LIFT Performance Solutions

CCI Academy
Working towards a more peaceful future



BRAVING THE CONFLICT ARENA

WORKBOOK

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Welcome to our Braving the Conflict Arena online course. The program combines the work of Brené Brown on courage with the latest in conflict management research and practice.

Cherelle and I meet so many people in our work who either have the conflict knowledge and skills, but are not brave enough to use them at the right time; or who have a lot of courage, but not the knowledge or skills to use it effectively.

This course will help you develop both conflict knowledge and skills, along with the courage to use them appropriately, ensuring that conflict becomes an opportunity for learning, creativity and growth - not something to be afraid of.

Like all training programs, how much you get out of it is directly related to how much you put into it. We strongly encourage you to watch all the lessons, read all the additional materials, complete the activities in this workbook, and take any opportunity you can to practice what you learn with friends, family and colleagues.

While the course is fully flexible and designed to be completed in your own time and at your own pace, we want to reassure you that you are not on your own! Any time you have a question, please get in touch. We are always just an email away, and if we can't answer your question easily by email, we'll be in touch to schedule a phone or zoom conversation.

If you're keen to take your learning to the next level, we both offer small group and one-on-one coaching (in person and online) to support you to put your learnings into practice right away in your own particular context. If you are interested in this, please let us know.

Stay brave, and remember that conflict can be an opportunity if you manage it effectively!

Keep in touch!

Cherelle Witney
liftps.com

Dr Samantha Hardy
CCIAcademy.com

COURSE *Overview*

MODULE	COMPLETED
1. Key concepts	☐
2. Values and integrity in conflict	☐
3. Armour and boundaries in conflict	☐
4. Curiosity and generosity in conflict	☐
5. Conflict stories	☐
6. Self-care in conflict	☐
7. Your conflict courage plan	☐

IMPORTANT INFORMATION BEFORE YOU START

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YOUR CONFLICT STORY

Before we start the course, take some time to think about a conflict in your life - one that didn't get resolved satisfactorily. If you can't think of one of your own, think about a conflict story that someone has told you lately. Write down a summary of the conflict story below.

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YOUR STORY ABOUT CONFLICT

What is the story that you tell yourself that prevents you from engaging courageously in conflict?

When conflict arises, the first thing I want to do is:

My emotions:

My body:

My thinking:

My beliefs:

My actions::

Cont....

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YOUR STORY ABOUT CONFLICT (CONT.)

When conflict arises, my biggest concern is:

I try to protect myself by:

The worst thing I think could happen is:

The best thing I think could happen is:

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MODULE 1

KEY CONCEPTS

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MODULE ONE

LESSONS

1.1 Exploring conflict

1.2 Vulnerability

1.3 Courage and connection

1.4 Story

1.5 Conflict and emotions

1.6 Conflict, power and blame

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Conflict can be both positive and negative

In what ways can conflict be a positive thing?

In what ways can conflict be a negative thing?

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Conflict can be both outer and inner conflict

What are some examples of outer conflicts that you have experienced?

What kinds of inner conflict did you experience as a result of these outer conflicts? Have you experienced inner conflict without any outer conflict?

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LESSON 1.1

HOW DOES IT FEEL TO BE IN CONFLICT?

Think of a time when you were in conflict with someone. What kinds of feelings / emotions did you experience?

How would you prefer to feel in conflict? What kinds of feelings / emotions do you think would be helpful?

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LESSON 1.1

HOW DO PEOPLE BEHAVE IN CONFLICT?

How do people behave when they are in conflict? What are some words that describe how people behave when they are in conflict and not managing it well?

What kinds of behaviours do you think would be helpful when people are in conflict, to help them to manage it well?

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For each choice that I could make in this situation, what would be the impact on:

MYSELF

Short Term

Long Term

THE OTHER PERSON

Short Term

Long Term

OTHER PEOPLE WHO MAY BE AFFECTED

Short Term

Long Term

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Think of a conflict you have experienced in the past.

What elements of the conflict were about "substantive" issues?

What elements of the conflict were about "process" issues?

What elements of the conflict were about "psychological/emotional" issues?

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LESSON 1.2

VULNERABILITY

Our experiences create our understanding of vulnerability. Describe the following:

I grew up feeling that vulnerability was...

After this lesson, I'd define vulnerability for me as being...

How will I apply this new definition of vulnerability in my life?

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LESSON 1.3

COURAGE AND CONNECTION

Courage to me looks like:

Courage is:

1. Asking for what I need;
2. Speaking my truth;
3. Owning my whole story;
4. Setting boundaries;
5. Reaching out for support;
6. Believing that I am enough.

How will I apply these six actions to my life?

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LESSON 1.4

STORY

Our stories either lift us or limit us. We own our own stories. We can change our stories.

What is a story I tell myself that limits my confidence and courage in conflict?

What is a story I will be telling myself from today that lifts my confidence and courage in conflict?

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COMMON FEELINGS

- affectionate
- afraid
- aggressive
- agonised
- alarmed
- alienated
- alone
- angry
- anxious
- apathetic
- apologetic
- appreciated
- arrogant
- ashamed
- attractive
- awkward
- bashful
- beaten
- beautiful
- bewildered
- blissful
- bored
- brave
- calm
- caring
- cautious
- closed
- cold
- comfortable
- committed
- compassionate
- competent
- concentrating
- concerned
- confident
- confused
- contented
- cowardly
- creative
- cruel
- curious
- cut off
- defeated
- defensive
- dejected
- demure
- dependent
- depressed
- deprived
- desperate
- determined
- disappointed
- disapproving
- disbelieving
- disgusted
- distasteful
- domineering
- eager
- easy-going
- ecstatic
- embarrassed
- enraged
- envious
- evasive
- evil
- exasperated
- excited
- exhausted
- exhilarated
- fatalistic
- fearful
- feminine
- flirtatious
- friendly
- frightened
- frigid
- frustrated
- generous
- genuine
- gentle
- giddy
- glad
- grateful
- grieving

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COMMON FEELINGS

- grudging
- guilty
- gutless
- happy
- hateful
- homicidal
- hopeful
- hopeless
- horrified
- hostile
- hot
- humorous
- hurt
- hyperactive
- hysterical
- idiotic
- ignored
- immobilised
- impatient
- inadequate
- incompetent
- indecisive
- indifferent
- inferior
- inhibited
- innocent
- insecure
- insincere
- interested
- involved
- isolated
- jealous
- joyful
- judgmental
- lively
- loaded
- lonely
- lovable
- loved
- lovestruck
- loving
- lovely
- masculine
- masked
- masochistic
- meditative
- melancholy
- mischievous
- miserable
- misrepresented
- misunderstood
- mysterious
- needy
- negative
- obstinate
- old
- optimistic
- out of control
- overcontrolled
- overwhelmed
- pained
- paranoid
- passionate
- peaceful
- perplexed
- persecuted
- pessimistic
- phoney
- pitiful
- playful
- pleased
- possessive
- preoccupied
- prejudiced
- pressured
- protective
- proud
- prudish
- puzzled
- quarrelsome
- quiet
- regretful
- rejected
- relieved

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COMMON FEELINGS

- remorseful
- repelled
- repulsed
- repulsive
- restrained
- reverent
- sad
- sadistic
- satisfied
- secure
- seductive
- self-pitying
- self-reliant
- sexy
- shallow
- sheepish
- shocked
- shy
- silly
- sincere
- sinful
- sluggish
- smug
- soft
- sorry
- stubborn
- stupid
- suicidal
- superior
- supported
- supportive
- surly
- surprised
- suspicious
- sympathetic
- tender
- terrified
- thoughtful
- threatened
- tolerant
- torn
- touchy
- triumphant
- two-faced
- ugly
- undecided
- understanding
- unresponsive
- unsupported
- unsupportive
- unsure
- unwilling
- uptight
- useful
- useless
- vindictive
- violent
- weary
- weepy
- wishy-washy
- withdrawn
- youthful
- zany
- zealous
- zesty

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LESSON 1.5

CONFLICT AND EMOTIONS

Which emotions do you find the most challenging in conflict (your own and others')?

What has been the impact of emotions on your previous conflicts?

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Useful questions about emotions

1. Am I in charge of this emotion (or is the emotion in charge of me) right now?

2. What, EXACTLY, am I feeling? What is the emotion underlying the emotion?

3. What is the function of the emotion? What is it telling me?

4. How would expressing my emotion help me in this situation? Is it going to help the other person to understand me and my needs better, or is it just going to help me feel better to vent?

5. What might the other person be feeling right now?

6. What emotions might I trigger in the other person if I talk about mine right now?

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Connecting triggers, emotions and behaviours

Think about past conflicts that you have been involved in, when your emotions have been triggered. This activity is to help you identify what kinds of things trigger your emotions, what sort of emotions arise for you, and what you do in response.

When this happens...	I feel.....	and then I do...

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Emotions and underlying causes

Fisher and Shapiro suggest that most emotions in conflict situations are caused by one of five core concerns. Think about emotions that you have experienced in past conflicts, identify which concern may have been driving that concern, and what might address that concern so that the emotion can de-escalate.

The five most common underlying core concerns:

1. Lack of appreciation
2. Lack of connection
3. Lack of autonomy
4. Lack of status
5. Role tension

Emotion	Underlying core concern	Manage this by...

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Think of a conflict that you have experienced in the past and consider how power might have impacted on it.

Who had what kinds of power in the conflict? How did they use that power?

Give an example of someone using "power **over**" in conflict?

Give an example of someone using "power **with**" in conflict?

How are you going to develop your "power **within**" to support you in conflict?

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Think of a conflict that you have experienced in the past in which you blamed someone else for something.

In what way did you contribute to the conflict arising, continuing, or escalating?

What could I have done that might have prevented the conflict from arising, continuing or escalating?

What could you have done to contribute to resolving the conflict?

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MODULE ONE

NOTES

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Extra Resources



DEBUNKING THE VULNERABILITY MYTHS
Chapter 2 in Daring Greatly
by Brené Brown



OWNING OUR OWN STORIES
Chapter 3 in Rising Strong
by Brené Brown



EMOTIONS IN CONFLICT
Chapter 6 in Interpersonal Conflict,
9th Edition, by Wilmott and Hocker



EMOTIONAL AGILITY
by Susan David



BUILDING AGREEMENT: USING EMOTIONS AS YOU NEGOTIATE
by Fisher and Shapiro



FEEL THE FEAR AND DO IT ANYWAY
by Susan Jeffers



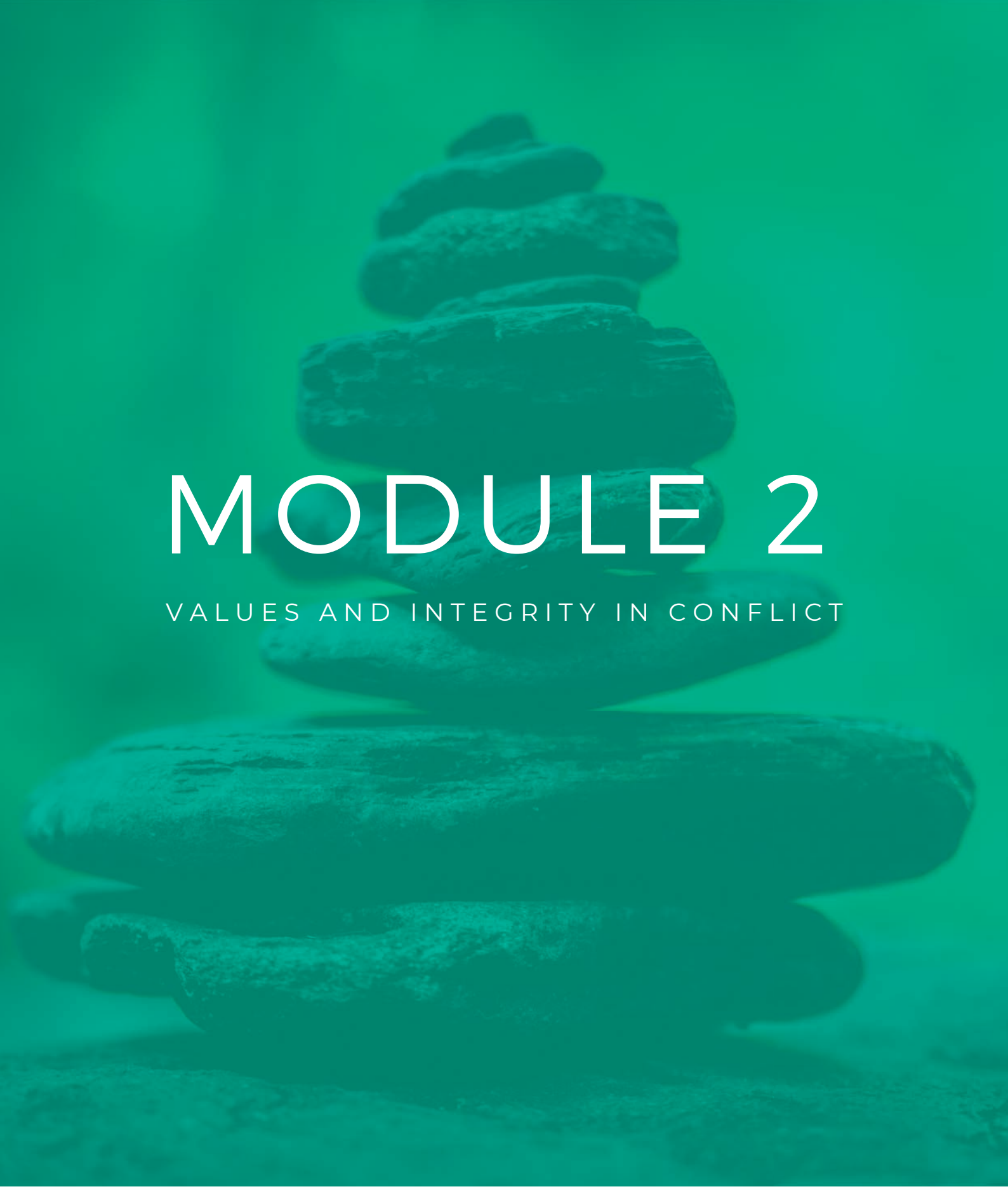
EMOTIONAL INTELLIGENCE
by Daniel Goleman



THE POWER OF VULNERABILITY
Brené Brown's Ted Talk
https://brenebrown.com/videos



THE POWER OF BEING VULNERABLE
Brené Brown and Jonathan Fields
https://www.brenebrown.com/videos



MODULE 2

VALUES AND INTEGRITY IN CONFLICT

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MODULE TWO

LESSONS

2.1	What are your values?
2.2	Organisation / family values
2.3	Values and conflict
2.4	Values and integrity
2.5	Engaging in conflict with integrity

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COMMON VALUES

Choose five of these that are most important to you.

- Authenticity
- Achievement
- Adventure
- Artistry
- Authority
- Autonomy
- Balance
- Beauty
- Boldness
- Candour
- Compassion
- Challenge
- Citizenship
- Community
- Competency
- Contribution
- Creativity
- Curiosity
- Determination
- Diligence
- Education
- Engagement
- Fairness
- Faith
- Fame
- Family
- Friendships
- Fun
- Genuineness
- Growth
- Happiness
- Health
- Helpfulness
- Honesty
- Humour
- Influence
- Inner Harmony
- Integrity
- Justice
- Kindness
- Knowledge
- Leadership
- Learning
- Love
- Loyalty
- Meaningful work
- Mindfulness
- Openness
- Optimism
- Peace
- Pleasure
- Poise
- Popularity
- Recognition
- Reflection
- Religion
- Reputation
- Respect
- Responsibility
- Security
- Self-Respect
- Service
- Spirituality
- Stability
- Success
- Sustainability
- Status
- Strength
- Talent
- Truthfulness
- Trustworthiness
- Wealth
- Wisdom

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LESSON 2.2

FAMILY AND ORGANISATIONAL VALUES

When you are in a family or organisation, you are part of a team, and teams work best when they have shared values.

What are my organisation's values?

What are my family's values?

How do these align with my own personal values?

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LESSON 2.2

FAMILY AND ORGANISATIONAL VALUES

What are the key three to five behaviours that underpin each of these values?

How will I discuss values with my team at work or at home? What do I see as the benefit of discussing values?

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Think about a conflict that you have experienced.

What values of yours felt threatened or compromised in the conflict?

Which values of the other person/s in the conflict seemed to be inconsistent with your values?

How do you think that each person's values impacted on the way the conflict played out?

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Think about a conflict in which you feel like you acted with integrity.

What specific behaviours did you engage in that demonstrated your integrity?

Which of your values were supported by your behaviour and how?

What was the impact of your behaviours on yourself and the other person/s involved in the conflict?

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Think about a conflict in which you feel like you DID NOT act with integrity.

What specific behaviours did you engage in that were inconsistent with your integrity?

Which of your values were impacted by your behaviour and how?

What was the impact of your behaviours on yourself and the other person/s involved in the conflict?

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LESSON 2.5

TURNING YOUR VALUES INTO ACTIONS IN CONFLICT

List your main values in the first column. In the second column describe actions that would be consistent with each value in conflict. In the third column, describe actions that would be inconsistent with each value in a conflict situation.

VALUE	CONSISTENT ACTION	INCONSISTENT ACTION

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MODULE TWO

NOTES

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Extra Resources

INTEGRITY: THE COURAGE TO MEET THE DEMANDS OF REALITY

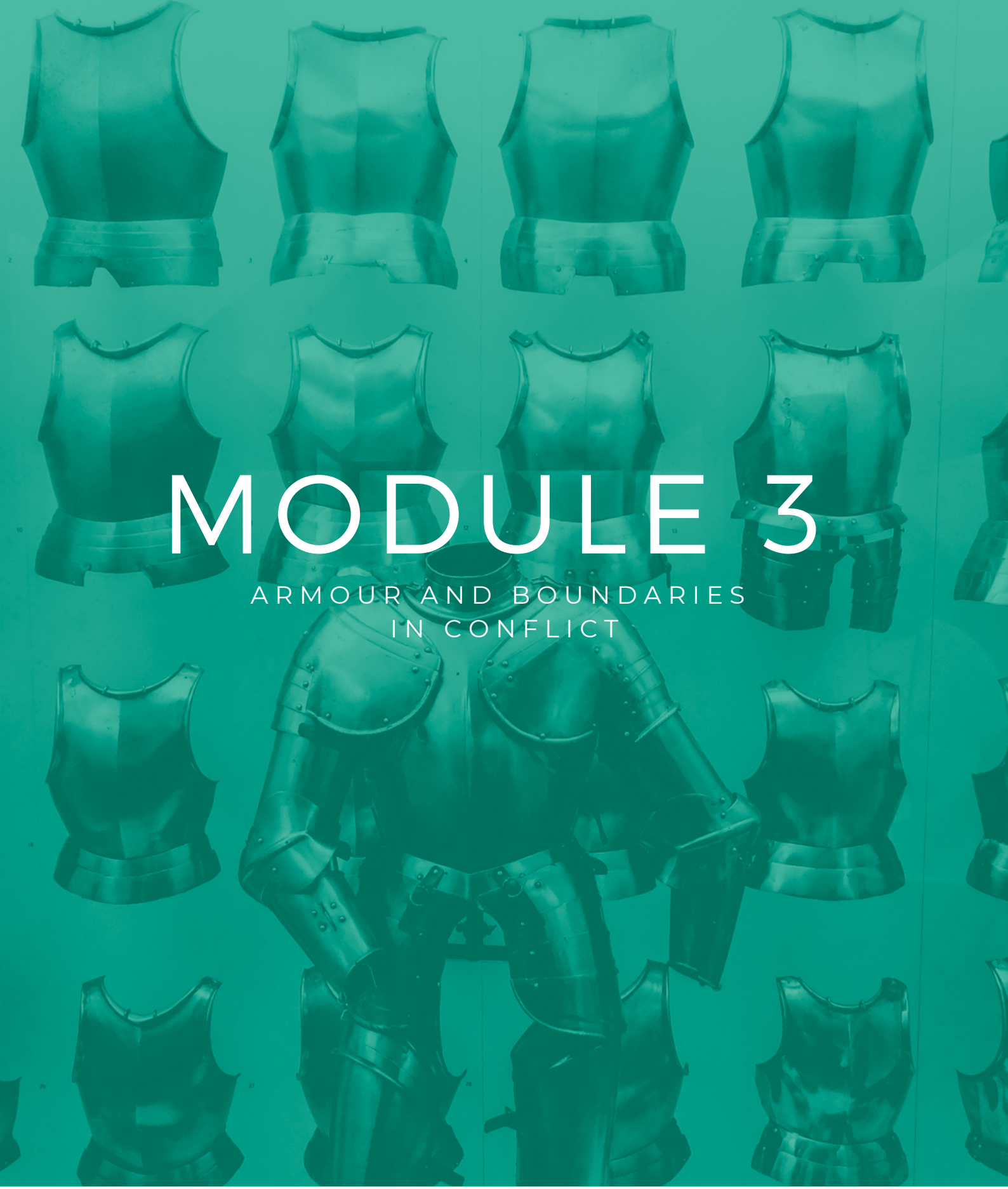
By Dr Henry Cloud

COURAGEOUS CONFLICT; LEADING WITH INTEGRITY AND AUTHENTICITY

By Mark A. Adams

DARE TO LEAD

By Brené Brown



MODULE 3

ARMOUR AND BOUNDARIES IN CONFLICT

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MODULE THREE

LESSONS

3.1 What is armour?

3.2 Typical conflict armour

3.3 Typical reactions to conflict

3.4 What are boundaries?

3.5 Setting boundaries in conflict

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LESSON 3.1

WHAT IS ARMOUR?

What behaviours do I engage in that could be armour?

How do I think these behaviours protect me?

When are these behaviours helpful and when are they unhelpful?

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LESSON 3.2

TYPICAL CONFLICT ARMOUR?

Think about conflicts that you have been involved in, or maybe some that you know you have coming up. Think about how you and the other people involved may have used armour.

What are some things that you might typically do to try to protect yourself in conflict, but limit your capacity to engage constructively?

Think about behaviours that you have seen other people use in conflict that you have found unhelpful in constructively managing the conflict. How might those behaviours be a form of armour for the person/s involved?

What has been the impact of these armour-like behaviours on the conflict (in the short and long term)?

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Feel the fear and do it anyway - Susan Jeffers

Level 1 Fears

Those that happen	Those requiring action
• Aging • Becoming disabled • Retirement • Being alone • Children leaving home • Natural disasters • Loss of financial security • Change • Dying • War • Illness • Losing a loved one	• Going back to school • Making decisions • Changing a career • Making friends • Ending or beginning a relationship • Having a child • Asserting oneself • Losing weight • Being interviewed • Driving • Public speaking • Making a mistake • Intimacy

Level 2 Fears

• Rejection • Success • Failure • Being vulnerable	• Being conned • Helplessness • Disapproval • Loss of image

Level 3 Fears

I can't handle it!

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LESSON 3.3

REACTIONS TO CONFLICT

What is my usual (default) reaction to conflict? Does this vary in different contexts (e.g. family / workplace)?

Which of the three common reactions to conflict do I see from my friends, family and colleagues?

What is my fear about conflict and how will I talk about this with someone I trust?

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LESSON 3.4

BOUNDARIES

What is ok and what is not ok for me in conflict?

How will I share my boundaries in conflict rather than armour up?

Which of my values strengthen my resolve to set boundaries to create a more compassionate approach to others and myself?

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LESSON 3.5

SETTING BOUNDARIES IN CONFLICT

Think about conflicts that you have been involved in, or maybe some that you know are coming up.

What are some protective boundaries that you have (or could have) put in place in conflicts in the past that supported you to engage constructively?

What sort of boundaries have you noticed others putting in place in conflicts that have supported them to engage constructively?

What sort of boundaries could you offer others in conflict when you notice them armouring up?

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LESSON 3.5

SETTING BOUNDARIES IN CONFLICT

What are some examples of **SUBSTANTIVE** boundaries (i.e. around the content of a conflict discussion) that you could put in place? How would these support you?

What are some examples of **PROCESS** boundaries (i.e. around the way in which a conflict interaction takes place) that you could set? How would these support you?

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Extra Resources



THE VULNERABILITY ARMORY, CHAPTER 4 IN DARING GREATLY
By Brené Brown



BOUNDARIES FOR LEADERS
By Henry Cloud



BRENÉ BROWN ON BLAME
https://youtu.be/RZWf2_2L2v8



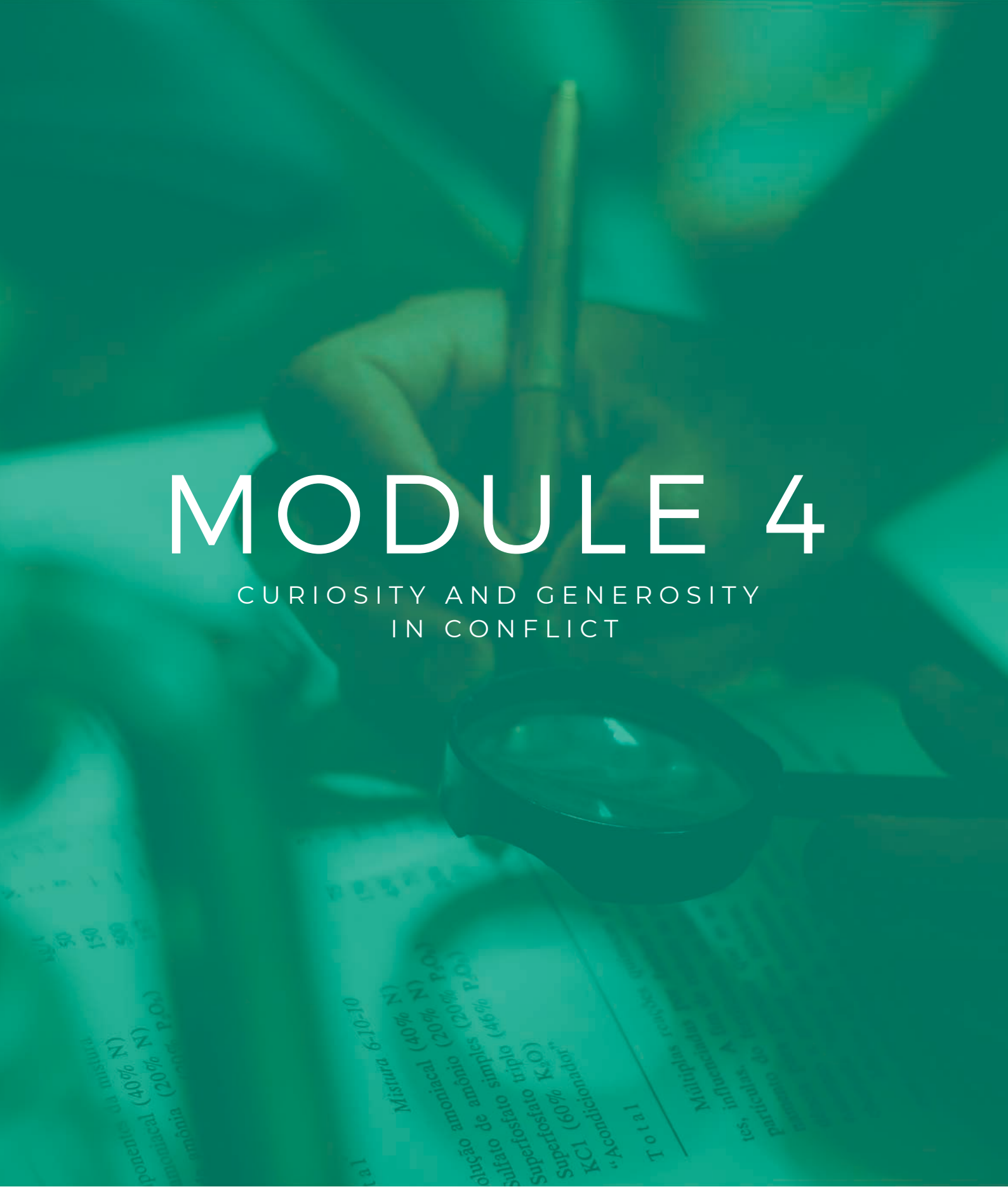
BRENÉ BROWN ON FEAR AND ARMOUR
https://youtu.be/7Lbl19ZiMII



BRENÉ BROWN ON DIFFERENT TYPES OF ARMOUR
https://youtu.be/ht5dDInnTzM



BRENÉ BROWN ON BOUNDARIES
https://youtu.be/-WpdsRPzKco



MODULE 4

CURIOSITY AND GENEROSITY IN CONFLICT

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MODULE FOUR

LESSONS

4.1	What is curiosity?
4.2	What is generosity?
4.3	The danger of certainty in conflict
4.4	Curiosity and questioning in conflict
4.5	Empathy and sympathy

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LESSON 4.1

CURIOSITY

Why do I want to be curious in any conversation?

How does being curious create connection and understanding?

How can I practise being curious and asking quality questions in conversation?

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LESSON 4.2

GENEROSITY

What does generosity mean to me?

What will I say to myself to help maintain a generous mindset?

What are the benefits of asking myself "what if I am doing the best that I can"?

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LESSON 4.3

HOW GOOD ARE YOU AT GETTING THE FACTS STRAIGHT?

Read the short story below, and then record in the spaces provided beside each statement, whether you think it is true, false or you don't know. Add up your scores in each column when you have finished.

A business man had just turned off the lights in a store when a man appeared and demanded money. The owner opened the cash register. The contents of the cash register were scooped up and the man sped away. A member of the police force was notified promptly.

	True	False	Don't know
1.A man appeared after the owner had turned off his store lights.			
2. The robber was a man.			
3. The man who appeared did not demand money.			
4. The man who opened the cash register was the owner.			
5. The owner scooped up the contents of the cash register and ran away.			
6. Someone opened a cash register.			
7. After the man who demanded money scooped up the contents of the cash register, he ran away.			
8. While the cash register contained money, the story does not state how much.			
9. The robber demanded money from the owner.			
10. The robber opened the cash register.			
11. After the store lights were turned off, a man appeared.			

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	True	False	Don't know
12. The robber did not take the money with him.			
13. The robber did not demand money from the owner.			
14. The owner opened a cash register.			
15. The age of the store owner was not revealed in the story.			
16. Taking the contents of the cash register with him, the man ran out of the store.			
17. The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded money, and a member of the police force.			
18. The following events were included in the story: someone demanded money, a cash register was opened, its contents were scooped up, and a man dashed out of the store.			
TOTALS:			

Complete this activity online, and you will be able to check your answers and see how good you are at getting the facts straight -vs- making assumptions! GOOD LUCK!

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LESSON 4.3

THE DANGER OF CERTAINTY IN CONFLICT

Useful questions to ask yourself in a conflict situation

1. What more do I need to learn and understand about the situation?

2. What do I know objectively?

3. What assumptions am I making?

4. What more do I need to learn and understand about the other people in the story?

5. What additional information do I need?

6. What questions or clarifications might help?

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LESSON 4.4

CURIOSITY AND QUESTIONING IN CONFLICT

When you are curious about something someone else is saying or doing (not in a conflict situation) how do you express your curiosity?

What changes for you in a conflict situation? How does your experience of conflict impact on your ability to be curious?

What are some questions you could ask yourself in a conflict situation to help you to be curious about yourself, the other person and what's going on in the conflict?

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LESSON 4.5

EMPATHY AND SYMPATHY

What do I understand is the difference between empathy and sympathy?

How would I show empathy in conflict?

How do I think empathy helps me to be more calm and confident in conflict?

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Extra Resources



CURIOUS: THE DESIRE TO KNOW AND WHY YOUR FUTURE DEPENDS ON IT

By Ian Leslie



THE BOOK OF BEAUTIFUL QUESTIONS

By Warren Berger



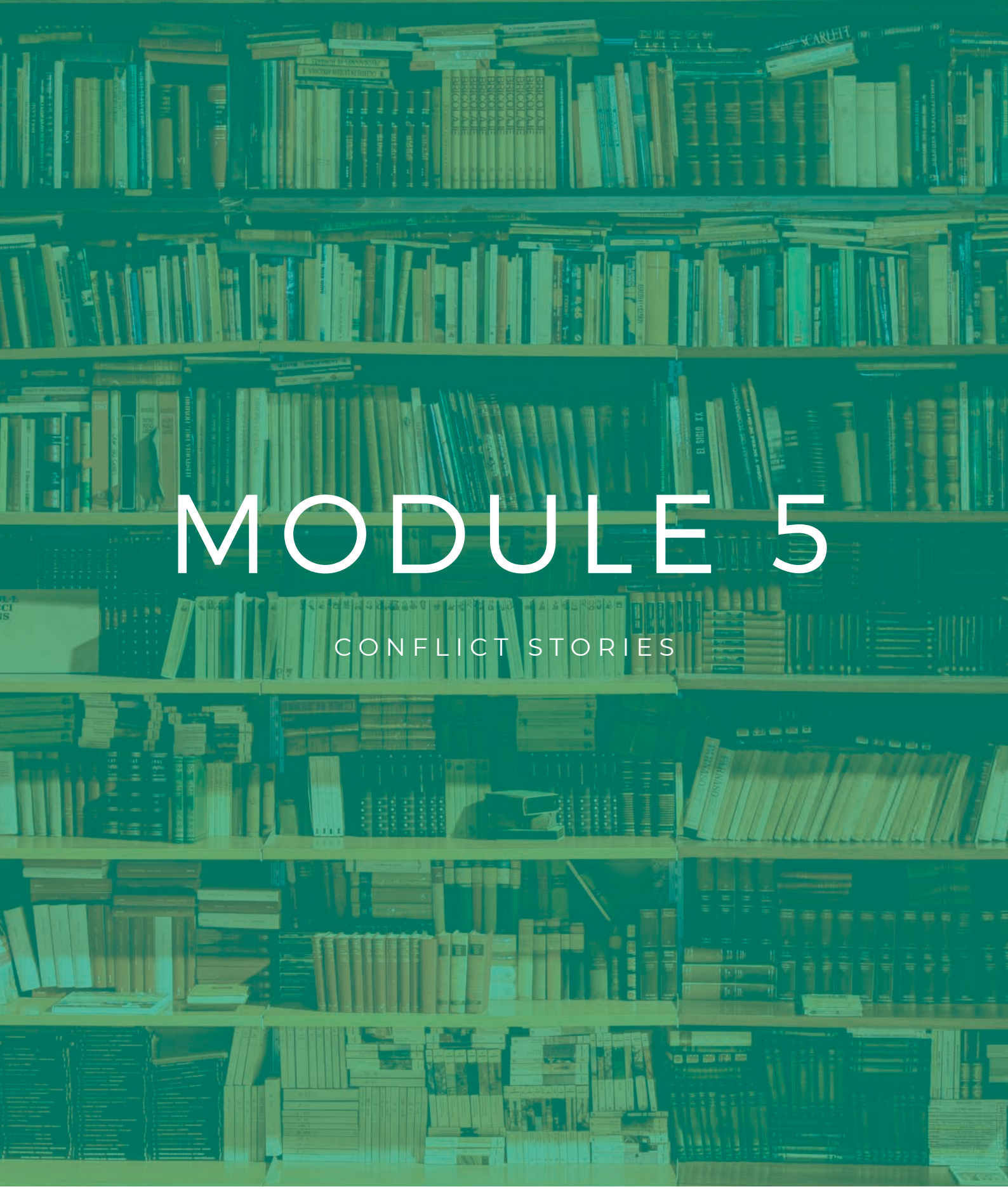
YOU'RE NOT LISTENING

By Kate Murphy



RSA SHORT ON EMPATHY - BRENÉ BROWN

https://www.brenebrown.com/videos



MODULE 5

CONFLICT STORIES

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MODULE FIVE

LESSONS

5.1 Humans and stories

5.2 Typical conflict stories

5.3 The melodramatic conflict narrative

5.4 What is a better story?

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LESSON 5.1

HUMANS AND STORIES

What are some communities in your life in which you typically share stories?

What are some of your well-told stories? (e.g. the time I got lost)

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LESSON 5.1

HUMANS AND STORIES

What did you see when you watched the Heider Simmel clip?

Can you think of an example of a personal 'conspiracy theory' story that you have told yourself in the past?

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ANGELA'S STORY

I have a really bad conflict going on in my life at the moment and I don't know how to deal with it.

It's at my workplace. I have this colleague who has been in this job for twenty-five years and she knows like the ins and outs of the organisation by her finger tips and she's really good at what she does and in other circumstances I would have got along with her perfectly well, but because I'm a newcomer in this role, I just have trouble dealing with her way of thinking.

She sees me as a threat, which is really discomforting because I don't want to be a threat to anyone, but she believes in experience and that's why she's been in this job for 25 years and I am straight out of university, I've got two degrees in my hand and she does not respect that at all because she thinks that experience weighs more than education.

And every day is a constant battle, because I have to prove to her that I'm good at what I'm doing and what I'm going to do, but it's never enough for her and if I go to her for help, especially regarding my work, she just looks at me and she says, 'Don't they teach this at uni?' or if I do something well, which I think is good, she just says, 'Oh, is this all they taught you at uni?'

And everything has the word "university" in it, or my degrees in it, and it clearly shows that she sees me as a threat and it clearly shows that she's threatened by what I have, but at the same time she's trying to make me feel inferior to her and I don't know how to deal with it because I'm not here to please everyone, but at the same time I can't...

Waking up in the morning and going to work is a nightmare right now for me because I don't know how to deal with it.

continued...

ANGELA'S STORY (CONT.)

It's not a happy situation for me and I think she's enjoying it, because every time she says these things to me she says it with a smirk.

She's the one who did my induction process and she had to show me to my desk where I'll be seated for the rest of the time period of my employment and the first question she asked me was "is this fine for you or do you want my desk and chair instead? Do you want my office instead?"

And I just looked at her and... how do you react to something like that? You think about all these nice smart answers to give back but you don't because at that moment you're in a horrible situation with this person.

And I just stood there looking at her, tongue-tied, didn't know what to say and I just told her "it's fine thank you". I mean I would have given it back to her but at that moment I was just tongue-tied.

So it's a nightmare, I just don't know what to do. I wish I can get a solution to this, because the only solution I can think of is quit the job and don't do something which is not making you happy any more, but do I really have to quit this job for someone who is not worth my time?

Or, how do I go ahead with this, because there's absolutely no way I can talk to her about it because she's just going to be like, you know, she's going to ask me "what, didn't they teach you at uni how to deal with all these things?"

I don't know, I'm just helpless here.

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LESSON 5.2

CONFLICT STORIES

Who are the characters in Angela's story and what does Angela say or imply about each of them?

What are the main events in the story?

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What does Angela think are the two most likely / possible endings to the story?

Ideally, what does Angela most wish could happen to resolve the story?

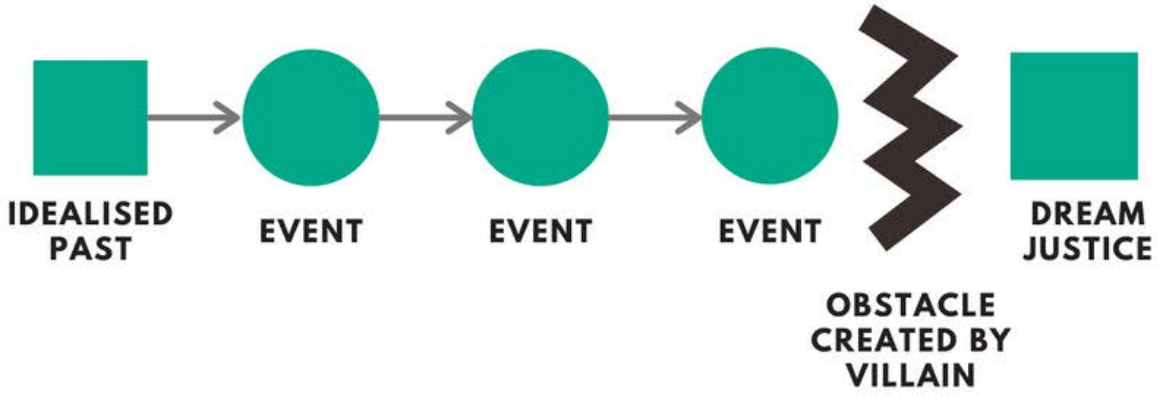
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What kinds of language does Angela use when telling the story? Are there certain kinds of words she uses more than once, or seems to emphasize in the telling of the story?

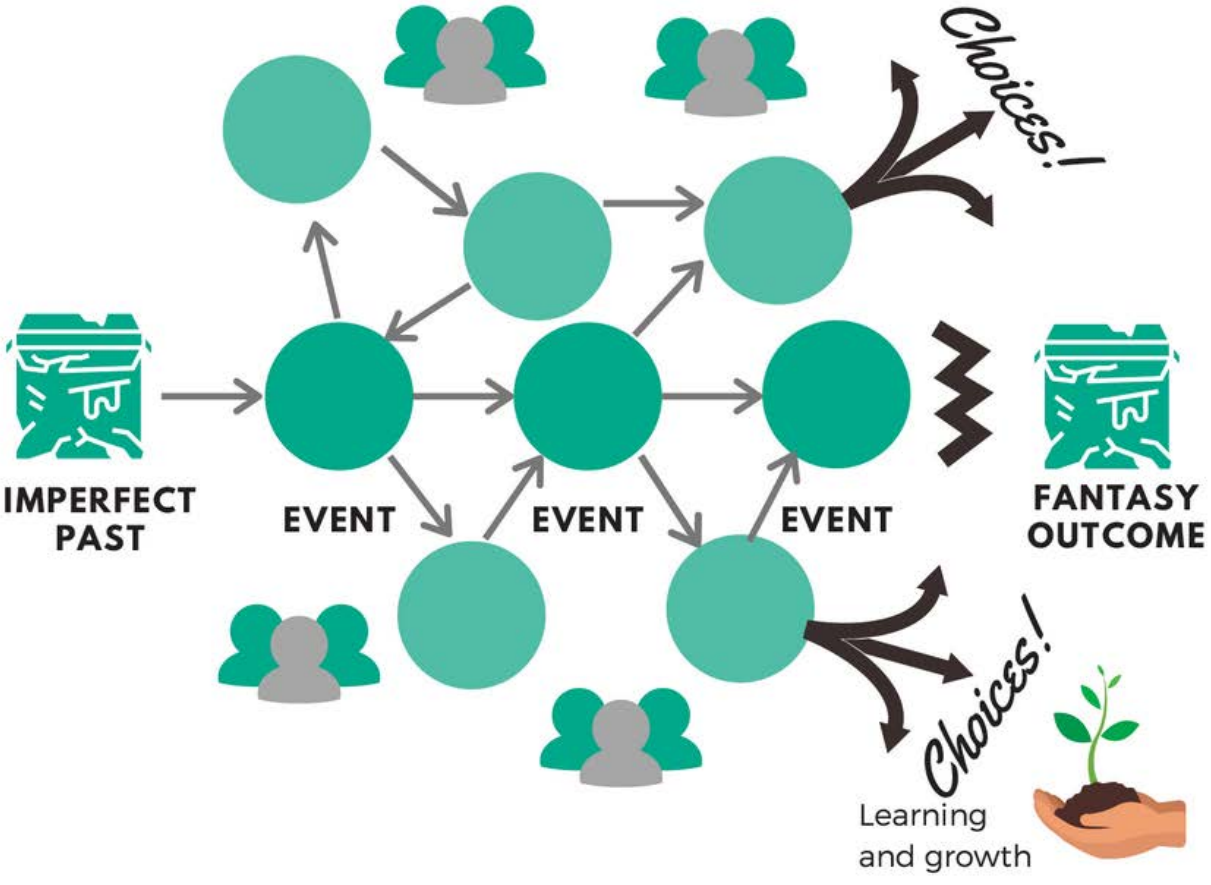
Do you recognise anything in common between Angela's story and some of your own conflict stories?

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MELODRAMA



REALITY



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LESSON 5.3

THE MELODRAMATIC CONFLICT NARRATIVE

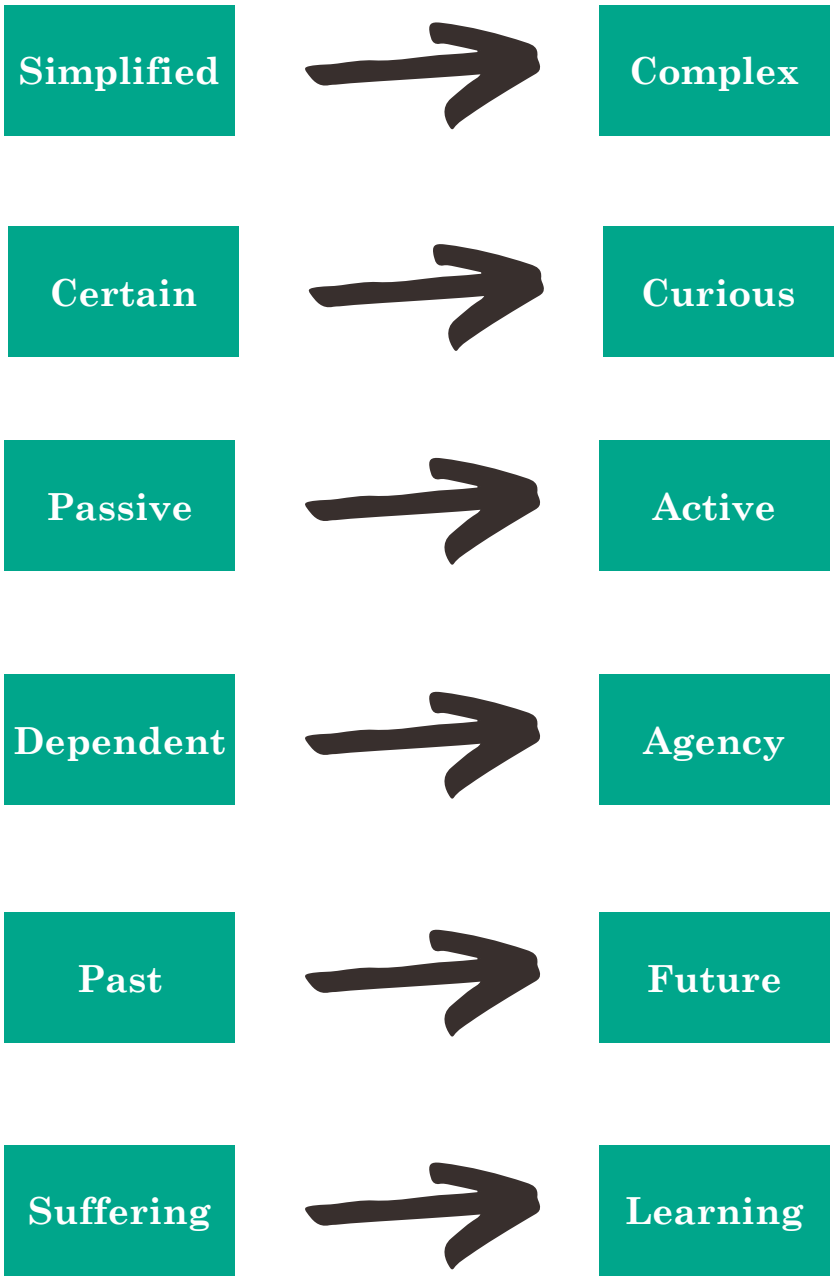
Think about the conflict stories you have heard recently (perhaps some you have been telling yourself, or those others have told you). Can you identify any of the typical melodrama features in those stories? What impact do you think that has had on how the people involved have reacted to the conflict?

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LESSON 5.4

WHAT IS A BETTER STORY?

Think about a conflict story (your own or someone else's). Can you think of ways in which the story can be improved by making the following shifts?



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Extra Resources



THE STORYTELLING ANIMAL: HOW STORIES MAKE US HUMAN

By Jonathon Gottshall



LETTING STORIES BREATHE

By Arthur Frank



THE STORYTELLING ANIMAL - TED TALK

By Jonathon Gottshall

https://youtu.be/Vhd0XdedLpY



HOW CHANGING YOUR STORY CAN CHANGE YOUR LIFE - TED TALK

By Lori Gottlieb

https://www.ted.com/talks/lori_gottlieb_how_changing_your_story_can_change_your_life



MODULE 6

SELF-CARE IN CONFLICT

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MODULE SIX

LESSONS

6.1 Is it worth engaging?

6.2 Self-compassion

6.3 Preparing for conflict

6.4 Practising for conflict

6.5 Reflection and debriefing

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LESSON 6.1

IS IT WORTH ENGAGING?

Thinking about the conflict you are facing, ask yourself:

Is it worth engaging in the conflict? What might I gain? What might I risk?

What boundaries or other safety steps do I need to make it safe to engage?

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LESSON 6.2

SELF-COMPASSION

What are the three elements of self-compassion?

How will I review my behaviours and actions, compassionately?

What small steps can I make each day or each week to practise self-compassion more than I do now?

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LESSON 6.3

PREPARING FOR CONFLICT

Thinking about the conflict you are facing, ask yourself:

1. Do I have all the relevant information?

2. Have I double-checked my assumptions?

3. Am I prepared to manage my emotions and those of others?

4. Have i established a clear plan for engaging effectively?

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LESSON 6.3

BEING BIG IN CONFLICT SITUATIONS

What are my BOUNDARIES that I need to keep in place during conflict?

How will I share those boundaries with the other person?

Which of my values are at stake in this conflict?

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LESSON 6.3

BEING BIG IN CONFLICT SITUATIONS

What will it look like if I keep my INTEGRITY in this conflict?

What curious questions will I ask to be GENEROUS, empathetic and non-judgemental?

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LESSON 6.4

PRACTISING FOR CONFLICT

What else in my life do I practise so I can get better at it, more confident and more courageous as I improve?

Keeping my last answer in mind, what are the benefits to me of practising for conflict?

Who do I trust / feel safe with so that I can practise my conflict script without my armour?

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How am I going to learn from my experiences?

What steps am I going to take to think back on my experiences and learn from them?

When am I going to do these things?

Who can support me in this process of reflection and debriefing?

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Extra Resources



THE GIFTS OF IMPERFECTION

By Brené Brown



RISING STRONG

By Brené Brown



THE REFLECTIVE PRACTICE GUIDE

By Barbara Bassot



THE REFLECTIVE JOURNAL

By Barbara Bassot



THINKING FAST AND SLOW

By Daniel Kahneman



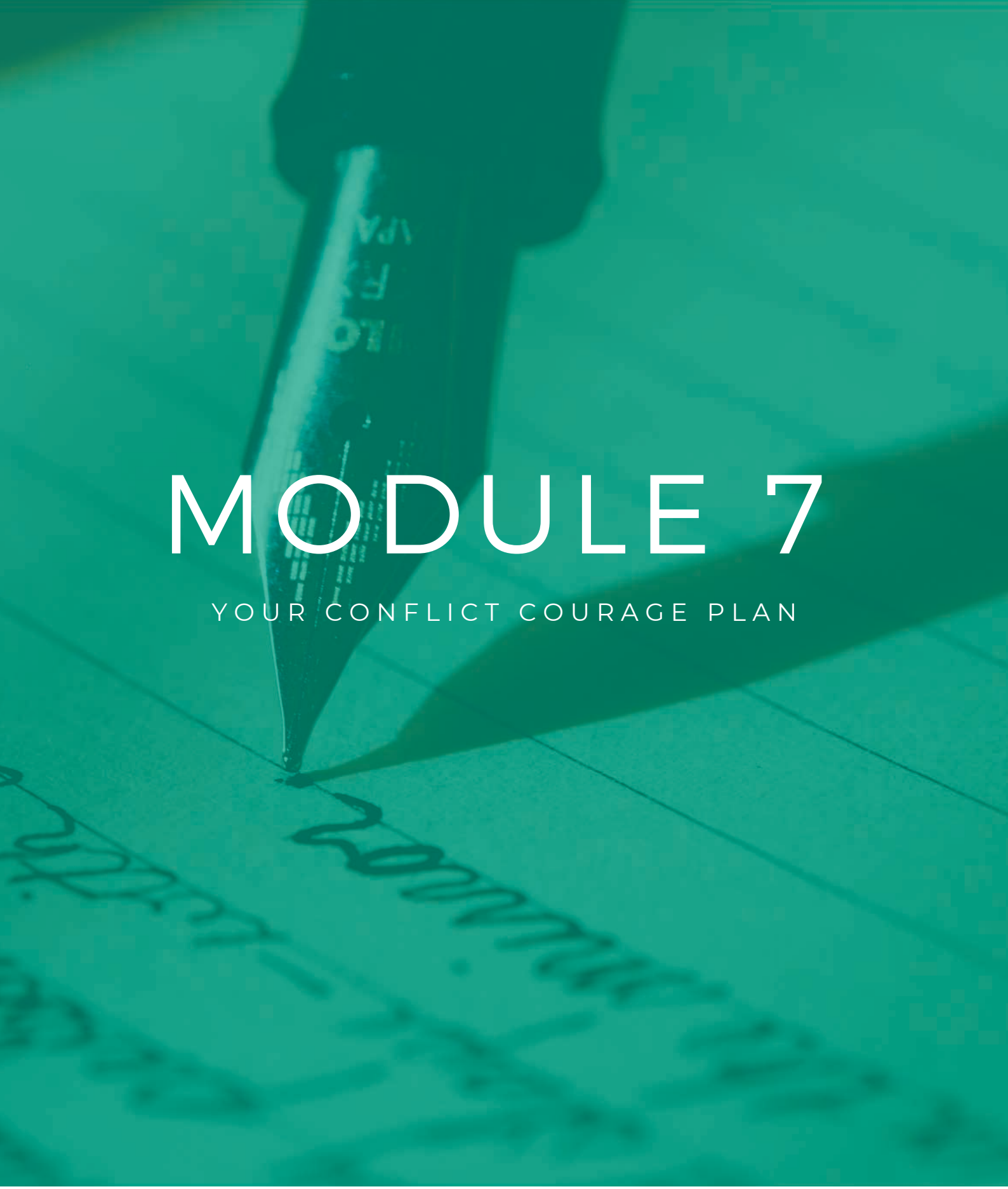
TRANSFORMING CONFLICT THROUGH INSIGHT

By Melchin and Picard



RSA SHORT ON BLAME- BRENÉ BROWN

https://www.brenebrown.com/videos



MODULE 7

YOUR CONFLICT COURAGE PLAN

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MY CONFLICT COURAGE PLAN

My new beliefs about being courageous and vulnerable in conflict are:

What is my new story that lifts my confidence and courage in conflict?

My main emotional trigger is _____ and I will do the following things when this happens in the future:

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MY CONFLICT COURAGE PLAN

My most important values that I want to maintain in conflict are:

The actions that I will take to stay within my integrity in conflict are:

Boundaries that are important for me in conflict are:

I will communicate these boundaries to others by:

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MY CONFLICT COURAGE PLAN

I will be curious in conflict by:

I will have a generous mindset in conflict by:

I will show empathy in conflict by:

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MY CONFLICT COURAGE PLAN

I will notice when I tell myself a story about conflict by:

The things I will do to create a story that is less melodramatic are:

I will show myself compassion before, during and after conflict by:

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MY CONFLICT COURAGE PLAN

My plan to prepare and practise for conflict in my life is:

My plan to reflect on and learn from conflicts in my life is:

My personal affirmation when I'm about to brave the conflict arena in future conflicts is:

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A note from Sam

LET'S WORK TOWARDS A PEACEFUL FUTURE TOGETHER!

Over twenty years ago I gave up life as a lawyer to work with people experiencing conflict in a different way.

I started out as a mediator, then added conflict management coaching to my offerings. I also began helping leaders and organisations create better conflict management processes and cultures in their workplaces.

At the same time, I worked in universities conducting research and teaching in the field of conflict management and resolution. I also conducted training for private and government organisations around the world.

I now provide both face-to-face and online conflict support services and training to people all around the world.

My passion is to make conflict no longer a dirty word. I help people develop skills and confidence to manage conflict in a way that maximises the opportunities and minimises the risks that it creates.



Dr Samantha Hardy
Lead Trainer, CCIAcademy.com

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A note from Cherelle

TOGETHER WE LIFT EACH OTHER'S COURAGE!



Cherelle Witney
Facilitator and Coach, LiftPS.com

I've been developing teams and leaders (including myself) for most of my career and I've been very lucky to work with some visionary CEOs, truly collaborative executive teams ...plus a few that were not!

I've seen first-hand how powerful and productive an agile team built on trust can be—and on the flipside, how dysfunctional and destructive teams can become without courageous, consistent and capable leadership. As the founder of LIFT PerformanceSolutions, I've distilled the best of 20+ year's leadership and team development experience across private, public and non-profit sectors, to create our successful Inside Out Learning programs to lift leaders to lead (and live) at their best.

Since training with Dr Brené Brown and her team in 2016, I've been including her internationally ground-breaking research on vulnerability, shame and trust into all our leadership work.

At LIFT we know what makes leadership learning sustainable long after the program has finished. We believe that every leader we help to lift their capability to engage and influence, positively affects their team at work, at home and in their communities. Changing our world for the better, one leader at a time!

When I'm not facilitating or coaching, I'm a speaker, inventor, apprentice writer, nature lover and wannabe musician.

Cherelle

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L!FT

Performance Solutions



CCI Academy

Working towards a more peaceful future