Building and Leading Resilient Teams: Module 1

Module 1: Raise morale in the workplace by creating a positive climate for people to work in.

When morale is low, performance suffers. When morale is high, performance can soar. Climate is about the shared perceptions and attitudes of teammates. Your team's climate can change quickly, for better or worse, based on your actions and the actions of your teammates. You can raise your team's morale by creating a positive climate for people to work in. The result is more flexibility, creativity, and openness to new ideas. Positive emotions help people cope with stress. Teams that work in a positive climate are better able to overcome adversity, and then adapt and grow together because of that adversity.

Why build and lead resilient teams?

In any organization, getting the work done can be hard. Resilient teams thrive in challenging environments because they can overcome adversity, and then adapt and grow together. Leaders build resilient teams by creating a positive climate, developing cohesion, and providing purpose. Building resilient teams makes team learning possible. Team learning is the foundation of organizational learning and change.

Learning Objectives for Module 1: Raise morale in the workplace by creating a positive climate for people to work in.

Assignment 1. Learn the following key terms and ideas. Knowing these key terms and ideas is essential to understanding the concepts that support each leader task in this module. (0.5 hours)

Key Terms and Ideas

- **Climate** is the shared perceptions that people have regarding the attitudes and emotions that characterize their team.
- **Culture** is the shared values and beliefs that govern how people behave across an organization.
- **Competence** is having the knowledge and skills to do something well.
- **Integrity** is the quality of being honest and having strong moral principles.
- **Authenticity** is about being transparent with your thoughts, emotions, values, and beliefs.
- **Vulnerability** is being open to the risk of emotional exposure.
- **Dignity** is the inherent importance, value, and worth of a person.
- **Active listening** is seeking to understand meaning and intent without preemptively judging.
- **Accountability** is the obligation and willingness to accept responsibility for one's actions.
- **Standard** is an expectation, norm, or rule that is generally accepted or specifically required.
- **Character** is the mental and moral qualities distinctive to an individual.
- **Moral Courage** is acting for moral reasons despite the risk of adverse reactions.
- **Honesty** is being free of deceit and showing genuine principles, intentions, and actions.
- **Humility** is having a modest opinion or assessment of one's importance.
- **Empathy** is the ability to understand and share the feelings of another.
- **Transparency** is open, honest, and accessible communication.

Assignment 2. Reflect on your unique leader/follower experience with each of the leader tasks and concepts below. Consider ALL the reflection questions in detail. The articles are provided to prompt critical thinking about the topics. (5.5 hours)

Leader Tasks and Concepts

1. Analyze team climate.

Climate is the shared perceptions that people have regarding the attitudes and emotions that characterize their team. Positive climates are characterized by positive attitudes and emotions. Emotions and attitudes, both positive and negative, can be contagious. The best measure of climate is morale.

- *How would you rate the climate of your team? Is it mostly positive, or mostly negative? Why?*
- *How does being around people with positive or negative attitudes affect you?*

Culture is the shared assumptions, values, and beliefs that govern how people behave across an organization. It's possible to have a positive team climate inside of a not-so-good organizational culture. Bad team climate inside of a great organizational culture is also possible (and unfortunate).

- *Have you worked on a team with positive climate inside an organization with not-so-good culture?*
- *Have you worked on team with bad climate inside an organization with great culture?*
- *Have you worked on a team with positive climate inside an organization that also had great culture?*

Culture can only change slowly over time. However, climate can change quickly depending on the actions of team members and leaders.

- *Have you experienced the slow change of an organization's culture? Was the culture getting better or worse over time?*
- *Have you been on a team when the climate got better or worse quickly? What was the cause?*

In a positive climate, people are more flexible, creative, and open to new ideas. Working in a positive climate improves the team's ability to solve problems and overcome challenges. Creating a positive climate is essential for building resilient teams.

- *Are you personally more flexible, creative, and open to new ideas when you are working on a team with a positive climate?*
- *In your experience, how does raising morale help teams overcome adversity and the adapt and grow together because of that adversity*?

Reading:

[4 of the Most Important Positive Emotions and What They Do](#)
[The Benefits of Positive Emotions for Inhibiting Anger](#)
[Practice Emotional Inclusion at Work, Not Toxic Positivity](#)

2. Earn Trust.

When people trust their leaders, they are more willing to give a 100% effort at work. Trust is hard to earn and easy to lose. Earning trust helps create a positive climate.

- *How would you rate your ability to earn trust?*
- *Have you earned someone's trust and then lost it? Did you earn it back?*
- *Have you ever worked for someone that did not earn your trust*?
- *In your experience, how does trust in leaders affect morale?*

Leaders earn trust when they demonstrate competence and integrity. Competence is having the knowledge and skills to do something well. Integrity is the quality of being honest and having strong moral principles. Earning trust takes time.

- *How would you rate yourself on competence?*
- *Do you think your team would describe you as having integrity?*
- *Have you ever worked for someone that was not competent? Did you trust him or her?*
- *Have you ever worked for someone that did not have integrity? Did you trust him or her?*

Leaders earn trust when they are authentic and vulnerable. Authenticity is about being transparent with your thoughts, emotions, values, and beliefs. Vulnerability is being open to the risk of emotional exposure. Being authentic can make a person vulnerable. Being vulnerable is a strength that takes courage.

- *Would you describe yourself as being authentic?*
- *Does being vulnerable make you uncomfortable?*

- *Is being authentic and vulnerable something that you can personally get better at? Why or why not?*
- *Have you worked for someone that was not authentic? Did you trust him or her?*
- *Based on your experience, what are some other challenges and best practices for earning trust?*

Reading:

Being Authentic Earns Trust
6 Ways to Build Workplace Trust
5 Fundamental Ways to Earn Leadership Credibility
Where Are the Trustworthy Leaders?
The 7 Habits of Truly Genuine People
How to Earn Trust as a Leader?
How Can Leaders Earn Trust?

3. Treat people with respect.

Leaders can treat people with respect by recognizing their dignity. Dignity is the inherent importance, value, and worth of a person. Treating people with respect helps create a positive climate.

- *How would you rate yourself at treating people with respect?*
- *Have you worked for someone that did not treat you with respect? Did you respect him or her?*
- *Have you worked for someone that treated some people with respect, but not others?*
- *In your experience, how does treating people with respect affect morale?*

Leaders can treat people with respect by consistently providing equal access to opportunities and resources to all team members in the workplace.

- How would you rate yourself at providing equal access to opportunities and resources?
- Have you worked for someone that did not provide equal access to opportunities and resources? How did that impact the team's climate?

Leaders can treat people with respect by actively listening and valuing their opinions. Active listening is seeking to understand meaning and intent without preemptively judging. Valuing opinions doesn't necessarily mean agreeing with those opinions.

- *How would you rate yourself at active listening? Could you improve?*
- *How would you rate yourself at valuing the opinions of others?*
- *Have you worked for someone that did not listen to you or value your work? How did that affect your willingness to work for him or her?*
- *Based on your experience, what are some other challenges and best practices for treating people with respect?*

Reading:

Respect Your Employees
Respect: Yearned for, But Missed in Organizations
The Fight for Fairness in the Workplace

The Wisdom of Emotions At Work

4. Enforce accountability.

Accountability is the obligation and willingness to accept responsibility for one's actions. When enforcing accountability, leaders should be firm, fair, and consistent. Enforcing accountability helps create a positive climate.

- *How would rate yourself at enforcing accountability?*
- *Would others describe you as firm, fair, and consistent?*
- *Have you worked for someone that did not enforce accountability?*
- *In your experience, how does enforcing accountability affect morale?*

Leaders should hold themselves accountable to the same or higher standards they expect of others. A standard is an expectation, norm, or rule that are generally accepted or specifically required. Team members should also hold each other accountable.

- *Have you worked in an environment where accountability was not enforced? What impact did that have in the workplace*?
- *Have you worked for someone that did not hold themselves accountable to the same standards they expected of others?*

Enforcing accountability usually isn't about punishments. In most cases, it means ensuring that people are learning from their mistakes. Leaders need to invest the time required to help people learn from their mistakes.

- *Is accountability being enforced in your workplace? If not, why not?*
- *Is accountability mostly about punishments or learning in your workplace?*
- *Have you worked for someone that did not invest the time required to help people learn from their mistakes?*
- *Based on your experience, what are some other challenges and best practices for enforcing accountability?*

Reading:

Why Effective Leaders Must Master Accountability
The Difference Between Shame and Accountability
Accountability – What Dysfunctional Teams Are Missing
The Right Way to Hold People Accountable

5. Encourage people to have fun.

Having some fun at work is possible no matter how serious the job is. Hard work and fun are not mutually exclusive. Encouraging people to have fun increases positive emotions and attitudes and helps create a positive climate.

- *How do you and your team have fun at work?*
- *Have you worked for someone that thought there was no time for fun at work?*

- *In your experience, how does having fun at work affect morale?*

Having fun at work helps people relax and take a mental break from challenges. Humor and laughter can help relieve anxiety and stress. However, leaders must ensure that people are not having fun at other's expense. Humor must be in good taste and acceptable to all.

- *How important are mental breaks in the work that you do?*
- *Are you personally able to take mental breaks at work? If not, why not?*
- *Have you witnessed humor in bad taste at work? Was that behavior addressed?*
- *Based on your experience, what are some other challenges and best practices for encouraging people to have fun?*

Reading:

[Reduce Workplace Stress Through Fun Activities](#)
[Workplace Humor Has Some Unexpected Benefits](#)

6. Demonstrate character.

Character is the mental and moral qualities distinctive to an individual. A leader's character will make or break their reputation. While there are many important character traits for leaders, the traits of moral courage, honesty, humility, and empathy are especially important for building and leading resilient teams.

- *Have you worked for someone that had impeccable character?*
- *Have you worked for someone that lacked character?*
- *In your experience, how does the character of leaders affect morale?*

Moral Courage is acting for moral reasons despite the risk of adverse reactions. Honesty is being free of deceit and showing genuine principles, intentions, and actions. Humility is having a modest opinion or assessment of one's importance. Empathy is the ability to understand and share the feelings of another.

- *How would you rate yourself on moral courage, honesty, humility, and empathy?*
- *Have you worked for someone that lacked one or more of these character traits? How did that affect the team?*
- *Based on your experience, what are some other challenges and best practices for demonstrating character?*

Reading:

[Demonstrate Character with Moral Courage and Honesty](#)
[Demonstrate Character with Empathy and Humility](#)
[The Struggle with Moral Courage in Challenging Moments](#)
[Lies in the Workplace](#)
[The Paradoxical Power of Humility](#)
[Is Empathy Redundant for Successful Leadership?](#)

7. Keep the team informed.

Keeping the team informed provides transparency and helps overcome resistance to change. Transparency is open, honest, and accessible communication. People appreciate getting important news, good or bad, in a timely manner. Keeping people informed helps create a positive climate.

- *How would you rate yourself at keeping the team informed? Could you improve?*
- *Have you ever worked for someone that did not keep people informed?*
- *In your experience, how does keeping people informed affect morale?*

Knowledge is power. Not having information is stressful. Leaders should ask themselves, what do I know, who needs to know it, and have I told them? Keeping people informed includes providing opportunities for two-way communication.

- *Does not having the information you need raise your stress level?*
- *Is your team able to get timely answers to their questions?*
- *Based on your experience, what are some other challenges and best practices for keeping the team informed?*

Reading:

[You have Information. How do you Responsibly Share It?](#)
[Talking Points: How To Communicate the Way You Need To](#)
[Improve Your Trust Building Odds](#)

Assignment 3a: Group Discussion. For instructor-led exam prep students, extensive group discussion of the leader tasks and supporting concepts is the key element of the learning experience. We also recommend using our new spaced repetition study tool to improve the learning experience. Spaced repetition is especially effective for adult learners who study in shorter, yet more frequent sessions. It's a personalized and self-paced method to retain information longer, which ensures that learners become more competent and confident as they prepare for their certification exam. (3.0 hours)

Assignment 3b: Study Tool. For self-study exam prep students, we recommend using our new spaced repetition study tool to improve the learning experience. Spaced repetition is especially effective for adult learners who study in shorter, yet more frequent sessions. It's a personalized and self-paced method to retain information longer, which ensures that learners become more competent and confident as they prepare for their certification exam. (3.0 hours)

RBLP® Leadership Certifications

Resilience-Building Leadership Professional® (RBLP) Certification.

People who earn the RBLP leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose. RBLP is our core leadership certification.

RBLP certification is available to people that have served in a supervisor position or are seeking a supervisory position with at least two years of full-time work or college experience.

During the 1.5-hour oral RBLP exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, and Provide Purpose competency domains (Modules 1-3 only).

Resilience-Building Leadership Professional Coach® (RBLP-C) Certification.

People who earn the RBLP-C leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose.

They are also qualified to facilitate team learning. RBLP-C certification holders are able to coach others on these leader competencies.

RBLP-C certification is only available to managers and people seeking a management position.

During the 2.5-hour oral RBLP-C exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, Provide Purpose, and Facilitate Team Learning competency domains (Modules 1-5 only).

Resilience-Building Leadership Professional Trainer (RBLP-T) Certification.

People who earn the RBLP-T leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose.

They are also qualified to facilitate team learning and support organizational learning. RBLP-T certification holders are able to coach others on these leader competencies and provide training that prepares people to sit for the RBLP, RBLP-C, and RBLP-T certification exams.

RBLP-T certification is only available to senior leaders and people seeking a senior leadership position.

During the 3.5-hour oral RBLP-T exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, Provide Purpose, Facilitate Team Learning, and Support Organizational Learning competency domains (Modules 1-7).

Learn More. Lead Better.®

Building and Leading Resilient Teams: Module 2

Module 2: Boost teamwork by developing cohesion among team members.

The best measure of a team is how well it performs under pressure. When the going gets tough, the tough get going… by working together as a team. This maxim holds true for front-line teams, executive teams, and all other teams in between, including yours. You can boost teamwork by developing the cohesion of your team. The result will be more supportive and dependable relationships. Developing cohesion enhances well-being, reduces stress, and enables your team's creativity and collective decision-making. Cohesive teams in the workplace are better able to overcome adversity, and then adapt and grow together because of that adversity.

Why build and lead resilient teams?

In any organization, getting the work done can be hard. Resilient teams thrive in challenging environments because they can overcome adversity, and then adapt and grow together. Leaders build resilient teams by creating a positive climate, developing cohesion, and providing purpose. Building resilient teams makes team learning possible. Team learning is the foundation of organizational learning and change.

Learning Objectives for Module 2: Boost teamwork by developing cohesion among team members.

Assignment 1. Learn the following key terms and ideas. Knowing these key terms and ideas is essential to understanding the concepts that support each leader task in this module. (0.5 hours)

Key Terms and Ideas

- **Cohesion** is the extent to which a team will stick together and remain united, even in the face of adversity.
- **Social cohesion** is the strength of relationships and sense of solidarity among team members.
- **Task cohesion** is how well a team works together to achieve common goals and objectives.
- **Shared leadership** is characterized by collaborative decision-making and collective responsibility for outcomes.
- **Social trust** is having faith that others on your team have good intentions and will not harm your interests.
- **Task trust** is being able to confidently rely on others to do their part in getting the job done.
- **Dignity** is the inherent importance, value, and worth of a person.
- **Active listening** is seeking to understand meaning and intent without preemptively judging.
- **Collective efficacy** is the belief that a group can meet challenges and complete tasks together successfully.
- **Coping** is what a person does to minimize stress.
- **After-action review (AAR)** is a technique for improving execution by scrutinizing the outcomes of an action.

Assignment 2. Reflect on your unique leader/follower experience with each of the leader tasks and concepts below. Consider ALL the reflection questions in detail. The articles are provided to prompt critical thinking about the topics. (5.5 hours)

Leader Tasks and Concepts

1. Analyze team cohesion.
Cohesion is the extent to which a team will stick together and remain united, even in the face of adversity. Cohesive teams are characterized by collaboration between people that support and depend on each other. The best measure of cohesion is teamwork.

- *How would you rate the cohesion of your team?*
- *Did your team remain united during a crisis recently?*
- *Have you worked on a team previously that were especially cohesive? How did that team become so cohesive?*

Cohesion is a dynamic construct. Social cohesion is the strength of relationships and sense of solidarity among team members. Task cohesion is how well a team works together to achieve common goals and objectives. Both social cohesion and task cohesion develop over time.

- *Does your team have more social cohesion or task cohesion?*
- *How does your team develop social cohesion?*
- *How does your team develop task cohesion?*
- *Is social cohesion or task cohesion more important in your line of work? Why?*

When teams are cohesive, people are more flexible, creative, and open to new ideas. Cohesive teams are better at solving problems and overcoming challenges. Developing cohesion is essential for building resilient teams.

- *Are you personally more flexible, creative, and open to new ideas when you are working on a cohesive team?*
- *In your experience, how does boosting teamwork help teams overcome adversity and the adapt and grow together because of that adversity.*

Reading:

[What will Make or Break your Next Role? Find out Why Teamwork Matters](#)
[What I Learned About Team Cohesion From Little League Baseball](#)
[Building a Cohesive Team: Challenges and Tips for Leaders](#)
[7 Work-From-Home Rituals for Virtual Teams](#)
[In-Depth: How Coherence And Cohesion Are Critical To Scrum](#)
[Why Understanding 'Team Cohesion' can Build Organisational Resilience?](#)

2. Organize people to work in teams.

Leaders should assign tasks to teams instead of individuals whenever possible. Teams benefit from diverse experience and expertise. Sometimes, people self-organize informally into teams to get work done. Many organizations create and support project teams to get work done. Working in teams helps develop cohesion.

- *Do you prefer to work on tasks alone or with a team? Why?*
- *Have you worked for someone that missed opportunities to assign tasks to teams instead of individuals?*
- *Is self-organizing into teams to get work done a routine practice in your line of work?*
- *Have you worked on a project team to get work done? Did that team develop cohesion? If not, why not?*

Working in teams instead of individual silos creates the potential for shared leadership. Shared leadership is characterized by collaborative decision-making and collective responsibility for outcomes. Shared leadership can be especially effective during times of adversity.

- *Do the people on your team collaborate to make decisions? If not, why not?*
- *Do the people on your team share responsibility for outcomes? If not, why not?*
- *Based on your experience, what are some other challenges and best practices for organizing people to work in teams?*

Reading:

[Collaboration is Key](#)
[Teamwork](#)
[Five Surprising Facts About Teams and Teamwork](#)
[Why Team Members Should Be Involved in Decision-Making](#)
[Tough Teams](#)

3. Promote trust between team members.

Teams develop social trust and task trust between team members. Social trust is having faith that others on your team have good intentions and will not harm your interests. Task trust is being able to confidently rely on others to do their part in getting the job done. Promoting trust between team members helps develop cohesion. Most team-building events are aimed at promoting social trust and cohesion.

- *How would you rate the social trust between members of your team? Could it improve?*
- *How would you rate the task trust between members of your team? Could it improve?*
- *In your line of work, is social trust or task trust more important? Why?*
- *In your experience, how does trust between team members affect teamwork?*

Leaders can promote social trust by providing opportunities for people to get to know each other. Leaders can promote task trust between team members by recognizing people for their competence and contributions to the team. Leaders should be attentive to any loss of trust between team members.

- *In your organization, are there opportunities for people to get to know each other at work? Can more opportunities be created?*
- *Have you ever worked for someone that did not recognize the competence and contributions of people on their team? How did that affect the team?*
- *In your line of work, what are the indicators of lost trust between team members?*
- *In your experience, is it possible for team members to regain lost trust? If not, why not?*
- *Based on your experience, what are some other challenges and best practices for promoting trust between team members?*

Reading:

Build a Circle of Trust with Your Team
Trust
7 Misunderstood Truths About Workplace Trust
Building Trust in a Skeptical Era
Why the Key to Virtual Team Effectiveness Is Team Trust

4. Ensure mutual respect between team members.

Without mutual respect between team members, cohesion cannot develop. Respect is often gauged by the tone of a person's voice and their body language. Courtesy and kindness are indicators of respect. Ensuring mutual respect between team members helps develop cohesion.

- *Do the people on your team recognize the inherent dignity of their peers?*
- *Do the people on your team practice active listening with their peers?*
- *Do the people on your team value the opinions of their peers?*
- *In your experience, how does mutual respect between team members affect teamwork?*

Leaders should be attentive to disrespectful treatment between team members. Sometimes, people will be reluctant to speak up for themselves. It is a leader's responsibility to address disrespectful behavior in the workplace.

- *In your line of work, is there any form of disrespect that is prevalent?*
- *Have you ever been reluctant to speak up for yourself at work when you were treated disrespectfully? If so, why?*
- *Have you worked for someone that was unwilling to address issues of disrespectful treatment in the workplace?*
- *How have you addressed instances of disrespectful treatment between team members?*
- *Based on your experience, what are some other challenges and best practices for ensuring mutual respect between team members?*

Reading:

Create a Respectful Work Environment
How to Create a Better Workplace
Incivility in the Workplace
A New Look at Workplace Diversity
5 Ways to Inspire Your Colleagues to Speak Up

5. Train the team.

Team training is an iterative process that occurs as teams work together over time. On-the-job team training is situated in real experience and should be continuous. Constructive feedback from leaders and team members is essential and should become a habit. Regularly scheduled formal team training should augment on-the-job training. Training the team helps develop cohesion.

- *Does your team see every day as an opportunity to improve their knowledge and skills?*
- *Does your team welcome constructive feedback?*
- *How often does your team participate in structured training events? Are those training events mostly effective or mostly not effective? Why?*

As teams successfully learn new knowledge and skills together, they develop social cohesion, task cohesion, and collective efficacy. Collective efficacy is the belief that a group can meet challenges and complete tasks together successfully. Teams that have collective efficacy are better prepared to overcome adversity together.

- *Does your team routinely learn new collective knowledge and skills together on the job?*
- *How would you rate your team's collective efficacy? Can it improve?*
- *In your experience, how does training the team affect teamwork?*
- *Based on your experience, what are some other challenges and best practices for training the team?*

Reading:

The Three Tips for Effective Team Training
How to Train Teams
5 Benefits of Team Training in the Workplace

6. Manage expectations.

Plans often do not go as expected. Being mentally prepared for the unexpected enables proactive coping. Coping is what a person does to minimize stress. Managing expectations helps the team maintain a sense of control in the face of adversity. Managing expectations helps develop cohesion.

- *How often do plans not go as expected in your line of work?*
- *Does your team prepare for the unexpected?*
- *Have you worked for someone that failed to plan for the unexpected?*
- *In your experience, can teamwork suffer when plans go astray?*
- *Based on your experience, what are some other challenges and best practices for managing expectations?*

Reading:

[Managing Expectations is a Crucial Leadership Responsibility](#)

7. Talk about setbacks.

Talking about setbacks is an opportunity for teams to learn from their mistakes. Conducting an after-action review (AAR), especially when things don't go as planned, sets the stage for learning and growth. An after-action review (AAR) is a technique for improving execution by scrutinizing the outcomes of an action. Talking about setbacks helps develop cohesion.

- *Have you worked for someone that was reluctant to talk about setbacks? If so, why do you think they were reluctant?*
- *Have you worked for someone that was unwilling to admit their mistakes? How did that affect the team?*
- *In your experience, how does talking about setbacks affect teamwork?*
- *Based on your experience, what are some other challenges and best practices for talking about setbacks?*

Reading:

[Talking about Setbacks is an Opportunity for Growth and Team Building](#)
[How To Empower And Develop Your Team Using A Project Retrospective](#)

Assignment 3a: Group Discussion. For instructor-led exam prep students, extensive group discussion of the leader tasks and supporting concepts is the key element of the learning experience. We also recommend using our new spaced repetition study tool to improve the learning experience. Spaced repetition is especially effective for adult learners who study in shorter, yet more frequent sessions. It's a personalized and self-paced method to retain information longer, which ensures that learners become more competent and confident as they prepare for their certification exam. (3.0 hours)

Assignment 3b: Study Tool. For self-study exam prep students, we recommend using our new spaced repetition study tool to improve the learning experience. Spaced repetition is especially effective for adult learners who study in shorter, yet more frequent sessions. It's a personalized and self-paced

method to retain information longer, which ensures that learners become more competent and confident as they prepare for their certification exam. (3.0 hours)

RBLP® Leadership Certifications

Resilience-Building Leadership Professional® (RBLP) Certification.

People who earn the RBLP leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose. RBLP is our core leadership certification.

RBLP certification is available to people that have served in a supervisor position or are seeking a supervisory position with at least two years of full-time work or college experience.

During the 1.5-hour oral RBLP exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, and Provide Purpose competency domains (Modules 1-3 only).

Resilience-Building Leadership Professional Coach® (RBLP-C) Certification.

People who earn the RBLP-C leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose.

They are also qualified to facilitate team learning. RBLP-C certification holders are able to coach others on these leader competencies.

RBLP-C certification is only available to managers and people seeking a management position.

During the 2.5-hour oral RBLP-C exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, Provide Purpose, and Facilitate Team Learning competency domains (Modules 1-5 only).

Resilience-Building Leadership Professional Trainer (RBLP-T) Certification.

People who earn the RBLP-T leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose.

They are also qualified to facilitate team learning and support organizational learning. RBLP-T certification holders are able to coach others on these leader competencies and provide training that prepares people to sit for the RBLP, RBLP-C, and RBLP-T certification exams.

RBLP-T certification is only available to senior leaders and people seeking a senior leadership position.

During the 3.5-hour oral RBLP-T exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, Provide Purpose, Facilitate Team Learning, and Support Organizational Learning competency domains (Modules 1-7).

Learn More. Lead Better.®

Building and Leading Resilient Teams: Module 3

Module 3: Improve motivation and commitment by providing purpose in the workplace.

When people have a sense of purpose for the work that they do, they are more motivated and committed. You can provide purpose in the workplace by challenging people to be their best. Most people are looking to grow personally and professionally. You should challenge each person on your team to learn new skills. You should challenge the team to learn new collective skills together. You can also provide purpose by helping your team understand how their work supports the organization's mission. When people have a sense of purpose at work, they are better able to overcome adversity, and then adapt and grow together because of that adversity.

Why build and lead resilient teams?

In any organization, getting the work done can be hard. Resilient teams thrive in challenging environments because they can overcome adversity, and then adapt and grow together. Leaders build resilient teams by creating a positive climate, developing cohesion, and providing purpose. Building resilient teams makes team learning possible. Team learning is the foundation of organizational learning and change.

Learning Objectives for Module 3: Improve motivation and commitment by providing purpose in the workplace.

Assignment 1. Learn the following key terms and ideas. Knowing these key terms and ideas is essential to understanding the concepts that support each leader task in this module. (0.5 hours)

Key Terms and Ideas

- **Purpose** is the desire and determination that drives a person to achieve a satisfying and meaningful future.
- **Personal growth** is the development of mental and social skills that enable a healthy, happy, and fulfilling life.
- **Professional growth** is the development of knowledge, skills, and experience that contribute to success in the workplace.
- **Self-esteem** is a person's sense of overall personal worth or value.
- **Coaching** is the process of unlocking a person's personal and professional potential.
- **Growth mindset** is a person's belief that his or her knowledge, skills, and abilities can be developed through hard work and dedication.
- **Self-directed learners** are people that take initiative and accept responsibility for their own learning.
- **Self-efficacy** is a person's belief in his or her ability to solve problems, overcome challenges, and complete individual tasks successfully.
- **Responsibility** is a duty or task that a person is required or expected to perform and be held accountable for.
- **Empower** implies giving the means and official authority to do something.
- **Decision-making** is the cognitive process of gathering information, assessing alternatives, and selecting choices or courses of action.
- **Mission** is what individuals, teams, and companies do day-to-day to accomplish goals and objectives.

Assignment 2. Reflect on your unique leader/follower experience with each of the leader tasks and concepts below. Consider ALL the reflection questions in detail. The articles are provided to prompt critical thinking about the topics. (5.5 hours)

Leader Tasks and Concepts

1. Analyze individual purpose.

Purpose is the desire and determination that drives a person to achieve a satisfying and meaningful future. Most people want a better future for themselves and their families. Work is typically the means to that end. Providing purpose in the workplace is about enabling the desire and determination of each person to reach their full potential. The best measures of purpose are motivation and commitment.

- *What type of future are you working to achieve for yourself?*
- *Do you know what type of future each person on your team envisions for themselves?*

Leaders can provide purpose by challenging people to grow personally and professionally. Personal growth is the development of mental and social skills that enable a healthy, happy, and fulfilling life. Professional growth is the development of knowledge, skills, and experience that contribute to success in the workplace.

- *Are you being challenged to grow personally at work? If not, why not?*
- *Are you being challenged to grow professionally at work? If not, why not?*

Leaders can also provide purpose by helping people understand how their contributions help the organization achieve its goals. Keep in mind that people will leave organizations that they love if they are not being challenged personally and professionally to grow.

- *How strong is your desire and determination to help your organization achieve its goals?*
- *Have you, or someone you know, left a job because there were no opportunities for growth?*

When people have a sense of purpose, they are more flexible, creative, and open to new ideas. They are also better at solving problems and overcoming challenges. Providing purpose is essential for building resilient teams.

- *Are you personally more flexible, creative, and open to new ideas when you have a sense of purpose for the work you are doing?*
- *In your experience, how does improving motivation and commitment help teams overcome adversity and then adapt and grow together because of that adversity.*

Reading:

[Making a Difference at Work](#)
[What if We Had Workplace Actualization?](#)
[The Engaged Workplace: Making The Meaning of Work Visible](#)
[Learning Culture Breeds Knowledge, and Knowledge is Power](#)

2. Show genuine concern for people.

Leaders show genuine concern by getting to know their people. Relationships with people can be both personal and professional at the same time. Showing genuine concern for people helps provide purpose.

- *What lines should not be crossed between personal and professional relationships at work?*
- *How do you show genuine concern for the people on your team?*
- *Have you worked for someone that did not show genuine, or perhaps any, concern for you or others on the team?*
- *In your experience, how does showing genuine concern for people affect motivation and commitment?*

Leaders can show genuine concern by helping people focus on their strengths instead of weaknesses. Focusing on strengths doesn't mean ignoring weaknesses. Focusing on strengths can improve self-esteem. Self-esteem is a person's sense of overall personal worth or value. People that know their strengths and have high self-esteem are better able to overcome adversity.

- *Have you or anyone on your team taken a strengths test or assessment? If so, were you surprised at the results?*
- *Do you focus more on exploiting your strengths or fixing your weaknesses?*
- *Are you able to put your strengths to work on the job?*
- *Would you characterize yourself as having high self-esteem? If not, why not?*

Coaching is a show of genuine concern. Coaching is the process of unlocking a person's personal and professional potential. Workplace coaching is gaining in popularity and some organizations have embraced the idea of creating a "coaching culture".

- *How would you rate your ability to coach other people?*
- *Have you helped someone at work overcome a personal or professional challenge at work? Did they appreciate the support?*
- *Has someone at work ever helped you overcome a personal or professional challenge? How did that affect you?*
- *Have you or anyone on your team earned a certification in coaching?*
- *Based on your experience, what are some other challenges and best practices for showing genuine concern for people?*

Reading:

Get to Know, and Care About, Your People
Strengths or Weaknesses?
Strengths at Work
The Strengths Revolution Transforming Our Workplaces
Self-Esteem at Work
Why Top Strengths are the Secret to Your Success
Build Your Career Around Your Strengths, Not Your Weaknesses
Coaching Others To Be Resilient
3 Tips for Better Coaching Conversations
Feedback Is Not Coaching

3. Encourage individual learning.

Leaders should develop learning goals for themselves and their team members. Putting new knowledge and skills to work quickly is essential for learning retention. Constructive feedback from leaders is essential to the learning process. Encouraging individual learning helps provide purpose.

- *Have you worked for someone that encouraged you to develop your knowledge and skills*?
- *Have you been assigned learning goals at work?*
- *Do you receive constructive feedback on work that you can learn from?*
- *In your experience, how does encouraging individual learning affect motivation and commitment?*

With encouragement, some people will develop a growth mindset and become self-directed learners. Growth mindset is a person's belief that his or her knowledge, skills, and abilities can be developed through hard work and dedication. Self-directed learners are people with a growth mindset that take initiative and accept responsibility for their own learning.

- *Would you describe yourself as a self-directed learner?*
- *Would you describe other people on your team as self-directed learners?*
- *Do you believe that a growth mindset can be developed? Why or why not?*

Learning prepares people for more responsibility. As people routinely put new knowledge and skills to work, they develop self-efficacy. Self-efficacy is a person's belief in his or her ability to solve problems, overcome challenges, and complete individual tasks successfully.

- *Would you rate your self-efficacy as high or low? Can your self-efficacy improve?*
- *How would you rate the self-efficacy of others on your team?*
- *Based on your experience, what are some other challenges and best practices for encouraging individual learning?*

Reading:

Getting More Purpose at Work With Feedback
Foster a Learning Environment for Your Team and Yourself
Your Ultimate Guide to Applying Skills in the Workplace (and Making Them Stick)
3 New Year's Resolutions for Workplace Learning and Development
Investing in the Professional Development of Your Team is No Longer Optional
How To Advance Your Career Through Skills- Based Learning

4. Delegate responsibility.

Responsibility is a duty or task that a person is required or expected to perform and be held accountable for. Delegating responsibility to team members provides opportunities for autonomy, ownership, and growth. Aspiring leaders will seek out opportunities for more responsibility. Delegating responsibility helps provide purpose.

- *Do you frequently seek opportunities for more responsibility at work? Why or why not?*
- *Do people on your team seek or avoid opportunities for more responsibility?*

Delegating responsibility allows leaders to maximize their own productivity. Leaders often have difficulty "letting go" of responsibilities that should be delegated.

- *How would you rate yourself at delegating responsibility? Could you improve?*
- *Have you worked for someone that was reluctant to delegate responsibility?*
- *In your experience, how does delegating responsibility affect motivation and commitment?*
- *Based on your experience, what are some other challenges and best practices for delegating responsibility?*

Reading:

Empower Future Leaders by Delegating Task Ownership

5. Empower decision-making.

Team members should be empowered to make decisions consistent with their responsibilities. Empower implies giving the means and official authority to do something. Decision-making is the cognitive process of gathering information, assessing alternatives, and selecting choices or courses of action. Leaders should expect people to make some bad decisions. Learning from mistakes is essential for personal and professional growth. Empowering decision-making helps provide purpose.

- *Is your authority to make decisions consistent with your responsibilities?*
- *How would you rate yourself at empowering decision-making?*
- *Have you ever worked for someone that was reluctant to empower decision-making?*
- *In your experience, how does empowering decision-making affect motivation and commitment?*

Leaders should encourage team members to make timely decisions. The desire for more information to make decisions must be balanced against timeliness. The willingness of team members to make decisions during times of adversity is critical.

- *How would rate yourself at making timely decisions? Could you improve?*
- *How would rate yourself at making decisions under pressure? Could you improve?*
- *Have you worked for someone that was not able to make timely decisions or decisions under pressure?*
- *Based on your experience, what are some other challenges and best practices for empowering decision-making?*

Reading:

[When You Delegate, Include Tools for Success](#)
[Boosting Decision Making and Performance Under Pressure](#)

6. Keep people focused on the mission.

Mission is what individuals, teams, and companies do day-to-day to accomplish goals and objectives. Being mission-focused is always important and critical during times of adversity. Leaders keep people focused on the mission by eliminating distractions and prioritizing tasks. People should know the purpose behind each task. Second-guessing decisions made in good faith is not useful. Keeping people focused on the mission helps provide purpose.

- *How would you rate yourself at keeping focused on the mission?*
- *How would rate yourself at keeping your team focused on the mission.*
- *Have you been on a team that lost focus when confronted with significant problems and challenges?*
- *In your experience, how does keeping people focused on the mission affect motivation and commitment?*
- *Based on your experience, what are some other challenges and best practices for keeping people focused on the mission?*

Reading:

Hard Times? Focus on the Mission

7. Be there when the going gets tough.

Leaders need to be present to help their teams work through challenging situations. Being there means getting involved and helping, but not micromanaging. Being there when the going gets tough helps provide purpose.

- *In your line of work, are there times that are typically tougher than others?*
- *Have you ever worked for someone that failed to show up when the going gets tough.*
- *In your experience, how does a leader "being there when the going gets tough" affect motivation and commitment?*

It's important that leaders "keep their cool" when the going gets tough. People trust leaders that can manage their emotions and stay calm in difficult situations.

- *How would you rate yourself at being able to stay calm in difficult situations?*
- *Have you ever worked for someone that lost their cool when the going got tough? What was the impact on the team?*
- *Based on your experience, what are some other challenges and best practices for being there when the going gets tough?*

Reading:

Leaders Need to be Present During a Crisis

Assignment 3a: Group Discussion. For instructor-led exam prep students, extensive group discussion of the leader tasks and supporting concepts is the key element of the learning experience. We also recommend using our new spaced repetition study tool to improve the learning experience. Spaced repetition is especially effective for adult learners who study in shorter, yet more frequent sessions. It's a personalized and self-paced method to retain information longer, which ensures that learners become more competent and confident as they prepare for their certification exam. (3.0 hours)

Assignment 3b: Study Tool. For self-study exam prep students, we recommend using our new spaced repetition study tool to improve the learning experience. Spaced repetition is especially effective for adult learners who study in shorter, yet more frequent sessions. It's a personalized and self-paced method to retain information longer, which ensures that learners become more competent and confident as they prepare for their certification exam. (3.0 hours)

RBLP® Leadership Certifications

Resilience-Building Leadership Professional® (RBLP) Certification.

People who earn the RBLP leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose. RBLP is our core leadership certification.

RBLP certification is available to people that have served in a supervisor position or are seeking a supervisory position with at least two years of full-time work or college experience.

During the 1.5-hour oral RBLP exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, and Provide Purpose competency domains (Modules 1-3 only).

Resilience-Building Leadership Professional Coach® (RBLP-C) Certification.

People who earn the RBLP-C leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose.

They are also qualified to facilitate team learning. RBLP-C certification holders are able to coach others on these leader competencies.

RBLP-C certification is only available to managers and people seeking a management position.

During the 2.5-hour oral RBLP-C exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, Provide Purpose, and Facilitate Team Learning competency domains (Modules 1-5 only).

Resilience-Building Leadership Professional Trainer (RBLP-T) Certification.

People who earn the RBLP-T leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose.

They are also qualified to facilitate team learning and support organizational learning. RBLP-T certification holders are able to coach others on these leader competencies and provide training that prepares people to sit for the RBLP, RBLP-C, and RBLP-T certification exams.

RBLP-T certification is only available to senior leaders and people seeking a senior leadership position.

During the 3.5-hour oral RBLP-T exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, Provide Purpose, Facilitate Team Learning, and Support Organizational Learning competency domains (Modules 1-7).

Learn More. Lead Better.®

Building and Leading Resilient Teams: Module 4

Module 4: Increase the team's ability to solve problems and overcome challenges by facilitating team learning (part 1).

When people work together as a team, they create shared experiences that they can learn from. As a leader, you are expected to facilitate this experiential learning process. Learning is how teams solve problems and overcome challenges. You can lead the learning process by ensuring that your team is constantly reflecting on its past and present experiences to assess performance and find ways to improve. As your team develops new ideas for improvement and change, you will need to approve and prioritize those ideas. Most importantly, it's your responsibility to make sure these ideas get put into action, tested, and validated. Some ideas will work; some will not. Either way, team learning has occurred.

Why build and lead resilient teams?

In any organization, getting the work done can be hard. Resilient teams thrive in challenging environments because they can overcome adversity, and then adapt and grow together. Leaders build resilient teams by creating a positive climate, developing cohesion, and providing purpose. Building resilient teams makes team learning possible. Team learning is the foundation of organizational learning and change.

Learning Objectives for Modules 4 and 5: Increase the team's ability to solve problems and overcome challenges by facilitating team learning (parts 1 and 2).

Assignment 1. Learn the following key terms and ideas. Knowing these key terms and ideas is essential to understanding the concepts that support each leader task in this module. (0.5 hours)

Key Terms and Ideas

- **Team learning** is the process of routinely learning from individual and team experience and applying that learning to the accomplishment of team goals.
- **Experiential learning** is the cyclical process of experiencing, reflecting, deciding, and acting.
- **The Experiencing stage** of the experiential learning cycle (concrete experience) is where teams directly observe or participate in events.
- **The Reflecting stage** of the experiential learning cycle (reflective observation) is where teams carefully and critically consider something.
- **The Deciding stage** of the experiential learning cycle (abstract conceptualization) is where teams use experience and reflection to guide their decision-making.
- **The Acting stage** of the experiential learning cycle (active experimentation) is where teams act in furtherance of a decision.
- **Bias for action** is favoring action over inaction, especially in the face of uncertainty.
- **Team goals** are objectives or targets that a team is trying to reach or achieve together.
- **Stretch goals** are purposefully ambitious and challenge a person or team to step outside of their comfort zone.
- **Unity of effort** is the deliberate coordination and cooperation of people toward a common objective.
- **Leader's intent** is provided to explain "why" something needs to be accomplished so that teams can develop their plans for "how" to get the work done.
- **Incremental goal** is a benchmark set between a starting point and end goal that is used to track progress and provide motivation as accomplished.

Assignment 2. Reflect on your unique leader/follower experience with each of the leader tasks and concepts below. Consider ALL the reflection questions in detail. The articles are provided to prompt critical thinking about the topics. (5.5 hours)

Leader Tasks and Concepts

1. Analyze team learning capacity.

Team learning is the process of routinely learning from individual and team experience and applying that learning to the accomplishment of team goals. Experiential learning is the cyclical process of experiencing, reflecting, deciding, and acting. Working together, teams learn from experience how to improve, innovate, and solve problems.

- *Has your team recently solved a problem?*
- *Has your team recently developed a new idea for innovation?*
- *Has your team recently developed a new idea for improvement?*

The cycle of experiencing, reflecting, deciding, and acting is continuous. Learning from their experience is how resilient teams overcome adversity, and then adapt and grow together because of that adversity.

The Experiential Learning Cycle described in the Building and Leading Resilient Teams curriculum is a modified version of the Experiential Learning Cycle above by David Kolb.
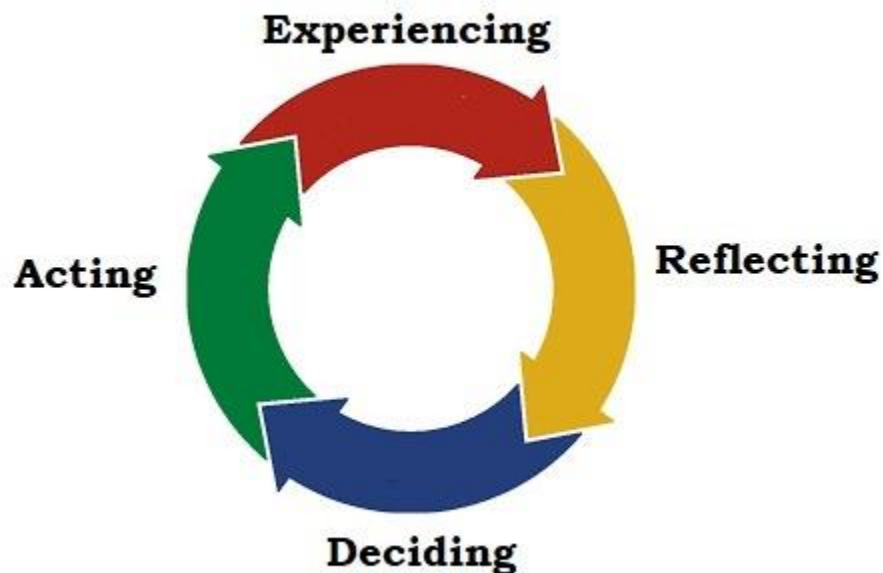
The experiencing stage of the experiential learning cycle is where teams directly observe or participate in events. Everything that a team does together creates experience that can be learned from. Improving, innovating, and solving problems requires teams to move from experiencing to reflecting. Teams that cannot move from experiencing to reflecting are not learning.

- *Would you say that teams can learn from their successes, failures, and everything in between? Why or why not?*

- *Based on your experience, what are some of the challenges that prevent teams from moving from experiencing to reflecting? How can those challenges be overcome?*

The reflecting stage of the experiential learning cycle is where teams carefully and critically consider something. Teams reflect on their experience to find ways to solve problems, improve performance, and innovate new ideas. Teams that cannot move from reflecting to deciding are not learning.

- *Does your team routinely reflect on its experience to see if there is anything that they can learn?*
- *What process or procedures are in place for team members to share those observations with others on the team?*
- *Based on your experience, what are some of the challenges that prevent teams from moving from reflecting to deciding? How can those challenges be overcome?*

The deciding stage of the experiential learning cycle is where teams use experience and reflection to guide their decision-making. Often, teams will need to make timely decisions without optimal information. Improving, innovating, and solving problems requires teams to move from deciding to acting. Teams that cannot move from deciding to acting are not learning.

- *Is your team effective at making decisions? How can the team improve?*
- *What are some typical excuses for not making a timely decision?*
- *Should leaders always get input from their teams before making decisions? Why or why not?*
- *Based on your experience, what are some of the challenges that prevent teams from moving from deciding to acting? How can those challenges be overcome?*

The acting stage of the experiential learning cycle is where teams act in furtherance of a decision. Good teams will have a bias for action. Bias for action is favoring action over inaction, especially in the face of uncertainty. Improving, innovating, and solving problems requires teams to complete the learning cycle by moving from acting to a new and improved experience (ideally). Even if the experience is not what the team was expecting, learning has still occurred, and the cycle begins again.

- *Does your team have a bias for action? How can the team improve?*
- *What are the common excuses for not acting after a decision has been made?*

2. Orient on team goals.

Team goals are objectives or targets that a team is trying to reach or achieve together. Team goals should be well-defined and understood by the team. Establishing stretch goals promotes more learning and better performance and productivity. Stretch goals are purposefully ambitious and challenge a person or team to step outside of their comfort zone. Orienting on team goals helps the team identify problems.

- *Have performance and learning goals been established for your team?*
- *Do you believe that everyone on the team understands the team goals?*
- *Does your team establish stretch goals? If not, why not?*

Orienting on team goals requires unity of effort. Unity of effort is the deliberate coordination and cooperation of people toward a common objective. Cohesive teams working in a positive climate are more likely to demonstrate unity of effort.

- *Once team goals are established, does your team have unity of effort toward that common objective?*

Orienting on team goals also requires that leaders provide their intent. Leader's intent is provided to explain "why" something needs to be accomplished so that teams can develop or adapt their plans for "how" to get the work done.

- *Have you worked for someone that was especially good or bad at providing their intent for something that needs to be accomplished? How did that affect the team's ability to get the job done?*
- *Is your team good at using leader's intent as guidance to develop plans. Could they improve?*

Establishing incremental goals helps teams develop confidence. An incremental goal is a benchmark set between a starting point and end goal that is used to track progress. Meeting incremental goals creates short-term wins and provides motivation.

- *Does your team establish incremental goals? If so, are they helpful? If not, why not?*

As teams successfully accomplish goals together, they develop higher levels of collective efficacy. Teams that are higher in collective efficacy are better prepared to overcome adversity together.

- *Has the collective efficacy of your team improved over time because of successfully accomplishing goals?*
- *Based on your experience, what are some other challenges and best practices for orienting on team goals?*

Reading:

The Best Way to Set Team Goals
How to Write Effective OKRs – Plus Examples
A Leader's Role in Setting and Meeting Team Goals
5 Practical Tips How to Set Truly Cooperative Team Goals
Understanding Stretch Goals

Assignment 3: Group Discussion. For instructor-led exam prep students, extensive group discussion of the leader tasks and supporting concepts is the key element of the learning experience. We also recommend using our new spaced repetition study tool to improve the learning experience. Spaced repetition is especially effective for adult learners who study in shorter, yet more frequent sessions. It's a personalized and self-paced method to retain information longer, which ensures that learners become more competent and confident as they prepare for their certification exam. (3.0 hours)

RBLP® Leadership Certifications

Resilience-Building Leadership Professional® (RBLP) Certification.

People who earn the RBLP leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose. RBLP is our core leadership certification.

RBLP certification is available to people that have served in a supervisor position or are seeking a supervisory position with at least two years of full-time work or college experience.

During the 1.5-hour oral RBLP exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, and Provide Purpose competency domains (Modules 1-3 only).

Resilience-Building Leadership Professional Coach® (RBLP-C) Certification.

People who earn the RBLP-C leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose.

They are also qualified to facilitate team learning. RBLP-C certification holders are able to coach others on these leader competencies.

RBLP-C certification is only available to managers and people seeking a management position.

During the 2.5-hour oral RBLP-C exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, Provide Purpose, and Facilitate Team Learning competency domains (Modules 1-5 only).

Resilience-Building Leadership Professional Trainer (RBLP-T) Certification.

People who earn the RBLP-T leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose.

They are also qualified to facilitate team learning and support organizational learning. RBLP-T certification holders are able to coach others on these leader competencies and provide training that prepares people to sit for the RBLP, RBLP-C, and RBLP-T certification exams.

RBLP-T certification is only available to senior leaders and people seeking a senior leadership position.

During the 3.5-hour oral RBLP-T exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, Provide Purpose, Facilitate Team Learning, and Support Organizational Learning competency domains (Modules 1-7).

Learn More. Lead Better.®

Building and Leading Resilient Teams: Module 5

Module 5: Increase the team's ability to solve problems and overcome challenges by facilitating team learning (part 2).

When people work together as a team, they create shared experiences that they can learn from. As a leader, you are expected to facilitate this experiential learning process. Learning is how teams solve problems and overcome challenges. You can lead the learning process by ensuring that your team is constantly reflecting on its past and present experiences to assess performance and find ways to improve. As your team develops new ideas for improvement and change, you will need to approve and prioritize those ideas. Most importantly, it's your responsibility to make sure these ideas get put into action, tested, and validated. Some ideas will work; some will not. Either way, team learning has occurred.

Why build and lead resilient teams?

In any organization, getting the work done can be hard. Resilient teams thrive in challenging environments because they can overcome adversity, and then adapt and grow together. Leaders build resilient teams by creating a positive climate, developing cohesion, and providing purpose. Building resilient teams makes team learning possible. Team learning is the foundation of organizational learning and change.

Learning Objectives for Modules 4 and 5: Increase the team's ability to solve problems and overcome challenges by facilitating team learning (parts 1 and 2).

Assignment 1. Learn the following key terms and ideas. Knowing these key terms and ideas is essential to understanding the concepts that support each leader task in this module. (0.5 hours)

Key Terms and Ideas

- **Constructive dialogue** is psychologically safe discussion between people of varying opinions and perspectives that seeks to develop understanding about important and complicated issues.
- **Psychological safety** is the feeling or belief that you can share thoughts, opinions, and ideas freely without fear of damaging your reputation or standing.
- **Adaptive thinking** is the ability to recognize unexpected situations, quickly consider various possible responses, and make an appropriate decision.
- **Advocacy** is promoting or defending an idea, plan, or way of doing something.
- **Explicit knowledge** is knowledge that can be documented, stored, and easily shared with others.
- **Tacit knowledge** is subjective knowledge gained from personal experience that is stored in a person's memory.
- **Mental model** is a conceptual framework used to relate knowledge, attribute meaning, and shape our understanding and expectations of the work environment.
- **Single-loop learning** is problem-solving by changing strategies and techniques to avoid mistakes and improve efficiency in existing systems.
- **Double-loop learning** is about surfacing, challenging, and ultimately building new mental models.

Assignment 2. Reflect on your unique leader/follower experience with each of the leader tasks and concepts below. Consider ALL the reflection questions in detail. The articles are provided to prompt critical thinking about the topics. (5.5 hours)

Leader Tasks and Concepts

3. Encourage constructive dialogue.

Constructive dialogue is essential for understanding the team's shared experience. Constructive dialogue is how teams progress through the experiential learning cycle together. Constructive dialogue is psychologically safe discussion between people of varying opinions and perspectives that seeks to develop understanding about important and complicated issues.

- *Is your team able to engage in constructive dialogue? If not, why not?*

Psychological safety is the feeling or belief that you can share thoughts, opinions, and ideas freely without fear of damaging your reputation or standing. Trust and mutual respect are the foundations of psychological safety.

- *How would you rate the psychological safety of your team? Could it improve?*
- *Do you personally feel psychologically safe at work? If not, why not?*
- *How does creating a positive climate and developing cohesion promote psychological safety?*

Psychological safety promotes adaptive thinking. Adaptive thinking is the ability to recognize unexpected situations, quickly consider various possible responses, and make an appropriate decision.

- *How would you rate yourself on adaptive thinking?*
- *Is your team good at adaptive thinking together?*

In constructive dialogue, active listening is complemented by advocacy. Advocacy is promoting or defending an idea, plan, or way of doing something. Team members must be willing to take a stand and advocate for their ideas.

- *How would you rate yourself at advocating for your ideas? Could you improve?*
- *Are some members of your team better at advocating for ideas than others? If so, why?*

Explicit knowledge is knowledge that can be documented, stored, and easily shared with others. Tacit knowledge is subjective knowledge gained from personal experience that is stored in a person's memory. Constructive dialogue allows tacit knowledge to surface and transfer from one person to another.

- *How important is tacit knowledge in your line of work?*
- *How would you rate your ability to communicate tacit knowledge to others?*
- *Based on your experience, what are some other challenges and best practices for encouraging constructive dialogue?*

Reading:

[Psychological Safety at Work](#)
[Redefining and Reinforcing Psychological Safety](#)
[How Psychological Safety Can Transform Your Organization](#)
[The Management Value of "Psychological Safety"](#)
[How to Lead When You're Not the Boss](#)
[A Fly on the Wall in a Fearless Organization](#)
[Active Listening Skills](#)

4. Build new mental models.

As teams work together over time, they develop shared mental models built on experience and training. A mental model is a conceptual framework used to relate knowledge, attribute meaning, and shape our understanding and expectations of the work environment. Shared mental models improve team performance by enabling team members to accurately describe, predict, and explain the team's expected behaviors and actions.

- *How important are shared mental models in your line of work?*
- *Does your team share mental models about how to do things together in the workplace?*
- *Would you describe your team as being "on the same page" most of the time at work?*
- *In your experience, how do shared mental models help teams solve problems and overcome challenges? Explain.*

Shared mental models are not identical. Instead, they are compatible and complementary. Shared mental models enable better coordination, cooperation, and communication. Shared mental models enhance the team's ability to solve problems, improve, and innovate. Teams that share mental models make better collective decisions.

- *Has your team's ability to coordinate, cooperate, and communicate improved over time?*
- *Is your team more effective and efficient in the workplace because of shared mental models?*
- *In your experience, how important are shared mental models for during times of adversity? Explain.*

Change sometimes requires people and teams to build new mental models. In a dynamic environment where change is constant, people must routinely adapt to new plans, policies, processes, and procedures. Change is inevitable. When mental models are entrenched (not a bad thing), it makes change much more difficult, and this is why change is usually resisted.

- *Have you ever heard… "That's not how we do it here" or "That will never work here" in the workplace?*
- *How would you rate yourself at embracing change in the workplace?*
- *How would you rate your team at embracing change in the workplace?*

Single-loop learning is problem-solving by changing strategies and techniques to avoid mistakes and improve efficiency in existing systems. In single-loop learning, mental models do not change, and decision-making rules remain the same.

- *What problem did your team recently solve that required single-loop learning?*

Double-loop learning is about surfacing, challenging, and ultimately building new mental models. In double-loop learning, mental models do change and so the rules for making decisions must also change.

- *What problem did your team recently solve that required double-loop learning?*
- *In your experience, is double-loop learning more difficult?*
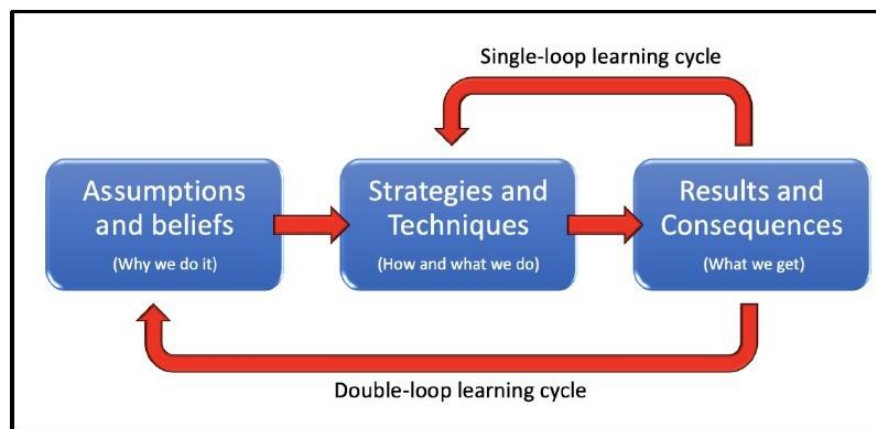
Change is not always about fixing something that is broken. Often, change is about taking something good and making it even better.

- *Have you ever heard… "If it ain't broke, don't fix it" in the workplace?*
- *Based on your experience, why do you think change is so often resisted in the workplace?*
- *Based on your experience, what are some other challenges and best practices for building new mental models?*

Reading:

[The Mental Model Matrix](#)
[Double Loop Learning](#)
[Keep Me in the Loop](#)
[Amplify Learning In Your Team With More Double-Loop Learning](#)
[Double Trouble](#)

Assignment 3: Group Discussion. For instructor-led exam prep students, extensive group discussion of the leader tasks and supporting concepts is the key element of the learning experience. We also recommend using our new spaced repetition study tool to improve the learning experience. Spaced repetition is especially effective for adult learners who study in shorter, yet more frequent sessions. It's a personalized and self-paced method to retain information longer, which ensures that learners become more competent and confident as they prepare for their certification exam. (3.0 hours)

RBLP® Leadership Certifications

Resilience-Building Leadership Professional® (RBLP) Certification.

People who earn the RBLP leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose. RBLP is our core leadership certification.

RBLP certification is available to people that have served in a supervisor position or are seeking a supervisory position with at least two years of full-time work or college experience.

During the 1.5-hour oral RBLP exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, and Provide Purpose competency domains (Modules 1-3 only).

Resilience-Building Leadership Professional Coach® (RBLP-C) Certification.

People who earn the RBLP-C leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose.

They are also qualified to facilitate team learning. RBLP-C certification holders are able to coach others on these leader competencies.

RBLP-C certification is only available to managers and people seeking a management position.

During the 2.5-hour oral RBLP-C exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, Provide Purpose, and Facilitate Team Learning competency domains (Modules 1-5 only).

Resilience-Building Leadership Professional Trainer (RBLP-T) Certification.

People who earn the RBLP-T leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose.

They are also qualified to facilitate team learning and support organizational learning. RBLP-T certification holders are able to coach others on these leader competencies and provide training that prepares people to sit for the RBLP, RBLP-C, and RBLP-T certification exams.

RBLP-T certification is only available to senior leaders and people seeking a senior leadership position.

During the 3.5-hour oral RBLP-T exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, Provide Purpose, Facilitate Team Learning, and Support Organizational Learning competency domains (Modules 1-7).

Learn More. Lead Better.®

Building and Leading Resilient Teams: Module 6

Module 6: Enhance the organization's ability to change and compete by supporting organizational learning (part 1).

Organizations that cannot learn are doomed to repeat the same mistakes. Gaining a competitive advantage is hard. Maintaining a competitive advantage is even harder. To survive and compete over time, organizations must be willing and able to learn and change. In fact, without learning, there can be no change. This is true for individuals, teams, and organizations of all types. And just like individuals and teams, when an organization bounces back from adversity, learning is how it adapts and grows. Resilient organizations are learning organizations. In learning organizations, leaders at all levels build and lead resilient teams.

Why build and lead resilient teams?

In any organization, getting the work done can be hard. Resilient teams thrive in challenging environments because they can overcome adversity, and then adapt and grow together. Leaders build resilient teams by creating a positive climate, developing cohesion, and providing purpose. Building resilient teams makes team learning possible. Team learning is the foundation of organizational learning and change.

Learning Objectives for Modules 6 and 7: Enhance the organization's ability to change and compete by supporting organizational learning (parts 1 and 2).

Assignment 1. Learn the following key terms and ideas. Knowing these key terms and ideas is essential to understanding the concepts that support each leader task in this module. (0.5 hours)

Key Terms and Ideas

- **Organizational learning** is the process of continuously improving and innovating to gain and maintain competitive advantage.
- **Continuous improvement** is making a product, service, or process better (knowledge exploitation).
- **Innovation** is creating a new product, service, or process (knowledge exploration).
- **Competitive advantage** is anything that puts an organization in a favorable position as compared to competitors.
- **Organizational change** is the transition of an organization from its current state to some desired future state.
- **Vision** describes what an organization wants to be in the future.
- **Mission** is what individuals, teams, and companies do day-to-day to accomplish goals and objectives.
- **Strategy** is a roadmap of plans and policies for accomplishing the long-term goals and objectives of an organization.

Assignment 2. Reflect on your unique leader/follower experience with each of the leader tasks and concepts below. Consider ALL the reflection questions in detail. The articles are provided to prompt critical thinking about the topics. (5.5 hours)

Leader Tasks and Concepts

1. Analyze organizational learning capacity.

Organizational learning is the process of continuously improving and innovating to gain and maintain competitive advantage. Learning organizations must be good at both continuous improvement and innovation. Organizational learning starts at the team level.

- *How would you rate your organization's capacity to learn?*

Continuous improvement is making a product, service, or process better (knowledge exploitation). Innovation is creating a new product, service, or process (knowledge exploration).

- *Have you or your team made a product, service, or process better recently?*
- *Have you or your team created a new product, service, or process recently?*

Competitive advantage is anything that puts an organization in a favorable position as compared to competitors. The surest way for an organization to gain and maintain a competitive advantage is to learn and change faster than the competition.

- *Why is competitive advantage important to a for-profit organization?*
- *Why is competitive advantage important to a non-profit organization?*
- *Is competitive advantage important to a government organization?*

- *Is competitive advantage more important to some government organizations than others? Explain.*
- *Does your organization have a competitive advantage? If so, what is it and how was it developed?*

Organizational change is the transition of an organization from its current state to some desired future state. For an organization to change, it must be willing and able to learn. Change is not possible without learning.

- *How would you rate your organization's capacity to change?*
- *Does your organization have positions dedicated to change management? If so, are they effective at what they do?*

Reading:

[Organizational Change is Never Easy – Some Tips to Help](#)
[5 Ways to Create More Positive Workplace Changes](#)
[Taking Process Improvement Further](#)
[Leadership and the Psychology of Culture Change](#)
[The Cultural Life Cycle of Organizations](#)

2. Promote a shared vision.

Mission is what individuals, teams, and companies do day-to-day to accomplish goals and objectives. Vision describes what an organization wants to be in the future. A bold and aspirational vision will drive learning and change in an organization.

- *Has your organization published a mission and/or vision statement on its website?*
- *Does your organization's vision statement describe a future that it is trying to achieve?*

Promoting a shared vision helps to align the efforts of people and teams across the organization. Shared vision helps keep people and teams in the organization headed in the same direction.

- *Do you and your team have a good understanding of your organization's vision?*
- *How does the organization's vision affect what you and your team do day-to-day to accomplish goals and objectives?*

Promoting a shared vision includes explaining the purpose or "why" behind the vision. Organizations are better at learning and change when people believe in the organization's purpose and "buy into" the vision. The daily actions of leaders, especially senior leaders, must be consistent with the organization's vision.

- *What is the purpose that drives your organization toward its vision?*
- *Do you believe in your organization's purpose and vision?*
- *Are you able to promote the organization's vision? If not, why not?*
- *Are the actions of senior leaders in your organization consistent with the organization's vision?*
- *Do senior leaders believe in the organization's purpose and vision?*

Organizations realize their visions by building a great culture and executing on sound strategy. Culture is the shared assumptions, values, and beliefs that govern how people behave across the organization.

- *How would describe the culture of your organization? What do the people in your organization collectively value and believe in?*
- *Does the culture in your organization help or hinder execution of strategy? Explain.*
- *Does the culture in your organization help or hinder learning and change? Explain.*

Culture sets the conditions for strategy to be effective. Strategy is a roadmap of plans and policies for accomplishing the long-term goals and objectives of an organization.

- *Are you and your team confident that your organization's strategy for reaching long-term goals and objectives is working? If not, why not?*
- *How does learning support an organization's ability to execute strategy?*

The plans and policies developed to achieve long-term goals and objectives (strategy) are more likely to succeed when people in the organization collectively value learning and believe that change is possible (culture).

- *Do the people in your organization value learning? If not, why not?*
- *Do you and your team value learning? If so, how is that value expressed at work?*
- *Does your organization have policies that support a culture of learning? What are some examples of those policies?*
- *Do people believe that change is possible in your organization? If not, why not?*
- *Do you and your team believe that change is possible in your organization? If not, why not?*

Reading:

Vision and Mission
Shared Vision: A Development Tool for Organizational Learning
4 Steps to Creating a Shared Vision that Will Energize Your Team
New CEO Study Describes "Culture" as Fundamental to Success
The Links Between Organizational Culture and Effectiveness
Establishing an Organizational Culture Through the Net

Assignment 3: Group Discussion. For instructor-led exam prep students, extensive group discussion of the leader tasks and supporting concepts is the key element of the learning experience. We also recommend using our new spaced repetition study tool to improve the learning experience. Spaced repetition is especially effective for adult learners who study in shorter, yet more frequent sessions. It's a personalized and self-paced method to retain information longer, which ensures that learners become more competent and confident as they prepare for their certification exam. (3.0 hours)

RBLP® Leadership Certifications

Resilience-Building Leadership Professional® (RBLP) Certification.

People who earn the RBLP leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose. RBLP is our core leadership certification.

RBLP certification is available to people that have served in a supervisor position or are seeking a supervisory position with at least two years of full-time work or college experience.

During the 1.5-hour oral RBLP exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, and Provide Purpose competency domains (Modules 1-3 only).

Resilience-Building Leadership Professional Coach® (RBLP-C) Certification.

People who earn the RBLP-C leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose.

They are also qualified to facilitate team learning. RBLP-C certification holders are able to coach others on these leader competencies.

RBLP-C certification is only available to managers and people seeking a management position.

During the 2.5-hour oral RBLP-C exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, Provide Purpose, and Facilitate Team Learning competency domains (Modules 1-5 only).

Resilience-Building Leadership Professional Trainer (RBLP-T) Certification.

People who earn the RBLP-T leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose.

They are also qualified to facilitate team learning and support organizational learning. RBLP-T certification holders are able to coach others on these leader competencies and provide training that prepares people to sit for the RBLP, RBLP-C, and RBLP-T certification exams.

RBLP-T certification is only available to senior leaders and people seeking a senior leadership position.

During the 3.5-hour oral RBLP-T exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, Provide Purpose, Facilitate Team Learning, and Support Organizational Learning competency domains (Modules 1-7).

Learn More. Lead Better.®

Building and Leading Resilient Teams: Module 7

Module 7: Enhance the organization's ability to change and compete by supporting organizational learning (part 2).

Organizations that cannot learn are doomed to repeat the same mistakes. Gaining a competitive advantage is hard. Maintaining a competitive advantage is even harder. To survive and compete over time, organizations must be willing and able to learn and change. In fact, without learning, there can be no change. This is true for individuals, teams, and organizations of all types. And just like individuals and teams, when an organization bounces back from adversity, learning is how it adapts and grows. Resilient organizations are learning organizations. In learning organizations, leaders at all levels build and lead resilient teams.

Why build and lead resilient teams?

Collective resilience is the team's ability to overcome adversity, and then adapt and grow together because of that adversity. Resilient teams are the key to both individual and organizational resilience. Resilient teams are stronger together and they make learning and change possible.

Learning Objectives for Modules 6 and 7: Enhance the organization's ability to change and compete by supporting organizational learning (parts 1 and 2).

Assignment 1. Learn the following key terms and ideas. Knowing these key terms and ideas is essential to understanding the concepts that support each leader task in this module. (0.5 hours)

Key Terms and Ideas

- **Knowledge emergence** is the creation of new knowledge at the individual or team level, followed by recognition and integration of that knowledge into practice.
- **Creativity** is the ability to develop original ideas, options, or possibilities.
- **Status quo** is the current or present condition; the way things usually are.
- **Knowledge catalyst** is an intellectually curious person that routinely seeks knowledge from a variety of sources to improve individual and collective understanding.
- **Knowledge diffusion** is the sharing and transfer of knowledge throughout an organization.
- **Knowledge networks** are systems of connected people and tools that enable sharing and transfer of knowledge.
- **Community of practice** is a group of people bound together by what they have learned through mutual interest and experience in a particular activity.
- **Knowledge management** in an organization is the process of collecting, analyzing, and organizing explicit knowledge so that it's accessible to employees.

Assignment 2. Reflect on your unique leader/follower experience with each of the leader tasks and concepts below. Consider ALL the reflection questions in detail. The articles are provided to prompt critical thinking about the topics. (5.5 hours)

Leader Tasks and Concepts

3. Foster knowledge emergence.

Knowledge emergence is the creation of new knowledge at the individual or team level, followed by recognition and integration of that knowledge into practice. The organization has not fully "learned" until the new knowledge is codified into the organization's plans, policies, processes, or procedures.

- *Once new knowledge is created in your organization, what are the obstacles to recognizing that knowledge?*
- *What are the obstacles to integrating that new knowledge into practice?*

New knowledge is created in organizations as individuals and teams learn from their experience. Knowledge creation produces new ideas for improvement and innovation. The front-line workers and supervisors that interact the most with the organization's products, services, and customers are often the best source of new ideas.

- *Does your organization recognize the ideas of front-line workers and supervisors? If so, is there room for improvement?*

Leaders at all levels in an organization should encourage and reward creativity. Creativity is the ability to develop original ideas, options, or possibilities. Leaders sometimes dismiss a new idea for improvement and innovation because it still needs work. Instead, leaders should get involved and help develop the idea into something actionable if possible.

- *How would you rate yourself at welcoming new ideas? Could you improve?*
- *Has one of your ideas, or the idea of a team member, been dismissed because it was only "half-baked"?*

Leaders can foster knowledge emergence by challenging the status quo. Status quo is the current or present condition; the way things usually are. Leaders should ask themselves and their teams; "Is this actually working?" and "Is this the best we can do?". Constructive dialogue is essential for challenging the status quo.

- *Are you comfortable challenging the status quo at work? If not, why not?*
- *Are people on your team comfortable speaking up when something is not working?*
- *Have you worked for someone that was uncomfortable challenging the status quo? How did that affect the team?*

Leaders should identify and encourage knowledge catalysts, especially those in front-line leadership roles. A knowledge catalyst is an intellectually curious person that routinely seeks knowledge from a variety of sources to improve individual and collective understanding.

- *Would you consider yourself to be a knowledge catalyst? If so, are you encouraged to share knowledge so that collective understanding is improved?*
- *Are there any knowledge catalysts on your team or elsewhere in the organization? Are they being encouraged to share knowledge so that collective understanding is improved? How does that affect the team?*

Reading:

Making Creativity and Innovation Happen
Where Does Your Innovation Live?
Insights Vs. Organizations
5 Reasons Creativity Gets Crushed at Work
Are you Sitting Comfortably with a Culture of Experimentation?
Your Company can Improve Innovation Outcomes by Thinking Bigger
6 Ways to Remove Organisational Barriers to Innovation
How to Get Past Just Telling People to Change Their Behavior

4. Ensure knowledge diffusion.

Knowledge diffusion is the sharing and transfer of knowledge throughout an organization. When new knowledge is integrated into practice in one part of the organization, leaders must ensure that other parts of the organization adopt those same practices.

- *Once new knowledge emerges in your organization, what are the obstacles to sharing that knowledge locally?*
- *What are the obstacles to transferring that knowledge across organizational boundaries?*

Knowledge diffusion is difficult when it requires individuals and teams to build new mental models. Even though the new "way of doing things" has proven effective elsewhere in the organization, leaders should expect resistance to change. When leaders personally endorse new practices, diffusion is more likely.

- *Have you ever heard someone say, "That might work over there, but it will never work here."?*

A knowledge network is a system of connected people and tools that enable sharing and transfer of knowledge. Knowledge networks, especially those supported by technology, are essential for knowledge diffusion.

- *What types of knowledge networks are available in your organization?*
- *Do you and your team actively use the available knowledge networks?*

A community of practice is a group of people bound together by what they have learned through mutual interest and experience in a particular activity. In the world of work, communities of practice are everywhere, and we all belong to one or more.

- *Which communities of practice do you belong to at work?*
- *Are you more active in some communities than others? If so, why?*

Communities of practice are defined by the knowledge they share, most of which is tacit. Tacit knowledge is subjective knowledge gained from personal experience that is stored in a person's memory. Communities of practice provide on-the-job training.

- *Have you learned more about the work you do from books, manuals, and other written resources; or from other people that do the same type of work?*

Communities of practice are especially effective at transferring knowledge because communities of practice engage in dialogue across traditional organizational boundaries.

- *Do you routinely communicate with people outside of your department or outside of your organization that do the same type of work as you? If so, how do you communicate with them?*
- *Do you routinely learn about the work that you do from people outside of your department or organization?*

Although communities of practice are mostly informal and self-organizing, they are quite effective at managing knowledge in organizations. Organizations can influence the development and effectiveness of these communities by providing people with the time and resources they need to actively participate in them.

- *Does your organization provide support to communities of practice in your organization? If so, how?*
- *How do you participate in communities of practice?*
- *How do the people on your team participate in communities of practice?*

Knowledge management in an organization is the process of collecting, analyzing, and organizing explicit knowledge so that it's accessible to employees. Lessons learned databases are an example of a knowledge management system.

- *Does your organization have a knowledge management system? If so, is if effective and efficient?*
- *Does your team routinely access knowledge stored in that system? If not, why not?*

Reading:

[Introduction to Communities of Practice](#)
[FAQ about Communities of Practice](#)
[The Complete Guide to Building Employee Knowledge in the Workplace](#)

Assignment 3: Group Discussion. For instructor-led exam prep students, extensive group discussion of the leader tasks and supporting concepts is the key element of the learning experience. We also recommend using our new spaced repetition study tool to improve the learning experience. Spaced repetition is especially effective for adult learners who study in shorter, yet more frequent sessions. It's a personalized and self-paced method to retain information longer, which ensures that learners become more competent and confident as they prepare for their certification exam. (3.0 hours)

RBLP® Leadership Certifications

Resilience-Building Leadership Professional® (RBLP) Certification.

People who earn the RBLP leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose. RBLP is our core leadership certification.

RBLP certification is available to people that have served in a supervisor position or are seeking a supervisory position with at least two years of full-time work or college experience.

During the 1.5-hour oral RBLP exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, and Provide Purpose competency domains (Modules 1-3 only).

Resilience-Building Leadership Professional Coach® (RBLP-C) Certification.

People who earn the RBLP-C leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose.

They are also qualified to facilitate team learning. RBLP-C certification holders are able to coach others on these leader competencies.

RBLP-C certification is only available to managers and people seeking a management position.

During the 2.5-hour oral RBLP-C exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, Provide Purpose, and Facilitate Team Learning competency domains (Modules 1-5 only).

Resilience-Building Leadership Professional Trainer (RBLP-T) Certification.

People who earn the RBLP-T leader certification are qualified to build and lead resilient teams in the workplace by creating a positive climate, developing cohesion, and providing purpose.

They are also qualified to facilitate team learning and support organizational learning. RBLP-T certification holders are able to coach others on these leader competencies and provide training that prepares people to sit for the RBLP, RBLP-C, and RBLP-T certification exams.

RBLP-T certification is only available to senior leaders and people seeking a senior leadership position.

During the 3.5-hour oral RBLP-T exam, the applicant is required to show competence in factual (what), conceptual (why), and procedural knowledge (how) in the Create a Positive Climate, Develop Cohesion, Provide Purpose, Facilitate Team Learning, and Support Organizational Learning competency domains (Modules 1-7).

Learn More. Lead Better.®