

A vintage mechanical scale with two pans sits on a white table. The background is a blurred cityscape seen through large windows. The scale has a circular logo on its base.

# WOMEN IN LEADERSHIP

## Learning Journal

IN PARTNERSHIP WITH THE AWSN



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Welcome to this Women in Leadership program!

During the long COVID-19 Melbourne lockdown in 2020 I saw many of my clients, and especially the women amongst them, start to really struggle with balancing being a senior leader in their organisations, while working from home and juggling the many other demands on their time. They were losing connection with others, making time for themselves fell to the bottom of a very long list. Working across industries, roles and geographies, I could see that no-one was immune, and we were all suffering from similar challenges; work/non-work boundaries were blurring at an alarming rate, and we were all doing more with less.

In many ways the changes brought about by the pandemic, only heightened or shone a spotlight on what many of us were already experiencing. This program offered a way for people to realise that it wasn't 'just them', that others were struggling too and in starting that conversation, it opened up the possibility of judging ourselves a little less harshly and starting to extend the same kindness to ourselves that we often give freely to others. It also provided an opportunity to connect with others, build networks and to learn and support each other.

I will always be grateful to that founding group in 2020 for encouraging me to design this program. The program is not about teaching you to be a better leader or teaching you how to coach or give difficult feedback; there are plenty of programs out there that do that, many already running inside our organisations. Women in Leadership is about taking a deep look at ourselves and exploring the stories we tell ourselves about what is right or not, about how we should conduct ourselves, and about what is expected of us versus what we really would love to do. Once we understand the origins of these stories, we can start to practise self-compassion, we can increase our resilience and go some of the distance to building a sense of confidence that comes from within. That said, we will also take a look at how this translates into communicating more effectively and how we might increase the impact of our influencing efforts, especially in those particularly difficult conversations.

While the name implies that this program is only for women in leadership roles, the reality is that there is something here for everyone, including our male colleagues!

## STRUCTURE AND DESIGN

This program comprises:

- Three 3-hour in-person **workshops** with the full cohort.
- Three 60-minute **Peer Learning Group (PLG) meetings** in smaller groups held after each workshop.
- **Videos and pre-work** before each workshop. The pre-work is included in this Learning Journal; refer to Page 7 for the pre-work prior to the first workshop.
- **Private Slack Channel** where messages, additional readings or comments about the content are posted by everyone for the benefit of others.

Total commitment per participant including workshops, videos, readings and Peer Learning Group meetings is expected to be 15 hours, spread over 8 weeks, so just under 2 hours per week on average.



## LEARNING JOURNAL

This Learning Journal provides you with all the content in one place and spaces for reflection. There are many references to content not included in these pages, websites, articles, videos etc., but anything that I have written that is relevant to the topic under discussion is here. Please don't be daunted by the length of this journal; I promise that you don't need to read it all ahead of time! We will work through it, page by page as we go, but it will give you a single point of reference that you can keep with you long after the program has finished. It is an editable pdf in case you want to make notes directly into the journal. Please ensure that you open the document using Adobe to get full functionality and that you save it to your local folder to ensure any additions you make aren't (a) visible to others or (b) overwritten by others.

To help you quickly navigate the document, the Table of Contents contains hyperlinks to the relevant page. Clicking on the Kemp Street Partners' logo on any page will take you back to the Table of Contents.

## IN-PERSON WORKSHOPS

In each workshop we will take the content from the pre-work, add some additional concepts, discuss the implications and your insights, and practise with some techniques designed to embed the learning.

Please ensure that you have the dates for all three workshops locked into your calendar and try your hardest to commit to the time – spending time on you is just as important as the things we do for everyone else. Having run many of these programs, I know that holding boundaries, especially in the face of someone more senior, or where someone really needs our help, can be especially challenging for women. Get ahead of the curve, let your leader know you are participating, and the time commitment required. Ask that they support your efforts and let them know that occasionally, despite your best endeavours, this will mean that you may not be able to attend other meetings that are scheduled over the workshop times.

Please note that the content builds from one workshop to the next and we won't be recording the workshops, so if you miss one you will miss out on content that is foundational to the next workshop. We will work both as a large group and in your Peer Learning Group so if you miss a workshop, you will make it harder for your Peer Learning Group colleagues to get the best out of the exercises and discussions.

## PEER LEARNING GROUPS

You have been allocated to a small Peer Learning Group (PLG). Peer Learning Groups meet for an hour in the week(s) after each workshop. You will schedule these at a time that suits the members of the PLG. These meetings can be in-person or virtual; that is up to you. They are designed as safe, supportive places where you can ask questions, talk about your progress on the commitments you wanted to make, receive and offer feedback and advice to each other, and be held to account for your actions.

As with the workshops, please lock in the dates for all three PLG meetings as soon as possible and commit to attending. It is notoriously difficult to reschedule these meetings close to the dates originally planned.



## RECORDINGS

To ensure that the workshops are a safe and supportive space thereby allowing you to gain maximum value from the interaction, we will commit confidentiality to each other in the first workshop. For the same reason, none of the workshops are recorded. Of course, there may be unavoidable reasons why you can't attend a particular workshop, but if you do miss one, you will need to catch up on the content from your PLG colleagues.

## SLACK

A private Slack group and channel has been created specifically for this cohort and this program by the AWSN. I will use it to post reminders of upcoming workshops and remind you about 'homework', but I also want us to use it as a private conversation space. Part of the value of this program comes from what I can offer, but another equally important part, is what YOU can offer each other. Post links to articles, add your observations and reflections, make it a living conversation.

## PRIVATE PAGE ON KEMP STREET PARTNERS WEBSITE

In addition to the content in this Learning Journal, I have created a private area on my website that is accessible only by program participants. Here you can find a copy of this Learning Journal in case you lose yours, plus all the content listed by topic, including a few extra resources. This content remains available to you long after the program has ended.

Please go to [www.kempstreetpartners.com.au](http://www.kempstreetpartners.com.au) and locate 'Member Links' from the ribbon at the top of the home page. Select WIL and enter the password WIL\_Program. If you have any trouble accessing the page, please let me know.

I look forward to being with you over the coming weeks!



Liane Kemp  
Founder, Kemp Street Partners



Prior to joining us in Workshop 1, please ensure that you have completed the following four things:

## 1. INTRODUCTION

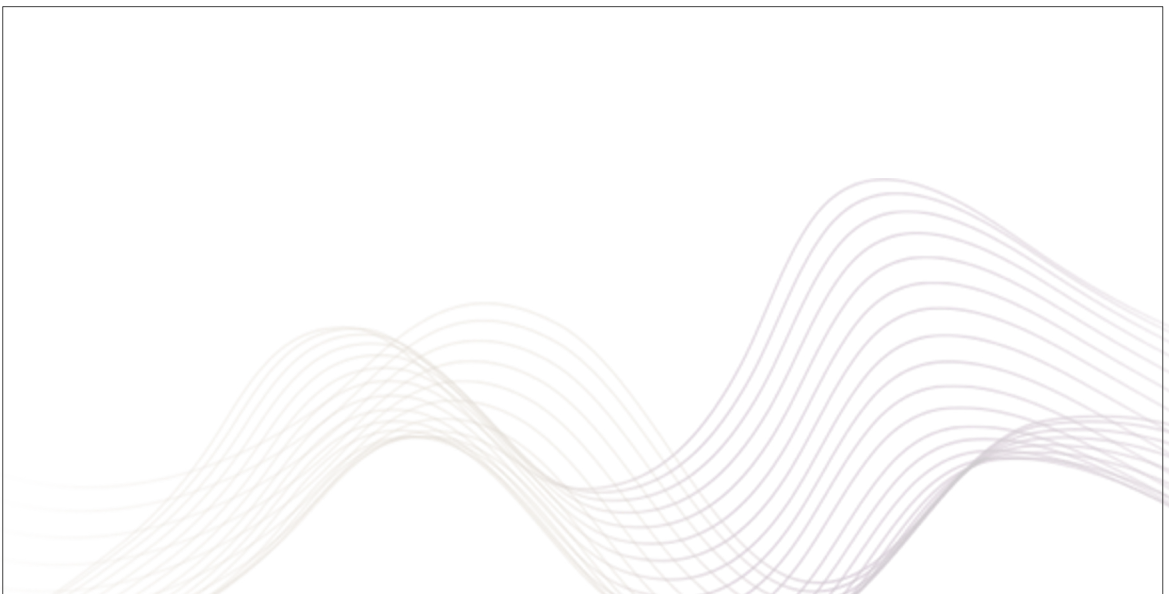
Watch the Introductory [video](#) (10 mins) and read Pages 1 to 6 of this Learning Journal.

## 2. RESILIENCE AND SELF-COMPASSION

Watch the [video](#) entitled Resilience and Self-Compassion (18 mins), and then:

- take the Kristin Neff [self-compassion survey](#) (make notes immediately below)...

- ...and then below document a typical week in your life, including:
  - Grouping the different kinds of activities, e.g. in meetings, responding to emails, time with the kids, housework, time with partner/friends, watching TV, exercising etc., and assigning each category a percentage of the total time.
  - Make a note of how much time you spend on yourself.
  - Create a summary with your insights that you can share with your Peer Learning Group during the first workshop.





## 3. INTERNAL NARRATIVES

Watch the [video](#) entitled Internal Narratives (19 mins)

As you learned during the video, Internal Narratives are stories that we have about ourselves that we take as 100% true, 100% of the time. While categorising humans is impossible and even dangerous, directionally speaking our narratives tend to fall into the following categories (and we usually have more than one narrative):

- 1. High standards** – I drive myself hard to high standards, often higher than those I have for others. I like to be perfect (or near to).
- 2. Drive** – Failure is not an option. I value efficiency and getting to an outcome promptly. I like to control the process and/or the outcome.
- 3. Independence** – I prefer to act autonomously as it is quicker that way and other people can't always be relied upon, I don't trust easily, I don't show my emotions, I don't ask for help.
- 4. Self-Control** – I like to remain in control of myself and prefer not to show my feelings or vulnerabilities. I tend to be constantly alert for how others are behaving.
- 5. Competence** – I worry about being wrong, or not being seen as competent. I am concerned that I don't measure up in terms of my accomplishments and that other people are smarter than me.
- 6. Belonging** – I want to work with others. I don't perform as well if I am not surrounded by others I can trust and on whom I can depend.
- 7. Relationships** – I care deeply about the needs and feelings of others (often at the expense of my own needs). I tend to avoid difficult confrontations or being clear about how I feel in order to maintain harmony and not disrupt the relationship.
- 8. Boundaries** – I don't have clear boundaries, or I have them but have trouble maintaining them under pressure.

Select which are true for you? Don't worry if some of the statements within a category feel more like you than others; we are after identifying broad themes, not a detailed assessment.

Use the space below for notes and/or any questions you want to raise in the workshop.



## 4. PIVOTAL LIFE MOMENTS

Finally, please reflect on your life to date. I am sure that there have been experiences that stand out as particularly impactful in shaping how you are today and how you show up.

Please think of one and come to the first workshop prepared to talk about that experience. You can use the space overleaf to jot it down if that is helpful.

You will share your story in your PLG; you don't need to send it to anyone or post it on Slack. You need only disclose as much about the situation itself as you feel comfortable doing, the key here is to talk about its impact on how you are today. The aim is to start the process of uncovering your internal narratives, together with building trust and getting to know your PLG colleagues a little better.

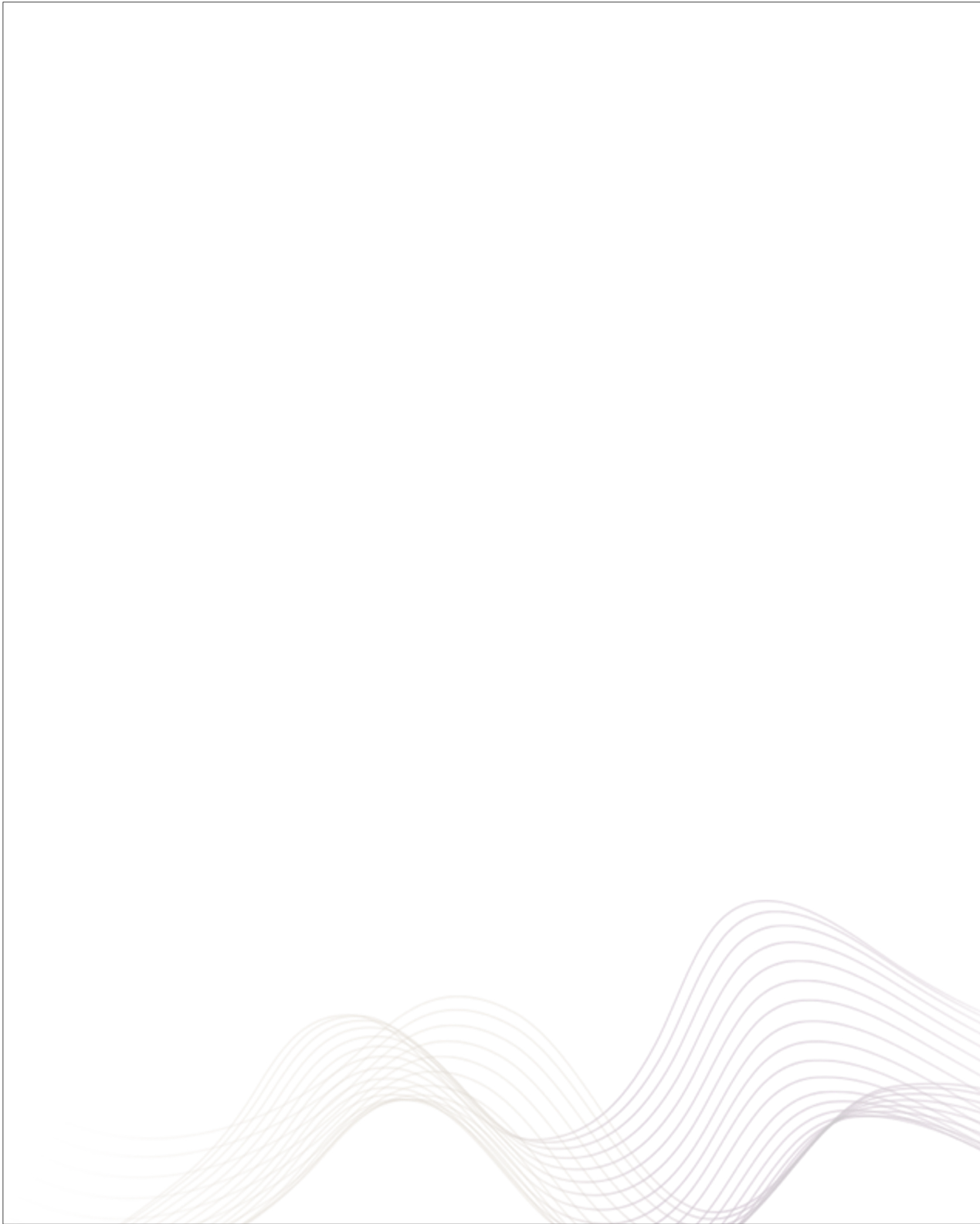
I have listed a few real examples from participants in other programs where we have done this exercise to give you a sense of what I am talking about.

- "I was the youngest in a large family and of the extended family of 21 cousins, I learned from an early age that I needed to speak my mind, often in an aggressive way, just in order to be heard. Today I have a tendency to jump in quickly and advocate for my position very strongly."
- "I had a boss and mentor very early on in my career who told me I was too softly spoken, and I needed to practise lowering the pitch of my voice in order to increase my presence." It had the opposite effect. I struggle with the idea of presence and I tend not to speak up in meetings."
- "We moved cities every couple of years when I was growing up and I never really formed strong and lasting friendships. I focused instead on doing well; I was quite driven. Today I tend to focus on the outcomes of meetings and can miss paying attention to building a relationship with the other person."
- "I was brought up with the message that you don't ask for help, you 'dig in' and get on with it; help was seen as a weakness. Today I still find it really hard to ask for help and instead, I can push myself to the point of exhaustion." (That one is mine!)

Please also use this exercise as a moment of self-reflection. We often have behaviours in place today that were born a long time ago. At the time we developed the behaviour, it was an adaptive strategy (in some cases essential for survival). There is no blame or guilt – it just "is".

The challenge is that the context shifts, but our behaviour is hardwired. Knowing what some of these strategies that we use are, and why they came into existence, is a great starting point for taming or reframing the messages they have created.





A vintage mechanical scale is positioned on a light-colored wooden table. The scale has two pans, one larger than the other, and a central column with a dial. The background is a large window with a view of a city skyline. The text 'WORKSHOP 1' is overlaid in a dark purple font.

# WORKSHOP 1

*We focus on building confidence, including resilience and self-compassion, understanding the stories we hold about ourselves, and creating the conditions for trust.*

## KEY POINTS – RESILIENCE (DR LUCY HONE)

- Video: Resilience and Self-Compassion (18 mins)
- “Acknowledge that shit happens to everyone” – I am not alone. “Suffering is simply a part of human existence”.
- Be deliberate about where you focus your attention. “Look for and accept the good; know what you can change and accept that there are things you can’t change”.
- Ask yourself “Is what I am doing, thinking or believing right now, doing me harm or doing me good?”

*Put on your own oxygen mask before helping others; a critical skill for thriving in the very demanding world in which we operate. What are your “oxygen moments”?*

## WORKSHOP NOTES

Use the space below to note down the kinds of things that tend to diminish your resilience.

What are some strategies that you might employ to maintain or boost your resilience?





## KEY POINTS – SELF-COMPASSION (DR KRISTIN NEFF)

- Be kind and caring towards yourself rather than harshly self-critical.
- Frame imperfection in terms of the shared human experience ('common humanity').
- See things clearly without ignoring or exaggerating problems.
- Definition of Compassion (Self-Compassion)
  - Notice another in need (I am struggling...).
  - Empathise with that need (Struggling in this context is normal; others would be struggling too).
  - Move towards the person to help (What can I do to help myself – self-care moments?)
- Self-compassion is not:
  - Self-pity.
  - Letting ourselves off the hook.
  - Self-indulgent.
  - The same as self-esteem (although it is connected to it).

## WORKSHOP EXERCISE

In pairs talk about how taking time out for yourself fits in your typical week. Then have a quick conversation about one or two things that you want to commit to practising to be more self-compassionate and note them below. Ensure you include some 'self-care' actions that you would like to commit to starting to practise#.



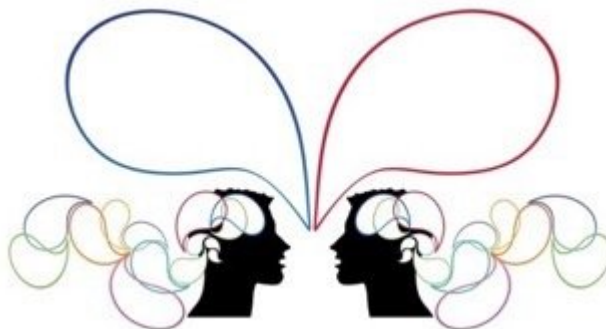
# INTERNAL VOICE

The moment-to-moment chatter that goes on inside our heads. Internal voice is what we are really thinking and feeling, but not actually saying.

[https://www.youtube.com/watch?v=-HZdU\\_VQvDI](https://www.youtube.com/watch?v=-HZdU_VQvDI)

What our internal voices 'say' to us, tends to fall into the following categories:

- 'Random stuff'
- Judgement of the content of the conversation
- Judgement of the other person
- Judgement of ourselves



Use the space below for notes.



## KEY POINTS

- Video: Internal Narratives (19 mins)
- Deeply held stories that we have about ourselves that developed over time, but which we now hold as truth(s); 100% true, 100% of the time.
- Generally developed a long time ago, usually, but not always, in our family of origin.
- A highly effective way of keeping us safe or supporting our sense of who we are.
- Often subconscious, they hinder our ability to change or grow as leaders.
- While categorising humans is impossible and even dangerous, directionally speaking our narratives tend to fall into the following categories:
  1. **High standards** – I drive myself hard to high standards, often higher than those I have for others. I like to be perfect (or near to).
  2. **Drive** – Failure is not an option. I value efficiency and getting to an outcome promptly. I like to control the process and/or the outcome.
  3. **Independence** – I prefer to act autonomously as it is quicker that way and other people can't always be relied upon, I don't trust easily, I don't show my emotions, I don't ask for help.
  4. **Self-Control** – I like to remain in control of myself and prefer not to show my feelings or vulnerabilities. I tend to be constantly alert for how others are behaving.
  5. **Competence** – I worry about being wrong, or not being seen as competent. I am concerned that I don't measure up in terms of my accomplishments and that other people are smarter than me.
  6. **Belonging** – I want to work with others. I don't perform as well if I am not surrounded by others I can trust and on whom I can depend.
  7. **Relationships** – I care deeply about the needs and feelings of others (often at the expense of my own needs). I tend to avoid difficult confrontations or being clear about how I feel in order to maintain harmony and not disrupt the relationship.
  8. **Boundaries** – I don't have clear boundaries, or I have them but have trouble maintaining them under pressure.
- Our narratives are expressed in our coping behaviours, which are a combination of our inborn temperament and our natural response to stress, and they tend to show up most frequently, when we are triggered by an amygdala hijack.
- Reducing their impact is a combination of identifying which narratives are at play, understanding their origins, building a preferred response, and designing and executing small scale experiments over an extended period of time to challenge their veracity.



## WORKSHOP EXERCISE

In your Peer Learning Groups, take turns to:

- Share your pivotal life moment story (from the pre-work on Page 9). You are in charge of how much detail you share about the specifics of the situation, the key is to talk about its lasting impact on how you show up today.
- Talk about the internal narratives you think might be 'running you' and notice any patterns between these and the story you chose to share.

Use the space below for notes.



## KEY POINTS

- Chasing confidence directly is like trying to catch the wind or find the pot of gold at the end of the rainbow. The harder you try, the more elusive it becomes.
- Make peace with your inner critic and have a conversation with him/her.
- Visualise the confident version of yourself and how she behaves (hope is a strong driver of lasting change).
- What are you already doing that will help carry you towards that future version, and what will you put down because it no longer serves you?
- Then consider the following steps in the behavioural change process:
  1. Notice your patterns of behaviour and tie them to specific situations to discover 'red light situations' (looking back).
  2. Prime yourself with your preferred behaviour for these situations, including using your 'get out of jail free cards' (looking forward).
  3. Notice and adjust real-time – adopt the 'observer status' to keep out of the emotion that can trigger you, ask yourself, "what is their story?"
- Seek out and celebrate examples of success; the times when you ignored or went in a different direction to the one that your inner critic advocated.

## WORKSHOP EXERCISE

Make some notes below of the characteristics and behaviours of what an ideal future confident version of you looks like.



## WORKSHOP EXERCISE CONT'D

Note down below, what skills, experiences, behaviours, dispositions etc. you would like to continue to 'take with you on your journey' to realising the confident yourself.

Now write down those things that you would like to leave behind.

Finally write down those new skills, behaviours, mindsets etc. that you would like to develop and add to what you already have, that will support the confident version of yourself.

Make a note below of some 'get out of jail free cards' that might help you in red or amber light situations<sup>#</sup>.





## WORKSHOP EXERCISE CONT'D

In your Peer Learning Groups, take turns to:

- Share the types of situations in which you feel confident and not so confident.
- Share your 'get out of jail free cards' and get some ideas for others from your colleagues.
- Find out what other strategies people use to help them feel more confident?

Use the space below for notes.



## BRAVING (FROM BRENÉ BROWN\*)

- B** **BOUNDARIES:** You respect my boundaries, and when you are not clear about what's okay and not okay, you ask. You are willing to say no.
- R** **RELIABILITY:** You do what you say you will do. At work this means staying aware of your competencies and limitations so that you don't overpromise, and you are able to deliver on commitments and balance competing priorities.
- A** **ACCOUNTABILITY:** You own your mistakes, apologise, and make amends.
- V** **VAULT:** You keep confidences, and you don't share information or experiences that are not yours to share.
- I** **INTEGRITY:** You choose courage over comfort. You choose what is right over what is fun, fast, or easy. And you choose to practise your values rather than simply professing them.
- N** **NON-JUDGEMENT:** I can ask for what I need, and you can ask for what you need. We can talk about how we feel without judgement.
- G** **GENEROSITY:** You extend the most generous interpretation possible to the intentions, words and actions of others.

Use the space below for notes.



## WORKSHOP EXERCISE: PERSONAL REFLECTION

### Part One: You of the other person

Think about someone whom you trust (it might be a colleague, or it may be someone in your personal life) and they trust you. How does that person line up against these behavioural indicators below? Repeat the exercise with a second person where trust isn't as strong. Where are the (potential) trust breaches?

	Trusting...	Not so trusting...
• They respect my boundaries. They are willing to say no.	<input type="checkbox"/>	<input type="checkbox"/>
• They do what they say, they don't over-promise, they balance priorities and deliver.	<input type="checkbox"/>	<input type="checkbox"/>
• They own their own mistakes, apologise and make amends.	<input type="checkbox"/>	<input type="checkbox"/>
• They keep confidences and don't share information that isn't theirs to share.	<input type="checkbox"/>	<input type="checkbox"/>
• They choose courage over comfort, right over what is fun, fast or easy.	<input type="checkbox"/>	<input type="checkbox"/>
• They can ask for what they need and so can I. We can talk about how we feel without feeling judged.	<input type="checkbox"/>	<input type="checkbox"/>
• They extend the most generous interpretation possible to the intentions, words and actions of others.	<input type="checkbox"/>	<input type="checkbox"/>

### Part Two: The other person of you

Using the same two people, and starting with the person whom you trust and who trusts you, how do you line up against the behavioural indicators below? Repeat the exercise with a second person who you think may not truly trust you. Where are the (potential) trust breaches?

	Trusting...	Not so trusting...
• I respect their boundaries. I am willing to say no.	<input type="checkbox"/>	<input type="checkbox"/>
• I do what I say, I don't over-promise, I balance priorities and deliver.	<input type="checkbox"/>	<input type="checkbox"/>
• I own my own mistakes, apologise and make amends.	<input type="checkbox"/>	<input type="checkbox"/>
• I keep confidences and don't share information that isn't mine to share.	<input type="checkbox"/>	<input type="checkbox"/>
• I choose courage over comfort, right over what is fun, fast or easy.	<input type="checkbox"/>	<input type="checkbox"/>
• I can ask for what I need and so can they. We can talk about how we feel without feeling judged.	<input type="checkbox"/>	<input type="checkbox"/>
• I extend the most generous interpretation possible to their intentions, words and actions.	<input type="checkbox"/>	<input type="checkbox"/>

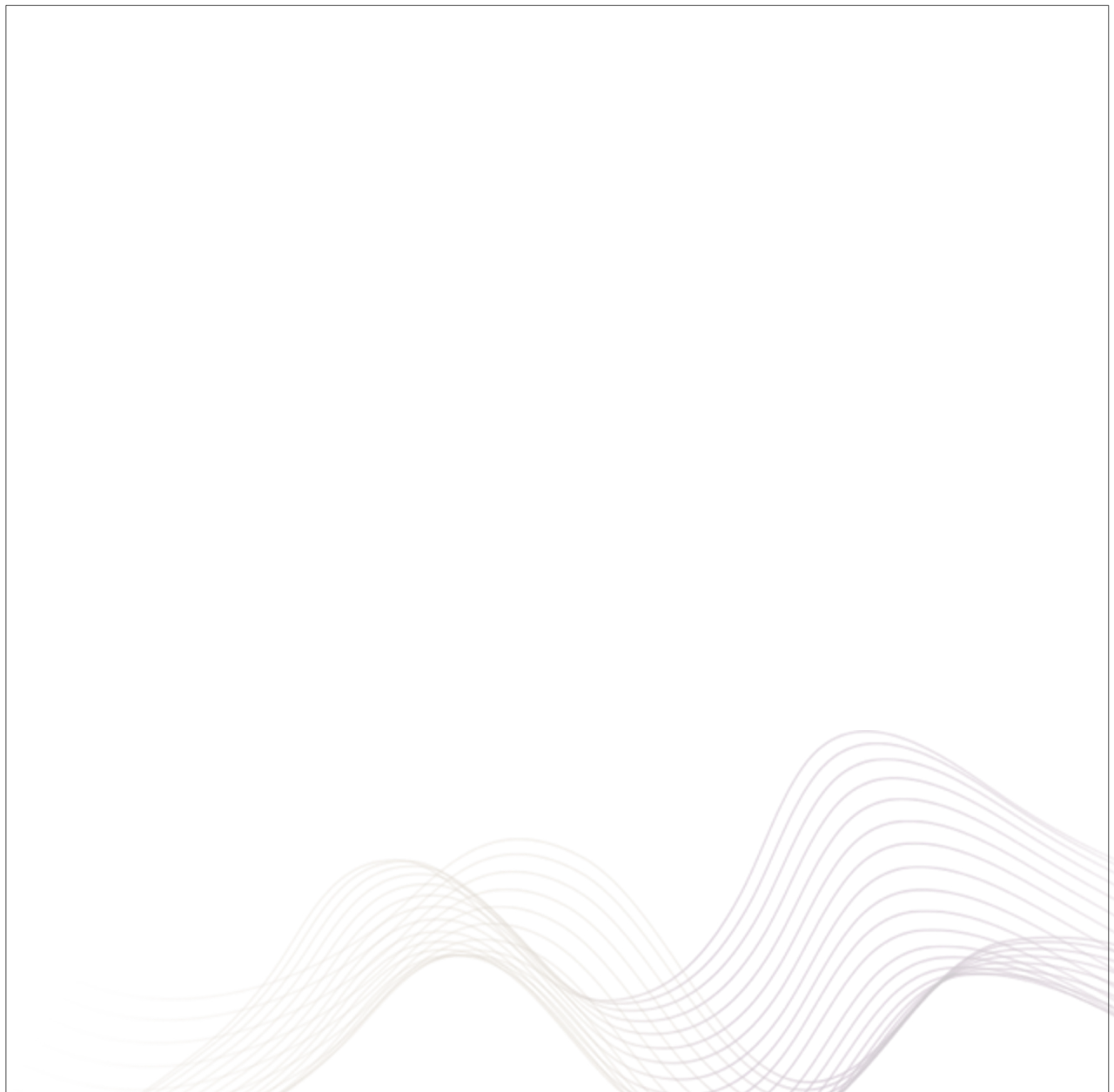


## WORKSHOP EXERCISE

In your Peer Learning Groups, take turns to share your insights with your colleagues:

- What do you do that enhances the ability of others to trust you?
- What is it that you are doing that diminishes the ability of others to trust you?
- How might you go about mending (potential) trust breaches#?

Use the space below for notes.



**DUE TO COPYRIGHT RESTRICTIONS, DO NOT SHARE THE LINKS TO JOURNAL ARTICLES WITH ANYONE OUTSIDE THE PROGRAM**

## RESILIENCE AND SELF-COMPASSION

- Lucy Hone [Ted Talk](#)
- Robertson Cooper – [What is resilience?](#)
- McKinsey blog [Don't stress out; how to build long term resilience](#)
- Coutu, Diane L. 2015. [How Resilience Works](#) *Harvard Business Review*, January 2015
- Seligman, Martin. 2011. [Building Resilience - What business can learn from a pioneering army program for fostering post-traumatic growth.](#) *Harvard Business Review*, April 2011
- Ovans, Andrea. 2015. [What Resilience Means, and Why It Matters.](#) *Harvard Business Review* January 2015
- [Avoiding the Pitfalls of Rumination](#) [Kemp Street Partners resource]
- Kristin Neff's [website](#) for great resources on self-compassion, including the [self-compassion questionnaire](#)
- Kristin Neff's TED Talk – [Resilience and Self-Compassion - Empathy and Compassion in Society 2013](#)
- Chris Germer – [website](#) and author of [The Mindful Path to Self-Compassion](#) [Book]
- [Interview](#) with Kristin Neff and Chris Germer
- Empathy vs. Sympathy – [Brené Brown Video](#)

## INTERNAL VOICE AND INTERNAL NARRATIVES

- Video – fun examples of [Internal Voice](#)
- Young, Jeffrey E., Klosko, Janet S., 1994. [Reinventing Your Life](#) [Book]
- Young, Jeffrey E., Klosko, Janet S., Weishaar, Marjorie E. 2006. [Schema Therapy: A Practitioner's Guide](#) (a deep, more academic guide for the enthusiast!) [Book]
- Kegan, R., & Lahey, L. L. (2009). [Immunity to Change: How to overcome it and unlock the potential in yourself and your organization.](#) Harvard Business Press. [Book]
- Another view on Internal Narratives – [Community of Selves](#)

## TRUST

- The BRAVING model from Brené Brown's [website](#)
- Brown, B. (2018). [Dare to Lead: Brave Work. Tough Conversations. Whole Hearts.](#) Random house. [Book]



A vintage mechanical scale is positioned on a white table. The scale has two pans, one larger than the other, and a central column with a dial. The background shows a cityscape through large windows. The text "PEER LEARNING GROUP MEETING 1" is overlaid in a dark purple font.

# PEER LEARNING GROUP MEETING 1

## TIPS FOR A SUCCESSFUL MEETING

Peer Learning Group meetings are designed to be a safe space to:

- Ask questions
- Share insights
- Get advice
- Be held to account for the actions you wanted to commit to

Ahead of the meeting:

- **Plan:** Ensure the meeting is in your calendar. (It is a good idea to schedule all three meetings early in the program to avoid scheduling conflicts that arise when the meeting date draws closer).
- **Prioritise:** Prioritise your learning. Make sure you turn up. Your colleagues are depending on you. Speak to your leader and/or team and let them know that you won't be available during this time.
- **Prepare:** Make sure you have your Learning Journal with you and that you have been back over your notes and action commitments.
- **Journal:** Make notes between meetings recording progress with your action commitments. This makes it easier when you come to reporting progress to your colleagues. Note what went well, what surprised you, what didn't go so well, how you might adjust for next time.

During the meeting:

- **Agenda:** Follow a structure to ensure that you get through all the points on the agenda (see overleaf).
- **Mindset:** Practise keeping an open mind, being curious and trying to stay out of judgement. Help your colleagues come to their own insights by listening really well and asking great questions, rather than simply offering 'an answer'.
- **Confidentiality:** At each meeting commit to confidentiality, including that you won't share anything that is discussed in the meeting with anyone not in the meeting.



## AGENDA

### Progress

Within your Peer Learning Group share progress on your commitments, and insights that you are gathering covering the following:

1. The results of your self-compassion survey and talk about any insights (Page 13).
2. How you spend your typical week (Page 13).
3. What commitments you are trying to make towards increased self-care (Page 13).
4. Using your 'get out of jail free cards', or other self-confidence strategies (Page 18).
5. Mending (potential) trust breaches (Page 22).

### Going Forward

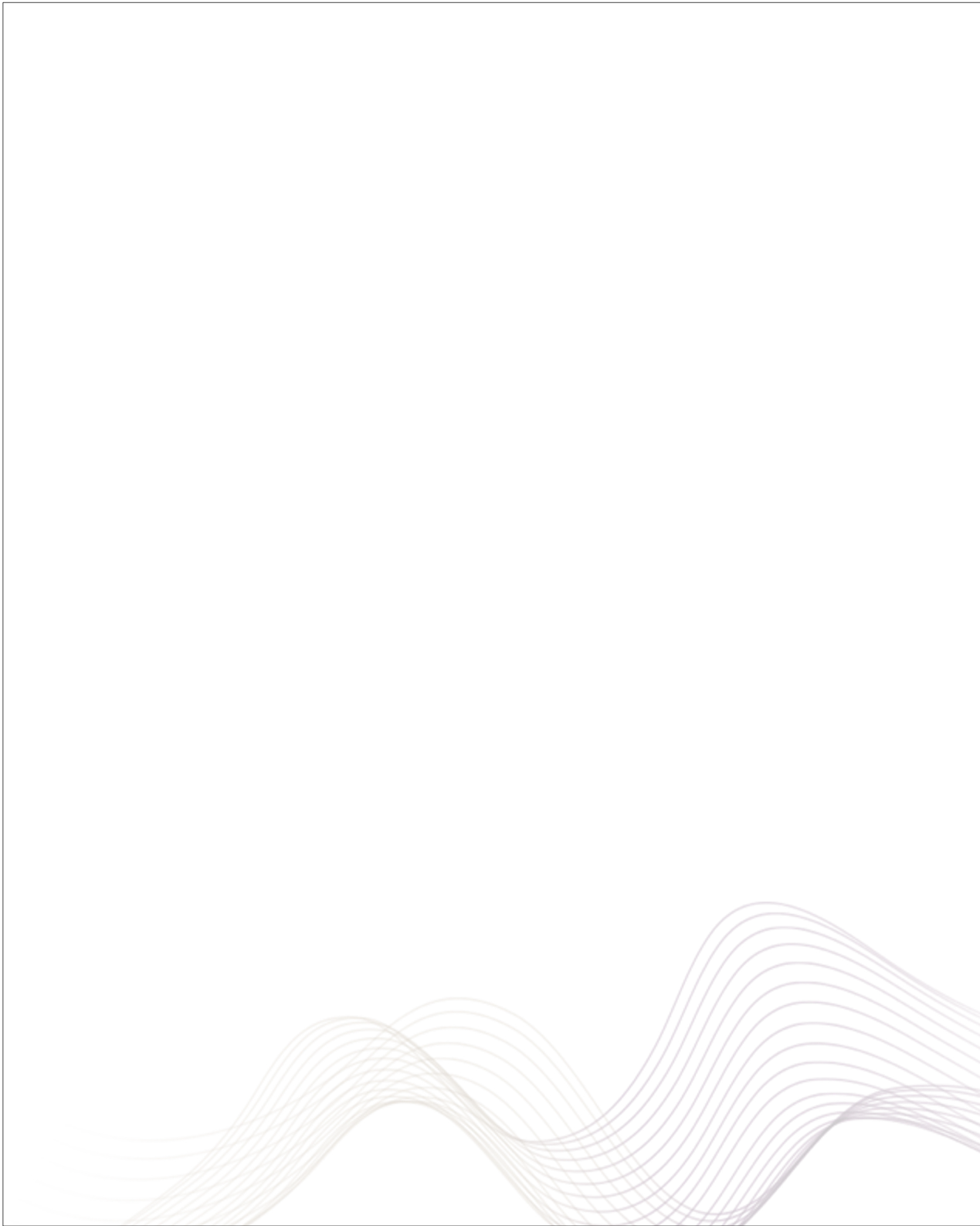
Get some advice from your colleagues, then pick two areas to focus on going forward. You may choose to pick the same ones you have been working on, or two new ones. Try to keep the list to no more than two. Note below and overleaf, your commitments in these areas.

### Report Back

- At the start of the next workshop, we will hear from some of the Peer Learning Groups. Appoint a spokesperson and come ready to chat about:
  - The common trends across the group; and
  - Where people want to focus their efforts going forward?
- Ensure you preserve confidentiality and don't attribute comments or actions to an individual.

Make notes below and overleaf.





## VIDEO

Prior to Workshop 2 please watch the [video](#) entitled The Power of Creating a Positive Emotional Climate (20 mins). There is no pre-work exercise associated with the video.

## NEETHLING BRAIN INSTRUMENT (NBI™)

Prior to Workshop 2 you will also need to complete your NBI™ profile. Please try and do this shortly after Workshop 1.

The NBI™ measures the extent to which we prefer certain types of thinking/mental processes over other types of thinking/mental processes, specifically whether we tend to be more left or right brain thinkers and whether we tend to prefer cognitive or affective processes in our thinking. A high-level outline is on Pages 33 and 34 of this Learning Journal.

I will send you a link to complete the 15-minute self-survey. Access and complete the survey questions. Once you have done that, I will send you a link to a 20-minute video that explains the tool in more detail and allows you to predict what your results might be.

Once you have watched the video, send me a message, and I will then forward to you your personal results. I will see your individual results and will use these to help craft two activities in Workshop 2. No-one else will see your individual results.

Use the space below for notes or questions that you would like to raise in the workshop.



A vintage mechanical scale is positioned on a white table. The scale has two pans, one larger than the other, and a central column with a dial. The background shows a blurred cityscape through large windows. The text 'WORKSHOP 2' is overlaid in a dark purple font.

## WORKSHOP 2

*We focus on holding boundaries, and communicating for maximum effect, including creating a positive emotional climate, understanding our own unique communication style, and that of others, listening, and asking powerful questions.*

## WORKSHOP EXERCISE: PERSONAL REFLECTION

What are your boundaries? Note which are not-negotiable and which tend to shift under pressure.

What makes it hard for you to hold a consistent boundary?

For the boundaries that tend to shift, what is the worst thing that might happen if you maintained the boundary?

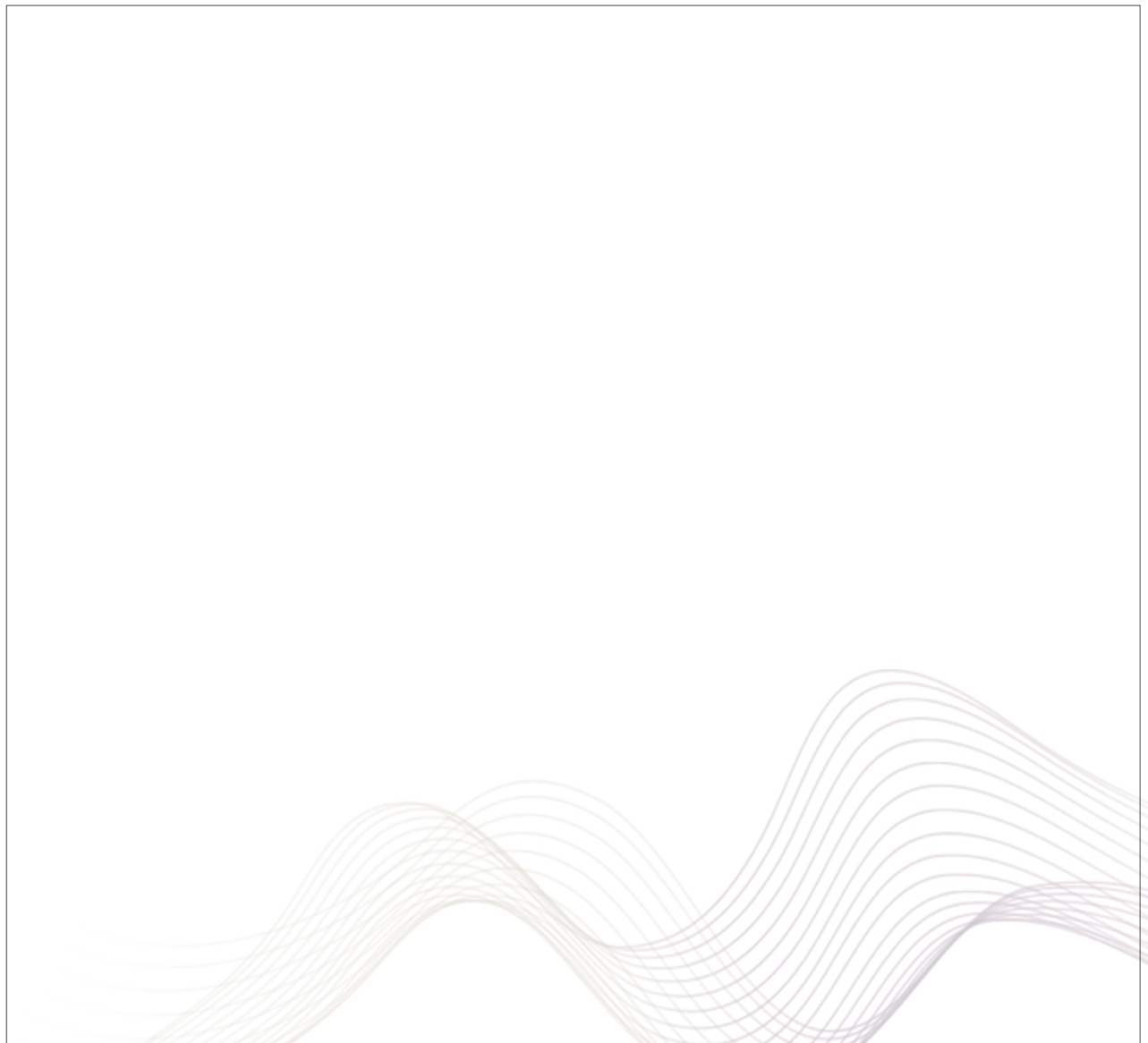




## WORKSHOP EXERCISE

- Describe to your partner, your 'nightmare scenario' in a 1:1 situation; the sort of situation in which you find it really hard to hold the line and usually 'give in'. In addition, provide your partner a 'thumbnail sketch' of the character involved.
- Your partner will now play that person and your job is to 'hold the line'. If you don't succeed the first time, try it again.
- When time is up, switch roles and repeat the exercise.

Make a note below of any actions you would like to commit to around holding boundaries#.



## KEY POINTS

- Video: The Power of Creating a Positive Emotional Climate (20 mins)
- Emotions are contagious passing between people below the level of consciousness.
- If we can create a positive emotional climate in the group immediately around us, we will get higher levels of engagement and creativity, more openness to feedback, more discretionary effort and increased performance.
- We have two neural networks and systems in our brains:
  - Empathic Network and the PEA or Green Zone – associated with openness, a positive outlook, a focus on strengths, opportunities and the bigger picture, greater cognition, greater creativity and ability to read nuance.
  - Analytic Network and the NEA or Red Zone – associated with a closed down state, a focus on problems, threats and obligations, impaired cognition and less creativity.
- The NEA (Negative Emotional Attractor) is essential for survival, but thriving and learning comes with the PEA (Positive Emotional Attractor).
- You can't be in the PEA and NEA at the same time; but you need both. We need a tipping point to move between the two.
- You can invoke the PEA through hope, compassion, mindfulness and playfulness.
- If you can tip the other person into the PEA, through emotional contagion, you will go there too!

Use the space below for notes. At your PLG meeting discuss your experience with this concept<sup>#</sup>.



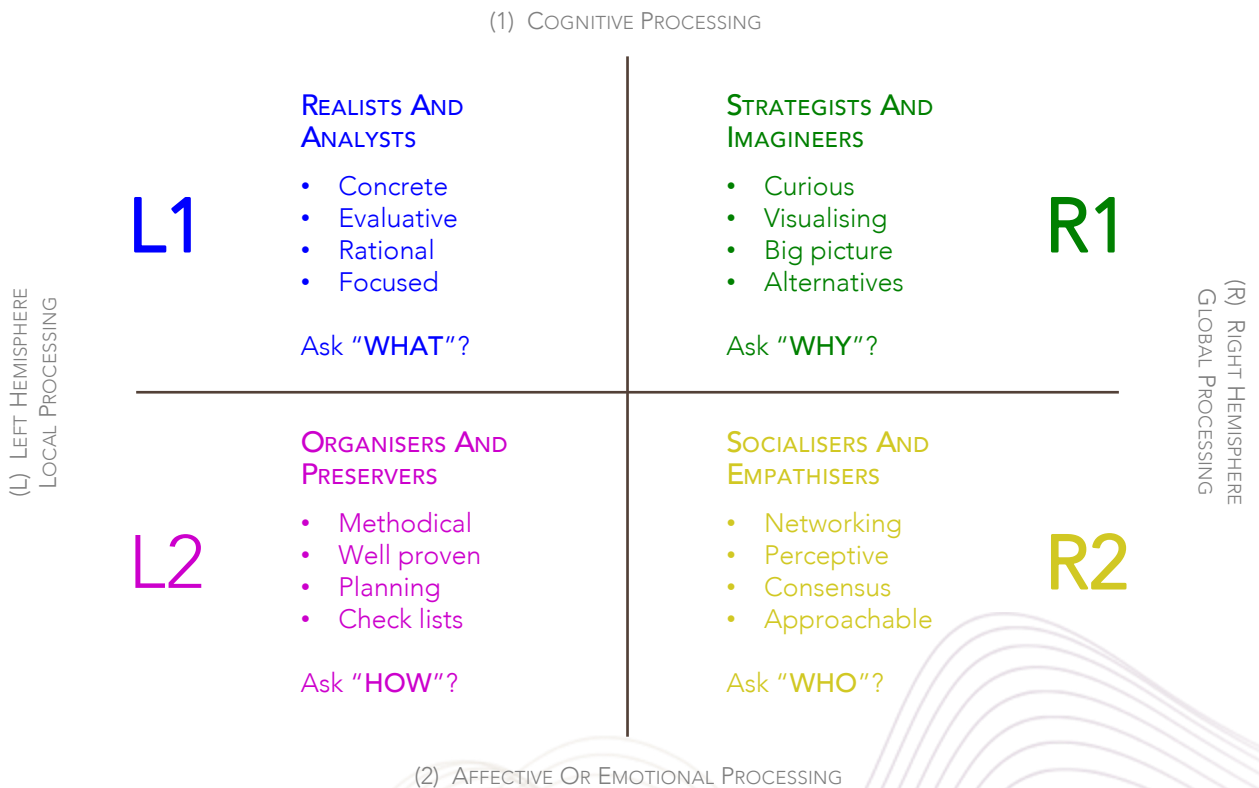
## NBI™ OVERVIEW

The Neethling Brain Instrument (NBI™) relates directly to the way in which the brain processes and uses information. It measures the extent to which you prefer certain types of thinking/mental processes over other types of thinking/mental processes, specifically:

- Left and right brain thinking
- Cognitive or affective processing

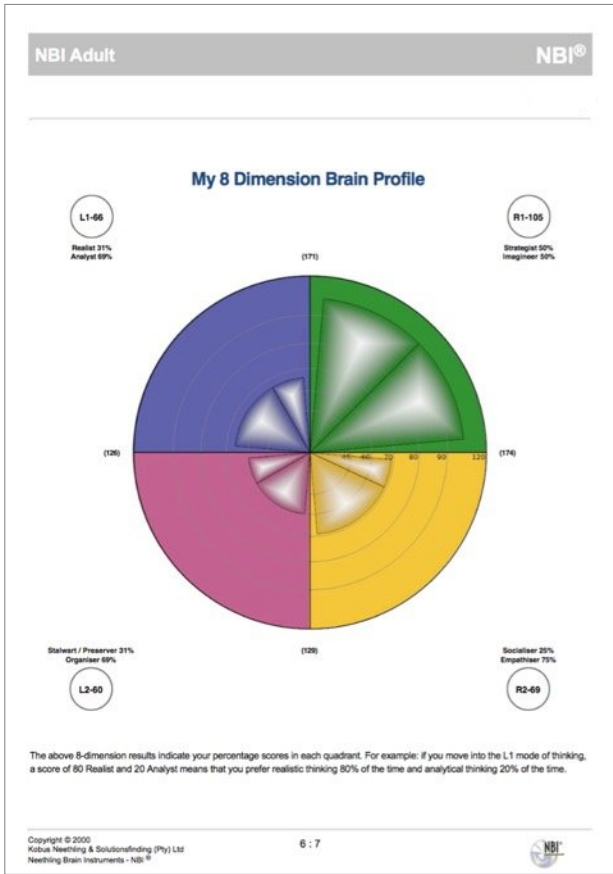
It does not measure skill or ability, although we often end up being more skilled at things we prefer. Conversely, we can learn and become very skilled at things that aren't our natural preferences.

Results are presented in four quadrants.



## NBI™ OVERVIEW

The following is a sample from the NBI™ report.



**NBI Adult** NBI®

### 8 Dimension Information Regarding The Different Quadrants

**L1 - Realist**  
You prefer clarity of thinking and concrete information. You prefer to focus on a specific goal or outcome without distractions. This outcome should be defined clearly, should preferably be achievable, and direction and guidelines towards goal should be clear and without confusion. You prefer to weigh pros and cons and to have a clear understanding of consequences.

**L1 - Analyst**  
You prefer to get to the essence of things you are involved with and therefore like to dig deeper to achieve results. You prefer to connect a figure or measurement to things. You prefer certainty and would therefore calculate, probe, research and examine conditions and circumstances before proceeding. You like hard proof and therefore you prefer to query, question and enquire before starting out.

**L2 - Stalwart / Preserver**  
You prefer circumstances where traditions and well-proven methods and practices are followed and respected. You also prefer circumstances where rules and regulations are in place and where you can work in a methodical and cautious manner. You prefer an environment that is neat, secure and stable and to work with skilled, loyal and trustworthy people.

**L2 - Organizer**  
You prefer to plan, organise and arrange things. Your approach is orderly, detailed and systematic. You are an implementer and like to put things into action and be involved in the action. You also like to work according to a schedule or "to do" list, to administer and to oversee tasks. Perseverance, effectiveness and usefulness are high priorities.

**R2 - Socialiser**  
You are a people's person and like to work with others in groups or to spend your free time in the company of others. You prefer to be surrounded by people and to be part of gatherings and crowds. You also go out of your way to bring people together, at work or when entertaining. You prefer to share information, to reach consensus and to encourage others to participate in sharing their ideas. You like to network can be outgoing and energetic when in the company of others.

**R2 - Empathiser**  
You prefer to assist, help and reach out to others. You prefer to serve others through a caring, sensitive and unobtrusive attitude and by depending on your intuition. You also like to encourage others to achieve. You place a high priority on a positive, hopeful and caring environment. You may not have many friends, but value the companionship of a few friends and family and would tend to place their needs above your own.

**R1 - Strategist**  
You prefer to connect past and future and to see the vision, even to make forecasts and predictions as far as the future is concerned. While planning and creating your future, you prefer to challenge existing approaches and asking the Why? questions. You find unfamiliar territory, new experiences and uncertainty a challenge. You prefer to consider a variety of possibilities and would not shy away from risk when involved in designing future trends. You like to fill in the gaps between present and future possibilities.

**R1 - Imaginer**  
You prefer to think in pictures and to use metaphors and images to describe experiences. You also draw picture, doodle and scribble when listening to someone talking. You often play around with impossible ideas, and like to daydream, fantasise and think beyond the ordinary. You are reflective and meditative, often unsystematic (maybe even chaotic) and would like to do things "your way". You often discover new insights in unexpected ways and like to nurture "strange" ideas.

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Neethling Brain Instruments - NBI®

7 : 7



## USING THE NBI™ – TIPS AND TECHNIQUES

When you are communicating or influencing, and you **know** the other person's profile...

For maximum impact when influencing or just in general communications, flex your own style to the other person's preferences using the tips and techniques below.

### L1 – "WHAT?"

- Present all the information/evidence
- Facts, data driven
- Accurate, objective
- Use clear precise terms
- Pros and cons
- Not "wishy washy" or "too much fluff"
- Be decisive
- Be direct

*"Keep it factual and logical"*

### R1 – "WHY?"

- Explain the context
- Visual, easy to understand
- Present multiple alternatives
- Novel ideas
- Convince me that it is good for the future
- Paint me a vibrant new picture
- Don't ramble or give too much detail
- Don't ignore my ideas

*"Paint me a picture"*

### L2 – "HOW?"

- Come with a realistic plan
- Don't stay too high level – get to the detail
- Show me how we will get it done
- When will we see the benefits (timelines, financial upside etc.)
- How soon can we start?
- Have we tried this before and what happened?
- Know what you want, don't rely on gut feel

*"What's the plan?"*

### R2 – "WHO?"

- Empathise
- Acknowledge
- Cooperate, idea sharing, consensus
- Talk about the impact on people
- Talk about feelings / connect to purpose
- Listen
- Not aggressive or overly formal
- Use humour
- Show enthusiasm and passion

*"Cooperate - Don't dictate"*



## KEY POINTS

Most of us don't listen with the intent to understand, we listen with the intent to reply. (Stephen Covey)

Enter every conversation assuming you have something to learn. ([Celeste Headlee](#))

- Level 1 Listening: Self-Focused
  - The focus is on self
  - You are listening to the words, but you are thinking about what it means for you
  - Your internal voice is loud
  - You are in fixed mindset
- Level 2 Listening: Other-Focused
  - The focus is on the other person
  - You are listening beyond the words to the emotions and nuance (both what the person is saying and not)
  - You are asking curious questions to seek understanding
  - You are generating connection
  - You are in growth mindset
- Level 3 Listening: Global-focused
  - A deep level of listening that takes in everything at once
  - You are aware of changes in energy levels, emotion, tone etc.
  - You notice the impact of your words on the other person
  - You are reading the room/situation
  - A key skill for expert influencing



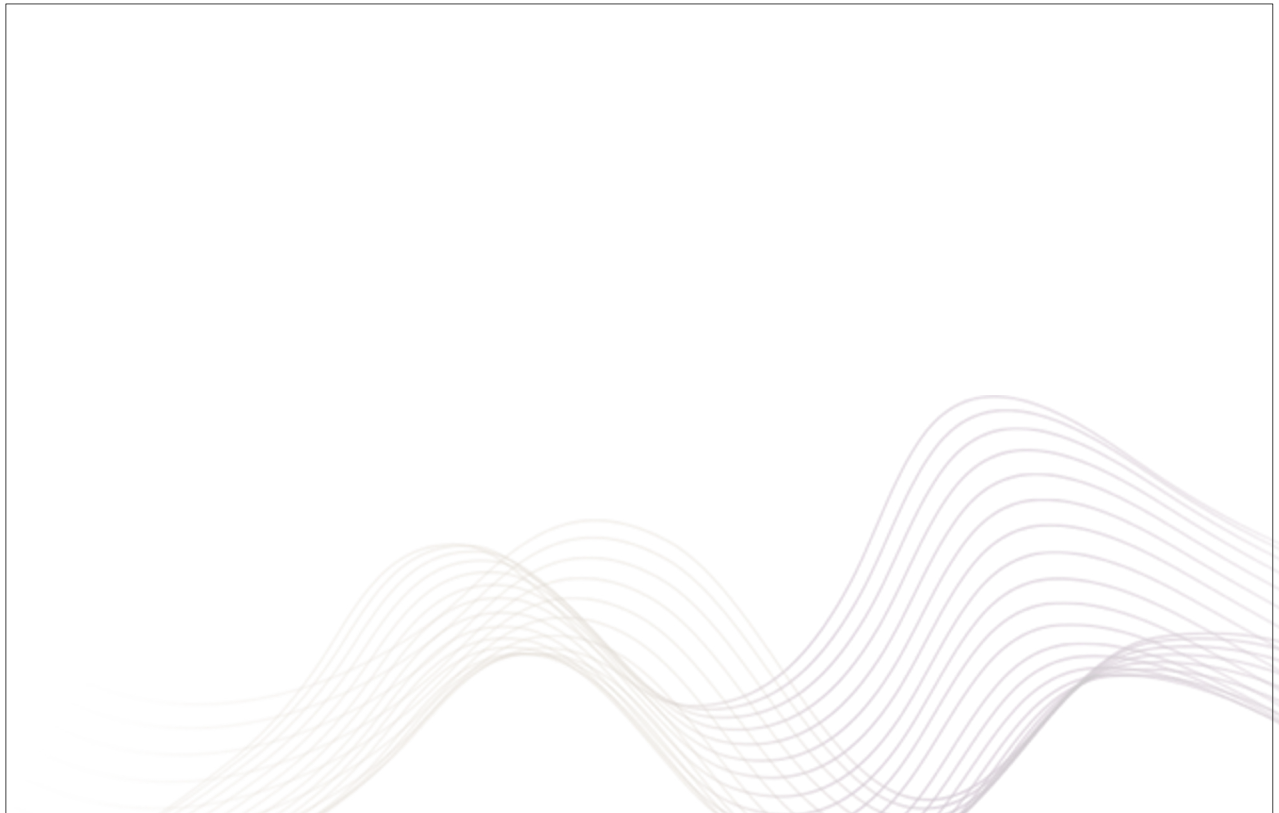
At what level do you typically listen?



## KEY POINTS CONT'D

- **Mindset:** Above the line, assume you are going to learn something you don't currently know.
- **Paraphrase:** A short summary of what you heard without necessarily agreeing:
  - "It sounds like..."
  - "Let me make sure I have got this right..."
  - "I think what you have told me so far is..."
- **Enquire:** Testing your knowledge using open ended questions:
  - "Say more about that..."
  - "Please help me understand what you mean by that..."
  - "What did you do next..."
  - "How are you defining..."
- **Acknowledge:** Listening for the underlying feelings and reflect them back to demonstrate understanding:
  - "I can imagine that was..."
  - "You seem to be..."

Make notes below.



## WORKSHOP EXERCISE

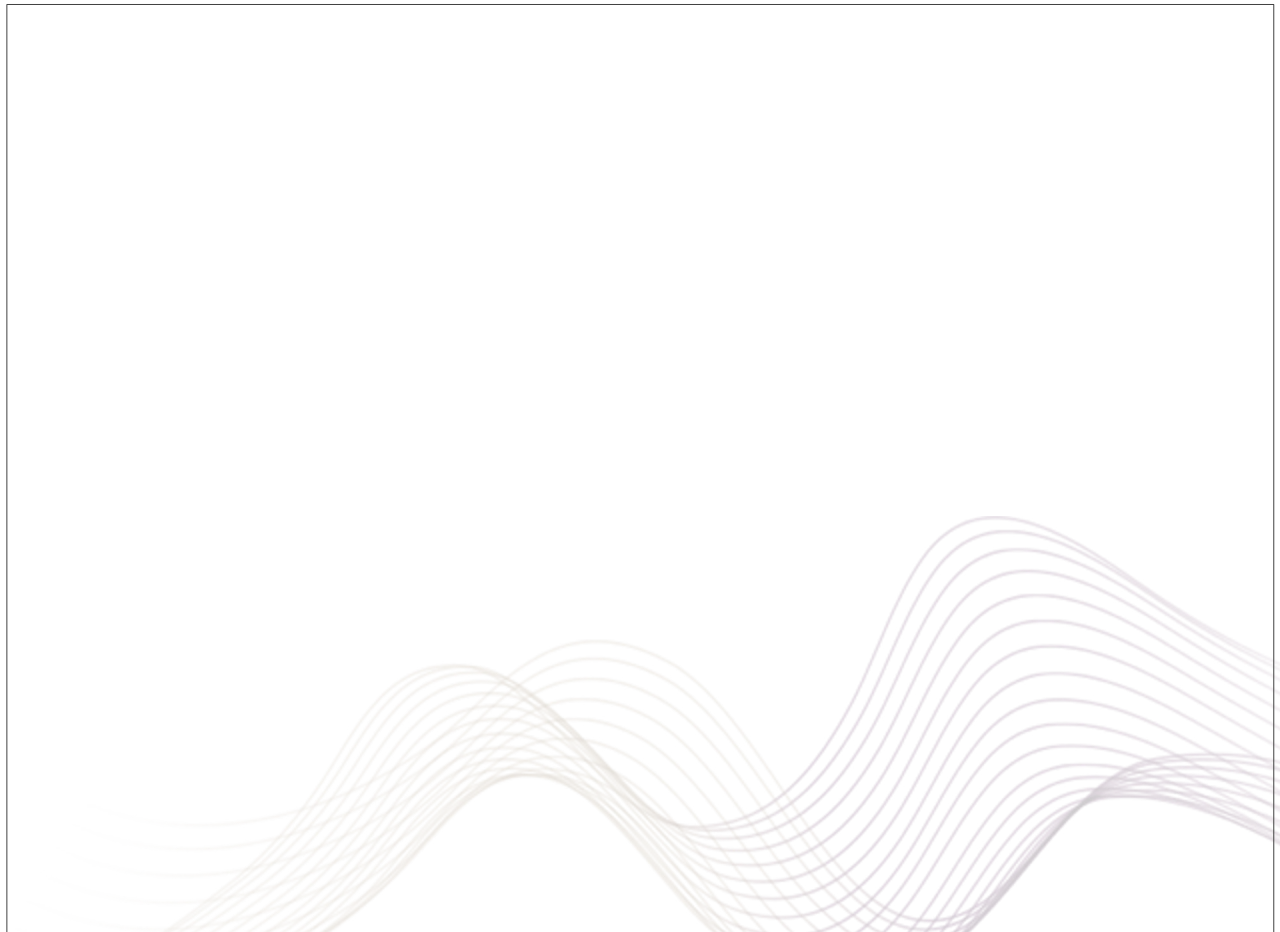
Four roles:

- Speaker
- Paraphraser
- Enquirer
- Acknowledger

Four rounds:

- Speaker – 60 seconds to tell a story about a recent challenging conversation you have had at work, everyone else is silent.
- During the next four minutes, the conversation continues...
  - Paraphraser – you can only restate what you have heard
  - Enquirer – you can only ask open-ended questions
  - Acknowledger – you can only reflect your understanding of the feelings at play

What commitments would you like to make to strengthen your listening skills#?



## WORKSHOP EXERCISE

- Two rounds and record the conversation on your phone.
- Ask your partner for some help on a particular topic. Partner, in the time available, help your colleague come up with some possible solutions or ideas for the topic being presented.
- When the time is up switch roles and repeat the exercise.

Use the larger space (on the left below) to write down the questions you asked during the conversation.



## QUESTION BASICS

### Open

- Can't be answered with 'yes' or 'no'.
- Usually start with 'what', 'how', 'who', 'where'.
- Be careful with 'why'.
- Used to gather additional information for greater Understanding.



### Closed

- People can choose to answer with a simple 'yes' or 'no'.
- Usually start with 'do', 'could', 'have you', 'is', 'was', 'does', 'did', 'are', 'can'...
- Not useful to gather information but can be used for clarification or to redirect the conversation.

### Leading

- The answer that you want is encompassed within the question.
- Be especially careful when there is a power imbalance.
- Starting the question with 'I'm curious about...' 'I am wondering whether...' is still a leading question!

### Double or Triple-Header

- The questioner is still composing the question as they ask it.
- Are distracting and confuse the recipient – which question should I answer?
- People usually answer the easiest question and unless you are alert to this, you could miss valuable information.

If you ask a complicated question, you will get a simple answer: The amount of information you receive to your question is inversely proportional to the length of the question you ask!

Use the space below for notes ...



## ORID\* – BUILD YOUR OWN LIBRARY

### Objective: What's Happening?

*Questions that surface facts and directly observable data and generate a common pool of "knowledge" needed to understand the context.*

- What is the history of the situation?
- What do we know about the situation?
- What's happened so far?
- What information do we have?
- What are you trying to achieve?
- What would you like to achieve from this conversation?
- Why is this important?
- How does this link to your priorities?
- What are your key areas of concern?
- What would you like to focus on/discuss?

### Interpretive: What does it mean?

*Questions that help make sense of the situation by examining values, assumptions, significance and implications.*

- What have you learned so far?
- What are some of the underlying drivers?
- What is the data showing?
- What might apply on this occasion?
- How might that play out?
- What options do you have?
- What would happen if you did that?
- What criteria do you want to use for evaluating your options?
- What approach have you seen used, or used yourself in similar circumstances?
- What are the costs and benefits of each option?

### Reflective: What are you thinking/feeling?

*Questions that explore feelings, emotions, personal connections to the situation and that access the 'gut level' response and/or access the inner voice.*

- How is your behaviour contributing?
- What is working for you right now?
- What is the impact on you? On others?
- What is hindering your progress?
- How does that sit with you?
- What might be the perspectives of others?
- How does this affect you?
- What does this remind you of?
- What concerns do you have?
- Why do we see it differently?
- If our roles were reversed, what would you tell me to do?

### Decisional: What next?

*Questions that encourage commitments to informed, future action and potential experimentation, or pilot projects/closure.*

- Which option do you want to explore further?
- How will you prioritise these?
- What else could you do?
- What are the next steps to take?
- Who or what is there around you to help support you?
- What action you can commit to?
- How will you react if [situation x - a trigger] happens?
- How much of a stretch is that for you?
- What else do you need before you do that?
- How do you want me to hold you accountable?
- How can you keep track of your progress?
- How will you know you have achieved your goal?



## WORKSHOP EXERCISE

Return to Page 39 and in the space on the right-hand side of the page, code your questions according to the following categories:

- Open or closed
- Leading
- Multi-headed

Plus...

- Objective
- Reflective
- Interpretive
- Decisional

What patterns did you notice?

What questions / category of questions do you want to ask more of/less of going forward#?





# ADDITIONAL RESOURCES (OPTIONAL)

**DUE TO COPYRIGHT RESTRICTIONS, DO NOT SHARE THE LINKS TO JOURNAL ARTICLES WITH ANYONE OUTSIDE THE PROGRAM**

## EMOTIONAL CONTAGION AND CREATING A POSITIVE EMOTIONAL CLIMATE

- Boyatzis, R., & McKee, A. (2002). Primal Leadership: Realizing the Power of Emotional Intelligence. Harvard Business Review Press. [Book]
- Smith, M., Van Oosten, E., & Boyatzis, R. E. (2020). The Best Managers Balance Analytical and Emotional Intelligence. *Harvard Business Review*.
- Seppälä, Emma and Cameron, Kim. 2015. Proof That Positive Work Cultures Are More Productive. *Harvard Business Review*
- Rick Hanson. Leave the Red Zone
- Boyatzis, R., & McKee, A. (2011). Neuroscience and Leadership: The promise of Insights. *Ivey Business Journal*, 75(1), 1-3.
- Boyatzis, R. E., Rochford, K., & Jack, A. I. (2014). Antagonistic Neural Networks Underlying Differentiated Leadership Roles. *Frontiers in human neuroscience*, 8, 114.
- Howard, A. (2006). Positive and Negative Emotional Attractors and Intentional Change. *Journal of Management Development*. 25(7), 657-670
- Hazy, J. K., & Boyatzis, R. E. (2015). Emotional Contagion and Proto-Organizing in Human Interaction Dynamics. *Frontiers in Psychology*, 6, 806.

## LISTENING AND POWERFUL QUESTIONS

- Celeste Headlee TED Talk - 10 ways to have a better conversation
- The 5th Way of Listening Centre for Coaching in Organisation's White Paper
- YouTube video – It's not about the nail

## DEFINING LEADERSHIP

- Secure Base Leadership – A Primer [Kemp Street Partners resource]
- Kohlrieser, G., Goldsworthy, S., & Coombe, D. (2012). Care to dare: Unleashing astonishing potential through secure base leadership. John Wiley & Sons. [Book]
- Results of defining leadership exercise [Kemp Street Partners resource]
- Northouse, P. G. (2021). Leadership: Theory and Practice. Sage publications. [Book]
- How you Lead Matters [Kemp Street Partners resource]



A vintage mechanical scale, likely a kitchen scale, is positioned on a white table. The scale has two pans, one larger than the other, and a central column with a dial. The background shows a large window with a view of a city skyline. The text "PEER LEARNING GROUP MEETING 2" is overlaid in a dark purple font.

# PEER LEARNING GROUP MEETING 2

## TIPS FOR A SUCCESSFUL MEETING

Peer Learning Group meetings are designed to be a safe space to:

- Ask questions
- Share insights
- Get advice
- Be held to account for the actions you wanted to commit to

Ahead of the meeting:

- **Plan:** Ensure the meeting is in your calendar. (It is a good idea to schedule all three meetings early in the program to avoid scheduling conflicts that arise when the meeting date draws closer).
- **Prioritise:** Prioritise your learning. Make sure you turn up. Your colleagues are depending on you. Speak to your leader and/or team and let them know that you won't be available during this time.
- **Prepare:** Make sure you have your Learning Journal with you and that you have been back over your notes and action commitments.
- **Journal:** Make notes between meetings recording progress with your action commitments. This makes it easier when you come to reporting progress to your colleagues. Note what went well, what surprised you, what didn't go so well, how you might adjust for next time.

During the meeting:

- **Agenda:** Follow a structure to ensure that you get through all the points on the agenda (see overleaf).
- **Mindset:** Practise keeping an open mind, being curious and trying to stay out of judgement. Help your colleagues come to their own insights by listening really well and asking great questions, rather than simply offering 'an answer'.
- **Confidentiality:** At each meeting commit to confidentiality, including that you won't share anything that is discussed in the meeting with anyone not in the meeting.



## AGENDA

### Progress

Within your Peer Learning Group share progress on your commitments, and insights that you are gathering covering the following:

1. Practising holding boundaries (Page 31).
2. Emotional contagion examples, either that you noticed or where you deliberately tried to shift the mood of the group (Page 32).
3. Differing communication styles and what happened when you deliberately tried to flex your style to more closely match the other person's (Page 35).
4. Listening skills (Page 38).
5. Using questions from the ORID framework (Page 42).

### Going Forward

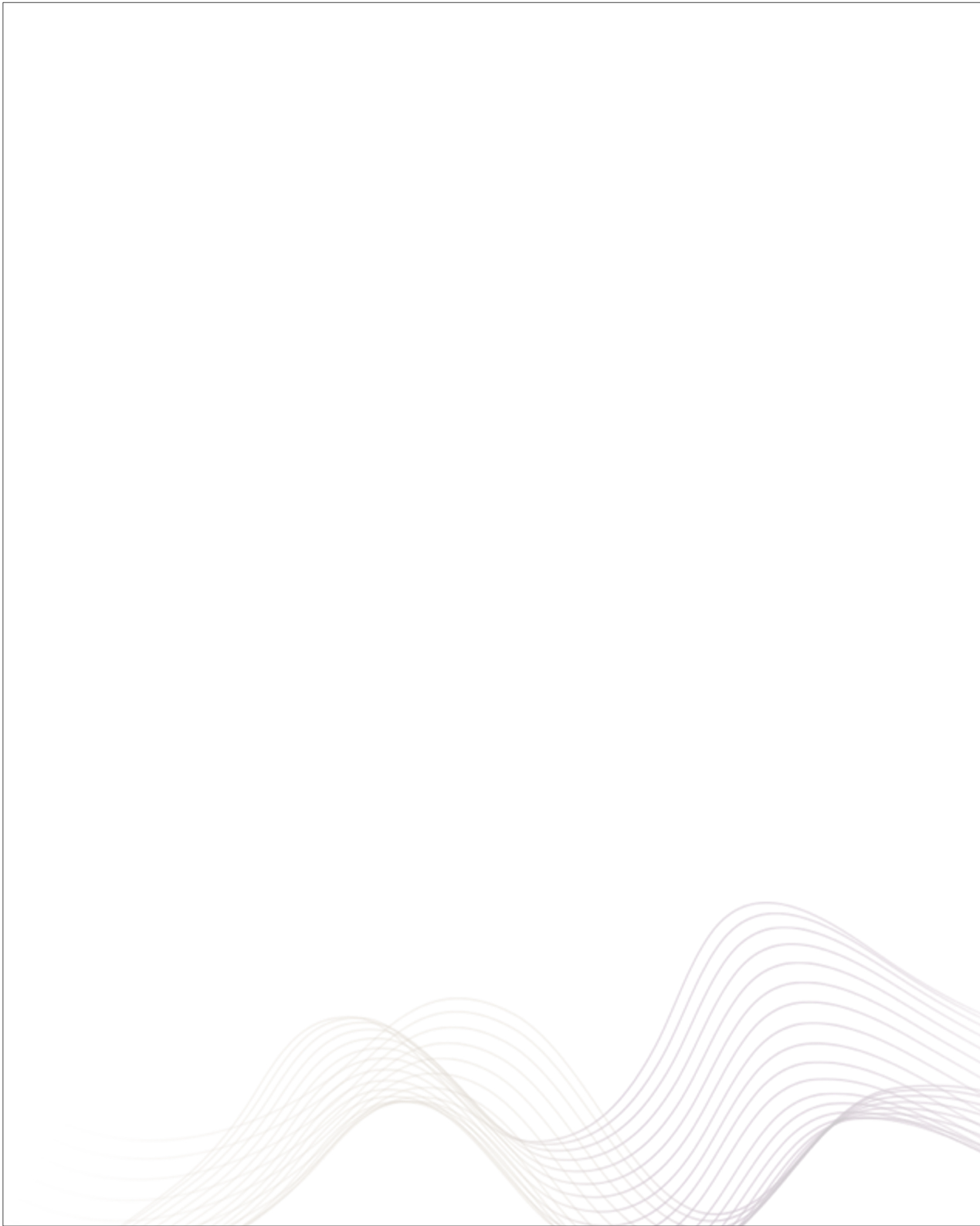
Get some advice from your colleagues, then pick two areas to focus on going forward. You may choose to pick the same ones you have been working on, or two new ones. Try to keep the list to no more than two. Note below and overleaf, your commitments in these areas.

### Report Back

- At the start of the next workshop, we will hear from some of the Peer Learning Groups. Appoint a spokesperson and come ready to chat about:
  - The common trends across the group; and
  - Where people wanted to focus their efforts going forward?
- Ensure you preserve confidentiality and don't attribute comments or actions to an individual.

Make notes below and overleaf.






# PRE-WORK FOR WORKSHOP 3

## VIDEO

Prior to joining us in Workshop 3, please ensure that you have watched the [video](#) entitled The Ladder of Inference (12 mins) and read Pages 51 and 52 of this Learning Journal.

Please use the space below for any notes or questions that you would like to raise in the workshop.



A vintage mechanical scale is positioned on a light-colored wooden table. The scale has two pans, one larger than the other, and a central column with a dial. The background is a large window with a view of a city skyline. The text 'WORKSHOP 3' is overlaid in a dark purple font.

# WORKSHOP 3

*We focus on high impact influencing, including avoiding advice giving, understanding and managing our assumptions and reframing conflict. This capstone workshop also includes tips for effecting lasting behavioural change.*

# THE PERILS OF GIVING ADVICE

## KEY POINTS

Many of us naturally jump into solving other people's problems, especially if we are naturally other-directed:

- Be aware of the power imbalance and how your advice will be received.
- Challenge the established choreography.
- Ask yourself, "should I be giving advice and solving this problem at this moment or is this an opportunity to help the other person build capability?"
- Ask the other person, "what role would you like me to play in this conversation?"

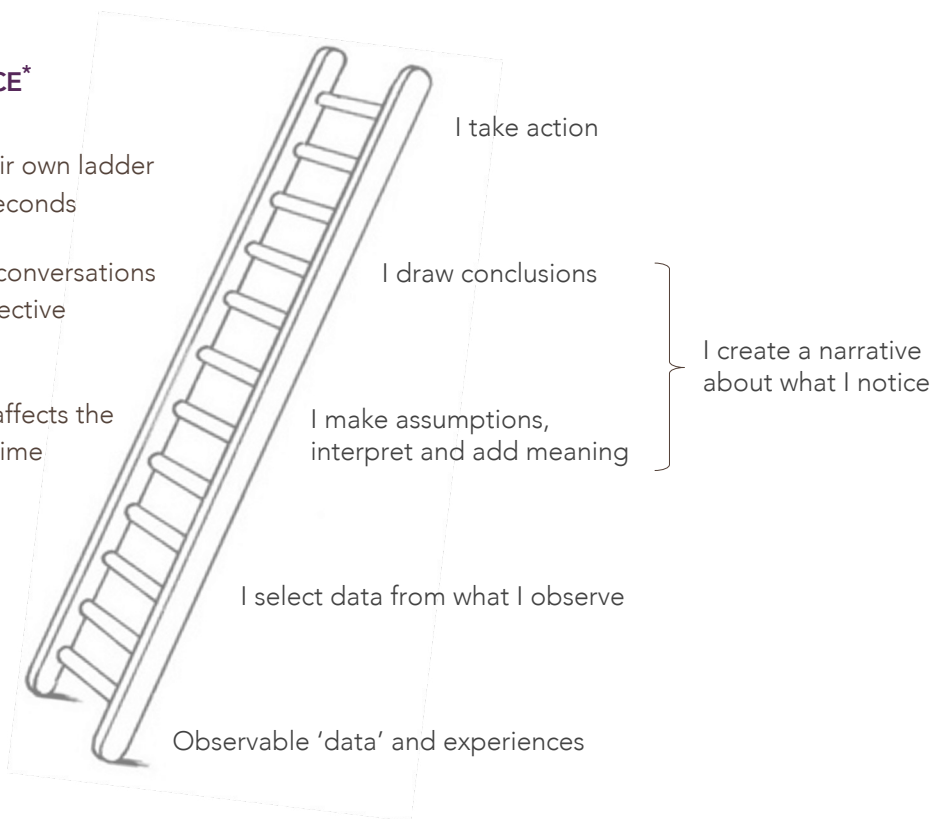


Note below an action you would like to commit to help keep you away from defaulting to advice giving#.



## THE LADDER OF INFERENCE\*

- Each person 'climbs' their own ladder sub-consciously in milliseconds
- We usually conduct our conversations from the top of our respective ladders
- Each trip up our ladder affects the data we select the next time



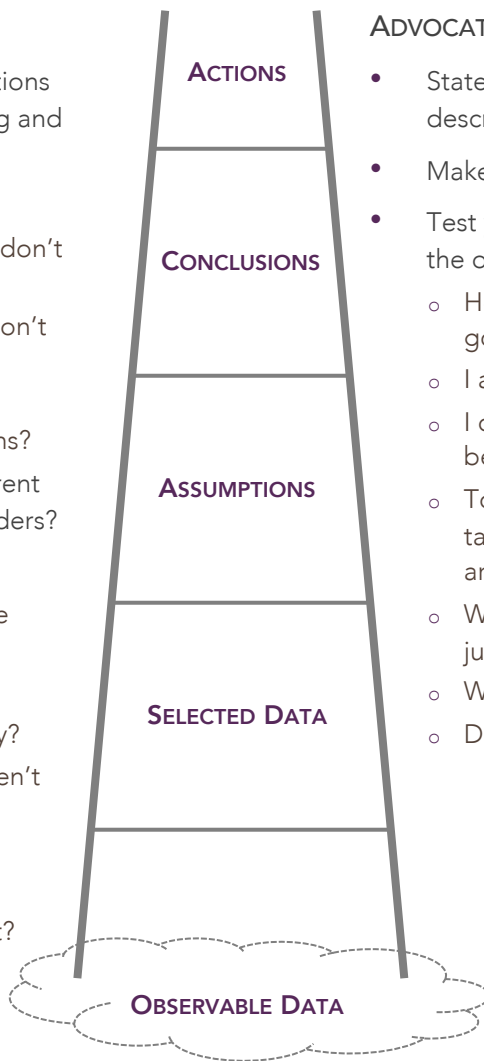
Use the space below for notes:



## MANAGING LADDERS

### ENQUIRE DOWN

- Ask questions – genuine questions for curiosity and understanding and to draw out meaning
- Ask yourself:
  - Do they have information I don't know about?
  - Are there circumstances I don't know about?
  - Are we starting from two different sets of assumptions?
  - Would others reach a different conclusion due to their ladders?
- Ask the other person:
  - What leads you to conclude that?
  - Do you see it differently?
  - Why do we see it differently?
  - Did you use data that I haven't considered?
  - Can you help me understand your thinking?
  - What do we know for a fact?
  - What don't we know?



### ADVOCATE UP

- State your assumptions and describe the data that you used
- Make your reasoning explicit
- Test yourself and then explain to the other person:
  - Here is what I think and how I got there...
  - I assumed that...
  - I came to this conclusion because...
  - To get a clear picture of what I'm talking about imagine that you are...
  - What do you think about what I just said?
  - What can you add?
  - Do you see it differently?

Use the space below for notes:



## WORKSHOP EXERCISE

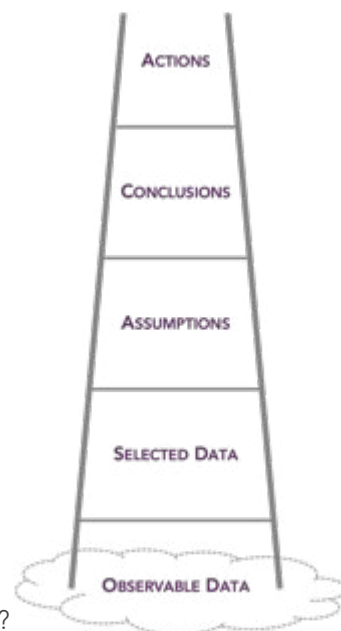
Pick someone to go first. That person takes one minute to describe a situation with someone with whom the working relationship isn't always that easy or smooth. E.g. "we start out okay but then they start doing ...[insert behaviour] and then I start ... [insert behaviour] and then I find that we end up doing ... [insert joint behaviours] and I end up feeling ...[insert feeling]. I think that the problem is that ... [insert assumption]"

Using some of the enquiry questions below, help your PLG colleague 'walk down' their ladder.

Switch roles and repeat.

### ENQUIRE DOWN

- What action did you take and why?
- What leads you to conclude that and why?
- What is another interpretation?
- What assumptions did you make? Why are your assumptions valid?
- What other meaning might you draw?
- How do you think they might see it? Why do you see it differently?
- What data did you select and what data did you ignore or not pay attention to?
- Did you use data that they may not have or considered?
- What do you know for a fact? What don't you know?



What actions would you like to commit to regarding making premature assumptions and conclusions? How would you like to practise with the ladder#?



## USING THE NBI™

Use the Reverse Z model to increase the effectiveness of your influencing. Use your own version of the phrases below to either present your idea/recommendation or advocate for your position.

*"I would like to present my recommendations on this topic...I am going to speak about how it connects to our strategy, share the analysis that I have, talk about the impact on people and then discuss how we could make it happen."*

*"I would like to share a different perspective... Connecting it first to our strategy, then sharing the analysis that I have, before talking about the impact on people and how we could implement it."*

Then watch for clues to see when you have 'landed' in a person's/people's high preference quadrant and adjust your approach accordingly.

Remember that you may need to revisit the R1 quadrant towards the end to reconnect the content back to the "why".

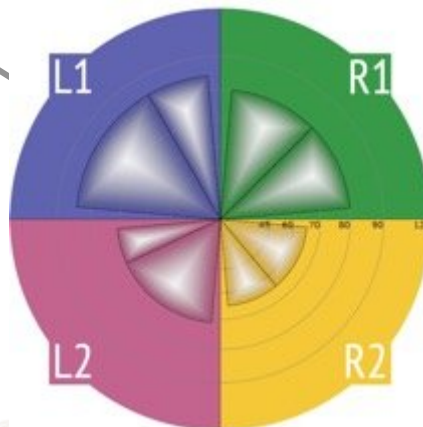
### THE REVERSE 'Z' MODEL

#### WHAT...

1. Analyse
2. Realty check

#### WHY...

1. Imagine
2. Strategise



#### HOW...

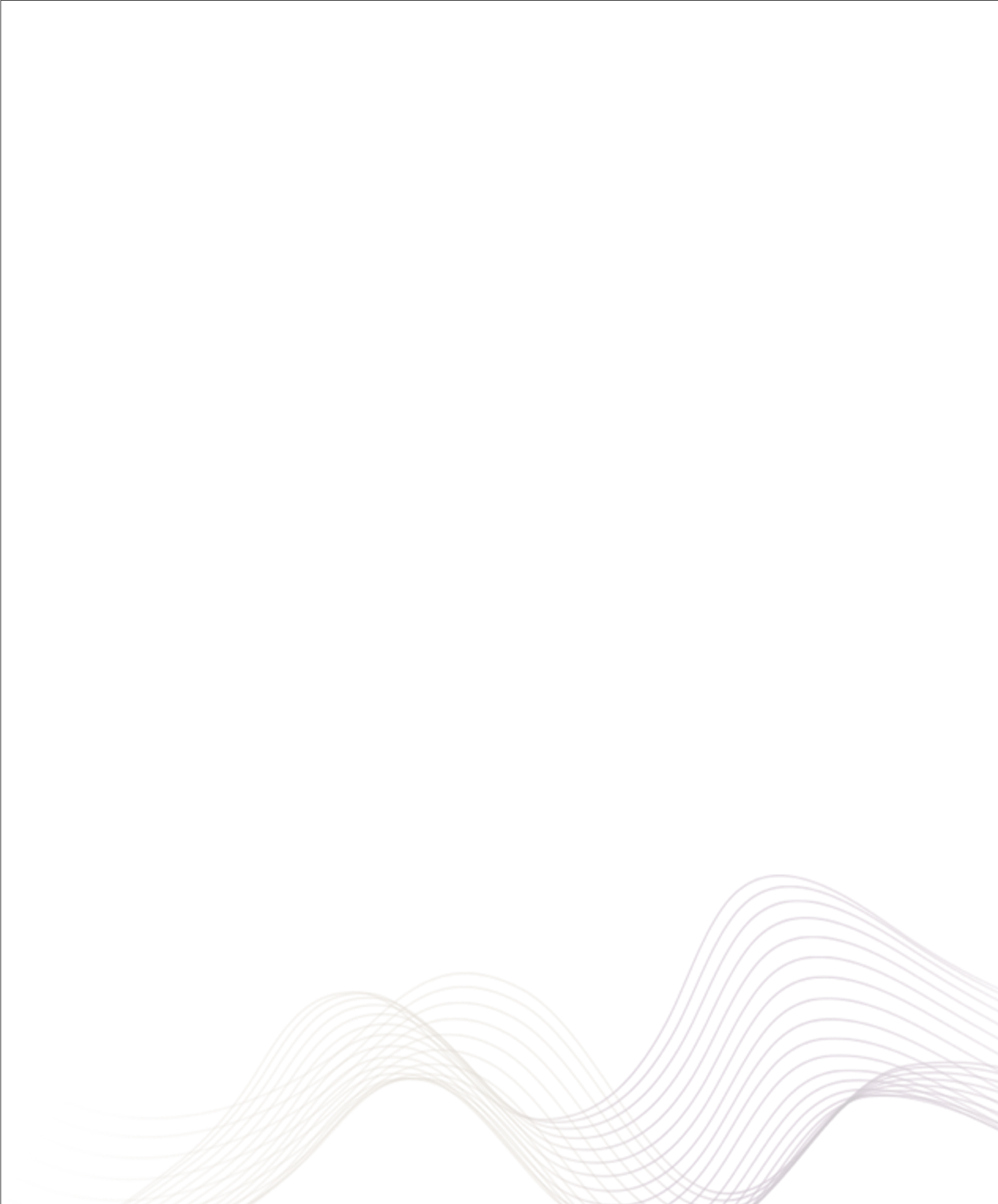
1. Preserve
2. Organise

#### WHO...

1. Empathise
2. Socialise



Use the space below for any notes on using the Reverse Z and try it out before the next PLG Meeting#.



## KEY POINTS

- “Conflict is the difference between two or more people (or groups) characterised by tension, emotionality, and disagreement, where the bond between us is broken.”\*
- Distinguish between content and personal conflict. If you sense the conflict is spilling over into the realm of becoming personal, call it, using reflective questions from the ORID framework.
- Our relationship with conflict is personal; we can each view the same conversation from a very different lens based on our lived experiences.
- Communicating for maximum effect and/or high impact influencing depend on our ability to know ourselves and be able to regulate ourselves in the moment.
- If we can maintain a sense of equilibrium, we can ‘lift above’ the conversations going on around us and make a conscious choice about our contribution.
- When we are caught in the emotions of the moment, we lose the ability to deploy some powerful tools that increase our communication and influencing effectiveness.
- Our internal narrative/ voice can play havoc with our ability to communicate clearly and influence effectively.
- Shift from certainty to curiosity, from judgement (of self and others) to learning.
- Using the NBI™ to flex your style to match that of the other person, and your skills with managing your Ladder of Inference (and helping the other person down theirs), can stop a conversation escalating into conflict.
- Thomas Kilmann’s conflict styles offers a model in which you can consider your natural conflict style and that of the other person and adjust accordingly (refer to Additional Resources on Page 63).



Use the space below for notes.



## WORKSHOP EXERCISE: PREPARING FOR A DIFFICULT CONVERSATION

Background: You, Other(s), Situation, Objective

What is your story about this situation?

What is your strongest NBI™ quadrant? What do you think their dominant preference might be? How might you use the Reverse Z?

What is your mindset about the other person / people? How might that need to shift?

What tend to be your internal narratives and how might they be playing into this situation?



## WORKSHOP EXERCISE: PREPARING FOR A DIFFICULT CONVERSATION CONT'D

Thinking about the Ladder of Inference

- What is the observable data? And which subset did you chose to focus on?

- What assumptions have you made, meaning have you added, and conclusions have you drawn?

- What is another narrative?

What listening skills can you employ to ensure you stay at Level 2 Listening?

What are some Reflective questions (from ORID) that you could employ?






## WORKSHOP EXERCISE: HAVING A DIFFICULT CONVERSATION

Write down in the space below a synopsis of the situation in a way that will enable you to describe it and the characters to your partner in a couple of minutes or less.

Two rounds:

- Describe the situation to your partner.
- Your partner will play the person you describe.
- Use the various strategies we have been discussing to help you manage the conversation, both the content and your reactions to the conversation.
- When asked to, stop the conversation and debrief with your partner.

Use the space below for notes. Share how the conversation went during your next PLG meeting#.

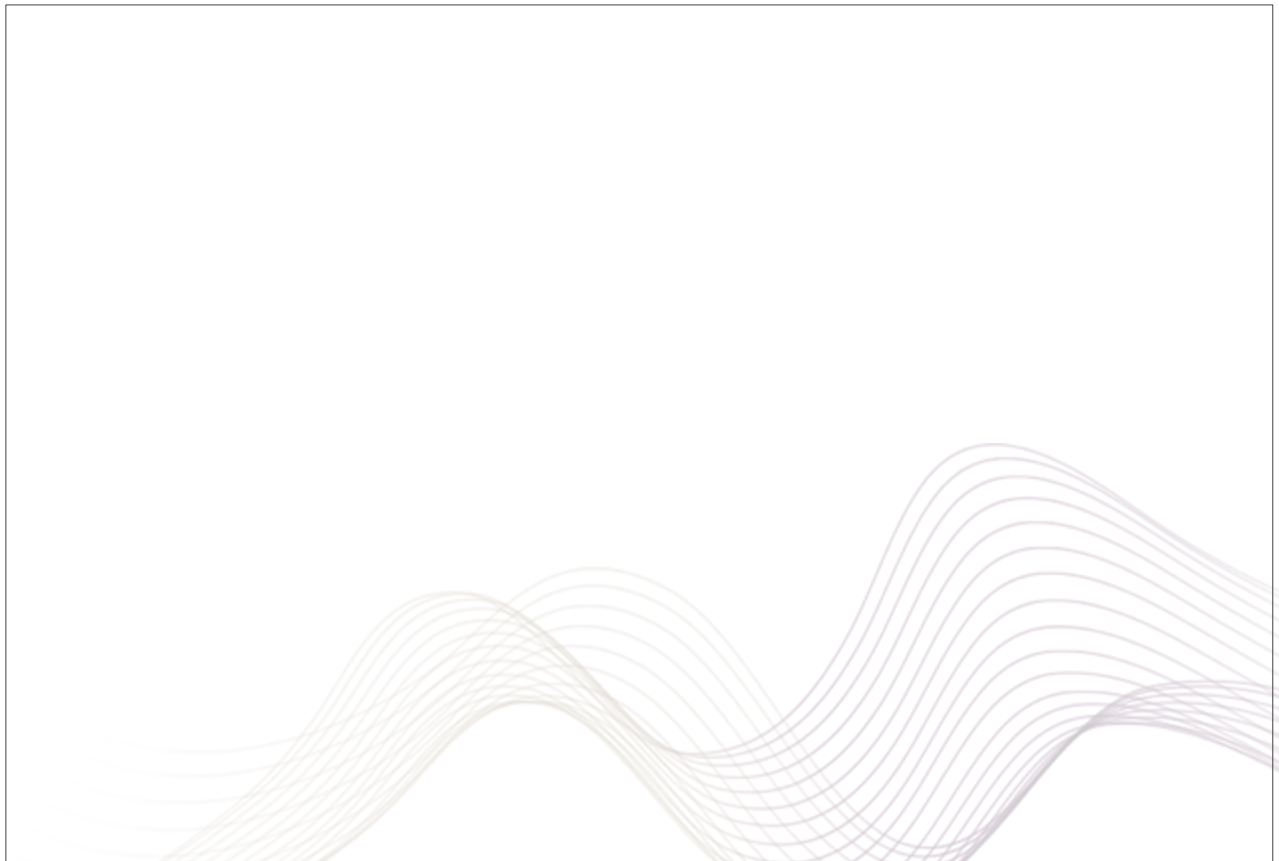




## KEY POINTS

- Self-Awareness is the door to behavioural change.
- Conceiving an ideal future version of ourselves behaving the way we want to is a powerful starting point for driving sustained behavioural change<sup>1</sup>.
- Think of approaching behavioural change from three levels:
  - Looking back – noticing the conditions where the behaviour we want to change occurs
  - Looking forward – priming ourselves for ‘red light’ situations and being ready with our previously design behaviours, and our ‘get out of jail free cards’
  - Real-time in the moment – adopting the observer vantage point
- Sometimes our most diligent and committed efforts to make changes to embedded behaviour patterns don’t produce lasting change; this is where the Immunity to Change<sup>2</sup> model can be helpful.
- If you are interested, you may also like to watch a [video](#) on Immunity to Change, a powerful framework for helping us shift deeply embedded behavioural patterns.

Use the space below for notes.



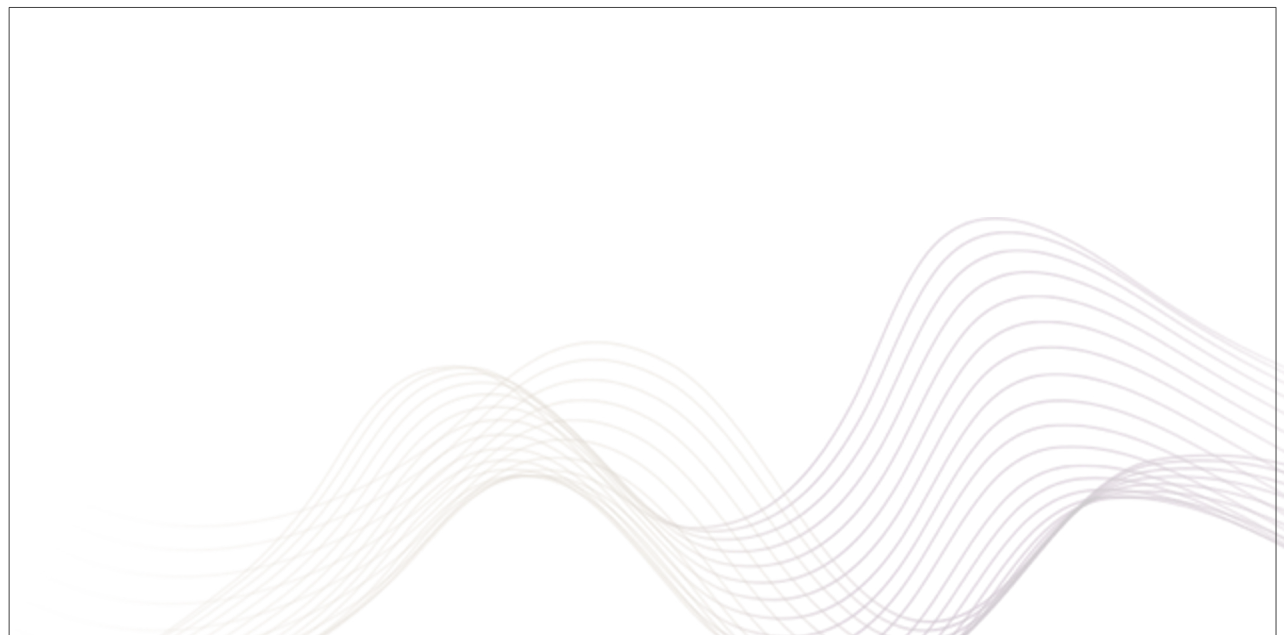
## REVIEW

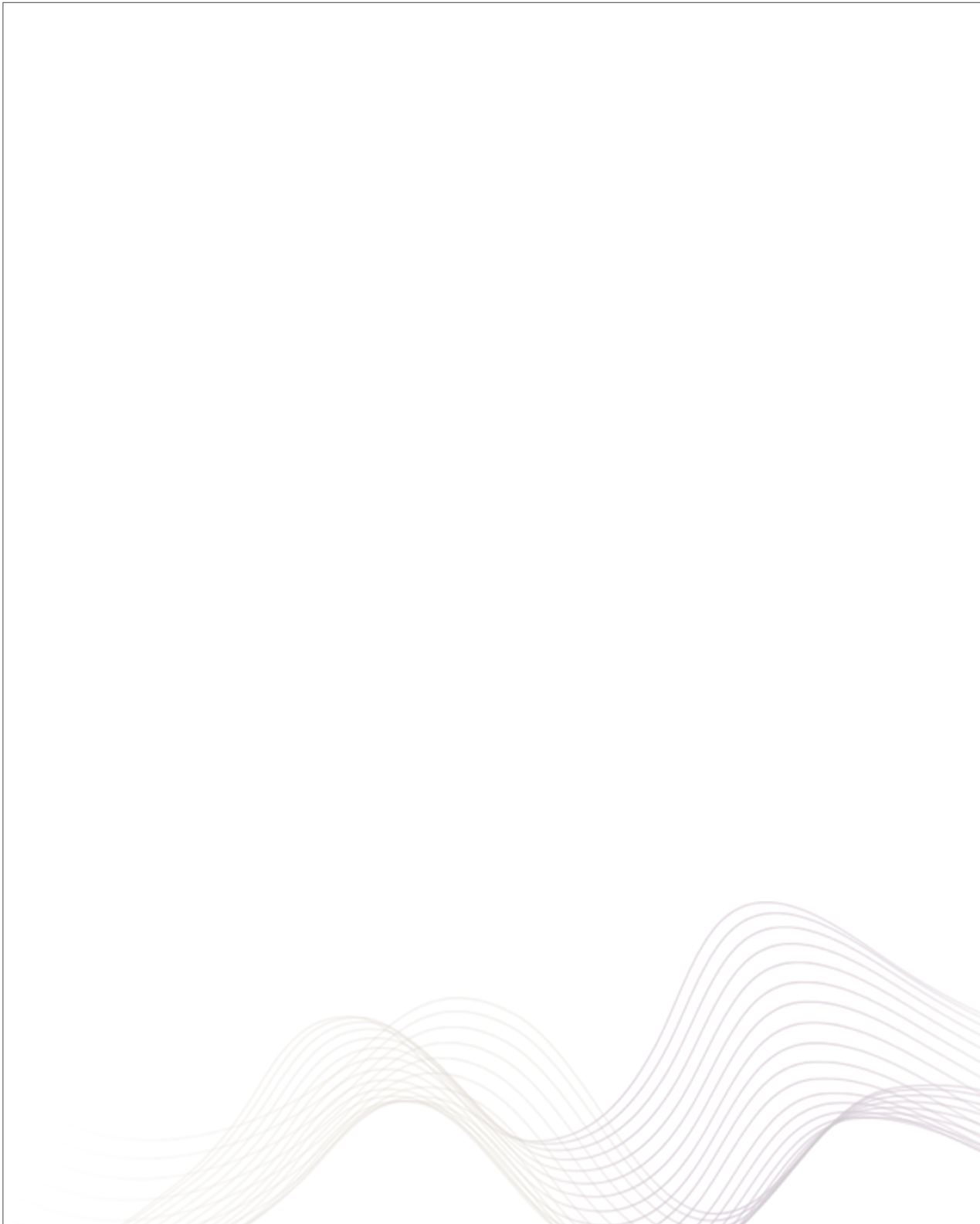
We have covered a lot of content during this program, including:

- Resilience and self-compassion, including empathy and self-care.
- Internal voice and internal narratives.
- Building confidence, including creating your 'get out of jail free' cards.
- Building trust, including the BRAVING model and setting and maintaining boundaries.
- The power of creating a positive emotional climate and how to do that, including the PEA and NEA.
- Our unique styles (using the NBI™) and how to flex our style to improve our communications.
- Effective listening, including four key skills for better listening.
- The perils of giving advice.
- Asking powerful questions.
- Avoiding assumptions, including the Ladder of Inference.
- High impact influencing, using how to use the NBI™ to help us improve our influencing skills.
- Reframing conflict as a special case of influencing.
- Behavioural change, including an introduction to the Immunity to Change model.

Use the space below and overleaf to consider these questions:

- From the list of topics, pick one or two that stood out for you and talk about why?
- What do you know about yourself now, that you didn't before you started this program?
- What are the top two (maximum) commitments to change that you want to focus on going forward#?
- How will you create the conditions that will support your efforts to change?





# ADDITIONAL RESOURCES (OPTIONAL)

**DUE TO COPYRIGHT RESTRICTIONS, DO NOT SHARE THE LINKS TO JOURNAL ARTICLES WITH ANYONE OUTSIDE THE PROGRAM**

## ASSUMPTIONS

- Peter Senge. 2014. *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*. Crown Currency [Book]

## REFRAMING CONFLICT

- Lera Boroditsky TED Talk – How language shapes the way we think
- Kilmann conflict styles summary [Kemp Street Partners resource]
- Kohlrieser, G. (2006). *Hostage at the Table: How Leaders can Overcome Conflict, Influence Others, and Raise Performance* (Vol. 145). John Wiley & Sons. [Book]

## BEHAVIOURAL CHANGE

- 21st Century Life and Leadership: Addressing the Challenges of Being a 21st Century Leader, Liane's paper presented to the 2016 Columbia Coaching Conference
- Boyatzis, Richard. 2001. Unleashing the Power of Self-Directed Learning – an easy to read version prepared for the Hay Group
- Boyatzis, R., & McKee, A. (2002). *Primal Leadership: Realizing the Power of Emotional Intelligence*. Harvard Business Review Press. [Book]
- Kegan, R., & Lahey, L. L. (2009). *Immunity to change: How to Overcome It and Unlock the Potential in Yourself and Your Organization*. Harvard Business Press. [Book]
- Boyatzis, Richard E., and Akrivou, Kleio 2006. The Ideal Self as the Driver of Intentional Change *Journal of Management Development*, 25.7, 624-642
- Boyatzis, R. E. (2006). An Overview of Intentional Change from a Complexity Perspective. *Journal of Management Development*, 25(7), 607-623



A vintage mechanical scale, likely a kitchen scale, is positioned on a white table. The scale has two pans, one larger than the other, and a central column with a dial. The background shows a large window with a view of a city skyline. The text "PEER LEARNING GROUP MEETING 3" is overlaid in a dark purple font.

# PEER LEARNING GROUP MEETING 3

## TIPS FOR A SUCCESSFUL MEETING

Peer Learning Group meetings are designed to be a safe space to:

- Ask questions
- Share insights
- Get advice
- Be held to account for the actions you wanted to commit to

Ahead of the meeting:

- **Plan:** Ensure the meeting is in your calendar. (It is a good idea to schedule all three meetings early in the program to avoid scheduling conflicts that arise when the meeting date draws closer).
- **Prioritise:** Prioritise your learning. Make sure you turn up. Your colleagues are depending on you. Speak to your leader and/or team and let them know that you won't be available during this time.
- **Prepare:** Make sure you have your Learning Journal with you and that you have been back over your notes and action commitments.
- **Journal:** Make notes between meetings recording progress with your action commitments. This makes it easier when you come to reporting progress to your colleagues. Note what went well, what surprised you, what didn't go so well, how you might adjust for next time.

During the meeting:

- **Agenda:** Follow a structure to ensure that you get through all the points on the agenda (see overleaf).
- **Mindset:** Practise keeping an open mind, being curious and trying to stay out of judgement. Help your colleagues come to their own insights by listening really well and asking great questions, rather than simply offering 'an answer'.
- **Confidentiality:** At each meeting commit to confidentiality, including that you won't share anything that is discussed in the meeting with anyone not in the meeting.



## AGENDA

### Progress

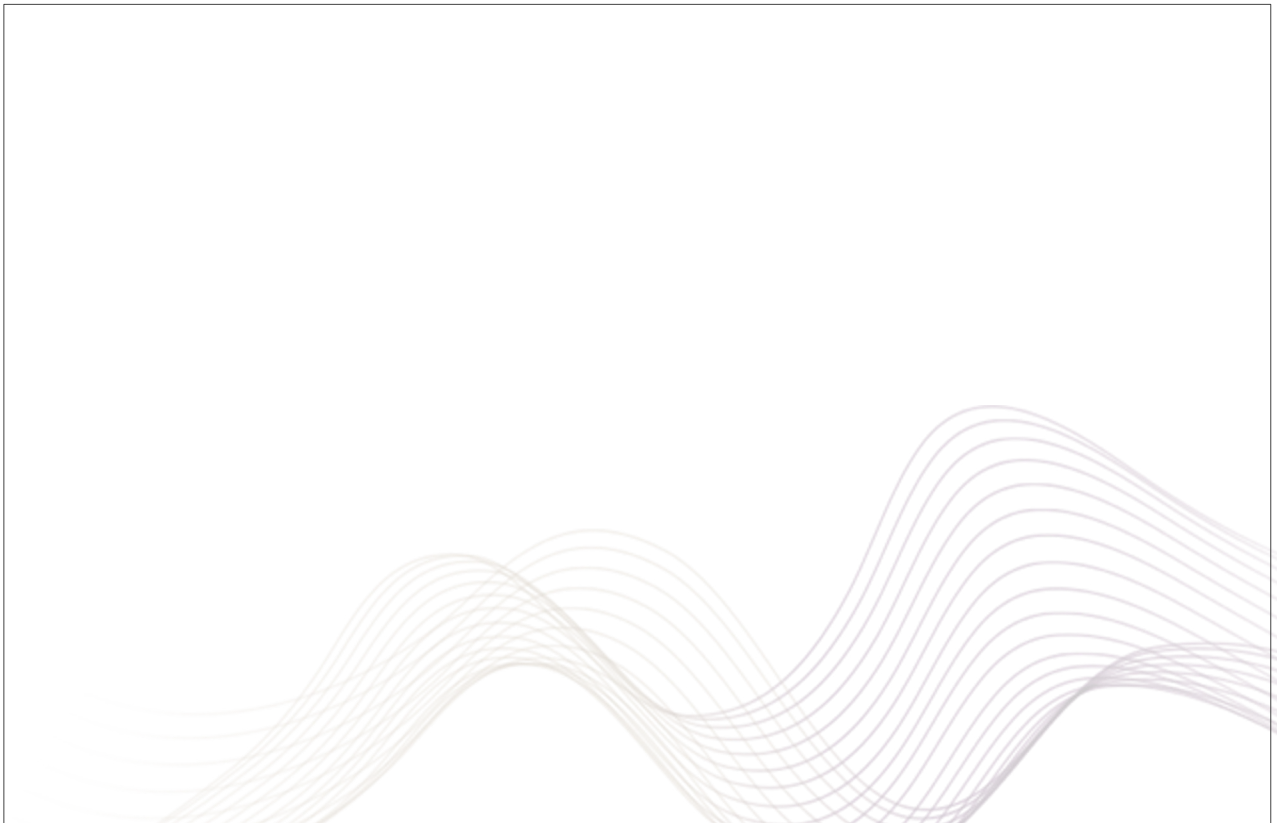
Within your Peer Learning Group share progress on your commitments, and insights that you are gathering covering the following:

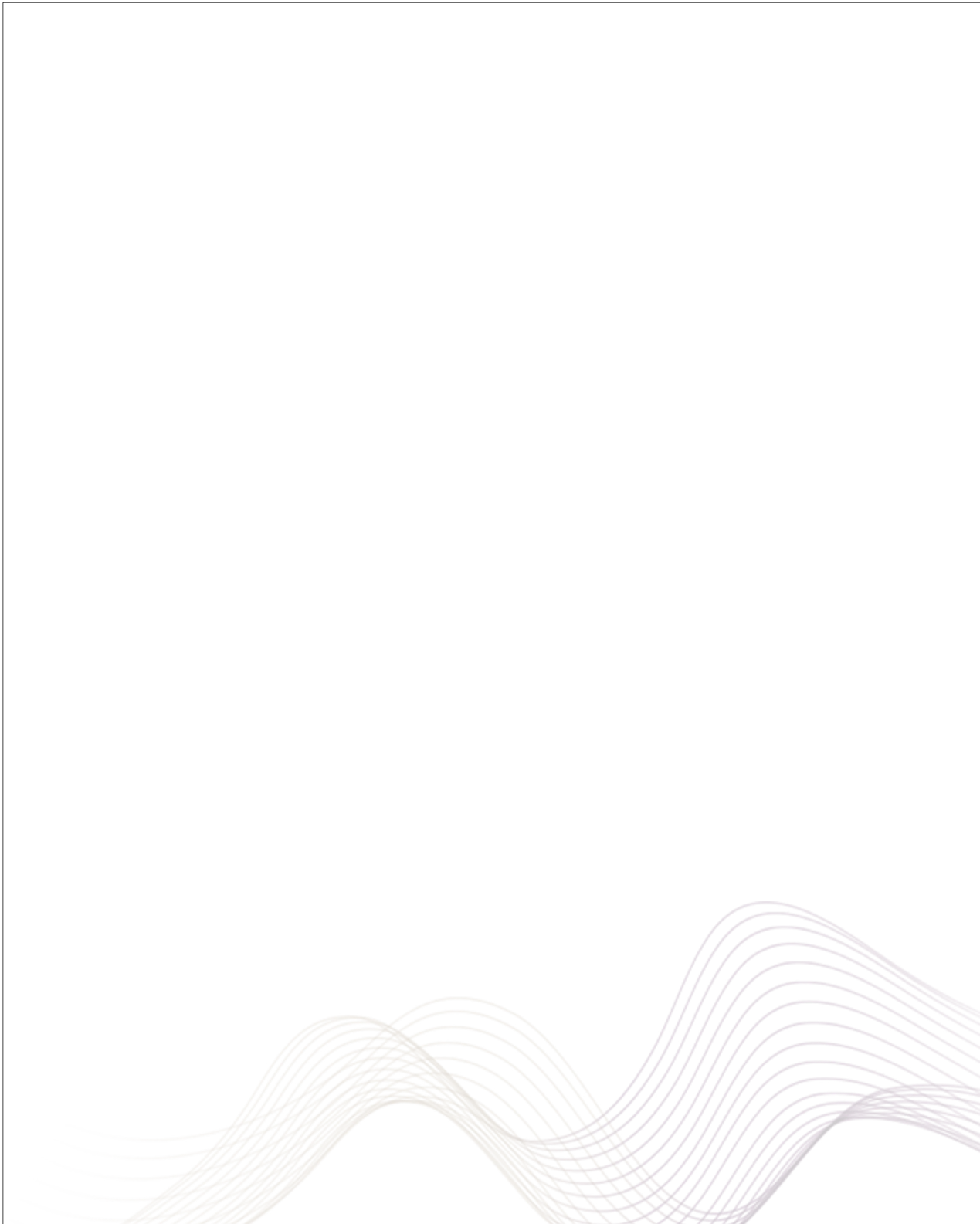
1. Staying out of defaulting to advice giving (Page 50).
2. Making assumptions too quickly – the Ladder of Inference (Page 53).
3. Using the Reverse Z (Page 55).
4. The difficult conversation that you talked about in the workshop (Page 59).
5. Progress on the commitments you made as we shared insights at the end of the workshop (Page 61).

### Going Forward

Get some advice from your colleagues, then pick two areas to focus on going forward. You may choose to pick the same ones you have been working on, or two new ones. Try to keep the list to no more than two. Note below and overleaf, your commitments in these areas.

Decide how you might like to stay connected with your PLG as an ongoing safe space to help you with your commitments and to get honest, caring and supportive advice. Make notes below and overleaf.





Thank you for being part of this program, for your curiosity, your commitment to learning, your questions and your insights. It has been wonderful getting to know you during our time together.

It is the nature of things that some of this content will have resonated more strongly with you than other pieces. The videos, resource sheets, exercises, and reading lists etc., will remain available to you, so that you can come back and review them at any time; maybe work on exercises you didn't have a chance to get to?

Learning is a lifelong journey, and it is my hope that you have built some strong relationships with your colleagues in this program to whom you can turn and who will be able to support you going forward long after the official program has ended and that in turn, you do the same for them.

Please also know that I am here to support you as well. Feel free to reach out at any time. It has been an absolute privilege to work with each and every one of you and I hope that we will stay in touch!





