

*dare to lead*TM

BASED ON THE RESEARCH OF
Brené Brown, Ph.D.



LUMEN[®]

Hello Lumen team member!

It's an exciting time to be a part of Lumen. We are in the middle of repositioning the company for growth and putting our customers at the center of everything we do. Our plans are bold and will deliver enormous value to our customers, partners, employees, and investors. These plans will also cause constructive disruption in the telecommunications industry.

Disruption is a battleground. It changes business models. It reshapes value propositions. It renames winners and losers. It's exciting for the underserved who have a chance to gain from new constructs. And it's terrifying for the incumbents who are likely to lose power and value. Understanding these emotional dynamics – and how to manage through them – will be an important part of our journey.

Lumen is playing to win. We need leadership at every level of the company. We need a courageous culture that supports our operating principles of Team, Trust, and Transparency. We need new skills to have tough conversations and build emotional resilience. We need deeper relationships inside Lumen and across our industry.

We need *Dare to Lead*.

This program has been life changing for me, inside and outside of my professional life. I'm thrilled to make it available to every Lumen employee. I encourage you to get curious and dig in!



DEFINITION OF A LEADER

“A leader is anyone at any level who takes responsibility for finding the potential in people and processes and has the courage to develop that potential.”

- Brené Brown



THE FOUR SKILL SETS OF COURAGE

1. Living into Our Values

2. Rumbling with Vulnerability

3. BRAVING Trust

4. Learning to Rise





“It is not the critic who counts;

not the person who points out how the strong person stumbles, or where the doer of deeds could have done them better.

“The credit belongs to the person who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again... who at the best knows in the end the triumph of high achievement, and who at the worst, if they fail, at least fails while daring greatly...”

- Theodore Roosevelt

This quote is from Theodore Roosevelt’s speech “Citizenship in a Republic,” which was delivered at the Sorbonne in Paris, France, on April 23, 1910. When I first read what many refer to as the “Man in the Arena” quote, I immediately thought, *This is everything I’ve learned about what it means to be brave – to be vulnerable enough to show up and be all in when you have no control over the outcome.*

As we celebrate over 100,000 people completing the Dare to Lead training, across 41 countries, on every continent except Antarctica, we decided to modify the language to make sure we all can see ourselves in this powerful quote. In a world of reflexive cynicism, nonstop criticism, and systems that were built to protect and elevate some at the expense of others, it’s difficult to step into that metaphorical arena. We’ve made these changes as part of our commitment to building systems of belonging and accountability which we believe is foundational to daring leadership.

Stay awkward, brave, and kind,
Brené | July 2023



THE HEART OF DARING LEADERSHIP

1. You can't get to courage without rumbling with vulnerability.

Embrace the suck.

2. Self-awareness and self-love matter.

Who we are is how we lead.

3. Courage is contagious.

To scale daring leadership and build courage in teams and organizations, we must cultivate a culture in which brave work, tough conversations, and whole hearts are the expectation, and armor is not necessary or rewarded.



INTEGRATION AND WHOLEHEARTEDNESS

The Latin root of the word integrate is “*integrare*,” which means “*to make whole*.”



PERMISSION SLIPS

“The cave you fear to enter holds the treasure you seek.” - Joseph Campbell

Sometimes the first step in getting started is giving ourselves permission. Permission slips are a great tool to start building trust in a group and to start container building. It helps identify what might get in the way when learning and/or practicing new ways of showing up. For example, maybe you need to give yourself permission to:

Stay open minded | Ask for what you need | Pass during group sharing | Ask for more time | Be a learner, not a knower

What do you need to give yourself permission to do, feel, or not do in order to show up for this learning experience? Write your permission slips below or on a sticky note.

**I GIVE MYSELF
PERMISSION TO:**

**I GIVE MYSELF
PERMISSION TO:**

**I GIVE MYSELF
PERMISSION TO:**



CONTAINER BUILDING

Working together to build brave spaces.

1. What will a successful experience look like?

2. What do you need to show up and dig in?

3. What will get in the way of you showing up and doing this work?

4. What does support from your Lumen colleagues look like?

5. What does support from the Dare to Lead facilitation team look like?





DEVELOPING GROUNDED CONFIDENCE

GROUNDED CONFIDENCE	NEAR ENEMIES	FAR ENEMIES
<i>Learning and Improving</i>	<i>Knowing and Proving</i>	<i>Protecting Fragile Self-worth</i>
Knowing and applying the language of human experience and emotion	Shaping emotion and experience to fit what we know	Acting out, shutting down, or giving up
Practicing courage	Not owning our hurt, pain, and fear. “Everything is fine.”	Choosing armor or comfort over courage
Rumbling with vulnerability	Performing and/or avoiding vulnerability	Shutting down or acting out in vulnerability
Staying curious	Challenging and criticizing more than exploring and contributing	Showing indifference, disinterest, defensiveness
Practicing humility	Confusing modesty and insecurity with humility	Hustling and hubris
Committing to mastery and practice	Self-protecting with perfectionism	Getting stuck in fear and shame
Feeling embodied and connected to self	Thinking and acting our emotions without feeling them	Feeling disembodied and disconnected from ourselves



From *Atlas of the Heart*

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CALL TO COURAGE

It's important to identify our call to courage. We need to build the skills required to walk into the arena, try new behaviors, experience falls and failures, get back up, learn, and try again. We must actually change the way we show up with other people.

1. What is your personal call to courage as a leader? Where do you want to be braver? Be specific. (*e.g., I want to be braver at giving constructive feedback.*)

THE ARENA: a metaphor for a moment or experience when you share yourself (your ideas, feelings, opinions, experiences, art, etc.) knowing that you can't control the outcome or what people think.

2. When you think about where you want to be braver and what gets in the way, what is one “arena moment” in your professional life that you’ve faced or will face, and what are the skills and behaviors that you’d like to change or develop?

An arena moment for me is:

I’d like to change:

I’d like to build new skills around:

3. What is your group’s call to courage? What is one thing that, if you can learn to tackle, you can apply the learnings to other challenges moving forward?



ASSEMBLING OUR ARMOR

We all use armor to protect ourselves, but that armor is heavy and prevents us from growing, being seen, and being in connection with others. When we're in fear, or an emotion is driving self-protection, there's a fairly predictable pattern of how we assemble our armor, piece by piece:

I'm not enough.

If I'm honest with them about what's happening, they'll think less of me or maybe even use it against me.

No way am I going to be honest about this. No one else does it. Why do I have to put myself out there?

Yeah. Who cares about them? I don't see them being honest about what scares them. And they've got plenty of issues.

It's actually their issues and shortcomings that make me act this way. This is their fault, and they're trying to blame me.

In fact, now that I think about it, I'm actually better than them.

1. Identify one situation that is likely to lead to you armoring up?

2. What does your "armoring up" process look like?

a. My body language:

b. My words:

c. My thoughts:

d. My go-to armoring behaviors:



THE I AM PROJECT

“I am large. I contain multitudes.” —Walt Whitman

This project was adopted from Mary Pipher’s book *Writing to Change the World*.

The goal of the assignment is integration — to use creativity to start to discover the mystery and multitudes that form who we uniquely are.

For the project, you have two choices: Write a poem or create a PowerPoint/Keynote slide.

The poem should be 5 to 10 lines long, and each line will begin with “I am.”

You can include references to your family; your identity; your sense of place; your favorite pastimes; your favorite foods; your pets; the loves of your life; the books, music, and ideas that shaped you; your heartbreaks and disappointments — it’s totally up to you.

Here are a couple of lines from my poem:

“I am Brené of Chuck and Deanne, of the south side of San Antonio, of cheese enchiladas with chopped white onions, and cold iced tea.

I am a fifth-generation Texan baptized in the turquoise-blue waters of Lake Travis; raised by Johnny Cash, Willie Nelson, and Loretta Lynn; schooled by bell hooks and Maya Angelou; and ministered to by a pack of wild Jesuits.”





COURAGE SKILL SET #1

Living into Our Values



VALUES CLARIFICATION

Using the list of values, choose two values—the beliefs that are most important to you—that help you find your way when things are difficult, that fill you with a feeling of purpose. When selecting your values, ask yourself the following questions:

Does this define me? Is this who I am at my best? Is this a filter that I use to make hard decisions?

VALUE 1: _____

VALUE 2: _____



LIST OF VALUES

Accountability
 Achievement
 Activism
 Adaptability
 Adventure
 Altruism
 Ambition
 Authenticity
 Balance
 Beauty
 Being a good sport
 Being the best
 Belonging
 Career
 Caring
 Co-creation
 Collaboration
 Commitment
 Community
 Compassion
 Competence
 Confidence
 Connection
 Contentment
 Contribution
 Cooperation
 Courage
 Creativity
 Curiosity
 Dignity
 Diversity

Efficiency
 Environment
 Equality
 Ethics
 Excellence
 Fairness
 Faith
 Family
 Financial stability
 Forgiveness
 Freedom
 Friendship
 Fun
 Future generations
 Generosity
 Giving back
 Grace
 Gratitude
 Growth
 Harmony
 Health
 Heritage
 Home
 Honesty
 Hope
 Humility
 Humor
 Inclusion
 Independence
 Initiative
 Integrity

Intuition
 Job security
 Joy
 Justice
 Kindness
 Knowledge
 Leadership
 Learning
 Legacy
 Leisure
 Love
 Loyalty
 Making a difference
 Nature
 Openness
 Optimism
 Order
 Parenting
 Patience
 Patriotism
 Peace
 Perseverance
 Personal fulfillment
 Power
 Pride
 Recognition
 Reliability
 Resourcefulness
 Respect
 Responsibility
 Risk-taking

Safety
 Security
 Self-discipline
 Self-expression
 Self-respect
 Serenity
 Service
 Simplicity
 Spirituality
 Stewardship
 Success
 Teamwork
 Thrift
 Time
 Tradition
 Travel
 Trust
 Truth
 Understanding
 Uniqueness
 Usefulness
 Vision
 Vulnerability
 Wealth
 Wellbeing
 Wholeheartedness
 Wisdom

Write your own:



TAKING VALUES FROM PROFESSING WORDS TO PRACTICING BEHAVIOR

Answer the following questions to dig into your values.

VALUE #1: _____

1. What is one behavior that shows you are operating in alignment with this value?

2. What is one behavior that shows you are operating out of alignment with this value?

3. What's an example of a time when your behaviors were fully aligned with this value?

VALUE #2 : _____

1. What is one behavior that shows you are operating in alignment with this value?

2. What is one behavior that shows you are operating out of alignment with this value?

3. What's an example of a time when your behaviors were fully aligned with this value?



TAKING VALUES FROM PROFESSING WORDS TO PRACTICING BEHAVIOR

1. What does it feel like when you're living into your values?

2. What are the early warning indicators or signs that you're living outside your values?

3. Who is someone who knows your values and supports your efforts to live into them?

4. What does support from this person look like?

5. What can you do as an act of self-compassion to support yourself in the hard work of living into your values?



VALUES & POWER

We can't understand leadership if we don't talk about power. We have a strange relationship with the word "power." We often think of it as a negative, strong-arm experience, yet – at the exact same time – one of the single worst human experiences is powerlessness. No one wants to feel powerless. It's a desperate and isolating experience.

In a 1968 speech given to striking sanitation workers in Memphis, Reverend Martin Luther King, Jr. defined power as **the ability to achieve purpose and effect change.**

This is the most accurate and important definition of power that I've ever seen. The definition does not make the nature of power inherently good or bad, which aligns with what I've learned in my work.

What makes power dangerous is how it's used. Power over is driven by fear.

Daring and transformative leaders share power with, empower people to, and inspire people to develop power within.



VALUES & POWER

LEADERS WHO WORK FROM A POSITION OF *Power Over:*

LEADERS WHO WORK FROM A POSITION OF *Power With/To/Within:*

1. BELIEVE THAT POWER IS FINITE AND USE FEAR AND CONTROL TO SELF-PROTECT AND SERVE SELF-INTEREST	BELIEVE THAT POWER BECOMES INFINITE AND EXPANDS WHEN SHARED WITH OTHERS.	1.
2. LEVERAGE FEAR AND CONTROL TO DIVIDE, DESTABILIZE, AND DEVALUE DECENCY.	LEVERAGE CONNECTION AND EMPATHY TO UNITE AND STABILIZE. VALUE DECENCY AS A FUNCTION OF SELF-RESPECT AND RESPECT FOR OTHERS.	2.
3. GIVE PEOPLE EXPERIENCING FEAR AND UNCERTAINTY A SENSE OF FALSE CERTITUDE AND SAFETY BASED ON IDEOLOGY AND NOSTALGIA OVER FACTS. <i>Being right is more important than getting it right.</i>	OFFER PEOPLE EXPERIENCING FEAR AND UNCERTAINTY TRANSPARENCY AND CREATE LEARNING CULTURES BASED ON CRITICAL THINKING AND EVIDENCE-BASED DATA FROM MULTIPLE PERSPECTIVES. <i>Getting it right is more important than being right.</i>	3.
4. GIVE PEOPLE SOMEONE TO BLAME FOR THEIR DISCOMFORT – PREFERABLY SOMEONE WHO LOOKS/ACTS/SOUNDS DIFFERENT FROM THEM.	NORMALIZE DISCOMFORT AND MOVE AWAY FROM SHAME AND BLAME AND TOWARD ACCOUNTABILITY AND MEANINGFUL CHANGE.	4.
5. MAINTAIN POWER OVER BY DEMONSTRATING AN EVER-INCREASING CAPACITY FOR CRUELTY, INCLUDING SHAMING AND BULLYING – ESPECIALLY TOWARD VULNERABLE POPULATIONS.	FRAME LEADERSHIP AS A RESPONSIBILITY TO BE IN SERVICE OF OTHERS RATHER THAN SERVED BY OTHERS.	5.

For more information on the four types of power:

Making Change Happen: Power; Concepts for Revisioning Power for Justice, Equality and Peace. Just Associates, 2006, justassociates.org



VALUES & POWER

1. What are you feeling and thinking when you are being subjected to "power over?"

2. For most of us, being aligned with our values and exerting power over are mutually exclusive. However, because we are human, there are often emotions and experiences that can pull us into "power over" mode. What are one or two of those emotions/ experiences that can lead you to exerting "power over?"

3. Share an example of a power with/ to/within experience that helped you see the transformative potential of sharing power.



COURAGE SKILL SET #2

Rumbling with Vulnerability

*“Vulnerability is the emotion that we experience during
times of uncertainty, risk, and emotional exposure.”
- Brené Brown*



THE MYTHS OF VULNERABILITY

MYTH #1

Vulnerability is weakness.

MYTH #2

I don't do vulnerability.

MYTH #3

I can go it alone.

MYTH #4

You can engineer the uncertainty and risk out of relational vulnerability the same way you engineer it out of systemic vulnerability.

MYTH #5

Trust comes before vulnerability.

MYTH #6

Vulnerability is disclosure.

RUMBLE: a discussion, conversation, or meeting defined by a commitment to lean into vulnerability, to stay curious and generous, to stick with the messy middle of problem identification and solving, to take a break and circle back when necessary, to be fearless in owning our parts, and, as psychologist Harriet Lerner teaches, to listen with the same passion with which we want to be heard. More than anything else, when someone says, “*Let’s rumble,*” it cues us to show up with an open heart and mind so we can serve the work and each other, not our egos.



THE SIX MYTHS OF VULNERABILITY

Thinking about the six myths of vulnerability, complete or answer the following:

1. I grew up believing that vulnerability was . . .

2. For me, vulnerability feels like . . .
What does it physically feel like for me?
What does it emotionally feel like for me?
What am I thinking?

3. For each of the six myths of vulnerability, how much do you need to “unlearn”? Use a scale of 1-5 (1=no unlearning necessary, 5= I need to unlearn and re-learn a lot).

- Vulnerability is weakness.
- I don’t do vulnerability.
- I can go it alone.
- You can engineer the uncertainty and risk out of relational vulnerability the same way you engineer it out of systemic vulnerability.
- Trust comes before vulnerability.
- Vulnerability is disclosure.

4. If part or all of your job is minimizing systemic vulnerability, how does this shape your thoughts and feelings about the importance of relational vulnerability?



THE SIX MYTHS OF VULNERABILITY

5. In my organization, the messages and expectations about the general concept of vulnerability include:

7. How does the fear of being vulnerable keep you from entering the arena?

6. Think about the last time you did something brave. What role did vulnerability play?

8. How will you need to be more vulnerable to answer your call to courage?



FOUR SELF-CONSCIOUS AFFECTS

Shame is the intensely painful feeling or experience of believing that we are flawed and therefore unworthy of love, belonging, and connection.

1. Shame

“I am bad.” Focus on self, not behavior, with the result that we feel alone. Shame is never known to lead us toward positive change

2. Guilt

“I did something bad.” Focus on behavior. Guilt has the potential to motivate us toward positive change.

3. Humiliation

The variable that differentiates humiliation is whether it is deserved.
“Did I deserve this?”

4. Embarrassment

Fleeting, often funny. *“I know I am not alone.”*

DEFINING SHAME

SHAME 1-2-3s:

1. We all have it.

Shame is universal and one of the most primitive human emotions that we experience. The only people who don't experience shame are those who lack the capacity for empathy and human connection.

2. We're all afraid to talk about shame.

Just saying or hearing the word is uncomfortable.

3. The less we talk about shame, the more control it has over our lives.

Define shame in your own words:

List three words that describe shame:

Draw a picture of shame:



THE PHYSIOLOGY OF SHAME

When I'm experiencing shame, my physical symptoms are:

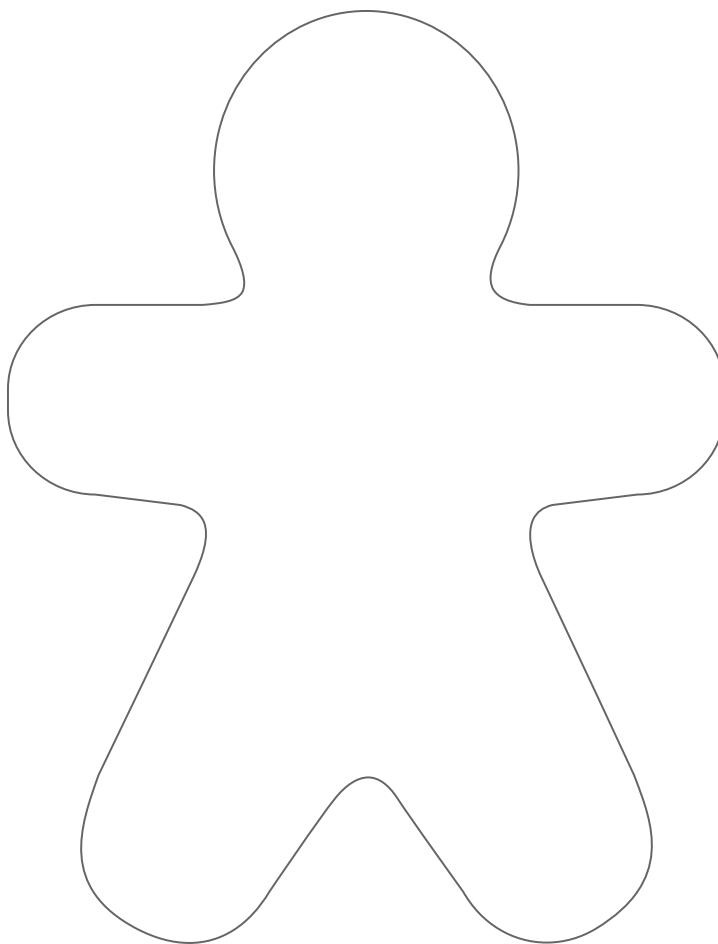
When I'm experiencing shame, my thoughts include:

When I'm experiencing shame, I experience these emotions:

When I talk about shame, I feel:

I can talk about shame with:

Using these answers, draw where shame shows up in your body.



SHAME SHIELDS

***moving
away***



withdrawing, hiding,
silencing ourselves,
and keeping secrets

***moving
toward***



seeking to appease
and please

***moving
against***



trying to gain power
over others, being
aggressive, and using
shame to fight shame

The Shame Shields are based on the “strategies of disconnection”
developed by Linda Hartling at The Stone Center at Wellesley.

SHAME SHIELDS

1. Whom are you most likely to Move Away from? What are the specific triggers or situations at work that would prompt you to use the Moving Away shield?

2. Whom are you most likely to Move Toward? What are the specific triggers or situations at work that would prompt you to use the Moving Toward shield?

3. Whom are you most likely to Move Against? What are the specific triggers or situations at work that would prompt you to use the Moving Against shield?

4. Do you have a go-to shield that you grab in certain situations?



HOW SHAME CAN SHOW UP AT WORK

There are many ways that shame can show up in organizations:

Back-channeling

***Blaming and
finger-pointing***

Bullying

Comparison

Cover-ups

Discrimination

Favoritism

Gossiping

Harassment

Invisible Army

Nostalgia

***Passive-
Aggressive
Behavior***

Perfectionism

Power-over

Sarcasm

***Self-worth tied
to productivity***

Teasing

Looking at the list above, how does shame show up in your organization?



TERESA WISEMAN'S

Attributes of Empathy

1. Perspective Taking

2. Staying Out Of Judgment

3. Recognizing Emotion

4. Communicating Emotion

*5. Practicing Mindfulness
(Kristin Neff)*



WHAT DOES EMPATHY LOOK LIKE?

1. When you share something personal and vulnerable, and you really feel understood, what does it feel like?

2. When you share something personal and vulnerable, and you don't feel as if anyone understands, what does it feel like?

3. When you share something personal and vulnerable, what is your ideal empathic response? Do you like the person listening to:

- ☐ Make eye contact
- ☐ Look away so I don't feel so self-conscious
- ☐ Reach out to hug me
- ☐ Give me my space
- ☐ Respond right away
- ☐ Just listen and stay quiet
- ☐ Something else? Name it here:

4. When someone shares something painful and personal with you, do you:

- ☐ Worry about saying the wrong thing?
- ☐ Want to say something really comforting?
- ☐ Get nervous?
- ☐ Worry about not feeling anything?
- ☐ Not know what to do if you really don't want to know?
- ☐ Want to fix it?
- ☐ Are there any other responses you tend to have when someone shares something with you? Name them here:



EMPATHY MISSES

1. I feel sorry for you.

SYMPATHY VERSUS EMPATHY

The person who responds with sympathy (*"I feel so sorry for you"*) rather than empathy (*"I get it, I feel with you, and I've been there"*). The subtext of this response is distance: These things don't happen to me or people like me. If you want to see a shame cyclone turn deadly, throw one of these at it: *"Oh, you poor thing"* or *"Bless your heart."*

2. You "should" feel shame!

JUDGMENT

The person who hears the story and actually feels shame for you. The friend gasps and confirms how horrified you should be. Then there is an awkward silence. Then you have to make this person feel better by convincing them that you're not a terrible person.

3. You've let me down.

DISAPPOINTMENT

The person who needs you to be the pillar of worthiness and authenticity. This person can't help you because they are too disappointed in your imperfections. You've let this person down.

4. This feels terrible. Who can we blame? You?

DISCHARGING DISCOMFORT WITH BLAME

Because shame is visceral and contagious, we can feel it for other people. This person immediately needs to discharge the discomfort and vulnerability of the situation by blaming and scolding. They may blame/scold you: *"What were you thinking?"* Or they may look for someone else to take the fall: *"Who is that person? We'll kick their butt."* Caution: Parents can fall easily into this when a child shares a shaming story with them. *"How did you let this happen?"*

5. Let's make this go away.

MINIMIZE/AVOID

We minimize and avoid when we want hard feelings to go away. Out of their own discomfort, this person refuses to acknowledge that you're in pain and/or that you're hurting: *"You're exaggerating. It wasn't that bad. You rock. You're perfect. Everyone loves you."*



EMPATHY MISSES

6. If you think that's bad!

COMPARING/COMPETING

This person confuses connecting with you over shared experiences with the opportunity to one-up you. *"That's nothing. Listen to what happened to me one time!"*

7. Don't upset people or make them uncomfortable.

COMPLIANCE VERSUS HARD CONVERSATIONS

This person thinks you should stay quiet and small rather than holding people accountable for language, comments, or behavior that marginalizes or dehumanizes others – especially if it creates discomfort or conflict: *"I can't believe you said that to your boss!"* or *"I can't believe you went there!"* or *"You can't talk about that stuff with people"* versus an empathic response of *"That must have been hard – you were really brave"* or *"It's hard to stand up for what you believe in – thank you."*

8. I can fix this and I can fix you.

ADVICE GIVING/PROBLEM SOLVING

Sometimes when we see pain our first instinct is to fix it. This is especially true for those of us whom people seek out to help with problem-solving. In these instances, rather than listen and be with people in their emotion, we start fixing.

Any other misses that you've experienced?

We have all experienced these empathic misses, AND we're all capable of being "these friends" – especially if someone tells us a story that gets right up in our own shame grille. We're human, imperfect, and vulnerable. It's hard to practice empathy when we're struggling with our authenticity or when our own worthiness is off-balance. That's why we have to commit to practicing empathy, screwing it up, and circling back.



EMPATHY MISSES, CONTINUED

1. When you think about the eight types of empathy misses, are there one or two that shut you down?

2. What emotion comes up for you when your sharing is met with one of these empathic misses, and how does that affect your connection with the person?

3. On the flip side, how do you rate your own empathic skill?

4. Are there one or two empathic misses that you typically use that you need to change?

5. Are there any other expressions of empathy misses that you've experienced?

CIRCLE BACK: gives us the opportunity to revisit a conversation or interaction after we've had time to fully process. *I need to think about this. Can we circle back in an hour?* We may need to circle back if we need more information or clarification. We might want to circle back to make amends for something we did or for not fully listening.



Self-Kindness vs. Self-Judgment

“Self-compassion entails ‘being warm and understanding toward ourselves when we suffer, fail, or feel inadequate, rather than ignoring our pain or flagellating ourselves with self-criticism.’ Self-compassionate people recognize that being imperfect, failing, and experiencing life difficulties is inevitable, so they tend to be gentle with themselves when confronted with painful experiences rather than getting angry when life falls short of set ideals.”

Common Humanity vs. Isolation

“Self-compassion involves recognizing that suffering and personal inadequacy is part of the shared human experience – something that we all go through rather than being something that happens to ‘me’ alone.”

Mindfulness vs. Over Identification

“Mindfulness is a non-judgmental, receptive mind state in which one observes thoughts and feelings as they are, without trying to suppress or deny them. We cannot ignore our pain and feel compassion for it at the same time. At the same time, mindfulness requires that we not be ‘over-identified’ with thoughts and feelings, so that we are caught up and swept away by negative reactivity.”



TRUE BELONGING

True **belonging** is the spiritual practice of believing in and belonging to yourself so deeply that you can share your most authentic self with the world and find sacredness in both being a part of something, and standing alone in the wilderness.

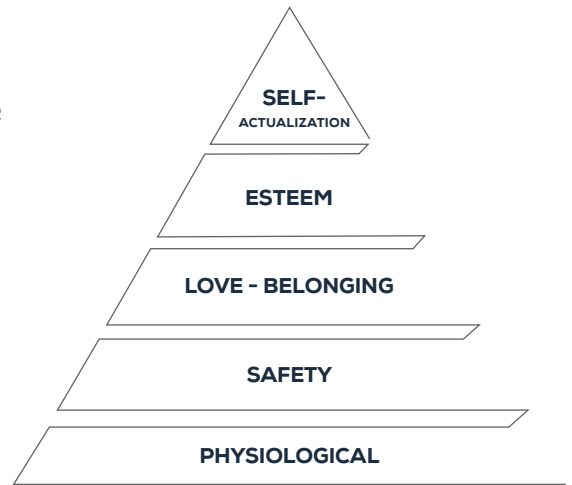
True belonging doesn't require you to change who you are; it requires you to be who you are.

We have to belong to ourselves as much as we need to belong to others. Any **belonging** that asks us to betray ourselves is not true belonging.



VALUES & BELONGING STATEMENT

Any discussion of **belonging** has to start with acknowledging that love and belonging are irreducible needs for all people. In the absence of love and belonging, there is always suffering. Expanding on Maslow's hierarchy of needs, recent research shows that finding a sense of belonging in close social relationships and with our community is essential to well-being. What makes belonging essential for us is the fact that we are a social species. We can't survive without one another.



Maslow's Hierarchy of Needs

MY TWO VALUES ARE _____ **&** _____

My beliefs about inclusivity, equity, diversity, and belonging:

I believe:

I believe:

I believe:



COURAGE SKILL SET #3

BRAVING Trust



BRAVING DEFINITIONS

The acronym BRAVING breaks down trust into seven elements:

BOUNDARIES, RELIABILITY, ACCOUNTABILITY, VAULT, INTEGRITY, NONJUDGMENT, AND GENEROSITY.

BOUNDARIES: Setting boundaries is making clear what's okay and what's not okay, and why.

RELIABILITY: You do what you say you'll do. At work, this means staying aware of your competencies and limitations so you don't overpromise and are able to deliver on commitments and balance competing priorities.

ACCOUNTABILITY: You own your mistakes, apologize, and make amends.

VAULT: You don't share information or experiences that are not yours to share. I need to know that my confidences are kept, and that you're not sharing with me any information about other people that should be confidential.

INTEGRITY: Choosing courage over comfort; choosing what's right over what's fun, fast, or easy; and practicing your values, not just professing them.

NONJUDGMENT: I can ask for what I need, and you can ask for what you need. We can talk about how we feel without judgment.

GENEROSITY: Extending the most generous interpretation to the intentions, words, and actions of others.

The BRAVING Inventory can be used as a rumble tool—a conversation guide to use with colleagues that walks us through the conversation from a place of curiosity, learning, and ultimately trust-building.



RUMBLING WITH SELF-TRUST

Think about a time at work when you experienced a setback, and go through the BRAVING acronym to understand how that experience may have impacted your self-trust.

BOUNDARIES: Did I respect my own boundaries? Was I clear about what was okay and what was not okay?

RELIABILITY: Was I reliable? Can I count on myself to do what I committed to doing?

ACCOUNTABILITY: Did I hold myself accountable? Did I blame others? Did I hold others accountable with honesty and respect?

VAULT: Did I respect the vault and share appropriately?

INTEGRITY: Did I act from my integrity? Did I choose courage over comfort? Did I choose what's right over what's fun, fast, and easy? Did I practice my values?

NONJUDGMENT: Did I ask for what I needed? Was I nonjudgmental about needing help?

GENEROSITY: Was I generous toward myself?



TRUST WITH OTHERS

Think about someone at work with whom you have built a strong, trusting relationship. What are some of the small gestures that have helped you build trust? (*e.g., Asking for help or offering to help; Openly discussing struggles; Doing what you say you're going to do.*)

Now think of a colleague with whom you want to build greater trust.

1. Identify the colleague's strongest BRAVING element and a specific behavior that embodies it. (*e.g., Element: Boundaries; Behavior: They ask for help when they need it.*)

Strongest Element:

Behavior:

2. Identify the colleague's most challenging BRAVING element and a specific behavior you think would improve that element. (*e.g., Element: Vault; Behavior: They sometimes share what isn't theirs to share, including with you.*)

Most Challenging Element:

Behavior:

3. Realizing that you can't change another person's behavior, reflect on how you show up in your relationship with this colleague. What is your strongest BRAVING element and one behavior that embodies it? What is your most challenging BRAVING element? What is one new behavior you commit to practicing in order to improve trust with that colleague?

My Strongest Element:

Behavior:

Most Challenging Element:

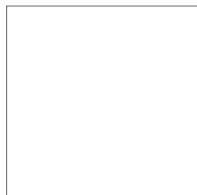
Behavior:



SQUARE SQUAD

***“We need to trust to be vulnerable,
and we need to be vulnerable
in order to build trust.”***

In the square below, write the initials of the people who have earned your trust by always having your back, whose constructive criticism and opinions really matter to you.



Clear is kind. Unclear is unkind.

Sometimes speaking the truth feels like we are being unkind, especially when sharing difficult information or feedback. But in reality, dancing around the truth is unkind. When we avoid stating the truth—when we are vague or ambiguous under the guise of being kind—it is often because we are trying to lessen the discomfort for ourselves, not for the other person.



GIVING ENGAGED FEEDBACK

I know that I'm ready to give feedback when:

- | | |
|---|--|
| 1. I'm ready to sit next to you rather than across from you. | 6. I can hold you accountable without shaming or blaming. |
| 2. I'm willing to put the problem in front of us rather than between us (or sliding it toward you). | 7. I'm open to owning my part. |
| 3. I'm ready to listen, ask questions, and accept that I may not fully understand the issue. | 8. I can genuinely thank someone for their efforts rather than just criticizing them for their failings. |
| 4. I'm ready to acknowledge what you do well instead of just picking apart your mistakes. | 9. I can talk about how resolving these challenges will lead to growth and opportunity. |
| 5. I recognize your strengths and how you can use them to address your challenges. | 10. I can model the vulnerability and openness that I expect to see from you. |
| | 11. I am aware of power dynamics, implicit bias, and stereotypes. |



GIVING ENGAGED FEEDBACK

1. Where are your feedback strengths? What are you good at doing in a feedback situation?

2. What is one specific behavior or practice that will help you improve?

3. What are your top two values and how can you use them to help you give engaged feedback?

4. We will sometimes find ourselves on the receiving end of feedback from someone who is not skilled at giving it. What's one thing you can do to live into your values when receiving feedback?



RECOGNIZING DEFENSIVENESS IN FEEDBACK CONVERSATIONS

Walk through the questions to understand how you may become defensive during feedback conversations.

1. Think of a conversation when you received difficult feedback. While in a conversation like this, what physical signs suggested you were becoming defensive? (e.g., *Fold arms over chest, hands in pockets, dry mouth*)

2. What defensive thoughts came up for you? (e.g., *Listening for what I don't agree with, they haven't heard my side of the story, they aren't seeing the big picture*)

3. What were you feeling that suggested you were becoming defensive? (e.g., *Anxious, frustrated, overwhelmed*)

4. When you are receiving difficult feedback and you recognize yourself becoming defensive, what is one change you can commit to practicing? (e.g., *Lean into curiosity, ask questions, learn the other person's perspective, suggest making time to talk about the issue at a later date, slow down the conversation*)



[illegible]

RUMBLE STARTERS

- 1. The story I make up . . .***
- 2. I'm curious about . . .***
- 3. Tell me more.***
- 4. That's not my experience (instead of "You're wrong about her, him, them, it, this . . .").***
- 5. I'm wondering . . .***
- 6. Help me understand . . .***
- 7. Walk me through . . .***
- 8. We're both dug in. Tell me about your passion around this.***
- 9. Tell me why this doesn't fit/work for you.***
- 10. I'm working from these assumptions—what about you?***
- 11. What problem are we trying to solve?***



RUMBLE TOOLS

- 1. What's my part?***
- 2. What does support look like?***
- 3. What key learnings can we take from this?***
- 4. Are there stealth intentions that we need to surface and name?***
- 5. Are there stealth expectations driving us?***
- 6. Is horizon conflict at play here?***
- 7. TASC***
- 8. Let's paint done.***
- 9. Square Squad***
- 10. The Turn and Learn to address the bandwagon and halo effects.***
- 11. Do we need to check our gritty facts and gritty faith?***
- 12. Time out***



COURAGE SKILL SET #4

Learning to Rise



THE RISING STRONG TOOLS

The goal of this process is to rise from our falls, overcome our mistakes, and face hurt in a way that brings more wisdom and wholeheartedness.

1. Emotional Literacy

2. The Story I'm Telling Myself...

3. The SFD

“Leaders must either invest a reasonable amount of time attending to fears and feelings, or squander an unreasonable amount of time trying to manage ineffective and unproductive behavior.”



OFFLOADING HURT: BARRIERS TO IDENTIFYING, REGULATING, AND LEARNING FROM EMOTION

Offloading describes the various unproductive ways that we “manage” or discharge emotion when we are trying to avoid feeling it.

CHANDELIERING: The hurt is packed so far down that it can’t possibly resurface.

A seemingly innocent comment sends me into a rage or sparks a crying fit. A small mistake triggers a huge shame attack. Constructive feedback hits a tender place and I jump out of my skin.

BOUNCING HURT: Using anger, blame, and/or avoidance when getting too close to emotion.

Anger: *It’s easier to get mad or turn to “I don’t give a damn” than to “I’m hurt.”*

Blame: *Fault-finding, making excuses, inflicting payback, lashing out as self-protection.* Avoidance: *Thinking, “I’m fine – no worries,” or pretending it doesn’t matter, or saying “whatever.”*

NUMBING: I can take the edge off emotional pain with _____.

Examples include alcohol, drugs, food, sex, relationships, money, work, caretaking, gambling, affairs, religion, chaos, shopping, planning, perfectionism, constant change, the Internet, and the list goes on.

STOCKPILING: *I keep firmly packing down the pain. I just continue to build up hurt until the wisest part of me, my body, decides that enough is enough. The body’s message is always clear: Shut down the stockpiling or I’ll shut you down. The body wins every time.*

HIGH-CENTERED: *I can’t move forward and I can’t move back. If I recognize my hurt or fear or anger, I’ll get stuck. Once I engage even a little, I won’t be able to move backward and pretend that it doesn’t matter, but moving forward might open a floodgate of emotion that I can’t control. I’ll be stuck. What if I recognize the emotion and it dislodges something and I can’t maintain control?*

FAKE NICE: Light and dark are not integrated.

I’m overly sweet and accommodating when I feel resentful, hurt, frustrated, etc. I say yes when I mean no. Sometimes my niceness is inauthentic and I can feel like a ticking bomb.



DEVELOPING EMOTIONAL LITERACY

“Emotional literacy is the foundation of resilience, empathy, compassion, and self-awareness.” -Brené Brown

PLACES WE GO WHEN THINGS ARE UNCERTAIN OR TOO MUCH

- Stress
- Overwhelm
- Anxiety
- Worry
- Avoidance
- Excitement
- Dread
- Fear
- Vulnerability

PLACES WE GO WHEN THINGS AREN'T WHAT THEY SEEM

- Amusement
- Bittersweetness
- Nostalgia
- Cognitive Dissonance
- Paradox
- Irony
- Sarcasm

PLACES WE GO WHEN WE SEARCH FOR CONNECTION

- Belonging
- Fitting In
- Connection
- Disconnection
- Insecurity
- Invisibility
- Loneliness

PLACES WE GO TO SELF-ASSESS

- Pride
- Hubris
- Humility

PLACES WE GO WHEN WE COMPARE

- Comparison
- Admiration
- Reverence
- Envy
- Jealousy
- Resentment
- Schadenfreude
- Freudenfreude

PLACES WE GO WHEN WE'RE HURTING

- Anguish
- Hopelessness
- Despair
- Sadness
- Grief

PLACES WE GO WHEN THE HEART IS OPEN

- Love
- Lovelessness
- Heartbreak
- Trust
- Self-Trust
- Betrayal
- Defensiveness
- Flooding
- Hurt

PLACES WE GO WHEN THINGS DON'T GO AS PLANNED

- Boredom
- Disappointment
- Expectations
- Regret
- Discouragement
- Resignation
- Frustration

PLACES WE GO WITH OTHERS

- Compassion
- Pity
- Empathy
- Sympathy
- Boundaries
- Comparative Suffering

PLACES WE GO WHEN LIFE IS GOOD

- Joy
- Happiness
- Calm
- Contentment
- Gratitude
- Foreboding Joy
- Relief
- Tranquility

PLACES WE GO WHEN IT'S BEYOND US

- Awe
- Wonder
- Confusion
- Curiosity
- Interest
- Surprise

PLACES WE GO WHEN WE FALL SHORT

- Shame
- Self-Compassion
- Perfectionism
- Guilt
- Humiliation
- Embarrassment

PLACES WE GO WHEN WE FEEL WRONGED

- Anger
- Contempt
- Disgust
- Dehumanization
- Hate
- Self-Righteousness



STRATEGIES FOR RECKONING WITH EMOTION

Mindfulness

Definition from the Greater Good Science Center at the University of California, Berkeley:

Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment.

Mindfulness involves acceptance, meaning that we pay attention to our thoughts and feelings without judging them—without believing, for instance, that there’s a “right” or “wrong” way to think or feel in a given moment.

When we practice mindfulness, our thoughts tune into what we’re sensing in the present moment rather than rehashing the past or imagining the future.

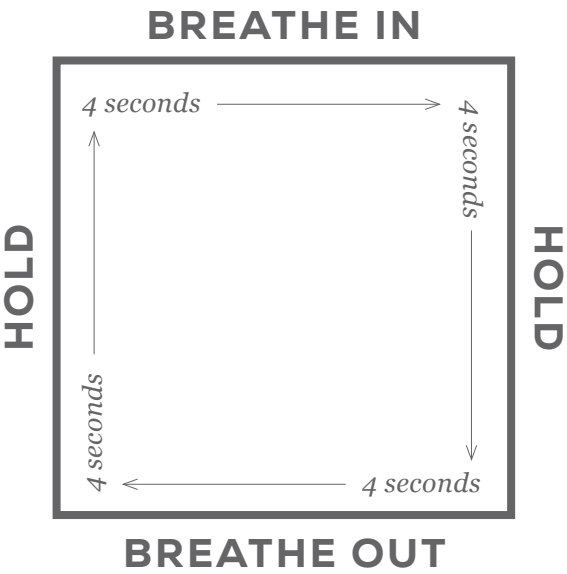
“The research participants who taught me the most about breathing occupy what we would traditionally think of as opposite sides of the professional continuum: yoga teachers, meditation leaders, and mindfulness practitioners on one side and soldiers, firefighters, first responders, and elite athletes on the other.” -Brené Brown



STRATEGIES FOR RECKONING WITH EMOTION

Tactical Breathing

- 1. Inhale deeply through your nose, expanding your stomach, for a count of four – one, two, three, four.
- 2. Hold in that breath for a count of four – one, two, three, four.
- 3. Slowly exhale all the air through your mouth, contracting your stomach, for a count of four – one, two, three, four.
- 4. Hold the empty breath for a count of four – one, two, three, four.



What is another technique you use to calm yourself in a difficult situation?

DEFINITION OF CALM: creating perspective and mindfulness while managing emotional reactivity.



GETTING CURIOUS ABOUT EMOTIONS

Pick one of the emotions from the emotions list that is hard for you—one that shows up in difficult ways at work. Consider the following questions when thinking about the emotion you chose.

WHEN I EXPERIENCE THE EMOTION: _____

1. I'm feeling . . . (Affect or Emotion)

Where am I physically feeling this? How's my body responding?

2. I'm thinking . . . (Cognition)

Is there a thought constantly looping in my mind? What's my go-to thought process?

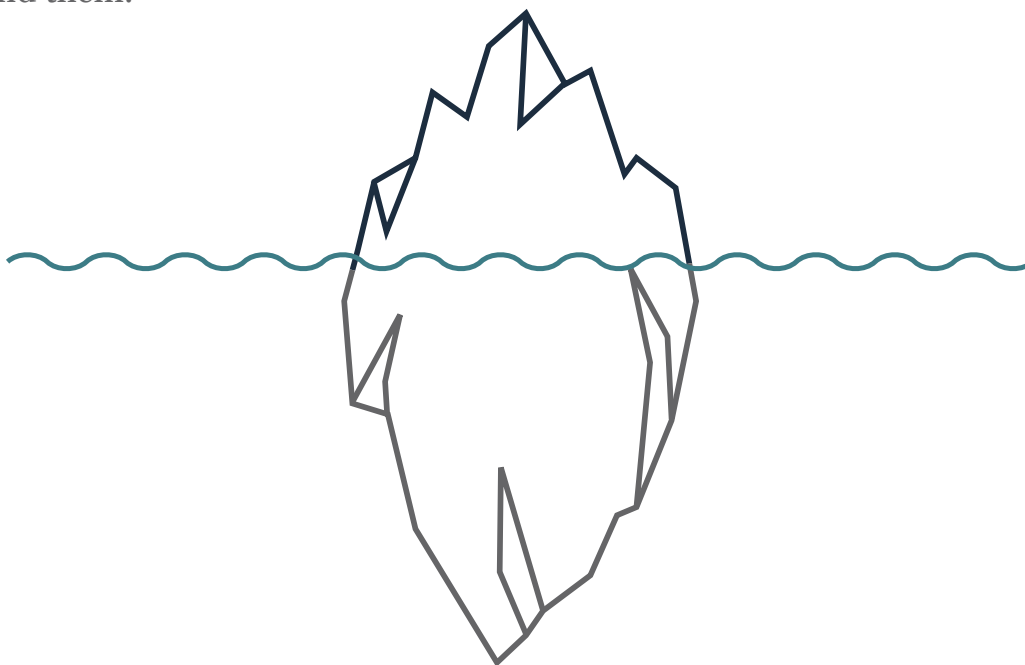
3. I do/I act . . . (Behavior)

What's the first thing I want to do? What is the only thing I want to do?



ANGRY AND/OR SHUTDOWN

Anger is a powerful emotion that is often ignited by a sense of injustice. Our anger can serve as a catalyst for courage, love, change, compassion, or justice. When we hold on to anger without tapping into its power to transform, it can crush our spirit, and even make us exhausted or sick. For most of us, anger can also mask difficult experiences like grief, regret, or shame. In most cultures, it's more acceptable, and sometimes psychologically and physically safer, to be angry than it is to express sadness, fear, or vulnerability. To experience and grow from emotions, we have to recognize, name, and understand them.



Anxious
Blame
Disappointed
Disgust
Embarrassment
Fear / Scared
Frustrated

Grief
Guilt
Humiliation
Hurt
Jealous
Judgment
Lonely

Overwhelmed
Regret
Sad
Shame
Vulnerability
Worried

WRITING MY SFD

“When we deny our stories and disengage from tough emotions, they don’t go away; instead, they own us; they define us. Our job is not to deny the story, but to defy the ending—to rise strong, recognize our story, and rumble with the truth until we get to a place where we think, Yes. This is what happened. This is my truth. And I will choose how this story ends.”

-Brené Brown

1. Choose a “facedown in the arena” moment to use as you practice the Learning to Rise process. You can pick a current fall or past fall.
-
-

SFD WRITING PROMPTS:

The first thing I want to do:

My thinking:

My emotions:

My beliefs:

My body:

My actions:



WRITING MY SFD

2. Write your SFD. The unedited, unfiltered story I made up or the story I told myself:

SFD CHECKLIST:

☐ Honest ☐ Unfiltered ☐ Unedited ☐ Possibly Unshareable

3. What do I need to get curious about?

“Owning our story can be hard, but not nearly as difficult as spending our lives running from it. Embracing our vulnerabilities is risky, but not nearly as dangerous as giving up on love, belonging, and joy – the experiences that make us the most vulnerable. Only when we are brave enough to explore the darkness will we discover the infinite power of our light.”



DARE TO LEAD INTEGRATION PLAN

This plan belongs to: _____

I give myself permission to (p.8):

My personal call to courage is (p.12):

The go-to armor for me that I'd like to take off (p.13):

SKILL SET #1: LIVING INTO OUR VALUES

My top two values (p.17):

1. _____

2. _____

I need to be more aligned with my values at work by (p.19):

SKILL SET #2: RUMBLING WITH VULNERABILITY

The vulnerability myth that I most need to unlearn/re-learn is (p.26):

I know I'm in shame when (p.30):

The Shame Shield I often default to is (p.32):

SKILL SET #3: BRAVING TRUST

My strengths and opportunities for growth in self-trust are (p.44):



DARE TO LEAD INTEGRATION PLAN

SKILL SET #3: BRAVING TRUST

My strengths and opportunities for growth in my work relationships are (p.45):

People in my square squad (p.46):

When giving feedback, I will practice this strategy on the engaged feedback checklist (p.49):

SKILL SET #4: LEARNING TO RISE

The offloading hurt strategy I will improve is (p.56):

The emotion/s that I need to get curious about is/are (p.60):

My go-to SFD (the story I make up) is (p.62-63):

My integrity partner is (p.65):

INTEGRITY PARTNER:

Find someone at work whom you can check in with to make sure you're acting in your integrity. Talk to your integrity partner when you're questioning how you showed up in a recent exchange or to plan how you want to show up for an upcoming meeting. If you're an integrity partner for someone else, be brave in your conversations. Remember to choose courage over comfort while remaining supportive.



WE ARE THE BRAVE AND BROKENHEARTED

There is no greater threat to the critics
And cynics and fearmongers
Than those of us who are willing to fall
Because we have learned how to rise.

With skinned knees and bruised hearts,
We choose owning our stories of struggle
Over hiding, over hustling, over pretending.

When we deny our stories, they define us.
When we run from struggle, we are never free.
So we turn toward truth and look it in the eye.

We will not be characters in our stories,
Not villains, not victims, not even heroes.

We are the authors of our lives.
We write our own daring endings.

We craft love from heartbreak,
Compassion from shame,
Grace from disappointment,
Courage from failure.

Showing up is our power.
Story is our way home.
Truth is our song.
We are the brave and brokenhearted.
We are rising strong.

BRENÉ BROWN

