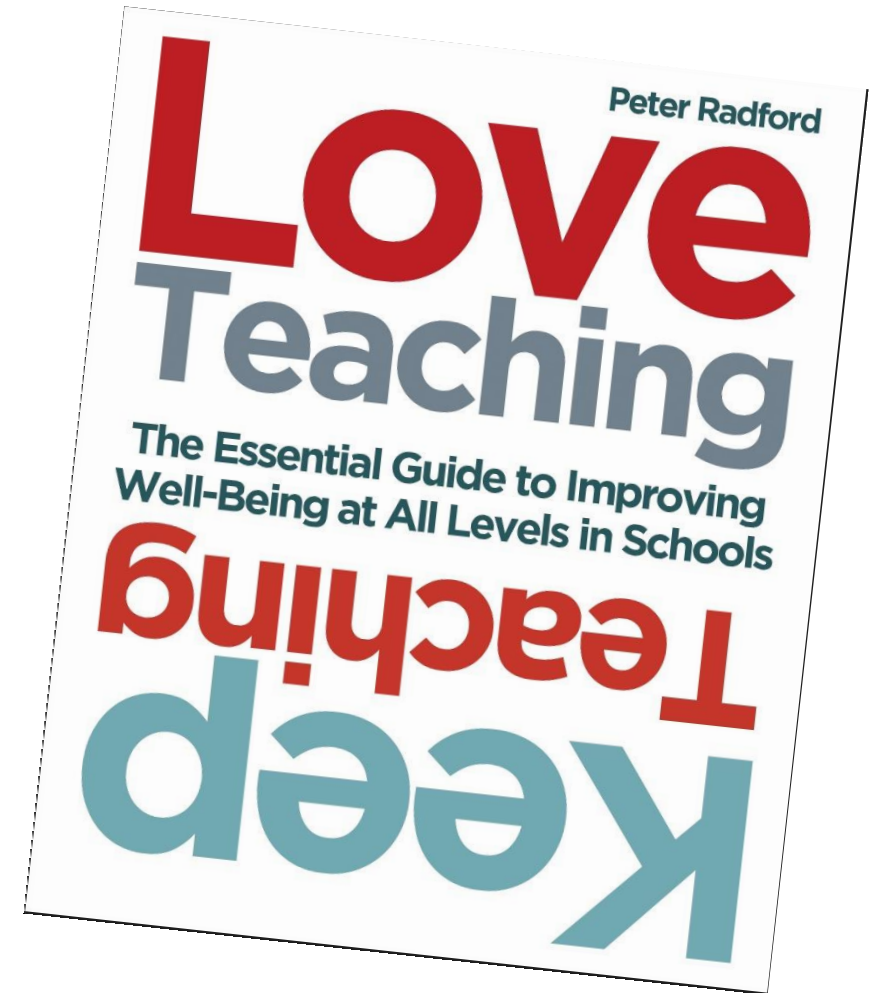


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Are you doing too much?



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Continuum of Emotional wellbeing



Wholly content,
positive and optimistic

Despair, hopeless, possibly
suicidal



There are SIX main psychological needs we all have...

CONNECTEDNESS

- LOVE – to give and receive love
- BELONGING – being connected to and accepted by others
- BEING UNDERSTOOD – like someone ‘gets’ you

HOPE

- ACHIEVEMENT – like you are competent and progressing
- AUTONOMY – sense of being in control
- PURPOSE – like your life matters and has meaning

Self diagnosis: which of these is getting you down?





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A vibrant, stylized illustration of a rat park. The scene is set within a green wire-mesh enclosure. In the center, a black rat and a red rat are facing each other. To the left, a black rat stands on its hind legs, balancing a large red balloon. Several other colorful balloons (red, orange, purple, green) are scattered around. On the right, a large orange wheel is visible. The background is a light green color.

RAT PARK

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What Vietnam taught us about drug addiction...

- 20% of all troops using heroin.
- On return 95% just stopped



These are hugely impacted by the culture of our schools...

| Psychological Need | What does this mean? | Self-assessment |
|-------------------------|--|----------------------|
| Love | Do you feel loved? Do you know that someone loves you? Does someone tell you they love you? Do you love someone/ some people? Is the love you give acknowledged and reciprocated? | 1 2 3 4 5 6 7 8 9 10 |
| Being understood | Do you feel like somebody 'gets' you? Is there someone who will listen when you need to let off steam or feel stressed or upset, or happy? | 1 2 3 4 5 6 7 8 9 10 |
| Belonging | Do you feel like you have a 'group' in which you belong and feel accepted? Are you part of a team? Do you feel like you are valued in that team? | 1 2 3 4 5 6 7 8 9 10 |
| Achievement | Do you feel like you are good at something? Do you feel like you are getting better? Do you feel like you are enabled to do your job properly? Do you feel like your effort is paying off? | 1 2 3 4 5 6 7 8 9 10 |
| Purpose | Do you feel like your life matters? Like you can make a difference to others? Like you can make a contribution to the wider world? Like your uniqueness makes a difference? | 1 2 3 4 5 6 7 8 9 10 |
| Autonomy | Do you feel like you have control over some aspects of your life? Do you feel able to change things about your situation? How much say do you have over the direction your life is taking? | 1 2 3 4 5 6 7 8 9 10 |

**Think
differently.**

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Achievement

An impossible job with ever-changing standards and constant comparison leads to an unending sense of falling short...



Achievement



“Face what
you’ve already
dug.”



You do YOU



Whose expectations produce pressure and anxiety for you?

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Autonomy

What would happen if you left your staff to just get on with things?

A negative view of human nature tends to result in a controlling approach to leadership

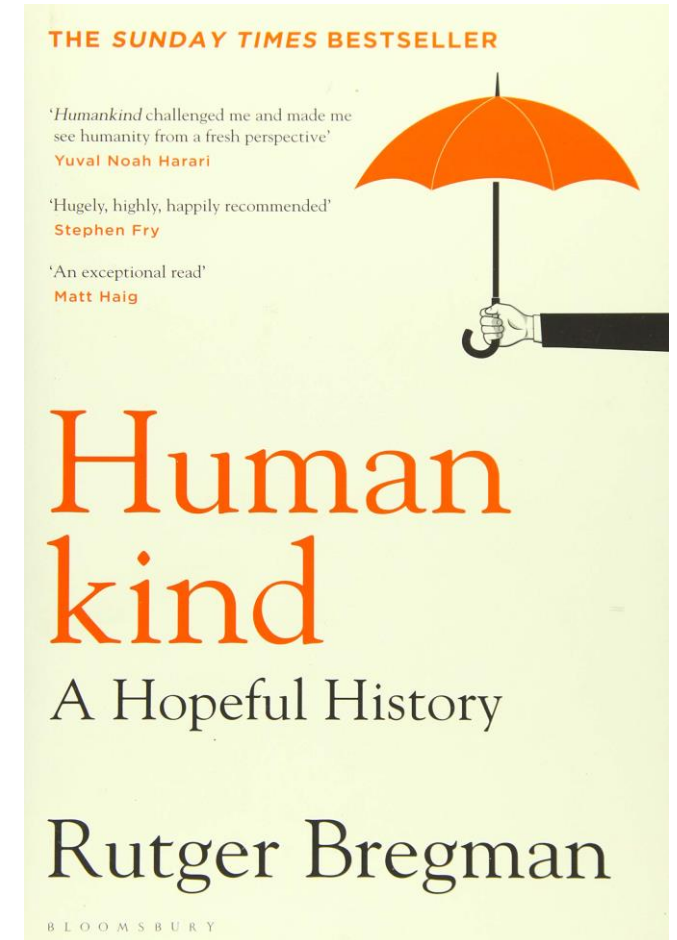


Veneer Theory/ Original Sin?

Are people are essentially bad, lazy and selfish

or

Are people are essentially creative, proactive and want to make a difference.



Veneer Theory/ Original Sin?

People are basically lazy & selfish



People need to be managed and monitored



Utilise carrot and stick to maintain standards



Maintain control and work longer/harder

People want to do a good job and make a difference



People need to be valued, coached and supported



Give people space and freedom to innovate



Inspire and enable & work smarter and less



ROWEs: Results Only Work Environments

- Jeff Gunther: CEO of software co. called Meddius
- Tried being a ROWE: Accountability for outcome only: How, When, Where up to you.
 - Productivity increased
 - Stress declined
 - Never went back

“Management is about creating conditions for people to do their best work”.

- Staff as RESOURCES vs staff as PARTNERS



Daniel Pink

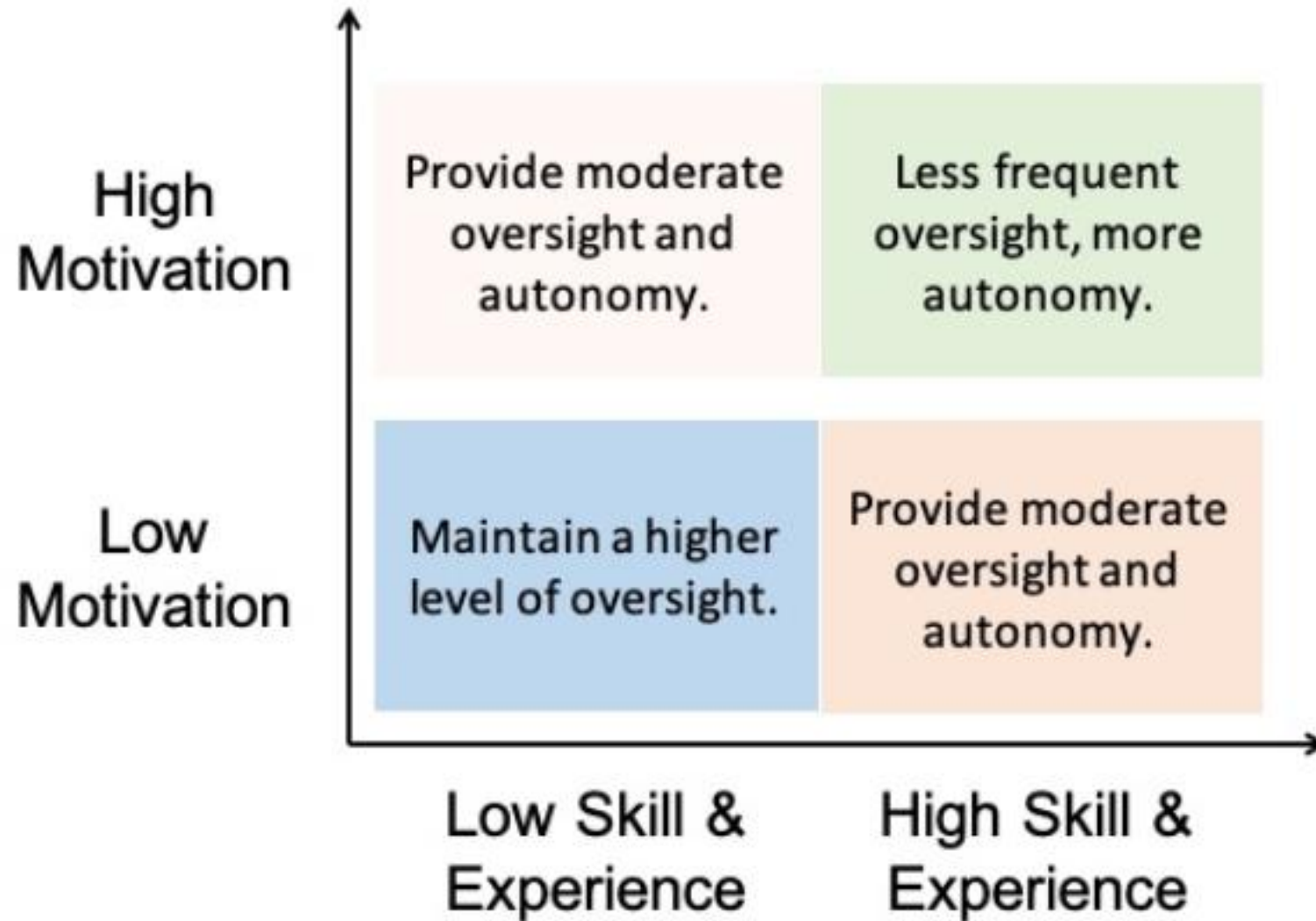


“Think of the great artists of all time, Van Gogh, Picasso, Georgia O’Keefe... Nobody said to them, ‘You must paint this sort of picture. You must begin at 8.30am. You must paint with the people we tell you and you must paint in this way.’ That would have been ludicrous.”



| The command and control leader... | The Empowering leader... |
|---|---|
| Leads from the front. | Leads from the side. |
| Directs. | Inspires. |
| Checks and controls. | Trusts and delegates. |
| Improves effectiveness and efficiency. | Finds new approaches. |
| Thinks she/he knows best (and often does). | Harnesses the abilities of others. |
| Has a strong sense of direction and purpose. | Has a clear vision and communicates it. |
| Prioritizes operational over strategic issues. | Prioritizes strategic over operational issues. |
| Gives directions and orders. | Asks questions and solicits suggestions. |
| Treats staff as subordinates. | Treats staff as colleagues. |
| Is decisive, often without prior consultation. | Ponders and solicits input before making decisions. |
| Builds a team who can execute policy and implement plans. | Builds a team who can create and innovate. |
| Instructs. | Empowers. |
| Hires based on experience, track record and qualifications. | Hires based on attitude, creativity and latent capabilities. |
| Discourages dissent. | Encourages constructive dissent. |
| Cares about results above all. | Cares about ideas, peoples and the vision. |
| Promotes himself as the leader and figurehead. | Shares exposure and prestige with the team. |
| Encourages action, activity and work. | Encourages ideas, innovation and fun. |
| Rewards performance. | Rewards entrepreneurial action. |
| Is numbers-oriented and analytical. | Is ideas-oriented, analytical and intuitive. |
| Sees technology as a means to do things better, faster and cheaper. | Sees technology as a means to do things entirely differently. |
| Minimizes risk. | Takes calculated risks. |
| Abhors failure. | Is comfortable with failure. |

Oversight vs Control? Situational Leadership



| How much Autonomy do staff have? | 1-10? |
|---|--------------|
| <p>TASK</p> <p>How much autonomy do staff have over their tasks at work – their main responsibilities and what they do in a given day?</p> | |
| <p>TIME</p> <p>How much autonomy do staff have over their time at work – for instance, when they arrive, when they leave, and how they allocate their hours each day?</p> | |
| <p>TECHNIQUE</p> <p>How much autonomy do staff have over their technique at work – how they actually perform the main duties of their jobs?</p> | |
| <p>TEAM</p> <p>How much autonomy do staff have over their team at work – that is, to what extent are they able to choose the people with whom they typically collaborate?</p> | |



How do we move
people from this...
... to this?





You've got to go through this!

- How much do we control rather than enable?
- Do we PROMOTE mistake-making and risk-taking?



The one thing you, your
staff and your students want most

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Dan Ariely: Duke University

Simple, short task for \$3. Then another – for \$2.40.
Then another for even less and so on.

How long would participants continue?

1. Work was looked at by an overseer then put in a pile.
2. Work was not looked at and put directly into a pile.
3. Work put directly into a shredder.

Participants continued the tasks much longer in scenario 1 than in scenario 3.

The results of those in scenario 2 were identical to those in scenario 3.

Ignoring work has exactly the same negative effect on motivation
as deliberately destroying it.



Acknowledgement.

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I've learned that people
will forget what you
said, people will forget
what you did, but
people will never forget
how you made them
feel.

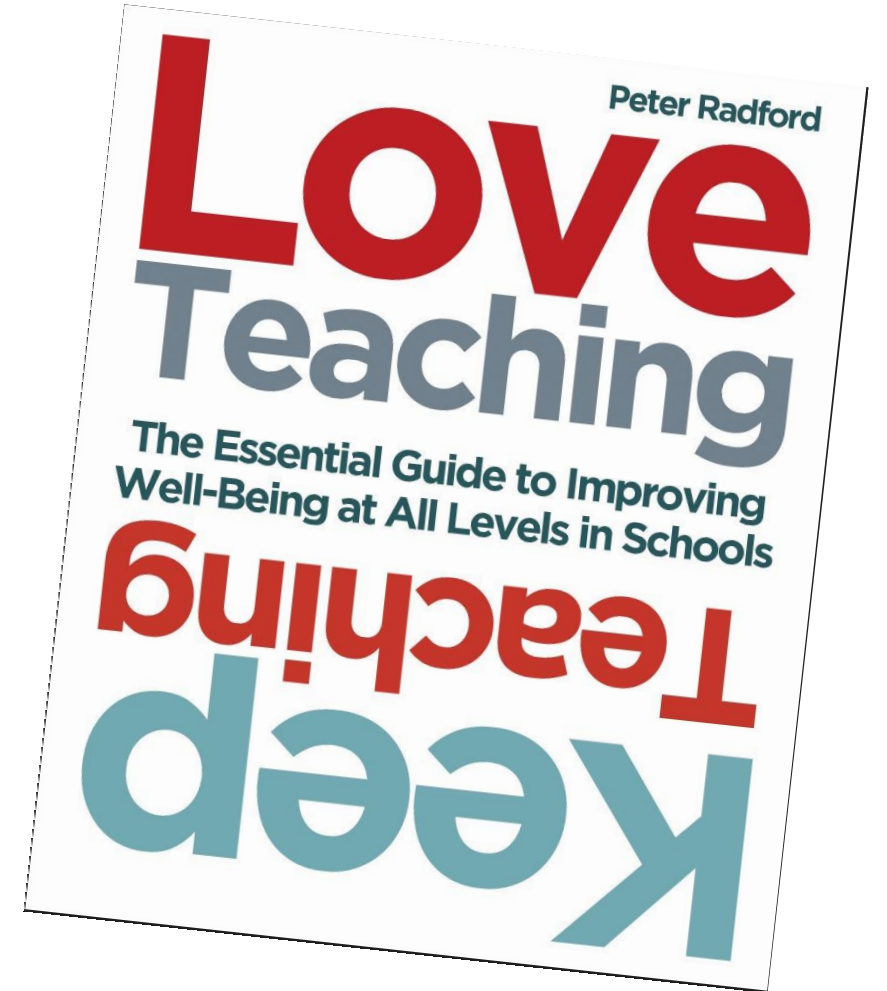
Maya Angelou



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