



Dare to Lead

READ-ALONG WORKBOOK FOR EDUCATORS

*Based on the research of
Brené Brown, Ph.D.*

“Knowledge is only rumor until it lives in the bones.”

The Asaro Tribe

We want to do everything we can to help you get courageous leadership skills in your bones. We made *Dare to Lead* as tactical and actionable as possible, and this read-along workbook will help you put language, skills, and tools into practice.

This workbook is a companion to the book - the book has the teachings and the workbook has the exercises.

Also, this workbook was developed for use by teams (3 or more) and individuals working in pairs. You can certainly do this work on your own, but it's more powerful with another person. If you don't have a colleague at work who can do this with you, find a friend or partner in other areas of your life. They can talk about their work experiences and you can talk about yours. Either way you're sharing and learning from each other.

Let's get started.

- 01.** We suggest you get a printed copy of *Dare to Lead*. We love audiobooks and reading on our e-readers, but these formats are much more complicated to use with a companion workbook. We'll be referencing page numbers when asking you to find and re-read pieces.
- 02.** If you're working with a team or group, decide how often you want to meet and who's going to coordinate those sessions. Check out our “Read-Along Schedule” on the *Dare to Lead* #daringclassrooms hub on brenebrown.com for support in creating a schedule.
- 03.** For each exercise, we've included Exercise Instructions for sharing as a team. It's a good idea to read through these instructions so you understand the process before you complete your work.
- 04.** There's not a right way to start. You can read the entire book and then work through the exercises, referring back to sections you've already read. Or you can read one section at a time and complete the workbook as you go.
- 05.** You can find our *Glossary of Key Language, Skills, Tools and Practices* on the downloads section of the *Dare to Lead* #daringclassrooms hub on brenebrown.com.
- 06.** Materials:
 - Everyone participating will need pens, sticky notes, and their own workbook.
 - Teams will need poster-sized sticky notes or flip chart paper and tape.

What's OK and What's Not OK

It's ok to use *Dare to Lead* and this read-along workbook with your teams, groups, school, or entire districts. Share, discuss, and learn!

It's NOT ok to use the workbook for commercial use. You can't sell it, sell workshops that you'll facilitate based on it, or create a website redistributing the workbook.



If you're interested in digging deeper with your school or hiring a Certified Dare to Lead Facilitator, visit the [Dare to Lead Referral Network](https://www.brenebrown.com/dare-to-lead-referral-network) on [brenebrown.com](https://www.brenebrown.com).

It is not the critic who counts;

NOT THE MAN WHO POINTS OUT HOW THE STRONG MAN STUMBLES, OR WHERE THE DOER OF DEEDS COULD HAVE DONE THEM BETTER.

THE CREDIT BELONGS TO THE MAN WHO IS ACTUALLY IN THE ARENA, WHOSE FACE IS MARRED BY DUST AND SWEAT AND BLOOD; WHO STRIVES VALIANTLY. . . WHO AT THE BEST KNOWS IN THE END THE TRIUMPH OF HIGH ACHIEVEMENT, AND WHO AT THE WORST, IF HE FAILS, AT LEAST FAILS WHILE DARING GREATLY.

Theodore Roosevelt



BRAVE LEADERS AND COURAGE CULTURES

Exercise 1: Permission Slips

Content and exercise covered on page 53 of Dare to Lead.

Permission slips are a great way to start building trust in your school community and to start container building. If you're working on your own, it's a helpful tool to identify what might get in your way of learning and practicing new ways of showing up.

What do you need to give yourself permission to do, feel, or not do to show up for this read-along?

Sometimes the first step in getting started is giving ourselves permission. Maybe you need to give yourself permission to:

- 01.** Stay open minded
- 02.** Give yourself the time you need
- 03.** Make a list of questions

Or if you're doing this in a group setting, permission to:

- 01.** Show up to the staff meetings
- 02.** Ask for what you need
- 03.** To pass during group sharing
- 04.** Ask for more time

Write your permission slips below or on a sticky note.
Feel free to have more than one.

Exercise Instructions: We like to round robin this exercise – basically go around the table at a quick but reasonable pace and let everyone share their permission slip(s). Everyone listens and holds comments until everyone has shared. The power in the round robin is finding commonalities. Sometimes that's harder to recognize when people share entire worksheets instead of one set of answers going around the table, or when there's cross talk in the middle of sharing. This is also a good check-in exercise if you want to start meetings with, "What new permission slips do we need today?"

Exercise 2: Container Building

Content and exercise covered on page 36 of Dare to Lead.

Whether you're working in a large team or with a good friend, **DO NOT SKIP** this exercise.

Have each person in the group answer the following questions individually on sticky notes:

- What do you need to show up and do the work?
- What will get in the way of you showing up and doing the work?
- What does support look like?

Have everyone share their answers and use them to develop group ground rules that you can use in all of your discussions.

Exercise 3: What Stands in the Way Becomes the Way

Content covered on pages 7-8 of Dare to Lead.

In *Dare to Lead*, we learn about ten behaviors and cultural issues that leaders identified as getting in our way in organizations across the world.

- 01.** We avoid tough conversations, including giving honest, productive feedback.
- 02.** Rather than spending a reasonable amount of time proactively acknowledging and addressing the fears and feelings that show up during change and upheaval, we spend an unreasonable amount of time managing problematic behaviors.
- 03.** Diminishing trust caused by a lack of connection and empathy.
- 04.** Not enough people are taking smart risks or creating and sharing bold ideas to meet changing demands and the insatiable need for innovation.
- 05.** We get stuck and defined by setbacks, disappointments, and failures, so instead of spending resources on clean-up to ensure that stakeholders or internal processes are made whole, we are spending too much time and energy reassuring team members who are questioning their contribution and value.
- 06.** Too much shame and blame, not enough accountability and learning.
- 07.** People are opting out of vital conversations about diversity and inclusivity because they fear looking wrong, saying something wrong, or being wrong. Choosing our own comfort over hard conversations is the epitome of privilege, and it corrodes trust and moves us away from meaningful and lasting change.
- 08.** When something goes wrong, individuals and teams are rushing into ineffective or unsustainable solutions rather than staying with problem identification and solving. When we fix the wrong thing for the wrong reason, the same problems continue to surface. It's costly and demoralizing.
- 09.** Organizational values are gauzy and assessed in terms of aspirations rather than actual behaviors that can be taught, measured, and evaluated.
- 10.** Perfectionism and fear are keeping people from learning and growing.

Exercise 3: What Stands in the Way Becomes the Way (*continued*)

Content covered on pages 7-8 of Dare to Lead.

Exercise Instructions: Think about this list of behaviors, then decide if you want to talk about these obstacles in the context of your classroom, your school, your district, or any other relevant unit. Once you decide, have everyone write down the three that you think present the most significant barriers to courageous leadership in that unit. Make sure everyone has a shared understanding of the unit you're assessing.

Once everyone is done, you'll use the Turn & Learn to share your top three (everyone shows their sticky at the same time to avoid halo and bandwagon issues – see page 55).

Discuss similarities and differences. Do people in different roles have different experiences? Are there two that your team is willing to hold in mind while you're working through this read-along process?

RUMBLING WITH VULNERABILITY

Section One: The Moment and the Myths

Exercise 1: Square Squad

Content and exercise covered on page 22 of Dare to Lead.

“We need to trust to be vulnerable, and we need to be vulnerable in order to build trust.”
Write the names of the people whose opinions really matter to you within the square.



Exercise Instructions: How you process this exercise with a group depends on the level of trust in the group. One of the most effective ways to share without asking individuals to disclose who’s in their square squad is to ask these two questions:

- 01.** What did you learn from the process of thinking about who belongs in the square?
- 02.** Do you, like most of us, find yourself steam-rolling over these important people in your life to gain the acceptance and approval of strangers? If so, what’s one commitment you can make to strengthen the squad and spend less time approval-seeking?

Have each person in your group share their answers to both #1 and #2, then move to the next person.

Exercise 2: The Six Myths of Vulnerability

Content covered on pages 23-42 of *Dare to Lead*.

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

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

02. 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?

03. For each of the six myths of vulnerability, rate on a scale of 1-5 how much you need to “unlearn.” (1=none, 5=a lot)

_____ Vulnerability is weakness.

_____ I don’t do vulnerability.

_____ I can go it alone.

_____ You can engineer the uncertainty and discomfort out of vulnerability.

_____ Trust comes before vulnerability.

_____ Vulnerability is disclosure.

04. In my school community, the messages and expectations about vulnerability are ...

05. In my area of influence at school, the messages and expectations about vulnerability are ...

06. When was the last time you saw someone bravely facing uncertainty, risk, and emotional exposure at school/in the classroom?

Exercise 2: The Six Myths of Vulnerability (continued)

Content covered on pages 23-42 of Dare to Lead.

07. When was the last time you bravely faced uncertainty, risk, and emotional exposure at school/in the classroom?

08. When you reflect on how you want to show up and be seen as a leader in your school, what do vulnerability and courage look like for you?

09. What is one way you'll experiment with being more vulnerable at school/in the classroom?

Exercise Instructions: This is an important exercise to round robin – meaning everyone completes the exercises then shares their answers to #1. Next, everyone shares their answers to #2, and so on. Don't forget to give yourself and others permission to pass!

RUMBLING WITH VULNERABILITY

Section Two: The Call to Courage

Exercise 1: Assembling Your Armor

Content covered on pages 51-52 of Dare to Lead.

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. Screw 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.

01. What are two situations that are likely to lead to you armoring up at school?

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

a. My body language? _____

b. My words? _____

c. My thoughts? _____

d. My go-to transformer behaviors? _____

Exercise Instructions: We do NOT round robin this exercise. We find it helpful to have participants share all of their answers, and then move on to the next person. We suggest no cross talk and reminding people that they can pass. Also, remind people to stay mindful about time so everyone can share.

Exercise 2: The Cave You Fear to Enter

Content covered on pages 52-53 of Dare to Lead.

01. What is your personal call to courage as a leader? Be specific.

Ex. I want to be braver about sharing ideas and practices from my classroom schoolwide.

What is the cave you fear to enter and why?

Ex. My cave is having hard conversations with colleagues at school.

Exercise Instructions: We do NOT round robin this exercise. We find it helpful to have participants answer both of these questions in one turn. We suggest no cross talk and reminding people that they can pass. Also, remind people to stay mindful about time so everyone can share.

Exercise 3: Gritty Faith and Gritty Facts

Content covered on page 57 of Dare to Lead.

Brave leaders must rely on gritty faith and gritty facts ... at the same time.

01. On a scale from 1-4, how often does your team or group balance gritty faith and gritty facts in your decision making at school?

(1 = we never balance | 2 = we sometimes balance | 3 = we often balance | 4 = we always balance)

02. Have you fallen into dangerous patterns where people assume the roles of optimists and realists, the dreamers and the reality-checkers, etc.?

(Yes / No)

2a. If yes, what language would you use to describe the roles?

Rumble together on how not balancing gritty faith and gritty facts holds you back.

Exercise Instructions: Use the Turn & Learn to share your rating from question #1. Then, round robin the answers to #2 and #2a. Discuss similarities and differences. Do people in different roles have different experiences?

“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.”

- Brené Brown

Exercise 4: Care and Connection

Content covered on pages 70-75 of Dare to Lead.

01. In reference to the quote above, what gets in the way of leaders doing this in your school/classroom culture?

02. What is keeping you as a leader from digging into the fears and concerns of your colleagues and students?

03. What are the cultural barriers that prevent you from doing this?

04. What’s one commitment everyone is willing to make to start attending to fears and feelings, and what does support look like?

Exercise Instructions: These questions lend themselves to open discussion. To manage time and focus thoughts, we suggest hanging three posters in the room, one with each question written at the top. Ask everyone to write 1 or 2 answers on a sticky note and hang them on the corresponding poster. Before the discussion starts, have a quick silent walk where you give people 5-10 minutes (depending on group size) to read the sticky notes. The silent part is important because it’s easy for two people to start commenting on a sticky note not knowing the author is standing beside them. Once the walk is over, allot 10 minutes per question for discussion.

RUMBLING WITH VULNERABILITY

Section Three: The Armory

Exercise 1: Armored Leadership versus Daring Leadership

Content covered on pages 76-114 of *Dare to Lead*.

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

- Brené Brown

Now is a good time to revisit your permission slips and/or container building as we dig deeper into the work.

Exercise Instructions:

- 01.** For each of the 16 elements on the model on the next two pages, rate your school’s culture on the spectrum of Armored Leadership (1 point) to Daring Leadership (4 points). You can refer back to the book for fuller explanations of the concepts.
- 02.** Add up the number of points and enter that total in the top of the model. Your total will be somewhere between 16 and 64.
- 03.** Write that total on a sticky note and use the Turn & Learn process to share your total with the group.
- 04.** As a team, decide on the two most daring and the two most armored behaviors your team displays.
- 05.** Dig into the cultural norms influencing these behaviors. For example, what are the rewards for daring versus armored leadership?
- 06.** What is one shared commitment that everyone can make as a group to create a more daring leadership culture?

Exercise 1: Armored Leadership versus Daring Leadership (continued)

Content covered on pages 76-114 of *Dare to Lead*.

	<i>Armored Leadership</i>	Total: _____	<i>Daring Leadership</i>
01.	Driving Perfectionism and Fostering Fear of Failure <i>Ex. Viewing feedback as a “gotcha” moment or as a fear based tool</i>	1 2 3 4 ←————→	Modeling and Encouraging Healthy Striving, Empathy, and Self-Compassion <i>Ex. Viewing feedback as an opportunity to grow</i>
02.	Working from Scarcity and Squandering Opportunities for Joy and Recognition <i>Ex. Overlooking wins due to never having enough time</i>	1 2 3 4 ←————→	Practicing Gratitude and Celebrating Milestones and Victories <i>Ex. Taking time to celebrate school-wide wins</i>
03.	Numbing <i>Ex. Hiding out and scrolling through social media to take the edge off</i>	1 2 3 4 ←————→	Setting Boundaries and Finding Real Comfort <i>Ex. Having a tough conversation with your colleague about your concerns</i>
04.	Propagating the False Dichotomy of Victim or Viking, Crush or Be Crushed <i>Ex. Exerting power over students to avoid feedback</i>	1 2 3 4 ←————→	Practicing Integration— Strong Back, Soft Front, Wild Heart <i>Ex. Keeping an open door policy while maintaining clear boundaries</i>
05.	Being a Knower and Being Right <i>Ex. Being the sage on the stage-- closed off from input from students</i>	1 2 3 4 ←————→	Being a Learner and Getting It Right <i>Ex. Learning alongside students</i>
06.	Hiding Behind Cynicism <i>Ex. Emailing entire staff about one person’s “transgression.”</i>	1 2 3 4 ←————→	Modeling Clarity, Kindness, and Hope <i>Ex. Speaking directly to the person in question</i>
07.	Using Criticism as Self- Protection <i>Ex. Shutting down new ideas immediately because of a fear of change</i>	1 2 3 4 ←————→	Making Contributions and Taking Risks <i>Ex. Speaking up at a staff meeting with a new idea</i>
08.	Using Power Over <i>Ex. Micromanaging students; no autonomy or choice “because I said so”</i>	1 2 3 4 ←————→	Using Power With, Power To, and Power Within <i>Ex. Collaborating with students, facilitating growth, offering choice</i>
09.	Hustling for Our Worth <i>Ex. Hustling for approval; fear of being irrelevant</i>	1 2 3 4 ←————→	Knowing Our Value <i>Ex. Knowing your strengths and gifts and operating from both</i>

Exercise 1: Armored Leadership versus Daring Leadership (continued)

Content covered on pages 76-114 of *Dare to Lead*.

	Armored Leadership	Total: _____	Daring Leadership
10.	<p>Leading for Compliance and Control</p> <p><i>Ex. Enforcing rules and consequences without rationale</i></p>	<p>1 2 3 4</p>	<p>Cultivating Commitment and Shared Purpose</p> <p><i>Ex. Giving students agency to co-create a shared purpose with teacher</i></p>
11.	<p>Weaponizing Fear and Uncertainty</p> <p><i>Ex. Instilling fear about testing and test results</i></p>	<p>1 2 3 4</p>	<p>Acknowledging, Naming, and Normalizing Collective Fear and Uncertainty</p> <p><i>Ex. Acknowledging testing anxiety that students are feeling</i></p>
12.	<p>Rewarding Exhaustion as a Status Symbol and Attaching Productivity to Self-Worth</p> <p><i>Ex. Incentivizing not taking any days off</i></p>	<p>1 2 3 4</p>	<p>Modeling and Supporting Rest, Play, and Recovery</p> <p><i>Ex. Encouraging self-care</i></p>
13.	<p>Tolerating Discrimination, Echo Chambers, and a “Fitting In” Culture</p> <p><i>Ex. Ignoring culturally responsive teaching strategies</i></p>	<p>1 2 3 4</p>	<p>Cultivating a Culture of Belonging, Inclusivity, and Diverse Perspectives</p> <p><i>Ex. Honoring and celebrating cultural differences through classroom instructions</i></p>
14.	<p>Collecting Gold Stars</p> <p><i>Ex. Taking credit for academic achievements of the class/school</i></p>	<p>1 2 3 4</p>	<p>Giving Gold Stars</p> <p><i>Ex. Celebrating the hard work and effort of students and staff</i></p>
15.	<p>Zigzagging and Avoiding</p> <p><i>Ex. Talking about a colleague instead of to the colleague</i></p>	<p>1 2 3 4</p>	<p>Straight Talking and Taking Action</p> <p><i>Ex. Meeting first with the colleague to rumble on a concern</i></p>
16.	<p>Leading from Hurt</p> <p><i>Ex. Leading from a constant state of defensiveness, comparison, and a need to be right</i></p>	<p>1 2 3 4</p>	<p>Leading from Heart</p> <p><i>Ex. Leading from a place of compassion, empathy, and vulnerability</i></p>

RUMBLING WITH VULNERABILITY

Section Four: Shame and Empathy

Exercise 1: Understanding Shame

Content covered on pages 119-130 of Dare to Lead.

Complete the following sentences to get a better understanding of how your body responds to the emotion of shame.

01. When I hear the word shame, I think of... _____
02. If shame were a color it would be... _____
03. If I could taste shame, it would taste like... _____
04. If I could smell shame, it would smell like... _____
05. If I could touch shame, it would feel like... _____
06. I physically feel shame in/on my... _____
07. My shame symptoms include... _____
08. I know I'm in shame when I feel... _____
09. When I'm in shame, I feel... _____
10. When I talk about shame, I feel... _____
11. I can talk about shame with... _____

Exercise Instructions: The goal of this exercise is for everyone to start using the word shame and start getting their hands, hearts, and heads around the concept.

Because shame makes us feel so alone, it's sometimes hard to even use the word around others. Because of this, it's important to round robin the answers so people can see commonalities. Everyone will complete the exercises then share their answers to #1.

Next, everyone shares their answers to #2, and so on. Don't forget to give yourself and others permission to pass.

Exercise 2: How Shame Shows Up in Schools

Content covered on pages 119-130 of Dare to Lead.

There are many ways that shame can show up in schools. Below are the most common examples.

- Perfectionism
- Favoritism
- Gossiping
- Back-channeling
- Comparison
- Self-worth tied to productivity
- Harassment
- Discrimination
- Power over
- Bullying
- Blaming
- Teasing
- Cover-ups

How does shame show up in your school?

Exercise Instructions: As you can imagine, this exercise can feel very sensitive to team members. It's a good place to revisit container building and permission slips.

To manage confidentiality and time, and to focus thoughts and stay productive, we suggest that everyone writes their top three on a sticky note (no names necessary). Have one person put all of the notes on a large flip chart or post-it poster. Set time expectations and open discussion with a conversation on themes and patterns (e.g., this issue is coming up over and over, anyone surprised by what they see or don't see?).

We like to close with this round robin question: Now that we're starting to see how and where shame is showing up, what's one commitment you're willing to make to start changing that and building shame resilience?

Exercise 3: What Does Empathy Look Like?

Content covered on pages 136-150 of *Dare to Lead*.

01. When I share something personal and vulnerable, and I really feel understood, it feels:

02. When I share something personal and vulnerable, and I don't feel as if anyone understands, I feel:

03. When I share something personal and vulnerable, I like the person listening to (ideal empathic response):

Select all that apply.

- 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
- _____ (Add your own)

04. When someone shares something painful and personal with me, I:

Select all that apply.

- Worry about saying the wrong thing
- Want to say something really comforting
- Get nervous
- Worry about not feeling anything
- Don't know what to do if I really don't want to know
- Want to fix it
- _____ (Add your own)

Exercise 3: What Does Empathy Look Like? (continued)

Content covered on pages 136-150 of Dare to Lead.

Exercise Instructions: The goal of this exercise is for everyone to see that empathy is different for all of us. You can't respond to everyone the same way because we all have different needs. The only right way to be empathic is to show up and listen.

We do the regular round robin with questions #1 and #2. For #3 and #4, we read the question aloud and ask everyone to raise their hand. For example, "When you share something personal and vulnerable, raise your hand if you like the person listening to:

- Make eye contact (show of hands then hands down)
- Look away so I don't feel so self-conscious (show of hands then hands down)
- Reach out to hug me (show of hands then hands down)"

It drives home how different we are when it comes to empathy and connection.

Exercise 4: Emotional Literacy

Content covered on pages 147-148 of *Dare to Lead*.

List of Core Emotions

(This research is in progress and we expect to have findings and a final list in early 2020.)

- Anxious
- Belonging
- Blame
- Curious
- Disappointed
- Disgust
- Embarrassment
- Empathy
- Excited
- Fear/Scared
- Frustrated
- Gratitude
- Grief
- Guilt
- Happy
- Humiliation
- Hurt
- Jealous
- Joy
- Judgment
- Lonely
- Love
- Overwhelmed
- Regret
- Sad
- Shame
- Surprised
- Vulnerability
- Worried

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

When I experience _____

01. I'm feeling...

Affect or Emotion – Where am I physically feeling this? How's my body responding?

02. I'm thinking...

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

03. I do/I act...

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

Exercise 4: Emotional Literacy (continued)

Content covered on pages 147-148 of Dare to Lead.

We often see or experience anger or shutting down on the surface of ourselves or others, but these are commonly hiding other emotions. What are the core emotions that show up for you as anger and/or shutting down?

Exercise Instructions: This can be a sensitive exercise for the people who are really stretching and doing the work. One way to process is to have everyone share their entire worksheet at one time. Another option is to have everyone complete the exercise and simply share one thing that they learned about themselves in the process. If you're going with the second option, explain the process before people start (To give us room to dig deep and stretch, we're not going to share our answers to these questions, just share how we experienced the process).

Exercise 5: Empathy in Practice

Content covered on pages 152-157 of *Dare to Lead*.

Empathy Misses

- Sympathy vs. Empathy
- The Gasp and Awe
- The Mighty Fall
- The Block and Tackle
- The Boots and Shovel
- If You Think That's Bad...

01. When you think about these six types of empathy misses, is there one or two that shut you down?

02. What emotion comes up for you when your sharing meets one of these barriers, and how does that affect your connection with the person?

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

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

Exercise Instructions: We do a round robin with this exercise, and reminders about permission slips and container building. It's helpful to remind each other that we all miss sometimes.

Exercise 6: Shame Shields

Content covered on page 161 of *Dare to Lead*.

Strategies of Disconnection:

(From Linda Hartling and her fellow researchers at the Stone Center at Wellesley.)

- **Moving Away:** Withdrawing, hiding, silencing ourselves and keeping secrets
- **Moving Towards:** Seeking to appease and please
- **Moving Against:** Trying to gain power over others, being aggressive, and using shame to fight shame

01. Whom are you most likely to Move Away from?

02. What are the specific triggers or situations at school that would prompt you to use the shield of Moving Away?

03. Whom are you most likely to Move Towards?

04. What are the specific triggers or situations at school that would prompt you to use the shield of Moving Towards?

05. Whom are you most likely to Move Against?

Exercise 6: Shame Shields (*continued*)

Content covered on page 161 of Dare to Lead.

- 06.** What are the specific triggers or situations at school that would prompt you to use the shield of Moving Against?

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

Exercise Instructions: This can be a sensitive exercise for the people who are really stretching and doing the work. The best way to proceed is to set it up as an exercise where you'll share your experiences of working through the process (versus sharing answers).

RUMBLING WITH VULNERABILITY

Section Five: Curiosity and Grounded Confidence

Exercise 1: Rumble Starters

Content covered on pages 171-174 of *Dare to Lead*.

List of Rumble Starters:

01. The story I make up . . .
02. I'm curious about . . .
03. Tell me more.
04. That's not my experience (instead of "You're wrong about her, him, them, it, this . . .").
05. I'm wondering . . .
06. Help me understand . . .
07. Walk me through . . .
08. We're both dug in. Tell me about your passion around this.
09. 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?

Grounded Confidence = Rumble Skills + Curiosity + Practice

Exercise Instructions: Break into groups of two or three and give each person the opportunity to practice some of these rumble starters. It's often helpful to think of a hard conversation that you've had or that you're planning to have, and role-play.

01. Which of these feel natural and organic to the way you lean into hard conversations?

Exercise 1: Rumble Starters *(continued)*

Content covered on pages 171-174 of Dare to Lead.

- 02.** Do you have any good curiosity cues or starters that you've found effective in tough conversations?

- 03.** Is there a comment or language that can pull you out of your values and intentions? Would any of these be helpful to keep you grounded?

Exercise 2: Horizon Conflict

Content covered on page 174 of Dare to Lead.

Thinking of a recent project, identify two to three potential horizon conflicts and the challenges they present.

01.

02.

03.

If you're working on a team, how do you see horizon conflict showing up in your team?

Exercise Instructions: The goal of this exercise is to increase your skills when it comes to recognizing and naming horizon conflict. Do this in a large group as a discussion.

LIVING INTO OUR VALUES

Exercise 1: Values Clarification

Content and exercise covered on pages 185-190 of Dare to Lead.

Using the list of values on page 188 of Dare to Lead, choose one or two values—the beliefs that are most important to you, that help you find your way in the dark, 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: _____

Exercise 2: Taking Values from BS to Behavior

Content and exercise covered on pages 190-193 of Dare to Lead.

Answer the following questions to dig into your values.

Value #1 _____

01. What are three behaviors that support your value?

02. What are three slippery behaviors that are outside your value?

03. What's an example of a time when you were fully living into this value?

Exercise 2: Taking Values from BS to Behavior *(continued)*

Content and exercise covered on pages 190-193 of *Dare to Lead*.

Value #2 _____

01. What are three behaviors that support your value?

02. What are three slippery behaviors that are outside your value?

03. What's an example of a time when you were fully living into this value?

Keeping in mind both of your values, answer the following.

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

02. What does support from this person look like?

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

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

*For example, in *Dare to Lead* we discuss the four P's: pretending, performing, pleasing, and perfecting. I have to look out for a fifth - polling.*

Exercise 2: Taking Values from BS to Behavior *(continued)*

Content and exercise covered on pages 190-193 of Dare to Lead.

When we start polling people, it's often because we don't trust our own knowing. It feels too shaky and too uncertain. We want assurances and folks with whom we can share the blame if things don't pan out. I know all about this. I'm a professional pollster—it's hard for me to go it alone sometimes. When I'm making a difficult decision and feel disconnected from my intuition, I have a tendency to survey everyone around me. Ironically, since doing this research, surveying has become a red flag for me—it tells me that I'm feeling vulnerable about making a decision.

(Gifts of Imperfection, p 88)

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

06. How does living into your two key values shape the way you give and receive feedback?

Exercise Instructions:

- 01.** Once everyone has completed the exercise, break into small groups of two or three. Give everyone time to share their completed worksheets with their small group.
- 02.** IMPORTANT! After everyone has shared, go around the full group and have each person share their two values and identify one way the team or staff can support those values. This is a major trust and container building experience.
- 03.** If time allows, you can also have everyone write their name and their two values on a sheet of paper. Hang the paper in the room and ask everyone to write one gratitude for each person and stick it under their name. This is another powerful trust and container building experience. We use the 11X17 sticky note posters. If you walk through our office, most people have their poster hanging up (and it's been a year).

Exercise 3: Engaged Feedback Checklist

Content covered on pages 198-207 of Dare to Lead

Exercise Instructions: The goal of this exercise is to spend some dedicated time as a team talking about how, when, and why you give feedback. Have everyone open their book to the Engaged Feedback Checklist and start the discussion with this question:

01. How is this checklist helpful for our school/classroom?

02. What can you adapt in the checklist to fit your school/classroom experience?

03. What's working about how you all share feedback at your school and in your classroom? What's not working?

BRAVING TRUST

Exercise 1: Operationalizing BRAVING

Content covered on pages 224-233 of *Dare to Lead*.

BRAVING

Boundaries

Reliability

Accountability

Vault

Integrity

Nonjudgment

Generosity

Exercise Instructions: The goal of this exercise is to start using BRAVING as a way to operationalize trust.

Part 1:

- 01.** For each element of trust, have each member use a sticky note to rate on a scale from 1-4 how frequently your team delivers on the element (1= Rarely | 2= Sometimes | 3= Often | 4= Always)
- 02.** Use the Turn & Learn technique to share your answers.

Part 2:

- 01.** Get behavioral. We like to hang one poster for each of the seven elements of trust, and ask team members to write down one or two behaviors that support that element on sticky notes.
- 02.** Work together to identify one behavior that the entire staff or team is willing to commit to for each element. In addition to trust-building, this is powerful container building and helps people develop shared language.

LEARNING TO RISE

Exercise 1: Getting Hooked

Content covered on pages 249-251 of *Dare to Lead*.

Exercise Instructions: The goal of this exercise is to help people recognize when they get hooked by emotion and what their go-to SFD looks like. Complete the following questions and round robin the answers

01. Learning to rise requires recognizing when we're hooked by emotion. How do you know when emotion grabs you? Examples include playing a conversation or event on a loop, stomach in knots, coming out of your skin, etc.

Body: When emotion grabs me, I physically feel:

Mind: When emotion grabs me, I often start thinking:

Behavior: The first thing I want to do when I get hooked by emotions is:

Story: The stories I most often make up are about:

Exercise 2: Off-loading Strategies

Content covered on pages 251-255 of Dare to Lead.

Exercise Instructions: The goal of this exercise is to help people recognize what off-loading strategies they use and how they feel when they're on the receiving end of these strategies. Complete the following questions and round robin the answers.

Offloading Strategy #1: Chandeliering

- Do I do this?

- How does it feel when someone offloads this way with me?

- How does chandeliering impact your school/classroom culture?

Offloading Strategy #2: Bouncing Hurt

- Do I do this?

- How does it feel when someone offloads this way with me?

- How does bouncing hurt impact your school/classroom culture?

Offloading Strategy #3: Numbing Hurt

- Do I do this?

- How does it feel when someone offloads this way with me?

- How does numbing hurt impact your school/classroom culture?

Exercise 2: Off-loading Strategies

Content covered on pages 251-255 of Dare to Lead.

Offloading Strategy #4: Stockpiling Hurt

- Do I do this?

- How does it feel when someone offloads this way with me?

- How does stockpiling hurt impact your school/classroom culture?

Offloading Strategy #5: The Umbridge

- Do I do this?

- How does it feel when someone offloads this way with me?

- How does the Umbridge impact your school/classroom culture?

Offloading Strategy #6: Hurt and the Fear of High-Centering

- Do I do this?

- How does it feel when someone offloads this way with me?

- How do hurt and the fear of high-centering impact your school/classroom culture?

Exercise 3: The Reckoning, The Rumble, and The Revolution.

Content covered on pages 258-268 of Dare to Lead.

Exercise Instructions: The goal of this exercise is put the three pieces of the Learning to Rise process together and reflect on how participating in this process will positively impact your school/classroom. Think of it like a fill-in-the-blank Mad Libs exercise. If possible, choose a disappointment, failure, or setback that you're comfortable sharing. Don't forget that your SFD is authentic if it is honest, unfiltered, unedited, and possibly unsharable (so you can edit with your colleagues if you need to, but keep it real for you).

01. My fall:

02. I knew I was hooked by emotion because: (I felt . . . I couldn't stop thinking . . .)

03. I offloaded hurt by (or maybe you didn't):

04. The story I made up:

05. Conspiracies and Confabulations:

06. I got curious about my SFD by digging into:

07. What more did I need to learn and understand about the story or the people in it?

Exercise 3: The Reckoning, The Rumble, and The Revolution. (continued)

Content covered on pages 258-268 of Dare to Lead.

08. What did I need to look at in myself:

09. Some of the emotions I had to rumble with included (anxiety, boundaries, criticism, forgiveness, grief, guilt, integrity, shame, trust, vulnerability, etc.):

10. My brave new ending:

11. What's the delta? What are my key learnings?

12. How has this process changed me as a person/as an educator?

