

Bård Fyhn

Hvordan bygge trygge arbeidsmiljø?



ide banken
for et arbeidsliv som inkluderer

Innsikt Inspirasjon Kloke grep

HØYKONTRAST STØRRE SKRIFT

Søk...

Psykologisk trygghet kan gjøre team mer effektive

Slik kan ledere og medarbeidere få til et bedre samarbeid.

Publisert 21. april 2021

TEMA | TEAMLEDELSE

De som har det bra på jobb, gjør det bra på jobb

Iblant skjer det ting som gjør at teamfølelsen forsvinner og alle blir sittende hver for seg. Hvordan kommer vi på rett spor igjen og finner tilbake der hvor vi var?

TEKST: CECILIE H. HAMMERNES | FOTO: BENJAMIN BARGÅRD OG INGE MARTINSEN | ILLUSTRASJONSFOTO: ISTOCK.COM

Ledertytt har pratet med blant Pyta, Pål Høisæddal og offiser, og psykolog Egil Skau om hvorfor teamfølelsen er så viktig, samt hvordan man kan finne tilbake til teamfølelsen når den blir borte.

Teamfølelse er dynamisk
Pyta forteller at vi setter sammen team med mål om å oppnå noe mer enn de samme personene hadde gjort hver for seg.

– For å nå det potensialet må en rekke faktorer være på plass. Teamfølelse er en av de mest studerte av disse faktorene. Team kan utvikle en viktig funksjon ved at vi opplever å stå sammen med noen i arbeidslivet vårt. Påle på stema, jert og skert. For spiller teamfølelse også en sentral rolle.

– I mitt forskningsarbeid med fokus på teamdynamikk har jeg gått systematisk gjennom litteraturen der teamfølelse, og blant annet tillit og psykologisk trygghet, er studert over tid. Vi fra dette kan jeg berolige at teamfølelse er dynamisk. Det krever fokus å opprettholde denne over tid.

– Det å miste teamfølelsen kan ha en rekke negative konsekvenser på det personlige plan, som lavere trivsel, motivasjon og svakere mental helse.

Vi sluser med ressursen. Om jeg må bruke tid i et team, jeg ikke liker meg hjemme, det jeg ikke liker andre lytter til meg, det jeg ikke tør å si det jeg egentlig mener – ja, da ville jeg nok urettet meg om jeg hadde jobbet for meg selv. Vi trenger alle å kjenne at vi høres til et sted. Organisasjoner som klarer å bygge opp under en slik tilknytning og identifikasjon blant sine ansatte, tror jeg vil oppnå mer.

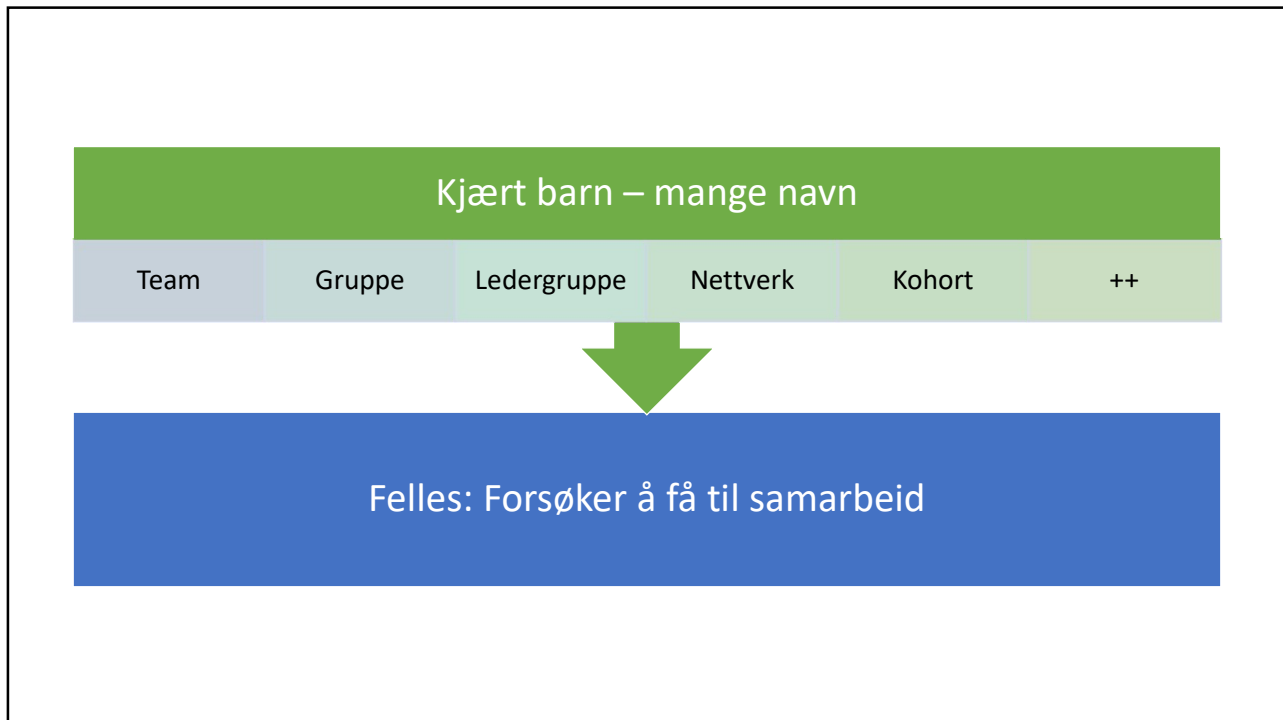
Tør å være sårbar
Pyta påpeker at det å bygge teamfølelse i seg selv er krevende nok, men å bygge den opp igjen etter at den har forsvunnet, da legger det gjerne noe

18 | LEDERTYTT 2021



Det jeg håper du skal sitte igjen med

- Hva psykologisk trygghet er – og ikke er
- Hvorfor psykologisk trygghet er viktig for samarbeid
- Hvordan vi kan bygge trygghet i arbeidsmiljøet
- Lyst til (og en plan?) for å jobbe med dette videre
- Noen nyttige verktøy og råd med på veien

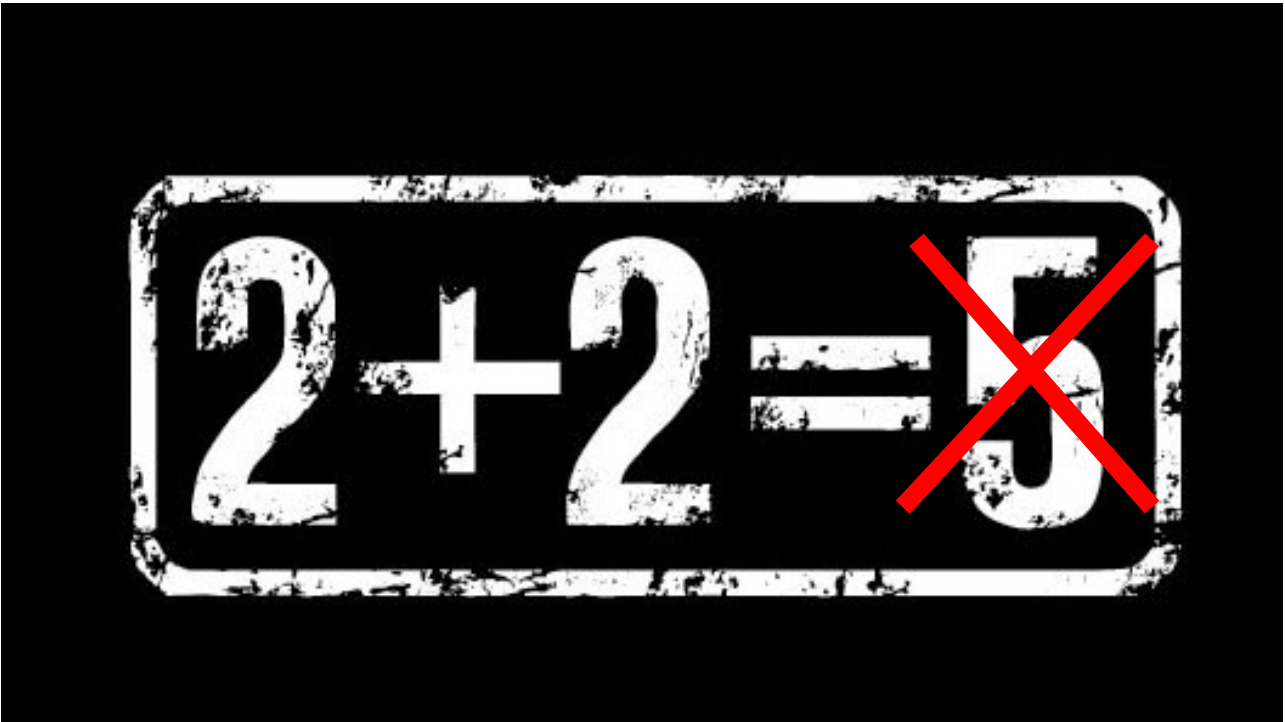


Oppvarming to og to

Hva utfordrer samarbeid der du jobber?

Hva synes du er aller viktigst for å få til godt samarbeid på jobb?

Hvorfor psykologisk trygghet er
viktig for samarbeid





Hvorfor gjøres det feil i teamarbeid?

Frykt

Trygge team gjorde flest feil



**THE FEARLESS ORGANIZATION:
CREATING PSYCHOLOGICAL SAFETY IN THE WORKPLACE FOR LEARNING, INNOVATION, AND GROWTH**

Amy C. Edmondson
Novartis Professor of Leadership & Management at Harvard Business School

 **HARVARD BUSINESS SCHOOL**

In association with  **people@ioac**
BY ULTIMATE SOFTWARE

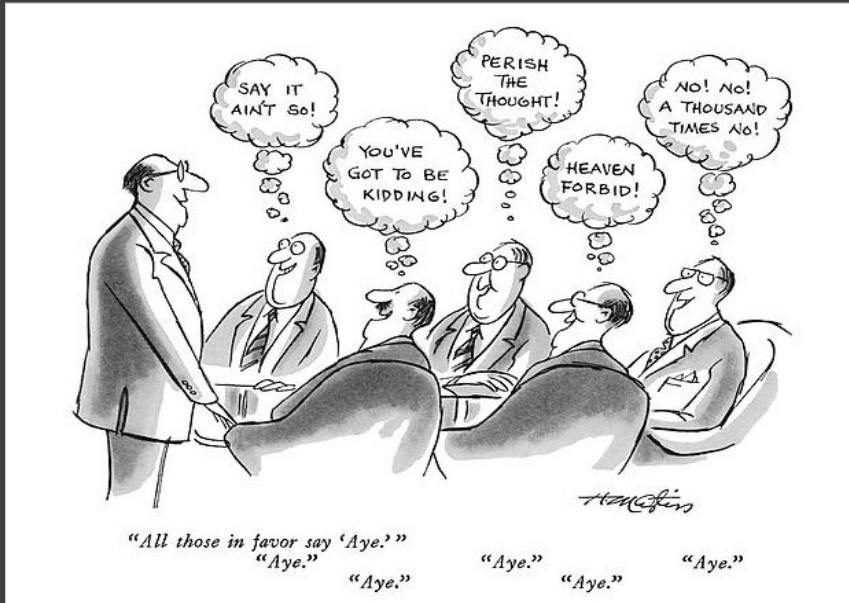
??????????

Trygge team rapporterte om sine feil, snakket om de, lærte, og gjorde færre feil på sikt



pixabay.com

“Psychological safety is the belief that the work environment is safe for interpersonal risk taking.”
(Edmondson, 1999)



Vi trenger oppriktighet



Vi trenger nye ideer



Vi trenger
feilbarlighet

Når vi
opplever
psykologisk
trygghet...



ER IKKE REDD FOR Å
STILLE SPØRSMÅL



ER KOMFORTABLE
MED Å DELE IDEER



KAN SE UENIGHET
SOM NOE POSITIVT



TILLATES AT NOEN
GJØR EN FEIL, UTEN AT
DET HOLDES MOT DE



TØR Å GI MER AV SEG
SELV I MØTE MED
ANDRE



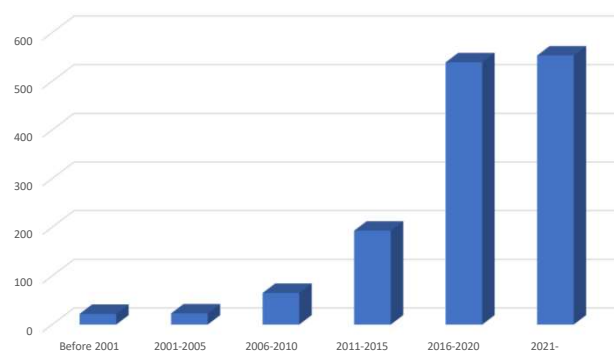
TØR Å SPØRRE ANDRE
OM HJELP



**The best teams aren't just
made up of the top people.**
It's in the way they behave and interact.

<https://unsplash.com/photos/tysecUm5HJA>

Publiserte studier på psykologisk trygghet



Kilde: Bård Fyhn, PhD avhandling 2022

Viktigheten av psykologisk trygghet

- Vi tåler usikkerhet bedre
- Vi lærer mer og raskere
- Vi deler mer informasjon
- Vi er mer engasjerte i jobben
- Vi er mer kreative
- +++
- Større måloppnåelse
- Bedre arbeidsmiljø

Kilde: Edmondson & Lei, 2014; Frazier m.fl., 2017



Men hold an...

- Effektivt at alle skal si sitt til enhver tid?
- Kan det ikke bli for mye av det gode?
- Skal alle feil aksepteres?
- Handler dette bare om å kose seg på jobb?

Psykologisk trygghet – hva er det ikke?



MÅLET I SEG SELV



DU KAN SI HVA DU VIL HELE TIDEN



OPPSKRIFTEN PÅ DET PERFEKTE TEAM



ALT SKAL VÆRE GREIT – FEIL SÅ MYE DU ORKER



NOE KOSELIG



NOE SOM KOMMER AV SEG SELV

Accountability for Meeting Demanding Goals

		LOW	HIGH
Psychological Safety	HIGH	<p>Comfort zone</p> <p>Employees really enjoy working with one another but don't feel particularly challenged. Nor do they work very hard. Some family businesses and small consultancies fall into this quadrant.</p>	<p>Learning zone</p> <p>Here the focus is on collaboration and learning in the service of high-performance outcomes. The hospitals described in this article fall into this quadrant.</p>
	LOW	<p>Apathy zone</p> <p>Employees tend to be apathetic and spend their time jockeying for position. Typical organizations in this quadrant are large, top-heavy bureaucracies, where people fulfill their functions but the preferred modus operandi is to curry favor rather than to share ideas.</p>	<p>Anxiety zone</p> <p>Such firms are breeding grounds for anxiety. People fear to offer tentative ideas, try new things, or ask colleagues for help, even though they know great work requires all three. Some investment banks and high-powered consultancies fall into this quadrant.</p>

Edmondson, 2008

Refleksjon

1.

Hvis du mot formodning skulle gått inn i et møterom/kontorlandskap e.l. og bevisst bryte ned andres trygghet – hvordan ville du gjort det?

2.

Tenk på en kollega som bidrar positivt til din egen opplevelse av trygghet – hva er det hen gjør?

Hvordan bygge
psykologisk trygghet?

Google
sitt
svar

rework.withgoogle.com

How to foster Psychological Safety on your teams

Demonstrate engagement

- Be present and focus on the conversation (e.g., close your laptop during meetings)
- Ask questions with the intention of learning from your teammates
- Offer input, be interactive, and show you're listening
- Respond verbally to show engagement ("That makes sense. Tell us more.")
- Be aware of your body language; make sure to lean towards or face the person speaking
- Make eye contact to show connection and active listening

Show understanding

- Recap what's been said to confirm mutual understanding/alignment (e.g., "What I heard you say is..."); then acknowledge areas of agreement, disagreement, and be open to questions within the group
- Validate comments verbally ("I understand." "I see what you're saying.")
- Avoid placing blame ("Why did you do this?") and focus on solutions ("How can we work toward making sure this goes more smoothly next time?", "What can we do together to make a game plan for next time?")
- Think about your facial expressions - are they unintentionally negative (a scowl or grimace)?
- Nod your head to demonstrate understanding during conversations/meetings

Be inclusive in interpersonal settings

- Share information about your personal work style and preferences, encourage teammates to do the same
- Be available and approachable to teammates (e.g., make time for ad hoc 1:1 conversations, feedback sessions, career coaching)
- Clearly communicate the purpose of ad hoc meetings scheduled outside normal 1:1s/team meetings
- Express gratitude for contributions from the team
- Step in if team members talk negatively about another team member
- Have open body posture (e.g., face all team members, don't turn your back to part of the group)
- Build rapport (e.g., talk with your teammates about their lives outside of work)

Be inclusive in decision-making

- Solicit input, opinions, and feedback from your teammates
- Don't interrupt or allow interruptions (e.g., step in when someone is interrupted and ensure his/her idea is heard)
- Explain the reasoning behind your decisions (live or via email, walk team through how you arrived at a decision)
- Acknowledge input from others (e.g., highlight when team members were contributors to a success or decision)

Show confidence and conviction without appearing inflexible

- Manage team discussions (e.g., don't allow side conversations in team meetings, make sure conflict isn't personal)
- Use a voice that is clear and audible in a team setting
- Support and represent the team (e.g., share team's work with senior leadership, give credit to teammates)
- Invite the team to challenge your perspective and push back
- Model vulnerability; share your personal perspective on work and failures with your teammates
- Encourage teammates to take risks, and demonstrate risk-taking in your own work

Forskningen
sitt
svar

Frazier, M. L., Fainshmidt, S., Klinger, R. L., Pezeshkan, A., & Vracheva, V. (2017). Psychological safety: A meta-analytic review and extension. *Personnel Psychology, 70*(1), 113-165.

TABLE 2
Meta-Analysis of Group-Level Psychological Safety

Variable	<i>k</i>	<i>N</i>	\bar{r}	$\hat{\rho}$	CI _L	CI _U	%-Acc
Antecedents							
<i>Learning orientation</i>	6	354	.32	.40	.15	.65	21.2
<i>Positive leader relations</i>	16	1,583	.34	.39	.28	.50	21.0
<i>Transformational leadership</i>	4	543	.32	.38	.24	.51	38.8
<i>Trust in leader</i>	2	297	.38	.44	.34	.54	96.2
<i>Work design characteristics</i>	26	1,880	.27	.35	.25	.44	29.4
<i>Autonomy</i>	2	172	.27	.35	.21	.49	100.0
<i>Interdependence</i>	6	339	.28	.40	.21	.59	43.2
<i>Role clarity</i>	7	413	.41	.51	.37	.65	44.6
<i>Supportive work context</i>	18	1,449	.41	.51	.40	.61	23.9
<i>Peer support</i>	5	586	.49	.57	.48	.66	55.6
<i>Organizational support</i>	4	253	.34	.44	.13	.76	18.6
Outcomes							
<i>Engagement</i>	4	264	.32	.44	.17	.70	28.6
<i>Task performance</i>	33	2,802	.24	.29	.20	.38	22.1
<i>Information sharing</i>	9	644	.41	.50	.32	.67	20.7
<i>Creativity</i>	8	841	.24	.29	.14	.44	25.5
<i>Learning behaviors</i>	21	1,686	.42	.52	.44	.60	34.9
<i>Satisfaction</i>	4	299	.49	.69	.42	.97	18.5

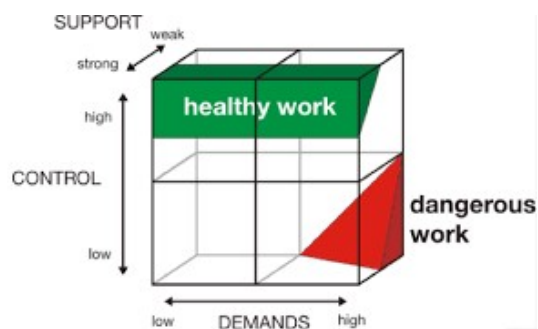
Note. *k* = number of correlations. *N* = cumulative sample size. \bar{r} = estimated mean correlation. $\hat{\rho}$ = estimated corrected correlation. CI_L and CI_U denote lower and upper limits of 95% confidence interval. %-Acc = percentage of variance accounted for by sampling error

Forskningen
sitt svar
(på et mer
forståelig vis)

Støttende omgivelser

Tilrettelegging av arbeidet

Frazier, M. L., Fainshmidt, S., Klinger, R. L., Pezeshkan, A., & Vracheva, V. (2017). Psychological safety: A meta-analytic review and extension. *Personnel Psychology, 70*(1), 113-165.



• Karasek, 1979

Forskningen
sitt svar
(på et mer
forståelig vis)

Frazier, M. L., Fainshmidt, S., Klinger, R. L., Pezeshkan, A., & Vracheva, V. (2017). Psychological safety: A meta-analytic review and extension. *Personnel Psychology*, 70(1), 113-165.

Støttende omgivelser

Tilrettelegging av arbeidet

Leder-medarbeider relasjon

Lærende innstilling

Forskningen
sitt svar
(noen av de)

Anno 2022

Kilder:
Coutifaris & Grant, 2022; Frazier & Tupper, 2018; Johnson m.fl., 2020; Rogers & Ashforth, 2017; Thompson & Klotz, 2022

Tilbakemeldingskultur

Respekt på tvers av nivå

Lederes (prososiale) motivasjon

Lederes nysgjerrighet i medarbeidere

Hva kan ledere gjøre for å bygge trygghet?



BYGGE RELASJONER



AVKLARE
FORVENTNINGER OG
RAMMER



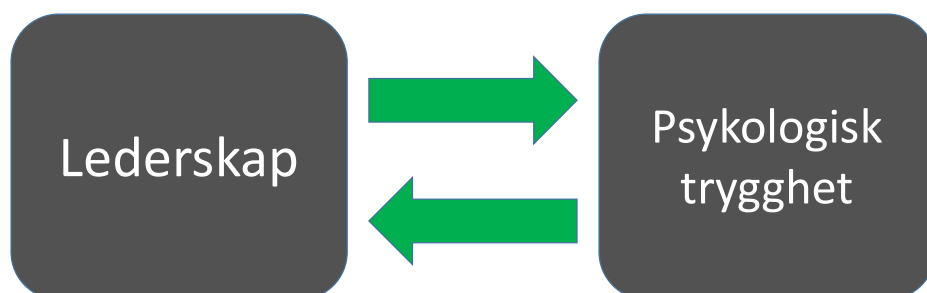
VISE RESPEKT OG
INTERESSE



BE OM OG FØLGE OPP
TILBAKEMELDINGER



SE DEN ENKELTE



Psykologisk
trygghet
er noe
vi *alle*
bidrar til
hver dag

SAFE TODAY, TOMORROW, AND TOGETHER:
A DYNAMIC PERSPECTIVE ON TEAM PSYCHOLOGICAL SAFETY

Bård Fyhn

Dissertation Submitted to the

Department of Strategy and Management
NHH Norwegian School of Economics

for the Degree of Philosophiae Doctor (PhD)

December 2022

Avhandlingen kan lastes ned her:

<https://gruppetenkerne.com/2023/06/19/safe-today-tomorrow-and-together-a-dynamic-perspective-on-team-psychological-safety/>



Psykologisk trygghet er ferskvare

Psykologisk trygghet kan oppleves svært ulikt innad i samme team

Team som bygger psykologisk trygghet over tid...



Bygger relasjoner

- Kjenner alle hverandre?



Skaper felles forståelse

- Vet alle hva som forventes av de?



Støtter hverandre

- Ser vi hverandre?



Oppnår resultater sammen

- Løfter vi fram våre seire?

En robust trygghet alle kjenner på + noen nyttige verktøy

Psykologisk
trygghet i
praksis



Vi kjenner hverandre



For å senke
skuldrene

Hvilket realityshow kunne du briljert i?

Hvis du kunne våkne opp i morgen med en ny egenskap, hva ville det vært?

Hva er den største tabben du har gjort på jobb?

Hvis dagen hadde vært en time lengre, hva ville du brukt den til?

Hva gjør deg skikkelig glad?

[...]'s personlige bruksanvisning

Rolle

Nøkkelkompetanse

Mine største styrker og bidrag i samarbeidssituasjoner:

Mine svakheter i samarbeidssituasjoner:

Det jeg setter størst pris på når jeg samarbeider med andre:

Det som kan gå meg på nervene når jeg samarbeider med andre:

NHH



Det folk kan finne på å misforstå når de samarbeider med meg:

Dette trenger jeg fra gruppen for å være på mitt beste:

Hva gjør meg motivert for arbeidet i dette teamet?

Dette har jeg lyst til å utvikle meg på og mottar gjerne feedback og støtte for å bli bedre til:

AFF



Psykologisk
trygghet i
praksis



Vi kjenner hverandre



Vi vet hvorfor vi er her

Innhold i en teamkontrakt

- 1 MÅL → Hva skal teamet gjøre?
- 2 ROLLER → Hvem skal gjøre hva?
- 3 NORMER → Hvordan jobbe sammen?
- 4 REFLEKSJON → Hvordan går det underveis?



Eierskap

Forpliktelse

Teamkontrakt eksempel

Hvilke mål har vi som team?

Hvordan vil vi følge opp teamkontrakten?

Hva krever målene av hvert enkelt teammedlem?

Våre spilleregler:

Sjekk ut
www.nhh.no/startsmart

Hva ønsker vi skal kjennetegne vårt team?

Psykologisk
trygghet i
praksis



Vi kjenner hverandre



Vi vet hvorfor vi er her



Vi vil hverandre vel

Skiskyting | Skiskyting

Tandrevold var i kjelleren etter skuddblemme - så kom lagkameratens «magiske» ord

OBER-HOF (VG) Med gullmedalje rundt halsen og kake på fatet, var smilet tilbake hos Ingrid Landmark Tandrevold (26).



GULLGJENGEN: Marte Olsbu Røiseland, Ingrid Landmark Tandrevold, Sturla Holm Lægreid og Johannes Thingnes
1 av 3 Foto: Javad Parsa / NTB

FROM ABOUT THAT? Ingrid Landmark Tandrevold uttrykker sin glede i samtale med sine franske rival Quentin Fillon Maillet etter mixed-relayet i Oberhof. Foto: CHRISTOF STAHR / AFP

hed: Why the Star needs its own editors

deck: No one else has experience, knowledge, and investment in Star's excellence to maintain the brand!

TORONTO STAR
thestar.com
Office of the Publisher

Date: November 3, 2009
To: All Staff
From: John Cruickshank

craft too long break up redundant

are we sure what's the source of issue by?

addition to what's already being produced?

use Star's style is lower cost

active voice!

more work already being done by other units?

what does this mean? this isn't explained anywhere. why do you produce your content? what's the point??

what's the point??

what's the point??

As I mentioned at our fall meetings earlier this fall, the Star's strategic plan calls for a fundamental transformation from a newspaper company into a multi-platform news and content organization. This will involve restructuring the organization around the core capabilities that drive the business, and leveraging these core capabilities across new and emerging platforms. Beyond these core areas, we must find the best way to operate our business at the lowest possible cost, including contracting out non-core functions where there is a sound business case to do so. This will involve what is likely to be the biggest restructuring of the Star's workforce in its history. It won't be easy. Changes will affect every job in every corner of the organization.

In light of the magnitude of the changes ahead, we are today launching a Voluntary Separation Program, to provide staff with additional choices. Details of the VSP are provided in the attached letter from Human Resources. Over the next month, we have engaged the CEP in discussions on the provisions of the VSP, and we are very pleased to advise that the final program reflects a signed agreement between the Star and the CEP.

We have also advised the CEP that we are exploring consolidating contracting out segments of work associated with the production of our print product. This work is currently performed within the Star's Pre-Press and Editorial Divisions. Within Pre-Press, we are exploring the contracting out of design and layout. This effort may expand to include some or all of copy editing and proofreading. Within Editorial, we are exploring the contracting out of some or all of copy editing and proofreading. The scope of these contracting out initiatives may well extend to work groups in other divisions of the Star.

While exploring these areas, we will continue to work with you to provide potentially affected employees and their union representatives with as much information as possible, as soon as possible. We will of course provide the CEP with the details of our business cases for contracting out. Once our investigations are concluded, and we have considered all alternatives, we will advise the union of our findings. If we ultimately conclude that contracting out is not the appropriate route, we will advise employees in affected job classifications that they will be able to withdraw their VSP applications if they wish.

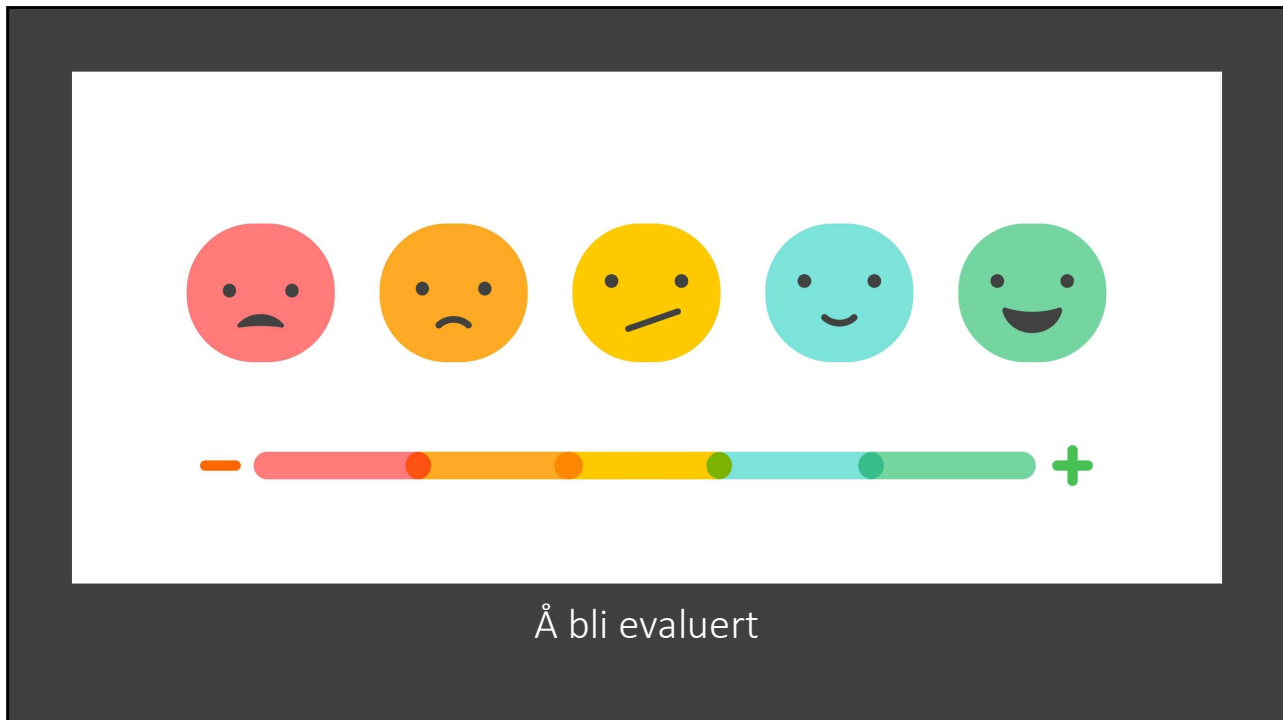
It is understood by the company and the union that this general notification is not the formal notification of layoffs required under the collective agreement, which must still be completed and with the opportunity for the union to suggest alternatives to contracting out. The company will provide such formal notification as soon as the business reviews in the affected areas are completed. Specific details on contracting out initiatives will be provided as part of that formal notification.

We encourage staff, both within and outside these specific areas, to consider the VSP and to take advantage of the decision support services that HR will be providing. The VSP will be open for the full month of November, to provide employees with sufficient time to carefully weigh their personal options. I have asked all members of the Star's management team to share information on possible workplace changes with staff during this time, so employees are as informed as possible when they make their decisions.

Please review the attached material on the VSP and refer any questions to Human Resources staff. On behalf of the executive team, I thank you for your continued commitment and dedication in these challenging times.

John Cruickshank

star style is vital!



Forskningen
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(noen av de)

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Coutifaris & Grant, 2022; Frazier &
Tupper, 2018; Johnson m.fl., 2020;
Rogers & Ashforth, 2017; Thompson &
Klotz, 2022

- Tilbakemeldingskultur
- Respekt på tvers av nivå
- Lederes (prososiale) motivasjon
- Lederes nysgjerrighet i medarbeidere

Tilbakemeldinger...

- ...er å vise respekt
- ...er å vise ansvar
- ...er å vise mot
- ...er konstruktive

The Feedback Quality Instrument	
<p>Item rating scale: Across the feedback session, how consistently did the educator do this? 0 = not done 1 = done sometimes 2 = done consistently</p>	
Set the scene	
Item 1: <i>Clarify purpose</i> The educator explained that the purpose of feedback is to help the learner improve their performance. .	Item 14: <i>Check plans and rationale understood</i> The educator checked if the learner understood their learning goals and action plan, accompanied by the rationale, by asking them to summarise it in their own words.
Item 2: <i>Discuss session plan, so learner knows what to expect</i> The educator discussed expectations for the feedback session, taking the learner's perspective into account. (This may cover the session outline; time available; value of interactive dialogue and collaboration).	Item 15: <i>Plan to review progress</i> The educator discussed with the learner possible opportunities for the learner to review their progress.
Item 3: <i>Seek learner's priorities</i> The educator explored what the learner most wanted to raise in the feedback session.	Foster learner agency
Item 4: <i>Expect mistakes and regard them as learning opportunities</i> The educator conveyed the view that mistakes or omissions are expected while developing skills and are opportunities to continue refining skills.	Item 16: <i>Promote interactive dialogue</i> The educator encouraged discussions in which both perspectives were shared and thoughtfully responded to. (This may include agreeing, seeking more information, checking information, asking questions, building on an idea or contesting an idea with the rationale).
Analyse performance	Item 17: <i>Advocate for the value of self-assessment</i> The educator promoted the benefits of self-assessment in discussion with the learner. (Self-assessment provides opportunities for a learner to describe key features of the target performance, analyse their own performance in comparison to the target performance and raise learning needs; this involves practising valuable learning skills such as reflection, evaluative judgement and self-regulated learning).
Item 5: <i>Learner self-assessment</i> The educator encouraged the learner to identify key similarities and differences between the learner's performance and the target performance.	Item 18: <i>Encourage learner to focus on learning, rather than trying to cover up limitations</i> The educator encouraged the learner to discuss difficulties and ask questions regarding the performance so the educator could help the learner to develop solutions.
Item 6: <i>Clarify target performance and reasoning</i> The educator clarified with the learner key features of the target performance and explained the reasoning.	Item 19: <i>Support learner to 'work it out for themselves'</i> The educator encouraged the learner to consider the issues and possible solutions during the feedback discussion.
Item 7: <i>Educator's performance analysis</i> The educator clarified with the learner similarities and differences between the learner's performance and the target performance. (Consider focusing on the 'development zone' i.e. around the learner's current position on the learning curve).	Foster psychological safety
Item 8: <i>Prioritise comments</i> The educator's comments focused on a few, key points for improving performance. (This may focus on improving the current task or broader learning strategies).	Item 20: <i>Value learner's perspective</i> The educator explored the learner's perspective and reasoning, and demonstrated attentive listening.
Item 9: <i>Educator's perspective clear</i> The educator's comments (information or opinion), accompanied by the reasoning, were clearly explained.	Item 21: <i>Appreciate learner's contributions</i> The educator expressed appreciation for the learner's contributions. (This may include the learner's input into the discussion; learner's contribution to healthcare practice; learner's attributes, skills or future potential).
Item 10: <i>Specific instance</i> The educator linked their comments to a neutral description of what the learner did (action, decision, behaviour) and the consequences.	Item 22: <i>Respect learner's autonomy</i> The educator showed respect for the learner's autonomy. (This may include encouraging the learner to take a turn to lead the conversation; state their opinion or preference; make a choice; or contest the educator's comments for the purpose of learning).
Item 11: <i>Focus on actions, not the person ('did not is')</i> The educator's comments were focused on the learner's actions, not personal characteristics.	Item 23: <i>Show compassion</i> The educator expressed compassion for difficulties experienced during training, raised by the learner.
Plan improvements	Item 24: <i>Attend to learner's emotions</i> The educator responded appropriately to emotions expressed by the learner.
Item 12: <i>Select learning priorities: most useful (important and relevant) for the learner</i> The educator helped the learner to select a few, key aspects of the performance to improve. (Consider learner's request; key mistake or omission; or 'next steps').	Item 25: <i>Show humility and recognise own limitations</i> The educator conveyed the view that everyone has limitations, including themselves. (This may include acknowledging educator's limitations e.g. routine uncertainty during clinical practice; beyond their speciality; educator's evaluation, opinion or advice contestable; made mistakes themselves while learning; or general limitations e.g. 'always more to learn' or 'a common mistake').
Item 13: <i>Develop the action plan</i> The educator helped the learner to develop specific and practical plans to improve their performance. (The plans may relate to the current task and/or broader learning strategies).	Note: Items are numbered so they can be easily referred to, not to indicate a 'correct order'.

Johnson, C.E., Keating, J.L., Leech, M. *et al.* Development of the Feedback Quality Instrument: a guide for health professional educators in fostering learner-centred discussions. *BMC Med Educ* 21, 382 (2021).

Jeg-budskap

Du eier din opplevelse

Jeg opplevde at...

Jeg registrerte at du tok opp og ble sittende med telefonen mens jeg la fram saken på møtet vårt.

Du eier din forståelse

Det gjør at jeg...

Det gjorde meg frustrert. Jeg fikk følelsen av at du ikke bryr deg om hva jeg har å komme med.

Men du eier ikke sannheten

Hva tenker du om det?

Hvordan opplevde du situasjonen?

Jeg vil deg vel



Hjemmelekse



Bygger relasjoner



Skaper felles forståelse



Støtter hverandre



Oppnår resultater sammen

Som så mye annet vi snakker om innen team og ledelse kan dette være lettere sagt enn gjort. Hva gjør dette utfordrende i praksis hos dere?

Noen av utfordringene er kanskje ikke like enkelt å gjøre noe med. Men hvilke tiltak tror dere kunne bidratt til økt trygghet i deres arbeidsmiljø?

Oppsummert

Effektive team og organisasjoner trenger trygge kolleger – med deres oppriktighet, ideer og feilbarlighet

Å investere i psykologisk trygghet kan gi avkastning i form av økt åpenhet, mer læring og bedre samarbeid

Ledere har en viktig rolle for å bygge psykologisk trygghet

Men en trygg kultur er avhengig av at alle bidrar

Hvordan vi alle kan bygge psykologisk trygghet rundt oss



Anerkjenn hverandre



Spør – og lytt



Gå foran



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