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# LEADERSHIP and CULTURE

**Why it's good to become an informal leader and  
have a vision**

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# TARGET

I am a confident leader  
who knows where he is  
going and is not afraid to  
make changes.

# WHY ARE WE TALKING ABOUT FEEDBACK?

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# The most common reasons why people leave their jobs?

1. The manager is not competent.
  2. Communication is not working.
  3. I don't get recognition at work.
  4. I lacked a development perspective.
  5. I did not identify with the culture of the organization.
  6. I lacked the support of my superiors.
  7. ...
  13. Finance
- X. People have realized the importance of time and no longer want to spend time working from morning to night.

# People's most common feelings?

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- The boss is nothing to respect.
- The boss doesn't care about me.
- I'm not important to the boss.
- I only get feedback in the form of a whip.
- When something succeeds, it is not talked about.
- The boss is busy with his work and has no time for me.
- It's actually a good thing he doesn't have time for me, at least I can do my own thing.
- **I have no desire or reason to be more involved.**

# ENGAGEMENT = taste, interest

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## Commitment of the employees in the Czech Republic

7% highly engaged  
20% are engaged  
73% are disengaged

At the same time  
25% are unhappy at work



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# ENGAGEMENT = taste, interest

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Commitment  
of the employees in  
the Czech Republic

**27%**

the only thing keeping Czech employees at work is that they don't want to or are too lazy to make changes at the moment.



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# ENGAGEMENT = taste, interest

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The quality of managers influences engagement by 70%

He/she is assertive and is able **to respect people's differences** .

**He/she motivates every employee** towards the mission and vision.

Builds relationships in which there is trust, **open dialogue**.

He/she actively leads his team to **co-responsibility** for the result.





# ENGAGEMENT = taste, interest

Companies with high levels of engagement have:

- ↓ 37% lower absenteeism
- ↑ 10% higher customer satisfaction
- ↓ 48% fewer security incidents
- ↓ 41% fewer cases related to poor quality and defects
- ↓ 25% lower turnover (for companies with a large turnover)



**ENGAGEMENT = taste, interest**

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**How to deliver the above numbers?**

**BACK  
BY BOND**

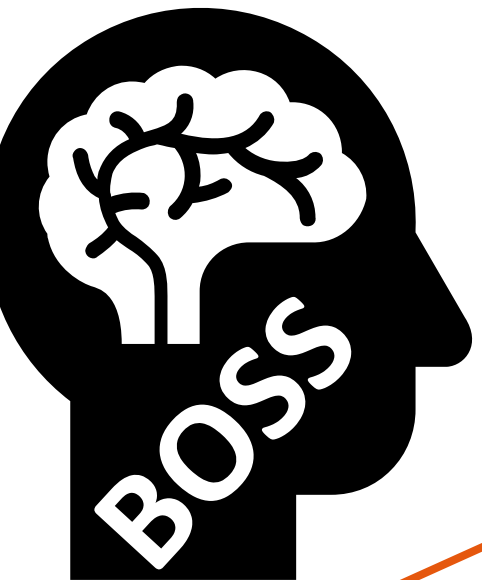
Managers who value and practice feedback are considered better coaches and LEADERS .

Those who use this tool believe , they are better able to cultivate good relationships with their own subordinates and mutual trust. **They radically increase the engagement of their people.**



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( Steelman & Wolfeld , 2016).



I will describe what I saw.

**IT SUCCEEDED**

What I liked, what to continue.

Can I give you feedback?

**START**

What do I recommend doing differently next time?

**STOP**

What didn't suit me.



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# What is the main function of the brain?

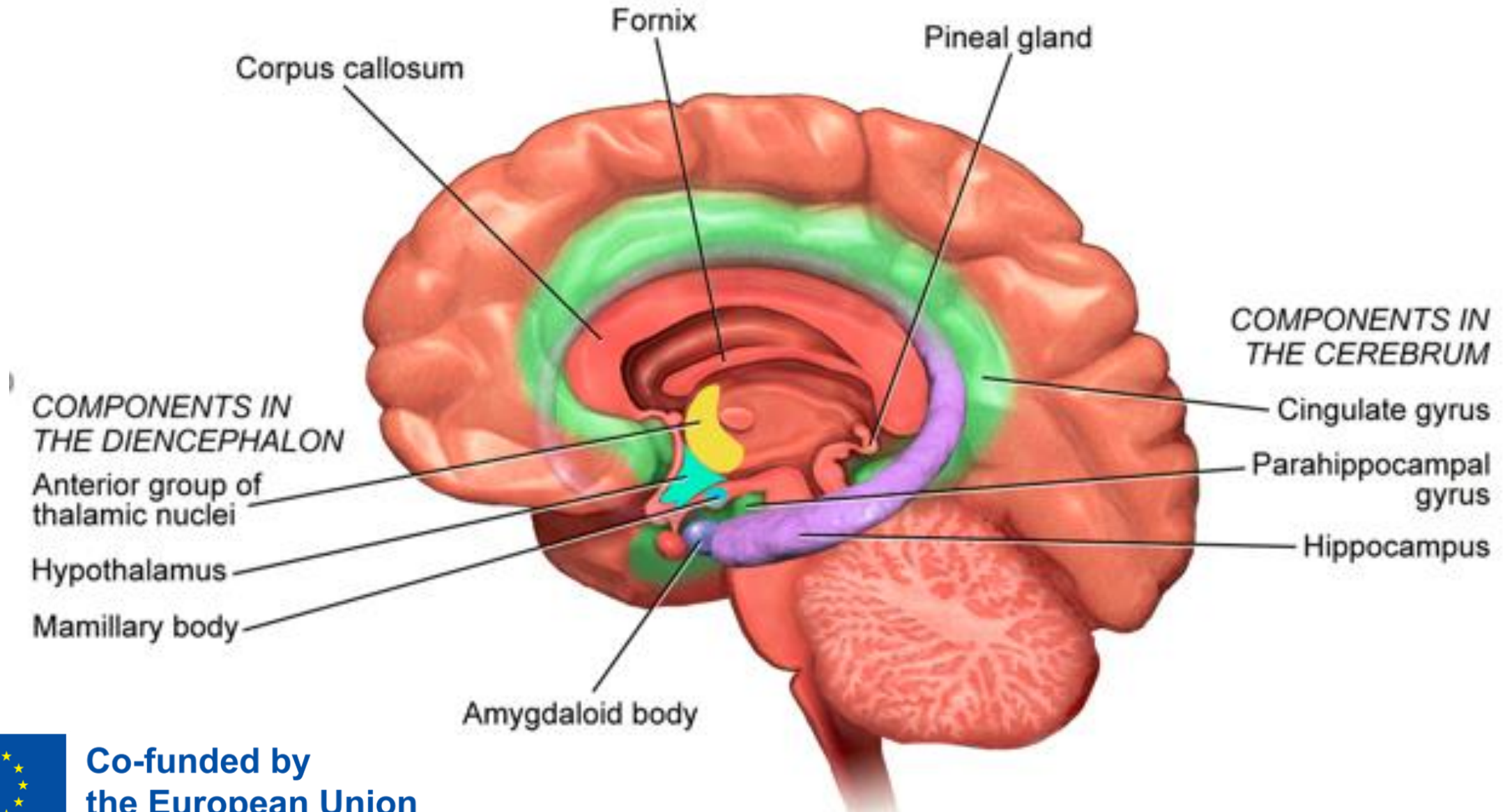
## Ensure our survival.

Neg . motivation – **to avoid threats.**

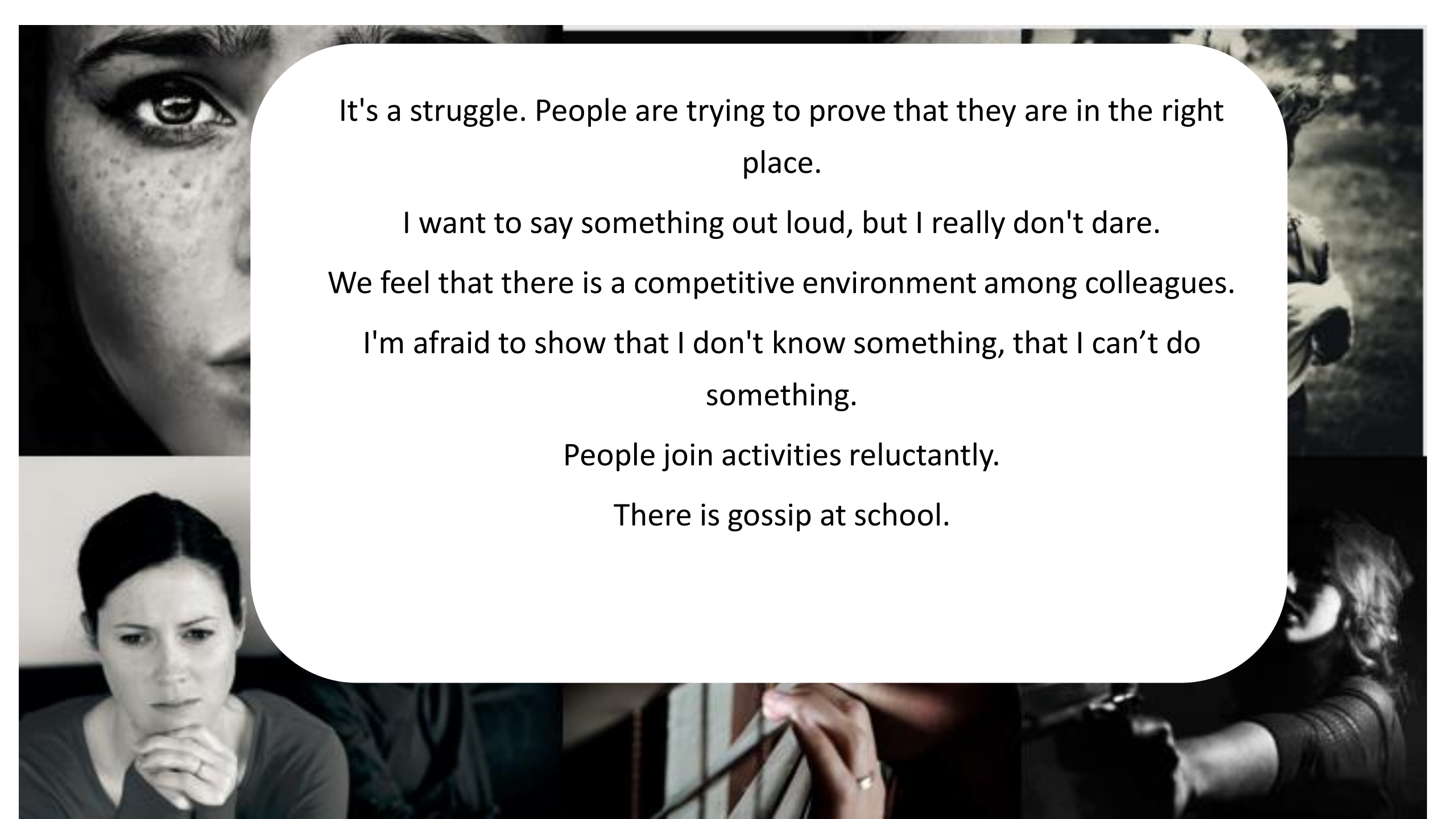


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# The Limbic System



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It's a struggle. People are trying to prove that they are in the right place.

I want to say something out loud, but I really don't dare.

We feel that there is a competitive environment among colleagues.

I'm afraid to show that I don't know something, that I can't do something.

People join activities reluctantly.

There is gossip at school.

focus  
responsibility  
interest



When do we have  
the highest  
performance?

*The highest performance*

*The highest performance*

**Social well-being**

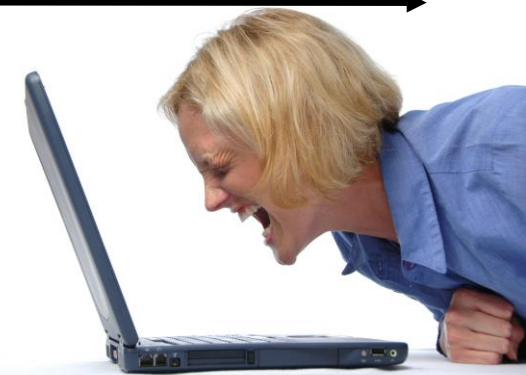
*Social discomfort*

unfocused  
disorganization  
lack of interest



attenuation  
boredom

engulfed  
in emotion  
stress



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# Sociální vztahy



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No matter if it comes back to me.  
We start from what the other person is like.  
I am willing to take risks for others.  
I want the other person to be well too.  
I don't count who - what - to whom.  
They have a strong emotional base.

How do we  
know we  
have great  
social  
relationships?



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*all our energy goes to the fulfillment of our intentions, thanks to the fact that we have great relationships with other people .*



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# Respect STATUS



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# Respect STATUS

Hello at school?

Do we regularly obtain feedback from all children on the quality and organization of teaching?

Do children and teachers have a decent place to rest at school?

Do teachers use sarcasm towards children?

Do teachers value children's personality, characteristics?

Do children learn how to resolve disputes and conflicts with each other? Does this learning have the nature of training, practice?



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# Autonomy



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# AUTONOMY

Do you have a school parliament? How did it affect the running of the school in specific cases?

To what extent do children decide what they will learn? With whom? How?

Do they learn and reflect on their learning style, how do they learn well?

Do children have learning resources freely available? (internet, atlases, books, microscopes, ...)

Does the school and classroom space accommodate different learning styles?



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# Fairness



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# Fairness

Do we have the same conditions and rules where differences do not arise from different roles? (changing shoes, different quality of spaces for teachers in the canteen, for rest, priority of teachers in the lunch line...

Can children challenge the teacher's assessment? Can they complain about the teacher? Do they do that?

Can teachers criticize the work of management/colleagues? Do they do that?

Are the school assessment rules clear?

Can teachers separate performance from behavior?

Do teachers take into account the unequal conditions and dispositions of children?

Do they focus on improving the performance of individual children or do they rather measure them against each other, against a standard?



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# We are building relationships



# We build relationships

Do we have adaptation processes/rituals in place for newcomers? When a new group is created?

Do we follow the development of relationships in the group? What sociometric tools do we use?

Are all classroom teachers able to build healthy relationships, open communication?



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# Social Safety



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# Social Safety

Do we have unified rules of conduct or does each child have 5-8 bosses with different rules?

Is the violation of class relationship rules primarily a reason for sanctions and punishments, or is it primarily perceived by pedagogues as a potential for social learning?

Do teachers always intervene if children taunt a classmate?  
Do you check regularly if all the children in the class have good friends?

Do children have the opportunity to confide adults if something unpleasant happens to them? Do they confide?  
Are all the adults at school trained in how to conduct an interview when a child comes to confide in them?

Do children have room to make mistakes at least in 90% of cases with impunity, or is the result usually a worse grade?

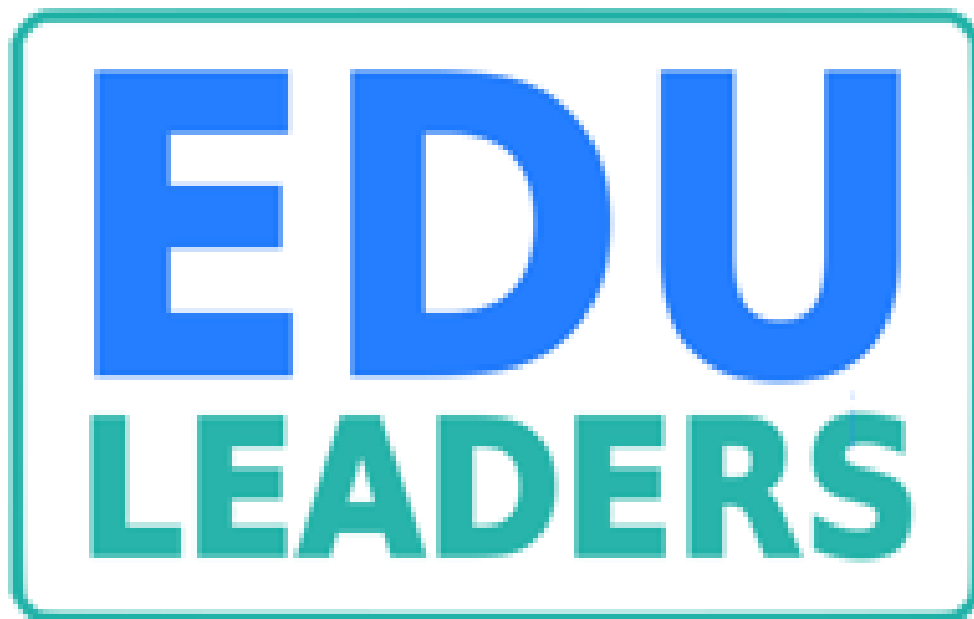


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Why it's good to become an informal leader and

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