

Consultancy services

Public and Private Organisations

2023-2024

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**Our Mission is to create
necessary and sustainable
psychological changes
in individuals, groups,
and organisations**

1. Introduction

Organisations face many challenges and even threats to effectiveness - be it from turbulent environments, changing customer demands, increased competition, the challenge of having to constantly evolve organisational structures and work processes. And often: a lack of sufficiently qualified labour.

We want to contribute to the strengthening of organisations and their members. We do this by orchestrating our years of experience in planned assessment and change processes.

This catalogue contains a series of descriptions of what we offer public and private organisations in 2023 and 2024.

We advise on leadership and collaboration and assist client organisations in developing and implementing highly specialised assessment and development processes.

Our solutions are based on evidence and the latest research, as well as our many years of practical experience as leaders and leading psychologists in both public and private organisations.

We provide tailor-made consultancy services, ensuring consistency between processes and organisational structures. This is done in close dialogue and cooperation with our client organisations.

In addition to our consultancy services, we develop and train client organisations' own psychologists and HR consultants. This is done through supervision, Master Classes, and specially designed training programmes.

After more than 20 years as external leading psychologists in various client organisations and as subcontractors to leading training organisations, we established Doulgerof & Lamberg ApS in 2019. The reason for our decision was simply that by combining our forces we could expand our consultancy repertoire and provide high quality psychological services to a wider range of client organisations.

We have contractual agreements with a number of organisations – including Maersk Training Denmark A/S and SIMAC/Svendborg International Maritime Academy. Our contractual agreements include the provision of all external psychological consultancy services, as well as the training and supervision of internal psychologists and Human Factor specialists.

We know what we are doing when we work. Those who know us recognise us for our professionalism and for the quality of our services.

We ensure access to efficient occupational psychological services of the highest quality. For the benefit of organisations and their members.

2. Assessment activities

We carry out a wide range of assessment activities aimed at individuals, groups, and organisations. And we facilitate understanding of challenges and ways ahead in the light of prevailing conditions.

Our assessment activities entail psychological aspects of the relationship between the working person, the nature of work and the organisation.

We carry out:

- Qualitative studies, focusing on what is unique, and which can provide understanding.
- Quantitative studies, focusing on what is common and representative, and which can provide explanations.

We conduct assessments in relation to:

- Selection of leaders and specialists
- The psychosocial work environment and well-being at work
- Organisational effectiveness and quality
- Human Factor Assessment and Human-Machine Interfaces

, as well as a number of other areas.

Specifically in relation to leadership selection, we have, for more than 20 years, conducted personal assessment of more than 4000 leaders – the vast majority in Denmark, but also in England, Canada, South Africa, and India.

As external leading psychologists, we have designed best practice assessment programmes for one of the world's leading training organisations.

When we carry out assessments, we have a firm focus on quality. Elements like consistency and accuracy are important for us, and we continuously orient ourselves towards validity and reliability.

Validity

Validity is about the extent to which our psychological assessment instruments measure what we say they measure.

Validity is therefore an expression of how good a test is at measuring individual differences in a particular function between people in a particular group.

The conclusions we infer from our psychological toolbox are both appropriate and meaningful - and not the least: useful.

Reliability

One form of reliability is about measurement accuracy, or the certainty with which a test measures.

Another form of reliability concerns homogeneity, or internal consistency, which is about the extent to which given tasks or items measure the same thing.

**Naturally, we also
carry out
assessments of
Teams.**

Selection of Leaders

Our leadership selection processes include a number of important steps, which are taken together with our client organisations.

The selection objective is to assess the complex and dynamic relationship between personality, cognitive capacity, social and self-regulatory skills, situational judgement, and leadership competencies, which together constitute the candidate's overall level of functioning – and which determines the degree of suitability for the given leadership position.

Phase 1: Job analysis and requirement profile

Prior to carrying out assessments, we formulate specific requirement profiles - simply because different leadership functions in different leadership contexts require different qualifications and competencies.

Our requirement profiles are formulated by conducting thorough job analyses in collaboration with our client organisations, and by breaking down job descriptions into their constituent parts - for example, in terms of tasks and responsibilities.

After analysis of job descriptions and job functions, we determine the psychological requirements for given leadership positions - and these are discussed with our client organisations. Once the requirement profiles are finalised, we decide on how to match candidates up against the requirement profiles.

The nature of the requirements profile thus form the basis for the choice of tests, the design of interview guides, dilemma cases and possible problem-solving tasks, as well as other tools for use in the selection process.

Phase 2: Attraction

Some client organisations choose to advertise and attract potential candidates themselves.

If required to do so, we make use of a number of different search databases, our network, targeted reach-out activities, and tailored advertising. The aim is to attract as strong a field of candidates as possible.

Phase 3: Selection

The selection process is carried out in order to identify the most suitable candidate for the position.

The selection process, which is carried out in close cooperation with our client organisation, typically includes testing and two to three rounds of interviews depending on the leadership level. The latter may also include dilemma cases and problem-solving tasks.

We obtain references by agreement with candidates, who all receive feedback on test results and reference taking. Each candidate receives a copy of the personal report we prepare on the basis of the selection. The personal report also contains identified areas for development.

The selection process is completed with feedback and advice to our client organisation, which takes the final decision on which candidate to employ. The advice typically includes concrete directions on how to strengthen the final candidate's development areas.

Phase 4: Pre- and post-consultation

Prior to the leader's start-up in the new job, we offer counselling that typically focuses on the leaders identified development areas.

6 months after the leader has started in the job, we carry out a dialogue with the leader and his/her supervisor. The purpose of the dialogue is to follow up on the start-up of the leader and to follow up on his/her development areas.

Workplace assessments (psychological working environment)

The psychological working environment is about how people thrive in the workplace and about the performance, content, and organisation of work.

Well-being is closely linked to, among other things, work roles and tasks, own and others' expectations and demands, and the interaction between employees at all levels.

The psychological working environment is therefore about the psychological, social and cultural influences that employees experience in the workplace.

We assist client organisations in conducting workplace assessments with a focus on psychological working environments.

We ensure follow-up in the form of drawing up action plans and, if necessary, providing interventions that target improvement in psychological working environments.

We assist our client organisations in working systematically to resolve given health and safety issues - and to ensure that health and safety legislation is complied with.

Services aimed at improving psychological work environments rely heavily on our *raison d'être* - see our website. And we wish to help client organisations to be able to experience:

- Lower levels of absenteeism.
- Greater creativity.
- Higher productivity.
- Better quality.
- Fewer errors and accidents.
- More stable workforce.
- Better well-being.
- Good social networks.
- Better social contacts.

To build up knowledge about current situations in workplaces and to identify key areas for action, we use a number of tools when conducting workplace assessments:

1) Mapping tools in form of questionnaires

We ensure anonymity and increased response rates.

Questionnaires are suitable for surveying how the psychological working environment is experienced and assessed in medium-sized and large organisations.

Questionnaires can be used as a basis for discussing causes and possible solutions, and as an evaluation tool to measure progress - and whether the objectives set have been achieved.

2) Dialogues and interviews with individuals

Dialogues and interviews can be used alone or in addition to questionnaires.

They are suitable for obtaining relevant information about people's every day, concrete experiences, and ways of relating to the psychological working environment - and they often provide new and unexpected insights into working conditions that have an impact on the psychological working environment.

Effective Decisions

=

Quality + Acceptance

3) Group dialogues

We recommend group dialogues for small and medium-sized organisations.

Group dialogues can stimulate open debate about the need for change.

Group dialogues are based on the participants' own experiences and assessments of their working environment, and information is gathered on significant psychological health problems. Participants' own suggestions and ideas for possible solutions are also collected through group dialogues.

Group dialogues stimulate collaboration on the solutions and development opportunities that emerge from dialogues between employees and management.

When we conduct workplace assessments, we consider data from client organisations' work environment history, sickness absence statistics and staff turnover rates.

Our experience tells us that the impact is greatest if the starting point of health and safety initiatives is adapted to the specific needs of the workplace – and if those involved have been involved from the beginning.

4) Dialogue-based methods

Dialogue meetings or dialogue conferences aim to reach a common understanding of current situations, or to gain insight and understanding of what other parties are thinking.

Dialogue-based approaches allow people to work towards what unites them and what they agree on in order to achieve a common result.

The more open, trusting, and safe the culture and working atmosphere is – the more suitable are dialogue methods.

Other assessment activities

We offer a range of other assessment related services - for example:

Advice on recruitment and selection processes

We provide consultancy services to client organisations' internal HR functions responsible for recruitment and selection of both internal and external candidates.

For example, services may include ensuring that assessment processes are aligned with the short and long-term needs of client organisations. And last but not least: that other departments in the client organisations get access to important quantified data that can be used for development and training purposes.

By their very nature, our services can also include the upskilling of in-house recruitment consultants.

Support for evaluation commissions

We provide advice and support to client organisations that use assessment boards to make decisions about which internal candidates to include in internal talent development programmes or which leaders to promote.

Our advice and support is provided primarily in connection with the completion of assessments in client organisations.

Design of specialised assessments

For example, we carry out what we call "Top Tier Management Assessments" prior to new CEO's or similar entering organisations.

Incoming CEO's and top tier leaders spend vast amounts of time getting to know their organisations, familiarising themselves with organisational processes and structures — and figuring out which challenges should be addressed in which order.

Sometimes it also happens that incoming leaders develop erroneous understandings about the organisation and its state – simply due to erroneous information from middle management and lower-level leaders. The reasons for the latter may include fear of being dismissed or putting oneself in a favourable light by withholding or distorting essential information.

Our "Top Tier Management Assessments" aim at providing the incoming leader with a comprehensive overview of the organisation, its structure, and processes, as well as its immediate and longer-term challenges.

These assessments also entail identification of the organisation's strengths and vulnerabilities. When the incoming leader enters the organisation, he or she has a better overview of which processes may need to be initiated or accelerated, and where immediate emphasis should be placed.

Another example of specialised assessment could be the selection of personnel that face work deployment to high-risk areas. Such assessments are typically followed by specially designed training courses in the form of Conduct after Capture courses and similar.

3. Intervention activities

Our use of the term "intervention" includes all those activities where we work with planned change and development at the level of the individual, the social level, and the organisational level.

When we work with change processes in relation to **the organisational level**, we focus on:

- Long-term efforts - simply because change takes time.
- Top management commitment - because change commits.
- Creating visions and goals - because these are the ones that need to be brought to life by the organisation and its members.
- Empowerment and involvement - because it is people who enable change.
- Learning - because it is processes of interaction and self-examination that facilitate development and change.
- Problem solving - because change processes usually require new and creative solutions.
- The collaboration between management and staff - because they are the ones who have to manage the organisation's culture and processes.
- Teams and work units - because they are the ones who have to achieve given development goals.

It is our assessment that change takes hold when the organisational culture evolves, and people accept 'new ways' as being the 'right ways'.

We operate with four levels of criteria that we use to evaluate the impact of our development and training activities on: *reactions, learning, behaviour, and outcomes.*

Development activities can be performed on-site, off-site or include simulations.

Although *training* and *development* have historically had different focuses, both can be understood as processes aimed at building and strengthening skills and competencies - and this is the focus of our intervention activities at the **individual level** and **social level** in organisations.

The ultimate test of the effectiveness of training programmes is *transfer validity*. This is about the extent to which participants' new skills and competencies can be transferred to the workplace - and not least: whether participants' performance has been improved by training or given development programmes.

We assess the results of our development and training programmes in close collaboration with our client organisations.

Depending on the purpose and content of the development or training, we do our utmost to meet our clients' requirements in terms of criteria and validity of our intervention.

We comply with international development and training standards, and always stick to what we have learned ourselves:

- At the former Defence Centre for Leadership Development.
- Through tailor-made training courses in military and maritime industries.
- Through our psychology studies, our vocational development as psychologists, and individual training programmes.
- Through our previous positions as leaders and psychologists in health services, the pharmaceutical industry, and the Danish Red Cross.

Leadership and leadership levels activities

There exists no universally accepted definition of leadership.

Leadership theorists and researchers have historically taken a variety of approaches to leadership, including:

- The trait approach
- The behavioural approach
- The power and influence approach
- The situational approach
- The cognitive resource approach
- The social interaction approach
- The cultural approach

Without diving into leadership theories, the phenomenon of leadership can be seen as a delegated set of functions that include:

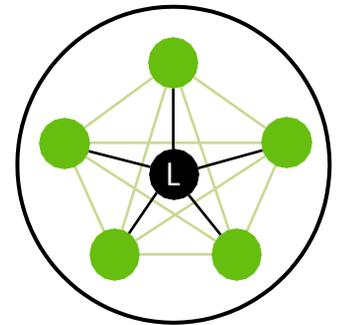
- Formulation of fundamental values
- Setting and announcing goals and objectives
- Organisation of resources
- Planning, organising, implementation and control
- Feedback on progress and development
- Support, clarification, summarising, test of agreement
- Decision-making

Depending on the level of leadership and the composition and complexity of the working group, a number of specific functions are associated with the role of being a leader, including the ability to act as:

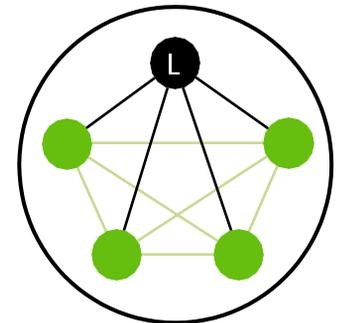
- Guardian of group boundaries
- Facilitator and trainer
- Correcting factor
- Conflict resolver
- Connector to other parts of the organisation

We develop leaders considering their level of leadership in the organisation, the composition of their units and the complexity of their tasks - and we always start from and relate to the individual leadership context of each leader. Because leadership contexts differ from leader to leader.

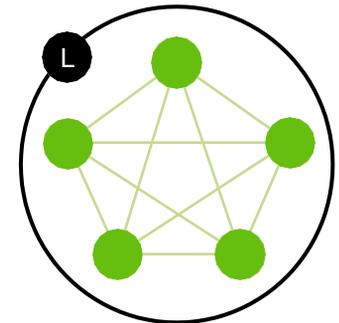
The start-up group or the traditional working group



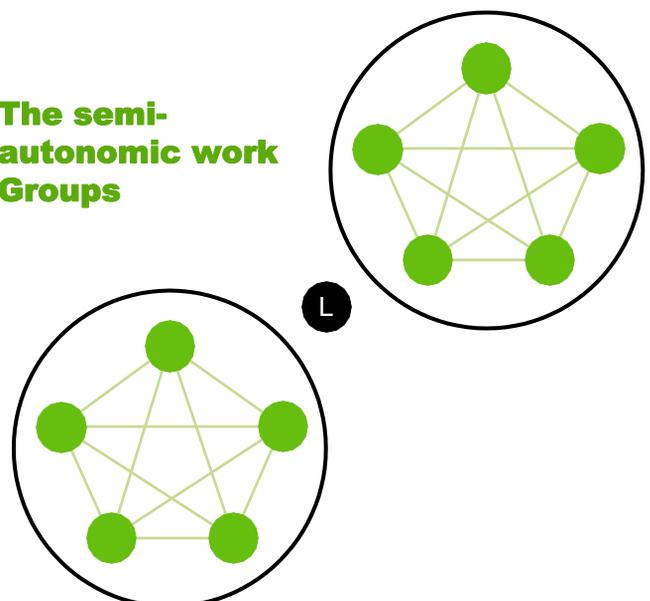
The Transitional Working Group



The well-trained and experienced working group



The semi-autonomic work Groups



Leadership development – some examples

Leadership is a social activity that takes place in the here-and-now and can be conceptualised as a discipline consisting of a number of components:

- **Administration**
- **Management** - activities related to planning, use of management systems and resource allocation, etc.
- **Leadership Type 1** - activities directly related to the coordination of common efforts towards common goals
- **Leadership Type 2** - activities related to influencing perceptions and attitudes, conflict management, developing others, as well as a range of care-taking activities

In our experience, the functional capacity of leaders is determined by a number of factors, including:

- The leaders's leadership knowledge and skills.
- The leaders's ability to master the organisational context.
- The Leadership context.
- The leaders's ability to interact appropriately and effectively with his/her organisational environment.

Our leadership development programmes meet the essential needs of leaders at all levels of the organisation.

Programme title
Prerequisites for leadership
Duration: 5 days.

Programme title
Leading groups
Duration: 5 days.

Programme title
Difficult conversations
Duration: 3 days.

Programme title
Conflict management
Duration: 3 days.

Programme title
Observation and feedback
Duration: 3 days.

Programme title
Development of others
Duration: 3 days.

Programme title
Leading meetings
Duration: 3 days.

Programme title
Personal Leadership
Duration: 8 days

Our leadership development programmes focus on strengthening the leaders's ability to interact appropriately with his/her organisational environment.

Competence development of leaders

Critical psychology has taught us that it is important that we, as professionals, have our conceptual apparatus and framework of understanding in place when we work.

Only when we understand what we are working with can we design appropriate assessment and intervention programmes and tailor our processes to meet our clients' objectives.

We simply have to know what we are dealing with when we work with people and organisations.

Based on White's view of competence (*R. White (1959), Motivation reconsidered: The concept of competence, psychological review vol. 66, USA*), and based on one of our 1999 Master Thesis, we define **competence** as being:

A process through which the leader, using relevant knowledge and skills, manages him/herself, makes sense of complexity, and exerts a given behaviour aimed at appropriate management of the organisational environment.

The functional capability of leaders is, thus and overall, determined by a number of factors:

- The leaders's leadership qualifications.
- The leaders's ability to create meaning in and to master his/her organisational environment.
- The leader's ability to interact appropriately with his/her organisational environment.

In addition, there are a number of other factors that also influence the ability of the leader to function appropriately, and which we also consider when working with competence development:

- The functionality, maturity, and cohesion of the workforce.
- Task, time, and resources.
- Relationships inside and outside the organisation

When we develop the qualifications of leaders, we typically bring together a group of leaders who function at the same leadership level.

After discussing the challenges and dilemmas related to the leadership level, we work on the identification of:

- Types of difficult tasks
- Complicated areas of responsibilities
- Concrete activities or situations that may be difficult to perform or cope with.

After a series of psychoeducational initiatives and dialogues about given leadership issues, we initiate training on exactly what can be difficult for the leaders.

Between each session, and when the leaders return to their workplaces, the individual leader carries out exactly what has been trained.

At the beginning of each session, there is a short debriefing and, if necessary, brief re-training before we tackle the next leadership issue.

Competence development may also include specialists from hospitals, municipalities, police, fire services and the like.

Duration

10 half working days spread over approx. 3 months.

Number of participants

Min. 4 - max. 6 leaders.

Trainers

Competence development activities for leaders are run by psychologists who themselves have experience as leaders in both public and private organisations.

Leadership supervision

Leadership Supervision is aimed at those leaders who want an intensive and effective supervision programme in relation to one or more leadership challenges.

Leadership supervision leads to increased operationalisation of leadership competencies and increased self-insight.

One of the aims of leadership supervision is to support the leader in further developing his or her professional identity as a leader. Therefore, the focus is on the potentials, opportunities and resources that can be brought forward in the leader as a person, the leaders's professional basis and his/her experience.

Supervision takes place by addressing specific issues into the leadership supervision. Through dialogue, issues will be worked through and structured by use of questioning techniques which assists the leader in creating new frameworks of understanding, new meaning, and thus new possibilities for action.

The problems are defined from time to time according to the leaders's own wishes and needs.

Thus, the content of leadership supervision can be:

- **Case-oriented** - i.e., aimed at specific cases or leadership issues
- **Person-oriented** - i.e., aimed at the person in the leadership role
- **Role/structure-oriented** - i.e., aimed at the person in the leadership role in relation to his/her organisation

The focus can thus be on the role of the leader in the organisation, leadership methodology, decision-making processes, etc.

Leadership supervision can include psychoeducation, individual assignments, counselling and feedback. In this way, leadership supervision can also be seen as a preventive tool to counter stress and increase job satisfaction.

Supervision is flexible in the sense that the leader chooses whether to meet physically or virtually with the supervisor - or a combination hereof.

Only leadership tools and methods for which there is evidence, and which will be effective for the leader will be used. Given tools and methods can be applied immediately.

Duration

Minimum 8 sessions of 2 hours.

Supervisors

All supervisors are psychologists with more than 20 years of experience in leadership supervision, personal assessment, individual-level professional psychological intervention, and leadership development. Our pool of supervisors also have experience as leaders.

All supervisors abide to the ethical code of the Danish Psychological Association (www.dp.dk), which includes confidentiality.

We also carry out supervision of existing leadership groups

Integrated Human Factor Training – A Novel Method

As opposed to classic Human Factor training, we conduct Human Factor training using principles of integrated training education from the military.

Integrated training contrasts traditional training, where subject areas are sharply divided and where classroom teaching is typically alternated with follow-up exercises.

The basic structure of our integrated training consists of gradual introduction to work around and practice of the individual elements of the work content as the need for new knowledge/skills/insights arises in the participant.

Relevant topic areas for training are gradually expanded with more concentrated, topic-relevant training sequences, inserted at times we deem appropriate. In this way, given themes and topics are naturally integrated throughout the training process to the benefit of the individual participant.

In other words, the activities of training are in themselves controlling and decisive training parameters. We therefore emphasise the entirety and coherence of the content part of the training in order to give the participant an insight into the overall framework in which the learning will be applied.

Our integrated training is conducted in close proximity to the workplace or in a simulated work environment. And we make extensive use of timeouts, reflection tasks and other training techniques - which naturally enhance progressive learning.

Our integrated Human Factor training can be organised in such a way that several interdependent work units can strengthen:

- Communications
- Cooperation
- Coordination

between each other. This leads to increased shared situational awareness and qualifies decision-making in tense situations.

The aim of our Human Factor training is generally speaking to create a general action-orientation in the participant, which is aimed at minimising errors in the work function and improving safety in the operational workplace.

This requires the acquisition of knowledge and skills which can strengthen the participants' ability to interact appropriately with his or her working environment.

Although not subject to impact measurement, our integrated training also aims to influence attitudes towards:

- Accepting that failures inevitably occur in dynamic and complex systems.
- That continuous monitoring of given work systems and processes is a necessity.
- Establishment of necessary contingency systems.

Objective

At the end of the integrated training, the participant should be able to:

- Demonstrate appropriate management of self and others under conditions of increasing complexity in the operational work situation.
- Creating meaning in complexity after breaking down given problems into manageable sizes.
- Exert situational behaviour for effective handling of given contextual tasks.

Example of Tailored Training

Strengthening Situational Judgement

Purpose

The aim of the integrated training is to strengthen the participant's situational judgment and the quality of decision-making. In addition, the participant acquires a number of points of attention in relation to operational leadership.

Objective

At the end of the training, the participant must have:

- Strengthened his or her situational judgement in relation to complex leadership situations and issues.
- Acquired relevant points of attention in relation to the role of an operational leader.

Content

- Personal logbooks.
- Simulated leadership situations of increasing difficulty and complexity, instructions and guidance on situational judgement, problem-solving and decision-making tools, as well as leadership techniques.
- Vicarious learning activities.
- Reflection sessions in relation to the operational leadership spectrum, operational leadership, and operational 'Bonus Pater' leadership.
- Involvement of Personnel resources.
-

Duration

2 - 3 days

Participants

1 - 4 participants

Trainers

Experienced psychologists with leadership backgrounds

We develop and carry out tailored training programmes aimed at individuals and teams.

Train-the-Trainer

Our Train-the-Trainer activities act as mini-development zones within which future trainers and subject matter experts learn to train others in their organisations.

Apart from developing an understanding of various features and techniques that trainers can use to maintain participants' interest and motivation, our Train-the-Trainer activities provide a wide range of important awareness points regarding cognitive psychology and learning, psychological pedagogy, and social psychology, among others.

Thus, elements such as:

- Progressive learning and learning taxonomies
- Training Design Principles
- Preparation of subject and lesson plans
- Facilitator roles
- Presentation and facilitation skills
- Use of simulated exercises
- Observation and feedback techniques
- Group Dynamics
- Addressing resistance and deviant behaviour in participants

throughout our Train-the-Trainer activities.

We also carry out specialised instructor and trainer activities - for example related to:

- Human Factors and their subcategories
- Human Factor assessment and training
- Integrated Human and Technical Factors Training

In addition to being licensed psychologists, we are trained instructors and trainers in leadership development from the Danish Armed Forces, and we have acquired the equivalent of Adult Education Basic Course.

Our education and training in instructor and facilitator work is conducted in a wide range of professional environments

- for example:

- The former Defence Centre for Leadership Development
- The Danish Army Combat School
- Maersk Training Svendborg A/S
- Novo Nordisk A/S
-

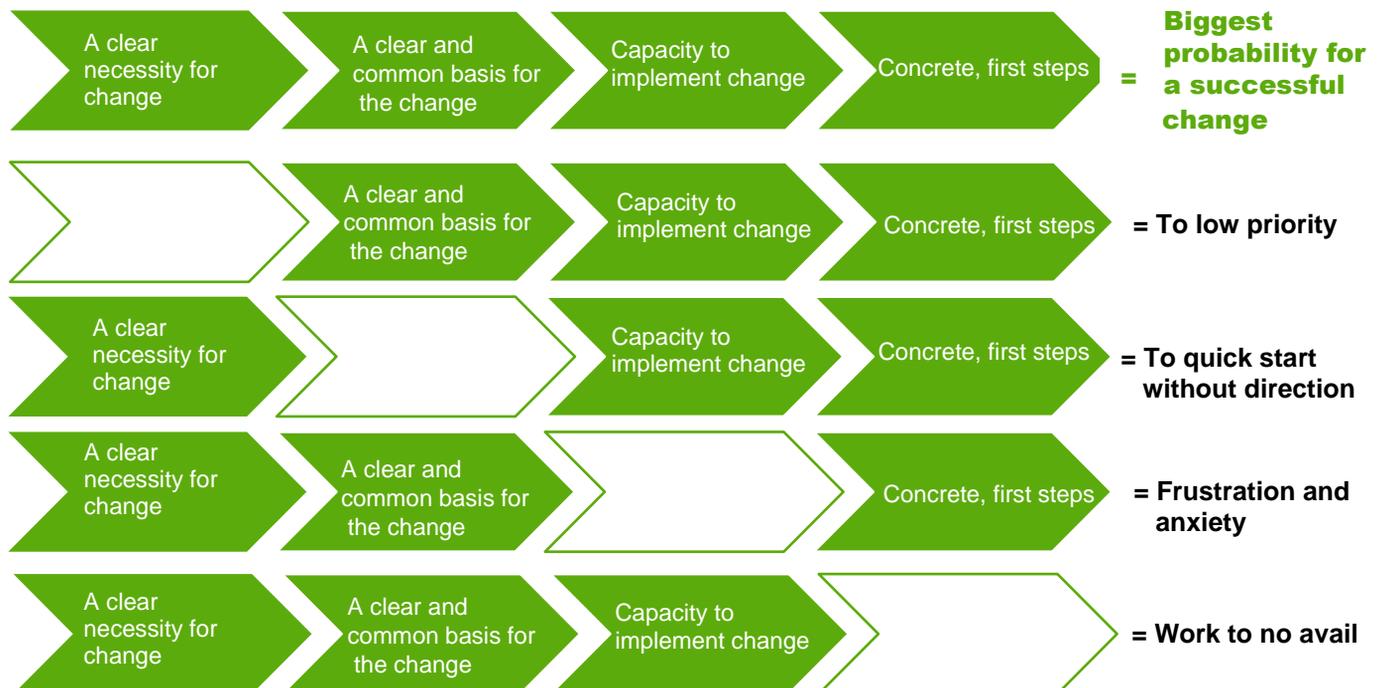
We carry out Train-the-Assessor activities aimed at psychologists and HR personnel.

Planned Change – Success or Failure

Our mission is to create necessary and sustainable psychological change in individuals, groups, and organisations.

We believe that there are a number of preconditions for the success of planned change:

- That it is a necessity - that there is a real need for change
- That the need is acknowledged.
- That the planned change is anchored in the top management - and in the leaders of those who need to develop.
- That there is a clear and common basis of ideas, i.e., an objective.
- That there is capacity and surplus of energy to implement the change.
- That concrete, visible results are achieved - also along the way.



Specifically in relation to change at the social and organisational level, we consider it to be of utmost importance that:

- Employees and management can collaborate.
- That agreements and accepted rules for cooperation are established – and on which joint action can be based.
- Efforts are carried out in a sober and honest manner, based on openness and trust.

Other interventions

Organisational Development (OD)

Our OD interventions are both broad and deep, and include:

Individuals	Career planning Supervision and coaching Qualification training
Dyads/triads	Process consultation Conflict management Role clarification
Teams	Situated Team Building Situated Team Training Process Consultation Problem Solving Training, decision-making, goal setting and planning
Semi-autonomous work groups	Intergroup process consultation Conflict management Organisational mirroring Survey feedback
Organisations	Cultural analysis Visioning Strategic management activities Survey feedback Lay-offs Restructuring processes Major transformation processes and system changes

Examples of interventions

Situated Team building

We work with High Performance Teams - with start-up teams, project teams and cross-organisational teams.

Our interventions, for example, involve diagnostic meetings and team-building – where the latter focuses on:

- Setting up Objectives
- Mapping of responsibilities
- Role clarification
- Problem-solving and decision-making activities
- Achieving goals

Our team-building activities also typically focus on building and maintaining effective interpersonal relationships, and on how group processes can be understood and managed.

Our team-building activities also include inter-group team building.

Situated Team Training

Working groups and teams are the building blocks of all organisations.

If teams are to function effectively, they must be able to manage their subcultures, processes, systems, and relationships.

But the vast majority of teams also need to be able to handle complex tasks. Training teams to deal with complex tasks that can only be solved through joint efforts is also one of the interventions we offer to client organisations.

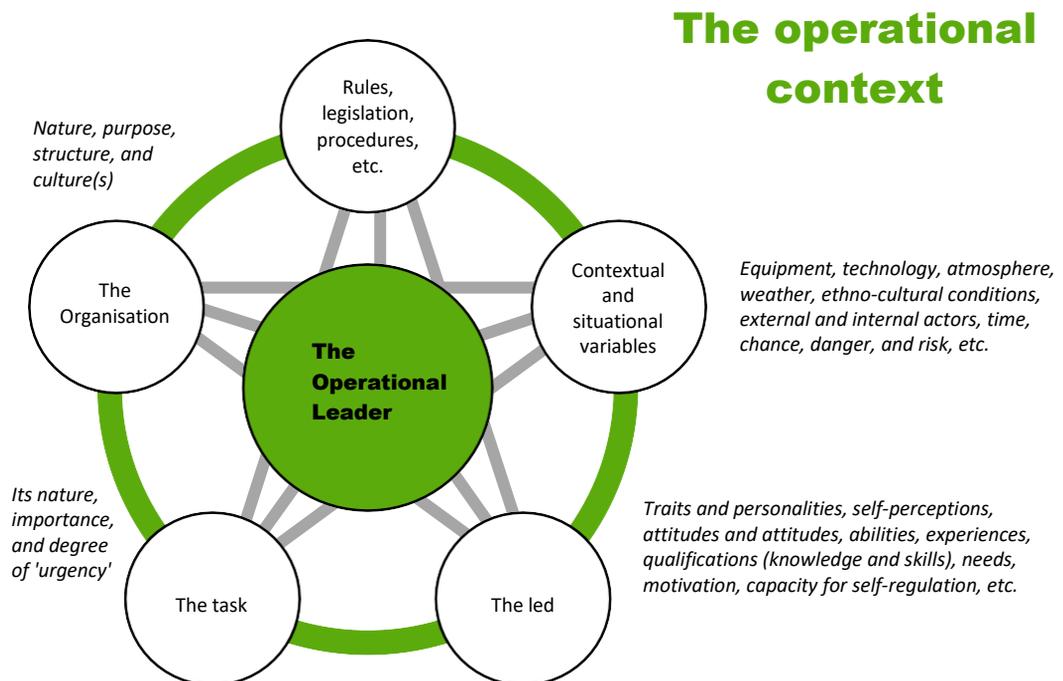
Interventions addressing conflict

Through mediation and conflict management, we use a range of confrontational methods to expose conflict and explore conflict materials together.

4. Operational Psychology (1/2)

Operational psychology is a relatively new discipline in psychology that deals with human factors in situations where life, health or fundamental values are under threat.

Operational psychology is the field in which we deal with individual, team, organisational and contextual conditions that can affect individuals and their performance. We are also concerned with collaboration and the team which must be able to interact appropriately with organisational environments under complex and risky conditions.



Our starting point for working in operational contexts is that operational personnel represent specific client groups, that have to perform specific tasks under specific conditions in specific environments.

This calls for a specific approach and application of operational psychology, oriented - directly and indirectly - towards enhancing the performance of operational personnel and their organisations.

Our experience with operational contexts is based - among other things - on decades of work in the context of both military environments, the maritime industry, and NGOs.

Our past work as officers in the Danish Armed Forces, military psychology consultants, military advisors, and operators abroad, and as teachers of Combat and Survival Psychology has enabled us to develop:

- A wide range of Best Practice guidelines, and
- Highly specialised personal assessment and training programmes.

Apart from military personnel in Denmark and abroad, several thousand maritime officers from AP Møller Maersk and leading training organizations have benefited from our guidelines and programs.

4. Operational Psychology (2/2)

We cover the whole spectrum of operational psychology - from the strategic to the operational level.

Our activities can - directly and indirectly - support operational organisations in achieving both strategic and operational objectives.

This is done by harnessing and applying our operational-psychological and context-specific expertise on operational environments and their conditions.

When we are engaged in the framework of operational psychology, we seek to understand the facets of the desired activity and those involved, but we also take into account other ongoing activities in our operational client organisations.

This means that we constantly think strategically when we are involved in activities at the operational level.

In the framework of operational psychology, we work with:

- Human behaviour in operational situations and environments.
- Situational awareness, creation of shared mental models, situational judgement and decision-making in stressful situations.
- Stress and stress management.
- Defusing and Psychological Debriefing.
- Dealing with relatives and families during and after critical incidents.
- Operational Leadership.
- Training of operational units.
- Selection and training of operational leaders and personnel who are to be deployed in high-risk areas.
- Survival training.

Target group

The Maritime Industry, the Wind Industry, the Oil and Gas Industry, Police, Fire Departments, military units - and in some instances: Health Care.

When we work in the framework of operational psychology, we link our activities to, and support overall organisational efforts aimed at:

Reducing risk for operational personnel and their environment.

Reduction of costs - financial, material, as well as human.

Attracting and retaining the best.

Increasing job satisfaction.

Strengthening esprit de corps.

Strengthening the brand and profile of the client organisation.

Training in Operational Leadership – a new field

What is it?

The adjective 'operative' refers to the concept of 'operation' and can be linked to the concept of 'functional' in the sense of functioning.

Embedded in the adjective is the Latin 'causa agendi' or 'cause of action', which is consistent with the meaning of 'operation' as coordinated actions directed at evolving situations.

The above explains the conceptual basis on which we have constructed **Operational Leadership**.

In relation to the ability to function in operational environments, leaders need to be able to act appropriately, quickly and effectively.

Our experience tells us that, overall, the performance of operational leaders is determined by a number of factors:

- The leader's knowledge and skills with regard to both technical and leadership issues.
- The leader's mental robustness and resilience to stress.
- The Operational Leadership context.
- The leader's ability to interact appropriately and effectively with his or her organisational environment.

We train operational leaders to function as optimally as possible in their operational environments.

Rationale

In 2021 we created the term **Operational Leadership**.

Having provided a wide range of psychological services to a number of operational organisations over many years, we had too often seen the need for specific training of operational leaders.

Apart from military leaders, and apart from traditional leadership development and leadership training in the form of diploma programmes in leadership, MBAs and mini-MBAs, virtually no operational leaders receive leadership training that can be said to relate to operational environments.

This situation must change.

And as former operational leaders in military environments and as former operational psychologists, we want to do our part to make that happen.

Our operational leadership training programmes are tailored to meet the needs of leaders who function in operational leadership contexts.

Training in Operational Leadership – a new field (cont.)

Our operational leadership development modules and sub-modules are tailored to meet the needs of leaders working in operational contexts.

MAIN MODULES

Prerequisites for Operational Leadership

Duration: 5 days

Leading Operational Teams

Duration: 5 days

Operational Leadership in Acute Critical Situations

Duration: 5 days

Operational Leadership in Relational and Cultural Complexity

Duration: 5 days

TOOL-BOX MODULES

Personal Resilience

Duration: 3 days

Conflict Management in Operational Contexts

Duration: 3 days

Observation and Feedback in Operational Contexts

Duration: 3 days

Difficult Conversations and Sensitive Dialogues in Operational Contexts

Duration: 3 days

Leading meetings in Operational Contexts

Duration: 3 days

Appraisals and Evaluations in Operational Contexts

Duration: 3 days

Development of Others in Operational Contexts

Duration: 3 days

The Personal Leadership in Operational Contexts

Duration: 3 days

Our leadership training programmes focus on strengthening the participant's ability to interact appropriately and effectively with his/her operational environment

An example of an Operational Leadership Module

Operational Leadership in Acute Critical Situations

Purpose

The aim of the training is to provide the participant with knowledge, skills and insights that strengthen his or her ability to function in acute critical situations in operational contexts.

The training is specifically aimed at intrapsychic processes within the participant, as well as social processes between participants.

Objectives

At the end of the training, the participant shall be able to:

- Recognise and understand own reactions to acute critical situations, as well as the reactions of others.
- Regain self-control and control over others affected by the acute critical situation.
- Consider possible and appropriate actions in order to counteract undesirable reactions in self and in others who are present in the acute critical situation.
- Initiate appropriate actions that increase survivability in the acute critical situation.
- Counter long-term psychological effects related to acute critical situations.

The result of the training is satisfactory when:

- The participant responds appropriately to dilemmas and scenarios presented throughout the training.
- The participant demonstrates necessary leadership skills in terms of leading others through dilemmas and scenarios encountered throughout the training.

Note

The leadership trainers jointly assess whether or not the participant has passed the training course. A certificate is issued.

Duration

3 days

Participants

6 - 12 participants

Trainers

Experienced psychologists with operational and managerial backgrounds

Throughout the training, the participant is introduced to a number of unique psychological and leadership tools.

5. E-learning, Books & Articles

E-learning

In 2021, we entered into an agreement with the Swedish Seably, which specialises in maritime e-learning and online training.

Seably asked us to design a series of e-learning courses, and as we strongly support their vision of assisting seafarers to develop their potential through learning, we accepted the challenge.

Our e-learning courses focus primarily on Emergency Preparedness processes on ships and can be found at www.Seably.com:

- **Emergency Room Preparedness Meeting**
- **Emergencies in Engine Rooms - Recovery from a black-out**
- **During and After an Emergency - Psychological First Aid**
- **After an emergency - Handling bodies of deceased human beings**

More e-learning courses are in the pipeline.

Books

In 2021 and 2022 we have published or co-authored:

- **Survival Psychology in the Shadow of the Corona Virus**
(www.amazon.com)
- **Improving Bridge Resource Management - Human Factors in Maritime Safety**
(PMC Media House Ltd)

Upcoming books to be published in early 2023 are:

- **The Emergency Preparedness Manual - An Operational Leadership Perspective**
- **Engine Room Emergency Preparedness**
- **Bridge Emergency Preparedness**

Articles

In 2021 and 2022 we have written the following articles:

- **Talk about requirements and expectations when working together**
(www.lederweb.dk)
- **A break from the leadership prophets?**
(www.lederweb.dk)
- **Corona - stress testing people, systems, and shipping companies**
(www.leaders.dk)
- **Meetings – a waste of time?**
(www.leaders.dk)
- **Drills- a necessary evil?**
(www.leaders.dk)

6. A few frames of understanding (1/3)

We define **personality** as the totality of interrelated clusters of intrapsychic variables that together influence the person's thoughts, feelings, and behaviour in given contexts. And we recognise that both contextual and situational factors influence a person's self-management.

Drawing on White's definition of competence (*R. White (1959), Motivation reconsidered: The concept of competence, psychological review vol. 66, USA*), we define **competence** as a process by which the individual, through the application of relevant knowledge and skills, manages him/herself, makes sense of complexity and performs given behaviours in order to effectively manage given tasks.

In relation to **leadership**, our outset is that:

1. Leadership is a social activity that takes place in the present, which can be conceptualised as a discipline consisting of three main components, two of which are system-oriented, and one is person-oriented:
 - a) The two systems-oriented components (*administration and management*) aim to create order, predictability, and stability in complex systems.
 - b) The person-oriented component is by definition social in nature and deals with 'leadership', which in turn can be differentiated into Leadership Type 1 (*Activities directly related to the coordination of joint efforts towards common goals*) and Leadership Type 2 (*Influencing perceptions and attitudes, conflict management, developing others, various care-taking activities, etc.*).
2. Leadership activities are situated in leadership contexts specific to each organisation, which include a number of factors consisting of the organisation, the task, the people managed, legislation and culture, as well as contextual and situational variables.
3. Leaders are equipped with formal authority, must be able to lead in different situations and under changing conditions, and must be able to deal with changes in personnel.

Leaders are a special target group who have to perform special tasks under special conditions in a special environment characterised by work-related stresses, coincidences, and a certain degree of unpredictability. This means that leaders must have a necessary focus on leadership, as well as the readiness and willingness to make difficult decisions. Furthermore, leaders must have a set of committed, active, autonomous, and positive attitudes, which includes responsibility, self-control, and personal authority.

We assess that a leader's ability to function is, overall, determined by a number of different factors:

- The leader's specific knowledge and skills with regard to leadership.
- The leader's psychological resilience and resistance to stress.
- The leader's personality and ability to interact appropriately with his or her organisational environment.

In addition, a number of other factors also affect the ability of the leader to function:

- The relationship between the leader and the employees.
- The coherence of the work unit.
- The function levels of the employees.
- Time and resources.
- Relationships inside and outside the organisation.

6. A few frames of understanding (2/3)

Groups vary in their form depending on organisational and contextual conditions.

We distinguish between workgroups, teams, high-performance teams, and self-managing or semi-autonomous work groups - where there is a requirement for the latter to be able to handle complex tasks in complex environments, and therefore have a high degree of autonomy in terms of managing work procedures and work behaviour within given time frames.

When working with the group, we focus on strengthening the group's ability to solve given tasks and achieve given goals, to regulate behaviour within the group, to improve cooperation and problem solving, and to set high standards.

As such, we believe that the group serves as an important leverage point for improving the performance of organisations.

We view **organisations** as social systems and frameworks for behavior. When we work with client organisations in relation to organisational development, we keep the following in mind:

- That the organisational form has emerged from the context in which the organisation operates, which in turn reflects the degree of complexity and dynamism of its environment.
- That the organisational form is guiding in terms of how interventions are structured, which means that we consider the structure or organisational form that is present, as it reflects our subject area.
- That structures and processes must necessarily find a natural fit so that they can become coherent.

Every organisation is therefore fundamentally different from and functions differently from other organisations in its purpose, structures, and processes.

When we, in cooperation with our client organisations, implement change, we are oriented towards:

- **Clear goals** - that there has been clarification of what the organisation wants to achieve and the path to get there.
- **Confidence** - that the desired future is realistic and that the overall objective can be achieved.
- **Involvement** - that relevant parts of the client organisation are involved in decisions and implementation.
- **Information** - that knowledge in the organisation about what is going to happen/is happening/has happened is abundant, direct, and timely.
- **Chairmanship** - that there is both accountability and securing of the change.
- **Time** - that time is allocated to those who have specific responsibilities or tasks in the change process.
- **Planning and preparation** - that actions are prioritised, concrete, simple and thorough.
- **Timing** - that change is timely, that readiness is present in the organisation and that it is relevant to the organisation and its members.
- **Patience** - recognising that change often takes time.
- **Security** - that there are feelings of security and psychological safety in the organisation as this only increases the willingness to change.
- **Results** - that they are visible, also along the way.

In consultation with the client organisation, we consider what developments and changes are already underway - or may soon follow. We are conscious of coordinating and integrating change efforts with this, because if change processes take place in isolation from what else is happening in the client organisation, then the prospects for positive and constructive outcomes are more uncertain.

6. A few frames of understanding (3/3)

We work according to the Ethical Principles for Nordic Psychologists (<https://www.dp.dk/wp-content/uploads/ethical-principles-for-nordic-psychologists.pdf>), Guidelines for the Use of Tests in Business (<https://www.dp.dk/wp-content/uploads/guidelines-for-use-of-tests-in-business.pdf>), and the common European guidelines on evidence, standards, validity and reliability developed by the European Federation of Psychologists' Association (EFPA).

We treat information confidentially and work in accordance with the GDPR (<https://www.the Norwegian Data Protection Authority.dk/media/7767/general-information-pamphlet-on-data-protection-regulation.pdf>).

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