

Online Session Preparation

This course includes a series of polls as described in the table on Page 8 of this guide. As most common videoconference platforms offer Polling capabilities, it makes sense to use those abilities to run the polls.

You must create the polls and familiarize yourself with how to launch, share results from, and close the polls BEFORE the session. We do not explicitly recommend any specific video conferencing platform and an explanation of how to use these tools or to create the polls is outside the scope of this facilitator guide, however, help for these platforms is readily available online.

While it is possible to run the session without the polls, an element of interactivity and engagement will be lost as a result.

Online Session Preparation Checklist

- ☐ Ensure your internet connection is fast and stable and that all programs and software are up to date.
- ☐ Ensure you are familiar with the basic functions of the videoconferencing platform you are using, including tasks such as admitting participants, creating breakout rooms, and running polls.
- ☐ Print a copy of this Facilitator guide for your own reference (reduces switching between applications on your computer during the session)
- ☐ Open the following handouts in a PDF viewer/editor on your computer and be ready to show them as needed (all of these are included in the resources accompanying this program):
 - Workbook for this session
 - ACE Model of Adaptability graphic
 - AQMe Report Fundamentals
 - STEP Analysis Activity and Worksheets

Section	Content Coverage	Preparation Notes
<p>Section 3</p> <p>Deepening Your Understanding</p> <p>Slides 25-32</p>	<p>Provides participants with some suggestions on actions and activities they can do to continue their learning both as individuals, and within their team. Calls on participants to do 'One Thing' as a takeaway from the session that they can do to translate the learning back to their workplace.</p>	<p>While the content in this section is relatively straightforward and intended as a steppingstone to further actions, become familiar with any initiatives or programs that already exist within client organizations and where possible weave that understanding into the next steps.</p> <p>Familiarize yourself with the STEP Analysis activity provided with this course such that you can answer any question on it.</p> <p>Familiarize yourself with the principles of stakeholder engagement and make real-world references to this concept that are applicable to the participants. For example, if they are a financial institution, you could suggest engaging end user/customers, if in a healthcare setting, then patients or other service providers may be appropriate suggestions.</p> <p>Be ready to encourage participants to leave the session with one identified action.</p>

About the Detailed Facilitator Guide

The detailed Facilitator Guide is intended to provide you with all the information you need to deliver your session.

In the detailed Facilitator Guide section, Slide Numbers, Corresponding slides, Workbook Page numbers, and the time allocated to the slide are shown in the left-hand column (Slide Notes), while speaking notes, activities, information etc., are detailed in the right-hand column (Facilitator Notes).

In the Slide Notes Section, you will find information including:

- Purpose of Slide – A brief description of the purpose of this slide and its related content.
- Participant Workbook Page (if applicable) – NA indicates there is no accompanying
- Slide Timing - Number of Total Minutes allocated to this slide and all related activities

In the Facilitator Notes section (Right Hand Column) you will find 3 types of information:

SAY: Indications you should say these words, or a personalized variation of these words. If you choose not to use the words exactly (we encourage you to use your own 'voice') be sure to still cover the main points in the SAY sections.

ASK: Indicates a question or solicitation for comments from the group. When you have asked the group, be sure to leave enough time for participants to respond (count to 10 or 15). Use group polling techniques such as "Who would like to comment first", or "Who has an observation or comment on this". Avoid calling on people by name unless the group dynamic supports that, for example if you are familiar with the group.

DO: Indicates an activity or action that you are going to take, such as showing a handout, conducting an activity, and so on. Be sure to make directions clear and concise. Check for understanding using phrases like "What questions do you have about the activity" rather than "Does anyone have any questions."

Variations for Online or In=Person Delivery

While the bulk of the content in this session is the same for both online and In-Person delivery, the detailed instructions are slightly different for the two delivery methods. Where there is a difference (Slides 1, 10), specific instructions are provided for each environment under the headings 'Online Delivery' and 'In-Person Delivery'



Slide: 6



Time in Minutes: 3



Workbook Page: 3



Purpose:

Provide a high-level overview of the kinds of change that will require organizations of all types to adapt in the coming years.

SAY: When we think of what will drive the need to adapt, we often first think of technological changes like Artificial Intelligence or Robotics. While these things will certainly be significant drives of change over the coming years, it's important to remember that many other things will also drive the need to adapt.

SAY: Changes in the way people think about work, and the role it plays in their lives have shifted dramatically since the COVID-19 pandemic.

SAY: Fully remote or hybrid workplaces require a different set of leadership skills than what was needed previously, and changes in societal norms around things like Diversity, Equity, and Inclusion are also causing organizations to adapt by shifting resources, and realigning resources to meet new expectations and demands.

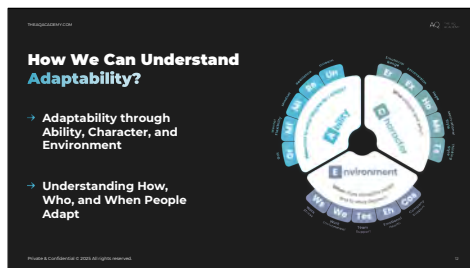
ASK: What have been some of the most significant drivers for adaptation in your organization over the past couple of years?

DO: Wait and collect 2-3 responses. Interact and respond as appropriate.

[TRANSITION TO NEXT SLIDE]



Slide: 12



Time in Minutes: 3



Workbook Page: 8



Purpose:

Introduce participants to the ACE Model of Adaptability Intelligence (AQ)

SAY: To gain a better understanding of how each of us approaches change, we can use this conceptual model of Adaptability Intelligence (AQ) created by the UK based company AQai.

SAY: For the past 6 years, we have been using this model to help individuals and organizations gain detailed insight into how they adapt, and to identify areas and ways that they can develop.

SAY: The model gets its name from the three domains of adaptability that it contains - Ability, Character, and Environment.

SAY: The ACE model is one of, if not the leading models of adaptability in the world.

SAY: Their goal with the model was to give a name to elements of adaptability, and as the saying goes, one you have given something a name, you can go to work on it!

SAY: We say that there are 3 Domains in the Model (Ability, Character, and Environment), and within each of the domains there are 5 elements that break down that domain into more detail.

SAY: Because of the somewhat limited time available in this session, we won't be able to explore all the 15 elements and instead will focus on 3 of them today. However, we are going to give you a detailed handout that explains each of the elements and identifies how you would see that element manifest in day-to-day life. You can use this as a tool to deepen your understanding of AQ, and the adaptability model, after this session.

SAY: Before we get to more detail on those three elements, let's take a quick look at the overall purpose and function of each of the three domains.

[TRANSITION TO NEXT SLIDE]



Slide: 19

Motivation Style specifically refers to how employees motivate themselves and work towards important goals. Within AQ, Motivation Style reflects the difference between "playing to protect" and "playing to win."

PLAY TO PROTECT	CONTEXTUAL	PLAY TO WIN
<p>"We can't lose what we have, it is too important"</p> <p>During change, one might:</p> <ul style="list-style-type: none"> • During change, one might: • Need a "burning platform" in order to adapt their behavior • Ensure your duties are fulfilled • Work carefully and assess the right decisions • Be cautious and reliable in approach • Focus on avoiding negative outcomes • Adapt in an organized, tentative and sometimes slower way 	<p>"It's all about 'balance' we need to find a way to win, without risking losing"</p> <p>During change, one might:</p> <ul style="list-style-type: none"> • Can feel conflicted about which choice to take • Seek to strike a balance between "not sure" and "not" • Plan and bring with one foot on the accelerator and one on the brake at the same time • Can take longer to make decisions when the need to change is unclear • When communication and plans are clear you can keep into action 	<p>"The biggest risk is not going big enough"</p> <p>During change, one might:</p> <ul style="list-style-type: none"> • Need a burning ambition to adapt (boldly & risk) • Want to maximize gains • Take bigger chances to accomplish their aims • Draw upon inspirational stories • Focus on achieving positive outcomes • Drive bold and higher risk actions

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Time in Minutes: 4



Workbook Pages: 11/12



Purpose:

To provide an exploration of the Motivation Style element from the Character domain.

SAY: Motivational Style refers to how people motivate themselves and work towards important goals when navigating change.

SAY: As you can see on the slide, we have a scale that runs, from Play to Protect on the left, to Play to Win on the right.

SAY: It's important to understand that in the Character domain, there are no 'scores' in the same way that there are with the Ability or Environment domains. Instead, we have preferences, which can lean anywhere from slightly to strongly in either direction.

SAY: You'll recall earlier that we say scales in the Character domain can be 'Understood and Leveraged.' What we mean by this is that through learning more about your preferences, and the strength of those preferences, you can learn to better understand what unique gifts you bring, and in doing so you can leverage those skills to best effect.

SAY: With that in mind, let's look at the Motivation Style scale in a little more detail.

SAY: As you can see, towards the left we have a Play to Protect disposition. People who prefer to Play to Protect tend to prefer the status quo and are less likely to go seeking change. They are literally 'playing to protect' the current situation. As you can see on the slide, they are also more likely to be diligent, cautious, and reliable.

SAY: In contrast, people with a Play to Win preference are more likely to go out and seek new ideas or new ways of doing things. They are more likely to want to maximise gains, and they take bolder, potentially riskier, actions or activities.

[CONTINUED ON NEXT PAGE]

We Are Going To Experience More Change In The Next 10 Years Than We Have In **The Last 100**

Ross Thornley,
Founder, AQai

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Just Some Of The Changes Here, And Coming

Socio-Economic



Shifting demographics (aging population, lower birth rates)



Changing attitudes towards work (Work from home, role of work in life).



Shifting approaches to equity, inclusion, belonging (start/stop of DEI programs).



Increasing political instability at all levels and in various jurisdictions.

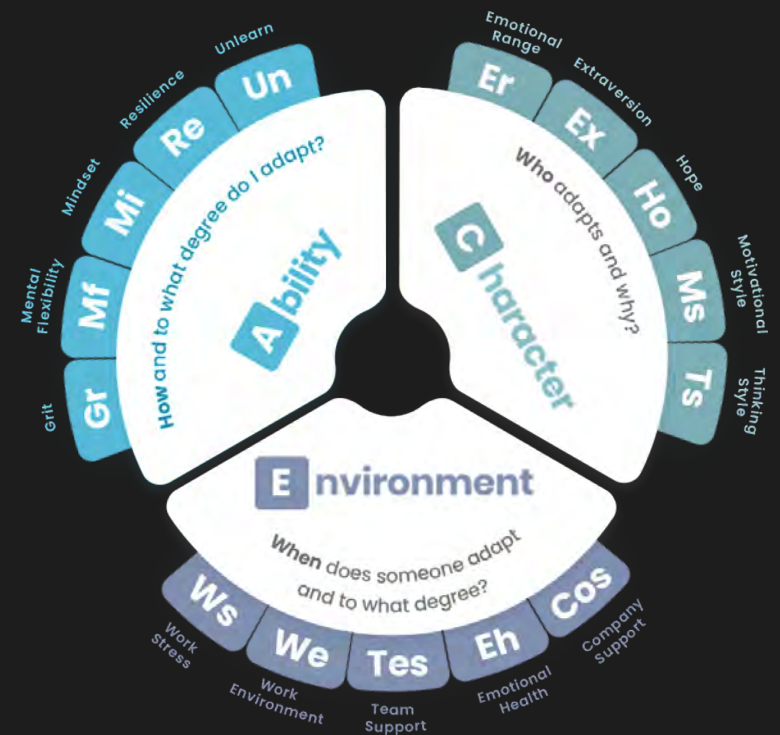


Shifts in monetary system such as inflation, interest rate policy etc..



How We Can Understand Adaptability?

- Adaptability through Ability, Character, and Environment
- Understanding How, Who, and When People Adapt



5

Un

Unlearning is the ability to 'let go of' and rethink the status quo, reassess skills, or adjust old methodologies that are no longer relevant.

LOW UNLEARNING

"It worked before, so it will work again"

During change, one might:

- Prefer to stick with known solutions
- Protect current processes and solutions
- Feel exhausted if problems seem unsolvable
- Gain confidence from currently held knowledge
- Be described as 'stubborn' in your point of view
- Be more prone to 'expert bias'

MEDIUM UNLEARNING

"Let's discuss what might work now"

During change, one might:

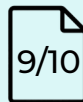
- Be able to explore new solutions to problems
- Able to discuss opposing or alternate perspectives
- Capable of letting go of past patterns and behaviours
- Feel levels of uncertainty during the process of 'letting go'
- Need more time and evidence to stop
- Comfortable in changing course

HIGH UNLEARNING

"We must change the way we do it, right now"

During change, one might:

- Find it easy to absorb new information
- Able to delete redundant data from your brain
- 'See both sides' - Embrace and champion multiple perspectives
- Know past success does not guarantee future success
- Able to 'let-go' of existing processes easily and experience more 'breakthroughs'
- Can break habits more easily and champion course changes



4 Things You Can Do Today



Understand your
own approach to
adaptability



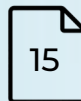
Educate your
team/department
on Adaptability



Understand the
bigger picture



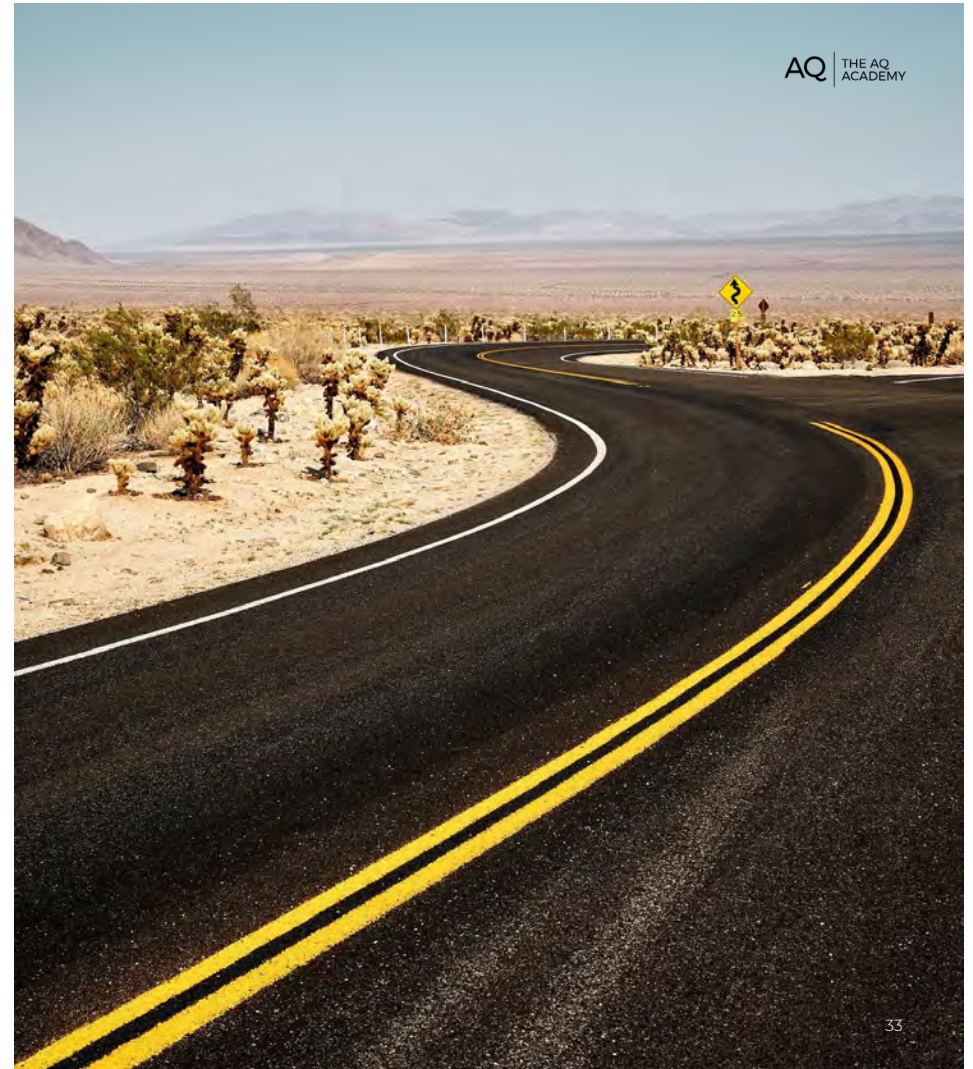
Engage your
stakeholders



What We Fear Doing Most Is Usually What We Most **Need To Do.**

Tim Ferriss

- **Of Everything We Covered Today, What Did You Find The Greatest Learning/Most Interesting?**
- **What One Thing Will You Commit To Doing To Continue/Further Your Learning?**



INTRO TO ADAPTABILITY

WORKBOOK



Just Some Of The Changes Here, And Coming

Socio-Economic



Shifting demographics
(aging population,
lower birth rates)



Changing attitudes
towards work (Work
from home, role of
work in life).



Shifting approaches
to equity, inclusion,
belonging (start/stop
of DEI programs).



Increasing political
instability at all levels
and in various
jurisdictions.



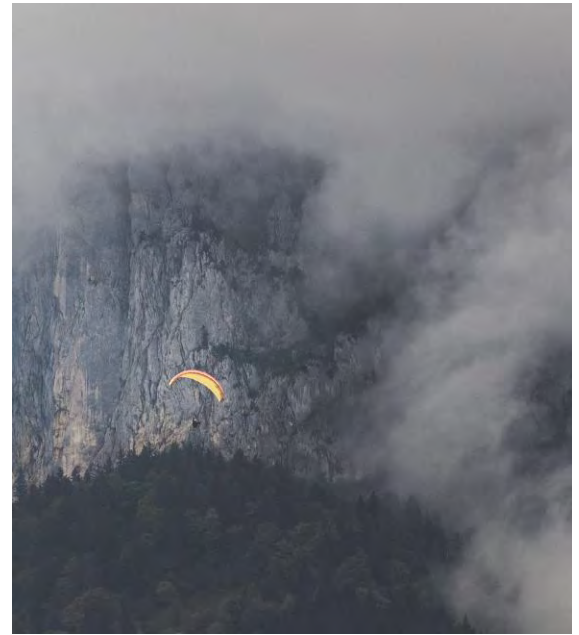
Shifts in monetary
system such as
inflation, interest
rate policy etc..

NOTES

THE AQ
ACADEMY

Adaptability Is The Capacity
To Adjust One's Thoughts
And Behaviours In Order To
Effectively Respond To
Uncertainty, New
Information, Or Changed
Circumstances.

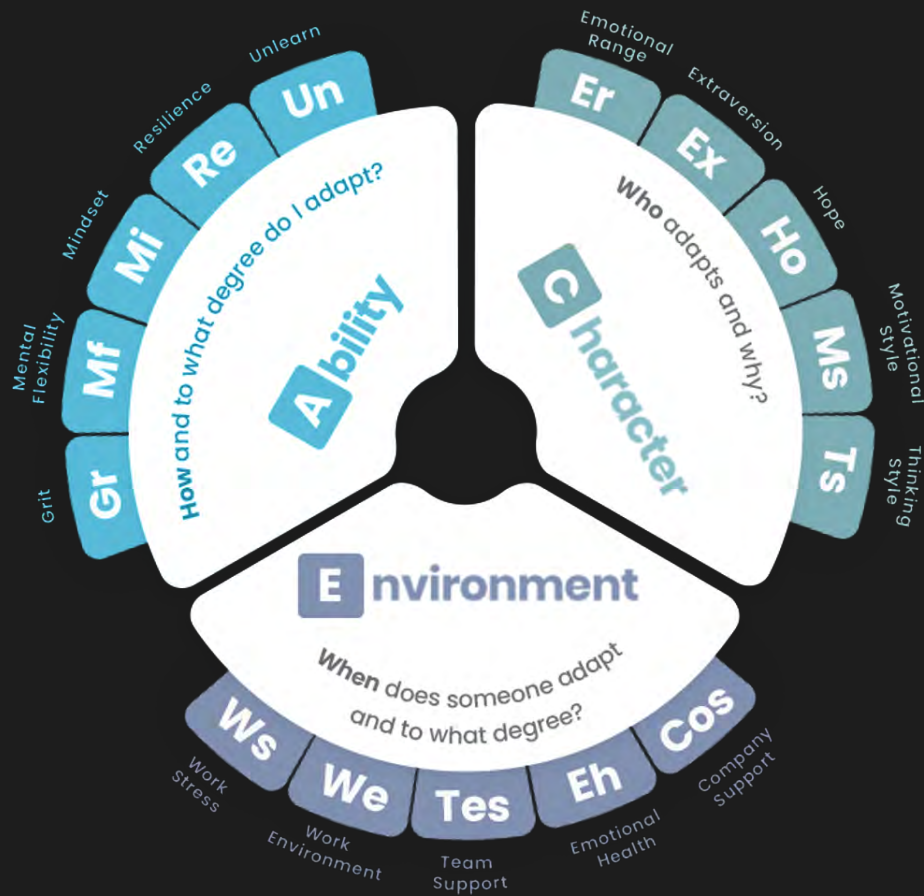
Martin, Nejad, Colmar, & Liem, 2013



NOTES

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The Ace Model Of Adaptability (Aka The Adaptiotic Table)



NOTES

9

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Motivation Style

specifically refers to how employees motivate themselves and work towards important goals. Within AQ, Motivation Style reflects the difference between “playing to protect” and “playing to win.”

PLAY TO PROTECT

“We can’t lose what we have, it is too important”

During change, one might:

- During change, one might:
- Need a ‘burning platform’ in order to adapt (fear of failure)
- Ensure your duties are fulfilled
- Work carefully and assess the right solutions
- Be cautious and reliable in approach
- Focus on avoiding negative outcomes
- Adapt in an organized, tentative and sometimes slower way

CONTEXTUAL

“It’s all about ‘balance’ we need to find a way to win, without risking losing”

During change, one might:

- Can feel conflicted about which course to take
- Seek to strike a balance between ‘core’ and ‘new’
- Feel like driving with one foot on the accelerator and one on the break at the same time
- Can take longer to make decisions when the reason to change is unclear
- When communication and plans are clear you can leap into action

PLAY TO WIN

“The biggest risk is not going big enough”

During change, one might:

- Need a burning ambition to adapt (Novelty & risk)
- Want to maximise gains
- Take bigger chances to accomplish your aims
- Energized by inspirational stories
- Focus on achieving positive outcomes
- Drive bold and higher risk actions

THE AQ
ACADEMY

What We Fear Doing Most
Is Usually What We Most
Need To Do.

Tim Ferriss

Of everything we covered Today,
what did you find the greatest
learning/most interesting?



NOTES

[illegible]