UR VU

"What's Your View?"

The Power of Fast Helpful Feedback

By
Phil Geldart
CEO, Eagles Flight

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Introduction

When we want to change our behavior, receiving feedback is an incredibly powerful tool. It's something that is so much a part of our daily life that we hardly think about it, or the degree to which it influences how we behave.

For example, the feedback we get by looking at the speedometer on our car allows us to immediately determine whether we want to speed up or go slower. Athletes looking to improve may use the feedback that comes from a stopwatch to determine whether or not they're hitting the performance level they're striving for. When we try on a pair of shoes, the feedback we get as to whether the shoes are comfortable, too loose, or too tight, allows us to make decisions about what kind of shoe to purchase. Hospitals get feedback from various pieces of equipment to determine whether medication or action is required as it relates to a patient. Organizations use four colored buttons to get feedback from customers in terms of whether the service was good or not.

All these examples are just a few of the many ways in which feedback influences us every day. From an early age, when we learn about not touching things that are too hot, all the way through to our adult life, we learn to modify our interactions based on feedback.

If we can harness the power of feedback as part of our everyday life on the job we have acquired a powerful tool to help us change our behavior in order to improve our performance. The problem is often that feedback is hard to get, or not focused or precise enough, or takes too long and is not timely. URVU deals with all those issues and provides an opportunity to collect feedback in the moment that is both practical, and which can be used to shape our behavior going forward.

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Being Aspirational

Feedback:

1 **Strives for excellence** ★ ★ ★ ★ ★

2 **Embraces challenges** ★ ★ ★ ★ ★

3 **Respects own potential** ★ ★ ★ ★ ★

Details:

Being aspirational means striving to be excellent when no one is watching. Being aspirational is not about responding to outside pressures to get better, rather it is having an inner desire, an inner drive, an inner fire to get better just for the sake of being better.

Being aspirational touches three areas.

The first is excellence. Excellence is not being content with "good," or even with "better," but instead means striving for the best possible. However, "excellence" is a relative thing. For example, if I had nothing to do but work on some aspect of physical fitness, I could be more "excellent" than I currently am in that regard. However, having a job which takes up a great deal of time means there's limited time to focus on fitness; so "excellence," with respect to fitness, must be defined by what's possible within the available time. Excellence exists within the context of your priorities and life. Given the time that you are

putting into something, strive to be as excellent as possible at that.

The second aspect of being aspirational is to embrace challenges. Aspire to "win," to do everything possible to be successful. When challenges surface, whether at work or in life, embrace them and overcome them; do not be stopped and blocked by a challenge. Aspire to win despite challenges.

The third aspect of being aspirational is to respect your own potential. It's important to understand that there are limits to what we can do. Some of the limits are set just by our physical nature, such as how well we metabolize oxygen, or how small or large we are. There are other things that might impact our potential – for example, the amount of time that we have, or the opportunity to access resources or outside support. Since there are many things over which we have no control, to aspire to our absolute potential without reference to those things is not realistic; but within the context of our reality, we should aspire to fully fulfill our potential.

Being aspirational is not being complacent. Instead, it is pursuing the goal of being all that we can be.

Coaching Given

Feedback:

1 **It was useful** ☆ ☆ ☆ ☆ ☆

2 **It was timely** ☆ ☆ ☆ ☆ ☆

3 **It was respectful** ☆ ☆ ☆ ☆ ☆

Details:

In my effort to help another person get better, one of the most powerful tools I have is coaching. It is usually the responsibility of the leader to provide coaching, but sometimes it may also be the responsibility of a mentor, a friend, a colleague, or someone that the individual is getting help from in some other way. Whatever the situation, coaching is something which is provided to another person to help them improve their performance in some fashion. It can include helping them to deal with a situation or circumstance where they feel they could be better, or where I, as their leader, feel they could improve.

The first criteria a successful coach must satisfy is: did the person receiving the coaching feel it was actually useful? Was the coaching on point? Was it practical? Was it something that the person could say would really help if implemented? The objective of any coach is to provide insight, wisdom, guidance, help, or support that is useful; that is, it is presented in a way that

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the person who received it feels it can be actioned.

The second criteria is that it has to be timely. If I'm facing a situation now, and I get related coaching much later, that's not necessarily a meaningful help to me. The coaching has to be timely, ideally in the moment or shortly thereafter.

There are some situations though where the coaching is more focused on the long term, where there is not an immediate urgency, but rather there is an opportunity for an individual to get better over a longer time frame. In these cases, the coaching may not be around a critical issue or problem, but rather around an opportunity. In this situation, the timing of the coaching can be later, and not necessarily immediately after identifying the need for it.

The person receiving the coaching should feel that the coaching was given in a timely fashion, when it was necessary and most relevant.

The third requirement is that it be given respectfully. This is important because coaching is not a license to demonstrate superiority, or allow the ego to run unchecked simply because the coach is more knowledgeable. Coaching is something provided so that the other individual can improve, but it needs to be given with respect. Bear in mind that the other person is probably making every effort to be as good as they can be, but they have their own perspectives and concerns, and will need to work to incorporate the coaching received for themselves.

Being respectful is behaving such that the other person feels the coach is actually there to help them and to be a support to them within the context of their personal situation; and is not provided in order for the coach to feel, or appear, superior.

Coaching Received

Feedback:

1 It was heard ★ ★ ★ ★ ★

2 It was respected ★ ★ ★ ★ ★

3 It was processed ★ ★ ★ ★ ★

Details:

When coaching is given, it is given to an individual who in that circumstance is looking for help, guidance, support, or direction. As a result, the coach provides that information. However, it is also important to think about how the coaching is received. The recipient of the coaching should demonstrate three things.

Firstly, if I'm the recipient of coaching, I need to make sure that the person who gave it to me felt heard; that I was clearly paying attention, I was listening, and I was concentrating. I heard the input, understood it, and interacted with it, asking questions, and thinking about how it could be applied.

Secondly, if a person is giving me coaching, I should demonstrate that I have respect for the person who's providing it. Even if the coaching is not what I was expecting, or useful, that doesn't mean that I shouldn't respect the coach. If I do demonstrate respect for the coach, it will cause me to pause and consider that maybe

I should be looking at their input through a different lens. Maybe I should be making more of an effort to see what the coach is saying through their eyes, rather than through my own. I should have respect for their experience, their wisdom, their insight, and the knowledge which they have. I need to respect them for the value that they are bringing to me, even if I choose not to go down their suggested path.

Thirdly, coaching received needs to be processed, and not received at a superficial level. If I'm in a situation where I could benefit from some coaching, presumably my understanding of that situation is not adequate, but needs to grow and expand. Consequently, I need to be mindful that when I get coaching, I should pause and process what was said. What was meant? Why was it said? What was behind it? What are the implications of me implementing that coaching? What should I do differently? How should I respond? Thinking about what was shared to this degree will ensure that I get the greatest possible value from the coach's input.

Collaborative Approach

Feedback:

1 **Considered other opinions**   ★ ★ ★ ★ ★

2 **Shared personal thinking**   ★ ★ ★ ★ ★

3 **Promoted good discussion**   ★ ★ ★ ★ ★

Details:

One of the most important things within any organization is collaboration among colleagues. Collaboration is important because it means differing viewpoints can be shared without getting in the way of working together. Different backgrounds and priorities can come together, and work can still be done effectively.

It is not always like-minded people who together. More often, it is simply a group of individuals working together to address common challenges, or move something ahead. They are collaborating to achieve an outcome. Some might come from finance, some from marketing, some from distribution, and some from sales, yet they all need to collaborate if they are to achieve a common goal.

A collaborative approach is one that clearly and demonstrably considers others' opinions. I am collaborative with you when you

feel that I have considered your opinion. I may not agree and may ultimately go in a different direction, but you feel that I have heard and, more importantly, considered, your opinion. That is a mark of great collaboration.

The second is that I share what I am thinking on the topic when it's being discussed. I don't keep it to myself, or just tell it to someone else at the water cooler after the meeting, or wait until I'm with my boss. When I share my personal thinking on the topic being considered, it might lead to a better idea, or it might just be a point of view and we move on. Either way, I've been open and collaborative.

If everybody shares their perspective then nobody is left wondering what others are thinking. When you have to start wondering what others are thinking it's very difficult to collaborate, because now you're trying to figure out if there's a hidden agenda, and what their point of view is. Do they agree? Do they disagree? Are they just waiting to ambush me afterwards? Once a perspective is shared, we can either disagree and deal with it or, if we agree, move on. If we need to get clarification in order to remove confusion, we can ask for it. Sharing personal thinking is vital to a flourishing collaboration.

Thirdly, we need to promote good discussion. Collaboration involves individuals working together, which means they're talking and discussing. That discussion needs to be respectful and considerate, but it must occur. Discussion promotes clarity and trust, which is in turn essential for effective collaboration.

Contributing

Feedback:

1 **Shares point of view** ☆ ☆ ☆ ☆ ☆

2 **Demonstrates engagement** ☆ ☆ ☆ ☆ ☆

3 **Remains open-minded** ☆ ☆ ☆ ☆ ☆

Details:

"Contributing" can occur in a group meeting, in a team, in a one-on-one discussion, in a brainstorming session, or at a strategic meeting. It can also occur when, in the course of doing work, one individual simply wanders into another's workplace and asks for an opinion or shares a thought.

Contributing effectively requires three components.

The first is that an individual who contributes is willing to share their point of view, as opposed to being present but primarily silent. Contribute even if somebody else has already expressed your perspective; if you speak up and share your point of view it lends weight to that particular perspective and helps to move things forward.

Secondly, if you are contributing, you are demonstrating that you are engaged and attentive. You're not on your phone or

focused on something other than what's being discussed. When we all feel that everyone is engaged and contributing, then we appreciate that we are all working towards a common outcome, and progress is more rapid and relevant.

The third area is remaining open-minded. Be willing to express a point of view with conviction and passion, but remain open-minded to the fact that there may be other points of view or other perspectives. Others may comment on a point of view, and those comments and perspectives need to be considered, even if they are different from your own.

Customer Focused

Feedback:

1   **Puts customers first** ☆ ☆ ☆ ☆ ☆

2   **Acts on customer's behalf** ☆ ☆ ☆ ☆ ☆

3   **Improves customer's experience** ☆ ☆ ☆ ☆ ☆

Details:

In a customer-focused organization, each individual within the organization puts the customer first. They make a customer's needs or wants a priority. They question the impact on the customer experience of a policy being written, or a procedure being created.

The first step to being truly customer focused is to put the customer first. Putting the customer first is often difficult when there's a lot going on, and pressure from many different sources, often leading to competing priorities. Despite that, the customer's needs, wants, and requests still need to be first. They become the priority against which all decisions are made.

The second mark of a truly customer-focused organization is that individuals are acting on the customer's behalf. They are thinking about the customer as someone for whom they are working.

Sometimes what the customer needs has been explicitly stated; but sometimes it has not been. Perhaps the customer doesn't know how to express it or doesn't want to. Sometimes the need is emotional, a need to be heard; sometimes it's something very practical. Regardless, being customer focused is always acting on the customer's behalf, and as their agent within the organization. It is not being focused on policy, procedure, or the organization; rather, it is being customer focused. While clearly the customer cannot always get what they want, advocating for them is attempting to address their priorities insofar as it is possible.

The third area is ensuring that everything improves the customer experience. For example, an individual in the IT department may not feel as though they're particularly close to the customer. However, they are creating tools that are used by people who are customer facing at the front line. They need the tools that IT creates to enhance the customer experience, not hinder it. Software designs that make it take too long for something to be processed, or require too much data to be entered, or are very complex to use, are all unhelpful.

Many functions are not in direct contact with the customer, but the decisions they make, the type of people that are hired, the policies that are created around Human Resources, and the type of leadership that people get, are all ultimately going to have a knock-on effect on the customer. Consequently, the focus within the entire organization should be on improving the overall customer experience, not just meeting the customer's immediate need.

Decision-Making

Feedback:

1. **Solicits input** ☆ ☆ ☆ ☆ ☆

2. **Considers options** ☆ ☆ ☆ ☆ ☆

3. **Acts decisively** ☆ ☆ ☆ ☆ ☆

Details:

At times, some individuals do not feel comfortable making decisions, or are worried about making the right one, and so they may procrastinate, or avoid making the decision altogether. For those needing to make decisions, whether willingly or not, there are three things that help greatly.

The first is to get input before making the decision. Decision-makers can't possibly know all the implications of any decision, or all the forces affecting it. Once way to deal with this is to solicit input before making the decision. Input can come from an immediate supervisor if they have experience and are available, from colleagues, and from those who are going to be affected by the decision.

The most important group from whom to solicit input is those who are going to have to implement the decision. Doing this will make it much easier to make a decision that will actually deliver

the hoped-for result. You don't have to agree with the input, or spend an excessive amount of time collecting it, but soliciting input in a timely fashion will significantly improve and facilitate the decision-making process and its impact.

The second is considering options. Before making a decision, look at what other options there are. There may be some that are obvious, and some that are less so. Before making a decision, ask the question "What would be another approach?" Looking at options often helps identify an approach that might not have been otherwise considered, or might initially be seen as not relevant, or of little value. It's possible to go back to the original course of action if that still seems to be the best one after looking at options, so pausing to consider alternatives has no downside.

The third is to act decisively. Decision-making needs to be done such that those who are dependent on the decision know what to do, when to do it, and how to do it. They also need to know when the decision will be made, and that once made it will remain in force. Decision-making that is extended frustrates the organization, disempowers it, and leads to unproductive delays.

Effective Partner

Feedback:

1 **Reliable** ⭐ ⭐ ⭐ ⭐ ⭐

2 **Approachable** ⭐ ⭐ ⭐ ⭐ ⭐

3 **Teachable** ⭐ ⭐ ⭐ ⭐ ⭐

Details:

Within business we often have partners. Those partners tend to be individuals or organizations with a unique set of objectives or priorities; when these overlap and are compatible with ours, we can form a partnership. It could be around customers, products, services, information, or people, but whatever it is, we share some common objectives. It's then valuable to get feedback from those with whom you're partnering to get a better sense of any areas for improvement. There are three areas to review.

The first is reliability:

- Can I be counted on to deliver what I said I would deliver?

- Can I be counted on to contribute when contribution is necessary?

- Can I be counted on to speak up when something needs to be said?

- Can I be counted on to do what needs to be done?

- Do I deliver what it is I said I would do?

In short, am I reliable?

The second is being approachable. Approachability is important in any partnership, as there is going to be information that needs to flow back and forth. Sometimes it's highly positive and congratulatory, and sometimes it's information that requires the partner do something about it. It might be a concern, a problem, or an issue that has surfaced, or a new opportunity. Whatever it is, does my partner feel that they can come to me? Approachability means that there is an open door between us, and each is able to speak openly to the other.

The third is being teachable. One huge benefit of a partnership is the opportunity to have a window into a different way of doing things, perhaps even a better way. There may be opportunities surfacing that I hadn't even realized. Not being teachable may mean missing out on those things, and not benefiting from the wisdom and insight the partner may be willing to share. And importantly, if a partner indicates that the partnership would be even better if an alternative approach were adopted, that should be listened to, considered thoughtfully, and then perhaps acted upon.

Expectations Communicated

Feedback:

1   **They were clear**   ☆ ☆ ☆ ☆ ☆

2   **They were actionable**   ☆ ☆ ☆ ☆ ☆

3   **They were discussed**   ☆ ☆ ☆ ☆ ☆

Details:

Leaders often have to provide direction on a path forward, or objectives to be achieved.

Since they are often responsible for having to present these as expectations, clarity is essential. Clarity helps the listener better understand the expectations, whereas lack of clarity can result in energy and effort being wasted.

This level of clarity means going out of the way to ensure that the words used are words that the other person understands. Additionally, the message being sent, and the thinking behind the message, must be communicated in a way that includes the rationale for the expectations. Further, the recipient needs to have the opportunity to ask questions and discuss the expected outcome to ensure complete understanding, and absolute clarity concerning what needs to happen.

The second thing is that the message must include an actionable component. The trap that someone conveying expectations often falls into is assuming that it's obvious what action is expected; and that's often not the case. Very often a person will hear something and draw a totally different set of conclusions than the ones that were intended by the speaker. So, when communicating expectations, the expected actions must be included.

The third priority is to allow for discussion. Communication that is one way only is almost a guarantee that the expectations presented will not be fully understood, and will not be implemented as intended. A discussion should be encouraged even if the listener doesn't feel the need for one.

Discussion provides confidence that the message was received as intended, and that there wasn't a component or aspect that was assumed to be understood, but which was in fact missed.

Feedback Given

Feedback:

1 **It was relevant** ☆ ☆ ☆ ☆ ☆

2 **It was appropriate** ☆ ☆ ☆ ☆ ☆

3 **It was practical** ☆ ☆ ☆ ☆ ☆

Details:

When we give feedback, it's important that it satisfies three criteria.

First, it must be relevant. It's not enough for us simply to explain what we think or feel. We need to be intentional about making sure that the feedback we give is actually relevant to the recipient. That is, it is helpful, useful, and applicable in the circumstances. Sometimes feedback given is well-intentioned but includes far more information than necessary. Unless the recipient sees all that's being communicated as relevant, they will tend to either tune it out, or just disregard much of it altogether.

The second consideration is that it's appropriate. Providing feedback that is not appropriate is not helpful. Being appropriate means not crossing boundaries that shouldn't be crossed or addressing issues that are not appreciated. The location, the timing, the situation, or the circumstances can all contribute to

the feedback being inappropriate. Instead, feedback needs to be given in a way that is thoughtful and considerate, and done in a way that people are willing to hear it, and feel as though you've taken the circumstances into consideration.

When we think about feedback we often default to the negative, but when we're giving positive feedback, it's equally important that it be appropriate. Ensure that the feedback is directed toward the right person and the activity that merited the feedback.

The third area of concern is that the feedback needs to be practical. Giving individual feedback shouldn't mean sharing random thoughts that can't really be actioned.   Rather, the feedback needs to be practical: what was seen, what could have been, and perhaps how to make happen what could have been, the next time around.

Growing Personal Competence

Feedback:

1 **Increasing knowledge** ★ ★ ★ ★ ★

2 **Improving skill** ★ ★ ★ ★ ★

3 **Becoming practical** ★ ★ ★ ★ ★

Details:

Competency is a blend of two things: knowledge and skill.

Are we growing in our knowledge and our understanding of things of importance to us? Have we gone out and made an effort to determine what the latest thinking is, or what experts are saying?

We also need to grow in the skills that are important to us and, as a result, become better able to meet increasingly challenging objectives. Knowledge without skill is just more information; but skill without knowledge is simply doing the same thing repeatedly, which may not be the best way to achieve the goal.

There is a third aspect to growing personal competence: that is that we become increasingly practical. We are part of a much larger infrastructure or "ecosystem"; the work that we do, and the things on which we focus, are impacted by people upstream from us, and we impact the people that are downstream. We

also impact people that we don't necessarily "touch" directly, like customers, suppliers, stakeholders, or board members. Consequently, if what we do is not practical, it makes it more difficult for those who are depending on us to be as efficient as possible. Being too theoretical, too abstract, or too confusing leads to frustration, and often wasted energy or resources.

Being practical reduces the "friction" in the system within which we work.

Issue Resolution

Feedback:

1 **Considered all viewpoints** ★ ★ ★ ★ ★

2 **Was fair** ★ ★ ★ ★ ★

3 **Was helpful** ★ ★ ★ ★ ★

Details:

The challenge of resolving issues is often significant, and it would be nice to receive feedback as to how well we helped with the resolution. To that end, there are three areas where feedback can be immensely helpful.

The first is that those with whom we were working to resolve the issue felt that all viewpoints were considered. People want to feel considered – and heard – in an unbiased, objective way, and to know that each person's viewpoint was given equal value.

The second is that "fairness" was seen to be important. People felt that they were treated in a way that was consistent with how they thought they should be treated. It is less about treating everybody equally, and more about bearing their perspective in mind. If that is done, then they will feel "fairly" treated. One way to address this is to give appropriate "airtime," and the appropriate amount of your attention, to all concerned. Doing

this means that while others may not agree with your solution, they at least felt fairly treated.

The third consideration is to be helpful. It doesn't do any good to simply listen to every viewpoint and be seen to consider them all fairly, if at the end of the day nothing happens. Everyone may not agree with the way in which the issue was resolved, but if the issue was resolved in a way that those who were involved felt the resolution was helpful to some degree, then progress will have been made. It may take several meetings for an issue to be fully resolved, but insofar as your involvement with this issue was concerned, you clearly considered everybody's viewpoint, were fair, and as a result of your involvement things moved forward, either to a conclusion or to the next step.

Leadership Effectiveness

Feedback:

1 **Provided clarity** ☆ ☆ ☆ ☆ ☆

2 **Encouraged teamwork** ☆ ☆ ☆ ☆ ☆

3 **Utilized individual strengths** ☆ ☆ ☆ ☆ ☆

Details:

Leaders should do three things very effectively.

The first is to provide clarity on the expected outcome; that is, define the accountability or the goal in a way that is truly clear. The challenge to doing this is that the leader often makes the assumption that the recipient understands all the issues or situations that need to be thought through in the execution of that task. However, rarely do the people receiving the mandate have that full understanding. "Clarity" needs to include areas like why the mandate is being given, what needs to occur as a result, identification of available resources, any constraints, and the support available. Other things that clarity would include are a reminder of company values (e.g., safety), communication expected, and the place for measurement. Providing this level of clarity sets the recipient up for success as much as possible.

The second area is to encourage teamwork. Regardless of

whether it is a team working on an assignment or an individual, they are never working in isolation from the rest of the organization. There are other departments, people, groups, functions, or even customers with whom effective collaboration is essential. The leader needs to facilitate a high level of effective teamwork so collaboration is seen as easy, and that relevant processes support the team's efforts.

Thirdly, the leader needs to understand the power within every human being to make a difference, that is, utilize their full potential and individual strengths. People have great capability, and they are often able to go and get a job done without a lot of the leader's subsequent involvement. If they are clear on what it is that they need to do, and they have the teamwork infrastructure around them that they need to be successful, they can be empowered to harness their own strengths to achieve the required objective.

Listing Well

Feedback:

1 **Didn't interrupt** ★ ★ ★ ★ ★

2 **Paid attention** ★ ★ ★ ★ ★

3 **Asked questions** ★ ★ ★ ★ ★

Details:

Listening is much more difficult than hearing. When we're in a situation where people are talking, we usually hear what they have to say, but actual listening requires a level of focus and concentration that goes beyond simply hearing. Great listeners demonstrate three qualities.

Firstly, they're able to discipline themselves to not interrupt, but rather to let the speaker finish. That is often difficult, especially when the listener has something that they want to say themselves, or are more senior than the speaker. Instead, take a moment to jot down a reminder of the points to share when the other is finished. Not interrupting is courteous, but it is also practical, as a speaker tends to add more insight and commentary when they have an opportunity to elaborate on the topic. Not being interrupted allows them to fully share their thinking, and therefore more thoroughly expand on their point of view or perspective.

The second is to pay attention. As individuals are talking, they like to know that the people they're addressing are paying attention; that they're not on their phone, distracted, or thinking about something else. Instead, they're giving eye contact and displaying body language that indicates they are paying full attention.

As an individual speaks, they want to know that the person to whom they are speaking is actually focused on the words they have to say. This gives them the confidence to continue to speak and continue to share what's on their mind. When the listener is seen to be not really paying attention, it will often cause the speaker to change the message or intent of what they had to say, or to end prematurely.

The third is asking questions. Asking questions is often very difficult because as listeners we are impatient to contribute to the conversation. We have something that we think is important and we want to be able to share that. We don't really want to ask more questions…we want to share our thinking! Asking additional questions allows the speaker to go deeper, to elaborate, to give greater context, to provide greater insight, and to share more thinking that they already have around the topic; this then allows the listener to be better informed. As a result, the listener becomes more knowledgeable and able to respond with greater insight into the speaker's perspective, when they do respond.

Managing Change

Feedback:

1 **Rationale provided** ☆ ☆ ☆ ☆ ☆

2 **Expectations clarified** ☆ ☆ ☆ ☆ ☆

3 **Support given** ☆ ☆ ☆ ☆ ☆

Details:

There are three things managers need to do when managing change.

The first thing is to provide those being impacted by the change with the rationale for it. If people do not fully understand why something is happening it's very difficult for them to get on board: to contribute, and to lend their support and give their best effort.

The second thing is to clarify the expectations. In times of change, the expectations can change dramatically. It might be that an expectation is to work with a group that has never been worked with before, or to work for a new leader. Perhaps it's working in a different location with different priorities, or different tools. It may be to focus on a different set of customers, or to introduce a different set of products. Unless expectations for how to operate in this new reality are spelled out, people will behave in the future the way they have behaved in the past; that is not

going to facilitate adapting to the change, or to help achieve the desired results.

The third thing is to provide support. In times of change, the leader needs to support the people who are going through the change in very practical ways. This may include providing different resources, information, or access to areas currently not accessible. It may include clarity on priorities or what is expected in terms of interactions with others, interactions with colleagues, or the use of new measurements. Change brings unfamiliarity, and relevant support in dealing with that lack of familiarity greatly helps people to navigate through it.

Meetings Management

Feedback:

1 **Agenda followed** ★ ★ ★ ★ ★

2 **Input managed** ★ ★ ★ ★ ★

3 **Clear next steps** ★ ★ ★ ★ ★

Details:

One of the areas where we spend a great deal of time is in meetings, and it would be valuable to find out whether or not the meeting I just ran was actually as good as it possibly could be. When getting feedback there are three things to look for.

Firstly, was the agenda followed? This presumes that an agenda was sent out in advance, and that it included all the topics that needed to be covered. Agendas in and of themselves are powerful, especially if they are clear and succinct. They point the participants towards the clear outcomes that are to come from the time together, but they must be followed. Avoid getting off track or pursuing some new topic that comes up; watch timing, especially once participants begin to get fully engaged and contributing.

The second thing is managing people's input in the meetings. The benefit of the meeting is that you have a number of

individuals who are contributing and providing input, which is what's wanted. Everybody hears different perspectives and gains a better understanding of the topic. However, if one or two individuals dominate, then others may not be able to participate fully. Alternatively, those hesitant to speak up may need to be encouraged to do so. Managing input is making sure that there is the appropriate amount of time given to each speaker, and that comments stay on point and directed toward the agenda item being discussed.

The third area is having clear next steps to take after the meeting. A meeting that ends without clear next steps makes one wonder why there was a meeting in the first place. If it was just to share information, then perhaps that information could have been shared without a meeting. Meetings should be vehicles focused either on providing understanding, or on action: either action already underway, or still needed. "Next steps" should include who is going to do what, what they are going to report on, and when. Subsequent meetings should then follow up on those actions as an agenda item.

Needs Understood

Feedback:

1 **Listened well** ☆ ☆ ☆ ☆ ☆

2 **Asked questions** ☆ ☆ ☆ ☆ ☆

3 **Considered circumstances** ☆ ☆ ☆ ☆ ☆

Details:

Within organizations, there are needs. Customers have needs. Suppliers have needs. Staff members have needs. Leaders have needs. In fact, the organizational infrastructure is driven by needing things from others in order to achieve individual or team objectives. The needs can be intangible, like information, or tangible, like equipment. Often, conflict develops and silos form when those needs are not expressed, not understood, or not addressed.

To address this, the first thing to do is listen well; that is, listen for what the other person really needs, and for their relative priorities.

The second is to ask questions. An individual who is expressing their need doesn't necessarily provide a complete picture. Making the assumption that they have done so can lead to an incomplete understanding of the real need. They may well identify things which they think are important, but not realize that the listener

needs more context or information to get a full appreciation of the real and complete need.

The third area is to consider the circumstances under which they're operating. What is driving this need? What's the relative urgency? What's the source of the need: leader, colleague, customer? This leads to a better appreciation and understanding of the real need.

Personal Integrity

Feedback:

1   **Shows consistency**   ★ ★ ★ ★ ★

2   **Demonstrates accountability**   ★ ★ ★ ★ ★

3   **Models strength of character**   ★ ★ ★ ★ ★

Details:

When people feel that I have integrity, they will trust me. If others trust me, it then makes it easier for me to share my convictions and viewpoints, and to deliver on my commitments. To be seen to have integrity, and so build trust, requires three things.

The first is consistency. This includes how I respond to a problem, the way in which I deal with other people, the respect that I show to others, and the way in which I communicate. What I say to one person must be consistent with what I say to another, or at the water cooler. My body language and my communications need to be consistent. Additionally, when I commit to something, there is confidence that it will occur because I have consistently delivered on my commitments.

The second is demonstrated accountability. Accountability means that if you give me something to do, it's going to get done. I will not be dissuaded by hurdles, obstacles, problems, or challenges;

but rather, they will be addressed and overcome. Accountabilities are based on commitments. When those commitments are met, integrity is demonstrated.

The third aspect to building personal integrity is modeling strength of character. Different individuals will define character in different ways. Some people may feel that one aspect of character is honesty, and therefore for them strength of character means being honest. Another may feel that kindness is an important character trait and strive to demonstrate that consistently. Whatever you define as important character traits, be they honesty, kindness, humility, or something else, integrity is demonstrated by consistently modeling them.

Plans Provided

Feedback:

1. **Clear path** ⭐ ⭐ ⭐ ⭐ ⭐

2. **Practical approach** ⭐ ⭐ ⭐ ⭐ ⭐

3. **Achievable goal** ⭐ ⭐ ⭐ ⭐ ⭐

Details:

It often falls to individuals to provide plans to bring visions or goals to life. A good plan satisfies three criteria.

Firstly, it provides a clear path. It lays out how to get from where we are to where we're going in a way that others can easily understand. It provides explicit steps.

The second is that the approach is practical. A clear path which can't be implemented in practice is of little value. A practical plan builds confidence that the outcome will be achieved.

Thirdly, the plan has to lead to an achievable outcome. Confidence that the outcome is achievable encourages involvement, engagement, and commitment. Plans with achievable outcomes have weight and substance. They build confidence and enthusiasm; whereas, if people feel the promised outcome of the plan is not achievable, they will disengage.

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Presentations Made

Feedback:

1 **It was clear** ☆ ☆ ☆ ☆ ☆

2 **It was relevant** ☆ ☆ ☆ ☆ ☆

3 **It was engaging** ☆ ☆ ☆ ☆ ☆

Details:

A presentation can be made in a large group to many people, or to a single individual, for example, when we present an idea that we want considered. A presentation doesn't necessarily have to be formal, in front of a large room. It could just be in a boardroom or when we are asked to express an opinion, perhaps using a few slides. For a presentation to be successful, it must satisfy three criteria.

Firstly, it must be clear. The people listening must actually understand what is being said. Avoiding unnecessary duplication and detail, and using visuals, will help with ensuring clarity.

Secondly, it must be relevant to the listeners and their priorities. Avoid going off on a tangent or talking about things which may be interesting, but which are not relevant to the topic. Using presentations as an opportunity to grandstand, rather than an opportunity to add value, does not usually ensure relevance.

Thirdly, it must be engaging. "Engaging" doesn't necessarily mean it has to be humorous or entertaining or motivational. Rather, it means being able to keep the listeners engaged with what it is being talked about. Are the charts and graphs being used actually able to be understood and discussed? Are the examples used ones that others can identify with? Listeners want to engage, but usually need help from the presenter to do so.

Priorities Clarified

Feedback:

1   **Identified what to stop doing**   ★ ★ ★ ★ ★

2   **Identified what to start doing**   ★ ★ ★ ★ ★

3   **Identified what to continue doing**   ★ ★ ★ ★ ★

Details:

When an individual starts a new job, or a new assignment, or is caught up in a change initiative, priorities will change. Leaders then need to help clarify what the new priorities should be. Frequently, the assumption is that people know what their priorities are, but that's often not the case. Helping with priorities requires three things.

The first is to identify what to stop doing. This can include things like data entry, meeting attendance, report preparation, or metrics analysis. It is conceivable that things which used to be very important are no longer as important and can now be stopped; however, if this is not explicitly stated, people may well keep on doing them.

Secondly, help others understand what to start doing. Identify what should now be on their priority list, but perhaps isn't. For example, start using the new tools, or the new equipment, or the

new processes.

Thirdly, identify the things that need to be continued, as they remain important and relevant.

Project Management

Feedback:

1 **On schedule** ★ ★ ★ ★ ★

2 **On budget** ★ ★ ★ ★ ★

3 **As expected** ★ ★ ★ ★ ★

Details:

Many activities have a beginning and end, and so can be considered "projects." As such, they should satisfy three criteria.

The first is that they remain on schedule. That schedule may change and flex, but there will be an understanding of when each component will be done. Hence, is it on schedule against the currently agreed-upon deadline?

The second is that it is on budget. Like schedules, budgets are flexible. Sometimes budgets are increased because something has occurred that was unforeseen, and more money is needed. Sometimes budgets have decreased because there are constraints within the organization or things have been achieved more efficiently than was anticipated. Within this context, against the current budget that we have agreed on, is the project on budget?

Thirdly, is activity occurring as expected? It's not simply about doing the work, or getting the job done. Completing the project as expected includes the way in which it's being achieved. This could mean, for example, within the constraints provided by the policies and procedures of the company, or within the culture and values of the company.

Relationship Built

Feedback:

1 **Considerate** ☆ ☆ ☆ ☆ ☆

2 **Respectful** ☆ ☆ ☆ ☆ ☆

3 **Contributing** ☆ ☆ ☆ ☆ ☆

Details:

It's often been said that we buy from people we like, and there's some truth in that statement, but we certainly work better with people with whom we have a relationship. Relationships tend to go beyond simple communication into something that has a more personal connection. Typically, it includes understanding more about the person's life, their values, and the things that are important to them. The better the relationship, the better the ability to collaborate and work together going forward. There are three things to think about to help build strong relationships.

The first is to be considerate of the other person, thinking about them, not just myself. It includes showing empathy for them and being mindful of their needs.

The second is to be respectful. Relationships that are built on respect are built on a very strong foundation. You each may come from a different culture, or environment, or background.

You may have had different life or work experiences. But each person must be respected for who they are as human beings, without reference to their journey through life. Respect within that framework is vital to a solid relationship.

The third consideration is to contribute to the relationship, not just draw from it. Relationships need to include mutual give and take, and contribution on each person's part. This contribution might be ideas, support, sympathy, or resources. It's based on understanding the needs of the other person and then helping to meet those needs whenever possible.

Respect Shown

Feedback:

1 **Diversity was appreciated** ☆ ☆ ☆ ☆ ☆

2 **Inclusion was shown** ☆ ☆ ☆ ☆ ☆

3 **Differences were acknowledged** ☆ ☆ ☆ ☆ ☆

Details:

There's a lot of conversation in society around the importance of recognizing and accepting individual differences. These topics can be summarized as showing unqualified respect for one another. Respect can be shown in three areas.

The first is an appreciation and acceptance of any diversity that exists between me, and where I have come from, and them, and where they have come from. This appreciation of diversity means that I don't operate on the assumption that everyone has to be like me or mirror my situation. Instead, I am able to be respectful and appreciative of the diversity that is around me. I'm not just aware of it, but also appreciative of it.

The second way I demonstrate respect for others is to include them. Inclusion means that they get equal airtime and opportunity to be part of whatever it is that is happening. Beyond appreciating diversity, I am inclusive in my actions. Inclusivity does not mean

that everybody is always right, or that every opinion carries equal weight, but it does mean that every opinion gets equal consideration. Input needs to be valued on its own merit, not as a function of the individual who brought that opinion forward. Inclusivity is independent of the giver and is a reflection of the value of every person.

The third aspect of respect is that differences are acknowledged. Every person has a different life story, whether it's education, socioeconomic situation, background, where they've lived, the languages they speak, the food they eat, or the religion they follow. We are all a blend of the complexity of things, events, and circumstances that have made up our lives. Each of these have made us different from one another and those differences need to be recognized and acknowledged. To respect another is not to pass judgment because someone is different than I am, or thinks differently. This doesn't mean that I will follow their path, but it does mean that I will acknowledge that their path is different from mine and respect the path they have chosen to follow. They respect me for the path and circumstances that have brought me to where I am, and I respect them for why they are who they are, and where they are in their life journey.

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Showing Courage of Convictions

Feedback:

1 **Knows the subject** ☆ ☆ ☆ ☆ ☆

2 **Remains objective** ☆ ☆ ☆ ☆ ☆

3 **Presents clearly** ☆ ☆ ☆ ☆ ☆

Details:

As we seek to share the courage of our convictions, there are three things that we need to bear in mind.

The first is we need to know the subject very well that we're sharing our thoughts about. When we come and speak about our convictions it is essential that we know what we're talking about well enough that, when we present it, the person recognizes that we clearly have a grasp of the subject. We demonstrate that we've also thought of different perspectives, and the different ways in which people may consider this issue, and are able to reflect our appreciation that others may have different opinions on it. We also need to carefully think through how to present our thoughts, and how to incorporate whatever facts or figures are required to support our perspective. When others feel that we have a good enough grasp of the subject on which our convictions are based that we can present them clearly, then they're much more willing to listen to our perspective.

The second thing is that we need to remain objective. This is important, because when we talk about our convictions the listeners may have different convictions. They may be aligned with us, or they may not be. Remaining objective ensures that we do not let our own conviction get in the way of having respect and consideration for the convictions of others. Remaining objective doesn't necessarily mean remaining dispassionate; enthusiasm is good, but it doesn't negate the need to remain objective.

The third thing is to be sure that the message being sent is clear. Very often, convictions can be clothed in emotion which could get in the way of a clear message, and with the central point being made. Emotion should be used to support message clarity, not replace it.

Showing Initiative

Feedback:

1. **Is proactive** ☆ ☆ ☆ ☆ ☆

2. **Takes ownership** ☆ ☆ ☆ ☆ ☆

3. **Considers consequences** ☆ ☆ ☆ ☆ ☆

Details:

Initiative is one of the most highly valued qualities in any individual. Initiative means that I do what I see needs to be done. I speak what needs to be spoken, I step up, I can be counted on. I don't just wait until someone asks me to do something, or asks for my opinion, or asks me to be involved. Instead, I see an opportunity or gap that I can step into and then I do so.

Three qualities define someone who takes initiative.

The first is proactivity: that is, acting before being asked. Being reactive is waiting for something to happen first. Proactivity is acting before it happens. Proactivity can be anticipating a situation that might be unsafe and taking steps to make it safe. It could be seeing something that, if not addressed, could cause a problem later and addressing it now. It could be seeing a situation where someone will be needing help and stepping forward to provide that help. It could be identifying an opportunity and taking steps

to see that opportunity realized.

The second is taking ownership. Ownership means that if I commit to something, you can rely on it, you can take it to the bank, it's guaranteed. Often commitments are not easily implemented, or problems are encountered along the way. Even though we have every intention of delivering a result, we may come to feel as though something is getting in the way to keep it from happening and so not persevere; but true ownership of a commitment is taking the initiative to do whatever is necessary to overcome that hurdle or problem. Ownership in not passing the accountability to somebody else, but taking personal responsibility to see it through.

The third is to consider consequences. Often something will occur which has unintended consequences. If these were unforeseen, the ultimate outcome may be unexpected, and the hoped-for result may not occur, or perhaps the costs were more, or it took longer than anticipated. Being great at taking initiative is thinking about the possible consequences that could occur, and then taking those into account when taking action. It is proactively planning to deal with any unintended consequences that might surface, or perhaps taking steps to keep them from happening altogether.

Soliciting Input

Feedback:

1 **In a timely manner** ★ ★ ★ ★ ★

2 **Against clear goals** ★ ★ ★ ★ ★

3 **With adequate context** ★ ★ ★ ★ ★

Details:

One of the greatest things any person can do within an organization to be more effective and produce a higher quality outcome is to get input from others. At various stages on the journey of delivering on our accountabilities input from others is something which could help greatly. For an individual to be effective at soliciting input, three things have to occur.

Firstly, it needs to be done in a timely manner. It doesn't do any good to solicit input after the decision is made, or after the investment is made, or after the activity which can't be undone has begun. While soliciting input in a timely manner may at first glance seems obvious, very often things are moving at a quick pace with tight deadlines and so getting meaningful input is neglected. In those situations, the idea of pausing first to get input may seem impractical. However, getting input in a timely manner, before the decision is made on which course of action to follow, is when it is of greatest value.

Secondly, the input requested needs to be against a specific objective or goal. That is, "Against this goal that I'm trying to achieve, do you have any input?" The goal must be clear to those from whom input is being solicited before they are asked to contribute.

The third component is to realize that when asking for input, adequate context must be provided. For example, if you know that there is a fixed budget, and that budget cannot be adjusted, asking for input without providing that information will mean that the others are handicapped when giving their opinion if, for example, they're assuming a much larger budget is available. The context may be financial constraints, or it may be human constraints. Context can also be around the tools available to work with, or equipment availability. It could also include environmental issues, competitive issues, strategic goals, or cultural priorities. There are many factors which often come into play before a decision is made or an issue is resolved. When asking for input, know what those factors are and share them, so others have the context within which to provide their input.

Speaking Truth to Leadership

Feedback:

1   **Acknowledges different perspectives**   ☆ ☆ ☆ ☆ ☆

2   **Is respectful**   ☆ ☆ ☆ ☆ ☆

3   **Explains consequences**   ☆ ☆ ☆ ☆ ☆

Details:

The willingness to speak truth to leadership is important. Leaders need to make decisions, and they are making those decisions based on the information which they've received. If the information they are getting is incomplete because one or more people have been reticent to share things which they know to be true, then the leader is making decisions based on inadequate information. When the totality of the available information is received, it may lead to a very different set of conclusions or decisions. So, if we have information that we want to share, we should share it. This is necessary even though the leader may appear busy, having little time to hear it, or may not want to hear it, or is seen to have already been persuaded. When speaking truth to leadership there are three things to bear in mind.

Firstly, when sharing "truth," acknowledge that there may be different perspectives beyond your own. There is the perspective that I have, and that is true for me. This, though, may not be the

same perspective that somebody else has; they may have drawn a different set of conclusions, and so from their perspective feel that what they believe is the "truth." Recognizing this reality allows you to present your convictions in a balanced manner.

The truth as I see it is perhaps only a portion of the total picture. There may be other portions which I don't see or even know about. Recognizing that I may not have the whole truth, and therefore that the conclusions I'm drawing may not be complete, emphasizes the need to recognize that there may be other relevant factors and acknowledge them.

The second consideration is to be respectful. Presenting something which we believe to be true does not give us the authority to demonstrate "righteous indignation" or to be demeaning of others. Bring the truth forward in a respectful fashion. This doesn't mean compromising on what you believe to be true, but it does mean that you are respectful in the presentation of that truth.

Thirdly, when presenting truth as you see it, it is vital to explain the consequences that you foresee. It is consequences that are usually the drivers of conviction. If you anticipate certain consequences and are therefore convinced some situation will occur as a result, those need to be shared. They may well be based on your ability to see things which perhaps the leader has not seen, or is simply not in a position to see, and so are essential to include.

Taking Personal Ownership

Feedback:

1 **Discusses the expectations** ★ ★ ★ ★ ★

2 **Respects the culture** ★ ★ ★ ★ ★

3 **Guarantees the outcome** ★ ★ ★ ★ ★

Details:

Taking personal ownership means that when an individual is assigned a task, or is given an accountability, they are demonstrating that they own it. They are, in fact, going to hold themselves completely accountable for delivering the outcome they've committed to. They take personal ownership.   With this understanding, three considerations are important.

The first is they discuss the expectation and get a full understanding of what is expected before they make that commitment. They are willing to discuss it, and they have the courage to do so. They discuss the expectations, so that the person assigning the task and the individual doing the task are aligned; they agree that the objective is reasonable and achievable. Discussing the expectation ensures that the promised outcome is something that both parties feel is achievable.

The second is a commitment to respect the culture while fulfilling

the accountability. Not respecting the organizational culture can lead to tremendous frustration, animosity, and bitterness among colleagues within the organization. Normally, corporate cultures encourage elimination of silos, great collaboration, respect for one another, and good communication. If the person ignores all of those in pursuit of the objective as its "owner," then they're not really taking responsibility for their larger accountability of being an effective individual within that culture. So, an individual who demonstrates personal ownership does so within the culture in which they're operating.

The third thing is that they will guarantee the outcome. This carries with it a commitment to face hurdles, deal with them effectively, and move on. It is a commitment to bring a level of intensity and focus to the task such that they look for alternatives when challenging issues arise. They perhaps consider best practices or go to their leader for counsel or advice, but they personally own delivering the outcome.

Team Leadership

Feedback:

1 **Providing clear goals** ☆ ☆ ☆ ☆ ☆

2 **Encouraging participation** ☆ ☆ ☆ ☆ ☆

3 **Giving feedback** ☆ ☆ ☆ ☆ ☆

Details:

Every team needs a leader, and the leader carries the ultimate responsibility for the team's success. Each team member is part of contributing to that success, but the team leader is ultimately accountable. As such, three things are looked for in a team leader.

The first is that they provide clear goals. Providing a clear goal includes making sure that everyone on the team understands what the team is tasked with achieving, could elaborate on it if asked, and are fully aligned to it. For that to happen, the leader must ensure that the goal is crystal clear, thereby preventing team or individual energy from being spent unnecessarily. Very often during the life cycle of a team, the goal can become lost or unclear. It's the leader's responsibility to keep coming back and eliminating any extraneous priorities that have accumulated, and to refocus the team on their common goal.

The second area that the team leader is responsible for is

encouraging participation. Not everyone has an outgoing personality, and sometimes someone may be a little more introverted and hesitant to contribute. Sometimes people feel as though their ideas are not wanted. Sometimes people feel as though there just wasn't the opportunity to share their ideas, or the time to participate. The team leader is the one who needs to address these situations and so to encourage full participation.

The third priority is that the team leader must give regular feedback. Teams often break down in the areas of communication, or sharing of resources, or perhaps unintended subgroups forming within the team, causing confusion. Some individuals may be shy to speak up, or perhaps others speak out too often. If the team leader lets these things slide, and does nothing about them, the team will be far less effective and not work as well together as possible.

To address this, the team leader needs to give feedback to individual team members when something is occurring that is not in the best interest of the team or their colleagues. Team members may be hesitant to give feedback, putting even more responsibility for doing so on the leader.

Teamwork

Feedback:

1 **Contributing** ★ ★ ★ ★ ★

2 **Enthusiastic** ★ ★ ★ ★ ★

3 **Helpful** ★ ★ ★ ★ ★

Details:

Teamwork is something which occurs among colleagues who are working together for a common goal or purpose. As such, there are three things which that team should look to demonstrate among themselves.

The first is that each member of the team must be a contributor. Every member of the team should be contributing, and seen to be contributing. This goes beyond simply being there and being part of the team. It includes things like taking initiative, acting on an identified opportunity to make something better, speaking a word of encouragement, or perhaps giving some coaching or a word of advice. Contributing is doing everything possible to ensure the success of the team. A team member who truly contributes brings their enthusiasm and their energy, their experience, their insight, and their wisdom to the team, as well as their skill, their resources, their knowledge, and their capability.

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The second area is enthusiasm. Team members need to be enthusiastic in pursuit of the team's goal. Having people on a team who send the message that they don't want to be there, don't really think the right thing is being done, or don't really care very much, are serious weights holding back the team and slowing progress. Teams tend to work on projects that don't necessarily have a guaranteed outcome, and therefore hurdles are going to occur. Problems and situations will often require innovation or some out-of-the-box thinking, or just some consistent hard work to get through challenging situations. In each of these cases the enthusiasm of the members is that hidden energy upon which the team draws. Enthusiasm is contagious and greatly contributes to the team's likelihood of success.

The third area is being helpful. Individuals who do not just "do their own thing", or work within their own area, but instead try to be helpful, looking for ways they can contribute, are greatly appreciated. When asked to contribute, they do so willingly. They clearly want to do all they can to make things better for all concerned.

Workplace Safety

Feedback:

1 **Takes initiative** ★ ★ ★ ★ ★

2 **Considers consequences** ★ ★ ★ ★ ★

3 **Follows protocols** ★ ★ ★ ★ ★

Details:

Within an organization committed to workplace safety, each individual must demonstrate the behavior that is required to ensure that everybody goes home the way they came to work: safe and healthy. To do that requires that each individual focus on three particular areas.

The first is that they take initiative. That is, when they see things which are unsafe, they speak up. When they see situations or circumstances which should be addressed because they are counter to what the organization has decided are proper safety practices, protocols, or procedures, they get involved and speak up. They take action. When seeing somebody doing something that is unsafe, they take personal ownership to ensure that safe practices are followed. They realize that safety is not something which is delegated, or the responsibility of management or the Safety Committee, or that resides in manuals or on posters. Rather, they recognize that each individual needs to personally

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take initiative and demonstrate their own commitment to safety by the things which they do and say, and the way in which they help others.

The second is that they consider consequences. Unsafe practices may appear safe until something unexpected happens. Those who feel that the safety policies and procedures are not relevant, and therefore can be ignored, are often not considering the consequences which could occur. Typically, policies and procedures are in place in order to eliminate the unforeseen, and the consequences which might occur if unsafe practices are followed. Someone fully committed to workplace safety sees what is happening and asks themselves what might happen, and therefore takes action to ensure that it doesn't, particularly if it would lead to injury.

The third area is that they follow protocols. They are a model to the organization of an individual who knows corporate policies and procedures, and then follows them. They encourage others to do so as well, setting an example by their behavior, and demonstrating their commitment to ensuring a safe environment.

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