

# Culture Audit Report

## Elementary

Date of Report: March 2022

Prepared for: Administration  
Prepared by: Kelly Turcotte  
INspired Leadership, ESSDACK  
[www.ventureinspired.org](http://www.ventureinspired.org)

## Table of Contents

<b>Culture Audit Purpose</b>	<b>3</b>
<b>Culture Audit Process</b>	<b>3</b>
<b>E.L.I. Description</b>	<b>4</b>
<b>Quantitative Survey Monkey Results</b>	<b>5</b>
Adaptive Behaviors	5
Satisfaction Level of Culture	6
Vision and Change	7
Professional Learning and Support	8
Work Impact	9
What do you appreciate most about working for your organization?	9
Supervisor Relations	10
What actions have you taken to make this a reality?	11
Peer Relations	12
Reasons for Experiencing Level 1 (fear) and 2 (frustration)	14
Strengthening culture/climate	15
Moving forward	15
<b>Quantitative Energy Leadership Index Results</b>	<b>16</b>
Energetic Profile Group Data	16
Energetic Stress Group Data	16
Average Resonating Level of Energy	17
Level 1 Energy	17
Level 2 Energy	18
Level 3 Energy	19
Level 4 Energy	19
Level 5 Energy	20
Level 6 Energy	21
<b>Data from the Mentimeter AFTER the training</b>	<b>22</b>
Staff Reflection on Learning	22
What staff are committed to bringing:	22
What staff are committed to lessening:	23
<b>Possibilities for Growth:</b>	<b>24</b>
<b>Summary</b>	<b>28</b>
<b>Appendix A: INspired Leadership Resources and Services</b>	<b>29</b>

## Culture Audit Purpose

Changing an organization's culture is one of the most difficult tasks because it involves evolving humans with different experiences, values, beliefs, expectations, attitudes, and assumptions.

The goal of this audit is not to fix the culture. The goal is not to prove anything is wrong or anyone is right. The goal is to collect data on the present attitudinal data and the conditioned ways individuals respond to stress. As a result, beliefs, assumptions, values, and feelings behind the behaviors get exposed so that organizations no longer have to put Band-Aids on the issues. Instead, they can empower and engage the individuals within the organization to BE the change they want to see. Our belief is that the people, not just the leader with the title, create the culture. It is both, not one before the other. For unity to occur, it takes all individuals to consciously and collaboratively lead with commitment, purpose, belief, authenticity, wisdom, and presence.

Thriving organizations have people who are **engaged, loyal, satisfied, and committed**. This culture audit provides quantitative and qualitative data about the attitudes, satisfaction, and commitment of individuals in your organization.

## Culture Audit Process

All certified staff took the ELI (Energy Leadership Index) assessment, an attitudinal assessment. Twenty certified staff members participated in small group debriefs and learning sessions to examine how their individual results impact themselves and the culture. Twenty staff members also shared perceptions about the health of the culture on Survey Monkey, providing qualitative data for the school.

## E.L.I. Description

There are two main types of assessments: Personality and Attitudinal. Personality-based assessments, such as Myers Briggs and D.I.S.C., are very valuable tools that pinpoint certain personality types so that people can have more of an understanding of their strengths and weaknesses. By understanding your personality and how it relates to what you do, you can adapt your behavior to “work with what you have,” to function effectively.

The E.L.I. is an attitudinal assessment, which is based on an energy/action model. This assessment differs from personality assessments, as it is not intended to label people and have them work well within that label. Instead, it measures your level of energy based on your attitude, or perception and perspective of your world. Because attitude is subjective, it can be altered. By working with a coach using the E.L.I., you can alter your attitude and perspective, make a shift in your consciousness, and increase your energy and leadership effectiveness.

There are no limits as to the potential growth that you can achieve. Once you realize that your level of consciousness is directly related to your actions, you can move from functioning effectively to functioning optimally.

As part of the Energy Leadership Index assessment and debrief process, individuals learn about the 7 Levels of Leadership and how much energy they currently have in the catabolic-suppressing range and in the anabolic-inspirational range. Individuals also identify types of adaptive behaviors that are normal for them when feeling fearful, worried, doubtful, angry, or any other catabolic emotion.

## Quantitative Survey Monkey Results

### Adaptive Behaviors

The data from the survey shows which adaptive behaviors are most prevalent in the culture (20 staff members answered the questions).

*All humans have adaptive (or conditioned) behaviors when triggered or stressed. Which adaptive behaviors do you revert to most often when you are experiencing fear, worry, doubt, disagreement, frustration, or anger in the workplace?):*

ANSWER CHOICES	RESPONSES	
Defend or Prove Self	70%	14
Vent or Gossip	65%	13
Judge Self	50%	10
Complain	45%	9
Avoid Important Conversations	40%	8
Talk Critically of Other Team Members	35%	7
Talk Critically of the Supervisor	25%	5
Procrastinate	20%	4
Make Passive Aggressive Comments	20%	4
Compare or Compete with Others	15%	3
Talk Critically About the Organization	10%	2
Deflect Responsibility (i.e. blame, make excuses)	10%	2
Control/Micromanage	10%	2
Defy	10%	2

## Satisfaction Level of Culture

*I am satisfied with the culture within my building.*

ANSWER CHOICES	RESPONSES	
Strongly disagree	45%	9
Disagree	45%	9
Agree	10%	2
Strongly agree	0%	0
TOTAL		20

### Additional comments from the survey:

- We have gone too long sweeping difficult issues under the rug, instead of discussing issues and trying to move forward in a positive, productive manner.
- The issues occurring are a build up of needs not being met over the years, lack of communication, and a lack of accountability.
- We will lose good educators from the negative, toxic work environment if support is not quick and refreshing.
- There are many issues from the top to the bottom.
- Hard, uncomfortable discussions need to occur in order to begin the rebuilding process.
- This environment has definitely hurt my confidence in my abilities as a teacher and as an adult. I have been let down repeatedly.
- The lack of consistency in the building.
- Disagreements can and should happen, but the lack of professionalism and disrespect that has been tolerated and ignored has become a huge problem.

## Vision and Change

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
I willingly accept change and am committed to the vision of our district.	0% 0	0% 0	50% 10	50% 10	20
I willingly accept change, but don't believe in the changes we are making.	5.3% 1	47.4% 9	36.8% 7	10.5% 2	19
I will comply with the changes whether I believe or don't believe in the vision.	5% 1	15% 3	50% 10	30% 5	20
When a change occurs in my organization, the "why" is communicated.	10.5% 2	47.3% 9	42.1% 8	0% 0	19
I ask questions when I need more clarity.	0% 0	15.8% 3	42.1% 8	42.1% 8	19
Goals and accountabilities of my role are clear to me.	5% 1	15% 3	50% 10	30% 6	20

### Statements from the survey about vision and change:

- Lack of clear, consistent, open communication: from administration and staff members about roles and expectations (6)
- Changes that don't appear to directly impact students (5)
- Changes benefit some staff members, but not all and not students (5)
- Lack of professionalism among staff (4)
- Lack of follow through in expectations, accountability, and actions (4)
- Lack of input into decisions about changes by more staff members- open discussions to get questions answered
- Feeling that nothing is changing

### Statements about a lack of clarity:

- Consistent, open communication around the “why” behind decisions (10)
- Opportunities for staff to ask question about decisions without the fear of ridicule or someone taking offense (5)
- Clearly defined roles for staff responsibilities and expectations in regards to decision making, tasks, and duties (5)
- Once a decision is made, follow through on the agreed upon actions

### Professional Learning and Support

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
My organization provides the necessary resources (materials & equipment) to do my work at a high level.	0% 0	25% 5	60% 12	15% 3	20
I am satisfied with my opportunities for professional growth.	0% 0	35% 7	40% 8	25% 5	20
My supervisor challenges me and provides professional support.	5% 1	50% 10	40% 8	5% 1	20
I feel comfortable asking for what I need to do my job well.	20% 4	5% 1	50% 10	25% 5	20

### Statements from the survey about professional learning supports needed:

- Tailored training: New teachers; Curriculum for new hires and refreshers for all staff; Early Childhood specific; Relevant to my role (6)
- Nothing more is needed; It is adequate; I have what I need (5)
- Principal support in the classroom with learning and behavior support
- Teacher aide/Para support specific to student needs
- New teacher support and training in all curricular and behavior areas
- More training offered during PLC time



- Open discussion on the changes in the direction we have gone and our philosophical changes and beliefs
- Getting help and support when we ask for it in a timely manner

**If you don't feel comfortable asking for what you need, what is the reason?**

- I am fearful of the reaction I will get for asking (10)
- I am comfortable asking for what I need (6)
- Nothing ever happens after I ask
- I'm fearful of the reaction and/or judgment of my colleagues
- The cost of what I'm asking for

**Work Impact**

	<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>	<b>TOTAL</b>
I believe the work I do is aligned to my gifts and talents.	0% 0	0% 0	30% 6	70% 14	20
I believe the work I do contributes to the greater good of our organization.	0% 0	5% 1	25% 5	70% 14	20

**What do you appreciate most about working for your organization?**

- The students we work with each day (9)
- The staff here are passionate and care about kids (8)
- The freedom to teach
- My teaching partners
- The community we serve
- This district takes care of its people and facilities
- Our paras are awesome

## Supervisor Relations

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
My supervisor encourages my development.	0% 0	20% 4	70% 14	10% 2	20
My supervisor clearly communicates expectations.	15% 3	55% 11	25% 5	5% 1	20
My supervisor supports organizational decisions.	10% 2	15% 3	70% 14	5% 1	20
I can share my opinions and concerns openly with my supervisor.	25% 5	20% 4	45% 9	10% 2	20

### What do you appreciate about your supervisor?

- Cares about students and staff; wants others to succeed (10)
- Trusts teachers, treats them as professionals, gives them freedom to teach (8)
- Is passionate (6)
- Can relate to our students

### What would you like to be different when it comes to your relationship with your supervisor?

- To feel supported, valued, and safe when sharing concerns, thoughts, and questions (10)
- Consistency in follow through on what they say they'll do (8)
- Communicate openly: expectations, decisions, changes (6)
- Clearly communicate expectations and roles (5)
- To be more present in the building and classrooms (4)
- Nothing, our relationship is good (4)
- To know and trust that when help is needed, they'll be there

### What actions have you taken to make this a reality?

- I share my concerns directly with them in person or via email/ text (13)
- I offer my support; I give grace; I am patient with them (4)
- My relationship is good. I don't need to do anything different
- I have done nothing to change my relationship with them
- I do what I'm asked to do
- I have shared my concerns with the superintendent

## Peer Relations

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
My colleagues encourage and support me.	10% 2	40% 8	45% 9	5% 1	20
My colleagues support one another in the community.	30% 6	35% 7	30% 6	5% 1	20
I feel comfortable sharing my ideas and concerns directly with my colleagues.	25% 5	50% 10	20% 4	5% 1	20
I trust my colleagues put students' needs first.	15% 3	10% 2	50% 10	25% 5	20
I believe my colleagues are capable of teaching my students.	0% 0	20% 4	50% 10	30% 6	20

### If you lack a sense of trust with or belief in colleagues, what do you need to build trust and belief?

- Professionalism, respect for different perspectives (10)
- Supporting one another, inclusivity (7)
- Open communication with each other: no more vent/gossip/complain
- Nothing is needed
- Trust

### What would you like to be different when it comes to relationships with colleagues?

- To support one another as professionals, be respectful, and to collaborate together for our students (15)
- To trust every single person (4)
- Improve communication

- Everyone take ownership of their role
- To see change
- Less gossip
- Grace

#### What intentional actions have you taken?

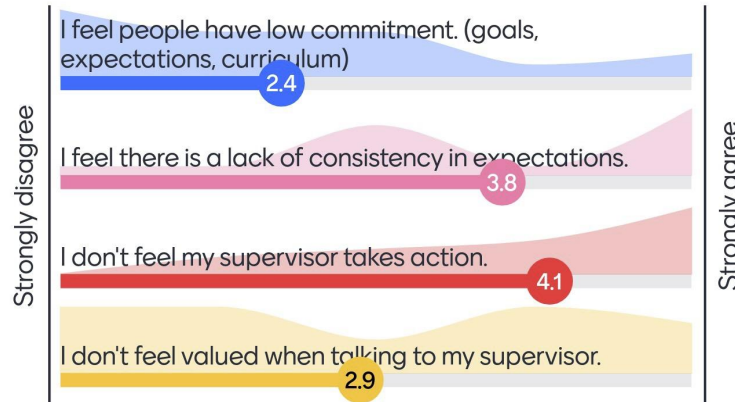
- Make an effort to talk to everyone, be cordial, get along with all (12)
- Have conversations directly with people (6)
- Offer to help colleagues with their students (4)
- Avoid colleagues and conversations that will create hurt or judgment
- Attend meetings where these things are brought up
- Plan staff activities
- Pray for grace and patience

## Reasons for Experiencing Level 1 (fear) and 2 (frustration)

The following themes emerged from the qualitative data on Survey Monkey. These themes were then shared with all staff. Each member marked to what degree they felt it caused level 1 (fear, worry, doubt) and level 2 (frustration) energy on the day of training.

### Experiencing Level 1 & 2- What is true for you?

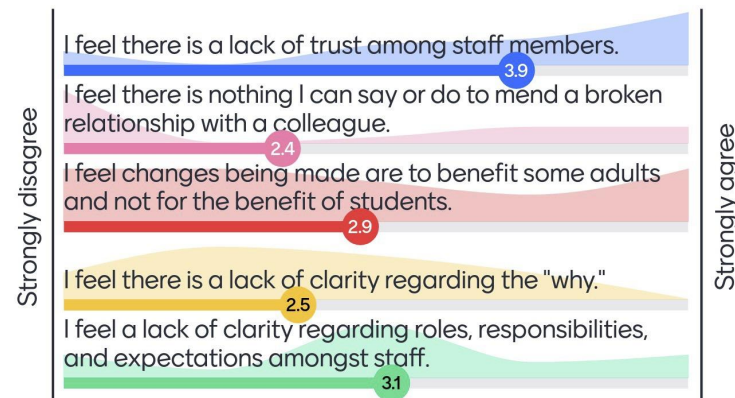
Mentimeter



17

### Experiencing Level 1 & 2- What is true for you?

Mentimeter



17

The data from the survey and the menti trend toward a frustration with follow through on stated actions, a lack of consistency in expectations, and sadness at the lack of trust among staff. There is a desire to focus on healing hurt relationships and rebuilding the school family. Building trust requires implementing consistent systems and processes practiced by all to feel safe experiencing catabolic energy without repercussions.

## Strengthening culture/climate

When asked for one suggestion to strengthen the culture/climate, the following themes emerged:

Suggestions	Number of responses
Lessen adaptive behaviors: judgment, avoidance, blame, gossip/vent/complain, holding on to past hurts	7
Acceptance and understanding of one another and the value, experience, and role each person brings	6
Consistency of and accountability to expectations	5
Clear, open, consistent communication by all	2

## Moving forward

When asked from their perspective, what is the number one thing to focus on moving forward, the following themes emerged:

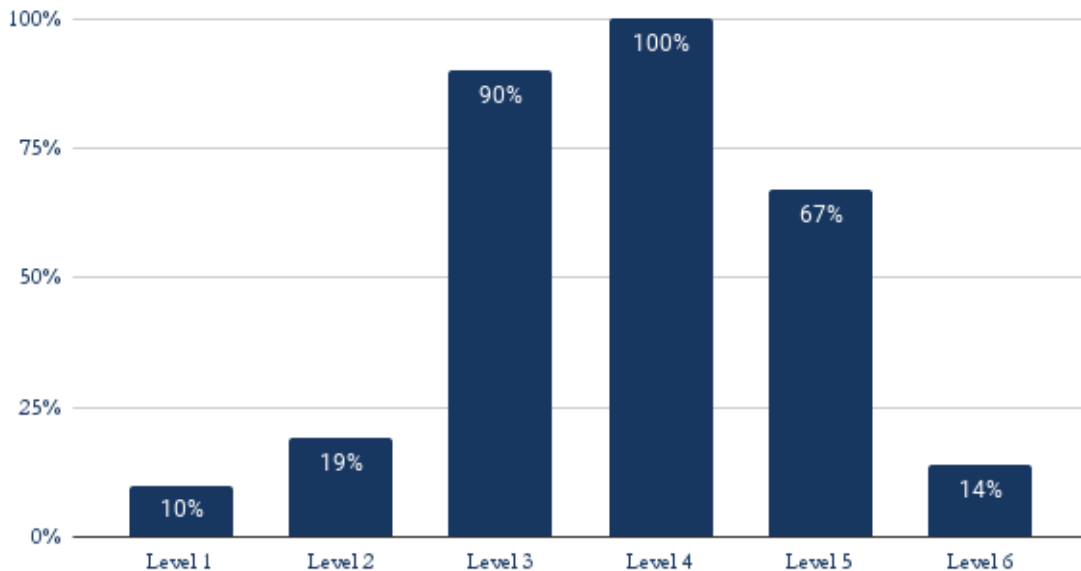
Suggestions	Number of responses
Coming together as one to heal, grow, and unite	8
Implementing systems and processes to allow for catabolic energy: conflict, questions, differing opinions	8
Consistency: in what and how things are <b>communicated</b> , in what <b>expectations</b> are for each person and their role, and in what <b>actions</b> are followed through on and which ones are changed	6
Lessen adaptive behaviors	3

## Quantitative Energy Leadership Index Results

### Energetic Profile Group Data

This chart shows the top 3 overall energetic makeup of the group. The data is the unique combination of the seven levels of energy, which creates typical viewpoints, perceptions, and beliefs about any and all aspects of life. The Energetic Profile determines how the group approaches life when things are going the way they normally do.

#### Energetic Profile

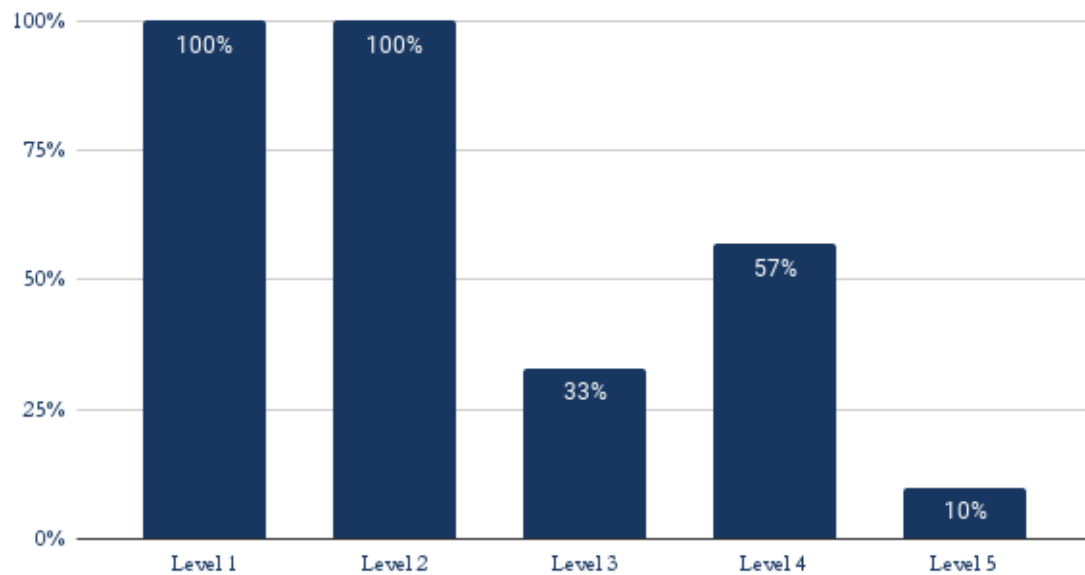


### Energetic Stress Group Data

This chart shows the top 3 overall energetic stress reaction of group members – the most typical way they think, perceive, and feel as they experience stress. This internal reaction may last a second, a minute, an hour, a day, or even longer, after which time they move from reaction into action mode. How long the internal reaction lasts, how soon they shift into action mode, and the way they actually act after the internal energetic stress is determined by many factors. Those factors include the Energetic Profile, the intensity of the stressor, previous experiences, and behavioral tendencies. During the group debrief, staff members learned how the Energetic Stress Reaction impacts them, and how they can begin to lessen its duration and intensity.



## Stress Reaction



## Average Resonating Level of Energy

The Average Resonating Level of Energy (A.R.L.) for the group is **3.14**. This represents the average of all the energy levels, under normal conditions and in reaction to stressful circumstances. The A.R.L. is a strong indicator of success in various aspects of life. Studies prove that higher Average Resonating Levels of energy are associated with higher levels of satisfaction in the areas of relationships, personal development, achievement, and much more.

### Level 1 Energy

- 0% of the staff members have Level 1 as their primary level of energy in their energetic profile.
- 10% of the staff members have Level 1 in their top three levels of energy in their energetic profile.
- 95% of the staff defaults to Level 1 during times of stress.

This lowest level of energy is catabolic. If you have any energy in this level, you are a victim to (at the effect of) certain events, thoughts, beliefs, emotions, and perceptions that hold you back from success. Level 1 energy includes thoughts and feelings of guilt, fear, worry, self-doubt, and low self-esteem (in general, or in any particular aspect of life).

When they operate from a Level 1 perspective, people feel as though they have a lack of choice or options. At Level 1, individuals feel trapped by certain circumstances or believe that they are, in some way, at the effect of what happens around them. Level 1 energy can result in avoidance of situations or difficult issues and also trouble making decisions because you feel helpless to make a difference. Emotionally, Level 1 energy feels bad, and the amount of desire, engagement, and action for life (or a specific aspect of it) is very low, accordingly. The prevailing frame of reference at Level 1 is **"I lose" or "I am losing."**

We all experience Level 1 energy at times, and in some aspects of our lives, and so it is normal. Normal, however, does not mean required.

### Level 2 Energy

- 10% of the staff members have Level 2 as their primary level of energy in their energetic profile.
- 19% of the staff members have Level 2 in their top three levels of energy in their energetic profile.
- 95% of the staff experience Level 2 during times of stress.

Level 2 energy is also catabolic. It is the predominant energy in the world. It is characterized by conflict, with the core emotion being anger. This energy contains thinking of antagonism, struggle, resistance, frustration, and defiance.

From a Level 2 perspective, everything tends to be viewed as black or white, right or wrong, good or bad. These judgments result in limited options, as the full scope of available possibilities is not apparent to the person operating with Level 2 energy. People at this level typically come from a win/lose frame of reference: **"I win, so therefore, you must lose."** In certain aspects of life, this may actually be the case. However, there are usually more powerful and much healthier ways to achieve winning results.

Many leaders have Level 2 energy, but they are usually unhappy and, often, unhealthy. They often manage by force, control, or coercion. They can get caught up in focusing on "what's wrong," "what's broken," and, potentially, "who [or what] is to blame." While initial results may look successful, this way of leading others and organizations will ultimately fail, as the effort expended to live and act with constant catabolic energy will drain them and those around them.

### Level 3 Energy

- 29% of the staff members have Level 3 as their primary level of energy in their energetic profile.
- 90% of the staff members have Level 3 as their top three levels of energy in their energetic profile.
- 33% of the staff taps into Level 3 in times of stress.

This level is the first level of anabolic energy. At this level, people take responsibility for their thoughts, emotions, and actions and know that what they think and feel is up to them, not others.

The focus of Level 3 energy is on winning, through achieving your goals and meeting your own agenda, first and foremost. The difference between this and winning at Level 2 is that the intention of those operating from a Level 3 perspective is to have the other person win as well, but only after securing the win for themselves. In other words, the intention of Level 3 is "**I win, and hopefully, you win, too,**" but either way, "I win" is the primary goal.

People who have a lot of Level 3 energy are masters at rationalization. They will motivate themselves and others by finding ways to cope, release, forgive, tolerate, compromise, and explain away resentment, stress, disappointments, and other burdens in order to encourage cooperation and productivity.

### Level 4 Energy

- 52% of the staff members have Level 4 as their primary level of energy in the energetic profile.
- 100% of the staff members have Level 4 in their top three levels of energy in their energetic profile.
- 57% of the staff taps into Level 4 in times of stress.

This energy is moderately anabolic, and its core thought is concern for others. It is the level of caring, giving, supporting, and helping. Level 4 energy looks and feels very selfless, since the focus of these actions is to work and achieve so others win and succeed.

At Level 4, people take little or nothing personally, as they are more able to see things objectively.

People with Level 4 energy feel that a true win for them is achieved when the other person wins first, and so the Level 4 perspective is "**You win**," since being of service to others supersedes the need to do for themselves.

Leaders with Level 4 energy have a great deal of compassion for others and are inspired, and inspire those around them, to serve others. They often foster collaboration, teamwork, and loyalty. This is a very high level of energy, which can lead to great success.

Something to heighten awareness around is burnout. People with a primary level of 4 will do anything and everything possible to help people—family, colleagues, staff, and students. They will often burden themselves before burdening others.

### Level 5 Energy

- 67% of the staff members have Level 5 in their top three levels of energy in their energetic profile.
- 10% of the staff taps into Level 5 in times of stress.

This moderate-to-high anabolic energy is found in the greatest leaders in all walks of life. Leaders with Level 5 energy have a highly conscious, wide-ranging view of situations and, thus, have many choices available to them as they "play the game of life."

Level 5 energy reconciles good and bad and right and wrong so that nothing is judged one way or the other. People with Level 5 energy begin to see everything as an opportunity, meaning they do not simply make "lemonade out of lemons," but they are genuinely as excited by the things that do not go as planned as by the things that do. The core thought is on reconciling, or accepting, differences rather than identifying and focusing upon trying to change them.

The intention associated with this energy is predominantly, "**We all win or no one wins.**" A lot of people give lip service to this concept, but few actually walk the talk with it. Leaders with Level 5 energy are calm, powerful, entrepreneurial-minded, confident, and feel a sense of inner peace and fulfillment. They are in control of their lives and live with the belief that they can and do choose their life experience.

## Level 6 Energy

- 14% of the staff members have Level 6 in their top three levels of energy in their energetic profile.

This high-to-very-high anabolic energy is associated with the core thought of synthesis, which is the blending away of the illusion of individuality and instead, the ability to see the whole, in lieu of just its parts. People with Level 6 energy see everyone and everything as a part of themselves.

Level 6 is a place where intuition comes alive. Creative geniuses, visionaries, and brilliant and conscious leaders, in all walks of life, tap into this level of energy and use it to create new and exciting innovations and variations for everyone's benefit.

At Level 6, there is a sense of connection with everyone and everything. This leads to a "**We always win**" perspective. This means that, in reality, no one ever really loses. All that happens has purpose and value, and by taking a long instead of short view of life and its circumstances, a purpose can be found in everything that happens. Level 6 energy brings a permanent sense of pleasure, satisfaction, and joy.

## Data from the Mentimeter AFTER the training

### Staff Reflection on Learning

Three words or phrases that sum up your experience?

Mentimeter



#### What staff are committed to bringing:

- Positivity/ Positive Energy/ Positive Attitude (11)
- A pleasant and encouraging work environment
- Collaboration, cooperation, and compassion
- Understanding and listening to different opinions and perspectives
- Support
- Acceptance of others
- Open-mindedness
- Letting go of past wrongs
- Not everyone must be/think/act like me
- Change!
- Togetherness back to our school
- A commitment to each person in the building
- A good mindset
- Resolve and work on everything

### What staff are committed to lessening:

- Gossip/Vent; Talking bad about others (4)
- Avoidance; Avoiding important conversations (4)
- Burdening myself
- A negative space
- Conflict
- Finding fault in others
- Trying to control every situation
- Being negative when situations aren't ideal
- Hiding my true feelings
- Assumptions
- Staff division
- Comparing and competing with others
- Judging others' catabolic energy

## Possibilities for Growth:

1. **Provide coaching for administrators and teacher leaders**
  - a. To support leaders in examining how they lead and support staff at high-anabolic levels, communicate effectively, and handle conflict. (To be scheduled)
  - b. To provide teacher leaders support to process catabolic energy, take action on things they want to change, increase anabolic energy through actions, and handle conflict effectively. (To be scheduled)
2. **Increase individual commitment to increasing anabolic energy within self.** This will impact relationships, engagement, and overall satisfaction.
  - a. Participate in five follow-up trainings scheduled for late start days.
  - b. Individuals intentionally focus on:
    - i. What can I control?
    - ii. What do I want to contribute?
    - iii. What can I help create?
  - c. Embed the language of catabolic and anabolic energy. Use the Energetic Conversation cards as often as possible to name the energy for higher awareness and increased anabolic engagement. (PDF version shared)
  - d. Subscribe to the [Inspired Leadership Weekly Reflection](#). Share with staff and use the topics to lead discussions with one another.
3. **Build trust among staff**
  - a. Increase understanding of trust: what it is, how to build it, how to restore it, and maintain it.
    - i. [Brene with Charles Feltman on Trust: Building, Maintaining, and Restoring It](#). Dare to Lead podcast. October 4, 2021.
    - ii. [Are You Building or Breaking Trust?](#) Rachel Thalmann.
  - b. Lead book studies and discussions on building trust.
    - i. [The Thin Book of Trust](#) by Charles Feltman
    - ii. [The Trust Edge](#) by David Horsager
  - c. Implement actionable steps to restore, build, and maintain trust among the staff without the need to justify or blame. Own the



energy you are bringing to the table starting now and into the future.

- i. Make it an intention to be clear, connected, and consistent in communication and expectations as these are pillars in building trust.
- ii. Work with an INspired Leadership coach in individual coaching sessions for ways to practically implement these qualities.

#### **4. Increase celebrations, gratitude and affirmations**

- a. Share affirmations and gratitude often. Due to the amount of Level 4 energy (100% of staff have this in their top 3 energetic profile), affirmations will serve the staff members well. Educators put their heart and soul into what they do daily, at times sacrificing their own well-being. Promote sharing gratitude openly—treat each other with kindness, respect, and appreciation, while addressing concerns in a kind, respectful manner.
  - i. [A Simple Compliment Can Make a Big Difference](#). Erica Boothby, Xuan Zhao, and Vanessa K. Bohns. Harvard Business Review. February 24, 2021
- b. Focus more energy on what you want and what you appreciate and less on what you don't want or don't appreciate.
- c. Spend time in meetings celebrating each other and what is going well.

#### **5. Equip leaders with effective communication skills**

- a. Upon completion of individual coaching, begin [mentor coaching](#) sessions to learn how to listen to another person without judgment and engage in powerful conversations.
- b. Encourage and empower individuals on your staff to confidently and courageously have conversations with one another.
- c. Begin to listen to concerns in a manner that isn't accusatory. Set aside the need to defend or prove self. Listen to understand energy. As you listen, ask yourself:
  - i. [What are they experiencing?](#) Can you name the energy or emotion you hear?

- ii. Why are they experiencing that? Can you understand or hear their point of view, or where they are coming from?
- d. Ask questions before defending ideas or explaining your side further. Release judgment and get curious.
  - i. Keep questions open-ended and begin questions with the word “What” as much as possible.
  - ii. Experience individual coaching to build awareness of the impact of these strategies. We highly recommend that administrators and teacher leaders participate in coaching sessions offered.
- e. Increase Level 5 Energy
  - i. Focus on the consistent use of “us” and “we” in verbal and written communication.
  - ii. Build awareness of and lessen level 2 language and thoughts.
    - 1. “I” “me” “you” “us” “them” and “the problems are...”
    - 2. If I want it done right I’ll do it myself, No time for buy-in or questions, Ignore or judge responses and perspectives from others
  - iii. Accept and appreciate differences and the value they bring to the organization. No need to compare/compete but fully collaborate and win together because of the different experiences and strengths in staff.
  - iv. Talk in ways that empower and encourage one another.
  - v. Clearly communicate expectations and then listen to understand questions as a way for others to increase their commitment to the expectations.
    - 1. Focus on understanding
    - 2. Slow down
    - 3. Be neutral
    - 4. Listen for what matters to the individual
    - 5. Don’t jump into solve anything

## 6. Address adaptive behaviors that hurt and divide staff

- a. Discuss alternative ways to handle stress and call people “in” to greater awareness if adaptive behaviors (defensiveness, venting, complaining, gossiping, etc.) are happening. Give less space for this and more space for creating solutions.
  - i. If someone comes to you to complain, share that you will listen to help them identify their need and create an anabolic action plan. It is an unproductive use of time to give space to someone to just share complaints with no hope for resolution.
  - ii. [Instead of Calling People Out, Do This](#). Rachel Thalmann. INspired Leadership Weekly Reflection.
  - iii. [The Next Time You Want to Complain At Work, Do This Instead](#). Peter Bregman. Harvard Business Review. May 17, 2018
  - iv. [Why We Avoid Conflict and 3 Things to Do About It](#). Rachel Thalmann. INL blog. March 2022.
- b. Eliminate gossiping and venting about each other as it is extremely unhealthy and unproductive. Learn strategies to share concerns in a non-accusatory way.
  - i. Identify the need in one sentence (not details).
  - ii. Share the need with solutions in mind.
  - iii. Create solutions together to support the need.
- c. To support lessening of adaptive behaviors by encouraging (and providing) individual reflection and question opportunities for each staff member in person or via email. For example, “Over the last week, what percentage of the time do you feel you were leading anabolically? What did you notice about how you coped with challenges? What did you think or feel about your leadership impact?”
  - i. The goal is to support each other in lessening the adaptive behaviors happening, not to call people “out.”
  - ii. When they reply, thank them for sharing and keep answers confidential.

## Summary

In organizations where anabolic energy flourishes, the satisfaction, loyalty, engagement, and commitment of teams and individuals also increase. The global Average Resonating Level (A.R.L.) of energy, according to the Institute for Professional Excellence in Coaching (iPEC), is 3.3. Your school's A.R.L. is 3.14.

The audit and this report are created to help organizations be mindful of stressors individuals are voicing in order to reduce catabolic energy that lowers satisfaction, loyalty, engagement, and commitment. Increasing awareness of how individuals live and lead their life can have a significant impact on the culture.

## Appendix A: INspired Leadership Resources and Services

### Products

[4 Key Mindsets-30 Practices to Increase Anabolic Energy](#)

[Confidence: Overcoming the 6 Myths of Insecurity Book](#)

[21 Day Challenge and Gratitude Journals](#)

[Navigating Fear, Overwhelm, and Stress - eCourse](#)

### Services

[Individual Coaching](#)

[Group Coaching](#)

[2 Day INspired Leadership Training with Assessments](#)

[7th Level Leader Group Experience](#)