

2026

GOLDEN KEY
LEADERSHIP AND MANAGEMENT SUMMIT

HANDBOOK

26th - 30th October, 2026

SESSIONS

WEBINARS

Leading Beyond Compliance: Building a Culture of Accessibility with **Julie Grisham**	The Courage to Disagree: Difficult Conversations, Ethical Leadership and the Duty to Speak Up with **Gareth Dart**	From Observer to Influencer: The Leadership Power of Expressed Agency with **Greg Haddock**
Leading with Emotional Intelligence with **Angel Hernandez**	Something Isn't Adding Up: How to Know When You're Solving the Wrong Organizational Problem with **Celeste Ribbins**	When "One of Us" Becomes "One of Them": Navigating Relationships That Change When Your Role Does with **Beverly Lockett**
The Art of Moving People with **Moleboheng Molefi**	Trust Math™: The Hidden Economy for Getting Ahead in Your Career with **Melanie Hicks**	The Feedback That Boosts Emotional Intelligence with **Jola Sung**
The Silent Thief: How Organisational Entropy Steals Your Team's Energy with **Janet du Preez**	Effective Time Management Strategies for Leaders with **Sarah-Kaye Page**	Leading Through AI-Driven Change with **Bruce Sarte**
From Research to Practice: Evidence-Based Strategies for Building a Positive Work Culture with Remote and Hybrid Teams with **Carmen Irving**	Leading with Intention with **Chris Mizenko**	Bereavement: How Leadership Can Address Grief and Loss in the Workplace with **Michelle Magers**
Different Minds, Stronger Teams: Leadership When You — or Your People — Are Neurodivergent with **Daniel Van der Pluym**	Decision Making Under Pressure with **Carrie MacDonald**	

Remember:

All of the webinars will be recorded, so if you can't make it live due to a schedule clash or time zone issue, you can watch the video at a later date. All videos will be uploaded here **https://academy.goldenkey.org/gklms26/** and will only be available to people who purchased access to the summit.

LEADING BEYOND COMPLIANCE: BUILDING A CULTURE OF ACCESSIBILITY

with Julie Grisham

Worksheet

WhereDo You Have Influence?

GoldenKeyLeadership&ManagementSummit2026|JulieE.Grisham, Ph.D.

Leadership is not simply responding when a barrier appears. It is creating the conditions, expectations, and practices that make accessibility part of how an organization operates.

1.REFLECT - Where does accessibility enter the conversation?

Where do accessibility decisions happen in your organization?

_____

When is accessibility usually considered?

Before a decision | During implementation | After a barrier occurs

2.ASK - Use a leadership lens before decisions are made

Before moving forward, ask:

- ☐Who will be affected by this decision?
- ☐Whose perspective might be missing?
- ☐What assumptions are we making?
- ☐What barriers can we anticipate?
- ☐Who else should be involved?

3. LEARN - Turn barriers into leadership opportunities

Barrier identified >> Why did it happen? >> What could change?

Think of one process, practice, technology, or decision in your organization. Where could accessibility be considered earlier?

_____

4.ACT - My leadership commitment

One question I will start asking: _____

One process I can influence: _____

One person or group I should involve: _____

Wheredoyouhave influence?
You do not need to control the entire system to influence it.

LEADING WITH EMOTIONAL INTELLIGENCE

with Angel Hernandez

Worksheet

Disclaimer: These views and opinions are my own. I am not speaking on behalf of Microsoft, my employer, and no confidential or internal information is included.

The four pillars

Pillar	Practice
1 · Self-awareness	Notice your triggers and low points. Ask how your message landed, not how you meant it.
2 · Self-management	Stop, breathe, think, then act. Never email or call when tired, upset or under the influence. Do not take it personally.
3 · Social awareness	Empathize first. Mind culture, language and time zones. Find common ground (language, music, cuisine); skip the trivial and the inflammatory.
4 · Relationship management	Communicate clearly, manage expectations, use humor kindly, and talk things out instead of assuming.

Hard conversations. Giving: pick a calm, private moment, state what you observed and its impact, ask their view. Receiving: listen first, ask questions, thank them.

My commitments this week

1. One trigger I will name, and my pause: _____
2. The conversation I will have, not assume: _____
3. Common ground I will find with: _____

Read Goleman (1995) and Bradberry (2023). Framework: Goleman et al. (2002). References are in the deck. angelhernandezm.com

THE ART OF MOVING PEOPLE

Worksheet

with Moleboheng Molefi

MY PEOPLE-MOVING WORKSHEET

Choose a real situation. Challenge your assumptions. Plan one conversation.

MY SCENARIO

What is happening, and who do I need to influence?

MY DESIRED OUTCOME

What should change, by when? How will I know it worked?

CONNECT: understand the person

What do they care about, fear, stand to lose or gain?
What assumption will I test with a question?

INSPIRE: make it meaningful

HEAD: understand what? HEART: care about what?
HANDS: do what? How will I explain why it matters?

INVOLVE: share ownership

What can they shape or decide? What will I ask?
Am I willing to change my plan based on their ideas?

MOVE: agree a first step

I want us to… Because… The difference will be…
What small action will we agree, by whom and when?

MY COMMITMENT AND REVIEW

Conversation with: _____ By: _____ I want them to feel: _____

Review date: _____ What changed, what did I learn, and what will I adjust? _____

THE SILENT THIEF: HOW ORGANISATIONAL ENTROPY STEALS YOUR TEAM'S ENERGY

with Janet du Preez

Worksheet

How Organisational Entropy Steals Your Team's Energy

Organisationalentropyisthedissipationofalignment,energyandtimethaterodescapacityandproducesnothing in return.

1 SPOT THE SIGNALS

Which signals are most familiar in your team or organisation? Tick the three that cost the most.

☐ Rework or duplicated effort	☐ Decisions made twice / decision drag
☐ Meetings that circle without movement	☐ Delays and hand-off friction
☐ Workarounds that have become normal	☐ Frayed relationships or unresolved tension
☐ Exhaustion / depletion	☐ Disengagement, distraction or drift

2 TRACE THE LEAK

WHAT KEEPS HAPPENING? What pattern, frustration orrecurring issue do you notice?	**WHERE IS ENERGY LOST?** Where are people spending time, attention or effort without creating useful value?
WHAT MAY THE SYSTEM BE PRODUCING? Consider roles, decision rights, priorities, process, interfaces, trust, leadership signals, capability, resources or ways of working.	**WHAT IS THE COST?** Time? Energy? Trust? Customer value? Revenue? Opportunity? Wellbeing?

3 ARREST THE LEAK

STOP COMPENSATING FOR What are you or your team repeatedly carrying that the system should hold?	**ONE SMALL SHIFT** What could restore clarity, flow, connection or accountability?
WHO NEEDS TO BE INVOLVED? Name the people whose participation matters.	**MY FIRST MOVE** What will I do, and by when?

DON'T ASK ONLY: "WHO NEEDS TO WORK HARDER?" ASK: "WHAT IS THE SYSTEM ASKING PEOPLE TO COMPENSATE FOR?"

Take the Personal Entropy Assessment

Janet du Preez | Strategic Organisational Architect | Engagement Dynamics

engagementdynamics.com |

janet@engagementdynamics.com

FROM RESEARCH TO PRACTICE: EVIDENCE-BASED STRATEGIES FOR BUILDING A POSITIVE WORK CULTURE WITH REMOTE AND HYBRID TEAMS

Worksheet

with Carmen Irving

GOLDEN KEY LEADERSHIP & MANAGEMENT SUMMIT 2026

PAX Workplace Self-Check

Buildingtrust,communication,andbelongingonremoteand hybrid teams

Session: FromResearch toPractice:Testedand ProvenStrategiesforBuildingaPositiveWorkCulture with Remote and Hybrid Teams Carmen M.Irving,Ph.D., VicePresident,PAXIS Institute

The big idea

Inremoteand hybrid work, the way work is organized becomes one of the clearest expressions of culture. Employees read culture throughthree levels (Schein): Artifacts (tools, meetings, documentation), espoused values (what we say matters), and underlying assumptions (what people come to believe is really true). Organizational culture strengthens when these align.

Warm-up: Organizational Culture is in the details

Whatisoneroutineorpracticeonyourteamthatsendsamessageabout“howthings work around here”?

Routine:

ALIGNMENT CHECK

Wesay...	People experience...	Possible message received

Part 1: Identify your team’s organizational culture friction point

Thesefivethemes emergedfrominterviewswithremoteemployeesacrossseveralindustries.Whichonecurrently has the greatestimpacton yourteam?

Culturetheme	Whatit mightlook like	☐
Flexibility and boundaries	Unclear availability expectations, inconsistent flexibility, “always on” pressure	☐
Trust and accountability	Excessive monitoring, unclear outcomes, frequent status requests, low autonomy	☐
Time and meetings	Too many meetings, unclear agendas, little follow-up, unnecessary live meetings	☐
Systems and tools	Confusing platforms, unclear ownership, hard-to-find information, unreliable handoffs	☐
Belonging and visibility	Unequal access to information, recognition, influence, development, or opportunity	

What specific routine, practice, or pattern is occurring? (Describe the practice, not the person.)

Who is most affected, and how?

What message might people be receiving from this pattern?

FROM RESEARCH TO PRACTICE: EVIDENCE-BASED STRATEGIES FOR BUILDING A POSITIVE WORK CULTURE WITH REMOTE AND HYBRID TEAMS

Worksheet

Part 3: 30/60/90-day mini-implementation planner

with Carmen Irving

My intended result

Ifweuse_____ consistently, we expect to improve

_____ for _____.

DAYS 1–30: TRY AND LEARN

What will we try?	
Who will participate, and when will we begin?	
How will everyone know what the practice looks like?	
How will we invite feedback?	

DAYS 31–60: MONITOR AND ADAPT

What did we notice? What did people say about the experience?	
What should we keep, change, or stop?	

DAYS 61–90: REFLECT, REFINE, OR EXPAND

What is our decision, and what evidence informs it?	
How will we keep use consistent across locations, schedules, and roles?	

MEASURE BOTH

Process: Did we use the practice consistently? **Experience:** Did clarity, trust, time, belonging, or coordination improve?
Outcome: Didtherelatedwork processimprove?

My two-week commitment

Oneaction I willtakewithintwoweeks:	
The person or group I will implement with:	
The first sign that the change may be helping:	

THE COURAGE TO DISAGREE: DIFFICULT CONVERSATIONS, ETHICAL LEADERSHIP, AND THE DUTY TO SPEAK UP

Worksheet

with Gareth Dart

No personal story is required, and nothing needs to be shared.
Tick what fits, then take away one responsible action.

01 NOTICE

When disagreement or bad news comes my way, my first instinct is often to:

- [ ] Explain or defend
- [ ] Hold back or go quiet
- [ ] Try to fix it immediately
- [ ] Pause and ask a question

02 CHOOSE

What would make a constructive conversation easier?

- [ ] Clear expectations
- [ ] Time to prepare
- [ ] An invitation to question
- [ ] A calm, fair response

03 ACT

Choose one small leadership or management action for this week:

- [ ] Ask what I might be missing
- [ ] Send a meeting agenda
- [ ] Agree the outcome, not every step
- [ ] Thank someone for speaking up
- [ ] Raise a risk earlier
- [ ] Protect time for focused work

MY ONE SMALL SHIFT

One thing I will try this week is...

THE 4C GROWTH MODEL

Confidence ↔ Competence ↔ Consistency
Compounding: the cumulative outcome of learning over time.
Supporting conditions: clarity, autonomy, psychological safety and accountability.

SOMETHING ISN'T ADDING UP: HOW TO KNOW WHEN YOU'RE SOLVING THE WRONG ORGANIZATIONAL PROBLEM

Worksheet

with Celeste Ribbins

Before You Decide What the Problem Is

1.What's happening?
Describe the situation as concretely as you can. What are people actually doing or saying? What outcomes are you seeing?

Stay with what you can observe or verify ONLY.

2. What's my first explanation for what's happening?
What did you immediately decide the situation means? What assumptions are embedded in that explanation?

Treat your first explanation as a hypothesis, not a diagnosis.

3. What's supposed to be happening?
What is the intended outcome? Why does it matter? What should be happening if things are working as intended?

4. What's the gap?
What is different between what is happening and what is supposed to be happening?
Describe the difference between the actual and intended conditions—not why you think the difference exists.

5. What might explain the gap?
What are the possible explanations? What could be producing or contributing to the difference you identified?

Consider more than one possibility before deciding what needs attention.

Before You Decide What to Do

6. What do I still need toknow?
What information is missing? What needs to be verified? Who else has relevant information or a perspective I need to understand? What assumptions need to be tested?

Continue asking relevant questions until the answers stop challenging your understanding of the problem.

7. What patterns does the evidence reveal?
What is consistent across the information you've gathered? Where does it conflict? What keeps recurring? What connections are becoming visible?

Look for evidence that is consistent across more than one source. When information conflicts, investigate the conflict rather than choosing the answer that best fits your hypothesis.

If the evidence doesn't support your hypothesis, change the hypothesis—not the evidence.

8. What does the evidence suggest actually needs attention?
Based on what you now know, what appears to be producing or sustaining the gap?
Your diagnosis should be supported by the evidence—not simply confirm your initial hypothesis.

Before Choosing a Solution

Gobacktothe groundingquestion: What is the intended outcome?
Don't confuse the prescribed method with the thing you want or expect to see.

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EFFECTIVE TIME MANAGEMENT STRATEGIES FOR LEADERS

with Sarah-Kaye Page

Worksheet

Leading Your Time: Practical Time Management Strategies for High-Performing Leaders

"Working smarter, notharder"Presented by Sarah-Kaye Page

1. If I gave you an extra hour every day, what would you do with it?

2. What do you do in your day? How much of your day is intentional versus reactive?

3. What are your biggest time wasters?

4. How much do you want to put work/family/social as a priority in your life? Will you give it the time it deserves?

5. What is it that you want to do with your life? How do you want your life to change? Do you want to move forward or stay where you are? What changes do you need to make this happen? What sacrifices do I need to make to improve my life right now?

6. Identify the following in your own life to action: One time-waster to reduce, One productivity strategy to implement, One action you will take in the next 24 hours.

LEADING WITH INTENTION

with Chris Mizenko

Worksheet

A LEADERSHIP SESSION

Leading with Intention — Participant Worksheet

Keepthisopenonasecondscreen,orprintitout—you'llfillitinaswego.Yournumbersareprivate;no one collects this.

Part 1 — Before We Begin: A Quick, Honest Self-Assessment

This session is organized around three areas where a leader's intention shows up. Take two minutes to rate yourself in each — honestly and privately. You'll return to these numbers at the end.

Circle the number that fits in each row below — or, if you're filling this in on your device, type an X over it.

1 Mostly on autopilot / by default
3 Sometimes intentional, inconsistent
5 Deliberate and consistent, on purpose

1. Your Words

Howyouspeaktoyourteam — in good moments and hard ones.

1	2	3	4	5

2. Your Environment

Theconditionsthatmakepeoplestay, or quietly decide to go.

1	2	3	4	5

3. Your Direction

Howyoumakethedecisionsthat shape tomorrow.

1	2	3	4	5

Part 2 —LookBack atYourThreeNumbers

At the start, you rated yourself in three areas — honestly and privately. Bring those numbers back now, then circle (or mark) your lowest area. That's where we're going next.

Your Words	Your Environment	Your Direction
_____ / 5	_____ / 5	_____ / 5

Part 3 — Your Commitment: One Area, One Intentional Change, This Week

Not "be a better leader." Something specific and small enough to actually do — in your lowest-scoring area — within seven days.

My lowest area is:

This week, on purpose, I will:

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LEADING WITH INTENTION

with Chris Mizenko

Worksheet

A LEADERSHIP SESSION

Leading with Intention: presentedbyChris Mizenko

Recommended Reading & Watching

Afew books,articles,andonevideothatshapedtoday'ssession,"Leadingwith Intention." Worth a closer look if any of it stuck with you.

1 *Your Next Five Moves: Master the Art of Business Strategy*

Bet-David, P., & Dinkin, G. · Gallery Books, 2021

A framework for thinking several moves ahead instead of reacting to whatever's in front of you — the source for today's "who do you want to become" idea.

2 *The Energy Bus: 10 Rules to Fuel Your Life, Work, and Team with Positive Energy*

Gordon, J. · Wiley,2007

On deciding, on purpose, who gets to steer the energy on your team — and what you do about the people who'd rather drain it than drive it.

3 *The Team Retention Problem in Dentistry*

Mizenko, C. · DrBicuspid.com, May 2026

Why retention is a leadership responsibility, not a recruiting problem — written by today's presenter.

4 *Before You Sign, Hire, or Buy: The One Question Every Practice Owner Should Ask*

Mizenko, C. · DrBicuspid.com, July 2026

The "for tomorrow, not for today" framework from today's session, in its original written form — also by today's presenter.

5 *Intention Matters*

Sinek, S. · YouTube, video

A short watch on the same core idea behind today's session — that intention, not circumstance, is what actually drives how we show up.
https://www.youtube.com/watch?v=tr5Ql2LmOYw

Leading with Intention
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FROM OBSERVER TO INFLUENCER: THE LEADERSHIP POWER OF EXPRESSED AGENCY

with Greg Haddock

Worksheet

FROM OBSERVER TO INFLUENCER

WHAT IS AGENCY?

Agency is the capacity and sense of empowerment to make choices and take intentional action to influence what happens next. Agency may arise from your role, situation, expertise, relationships, or simply recognizing options already available. Having agency does not mean controlling the outcome. It means recognizing your capacity to participate and influence.

WHY EXPRESS IT?

Agency alone does not create influence. Expression brings your preferences, ideas, information, questions, needs, intentions, concerns, and actions into the environment around you. Exercising agency is part of taking responsibility for your participation in your own life.

AGENCY → EXPRESSION → INFLUENCE

- A preference that isn't communicated can't inform a shared decision.
- An idea that isn't contributed can't improve an organizational decision.
- Information that never enters the system can't influence it.

RECOGNIZING AGENCY

Think of a situation, professional or personal, where you want something to change, something feels incomplete, or you may be accepting something passively.

? **Do I have agency here?** *Whatcapacity,opportunity,authority, responsibility, orinvitation do I haveto participate?*
Do I understand enough to decide how to engage? *What do I know? What might I not know? What should I ask, learn, or clarify?*
What am I not saying or asking? *What perspective, concern, need, idea, aspiration, or question remains internal?*
What am I unnecessarily accepting? *What have I assumed is fixed or outside my influence without examining it?*
What am I trying to accomplish or influence?

EXPRESSING AGENCY

Having something to say or do doesn't guarantee influence. How you express your agency matters. The quality and substance of your contribution, your understanding of the situation, and how you engage with others can strengthen or diminish your ability to influence what happens next. Engagement creates new information. Listen, learn, adapt, and engage again when appropriate.

THINK	READ	ENGAGE
What do I know, andwhat do I need to understand?	*What does thissituation require?*	*What is thebestway to participate?*
Judgment: Is this worth engaging?	**Context:** What dynamics matter?	**Credibility:** What gives my contribution weight?
Quality: Have I thought about it well?	**Timing:** When should I engage?	**Curiosity:** What might I be missing?
Substance: What supports my perspective?	**Empathy:** How might this land?	**Communication:** Can I make my question, perspective, or intention clear and useful?
Clarity: What should I ask or learn first?	**Friction:** What resistance am I willing to accept?	

? **What are my options?**
What will I do? *Doing nothing can still be an intentional exercise of agency. The distinction is intentional versus passive.*

LEADERSHIP POWER

Leadership does not require formal authority. As your influence grows, leadership expands from exercising your own agency to creating opportunities for others to exercise theirs. Invite perspectives, create space, amplify valuable insight, and actively seek voices that might otherwise remain unheard.

? **Who are we not hearing from?** *Where might valuable insight be remainingunexpressed?*
What might make them reluctant or unable to contribute? *Consider access, hierarchy, confidence, incentives, culture, past experience, or how others respond.*
What can I do to create or expand their opportunity to participate? *Invite their perspective, ask a question, create space, connect them to the conversation, or amplify useful insight.*

THE FEEDBACK THAT BOOSTS EMOTIONAL INTELLIGENCE

with Jola Sung

Worksheet

Let's rewrite your true story together

Think of one feedback conversation you have had recently with your team, a colleague, or someone in your life:

1 Using the J5 Framework, what are some things you could have said differently, or in a different way, to prompt a deeper conversation on the person's self-awareness?

2 What would the J5 Framework sound like, in your leadership style, in your voice, for your team?

NOTES & REFLECTIONS

Send your success story to: journeywithjola@outlook.com

THE FEEDBACK THAT BOOSTS EMOTIONAL INTELLIGENCE

with Jola Sung

Worksheet

Resources for Reflective Leadership

01 Simon Sinek
Why Good Leaders Make You Feel Safe | TED
On psychological safety, trust and high expectations.

02 LeeAnn Renninger
The Secret to Giving Great Feedback | TED
Practical approaches to giving feedback and how the conversation is received.

03 Chris Wheatley
The Four Steps to Hearing Hard Feedback Gracefully | TED
Listening well to difficult feedback and strengthening emotional intelligence.

04 Gemma Garcia Godall
How Emotional Intelligence Makes Leaders More Impactful | TED
Explores emotional intelligence beyond feedback and its role in leadership.

05 George, Sims, McLean & Mayer (2017)
Discovering Your Authentic Leadership
In Authentic Leadership, Harvard Business Review Press; authentic leadership shaped by individual experience, values and motivations.

LEADING THROUGH AI-DRIVEN CHANGE

with **Bruce A. Sarte**

Worksheet

Use during the chat prompts and reflection pauses. Type into the fields or print and write.

Choose your leadership challenge

SLIDE 2

Mark one: communicating clearly / difficult conversations / decisions / organizing work

2 Practice a more open question

SLIDE 7

Rewrite:"You'refallingbehindbecauseyou're overloaded, right?"

Respond to a team concern

SLIDE 12

Ateammatesays:"I'mworriedAIwillmake my role less valuable."

What would you say first to understand their concern?

3

Plan one small AI experiment

SLIDE 13

Choose a familiar task, such as preparing an agenda. Use appropriate, non-sensitive information.

Task I will try:

4

Who will review the result?

How will I check usefulness and total effort, including review time?

If this saves time, what valuable work will I use that time for?

Commit to your next seven days

SLIDE 14

I will practice:

5 **will discuss with my team:**

Before using AI output: check accuracy, context, fairness, privacy, and your responsibility.

RESOURCES / Click a title to open

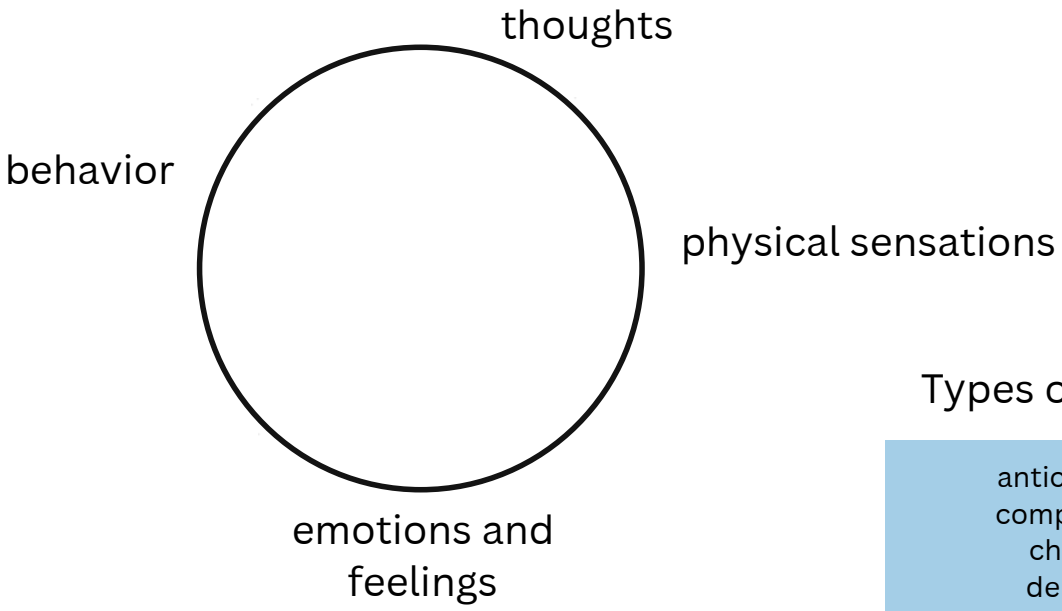
Leadership	AI Practice	AI Judgment
CCL: Active listening	Microsoft Learn: Prompts	Harvard: AI task performance
CCL: SBI feedback + intent	Microsoft: Prompting guide	NIST: Generative AI risks

Save a copy after typing. Participation is optional; private reflection works for every activity.

BEREAVEMENT: HOW LEADERSHIP CAN ADDRESS GRIEF AND LOSS IN THE WORKPLACE

with Michelle Magers

Worksheet





Types of grief

anticipatory
complicated
chronic
delayed
distorted/exaggerated
cumulative
masked
disinfranchised
traumatic
collective
absent

"Too often, we want to fix, minimize, and soothe because we are so uncomfortable with someone else's grief."
Nikki Moberly, PCC, CBC

Grief and Cognitive Function at Work

Mary-Frances O'Connor's neuroscience research, highlighted in her book The Grieving Brain (2022), shows that grief is a form of learning. The brain must rewire its model of the world to account for someone's absence. This process draws heavily on the same resources needed for focus, planning, and emotional control, leading to several work-relevant impairments:

- Concentration & memory: Intrusive thoughts and involuntary "reaching" for the deceased compete with task focus, disrupting both learning new information and recalling familiar material.
- Decision-making: Prolonged stress affects the prefrontal cortex, making even simple decisions feel hard and complex ones overwhelming.
- Emotional regulation: A lower emotional threshold means everyday stressors (a terse email, a tense meeting) can trigger outsized, hard-to-control reactions.
- Energy: Grief is physically taxing- the stress response disrupts sleep and depletes energy in ways ordinary rest doesn't fix.

BEREAVEMENT: HOW LEADERSHIP CAN ADDRESS GRIEF AND LOSS IN THE WORKPLACE

with Michelle Magers

Worksheet

Being a supportive colleague

- Be genuine
- Do not avoid the griever- grief is not contagious
- Avoid making the conversation about yourself
- Avoid trying to 'fix' them to make yourself more comfortable
- If you have the ability, ask if you can support them in any way- this could look like offering self-care tasks, such as providing a baked dish or asking the griever if they'd like to go on a lunch walk
- Listen
- Sit with them at lunch/share space (quiet or with conversation)
- Avoid asking too many questions about their grief/loss- allow them to bring it up; maintaining professionalism while showing empathy
- Ask appropriate questions such as "What's most important to you right now?"
- Respect boundaries
- If you are a close colleague, ask if you can share a favorite memory of the lost
- Advocating for bereavement support in your workplace
- Learn practical ways to assist grieving colleagues, such as checking in with them
- Gain skills such as sensitivity and awareness
- Ask if you can chat with the bereaved and if they would like to talk in private

Being a supportive boss

- Respond with empathy rather than avoidance
- Understand common grief reactions
- Communicate expectations compassionately
- Ask appropriate questions such as "What's most important to you right now?"
- Explore and invest in bereavement training; reduces workplace stress by preventing grief-related burnout, absenteeism and increases resilience
- Provide educational resources about grief and loss such as internal guides, webinars, lunch-and-learn sessions, or curated articles from reputable organizations
- Be flexible- remote work, hybrid schedules, or adjusted hours, which is proven to buffer stress and improve recovery
- Provide breaks and quiet space
- Policies should be easily accessible and communicated to all employees to prevent uncertainty when a bereavement occurs.
- Complete training on how to recognize grief-related challenges and respond with empathy
- Encouraging an open environment where employees feel safe discussing their needs will help reduce the stigma around grief in the workplace
- Provide structured return-to-work plans
- Gain skills such as sensitivity and awareness
- Understand that you may make mistakes when speaking to the bereaved, and know that you can 'recover' by using phrases such as "I realize that wasn't the best thing I could have said to you, thank you for your patience with me. I'm still learning how to support you"
- Have the courage to share their own stories (when appropriate); grievers often feel isolated and alone in their journey
- Ask the griever if they would like to write a letter to the colleages about what they need

Notes / Reflections:

Notes / Reflections:

GKA

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