



MODULE GUIDE

EIGHT INTERCONNECTED CAPABILITIES
FOR MODERN LEADERSHIP

MODULE 1: CRITICAL THINKING & DECISION MAKING



Making decisions with incomplete information, recognising when you're falling into cognitive traps, and knowing when a problem needs analysis versus when it needs experimentation.

What leaders gain:

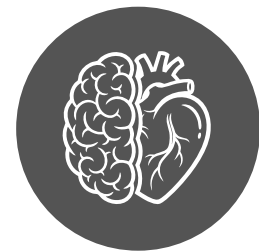
- Frameworks for breaking down complex problems systematically
- Ability to spot when they're trapped in confirmation bias, sunk cost thinking, or groupthink
- Confidence making decisions under uncertainty and changing course without looking indecisive
- Faster decision-making for urgent situations using OODA loops (Observe, Orient, Decide, Act)

Example challenges:

- "My team wants me to commit to a direction, but I don't have enough information"
- "Everyone agrees with this approach, but something feels off - how do I challenge?"
- "I made a wrong decision - how do I change course without looking inconsistent?"

Grounded in: Cognitive psychology, decision science, complexity theory

MODULE 2: EMOTIONAL & STAKEHOLDER INTELLIGENCE



Reading stakeholder motivations, managing your own emotional reactions, and influencing people you don't manage across different communication styles.

What leaders gain:

- Self-awareness about personal triggers before they derail important conversations
- Tools for diagnosing broken relationships and rebuilding trust (Trust Equation)
- Ability to tailor influence approaches to what actually motivates different stakeholders
- Skills for navigating matrix structures and organisational politics
- Confidence adapting communication for neurodivergent team members

Example challenges:

- "I can't get buy-in from a key stakeholder no matter what I try"
- "Every time I try to have this conversation I get frustrated and it goes badly"
- "My team says I'm unapproachable, but I think I'm just being professional"

Grounded in: Emotional intelligence theory, psychodynamic approaches, stakeholder theory

MODULE 3: CRITICAL CONVERSATIONS



Having the conversations managers avoid - performance issues, team conflict, challenging upward, and addressing exclusionary behaviour or microaggressions that make some people feel unsafe.

What leaders gain:

- Structured approach for giving difficult feedback that lands without creating defensiveness (SBI model)
- Frameworks for staying on track when conversations get emotionally charged (Crucial Conversations structure)
- Confidence addressing power imbalances and exclusionary dynamics explicitly rather than pretending they don't exist
- Ability to distinguish productive disagreement from destructive conflict
- Tools for repairing relationships when previous conversations went badly

Example challenges:

- "Two team members are in constant conflict and it's affecting the entire team"
- "I gave feedback last month and nothing changed - now what?"
- "I need to address exclusionary behaviour but I'm worried about getting it wrong"

Grounded in: Difficult conversations research, conflict theory, psychodynamic understanding of defensive routines

MODULE 4: ADAPTIVE CAPACITY



Leading through constant change whilst protecting own and team wellbeing and performance. Knowing when change requires major adaptation versus when you can adjust and move on, and maintaining sustainable pace through continuous disruption.

What leaders gain:

- Distinguish solvable problems from those requiring new approaches (Heifetz's adaptive leadership)
- Assess how much change teams can absorb before wellbeing drops (change saturation)
- Run BAU whilst testing new ways of working (dual operating systems)
- Communicate about uncertainty without creating anxiety
- Spot burnout warning signs before they become crises
- Know when to protect capacity versus push through change

Example challenges:

- "We've had three restructures in two years - my team is exhausted"
- "Every change feels urgent - I don't know what to prioritise"
- "I'm noticing small signs people are struggling - am I overreacting?"

Grounded in: Adaptive leadership theory (Heifetz), change management research (Kotter), organisational resilience

MODULE 5: PSYCHOLOGICAL SAFETY

Creating environments where people actually speak up about problems, admit mistakes early, and challenge decisions. Building spaces where diverse voices, thinking styles, and ways of working are genuinely welcomed, not just tolerated.



What leaders gain:

- Awareness of small behaviours that accidentally shut people down
- Meeting structures that work for different thinking styles, processing speeds, and sensory needs (not just extroverts who think out loud)
- Ability to hold high standards without creating fear (curious accountability)
- Tools for repairing trust when you've reacted badly to a challenge
- Skills for addressing exclusionary behaviour or microaggressions that reduce safety for some team members

Example challenges:

- "My team says they want honesty, but when I give feedback they get defensive"
- "Some people never speak up in meetings - I don't know what they're thinking"
- "I want to create psychological safety but also need to address exclusionary comments - how do I balance this?"

Grounded in: Psychological safety research (Edmondson), group dynamics, neurodiversity frameworks, inclusive leadership

MODULE 6: STRATEGIC RESILIENCE

Building organisational structures that enable fast response to change - not just expecting individuals to be more "agile" within rigid systems.



What leaders gain:

- Ability to spot where approval processes, budgets, or decision rights slow you down unnecessarily
- Frameworks for building protective slack in critical areas without inefficiency
- Skills for creating early warning systems that catch issues before crisis
- Confidence making the case for flexibility in resource allocation
- Understanding of when to optimise for efficiency versus when to experiment

Example challenges:

- "We see opportunities but our approval processes are too slow"
- "We're so lean that any disruption breaks everything"
- "Cross-functional collaboration requires so many meetings nothing gets done"

Grounded in: Systems thinking (Senge, Meadows), organisational resilience theory, complexity science

MODULE 7: INCLUSIVE DECISION-MAKING



Moving beyond "everyone got to speak" to actually surfacing different perspectives in how decisions get made. Designing processes that don't just favour the loudest voices.

What leaders gain:

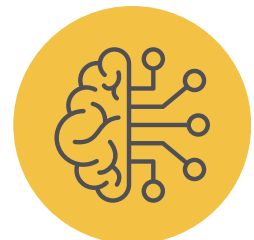
- Tools for auditing who influences decisions versus who's just "in the room"
- Multiple ways for people to contribute beyond verbal discussion
- Confidence addressing power dynamics explicitly and with confidence
- Ability to use different thinking styles strategically (analytical, creative, systems-thinking, detail-oriented)
- Skills for balancing genuine inclusion with decision speed

Example challenges:

- "We say we want diverse perspectives, but the same people dominate discussions"
- "Some team members are brilliant one-to-one but silent in groups"
- "There are clear power dynamics but everyone pretends they don't exist"

Grounded in: Inclusive leadership research, cognitive diversity theory, decision-making science

MODULE 8: CONTINUOUS LEARNING CULTURE



Creating actual systems for learning from what works and what doesn't - not just hoping people will "reflect" in their spare time.

What leaders gain:

- Structured processes for capturing lessons after projects (After-Action Reviews)
- Ability to distinguish productive failure (learning) from negligent failure (accountability issue)
- Frameworks for building reflection into normal rhythms (not just crisis post-mortems)
- Confidence setting learning goals alongside delivery goals
- Skills for modelling curiosity without appearing uncertain or incompetent

Example challenges:

- "We say we learn from mistakes but actually just move on to the next thing"
- "Lessons don't spread beyond the team that experienced them"
- "I want to model curiosity but feel pressure to appear confident"

Grounded in: Organisational learning theory, double-loop learning, psychodynamic understanding of defenses