



Activity 3—Benefits and Risks

Materials:

Activity Time: 34 minutes

Slide Time: 2 minutes



PW Page: 8

Start/Stop Time:

Slide: 14

In This Session

1. Introduce the session outcomes.

In this session we are going to work with each other to do three things:

- *Increase your Awareness of the factors that limit your Conversational Capacity and that of your team.*
- *Cultivate a Conversational Capacity Mindset.*
- *Learn and practice the Conversational Capacity Skillset.*

2. Remind participants about their personal learning goal for the day.

- *During the team introductions, we asked you to think about why attending this session might be important to you and to share one personal learning goal with your team.*

Keep that goal in mind. We hope that by the end of this session, we will have succeeded in helping you achieve it.

3. Transition to the next activity and the next slide—The Discipline.



Activity 5—Awareness

Materials:

Activity Time: 10 minutes

Slide Time: 1 minute



PW Page: 10

Start/Stop Time:

(Build) Slide: 16

Awareness

1. Define awareness.

What must we be aware of to build our conversational capacity? For our purposes in this workshop, we define awareness as the ability to recognize the *two powerful emotional reactions* that pull us and others out of the sweet spot.

2. Explain that awareness is essential for staying in the sweet spot.

Being aware of these reactions is the first step in learning to manage them. This is essential if you're to learn to stay in the sweet spot under pressure. You have little hope of staying balanced, after all, if you don't even notice when you're losing it.

3. Transition to the next slide—Minimize or Win.

Let's explore the powerful emotional reactions that pull us out of the sweet spot.



Activity 5—Awareness

Materials:

Activity Time: 10 minutes

Slide Time: 6 minutes



PW Page: 11

Start/Stop Time:

Slide: 18

Sacrificing Candor and Curiosity

1. Debrief the video.

What did you notice about the need to *minimize* or *win*?

Solicit and acknowledge responses, such as

- *When our need to minimize is triggered, we will react by becoming less and less candid. We will behave in ways that sacrifice progress and effectiveness in order to be safe or comfortable.*
- *When our need to win is triggered, we will react by becoming less and less curious. We will behave in ways that sacrifice progress and effectiveness in order to be right and get our way.*

Facilitation Tip

Participants may be reluctant to share their stories about their need to minimize or win. Be prepared to share a short story about a time when your need to minimize or win got in the way of you being effective. Select a story that had a lasting impact on you or long-reaching consequences.

2. Explore how tendencies are major obstacles to acting effectively.

One reason we have such a hard time recognizing the impact these tendencies have on our behavior is that the trigger happens so mindlessly. If we don't increase our *awareness*, these tendencies will remain predominantly automatic responses that continually pull us out of the sweet spot.

Whichever behavior we fall prey to, *minimize* or *win*, the consequences are the same: we go flying out of the sweet spot toward one end of the behavioral spectrum or the other.

One reaction leads us to lose candor and minimize; the other to lose curiosity and want to win.



Activity 5—Awareness

Materials:

Activity Time: 10 minutes

Slide Time: 6 minutes



PW Page: 11

Start/Stop Time:

Slide: 18

Sacrificing Candor and Curiosity, continued

3. Connect the concepts to participants' personal experience.

To connect these ideas to your own experience, think about a time you witnessed these concepts in action. Recall a conversation or meeting you attended when someone's need to *minimize* or *win* caused them to become less candid or curious.

- *How did it impact their effectiveness?*
- *What was the effect it had on the meeting or conversation?*
- *What was the effect it had on you?*

On workbook page 11, take a minute to record your experiences with a lack of candor and a lack of curiosity.

4. Conduct the partner activity.

Now I'd like you to find a partner and share your experiences. You each have one minute to share your story before we regroup.

- Allow two minutes.

5. Debrief the activity.

Sometimes these conversations or meetings can have far-reaching consequences (a nurse not speaking up when they see a surgeon making a critical mistake; a co-pilot not speaking up when they see a pilot doing the same).

Would anyone like to share their experience? Does anyone have a story about the need to win or minimize that they'd like to share?

- Allow one or two participants to share their story, or share a story of your own.
- Thank participants for sharing their experiences.

6. Transition to the next activity—The Need to Minimize, and the next slide—The Playground.

So, we can see that it's vital to build our conversational capacity so we can stay in the sweet spot and avoid these pitfalls. Let's hear about this from another point of view.

Self-Awareness

Reflect your awareness of your natural tendency to answer the question below.

Trigger Inventory

1. Circle what circumstances are your most triggered to Minimize or Win.

2. What about you might trigger others to have the sweet spot?

3. Think you with others and then identify the warning signs if you are being triggered.

Authority
 Expertise
 Personality
 Disrespect
 Time pressure
 Status

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Activity 8—Self-Awareness

Materials:

Activity Time: 15 minutes

Slide Time: 10 minutes



PW Page: 14

Start/Stop Time:

(Build) Slide: 29

Leaving the Sweet Spot

1. Ask the participants in the need-to-minimize group to share the factors that trigger them to need to minimize.

What are the circumstances or triggers you identified that cause your group members to need to minimize?

- Expect answers such as
 - Authority
 - Stress
 - Fear
 - Social pressure

2. Ask the participants in the need-to-win group to share the factors that trigger them to need to win.

What are the circumstances or triggers you identified that cause your group members to need to win?

- Expect answers such as
 - Disrespect
 - Expertise
 - Personality
 - Time pressure
 - Status

Self-Awareness

Trigger Inventory Rate your awareness of your natural tendencies by answering the questions below.

Authority

Expertise

Reciprocity

Respect

Relevance

Relations of others

Help

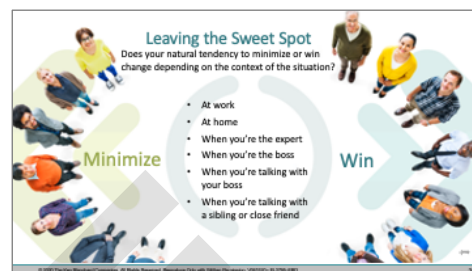
Skill

Intimacy

1. Identify what circumstances are you most triggered to Minimize or Win?

2. What about you might trigger others to have this sweet spot?

3. Think of your own triggers and then identify the warning signs if you are being triggered.

Activity 8—Self-Awareness**Materials:****Activity Time:** 15 minutes**Slide Time:** 10 minutes**PW Page:** 14**Start/Stop Time:****(Build) Slide:** 29**Leaving the Sweet Spot, continued****3. Explore the effects of the context of the situation on natural tendencies as you build the slide.**

Let's consider the effects of the situation on your tendencies. Find a partner in your minimize-or-win group and discuss the contexts on the screen. Answer the question: Does your natural tendency to minimize or win change depending on the context of the situation?

- *At work*
- *At home*
- *When you're the expert*
- *When you're the boss*
- *When you're talking with your boss*
- *When you're talking with a sibling or close friend*

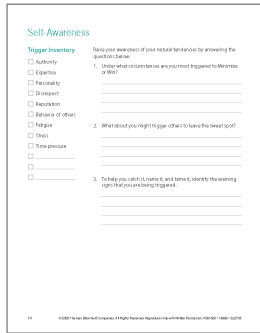
- Allow 3 minutes.

4. Examine the dynamics of minimize and win behaviors.

How do your minimize or win behaviors affect each other in a conversation?

- Solicit and acknowledge responses such as
 - *Win behaviors push others to minimize their point of view.*
 - *Minimize behaviors reward others for their win tendencies.*
 - *They feed off each other.*

5. Ask participants to return to their seats.**6. Transition to the next activity—Catch It, Name It, and Tame It, and the next slide—Triggers.**



Activity 9—Catch It, Name It, and Tame It

Materials:

Activity Time: 15 minutes

Slide Time: 5 minutes



PW Page: 14

Start/Stop Time:

Slide: 30

Triggers

1. Introduce trigger factors.

There are many factors that might trigger us one way or the other and cause us to leave the sweet spot. Let's explore a few of those.

- Read the factors from the slide and ask participants to think about how they might be triggered by them.
 - *Being in a position of authority*
 - *Talking with someone who has authority over you*
 - *Personality*
 - *Cultural background*
 - *How strongly we feel about the issue*
 - *Our level of expertise relative to other people*
 - *Our stress levels*
 - *Our physical condition (tired, jet-lagged, or hungry, for example)*
 - *The behavior of other people ("I am great at staying in the sweet spot until someone else raises their voice.")*
 - *Feeling disrespected*
 - *The fear of looking stupid, ignorant, or unprepared*
 - *A sense of unfairness*
 - *Previous experience*
 - *Our assumptions about what will happen if we speak up*

Other factors? What would you add to the list?

Record any additional factors in your workbook on page 14.

Self-Awareness

Trigger Inventory Rate your level of your rated tendency by answering the question below.

Authority
 Expertise
 Knowledge
 Disrespect
 Position
 Behavior of others
 Fatigue
 Stress
 Time pressure
 Cultural background
 Others?

1. What situations or events are you most triggered to react to?

2. What about you might trigger others to have the sweet spot?

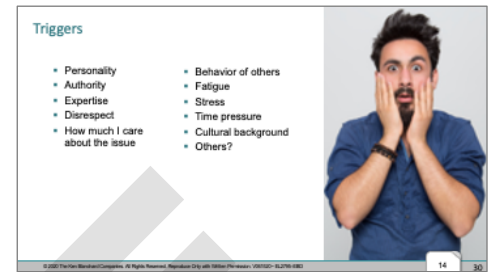
3. Think you with others and then identify the warning signs if you are being triggered.

Activity 9—Catch It, Name It, and Tame It

Materials:

Activity Time: 15 minutes

Slide Time: 5 minutes



PW Page: 14

Start/Stop Time:

Slide: 30

Triggers, continued

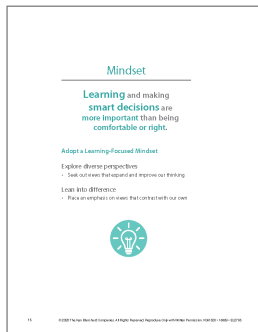
2. Explore how trigger factors affect participants and others.

- Invite participants to identify which factors *most affect them*.
 - *What are a couple of factors that often make it difficult for you to stay in the sweet spot?*
- Ask participants to reflect on things about themselves (their behavior, physical size, position, tendencies, etc.) that might trigger others out of the sweet spot.
 - *What about you might make it difficult for people who work with you to stay in the sweet spot?*

3. Share personal observations.

- Request a volunteer to share their observations about their own triggers and things about themselves that might trigger others.
 - *Who would be willing to share with the group one thing that causes you to trigger out of the sweet spot, and one thing about yourself that might trigger others?*
- Thank participants for sharing their examples.

4. Transition to the next slide—Catch It, Name It, and Tame It.

**Activity 10—The Mindset****Materials:****Activity Time:** 27 minutes**Slide Time:** 2 minutes**PW Page:** 16**Start/Stop Time:****(Build) Slide:** 34**Define the Conversational Capacity Mindset****1. Review the definition of a Conversational Capacity Mindset.**

- Refer to workbook page 16.

What do I mean by *mindset* in the context of conversational capacity?

It is the values, attitudes, and goals that inform your behavioral choices. A conversational capacity mindset is not what you say you value, or even what you think you value—it's what you *actually* value. It's what matters to you; the things you place the most importance on.

When you're in the sweet spot, your behavior isn't driven by fear, anger, or a desire to be comfortable or liked—it's driven by a desire for learning. The goal is to develop the ability to remain focused on learning even when your tendencies to minimize and win are doing their best to knock you off balance.

As you do this, your conversations will become less egotistical and more purposeful; less about looking good, feeling right, or avoiding emotional discomfort, and more about learning and making informed choices.

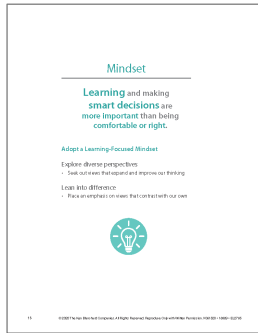
2. Connect feeling comfortable or being right to *minimize* and *win*.

This is not a casual undertaking. It requires sacrifice.

If you have a strong minimize tendency, for example, you'll have to abandon your need to feel safe and comfortable if you want to be more effective.

If you have a strong win tendency, on the other hand, you'll have to set aside your need to be right all the time if you want to be more effective.

3. Transition to the next slide—With a Learning-Focused Mindset.



Activity 10—The Mindset

Materials:

Activity Time: 27 minutes

Slide Time: 2 minutes



PW Page: 16

Start/Stop Time:

(Build) Slide: 35

With a Learning-Focused Mindset

1. Review the key mindset behaviors.

There are two critical aspects of a learning-focused mindset.

- Display the first slide build: Explore Diverse Perspectives.

With a learning-focused mindset, we first explore diverse perspectives to expand and improve our thinking. When you're up against big decisions, conflicts, changes, and challenges, the potential for profound learning isn't in the sameness around the table—it's in the difference.

If you and your team can orchestrate balanced dialogue that fosters open-minded exposure to the varied and conflicting perspectives of its members, you gain a huge advantage that is unavailable to less-capable people or teams: the ability to think more expansively about your most pressing problems.

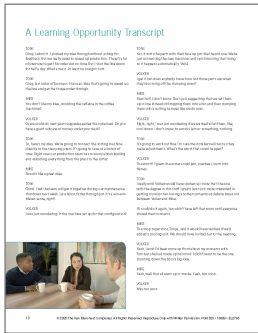
- Display the second slide build: Lean into Difference.

With a particular focus, we lean into difference. What does this mean? It means that we place an emphasis on views that contrast with our own.

Mere exposure to difference isn't enough. Differences that lead to learning work only if you have a bias for learning that is greater than your natural defensiveness to new and conflicting ideas. To truly learn from different perspectives, you need to genuinely approach conversations with people who see the world differently as *opportunities to learn*.

2. Transition to the next slide—The Three Questions.

The challenge is developing the ability to adopt and hold this learning-focused mindset under pressure and not let our need to minimize or win overwhelm our focus on learning.

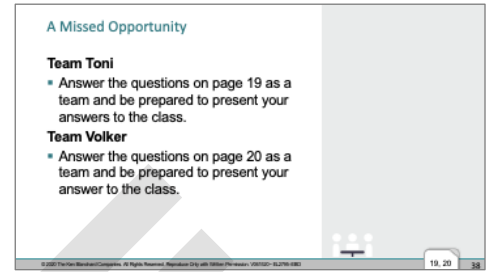


Activity 10—The Mindset

Materials:

Activity Time: 27 minutes

Slide Time: 15 minutes



PW Pages: 18–20

Start/Stop Time:

Slide: 38

A Missed Opportunity

1. Divide the table groups into two teams for the activity.

- For this activity, we will work in table groups but divide the room into two teams: Team Toni and Team Volker.
- Indicate which table groups are in Team Toni.
- The tables on the right side of the room are the Team Toni group. You will work in individual table groups to answer the questions on page 19 in your workbooks.
- Indicate which table groups are in Team Volker.

The tables on the left side of the room are the Team Volker groups. You will work in individual table groups to answer the questions on page 20 in your workbooks.

2. Give instructions on how to create the presentation.

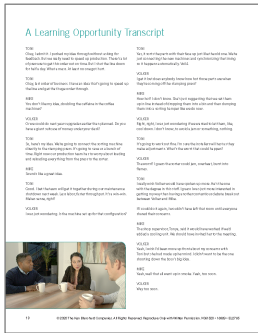
Appoint a scribe and a presenter. Discuss the questions on your assigned page and formulate answers. Use the video transcript to cite examples. Use the flip charts to help you organize your presentation. Each table group will have an opportunity to present their findings. Use the transcript of the video on page 18 if you would like to review what was said in the conversation.

Allow 8 minutes.

3. Facilitate the presentations for the Team Toni table groups.

Okay, let's start with Team Toni. Do we have a table group on the Team Toni side of the room that would like to share their answers and insights to the questions on page 19 of the workbook? You have up to two minutes.

- Allow 2 minutes for the presentation.
- Ask if the other table teams have anything to add to the presentation.

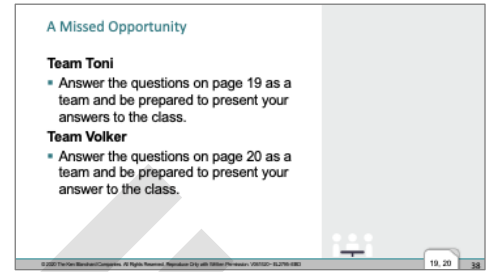


Activity 10—The Mindset

Materials:

Activity Time: 27 minutes

Slide Time: 13 minutes



PW Pages: 18–20

Start/Stop Time:

Slide: 38

A Missed Opportunity, continued

4. Underscore observations for the presentation from Team Toni.

Well done, Team Toni!

Clearly Toni did not have a learning-focused mindset. She admitted that she already had her mind made up before the meeting. She just wanted to sell the idea and move on.

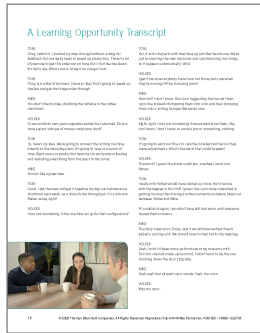
When Volker expressed concern about the heat of the parts, she was very dismissive and even joked about it. She disregarded Volker’s concerns and allowed Mike to do the same.

She should have asked herself what others are seeing that she was missing and what they are all missing. Then she might have investigated Volker’s concerns and explored the idea of bringing in an expert from the shop floor to help solve the problem.

5. Facilitate the presentations for the Team Volker table groups.

Okay, let’s hear from Team Volker. Do we have a table group on the Team Volker side of the room that would like to share their answers and insights to the questions on page 20 of the workbook? You have up to two minutes.

- Allow 2 minutes for the presentation.
- Ask if the other table teams have anything to add to the presentation.

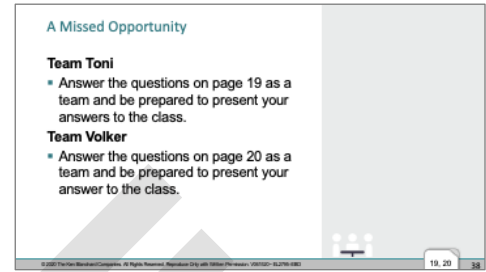


Activity 10—The Mindset

Materials:

Activity Time: 27 minutes

Slide Time: 13 minutes



PW Pages: 18–20

Start/Stop Time:

Slide: 38

A Missed Opportunity, continued

6. Underscore observations for the presentation from Team Volker.

Well done, Team Volker!

The lack of a learning-focused mindset from Toni or Mike made Volker feel unsure and that it was unsafe to express his point of view, so he minimized it and joined in with the others as they laughed about it.

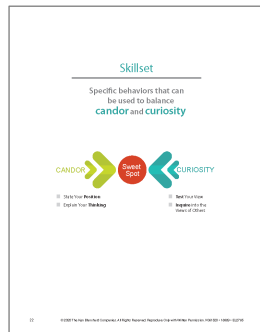
Making Volker feel safe and respected would have helped draw out his ideas.

Clearly, Volker felt bad about his part in the accident.

In the story, the impact was pretty negative. It could have been even worse if someone had gotten hurt or lost their job.

7. Transition to the next activity—Diverse Perspectives, and the next slide—Leaning into Difference.

When we are dealing with an important issue and our goal is making the more informed and effective decision, it is best to explore the matter through diverse points of view in order to expand and improve our thinking.

**Activity 12—The Skillset****Materials:****Activity Time:** 7 minutes**Slide Time:** 1 minute**PW Page:** 22**Start/Stop Time:****Slide:** 41**Conversational Capacity Skillset****1. Define the Conversational Capacity Skillset.**

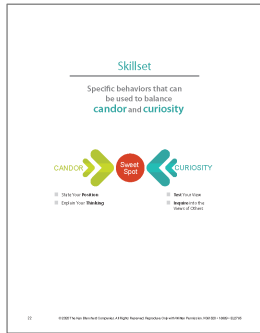
- Refer to workbook page 22.

The conversational capacity skillset is composed of four distinct behaviors to help you stay candid and curious in a more consistent way.

There are two candor skills and two curiosity skills.

The mindset ensures you're using the skills in an *authentic* way!

2. Transition to the next slide—Candor and Curiosity.

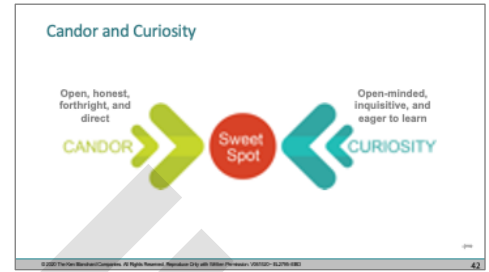


Activity 12—The Skillset

Materials:

Activity Time: 7 minutes

Slide Time: 3 minutes



PW Page: 22

Start/Stop Time:

(Build) Slide: 42

Candor and Curiosity

1. Ask participants to define candor and curiosity.

What is your definition of candor? Curiosity?

- Solicit and acknowledge responses.

2. Click the slide build and define candor.

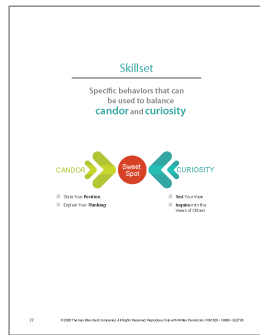
Within conversational capacity, what do we mean by “candor”? Being candid means having open, honest, forthright, and direct conversations.

3. Click the next slide build and define curiosity.

What do we mean by “curiosity”? Remaining curious in a conversation means that we are open-minded, inquisitive, and eager to learn.

4. Transition to the next slide—The Four Skills.

Facilitation Tip
 This slide contains slide builds. Click to advance as you review the content.

**Activity 12—The Skillset****Materials:****Activity Time:** 7 minutes**Slide Time:** 3 minutes**PW Page:** 22**Start/Stop Time:****Slide:** 43**The Four Skills****1. Review the four skills for balancing candor and curiosity.**

Two candor skills help you get *your* perspective into a conversation in a clear and effective way. They are

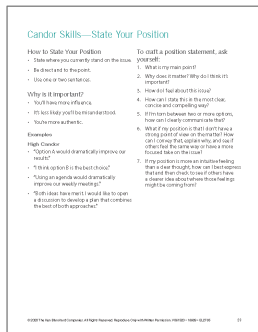
- State your position
- Explain your thinking

Two curiosity skills help you improve your perspective by inviting others into the conversation to expand and improve your thinking. They are

- Test your view
- Inquire into the views of others

2. Transition to the next activity and the next slide—The Candor Skills.

Next, we'll explore these skills in detail.

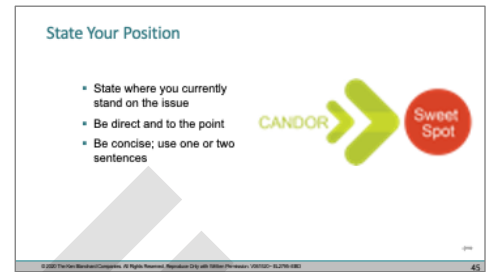


Activity 14—Position

Materials:

Activity Time: 9 minutes

Slide Time: 2 minutes



PW Page: 23

Start/Stop Time:

(Build) Slide: 45

State Your Position

1. Introduce the first candor skill: State Your Position.

- Refer to workbook page 23.

The first candor skill is State Your Position.

2. Define the characteristics of State Your Position.

- Share the characteristics of the skill as you advance through the slide build.

Like a topic sentence in good paragraph construction, a position statement is clear, candid, and concise. It lets others know where we stand on an issue, the specific point we're putting forward.

Whether it's a view, idea, concern, or suggestion, a position should distill the essence of our view into one sentence or no more than two.

3. Transition to the next slide—Why Is Stating Your Position Important?

Let's take a look at why this matters.

Concise Skills—State Your Position

How to State Your Position

1. Take what you currently expect on the issue.
2. Write it down.
3. Write it out loud.
4. Write it out loud to a partner.
5. Write it out loud to a group.
6. Write it out loud to a group of people who are not your usual audience.

Why is it important?

1. You know more about it.
2. You know more about the other side.
3. You know more about the other side's position.
4. You know more about the other side's position.
5. You know more about the other side's position.
6. You know more about the other side's position.

How to State Your Position

1. Write it down.
2. Write it out loud.
3. Write it out loud to a partner.
4. Write it out loud to a group.
5. Write it out loud to a group of people who are not your usual audience.

High Coach

- "You've done a great job of stating your position."
- "I think you've done a great job of stating your position."
- "I think you've done a great job of stating your position."
- "I think you've done a great job of stating your position."
- "I think you've done a great job of stating your position."
- "I think you've done a great job of stating your position."

High Coach

- "You've done a great job of stating your position."
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Activity 14—Position

Materials:

Activity Time: 9 minutes

Slide Time: 3 minutes



PW Page: 23

Start/Stop Time:

(Build) Slide: 46

Why Is Stating Your Position Important?

1. As you build the slide, explore why stating your position is important.

- Solicit participants' reactions to and expand upon the topic as you advance the slide build for each bullet point.

An effective position increases the influence your view will have because it anchors the conversation with a well-defined starting point.

It makes it less likely others will misunderstand the idea you're trying to communicate.

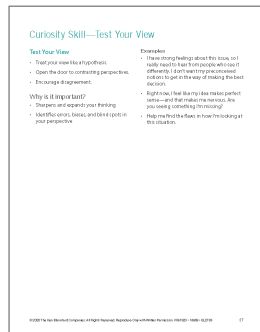
Without that clarity, you increase the likelihood you'll be misinterpreted because—unless you're conversing with mind readers—you force others to make assumptions about the point you're trying to make.

2. Transition to the next slide—Clear, Concise, and Compelling?

Let's see if we can spot a good position statement.

Facilitation Tip

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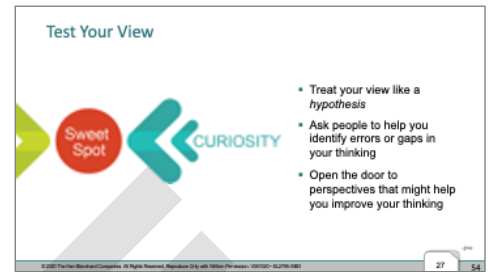


Activity 18—Test

Materials:

Activity Time: 17 minutes

Slide Time: 5 minutes



PW Page: 27

Start/Stop Time:

(Build) Slide: 54

Test Your View

1. Introduce the first curiosity skill: Test Your View.

- Refer to page 27 of the workbook.

As we saw in the video, the first curiosity skill is Test Your View.

2. Define the characteristics of Test Your View.

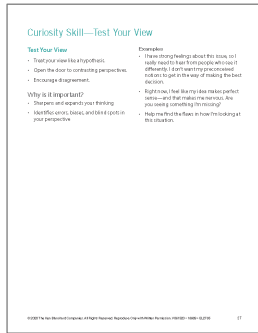
- Share the characteristics of the skill as you advance through the slide build.

If we're committed to being well informed, but our perspectives are always riddled with gaps and errors, how do we best detect and correct them? In our quest to make informed and effective choices, how do we check and improve our mental maps of reality?

Given our cognitive limitations, the best way to test our thinking is by bouncing it off other people—especially people with contrasting perspectives.

Facilitation Tip

This slide contains slide builds. Click to advance as you review the content.

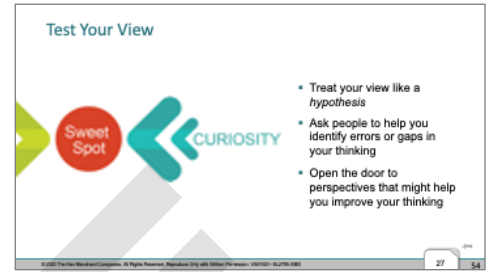


Activity 18—Test

Materials:

Activity Time: 17 minutes

Slide Time: 5 minutes



PW Page: 27

Start/Stop Time:

(Build) Slide: 54

Test Your View, continued

3. Caution participants about false or leading questions.

Testing our view makes a huge difference in how others respond because it signals that we’re holding our perspective like a hypothesis, not a truth. Rather than dare people to disagree, we’re asking other people for assistance: “Help me improve how I’m looking at this issue.”

But it needs to be genuine: It’s not a gimmick, a superficial invitation to push back unsupported by genuine curiosity.

With an effective test, you’re not just sitting back passively, hoping other people will provide you a contrasting perspective—you’re inviting and encouraging them to do it. You do this by showing people you’re holding as hypothetical both your position and the thinking that informs it. Rather than hold your view close to your chest like a poker player with a good hand, or hold it over your head like a Kendo stick to whack opposing perspectives with, you hold it up like a notional view of reality so others can see it and provide feedback. You’re saying, “Here is how I’ve made sense of this situation, and I’d like you to help me improve it. What am I missing? What have I gotten wrong? What are you seeing that I’m not?”

4. Transition to the next slide—Why Is Testing Your View Important?

Respond with Inquiries	
For each statement below, write a response that inquires about the point of view being expressed.	
Statement	Respond with Inquiries
1. What are you proposing won't meet all the requirements?	
2. That doesn't align with the results from the focus group.	
3. We've tried that before.	
4. Jackie definitely isn't a team player.	
5. I think your suggestion is impractical and is just asking for trouble.	
6. Don't blame me for your fault.	
7. I don't think we can realistically expect to launch this project as scheduled.	
8. I guess we could take a chance and give it a try.	

Activity 19—Inquire**Materials:****Activity Time:** 26 minutes**Slide Time:** 10 minutes

Respond with Inquiries	
1. What you're proposing won't meet all the requirements.	
2. That does not align with the results from the focus group.	
3. We've tried that before.	
4. Jackie is definitely not a team player.	
5. I think your suggestion is impractical and is just asking for trouble.	
6. Don't blame me. It's your fault.	
7. I don't think we can realistically expect to launch this project as scheduled.	
8. I guess we could take a chance and give it a try.	

PW Page: 30**Start/Stop Time:****(Build) Slide:** 61**Respond with Inquiries****1. Introduce the group activity.**

I am going to read a few statements as I build the slide. I want you to think of a way to inquire into the view being expressed in each statement.

2. Read each statement as you build the slide and solicit responses to inquire into the point of view being expressed.

- Acknowledge responses and encourage participants to use page 30 of their workbooks to record the ones they like best.

3. Transition to the next slide—Speaking with Curiosity.

Now we are going to see if we can help Toni use this skill in her conversation with Volker.

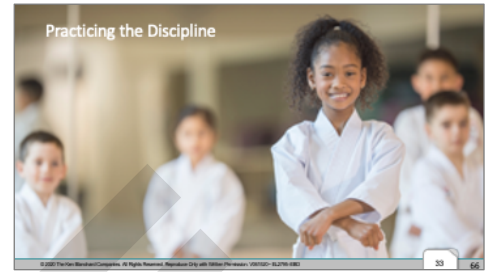


Activity 21—Balancing Candor and Curiosity

Materials:

Activity Time: 25 minutes

Slide Time: 2 minutes



PW Page: 33

Start/Stop Time:

Slide: 66

Practicing the Discipline

1. Highlight the need for practice to build conversational capacity.

Knowing the underlying principles of conversational capacity is the first step. But if we’re to build our competence, we must practice the discipline.

It is the adept use of these four skills—backed with disciplined awareness and a mindset on learning—that helps us remain constructive, balanced, and learning-focused under pressure.

The goal now is to learn to do just that. This course, after all, doesn’t just aim to provide good ideas about conversational capacity; it also provides us practical ways to build it and put it to work.

To that end, we will be applying what we have learned so far so that when we get back on the job. We have the knowledge, the skills, and the confidence to practice the discipline.

2. Transition to the next slide—Conversational Capacity At a Glance.

My Action Plan

What is one thing I will do to increase my awareness of my need to improve or act?

What is one thing I will do to enhance a healthy personal mindset?

Which skill will I focus on to increase my conversational capacity?

What important issue will I address long-term?

Activity 25—Applying Conversational Capacity

Materials:

Activity Time: 25 minutes

Slide Time: 6 minutes



PW Page: 47

Start/Stop Time:

(Build) Slide: 81

My Action Plan

1. Introduce My Action Plan.

Research shows that when we identify goals, we are more successful and effective in orchestrating change.

- Refer to workbook page 47.

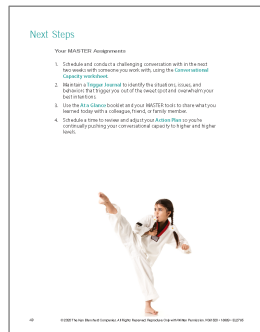
2. As you advance through the slide builds, give participants the instructions on moving forward.

Take a minute to answer the questions on page 47 of your workbook.

3. Transition to the next slide—Your Ego Is Your Opponent.

Facilitation Tip

This slide contains slide builds. Click to advance as you review the content.



Activity 25—Applying Conversational Capacity

Materials:

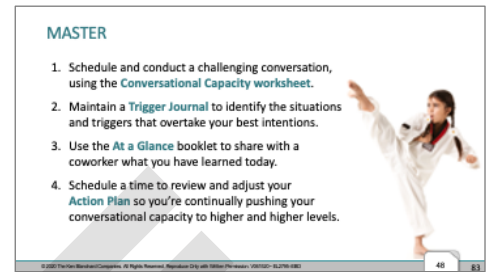
Activity Time: 25 minutes

Slide Time: 2 minutes

PW Page: 48

Start/Stop Time:

Slide: 83



MASTER

1. Introduce MASTER resources.

When we learn a new skill in the martial arts, for example, it is important to practice it so we can build the muscle memory and the confidence to use it effectively. As we begin to wrap things up today, we hope that you will make a commitment to specific actions that will put what you've learned into practical application. To that end, you have several resources available, including videos and tools.

2. Introduce MASTER assignments.

- Refer to page 48 of the workbook.

At the MASTER site you have the following resources:

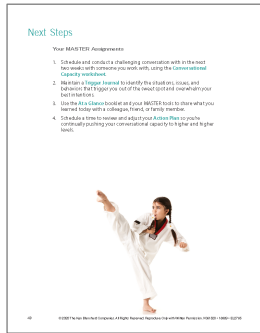
- Conversational Capacity worksheet
- Conversational Capacity At a Glance booklet
- Conversational Capacity mini poster
- Trigger Journal
- Live-action videos
- Motion graphic videos

Facilitation Tip

Note: If LAUNCH was provided through Blanchard Exchange, participants should go back to their learning portal to the MASTER section and download the resources.

Facilitation Tip

Remind participants that the videos from the program will be available for viewing from their learning portal on Blanchard Exchange.



Activity 25—Applying Conversational Capacity

Materials:

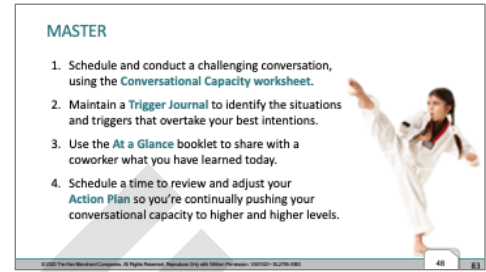
Activity Time: 25 minutes

Slide Time: 2 minutes

PW Page: 48

Start/Stop Time:

Slide: 83



MASTER, continued

3. Give the participants the MASTER assignments.

Your three assignments to complete in the next two weeks:

- Schedule and conduct a challenging conversation with someone you work with using the Conversational Capacity worksheet.
- Maintain a Trigger Journal to identify the situations and triggers that overtake your best intentions.
- Use the At a Glance booklet to share with a coworker what you learned today.

4. Transition to the next activity—Honorable Close, and the next slide—Key Takeaways.