Quantum
Connections™
Connecting Beyond Difference

Safe Conversations™ Dialogue Workshop
Leader Guide

Version 5, September 2024

Facilitation Notes and Slide Directions

The following facilitation notes are offered to assist each Safe Conversations™ Dialogue Workshop (SCDW) presenter with a version of scripted content that may be used for client presentations. These notes are not designed to dictate how SC LEADERs present and what they say, but to assist in promoting a standardized, consistent workshop delivery experience across the range of SC LEADER presenters.

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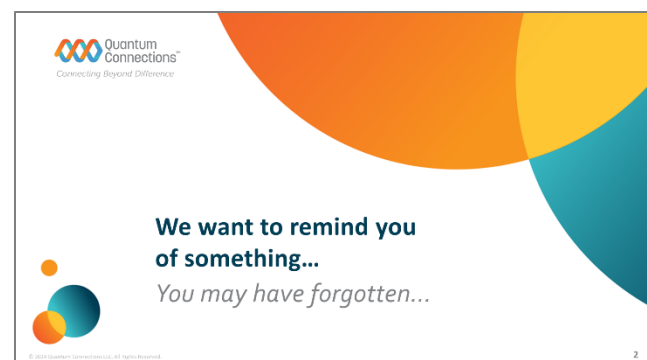
Slide 1

Welcome to today's *Safe Conversations™' Dialogue Workshop*! We are excited to share this interactive workshop with you and can't wait to jump into conversations and exercises that get the activity started. So let's go!

Slide 2

Let's start with something you may have forgotten—or at least haven't thought about in a while...

Slide 3

(*You are wonderful.* begins on screen)

This statement reflects how WONDERFUL each of you are—for all of your extraordinary uniqueness and for all of the things that make you amazing—and yet different from everyone else around you. Repeat after me on the count of three, in your strongest, most confident voice "I am WONDERFUL!"

(One-two-three- I am WONDERFUL!)

The people around you deserve to have a sense of wonder about what makes you so special. Similarly, you might rekindle your sense of wonder in the variety and uniqueness of the people around you.

(advance bullet: *We are wonderful*.)

Similarly, let's repeat on the count of three, in a strong, confident voice about all of us in today's workshop: "We are WONDERFUL!"

(One-two-three- We are WONDERFUL!)

Our hope is that this sense of wonder is rekindled in all of us. Connection takes on a whole new dynamic when we see the world with a sense of wonder.
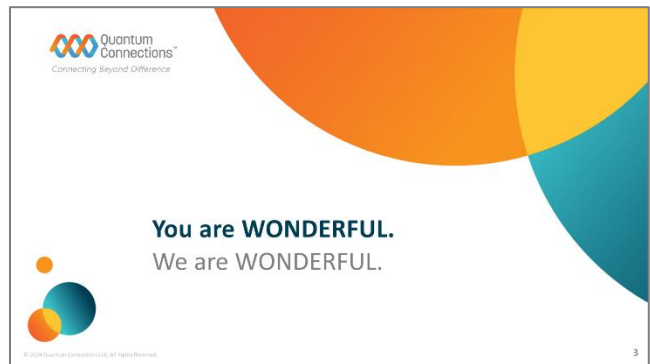
Slide 4

We're going to begin by considering why you're here...

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Slide 5

...and what might have made you sign up for today's *Safe Conversations' Dialogue Workshop*.

(first bullets "Maybe…" and "My most…" appear on the screen)

For some of you, perhaps there's something missing in one or more of your most important relationships.

(advance bullet "I feel.")

For others, maybe it's a feeling of disconnection at home or at work.

(advance bullet "Nobody…")

Still others might just feel that no one seems to understand who you are at heart or what you're all about. There might be different reasons beyond those, as well.

(advance bullet "…if so,… "

In all of those cases, the good news is that the skills and behaviors we'll discuss today will likely help.

Slide 6

Let's make some introductions: first about the workshop and then, most importantly, we'll get introduced to all of you.

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Slide 7

(first bullet "4-hour..." appears on screen)

Today's workshop is a 4-hour conversation combining some innovative ideas with...

(advance bullets (Provide...), (communication), and (connection))

some powerful tools to promote more 2-way dialogues that expand your communication skills and your ability to build lasting connections,

(advance bullet (Harville...))

All of today's content is based upon four decades of clinical expertise and real-world experience by world-renown relationship experts and best-selling authors Dr. Harville Hendrix and Dr. Helen LaKelly Hunt.

(advance bullet "Actual practice...")

mixed with breakouts and practice exercises all focused on communication skills and connecting behaviors.

(advance bullet "Led by team...")

Today's session is led and facilitated by (me and my partner).

(Insert SC Leader bio's.)

Introductions
WHAT is a Safe Conversations' Dialogue Workshop?

- 4-hour interactive conversation with fresh ideas
- Provide proven tools to promote:
  - communication
  - connection
- Harville Hendrix, PhD & Helen LaKelly Hunt, PhD
- Actual practice to adopt these new skills
- Led by team of Safe Conversations'-certified instructors to help guide our discussion

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Slide 8

As we introduce the workshop today, it's important to point out what the session is NOT:

(advance bullet (Safe Conversations'...), (NOT therapy,) and road sign)

Today's session is NOT therapy.

Today's discussion is going to talk about the many ways that we can become more aware of ourselves and about others. In the process,

Introductions
This Workshop is NOT...

Safe Conversations' Dialogue Workshop is:

- NOT therapy...
- NOT forced oversharing...
- NOT designed to be a four-hour lecture.

! CAUTION NOT THERAPY

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it's entirely possible that thoughts about past events may privately come across your mind. If you find that there are personal issues you'd like to address at your own pace, there are phenomenal *professional* resources available to constructively work thorough those things. We'd encourage you to seek out those helpful resources when the time is right.

(advance bullet (NOT forced oversharing...))

This discussion is educational in nature and is not intended to force you to reveal sensitive issues you might not be ready to share publicly. We pledge to preserve a fully safe and secure environment—and in that space, you will each have the discretion to share however much or however little you'd like to share with those of us in the workshop. All of the details shared in today's discussion are to remain within the boundaries of today's discussion.

(advance bullet (Not designed...))

And, very important is that today's discussion is NOT designed to be a 4-hour *lecture*, with someone talking AT YOU for hour after hour. But that takes willingness and input from each of you to participate in our discussions and add your thoughts, ideas, and experiences to make the workshop come alive. With your help, I'm confident that we'll be able to do just that!

Slide 9

Now for more about what this workshop IS:

(advance bullets (Safe Conversations...) and (A form...))

Today's workshop can become a form of *universal healing* that can help anyone take on a new set of connecting behaviors that will help promote communication and deeper

relationships. I say 'hiding in plain sight' because many of the things we'll discuss today may not surprise you: things like share more, listen better, judge less. But what may come as a surprise to learn is how *simple* they can be to learn, and how *important* they are to actually do well.

(advance bullet (All about...))

The habits we'll share are fairly simple and truly portable and can be added into just about anybody's daily routine—but only with a commitment to practice them regularly. When you add in these new habits, watch for them to transform the way that you understand and get along with other people.

(advance bullet (Potentially life-...))

It is not an overstatement to suggest that these new behaviors and skills will change your life once you make them a regular part of the way you interact with people. For decades, Safe Conversations workshop participants have been sharing the same kinds of feedback with us, over and over:

(advance bubble (This stuff...))

this stuff is magical,

(advance bubble (Unexpected...))

unexpectedly simple, and unexpectedly effective, and

(advance bubble (Honestly...))

this workshop saved my most important relationships...

Slide 10

Let's shift the discussion back to you and give you each a chance to tell us a little about yourselves.

As each of you introduce yourselves, I'd love for you to share WHERE you're from, SOMETHING ABOUT YOU that makes you unique, and WHY you signed up for today's Safe Conversations' Dialogue Workshop.

Take 30 seconds or so to share your introduction, [(where appropriate) and when you finish, pick someone from the audience to go next.]

Slide 11

Today's workshop is divided into three parts. After each part, we'll be able to take a brief 'stand and stretch' bio break to help keep you alert and engaged.

(advance bullet (1. The Challenge…))

In our first section, we'll address the challenge at hand, offer up a journey you might consider taking, and identify specific steps to take to put things into perspective.

Safe Conversations' Dialogue Workshop
PART ONE

1. The Challenge
2. A Journey
3. What To Do
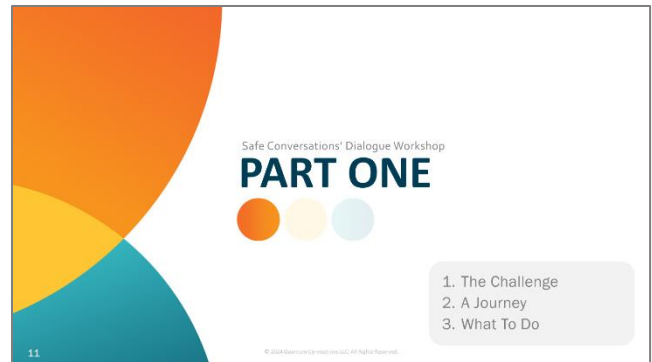
Slide 12

Let's begin with a conversation about the challenge at hand today when it comes to connecting with other people and maintaining high quality relationships.

The Challenge

Slide 13

(first bullets (Granted), (Feelings…), and (Nobody…) appear with slide

To suggest that everyone doesn't get along perfectly with others should not surprise anyone. When it comes to relating to other people, or feeling deeply understood by other people, feelings of disconnection and separation affect us all from time to time. Nobody reports feeling wonderful all the time.

But unfortunately, a list of factors helps make getting connected, and staying connected, harder and harder.

(advance bullet (Unfortunately,) and (Brains…))

The Challenge
Working against connection…

Granted,
• Feelings of disconnection and separation affect us all…
• Nobody feels wonderful all the time.
Unfortunately,
• Brains focus on *our* differences
• Egos focus on *ourselves*
• Monologues govern *our* language
• Negativity floods *our* communications
• Polarization points *our* interactions

For instance, our brains have actually evolved over thousands of years to focus on our differences—making them one of the first things we notice about other people.

(advance bullet (Egos…))

Our ego's have been conditioned to place ourselves at the center of our worlds, making our own image, status, welfare, and reputation some of our first priorities.

(advance bullet (Monologues…))

The way we have learned to talk to one another is actually talking AT one another- using a sequence of one-way monologues stressing the imprinting of our ideas, our agenda, and our timeframes onto other people.

(advance bullet (Negativity…))

Negativity predominates the tone of more and more forms of communications, featuring some routine degree of blame, shame, or criticism.

(advance bullet (Polarization…))

And today, more than ever, a kind of polarization has taken a hold of many of our opinions and belief systems. We seem to regard many of the issues at hand today as either a right way and a wrong way, or *my way* and the *wrong way*; there just doesn't seem to be much moderation, concession, or compromise. In response, this intense polarization seems only to drive us to turn up our volume—when we should be turning up our tolerance for difference and understanding, instead.
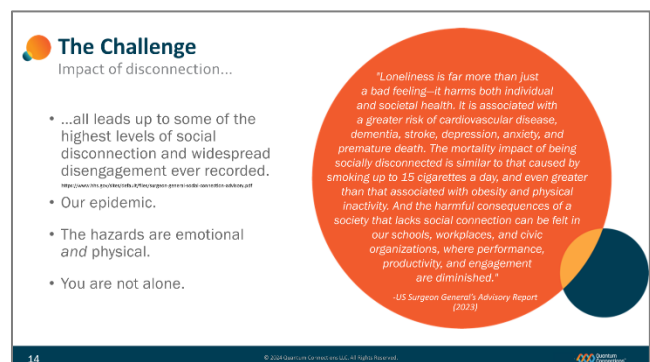
Slide 14

(first bullet (…all leads…) appears with slide)

All of those factors on the last slide now lead us to some of the highest levels of social disconnection and disengagement on record.

(advance bullet (Our epidemic…) and (The hazards…))

The US Surgeon General's 2023 Advisory
Report on Loneliness and Isolation confirms the existence of the epidemic and makes the

broader issue of disconnection abundantly clear. Research now supports that the *mortality* impact on a society lacking better social connection is as harmful as the *emotional* cost—

(advance graphic dot)

--greater than obesity and greater than physical inactivity—and in this case equivalent to smoking up to 15 cigarettes a day!

(advance bullet (You are...))

The reality of this huge social challenge is that getting and staying connected with each other has never been harder and that most important, if you feel a little disconnected to some of the people in your life, you are not alone.

Slide 15

Let's say that we accept that staying connected is difficult in today's world. OK, got it. So then, how often does the urge to re-connect happen for most people?—or even does it? That introduces us to the Connection Cycle.

(advance bullet (Connection Cycle)

(advance (Born into...), (Quantum understanding...), "Connected" and circular image graphics)

Let's go back. We were all born into a *connected universe-* a universe far more interconnected than most people believe. In the last 100 years, quantum theories gave rise to quantum mechanics gave way to quantum social sciences—all forms of science that helped round out our collective knowledge about how the world, how particles in the world, and how people in the world interact. Everything touches everything; everyone touches everyone.

(advance bullet (Human entanglement))

We now firmly believe that people are NOT purely independent actors, operating in their own separate worlds, but instead that people are *entangled* and influence each other every time we are near each other.
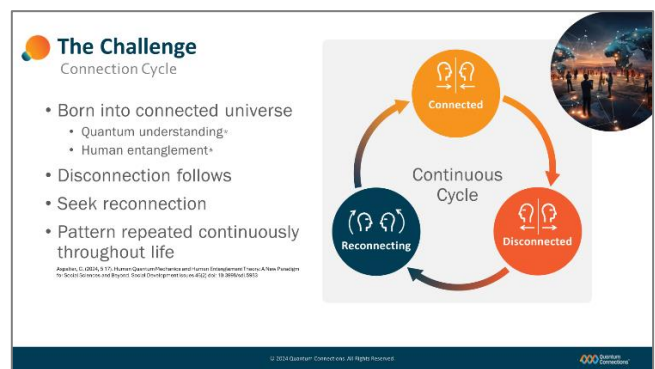
Early in life in this shared reality, we all experience an ideal state of connection- where air, food, physical contact, and emotional connection are all provided for us by parents and caregivers.

(advance bullet (Disconnection…), arrow and "Disconnected" graphic)

But at some point, that early state of ideal connection is lost, and we all experience the shock, pain, and trauma of disconnection. For many of us, those early disconnections imprint on our brains programming we spend the rest of our adult lives trying to re-satisfy— with the way we spend our time and resources and the people we pursue relationships with.

(advance bullet (Seek reconnection…), arrow and "Reconnecting" graphic)

As soon as disconnection happens, we begin work to reconnect, respecting an innate or fundamental desire to recover connection.

(advance bullet (Pattern…), last arrow and "Continuous Cycle" graphic)

This pattern of enjoying connection, experiencing disconnection, and seeking reconnection repeats itself for nearly all of us—and it happens continuously across our complete range of relationships throughout our entire lives.

Slide 16

(advance bullet (Pattern repeated…) and (People seek…) and Connection Cycle graphic)

Our shared reality is that this Connection Cycle is happening all the time for all of us, across all of the relationships we pursue.

(advance bullets (One of…) and (Losing…)

You might ask how powerful are the feelings that drive us to stay connected and work to recover connection each time one is lost?

Research confirms that our need for connection and belonging competes as one of the strongest desires we have—both to avoid losing relationships and to work to recover them when lost.

(advance bullets (Affects…) and (Space-Between) and Space-Between graphic))

These powerful forces drive the way we act in relationships and help explain some of our motivations and behaviors around other people. *Where* these forces act is in a special place called the Space-Between. The Space–Between is the physical space and energy between two people in position to connect--and it describes WHERE relationships form and thrive—as well as where relationships weaken and fade.

The health of the Space-Between can be either positive or negative and is fed by the quality of attitudes, actions and words contributing to the energies felt by both people in a connected space. Paying attention to the vibe you get from the Space-Between is one of the best first things to do to begin becoming more relationally aware or competent.

(advance bullet (Still Face…))

One of the best demos of the Connection Cycle is presented by Dr. Edward Tronick in his landmark "Still Face" research…
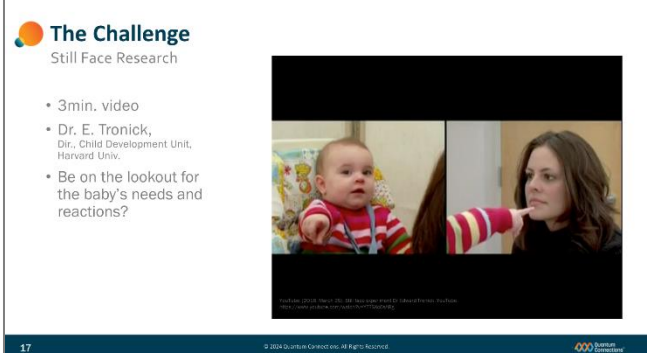
Slide 17

Watch for the *fundamental* need for connection, for disconnection, and for the desire to re-connect happen in a matter of moments for this small child.

(Click play button to play video in Fullscreen)

 (optional additional facilitator comments)

- What did you notice about the baby's reactions and the need for attention?

- Did you notice that the mother wasn't mean to the baby, there was no yelling or negative talk? There was nothing overtly negative; however, the baby was still distressed because there was no feedback at all – positive or negative. There was no engagement or connection…just nothing. Even without negativity, the baby was still distressed due to the lack of connection.

- In summary, humans need to feel affirmed. We need people to acknowledge our existence and give us positive feedback – to connect with us and create psychological safety.

- We seek engagement. We seek to know that we are being heard. We want our existence as a human to be acknowledged

- When our engagement is not acknowledged, we feel distress and disconnection.

- Our brain's interpret disconnection as danger, since connection was necessary for survival in the early, primitive days of humanity. Early on, being disconnected from the tribe of humans meant you were on your own to hunt for food, protect yourself from predators and gather resources.

- Today, when we feel disconnected from others, we act out in various ways as you saw with the baby in this video.

- This fundamental need starts in infancy and never goes away since it is a basic part of being human.

Slide 18

We're going to move ahead and discuss a journey that might be worth taking...
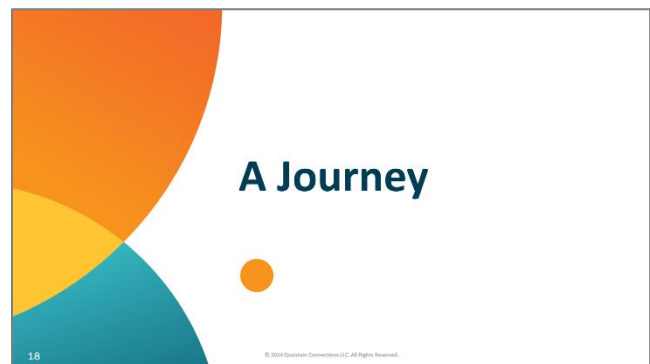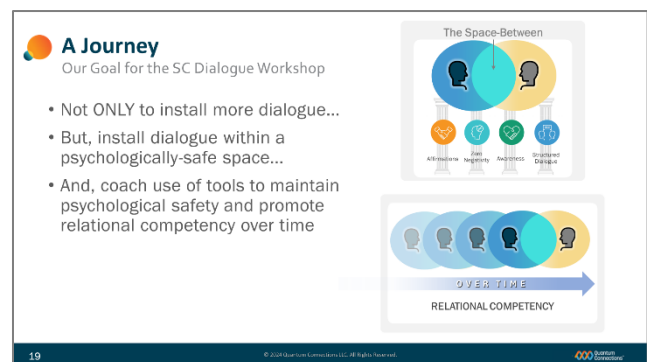
Slide 19

Our goal for this workshop is to share the amazing power of interactive dialogue with each of you.

 (advance bullet (Not ONLY...))

But we're not just on a journey to ONLY install dialogue into the spaces between each of your relationships. Just adding dialogue might not change enough about what you talk about or the way that you talk about it.

(advance bullet (But, install...))

We certainly want to help you each take a journey to install more dialogue into your relationships, but more importantly, we want you to learn how to add psychological safety with it into the Space-Between—and we're going to teach you how to do that.

(advance bullet (And, coach…))

Preserving the safety felt and experienced between two people is critically important, but we're also not just going to show you how to do it one time. Maintaining safety within the Space-Between is vitally important, and when you can do that reliably over time as real life happens, that is when you will be capable of demonstrating real *relational competency* to stay connected across the relationships that matter most to you.

Slide 20

(first bullets appear with slide)

This journey that we'll take together will hopefully help you discover a *better* version of a relationship, or a group of relationships that are near and dear to you.

(advance bullet (Or, a new…)

For some of you, this journey will help you create a new relationship that didn't exist before, and

(advance bullet (Or, even a…)

For others, you might simply be trying to start things off by building a personal connection where only an acquaintance stood before.

(advance first connection graphic)

In any case, at whatever level works for you, these new skills will help you build connections with the people around you,…

(advance other Connections graphics)

… and then build successive connections, one after another, as you grow closer and better connected to the people in your life.

(advance first "Relationship" graphic)
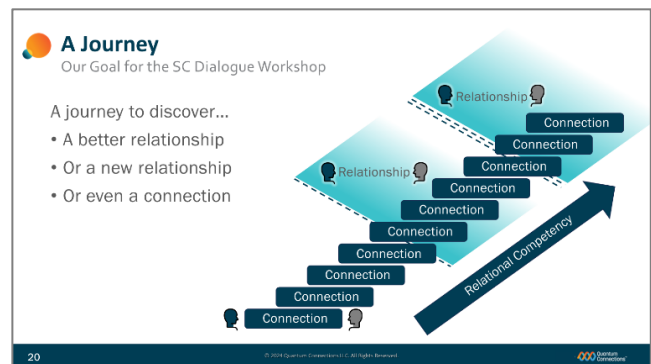
For some of you, after establishing a series of connections, you'll recognize eventually crossing over into "relationship" territory.

(advance next two "Relationship" graphics)

For others, it might take longer, or a greater number of connections before you begin to feel the bonds of what you'd consider a relationship.

(advance "Relational Competency" graphic)

In each case, these new skills from today's workshop will be the tools you'll use on this journey to help you develop connections and relationships and the relational competency to sustain them over time.

Slide 21

Now we're going to introduce specific things that we'll complete together as we tackle the Challenge along the Journey we just spoke about...

What To Do

Slide 22

(advance bullet (1. Identify...))

As we suggested earlier, simply adding Dialogue to your connections and relationships might not change much and may not help anyone overcome differences better-- unless psychological safety is present—so we'll make sure that we first know how to identify psychological safety.

(advance bullet (2. Use...))

What To Do
To improve connection and relationship...

1. Identify psychological safety
2. Use Safe Conversations' Tools
3. Pay attention to the Space-Between

We're also going to teach and practice the use of four (4) behavioral tools that will help us create that psychological safety in order to turn talking AT people into Safe Conversations WITH people.

(advance bullet (3. Pay...))

And finally, we'll focus on gaining confidence in joining interactive dialogue and psychological safety at the center of it all, in the Space-Between two people working towards connection.

Slide 23

(advance bullet (Define...))

Let's start by talking about psychological safety—what is it and how would you define it.

Does anybody have a good working definition that you use?

What To Do
1. Identify Psychological Safety

• Define: Psychological Safety

Psychological Safety
    -Shared belief held by people that it's 'OK' to be themselves, to express their thoughts and ideas, to speak up with questions and concerns, to take risks, to make and admit mistakes, to learn from each other and to freely forgive each other.

❓ What more would you add?

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(advance bullet (Psychological...))

We like to say that it is a shared belief amongst a group of people that feel:

- that it's 'OK' to be themselves,

- to share their thoughts and ideas,

- to speak up with questions and concerns,

- to take risks,

- to make and admit mistakes,

- to learn from each other...

- and to freely forgive each other.

(advance bullet (What more...))

What else would you add to the definition? Do you have any personal experience where you actually got to feel some of this psychological safety?

Slide 24

(advance bullet (Equip...) and toolbelt graphic)

Like any good handyman or woman, having the right tools on hand and at the ready can make all the difference in the world.

(advance bullets and Tools graphic)

We're going to load up your "toolbelts" with four (4) effective tools that help you build psychological safety within the relationships that you care most about. Those tools include the sharing of affirmations, zero negativity, the use of an awareness model, and the Structured Dialogue.

These tools that we will teach and practice today will be your go-anywhere resources to hang onto and break out whenever you feel the need to support the psychological safety within the Spaces-Between that you're a part of.

Slide 25

(advance bullet (Caring for...) and Space-Between graphic)

As we mentioned earlier, paying attention to the energies, attitudes, actions, and words that are circulating in the Space-Between is one of the most important things you'll learn to do in the first few days on your developmental journey.

(advance Care Label graphic)

Caring for the Space-Between means taking a moment to remind yourself that while the space is fairly subtle, it is still very real. Paying attention to the space means being both responsible and pro-active for the things you are adding to it.

If possible, minimize the negative contributions and maximize the positive thoughts and supportive feelings that help connect people. What you put into the space very much helps determine what you get out of the space.

(advance bullets (Dialogue…), (More casual…), and (more formal…))

When it comes to how you'll use dialogue in the Space-Between, you'll have a couple of options:

For more casual occasions, the use of what we call dialogue sentence stems or starter phrases anywhere they can help will guide the development of the conversation with effective words and phrases.

More substantive or weighty discussions can take advantage of the full Structured Dialogue process to handle sensitive issues and concerns safely and effectively.

Slide 26

Now, we'd like to jump in *and try out* one of the most important skills you'll add today.
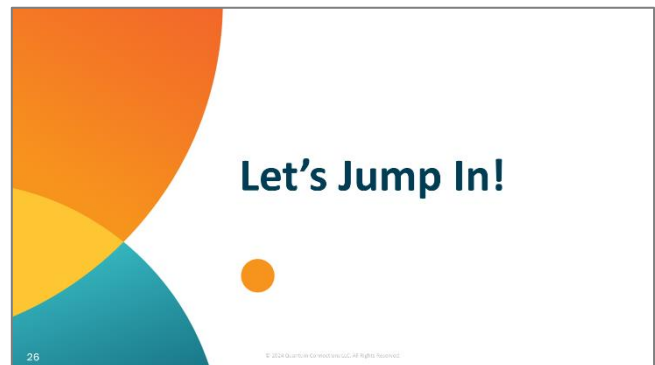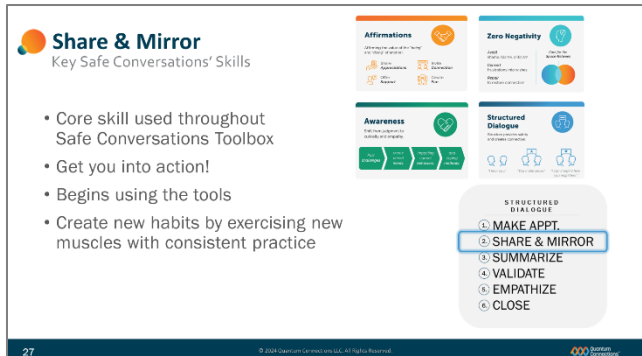
Slide 27

(no animation)

The skill is called *Share & Mirror* and it shows up throughout the Safe Conversations Toolbox.

We'll describe it for you and then we'll step back and give you each a turn to give it a try.

As you'll see today, the single best way to begin creating new habits that improve connectivity is to actually practice them yourselves—in a perfectly safe, fail-proof environment like this one.

Slide 28

(advance bullets (Communicating…), (Details…), (Sentiments…), and (Clear…))

The first half of the Share & Mirror skill— *sharing*-- is when one person communicates with another and shares details and information, sentiments and feelings. Depending on how they're worded, those messages might be clear and easily understood, or it's possible they might be puzzling and unclear.

(advance bullet (Appreciations…))

Sometimes messages are complimentary and constructive, and sometimes they are critical and contentious.

(advance bullets (Goal…), (Monologue), and (Dialogue))

The goal of sharing is to set up and promote a clear, honest dialogue and to communicate WITH someone, and not AT someone.

(advance Monologue and Dialogue graphics)

Even though monologue has been the dominant language pattern for thousands of years, we're encouraged that the appetite for dialogue—where people maximize sharing, understanding, and connectedness—is growing.

Slide 29

The second half of the skill is called Mirroring.

 (advance bullets (Careful…) and (Not…))

Once a message has been shared by the person we refer to as the Sender, the person listening to and receiving the message--the person we call the Receiver—reflects back to the Sender what they heard.

(advance bullets (Repeating…), (Information…), and (Sentiment…))

Receivers can reflect back information and details to help improve clarity, or they could reflect back sentiments and feelings to help improve their understanding of the message.

(advance bullets (Three...), (Takes...), and (Elevates...))

In either case, the Receiver will be using sentence stems to lead off the language they'll Mirror the Sender with. These sentence stems will actually promote a higher quality of listening and will support the conversation with more deliberate thinking, reasoning, and consideration.

Slide 30

The three (3) sentence stems you'll use to mirror someone are:

(advance bullets *(Let me...)*, *(Did I...)*, and *(Is there...)*)

"Let me see if I got it."

"Did I get it?"

"Is there more about that?"

It looks and sounds fairly simple, but the effect these sentence stems have is really amazing when used by a trained listener.
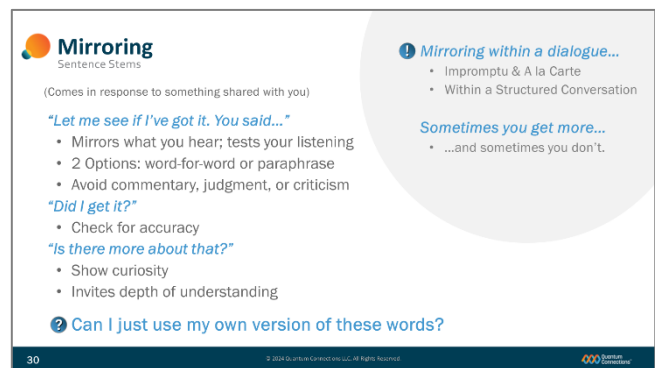
(advance bullets *(Mirrors...+2)*)

The first one: *"Let me see if I've got it..."*

After someone shares something with you, wait for them to finish speaking and then say: "Let me see if I've got it. You said..."

You then mirror them back what you heard by either paraphrasing or repeating word-for word. Try not to change the language or meaning too much. Don't try to filter, improve, or criticize the sender's words. Your total focus is on the person talking and receiving the information as completely as possible. Listening to their message without judgment, negation, or a rebuttal will help the speaker feel safer right away.

(advance bullet *(Check...)*)

After you Mirror the speaker's opening thoughts and message, you want to check for accuracy by asking:

"Did I get it?"

This step invites clarity with a commitment to capture the sender's intended message accurately.

(advance bullet *(Show... +1)*)

After confirming the accuracy of what you've mirrored back, you want to demonstrate genuine curiosity by asking:

"Is there more about that?"

This gives the Sender a clear invitation to go deeper and an opportunity to elaborate with more details, helping them feel fully acknowledged and heard.

(advance bullet *(Can I...)*)

You might ask 'Can I just use my own version of those three phrases?' It's a fair question. But we'd caution you not to stray, because other versions sometimes accidentally stumble into feelings that derail the dialogue. For example, instead of saying "Let me see if I've got it," saying "Oh, so what you're trying to say is…" That conjures up a failure to actually communicate, which is inherently negative.

(advance bullet *(Mirroring within...)*)

Parting thoughts: Mirroring can serve both as a formal step in a structured conversation dedicated to an important issue, as well as an informal, a la carte skill whenever two people are speaking more casually. Feel free to use the skill wherever the situation warrants.

(advance bullet *(Sometimes you...)*)

Also, be prepared for a variety of responses when you do mirror another person. Sometimes, you'll be surprised at the depth and detail others offer you—and other times, people will quickly end the mirroring process with "Nope, you got it."

Slide 31

Let's demonstrate the *Share & Mirror* step in action,

(advance bullet *(Can I...)*)

and to do that, I'll need a volunteer. Anyone?

(advance bullet *(You'll share...)*)

You'll read and *Share* something that I'll provide on the screen, and I'll do my best to demonstrate what *Mirroring* looks and sounds like back to you.
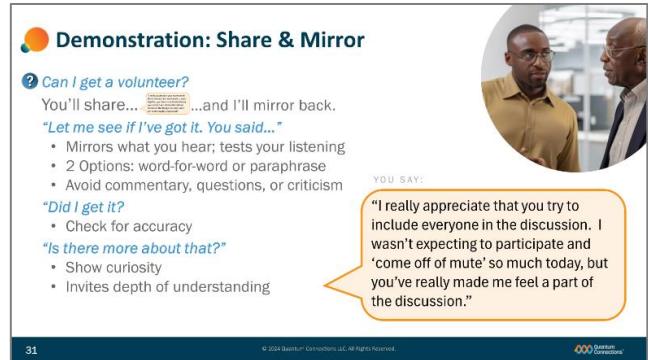
We'll leave the sentence stems on the screen so that everyone can follow along.

(advance bullet *(Let me... +2)*)

For my volunteer, feel free to role play with me, and go as far, and as deep into the scenario as you'd like to go in the exercise.

Any questions?

(advance bullet (You say:) and large bubble)

Slide 32
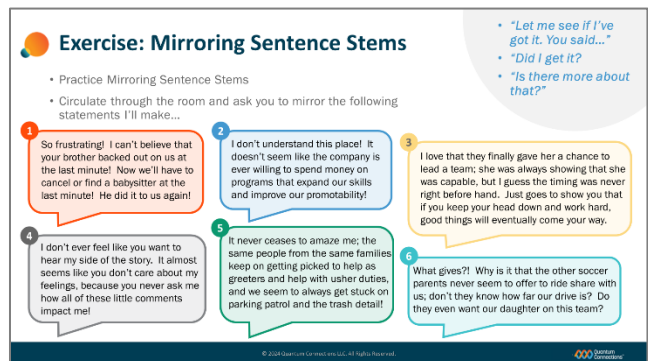
Now, we'll take a lap around the room and I'll give you a chance to practice the Mirroring Skills with some on-screen examples. I'll read some messages one at a time and will call on a couple of you to help mirror back my thoughts.

I'll also leave the Mirroring sentence stems up on the slide...

(advance bullets *(Let me... +2)*)...

...to help you get comfortable with the new skill.

Any questions?

So who can I call on first...? :)

I'll read these one at a time, and you will Mirror me back...

Slide 33

(advance bullets *(Head into...), (Give...), and (Add...)*)

We're now going to move into breakout rooms (or have you work with a partner in a workshop) to give you a chance to try out and practice your own *Share & Mirror* skills.

When it's your turn to share, share an appreciation about the other person: perhaps a trait or behavior that you've actually observed, or something you make up. In your role play, add as much depth as you'd like.

(advance bullets (5-8...), (One...), and (One...) and depth graphic))

You'll each get a chance to Share and to Mirror, taking a turn with each role, once as the Sender and once as the Receiver. Take 5-8 minutes for each role and have a little fun with it. :)
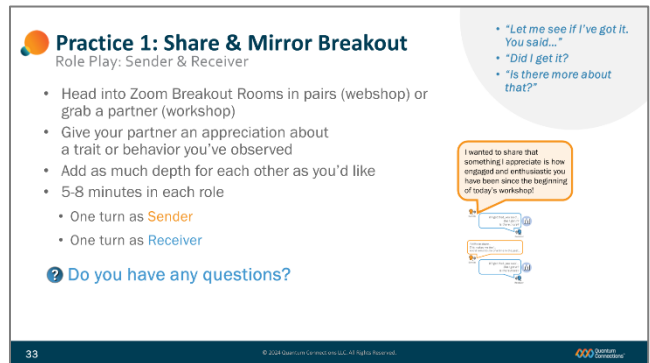
 Jot down on a notepad the stems if you think you'll need to have them in hand.

(advance bullet)

Any questions for me? OK, let's take (xx) minutes and then we'll get back together and discuss.

Slide 34

(Discuss the exercise with your participants.)

Slide 35

Let's take a short break and be back at (time).

We'll take a
Short Break

35
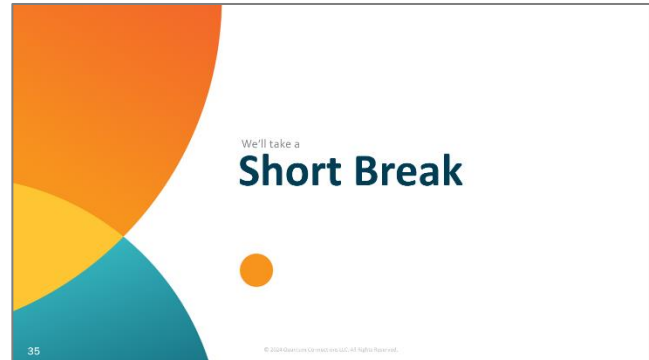
Slide 36

Now we're on to the second part of today's *Safe Conversations' Dialogue Workshop*. If Part One closed out with Exactly WHAT things to do to boost connectivity in your relationships, Part Two will now explain exactly HOW to do them.

Safe Conversations' Dialogue Workshop
PART TWO

1. Identify Psychological Safety
2. Use SC Tools
3. Focus Dialogue in Space-Between

36

Slide 37

We'll start with further identifying psychological safety.

Identify Psychological Safety

37
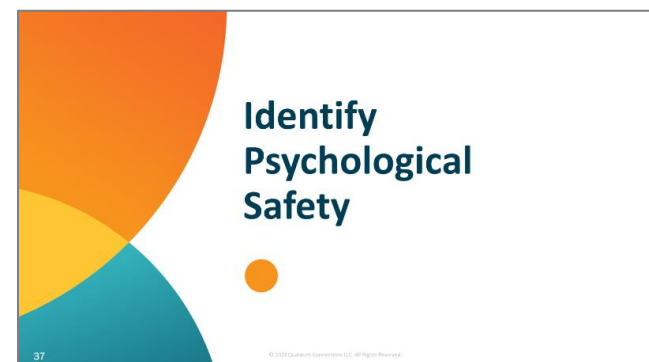
Slide 38

In order to better understand psychological safety, how to build it and how to know when you've got it, we're going to spend a little time with some important components, things like emotional intelligence, negativity bias, objection to difference, accountability, and brain function.

Identify Psychological Safety
How to spot it

Psychological Safety
"Shared belief held by people that it's 'OK' to be themselves, to express their thoughts and ideas, to speak up with questions and concerns, to take risks, to make and admit mistakes, to learn from each other and to freely forgive each other."

A. Emotional Intelligence
B. Negativity Bias
C. Objection to Difference
D. Accountability
E. Brain Function

Slide 39

Emotional intelligence or EQ is generally described as having a good sense of both awareness and control for both yourself and the world around you.

(advance bullet (Access…) and cape graphic)

EQ can be considered a kind of superpower for those who know how to pay attention to it.

(advance bullet (EQ can…))

The good news is that whatever level of EQ you have today, you can further develop yours with a little thought and practice.

(advance bullet (Model One) and graphic (inside…))

One simple model for EQ involves the inside and the outside of a room. Being emotionally intelligent requires a person become tuned to the thoughts and motivations inside of their head, modeled by the inside of the room. But just as important, having EQ also requires a person to become more aware and in charge of their human interactions with the outside world—represented by the outside of the room in the model. Having emotional intelligence allows you to keep up with both the inside and outside of what going on in and around you.

(advance bullet (Model Two) and graphic (beach ball))

Another model, goes a little deeper, and for that we're going to use a beach ball.

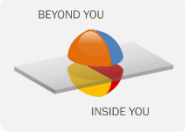**Identify Psychological Safety**
Emotional Intelligence (EQ)

MODEL ONE   MODEL TWO

BEYOND YOU

INSIDE YOU

- Access to a superpower
- EQ can be learned & expanded
- Higher EQ boosts':
  - Relational competency
  - Professional opportunity
  - Health, humor, & happiness

(advance two hemisphere graphic)

Think about the beach ball as your overall level of emotional intelligence. If you were to cut the ball in half, you'd have the bottom half represent how well you knew YOU, and the top half represent how well you knew the world BEYOND YOU.

(advance four quadrant graphic)

Today we're going to further divide—and further teach you about– how to improve and develop both halves of your EQ beachball. Each half has an awareness piece, and a control piece and both are critically important.
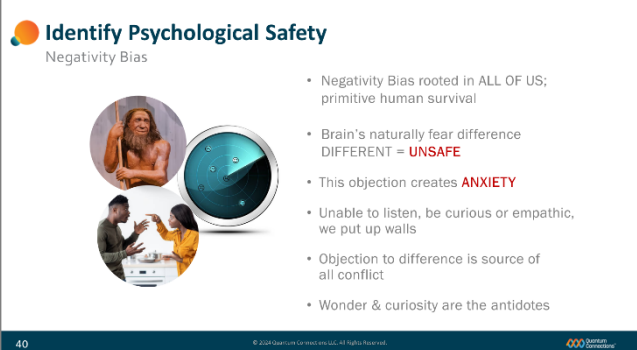
(advance bullet (Higher…) and list)

The benefits of further developing your own EQ, wherever you are starting from are clear: relational competency across your relationships, professional opportunities, and and the real triple crown: health, humor, and happiness.

Slide 40

(advance bullet (Negativity…) and caveman graphic)

Earlier today we shared that our brains all focus on the differences between people. The reason that happens is because our brain's have something called a negativity bias. After tens of thousands of years, our brains have evolved to quickly spot differences in our environment and fear anything that challenges our patterns and expectations.

Identify Psychological Safety
Negativity Bias

- Negativity Bias rooted in ALL OF US; primitive human survival
- Brain's naturally fear difference DIFFERENT = UNSAFE
- This objection creates ANXIETY
- Unable to listen, be curious or empathic, we put up walls
- Objection to difference is source of all conflict
- Wonder & curiosity are the antidotes

(advance bullet (Brain's…))

Those early ancestors able to recognize the rustle in the grass first, or the Sabre-toothed tiger's shadow sneaking up on them were rewarded with the ability to take evasive actions and survive to see another day.

(advance radar graphic)

That evolutionary history's left our brains to be naturally wired to be worried, defensive, and even pessimistic—in a constant search for danger. A protective, self-preservation instinct constantly scans our environment for danger—kind of like a threat radar. That habit of

objecting to difference doesn't just occasionally occur in a handful of (the most annoying) pessimists, either. It's physiological and innate, and occurs in all of us, hard-wired in our brains.

Today, our brains literally scan for differences and point out anything negative, because it's the negative things that historically proved to be most dangerous.

(advance bullet (This objection…), (Unable…), and (Objection to…))

Our negativity bias results in an always-on objection to difference—and that can create a lot of anxiety for us. This anxiety can get in the way and make it impossible for us to really listen and be curious—and make a connection with people who have differences. We tend to feel unsafe around people and ideas that are different and challenge our perceptions—and we tend to either wall up or disconnect in response. When those walls or boundaries get crossed, conflict follows.

Fortunately, there's a remedy to you're objection to difference that's entirely within your control…

(advance bullet (Wonder &…))

Keeping a sense of *Wonder* and making a commitment to *curiosity* are the antidotes to this anxiety and help us combat the feeling of threat and the lack of safety.
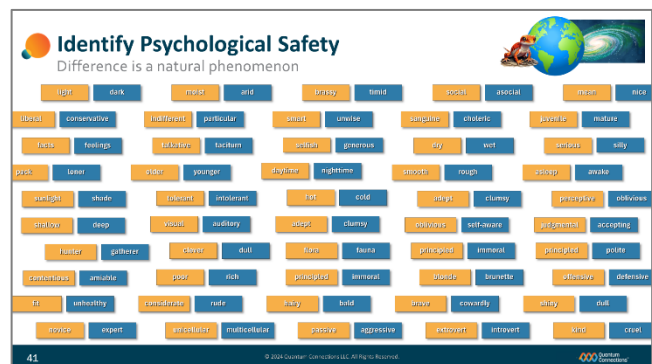
Slide 41

So now we understand that humans are always on the lookout for differences—something that we come by naturally.

(advance first five differences)

And it would be ok, it differences between people came along every now and again.

- HOT, COLD
- YOUNG, OLD
- WET, DRY
- MEAN, NICE
- BEGINNER, EXPERT

(advance remaining bullets (five columns))

But our reality is that we are awash in a flood of differences, all kinds in all kinds of different ways.

All of those differences are an integral part of life as we know it, and actually power pretty important things like heat exchanges, water cycles, food supplies, and the circle of life. Without differences, we'd all freeze, starve, and eventually die out.

And yet, the very existence of differences between two people is often just enough to discourage curiosity, shut down a conversation, and prevent a connection from ever occurring between two people. Differences can be disappointing, off-putting, and even intimidating.

Slide 42

What happens when most people spot differences in other people?

(advance graphic (passive and aggressive boxes)

For most people, when they first see a difference between themselves and another person, that deeply-rooted objection to difference creates

(advance three circle graphics)

walls to contact or partitions from relating, or even conflict itself…

I want to encourage you to try something a little different the next time this happens.

The next time you recognize a difference in someone else, I want to encourage you to summon up some newfound curiosity and interest.

(advance graphic (hands…))

Knock down walls and reach across the boundary with your gestures, words, and questions to learn more about the difference and why it exists.

Your goal is not to adopt someone else's differences for yourself, or to convert other people to your ways—but only to remain curious, become more aware and then accept that

difference going forward—not as better, worse, but just something that makes us wonderfully 'different.'

(advance bullet (OR))

It's a choice you'll make dozens of times a day—to do the left or to do the right--and it is entirely up to you how you respond.

Slide 43

Said another way, the choice you'll make every time you bump into a difference in another human being is this one:

(advance bullet (Difference fuels…))

1. We could, using our system of mental walls, choose to let those differences fuel disagreement, disconnection, and potentially conflict. All of those reactions shut down effective communications and limit 2-way connections.

-OR-

Identify Psychological Safety
How we deal with difference drives everything.

DIFFERENCE FUELS DISAGREEMENT and CONFLICT

OR

DIFFERENCE POWERS CURIOSITY and CONVERSATION

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(advance bullet (Difference powers…))

2. We could come to expect to see differences in people—and accept those differences whatever they are—using them to power our curiosity and interest in the other person, to stay engaged in the conversation and drive towards a greater level of acceptance and a deeper connection—and ultimately a better relationship.

The choice—and the mindset—is yours to choose.
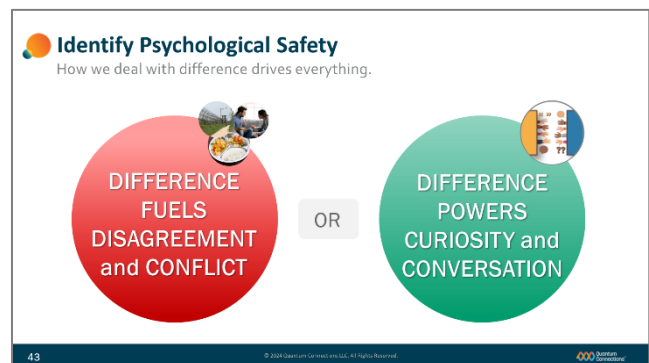
Slide 44

(first bullet (Add…) appears with slide.)

As we spend more time with psychological safety, it's important to clarify right away that the goal of creating a psychologically safe space is not just to create a super soft place where you can say anything that you want to someone else and that anything goes. For psychological safety to work, people still have to be responsible for the things that they say and they have to be accountable for their feelings and their actions.

By making sure that accountability is present within a psychologically safe space, you further encourage people to be honest and real while also insisting that each person owns the effects of their thoughts and words and apologizes for their impacts when necessary.

(advance bullet (Brain function) and brain graphics)

Much of what we'll discuss involves the structure of the brain and some basic brain functions. While the brain has a large number of specific areas and specialized functions, we'll simplify its structure for our purposes into two principal parts: A lower, more reactive brain and an upper, more reflective brain.

The lower brain typically engages first and checks to make sure that various automatic bodily functions are taking place and that the body is not exposed to danger, risk, or other harmful threats.

The upper brain—when enabled—allows the brain to think more fully, contemplate, evaluate and create.

Sometimes, in psychologically unsafe environments, lower brain processes take over and work to protect egos in the presence of anxiety, fear and perceived danger. That reflex can force a person to lash out, and pre-empt attacks with words and feelings that are less tolerant, accepting, or fair.

Normally, it is only after the lower brain senses feelings of safety, acceptance, and patience that upper brain processing will be enabled. The Safe Conversations' Tools work to establish real safety, tolerance, and acceptance in order to drive brain function into the

upper brain—where more consideration and better listening are likely to occur and less reactive presumption and judgment gets in the way.

(advance bullet (Project...) and graphics)

An interesting study was performed by the people at Google close to ten years ago, a study known as Project Aristotle. They were trying to discover a way to build better, more effective teams, and do it in a way that hired more of the right people faster and more efficiently.

What they discovered was that *psychological safety* was the most important component in building peak performing teams that cooperate and collaborate at the top of their game. More than IQ, initiative, and even advanced degrees! And while this lesson sourced directly from the workplace environment, the learning translates to any team or relationship where multiple people are trying to live and work together.

All of these things together– emotional intelligence, negativity bias, objection to difference, accountability, and brain function--help better define and identify psychological safety so we can begin to build more of it all around us.

Slide 45

We're now going to jump into your brand new toolbelt- and talk about your four (4) new tools.

Use SC Tools

Slide 46

Within the *Safe Conversations' Dialogue Workshop*, we're now going to introduce and practice the use of four (4) specific tools.

(advance tools)

Affirmations, Zero Negativity, Awareness, and Structured Dialogue.

(advance pillars)

Identify Psychological Safety
Safe Conversations Tools

PSYCHOLOGICAL SAFETY

Affirmations | Zero Negativity | Awareness | Structured Dialogue

These four tools form the foundation for better connections between two people...

(advance bullet (Psychological...))

and when you use them with the people in your lives, they will help create and support the vital ingredient necessary for greater connectivity and relationship development: *psychological safety.*

Slide 47

Here's a quick introduction!

(advance bullet (Affirmations))

Affirmations are behaviors that support and highlight the uniqueness of each person, the power that differences offer us, and the value of connections between people.

When Affirmations are offered to other people, toxic negativity is diffused, and connections can be created and restored.

(advance bullet (Zero Negativity))

Zero Negativity is a commitment to avoid the use of shame, blame, or criticism towards others in your daily routines.

Creating a Zero Negativity environment better protects each person's self-image, promotes psychological safety and prepares the space between people for connections and relationship.

(advance bullet (Awareness))

Awareness is actively remaining receptive to a range of emotional truths: that we each deserve empathy, compassion, grace and space to remain different and unique.

Developing well-tuned awareness allows us to remain curious towards each other—even when we're faced with some pretty challenging behaviors from other people.

(advance bullet (Structured Dialogue))

Our fourth and final tool is Structured Dialogue, a conversational template of six simple steps and sentence stems designed to encourage two-way, interactive speaking and listening.   These language techniques have been proven out over four decades of clinical therapy, workshop practice, and the real-world experience of hundreds of thousands of people.

Slide 48

The first of these four tools is the practice of sharing affirmations with each other.

Slide 49

(advance bullets (Collection), (Promote…), (Challenge…), and (Build))

Perhaps you've heard of affirmations before? Affirmations are a collection of positive expression that promote self-confidence and reduce anxiety.

(advance orange graphic and bullet (Supplied internally…)))

Affirmations can be supplied internally, by someone providing themselves with a supportive self-talk loop to boost a person's self-confidence and self worth.

(advance blue graphic and bullet (Supplied externally…)))

Affirmations could also be supplied externally by other people wishing to validate the value and uniqueness of another person, also building self-confidence and esteem in the process.

While those internal affirmations are certainly useful, our focus in the *Safe Conversations' Dialogue Workshop* will be on the external affirmations that we supply to each other.
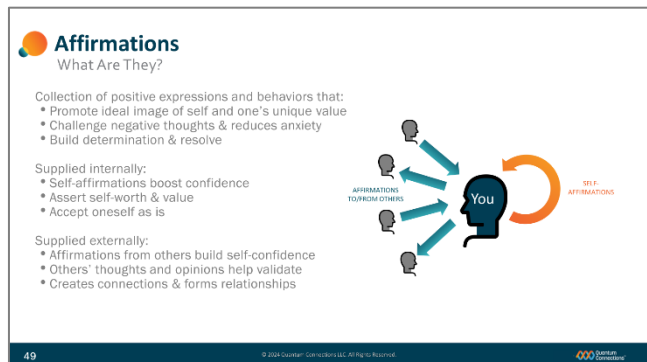
Slide 50

The practice of sharing Affirmations is a routine of using of four (4) Affirmations tools with the people in your life…

(advance bullet (The Affirmation…) and (SHARE…))

The first of these Affirmation Tools is to SHARE an Appreciation with someone. This is noticing and then sharing something about someone that you admire or respect. It could be a value, trait, or habit that you've observed and wish to recognize.

(advance bullet (OFFER…))

You can OFFER someone Support: This is when you do something for someone that they didn't ask for and weren't expecting. It is a spontaneous way to make them feel supported, like bringing them a cup of coffee, folding laundry, cutting the grass, or cleaning up the kitchen.

(advance bullet (INVITE…))

INVITATIONS to Connect are another great form of affirmation. These are requests or actions that indicate a desire to focus and spend a little time on your connection. For example, you could organize a surprise lunch or coffee/snack together, or a dinner out if it's been some time since you've spent quality time together to visit.

(advance bullet (CREATE…))

Lastly, you can affirm the variety of different interests in others by CREATING fun experiences. For example, you could organize a day hike, mini-golf evening, birthday celebration or museum outing.

It is important to realize that different people respond differently to different types of Affirmation. Most people are motivated by forms of appreciation like these, but it's possible that some may simply prefer more dedicated, personalized one-on-one conversation from you. Some people like to be celebrated and appreciated publicly in front of others, while other people may feel uncomfortable with the additional attention.

Everyone is unique, so take the time to continue to get to know the people in your life so you can understand what affirmations have the most impact for them.

Slide 51

If you're curious why affirmations are so important, there's a good reason.

(advance bullets (Brains…))

Because of our instinctive nature to want to survive, our brains have evolved the habit of developing biases and shortcuts to facilitate quick-thinking and decision making. Doing so saves both time and energy- important quantities that might be in short supply in a pinch.

(advance bullets (Brains hurry…))

As brains develop these biases and shortcuts, brains hastily jump to conclusions and catastrophize, defaulting to the most negative interpretation—including underestimating and downgrading our own capabilities and self-image--as a function of self-preservation.

(advance bullets (Affirmations…)

Affirmations can create and repair self-confidence and self-esteem, re-write positive neural pathways in the brain, and boost and protect our impression of our abilities.

Slide 52

For people dealing with high stress and anxiety, the lower brain signals neurotransmitters like adrenaline and cortisol to help spark some helpful physical responses like increased blood flow and bursts of short-term energy. However, if that high-stress pattern repeatedly leaves excess neurochemicals left about the body, the effects on health become detrimental, and promote chronic conditions like heart disease, high blood pressure and diabetes.

The introduction of affirmations affects us in two ways:

(advance bullets (Physiologically...) and next group)

Physiologically, affirmations drive brain processing up into the upper brain, and signal a different set of endorphins and neurochemicals (specifically dopamine, acetylcholine, norepinephrine, and serotonin), and help to counter the effects of stress and anxiety responses and instead promote happiness, calm and focus in the brain.

(advance bullet (Emotionally...) and next group))
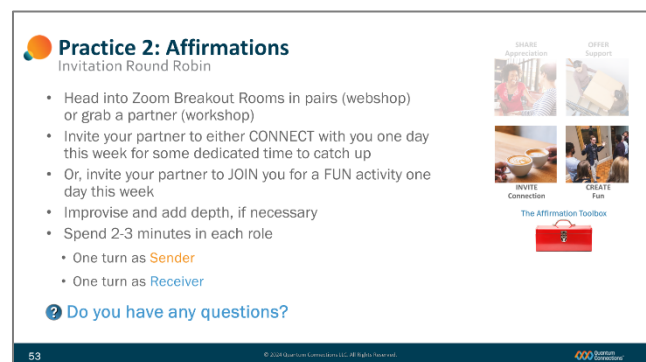
Emotionally, those neurotransmitters not only calm the body, but also calm the mind. In the presence of affirmations, thinking is elevated into the upper brain where logic and balanced thought dominate. Brains can now more fully consider supportive ideas and override some of the precautionary underestimation caused by protective bias.

When people practice sharing affirmations in large numbers, the widespread creation of psychological safety encourages people to communicate more honestly and productively.

Slide 53

(advance bullets *(Head into...), (Give...), and (Add...))*

We're now going to move into breakout rooms in our Webshop (or have you work with a partner in a workshop) to give you a chance to try out and practice some of your Affirmations' Toolbox.

When it's your turn to share, INVITE your practice partner to either some dedicated time to CONNECT one day this week, or INVITE them to JOIN you for a FUN activity, one day this week.

If you are just getting acquainted with your practice partner, improvise the details of the invitation, but go through the practice of actually extending the invitation.   In your role play, add as much depth as you'd like.

(advance bullets (5-8...), (One...), and (One...) and depth graphic))

You'll each get a chance to practice your invitation once, taking a turn with each role, once as the Sender and once as the Receiver. Take 2-3 minutes for each role and have a little fun with it. :)

(advance bullet)

Any questions for me? OK, let's take (xx) minutes and then we'll get back together and discuss.

Slide 54

The second tool is called Zero Negativity.
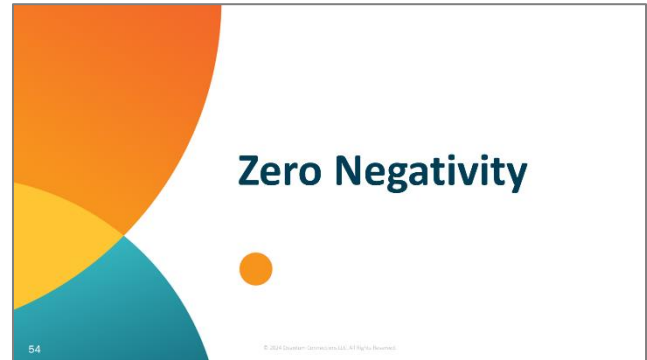
Zero Negativity

Slide 55

Making a Zero Negativity Commitment is a conscious decision to do four (4) things in the face of negativity:

(advance bullet (1.))

1. AVOID words, body language, or any other action that would be considered a put down by another person (especially shame, blame and criticism)

Zero Negativity Begins with…
A conscious decision to…

Affirmations   Zero Negativity   Awareness   Structured Dialogue

1. AVOID put-downs (shame/blame/criticism)
2. REPLACE with Affirmations or positivity
3. REFRAME frustrations into wishes into solutions
4. REPAIR: Use the Safe Conversations Repair Process when negativity occurs

(advance bullet (2.))

2. REPLACE negativity with Affirmations or some other positively-framed contribution.

(advance bullet (3.))

3. REFRAME your frustration, challenge, or concern and express it instead as a wish or a request, often with some kind of solution in mind.

(advance bullet (4.))

4. REPAIR the situation promptly with your choice of remedies that will quickly restore your conversation and your connection.

The commitment is not about seeking perfection to live without ANY negativity or to live your lives by being falsely or blindly positive. It is about making a conscious effort to deal with negativity in a manner that promotes connection in your relationships with others.

In reality, negativity is going to happen, because we're all human; what matters most is how quickly you can recover the positive energy in the Space-Between.

Slide 56

So if STEP 1 is to AVOID, it will be helpful to raise awareness and review the kinds of language and behaviors to avoid.

We start with the phrase 'All forms of shame, blame, and criticism.' This can be pretty tough when you think about just how much of this is out there.

1. AVOID
All forms of shame, blame, & criticism

SHAME — *Wow! I didn't know your writing skills were so bad.*

BLAME — *"Thanks to you, we lost that client."*

CRITICISM — *"You're a terrible communicator…"*

Not just WHAT you say; also HOW you say it.

(advance bullet (Shame…))

Shame is any form of insult that minimizes, demeans, or belittles another person. These hurtful comments can be private or public, direct or nuanced, or accidental or intentional.

(advance bullet (Blame…))

Blame is often alleged on others when accountability is not properly taken. Misplaced blame discourages initiative and rarely helps constructively address corrective next steps towards a solution.

(advance bullet (Criticism…))

Criticism focuses on faults and mistakes and discourages grace and forgiveness.

(advance bullet (Beyond…))

All in all, negativity is more than just words alone. Our actions, behaviors, and body language can also be experienced as Negativity.

It's more than just purely what you say, it's often ALSO how you say it.

Slide 57

(first bullet appears with slide)

Sometimes, people are used to exhibiting negativity because it's a habit or a kind of maintenance activity to keep themselves occupied or engaged. Simply telling people to avoid negativity is sometimes not as effective as suggesting something else to replace it with.

(advance picture and bullet (Healthy...))

As we discussed, the health of the Space-Between determines the health of relationships between people. To have healthy relationships, we need to keep the Space-Between safe.
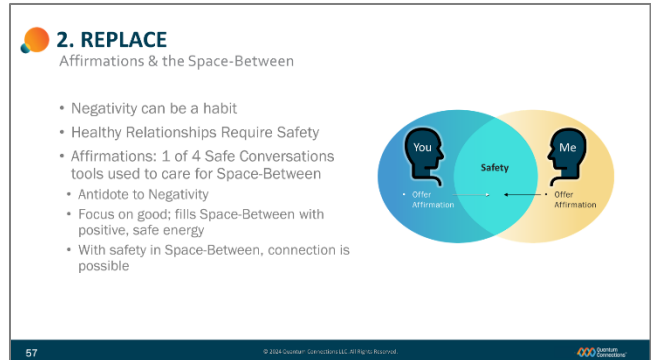
For a number of reasons, Affirmations are a powerful tool to care for the Space-Between:

(advance bullet ((Affirmations...) and first bullet in list)

Affirmations are the antidote to Negativity and a great way to shift the energy in an interaction from hostile and negative and stressful to safe. It's tough to be negative when you are giving or receiving an Affirmation.
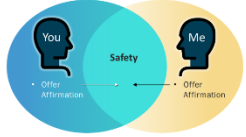
(advance bullet (Focus...) and (With...))

Highlighting constructive, affirming things, we fill the Space-Between with positive energy. The energy we put into the Space-Between is felt by everyone in range; everyone in contact is lifted up by it.

Slide 58

The third step in Zero Negativity is to think about frustrations, problems and other difficult topics in a different way.

(advance bullet (Reframe...))

Begin by reframing your frustration into a wish or request for a better outcome that is pointed in the direction of a possible solution.

Instead of focusing only on the problem (the proverbial "squeaky wheel") help get the solution started by identifying at least one way that could help improve the situation for everyone.

(advance bullet (Use…) and (Avoid…))

Use "I" language instead of "you" language.

Ex: "I experience…, or "I feel…" instead of "You did…, "You never…," or "You always…"

(advance bullet (Describe…) and (Not…))

Describe *your experience/feelings* in neutral ways instead of what other people did wrong/what you dislike about them.

(advance bullet (Avoid…))

Avoid putting the other person down with shame, blame or criticism

(advance bullet (Practice…))

Practice Curiosity: When someone shares a frustration or concern with you, suspend your judgment, assumptions, and opinions. Try and step out of your world and explore things from their perspective: be curious about what's going in in their head, why they think and feel the way they do and use the curiosity sentence stem: "Is there more about that?"

Slide 59

And finally, we round out Zero Negativity by keeping a Repair Process handy, a process that's as easy as A-B-C.

(advance bullet (A. Create))

First, collectively agree on a negativity signal to identify negativity. Signals can be a unique word, a hand signal, or a combination of both.

4. REPAIR
Safe Conversations Repair Process

A. CREATE signal (hand gesture or word) anyone can use who experiences negativity

B. USE signal whenever someone does or says something that makes you feel put-down

C. COMPLETE repair activity

(advance bullet (B. Use))

Commit to actually using the signal. Whenever someone feels put-down, they'll signal the negativity to the sender.

(advance bullet (C. Complete))

Then, select a repair activity to use on the spot, from a list of options that we'll discuss next.

Slide 60

Those repair options include a Sender Re-Do, Receiver Modeling, Connecting Behaviors, Structured Dialogues and Custom activities.

1) The first option is to volunteer or ask for a Sender Re-Do of the transaction or exchange. Following negativity and a signal, either:

> 1) the sender recognizes the negativity signal and volunteers to Sender Re-Do themselves, or

> 2) the receiver asks the other person, the sender, for a Sender Re-Do.

2) Following a negativity signal, the receiver—if the sender doesn't recognize exactly what they said or did as negative—can simply model the transaction in a way that is more positive.

This option helps when the sender may not be aware of how they just displayed negativity and often helps the sender become more aware of how their actions impact others.

3) Some examples of offering a connecting behavior would be actions or gestures like:

- Take ownership and offer an apology,

- share an affirmation,

- 'high five,' or fist bump,

- shake hands or shoulder tap, or

- some other genuine attempt to re-connect will serve the purpose of offering to repair the positive energy.

4) Because some issues are more serious and deserve a dedicated discussions, we recommend you offer a full Structured Dialogue. In this case, the Sharing a Frustration Dialogue is one of a series of specific Safe Conversations that we'll supply you with to handle times when going deeper into the issue makes the most sense. For now, you can
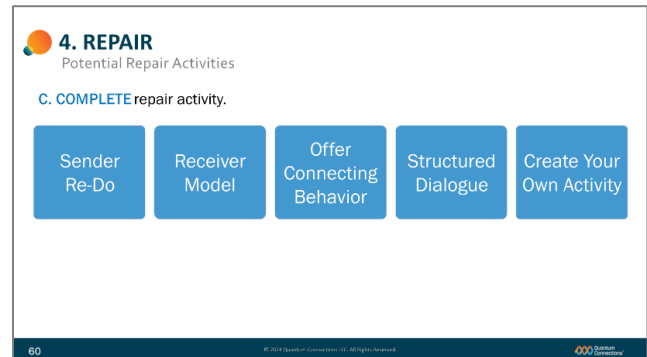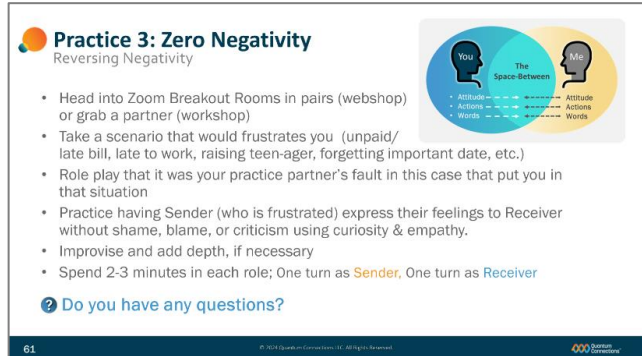
use the Mirroring sentence stems as a way to signal active listening and genuine curiosity to your conversation partner.

5) And last but not least, you are also free to create your own repair activity that's well suited for the people in your world. As long as the activity 1) restores connection and 2) promotes safety for everyone, it's a good approach.

Slide 61

(advance bullets *(Head into...)*, *(Give...)*, and *(Add...)*)

We're now going to move into breakout rooms in our Webshop (or have you work with a partner in a workshop) to give you a chance to try out and practice some of your Zero Negativity mindset.

When it's your turn to share, practice EXPRESSING your feelings without using Shame, Blame, or Criticism. In this role play, you have a valid reason to be frustrated. Practice expressing yourself without attacking the person, who in this case, appears to be responsible.

If you are just getting acquainted with your practice partner, improvise the details of the invitation, but go through the practice of actually expressing your feelings in a non-negative way.   In your role play, add as much depth as you'd like.

(advance bullets (5-8*...*), (One*...*), and (One*...*) and depth graphic))

You'll each get a chance to practice your expression once, taking a turn with each role, once as the Sender and once as the Receiver. Take 2-3 minutes for each role and have a little fun with it. :)

(advance bullet)

Any questions for me? OK, let's take (xx) minutes and then we'll get back together and discuss.

Slide 62

Having a model in our heads to remind us to remain aware is one of the best ways to promote psychological safety.

Slide 63

(Past Challenge and Current Needs boxes on slide to begin)

Here's a model of how certain needs we have as human beings are impacted by events that have happened in our past. Understanding how we all respond to situations like these can help us all judge other people a little less, and empathize with them a little more.
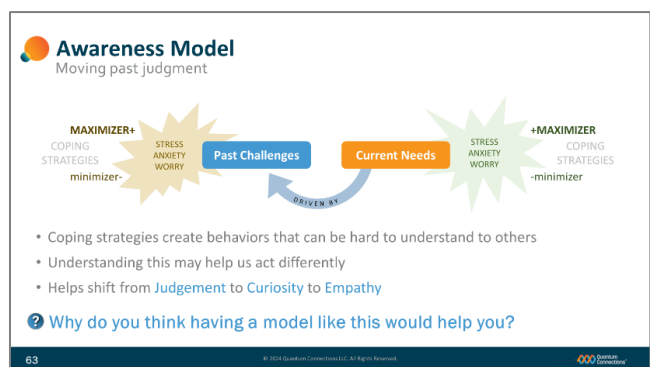
(advance Driven By arrow)

Here you see that a person's needs are in some ways driven by challenging events in our past. Whether you start with needs that a person currently has, and work back to the event that drives them—

(advance drive arrow graphic)

or you identify the past challenge, and trace forward to the needs that it creates for a person today—both are closely linked.

(advance both stress graphics)

Both ends of the model—whether that's needs that go unmet today on the right side, or challenging events from our past on the left side--generate emotional reactions that produce stress, anxiety, and worry.

(advance coping strategies, (+)maximizer, (-)minimizer graphics)

Humans have evolved two principal coping mechanisms to deal with those reactions—to either MAXIMIZE the energy they feel, or minimize the energy the feel.

(advance bullet (Coping...))

Often times those (+)MAXIMIZER and (-)minimizer coping mechanisms drive behaviors in other people that are hard for us to understand. We witness these behaviors and wonder 'why are they acting that way,' 'that makes no sense to me.'

(advance bullet (Understanding...) and (Helps...))

By spending some time with this model, it can serve as a tool to help us pause before racing to judgment, and move instead to a place with more curiosity and empathy—and more psychological safety, too.

(advance bullet (Why do...))

Let me ask you the question before we move on…

Why do think having a model like this would help you?

Slide 64

We'll go deeper into the model's two principal pieces: Current Needs and Past Challenges— and we'll begin here with Current Needs.
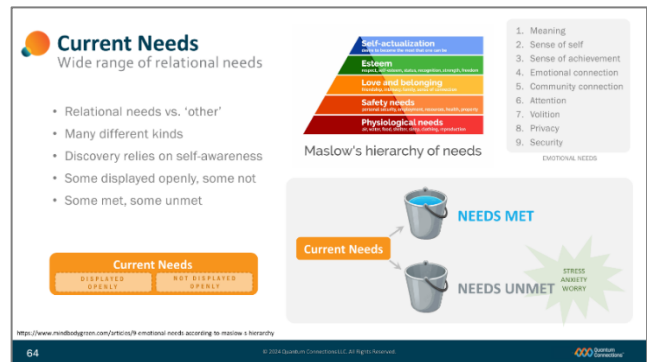
(advance bullet (Relational...) and hierarchy graphic)

While everyone has a wide range of needs, what we're talking about here is a person's relational needs. You've probably heard of Maslow's hierarchy of needs; in this case our emotional needs in the top half come soon after our basic physiological needs are met.

(advance bullet (Many...) and list of emotional needs)

The list of emotional needs includes many of the things we all generally experience—things like security, attention, and achievement.

(advance bullet (Discovery...)

Spending time thinking about your own needs helps you become more self-aware and also helps you become more considerate with respect to other people's needs.

(advance bullet (Some displayed...) and Current Needs graphic)

Due to the personal nature of needs, some of these relational needs are shared openly and publicly, and some of them are not.

(advance bullet (Some met...) and Needs Met graphic)

Some of our relational needs are satisfied, and some others are not. Those that are not met and satisfied create stress, anxiety, and worry.

Slide 65

Similar to our range of relational needs, we all have our own unique collection of past experiences.

(advance bullet (Relational challenges...) and list of workplace challenges)

And while a number of things could probably qualify as 'personal challenges,'

(highlight (4. Relational challenges))

what we're talking about here are relational challenges that come about from interacting with other people.

(advance bullet (Interacting with...))

Because living with other people is integral to life today, this kind of relational friction is worth digging into a little deeper.

(advance bullet (Range...) and list)

Some of those challenges involve things like control, support, empathy, recognition and respect. Perhaps you've had to deal with issues involving these things at home or work—with a spouse, partner, boss, supervisor, or co-worker even? If so, you're like most people and you are pretty normal.

(advance bullet (Some relational...) and Past Challenge graphic)

When you think about your bigger challenges, some of them may have come along before your current place in life. Some of your bigger relational challenges might not have anything to do with your current circumstances, but you still carry their effects to work with you all the same.

Slide 66

Now that you are a little more familiar with the kinds of current needs and past challenges that you and your family and friends are all working to manage, you're now ready to talk about what happens when—despite our best efforts--those past challenges surface or those relational needs go unmet. We react.
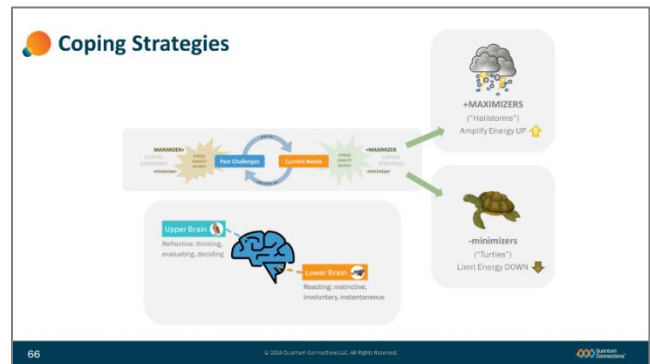
(advance lower brain graphic)

Specifically, in those situations, the lower, reactive brain (that we discussed earlier) automatically jumps in and responds to all of the stress, anxiety, and worry created by the unmet need. The lower brain detects the lack of psychological safety and works to protect us by either (+)MAXIMIZING our energies to better respond to the stress, or by (-)minimizing our energies to better respond to the stress.

(advance (+)MAXIMIZER graphic)

Those people who generally respond to the stress, anxiety, and worry with amplified energies are called (+)MAXIMIZERS-- or "Hailstorms" to use a little more colorful label.

(advance (-)minimizer graphic)

Those people who generally respond to the stress, anxiety, and worry with reduced energies are called (-)minimizers, or Turtles for a more visual description.

Neither category is good, nor bad, only representative of a person's general pattern of behavioral response to the stresses of unmet relational needs. These two categories are also not necessarily reflective of a person's outward personality, but more so a description of the kinds of activities and behaviors they exhibits in response to stress.

Slide 67

If you've ever wondered why people react the way that they do in certain situations, consider that it's possible that their lower brains are driving their reactions and responses subconsciously. If they are dealing with some kind of past challenge or unmet relational need, their brains may be (+)MAXIMIZING or (-)minimizing their energies automatically to deal with the stress.

And what's true for other people is also entirely true for you, too.

Take a minute to review the two coping mechanisms and identify which one of the two you recognize in your own responses and reactions to stress.

Slide 68

(advance bullets *(Head into...), (Give...), and (Add...)*)

We're now going to move into breakout rooms in our Webshop (or have you work with a partner in a workshop) to give you a chance to try out and practice some of your Awareness Model skills.

Take a personal situation—or make up a personal situation—that would be frustrating for you to experience with a someone you're close to: annoying habit, lack of interest in hobby, lack of understanding, spending/saving problem, helping around house, forgetting important date, etc. No question, you are an expert in your current perspective.

(advance bullets (Work...), (What...) x3, and (Spend...))

Working together, use your powers of empathy, and map out:

- What other person might be thinking, feeling, saying, or doing about this situation from their perspective,

- What unmet need the other person may be trying to address, and

- What curiosity question might help introduce the issue to the other person to begin to start talking about the issue in a productive way?

If you are just getting acquainted with your practice partner, improvise the details of the scenario, but go through the practice of actually mapping answers to the three questions asked. In your role play, add as much depth as you'd like.

You'll each get a chance to practice mapping your scenarios. Take 2-3 minutes for each role and have a little fun with it. :)

(advance bullet)

Any questions for me? OK, let's take (xx) minutes and then we'll get back together and discuss.

Slide 69

The last of the four (4) Safe Conversations' Tools is Structured Dialogue.
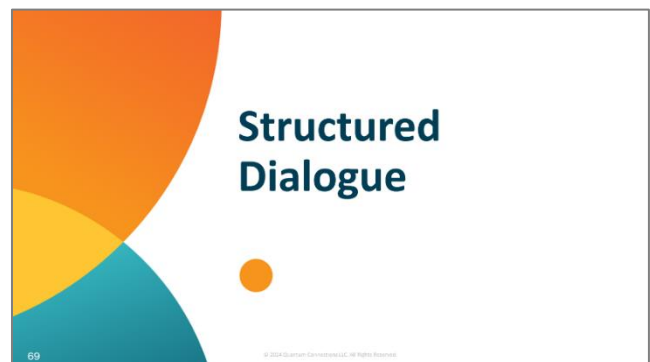
Slide 70

(no animation)

Each *Structured Dialogue* generally features the same six (6) steps—in the same order.

Those six steps are to:

1. Make an appointment.

2. Share & Mirror.

3. Summarize.

4. Validate.
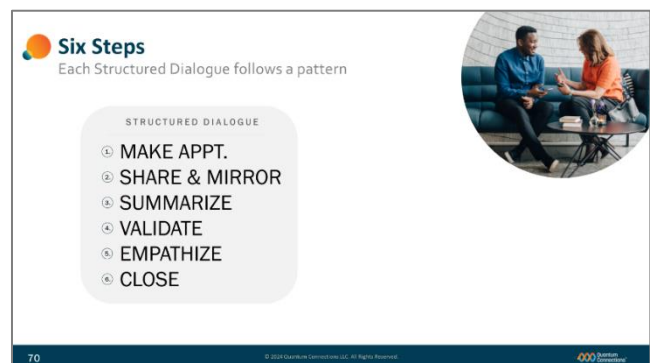
5. Empathize, and

6. Close the conversation.

We'll now go into detail for each step.

Slide 71

(first two bullets (Time…) and (Wasting…) advance with slide)

In today's world, time has become the ultimate commodity. For many of the busiest people, wasting time insults their hectic schedules and workloads—and stops relational connection before it ever gets off the ground.

1. Make Appointment

- Time is the ultimate commodity
- Wasting time insults our priorities
- Check to see if now or later is acceptable time to talk

Examples:
- "Would now be a good time to chat about something?"
- "I've got something I'd like to share with you–is there a good time?"
- "Do you have a second for something that's been on my mind?"
- "Got a sec?" or "Is now a good time?"

STRUCTURED DIALOGUE
- MAKE APPT.
- SHARE & MIRROR
- SUMMARIZE
- VALIDATE
- EMPATHIZE
- CLOSE

(advance bullet (Check to…))

The first step, *Making an Appointment*, simply involves the sender asking the receiver if now is a good time for a quick conversation—or finding another, more appropriate time a little later on.

(advance bullet (Examples:) and list))

Some examples of how this is done include:

"Would now be a good time to chat about something?"

"Do you have a second for something that's been on my mind?"

or very simply:

"Got a sec?" or "Is now a good time?"

Slide 72

today, we introduced the *Share & Mirror* step—which you all gave a try earlier.

(advance bullets (Sharing:), (Greater...), and (Increases...))

As a quick review, this 2-way, second step involves both *Sharing* and *Mirroring*.

The first half relies on a focused effort on the part of the sender to share both accurate information and genuine feelings—and benefits from the presence of safety and trust.

(advance bullets (Mirroring:), (Enables...), and (Improves...))

The second half leans on the receiver to use the three mirroring sentence stems—pictured here--to listen actively and demonstrate both curiosity and interest.

(advance bullet (Minimizes...)

Performing both of these two halves—the sharing and the mirroring--is very important in a world often focused on stuff we have to do, tasks, responsibilities, timelines and more. Mirroring will help minimize misunderstandings and help ensure that important feelings don't fall through the cracks.

(advance bullet (Provides...))

Mirroring is also a critical step for follow-on steps *Validation* and *Empathy*. It is through effective *Mirroring* that you can best grasp what the other person is thinking, and feeling, and sharing with you. Normally, the better understand the depth of their thoughts, the better you can *Validate* and *Empathize* with them.

Slide 73

In the third step of the Structured Dialogue, the receiver summarizes the sender's message.

(advance bullets (Receiver...) and (Let me see...))

Right up front, the receiver will add some signal that they are going to wrap up everything they've heard by adding some summary signal word like "all" or "everything" to the phrase "Let me see if I've got it all"

(advance bullet (You shared...))

The receiver will then continue with the phrase "You shared..." and then summarize the sender's message as best they can.

(advance bullets (This makes...) and (And it...))
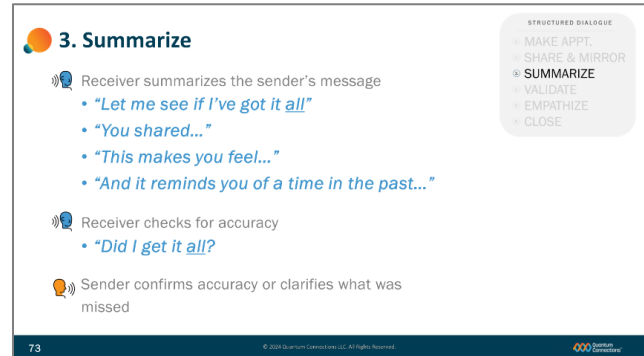
If the sender added depth and offered additional feelings, and past experiences and histories, then summarize those as well.

(advance bullets (Receiver) and (Did I...))

Once the receiver has summarized everything they've heard, they will ask the accuracy sentence stem "Did I get it all?" again, emphasizing the summary signal word "all" or "everything."

(advance bullet (Sender...))

The sender then has the chance to listen to the summary and confirm that the receiver got everything or correct and/or clarify any missed details or misunderstandings.

Slide 74

(first bullet appears with slide)

To *validate* another person, their message, and their emotional experience, a person only has to make an effort *to learn* about the other person's feelings and *understand* that they are reasonable:

- for their situation and

- from their perspective.

(advance bullet (Thoughts...))
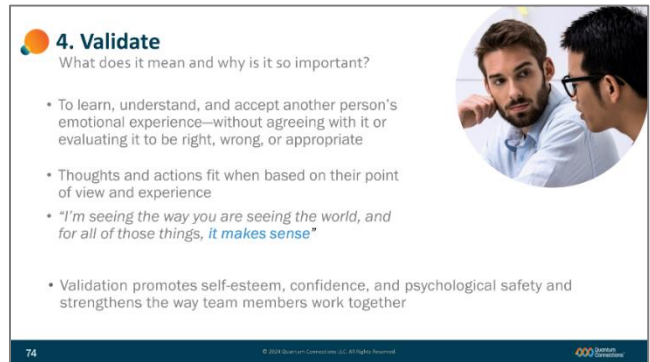
It's about putting aside your own opinions, experiences and assumptions and choosing instead to look at the world through *their* eyes. What most people find is that other people have their own logic and reasoning—and that their thinking is based on an entirely different set of experiences than the ones that you have.

(advance bullet I'm seeing...))

To validate another person, you simply reach out to them to say: "I can see the way that you're seeing the world, and in your situation, *it makes sense*."

(advance bullet (Validation...))

Validation is a key step in building stronger relational connections—and goes a long way towards getting rid of some of the worst kinds of toxic defensiveness and replaces it with the psychological safety that the highest-performing teams depend on.

Slide 75

What does it mean to *Empathize* with another person, and why is it so important?

(advance bullet (Placing...))

Empathy is placing yourself into the emotional state of another person, as described by them and relative to their

circumstances. Empathy is offered as a way to better relate emotionally with others and offer support, strength, and connection.

(advance bullet (NOT…))

Empathy is not claiming to know how another person feels because of a similar experience in your life. It is only an attempt to genuinely listen, see the world through another person's eyes and imagine some of the feelings they are experiencing.

(advance bullet (Works…))

Empathy helps create stronger relationships amidst happy, joyful experiences as much as it does for painful and difficult events in life.

(advance bullet (Effective…) and dialogue progression)

The steps in the Structured Dialogue add value by building onto each successive step: the greater extent a Receiver can Mirror, Summarize, and Validate and their message, the greater depth and context they will have to empathize—and the greater ability they'll have to build a meaningful connection with other people. Said another way, it's hard to empathize in Step 5 if you have cultivated nothing to work with up until that point in the dialogue.

(advance bullet (Helps…)

Effective empathy between the people helps:

- Improve communication

- Extend trust

- Deepen understanding of others' behaviors

- Increase engagement in your network

Slide 76

All that's left is to make clear to all those participating that we are closing out the dialogue and showing our appreciation for each person.

Either person can take the lead and thank the other person and give the other person a chance to reciprocate.
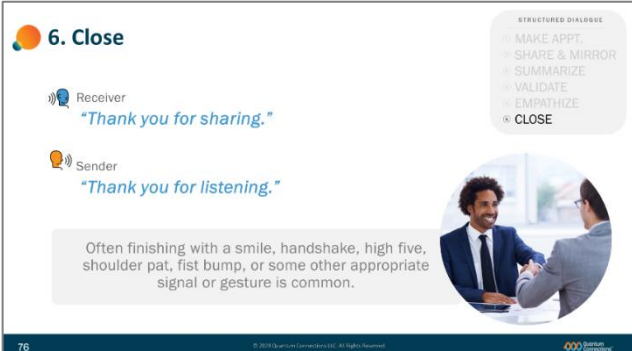
(advance bullet (Receiver...) and (Sender...))

In this case, the Receiver says "Thank you for sharing."

And the Sender says "Thank you for listening."

(advance bullet (Often...) and handshake graphic)

Then, it's common for both persons to engage in some kind of connecting behavior, whether that's a smile, handshake, high five, shoulder pat, fist bump, or some other culturally-appropriate gesture or physical signal appreciative of the time and effort both people invested in becoming better connected.

Slide 77

The last topic in this section is a focus on various dialogue techniques to set you each up for success.

Slide 78

We'll tackle three specific aspects: depth, the dialogue grid and various tips for communication success.

How To Do It
3. Focus Dialogue in the Space Between

A. Depth of Understanding

B. Dialogue Grid

C. Sender & Receiver Tips

Slide 79

An important point that was introduced earlier in the Program--and is worth repeating--is this concept of generating *depth of understanding* with the Share & Mirror step of the Structured Dialogue.

(advance bullet (Layers of...) and depth graphic)

Focus Dialogue
Depth of Understanding

• Layers of Mirroring adds depth
• Sometimes you get a lot
• Sometimes you get none
• Both outcomes are productive

❓ Why are both outcomes productive?

How well each receiver mirrors what is heard actually drives the quality and depth of what is shared by the sender. Taking the time to verify the accuracy of the message and then demonstrating genuine curiosity encourages the sender to share more. As the depth of sharing grows, and the psychological safety and trust grow right along with it, more and more layers of the message are uncovered. In the process, the receiver now has much more relatable substance to validate, and ultimately empathize over the course of each dialogue.

(advance bullet (Sometimes you...) and long graphic)

As you do more and more mirroring, you'll see that sometimes the sender will respond to the receiver's mirroring stems and add response after response, going on for some time, and yielding lots of layers of additional depth.

(advance bullet (Sometimes...) and short graphic)

And other times, the sender will quickly put an end to any additional sharing and follow-up by quickly saying something like "Nope, you got it all."

(advance bullet (Both...)

In both cases, productive outcomes result.

(advance bullet (Why are...))

Some may or may not be so obvious, so I'll ask you, Why do you think both outcomes are productive?

(survey responses.)

(If no one responds appropriately, longer mirroring exchanges deliver for the receiver much more additional information that can be validated and empathized—which greatly benefits the connection between the two. In very short/no mirroring exchanges, while there is not much additional information learned, the sender walks away believing that the receiver was willing and interested to listen more if the sender wished to share more, and in future dialogues, the sender might be more willing to trust the connection next time and share more helpful details and information.)

Slide 80

Here is a handy tool to help Structured Dialogue users integrate the 6-step tool into a variety of different situations. For the following four situations:

Sharing an Appreciation,

Sharing an Affirmation,
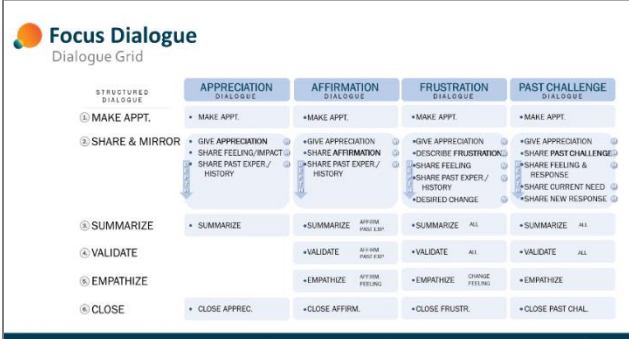
Sharing a Frustration, and

Sharing a Current Need and/or Past Challenge,

...all feature the same six-step dialogue template, but address slight variations along the way to help it fit perfectly into your desired purpose. A copy of this Dialogue Grid is available in your workshop resource kit.

(advance bullet Appreciation...)

Take the first dialogue, *Sharing an Appreciation*. Following the making of an appointment, Sharing/ Mirroring, Summary and Close round out the structured Dialogue. You'll see that various items are listed in order to encourage the development of *depth* in the Share &

Mirror section. Things like associated feelings, the impact related to the appreciation and any past history would all be helpful to be shared and mirrored between the two participants.

(advance bullet Affirmation...)

In the second example, *the Affirmation Dialogue*, someone wishes to share the value of an Affirmation that they have personally received with another person. In doing so, they hope to share what kinds of things help them feel most seen and heard and valued. In sharing these Affirmations, they are also looking to reinforce this kind of behavior for more people they know.

(advance bullet (Frustration...)

The *Frustration Dialogue* might likely be one of the most useful tools we'll share with you in the *Safe Conversations' Dialogue Workshop*. As you can see, the same six steps are listed, but you'll notice each step of the Share & Mirror progression is listed to help build meaningful depth for more productive Validate and Empathize sections later in the dialogue.

(advance bullet (Past Challenge...)

The last example, the *Past Challenge Dialogue*, sets the stage to share the impacts of a Past Challenge or a current unmet emotional need with someone that deserves to know more about you and understand you better. This conversation involves the greatest level of depth within the Share & Mirror section.
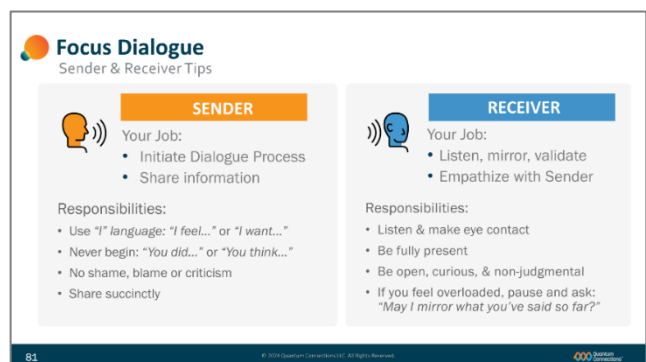
Slide 81

Within the Structured Dialogue, there are two principal roles—the sender and the receiver.

(advance bullet (Your Job...))

The sender's job is to initiate the dialogue and share the message, the appreciation, the frustration with the other person.

(advance bullet (Your Job...))

The receiver's job is to listen, mirror, and empathize with the sender and actually help create an active, two-way conversation between two people. Some of the six steps are Sender-initiated and some are Receiver-initiated.

(advance bullet (Responsibilities) and list))

Some of the sender's responsibilities include demonstrating real ownership of the message by using "I" statements and language and avoiding the use of "you" attacks.

Senders also have the responsibility to aim for Zero Negativity as well as being succinct with their words. Succinct is not meant to be in a hurry or to leave out important parts—only to be mindful of everyone's time, and to say everything that you feel, but do it in a way that get's to the point.

(advance bullet (Responsibilities) and list))

Receivers have the responsibility to listen carefully and make and keep eye contact, being fully present, curious and non-judgmental.
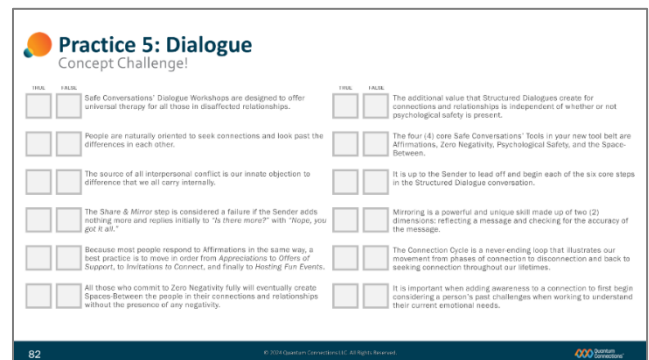
It is perfectly 'ok' as a receiver to work in parts as you go, and to mirror with pieces of the message to keep the workload more manageable. The focus is on processing as much of the message as completely you can, on a pace that works for you.

Slide 82

Our next exercise is a group concept challenge!

(advance First bullet (Safe Conversations'…)

I'll call on participants for your response, either True or False.

Slide 83

Let's take a short break.

We'll take a
Short Break
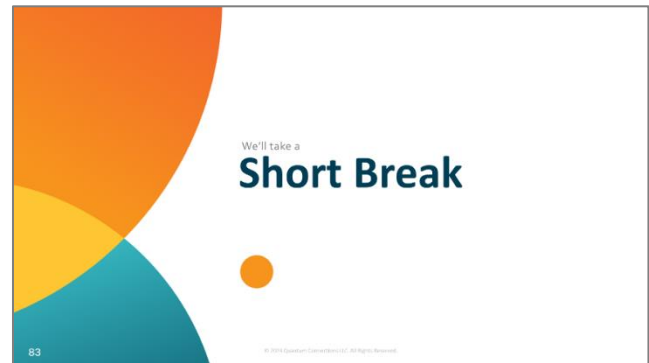
Slide 84

The third and final section to our workshop will cover three things: building your confidence, establishing daily habits, and our workshop wrap-up.
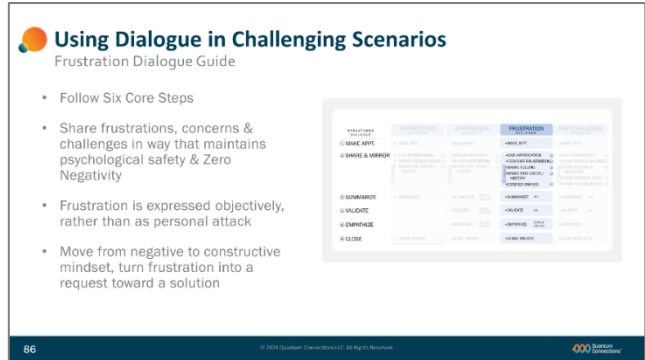
Safe Conversations' Dialogue Workshop
PART THREE

1. Building Confidence
2. Daily Habits
3. Wrap-up

Slide 85

We're going to help you build even more confidence by going deeper into actual practice—in this case practicing all six steps of the dialogue.

Building Confidence
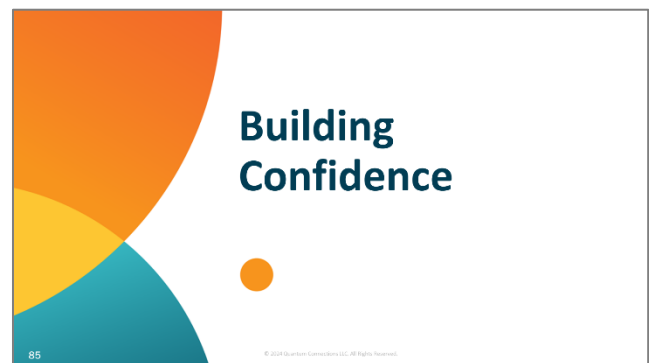
Slide 86

For the following demonstration and practice exercises, the *Sharing a Frustration Dialogue Guide* can help you follow along each of the six (6) Structured Dialogue steps. We've posted a copy to the Chat Window here in Zoom, and you can find a copy within your *Safe Conversations' Dialogue Workshop* Resource Kit.

The Frustration Dialogue helps:

(advance bullet (Share...))

• Relate frustrations in a healthy and safe way;

(advance, (Frustration...))

• Guides objectivity and helps avoid personal attacks;

(advance (Move...))

• Converts negative frustrations into constructive requests for solutions.

Slide 87

 (graphic appears with slide)

For this practice, we're going to place you in pairs into (digital) breakout rooms to conduct a practice run through the *Sharing a Frustration Dialogue*.

• We are going to give you 10-15 minutes for each role in breakout- one turn as the Sender and one turn as the Receiver. Feel free to share something that is genuinely on your mind that you'd like to discuss with your breakout partner, or feel free to ad lib or make up your own situation to role play.

(advance bullet (Breakout...)

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Connecting Beyond Difference

(If you need the file, we've also re-posted this file for you in the Chat Window as an attachment.

Follow along in your *Sharing a Frustration Dialogue Guide* and stick to the process. These sentence stems work and have been validated by over 40 years of practical experience and clinical research.

(advance bullet (Remember...) and first two bullets on list)

One critical point I want to make: work hard to practice Zero Negativity while sharing your frustration. One of the most valuable elements of this dialogue for your team is the avoidance of negativity and the creation of safety in the Space-Between. Talk about your own experience and how you feel instead of what the other person did or did not do, or what is wrong with them.

(advance two bullets (Use...) and (Avoid...))

Use "I" language instead of "you" language.

"I experienced...I felt...I'm concerned..." instead of "You did...You are always...You never."

If you focus on "You" language, you'll trigger the other person's defense mode and create Negative/Psychologically unsafe environments that will make problem solving difficult.
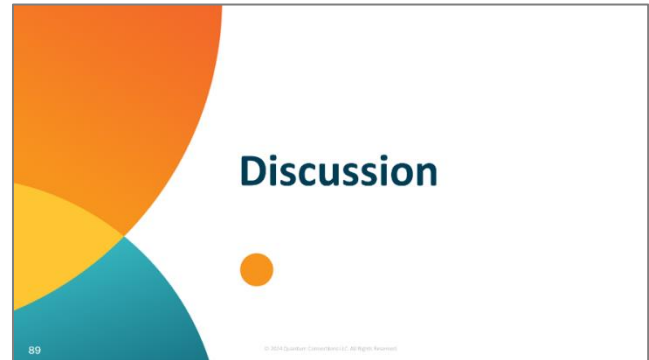
Slide 88

Here is a look at the Sharing a Frustration Dialogue Guide, to help prepare you for what to expect. As you can see from the layout...

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Slide 89

(No notes this slide.)

Discussion

Slide 90

Let's discuss how we hang onto to all that we've discussed today—in the form of some brand new daily habits.

Daily Habits

Slide 91

In many ways it all seems so simple- just talking honestly and listening carefully, right? So why does it sometimes become so hard?

Well, remember, you're adopting brand new skills and creating a whole set of new habits. You are re-conditioning generations of learned and instinctive behaviors.
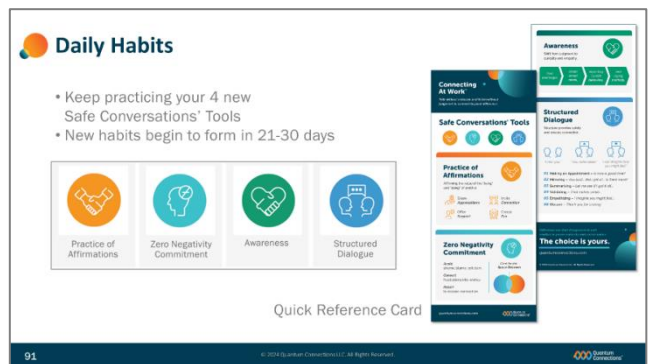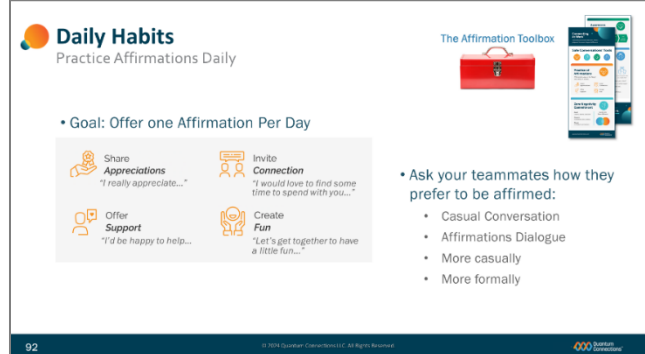
Becoming more relationally competent will take some time and daily practice—and in some cases, these habits take weeks to take hold.

To help you practice, a copy of our Quick Reference Card is included in your *Safe Conversations' Dialogue Workshop* Reference Kit to remind you of your new skills and tools.

Let's quickly review your new skills and tools...

Slide 92

Affirmations are expressions of appreciation, offers of support, invitations to connect, and opportunities to have fun that validate the contribution, expertise, growth and uniqueness of another person. Just like the baby in the Still Face video, we all crave appreciation and affirmation.

Consider how you can use a combination of these four tools to:

• add spirit and variety to the people in your world,

• promote connecting in your relationships, and

• build psychological safety among each of your family members and friends.

Take the time to ask others how they prefer to be Affirmed – either thru casual conversation or by using the *Sharing an Affirmations Dialogue*.
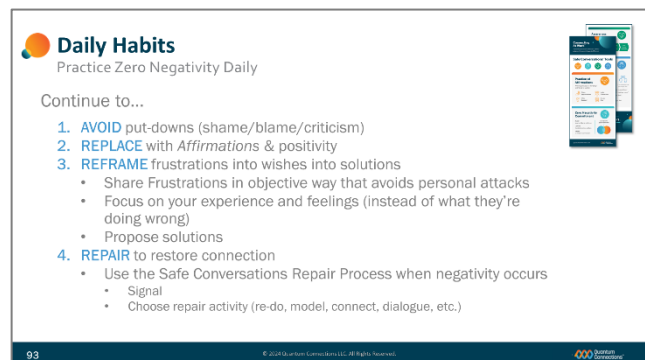
Affirmations are not about what someone does for you; it's about pouring value into the Space-Between and training our brains to focus on the positive.

You'll want to leverage your Affirmations toolbox daily to create and maintain connection and also when you are feeling disconnected from the people around you. Just consider your toolbox and ask which Affirmation may be best applied at that moment.

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You learned that a Zero Negativity Commitment is a conscious decision to do four (4) things in the face of negativity:

AVOID any words, body language, or any other action that would be considered a put down by another person (especially shame, blame and criticism)

REPLACE negativity with Affirmations and other positive elements.

REFRAME your frustration, challenge, or concern and express it instead as a wish, request, or solution.

REPAIR the situation promptly with an agreed upon signal and your choice of repair activities, such as Sender Re-do, Receiver Model, Connecting behavior, or *Sharing a Frustration Dialogue*, to quickly restore your conversation and your connection.

Zero Negativity is NOT about being falsely cheerful or positive all the time. It's still helpful to the relationship to discuss challenges, concerns and frustrations.

Negativity is going to happen, because we're all human; what matters most is how quickly you can recover the positive energy in the Space-Between.

Slide 94

For every human on the planet, we all experience challenges throughout our lives. We face difficult and sometimes painful experiences with family members, trials in workplaces, and many other challenges in life related to personal histories or circumstances.
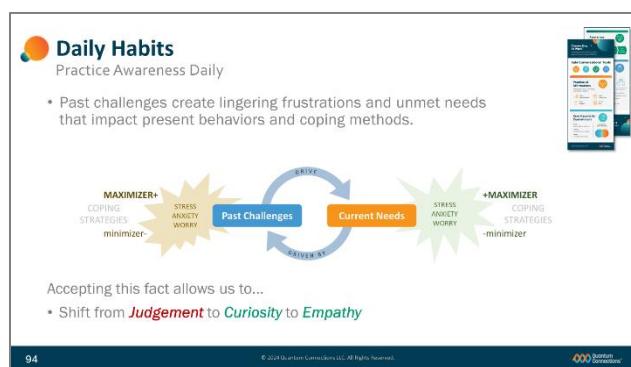
For most people, these past challenges create lingering frustrations and unmet needs that impact our current interactions.

These challenges could be from long ago, such as childhood, but they could also be as recent experiences that we are still processing.

As a result, we all develop coping methods that kick in when current needs are not met. We either (+)Maximize or (-)minimize our energy in response - becoming a "Hailstorm" or "Turtle" independent of our personalities.

Reminding ourselves of the Awareness Model helps us accept when someone is showing unexpected behaviors they may be responding to an unmet need being triggered by the present experience.

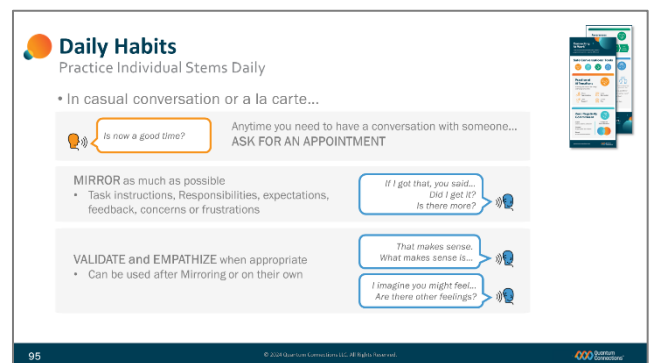**(advance bullets (Accepting…) and (Shift…))**

Instead of judgement and assumptions, we respond to them with curiosity and empathy. This regulates the interaction, stopping negative behaviors and restoring the connections we all need.

This Conscious Awareness is a new skill that has the power to transform your relationships with others. Oprah Winfrey called the realization of past challenges one of the biggest "A-HA" moments of her career. When you feel you are operating in your reactive lower brain, you will need to call upon this skill to help you pause and consider what is happening in the moment.

Your ability to shift from judgment to curiosity and empathy, to employ your dialogue skills, to purposely avoid the negativity these situations can create can make all the difference in your ability to collaborate, create, and connect with other people.

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Don't forget that you can also apply the individual sentence stems that make up the Structured Dialogue in everyday casual conversations where they fit to help you to connect with others.

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When you find yourself or others in a particularly challenging situation – where you need to share frustrations, concerns, and challenges, where emotions are high, where the relationship is valuable and you need to preserve the connection – you can use the six-step *Structured Dialogue* in any of a variety of situations.

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(No notes this page.)

Wrap-up

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To close us out, let's wrap-up our *Safe Conversations' Dialogue Workshop*.

As a quick review...

(advance bullet (Take your...))

Don't forget that you now have a powerful new toolbelt with four helpful tools—keep it always at the ready and use Affirmations, Zero Negativity, Awareness, and Structured Dialogue liberally throughout all of your interactions with others.

(advance bullet (Build...))

Keep in mind that the purpose of those tools is to create greater psychological safety within your sphere of connections and relationships. That safety will help people relax, open up, take risks and build deeper bonds amongst a variety of people with all kinds of wonderful differences.

(advance bullet (Use...)

Two-way, interactive *dialogue* is the vehicle that will power this new change in you and this new change in the world. Don't underestimate the power that it can have over the connections and relationships that care more deeply about.

(advance bullets (And...))

Wrap-up

- Take your Toolbelt with you
- Build Psychological Safety
  - Within the Space-Between
- Use Dialogue to:
  - Create Connections
  - Deepen Relationships
- And sustain connection over time

PSYCHOLOGICAL SAFETY

RELATIONAL COMPETENCY

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And finally, better connectivity and relational competency is not a one-time event, to be achieved in a moment and then retired. Remaining connected requires a commitment to remain tolerant and curious, to talk without criticism, to listen without judgment, and to connect beyond difference as a new way of life.

Thank you for your time today.

Slide 99

(No notes this page.)

END OF PRESENTATION