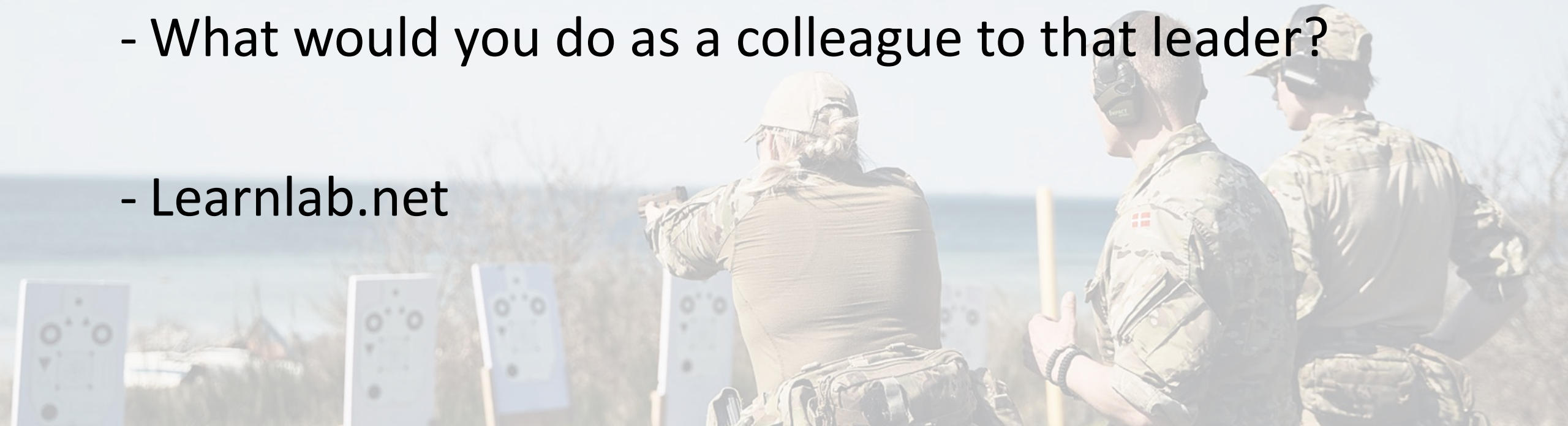
Reflection in practice

Reflecting over practice

The role of the
narrative/conversation

Case – come on, people!

- Why did it happen?
- Where are the learning and development opportunities?
- What would you do as a colleague to that leader?
- Learnlab.net



Case – come on, people!

“A training unit is taken over by a new leader who brings along a cultural change that is not presented to unit. The group dynamics were functioning well until then, but a cultural change is being imposed on them, including the introduction of a “zero-error culture”, a generally much harsher tone along with harsh individual criticism. Deliberately, tougher demands are set in action. During different training drills the leader openly gossips/criticizes/mocks everything from the soldiers' individual combat skills to command and radio language. People start picking on each other too.

Towards the end of the module the leader reveals his intention regarding the cultural change in the unit. By this time, it is too late to address the (significant) lack of motivation created by the cultural change.”

A learning paradigme

“The believe that it is safe to talk about mistakes, disagreements and ideas with your colleges – you don’t fear being excluded or ridiculed, because you know, from experience, that it will go well”

"Psychological safety is not about being nice; it's about giving candid feedback, openly admitting mistakes, and learning from each other."

Amy Edmondson

the
fearless
organization

Learning Spotlig

Why is learning often uncomfortable?

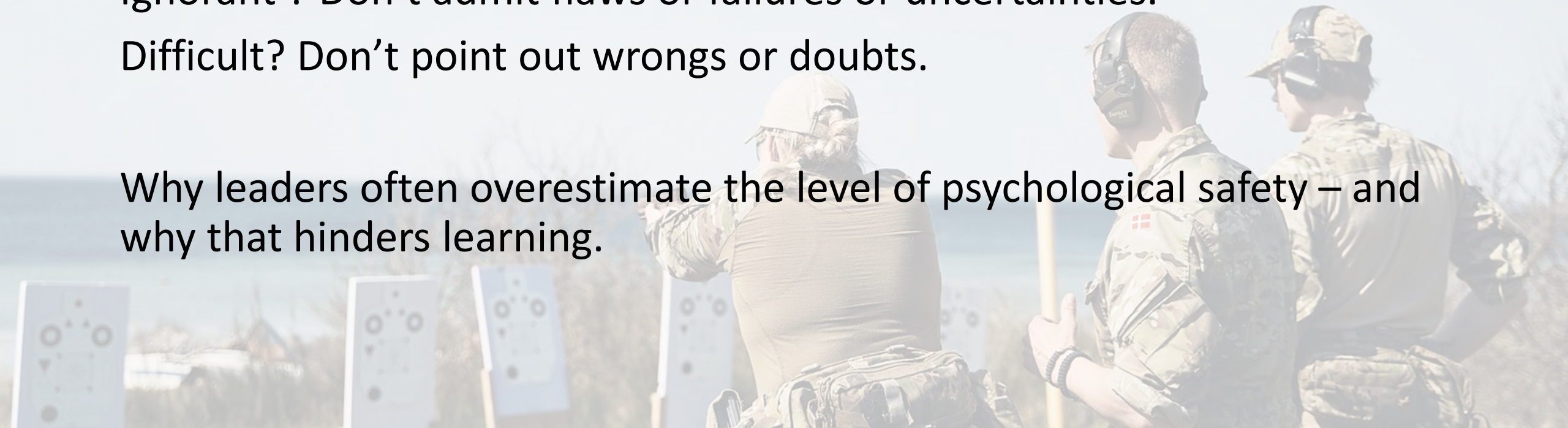
”Much learning stops or never happens, because we cannot stand ourselves.”

Pushy? Don't suggest new things/alternative ways/be ready to debate.

Ignorant ? Don't admit flaws or failures or uncertainties.

Difficult? Don't point out wrongs or doubts.

Why leaders often overestimate the level of psychological safety – and why that hinders learning.





The task

Participants

Framing –
house rules

Training -
inclusive
leadership
and behaviour

Comitting –
how will we
respond?

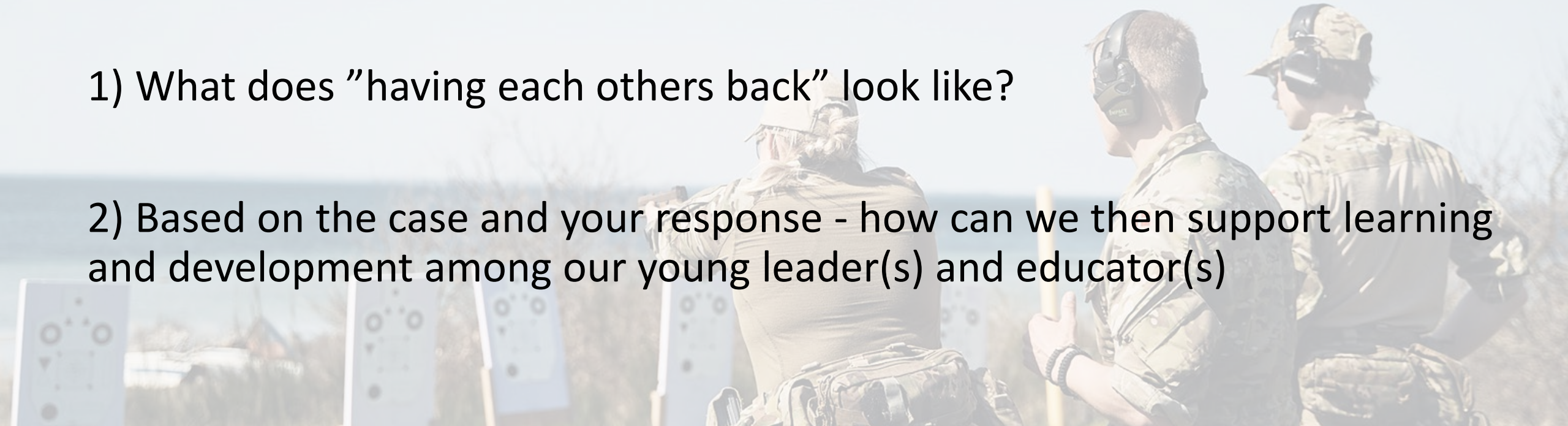
Follow up – pair discussion.

“You are not a team unless you have each others back. If you don’t your not a team, you are just a bunch of random people working for the same person”

(Scott Stratten)

1) What does “having each others back” look like?

2) Based on the case and your response - how can we then support learning and development among our young leader(s) and educator(s)





How can we turn
this ship around
now?



Come on, people! Part two.

“Concerned leaders and colleagues tried to talk to the new leader. His only response was: I know what I’m doing - diamonds are made under pressure.

Many newly hired employees and students had fled from the unit. They said there was no learning happening - they said the environment felt extremely unsafe. They didn't want to come to work because they feared getting ridiculed or shouted at.

It became a case that had to be handled. The young leader was investigated. It was so uncomfortable for him that he also considered leaving the unit. He was now under supervision from two collages”



Summing up

- Strong leadership - failures, mistakes, doubts, insecurities are welcomed - snarky comments, eye rolling, behaviour that excludes and not includes are prohibited.
- Support employees/learners in owning failures - if they share them - let them have a stab at solving them too.
- Main point – Learning from failure is a delicate matter. A soldier's deed maybe isn't - its hardcore training - but learning is.

A man in a military uniform is seen from the back, addressing a group of soldiers in a room. He is wearing a camouflage jacket with a Danish flag patch and a circular patch that reads "1. BRIGADE" and "POLICE ARMATUS". The room contains a long table with chairs and several soldiers standing in the background. The word "Questions?" is overlaid in white text on the right side of the image, with a horizontal line below it.

Questions?



Sources

Dorte Birkmose: Når gode mennesker handler ondt, Mennesket er motiveret.

Daniel Kahnemann: At tænke – hurtigt og langsomt

Amy Edmondsson: Den frygtløse organisation.

Christian Ørsted: Livsfarlig ledelse, fatale forandringer, psykologisk tryghed.

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Morten Münster: Jytte fra Marketing og Jytte fra Marketing vender tilbage.

Svend Brinkmann, Sidste Chance, Tænk.

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Vibeke Lunding-Gregersen og Louise Dinesen, podcast, Lederhjerne.

