



UNDERSTAND SELF | UNITE SOCIETY

CARES^U₂®

CERTIFICATION

COURAGE: Courageous Conversations



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You are authorized to use the learning objectives, activities, and module materials within your team to help your team to become, or remain, high performing in the areas of equity and inclusion. We ask that you do not teach or share these materials. Thank you!

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Use this section to take notes throughout the video courses. Slide decks are not provided in their entirety, so your notes and participation, both with the workbook and in the synchronous session, will allow the continuation of learning.

Video 1: Introduction

Objectives for the Courage Module

By participating in this session, you will be able to...

- ...unpack the impact of our experiences on our current conversations.
- ...recognize and understand motives behind conversations.
- ...learn skills to minimize defensiveness.

Core Principles & Beliefs of US²

1. **Guilt and politeness are the glue that hold prejudice and stigma in place.**
2. Intentions \neq Impact
3. We must intentionally include so as not to unintentionally exclude.
4. Seek to impact someone's heart, which will ultimately change their mind.
5. Every issue counts.
6. **Growth occurs in discomfort.**
7. Once we know better, we must do better!

Our goal within US² is to help people better understand themselves in order to unite society.

Work on Me First

Video 2: Get Unstuck

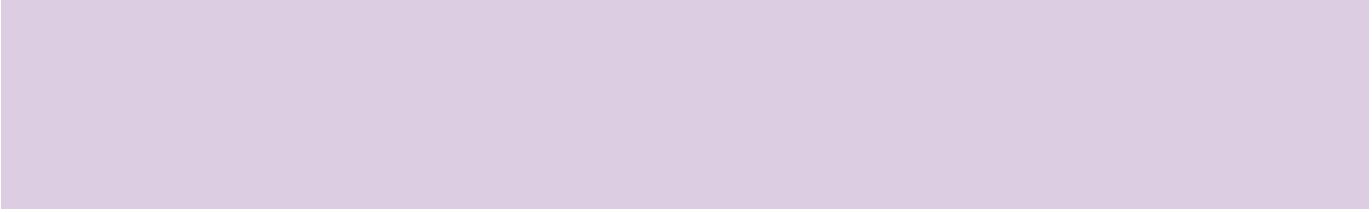
How did you get your way as a child?



Problem: We're all stuck or not achieving what we want in a variety of areas, ranging from awkward or failing relationships to dysfunctional teams, to cost, quality, or safety problems at work.

Solution: Learn how to identify the crucial conversations that are the key to organizational, team, and interpersonal success.

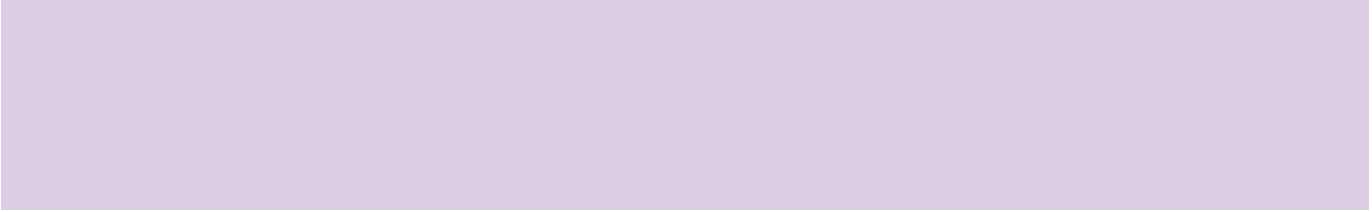
A conversation is crucial when there are:

- Opposing opinions
 - Strong emotions
 - High stakes
- 

Are you stuck?

- Definition: Chronic inability to solve problems or achieve aspirations or goals
- 

Unbundle the problem by performing CPR

- Content: If either the action itself or its immediate consequence is the issue
 - Pattern: If it is a recurring problem over time
 - Relationship: If the problem is affecting the relationship
- 

Video 3: Start with Heart

What is your style under stress?

The following survey will help you identify the communication style you revert to when crucial conversations start getting tense. Before you start:

- Decide if you want to focus on work or home.
- Think of a specific person or topic where you have trouble staying in dialogue.
- Candidly answer the questions below while keeping this crucial conversation in mind.

T	F	
<input type="checkbox"/>	<input type="checkbox"/>	1. At times I avoid situations that might bring me into contact with people I'm having problems with.
<input type="checkbox"/>	<input type="checkbox"/>	2. I have put off returning phone calls or e-mails because I simply didn't want to deal with the person who sent them.
<input type="checkbox"/>	<input type="checkbox"/>	3. Sometimes when people bring up a touchy or awkward issue I try to change the subject.
<input type="checkbox"/>	<input type="checkbox"/>	4. When it comes to dealing with awkward or stressful subjects, sometimes I hold back rather than give my full and candid opinion.
<input type="checkbox"/>	<input type="checkbox"/>	5. Rather than tell people exactly what I think, sometimes I rely on jokes, sarcasm, or snide remarks to let them know I'm frustrated.
<input type="checkbox"/>	<input type="checkbox"/>	6. When I've got something tough to bring up, sometimes I offer weak or insincere compliments to soften the blow.
<input type="checkbox"/>	<input type="checkbox"/>	7. In order to get my point across, I sometimes exaggerate my side of the argument.
<input type="checkbox"/>	<input type="checkbox"/>	8. If I seem to be losing control of a conversation, I might cut people off or change the subject in order to bring it back to where I think it should be.
<input type="checkbox"/>	<input type="checkbox"/>	9. When others make points that seem stupid to me, I sometimes let them know it without holding back at all.
<input type="checkbox"/>	<input type="checkbox"/>	10. When I'm stunned by a comment, sometimes I say things that others might take as forceful or attacking – comments such as 'Give me a break!' or 'That's ridiculous!'
<input type="checkbox"/>	<input type="checkbox"/>	11. Sometimes when things get heated I move from arguing against others' points to saying things that might hurt them personally.
<input type="checkbox"/>	<input type="checkbox"/>	12. If I really get into a heated discussion, I'm sometimes tough on the other person. In fact, they might feel a bit insulted or hurt.

COURAGE MODULE VIDEOS | NOTES

Scoring: Compare the following score sheet to the answers you gave and check the boxes where you answered 'true'. Add up the scores in each column and record the total in the box next to 'Silence' or 'Violence'.

	Silence		Violence
	1 (T)		7 (T)
	2 (T)		8 (T)
	3 (T)		9 (T)
	4 (T)		10 (T)
	5 (T)		11 (T)
	6 (T)		12 (T)

When you move to silence or violence, what are the negative consequences?

How can you do less of this?

Problem: The first thing that deteriorates during a crucial conversation is not our behavior (that comes second), but our motive.

Solution: Learn how to stay focused on what you really want and get better results.

Reflect on a conversation that was tough (that you've actually had) – and left you feeling frustrated:

What wasn't said...

(What you were thinking or feeling, but didn't say)

What was actually said...

Focus on What You REALLY Want

Unhealthy Motives

Be right
Look good/Save face
Win
Punish/Blame
Avoid conflict

Healthy Motives

Learn
Find the truth
Produce results
Strengthen relationships

1. What am I behaving like I want?
2. What results do I really want...
 - a. for myself?
 - b. for others?
 - c. for the relationship?
 - d. for the organization?
3. How would I behave if I really did?

How does changing our motives change the conversation?

Reflect back to the crucial conversation on page 6 of your Participant Guide and answer the following questions:

- What were you behaving like you wanted?

- What did you really want for yourself, for others, for the relationship, or for the organization?

- What could you say to make what you really want clear?

Video 4: Master My Stories

(note: This is language from source; US² does not encourage the use of the word 'Master')

Problem: When it matters the most and our emotions kick in, we often do our worst – and we feel like we're doing the right thing.

Solution: Learn how to create emotions that make you want to return to healthy dialogue.

The Path to Action

- First, you see or hear.
- Second, you tell a story.
- Third, you generate a feeling.
- Fourth, you act.

Retrace your path to action

- Skilled people cut off their unhealthy emotions at the source.
- They stop telling and believing the story.
- Instead, they retrace their path to the source – what they saw and heard.

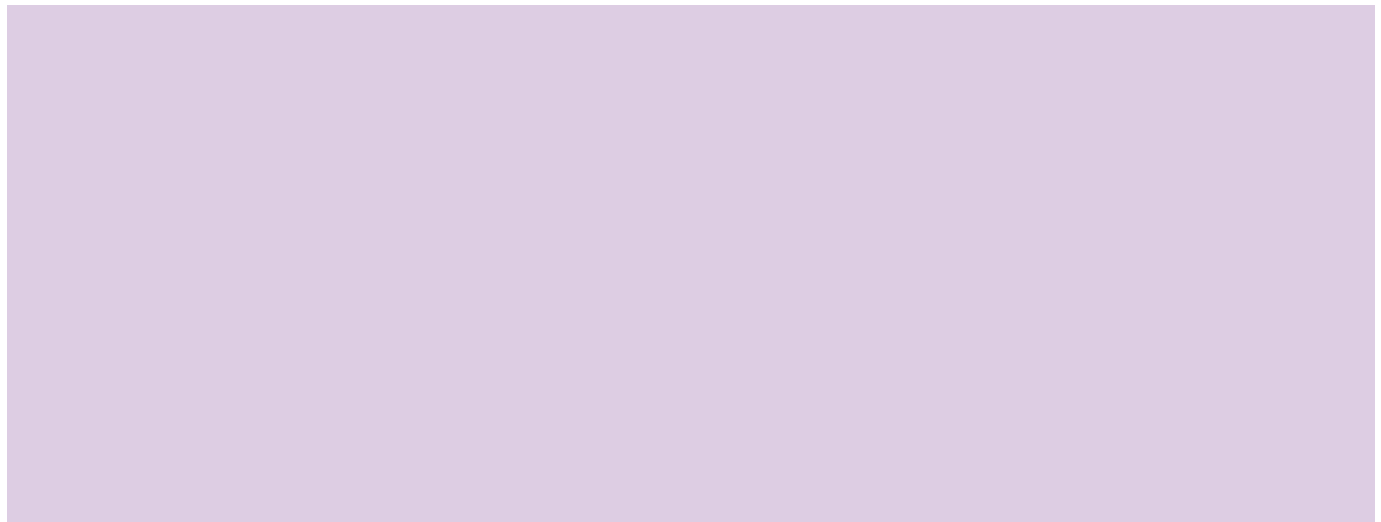
Separate Facts from Stories

- Fact: Something that can be proven through observation or measurement (e.g., what you saw vs. what you thought about what you saw).
- Stories: Judgements, conclusions, and attributions that we make from the facts.
 - Judgements determine whether facts are good or bad.
 - Conclusions help us fit elements together.
 - Attributions tell us why people do what they do.

Watch for Three Clever Stories

- Victim stories: With these stories, we're innocent sufferers.
- Villain stories: These stories emphasize others' nasty qualities and typically rely on ugly labels.
- Helpless stories: These stories convince us that we have no healthy options for taking action.

What do you see most in your surroundings? Work environment? Personal friendships?



My Meaning

Video 5: STATE My Path

Problem: During crucial conversations, we say things in exactly the wrong way.

Solution: Learn five skills for saying risky things in a way that minimizes defensiveness.

Share the facts

- Facts are facts.
- Facts are more persuasive.
- Facts are the least insulting.
- Feelings and stories often keep us from facts.



Tell your story

- Facts by themselves don't always paint the whole picture.
- Supports why the facts are a concern.

Ask for others' paths

- Be humble: Let others challenge your story.
- Fill the pool: Share your opinion and ask others to do the same.

Talk tentatively

- Tell your story as a story, not a fact.
- Allow room for others' stories to be shared.
- Avoid absolutes.

Encourage testing

- Remember your purpose: to get more meaning into the pool.
- If your goal is to convince, compel, or control, you'll do a good job of speaking your mind and a poor job of encouraging others.

Their Meaning

Video 6: Learn to Look

Problem: When a conversation turns crucial, we either miss or misinterpret the early warning signs.

Solution: The sooner we notice that we or others are not in dialogue, the quicker we can get back to dialogue and the lower the cost.

Learn to Look for When a Conversation Becomes Crucial

- What emotions do you feel?

- What physical responses do you notice?

- How do you behave?

Learn to Look for Signs of Silence and Violence in Yourself and Others

- Silence: Any action taken to withhold information from the pool of meaning.
 - What are overt/subtle forms of this that you see/experience?

- Violence: Any action taken to compel others toward your point of view.
 - What are overt/subtle forms of this that you see/experience?

Their Meaning

Video 7: Make It Safe

Problem: People go to silence and violence because they feel unsafe sharing their meaning.

Solution: When you see silence or violence, step out of the conversation and restore safety.

Do people become defensive of the content or the intent behind the message?

When you notice safety is at risk:

- Step out of the content. Stop talking about the issue and address the safety concerns.
- Rebuild safety.
 - Mutual purpose: You believe that I care about your goals and vice versa.
 - Mutual respect: You believe that I care about you as a person and vice versa.
- Then step back in.

The effects of Mutual Purpose:

- Dialogue cannot begin until mutual purpose exists.
- Without mutual purpose, people withhold meaning.
- Mutual purpose is the foundation of trust.

When respect is violated:

- Dialogue ceases.
- Safety breaks down.

Apologize when appropriate

What are examples of a bad apology?

What makes a good apology?

Contrast to address misunderstandings

- In the moment. When you notice others are becoming defensive due to a misunderstanding.
- Up front. If you believe there is a high likelihood that the other person will misunderstand your intent.

When are these examples best used?

Problem: When we find ourselves at cross-purposes, our automatic reaction is to either give in or dig in. These are exactly the wrong responses.

Solution: Learn how to step out of the content, create a mutual purpose, resolve conflict, and return to healthy dialogue.

Create mutual purpose

- Commit to seek mutual purpose
 - Point out that you are at cross-purposes.
 - Commit to search for a goal that will benefit both of you.

- Recognize the purpose behind the strategy
 - We often find ourselves at cross-purposes because we confuse purpose and strategy.
 - Find the purpose by asking others *why* they want what they want and getting both of your meaning into the pool.

- Invent a mutual purpose
 - See if you can combine both purposes into a mutual purpose.
 - If this isn't obvious, look for a higher-level or longer-term purpose.

- Brainstorm new strategies

Their Meaning

Video 8: Explore Others' Paths

Problem: Others are feeling unsafe and have moved to either silence or violence – and we're not sure why.

Solution: Learn to help others leave silence and violence behind and join you in dialogue by retracing their Path to Action.

Explore with AMPP

Ask to get things rolling: What if people shut down?

- Invite them to share their thoughts and feelings.
- Show genuine interest – it helps people feel less need to use silence or violence.

Mirror: When people say one thing, but their nonverbals say something else, it can help to hold a mirror up to what it seems like they're feeling.

- Mirroring sends the message: "I'm interested in you. I want to hear what's really going on."

Paraphrase: To build additional safety, restate in your own words what you just heard.

- Don't parrot; restate in your own words.

Prime: If people still feel unsafe, take a guess at why they're feeling what they're feeling.

- Don't show alarm. Make it safe to agree with your guess.
- Send a message that says, "It's okay to share what you're really thinking and feeling – I won't be offended."
- To make this work, you must be sincere.

Video 9: Move to Action

Who does What by When and Follow Up

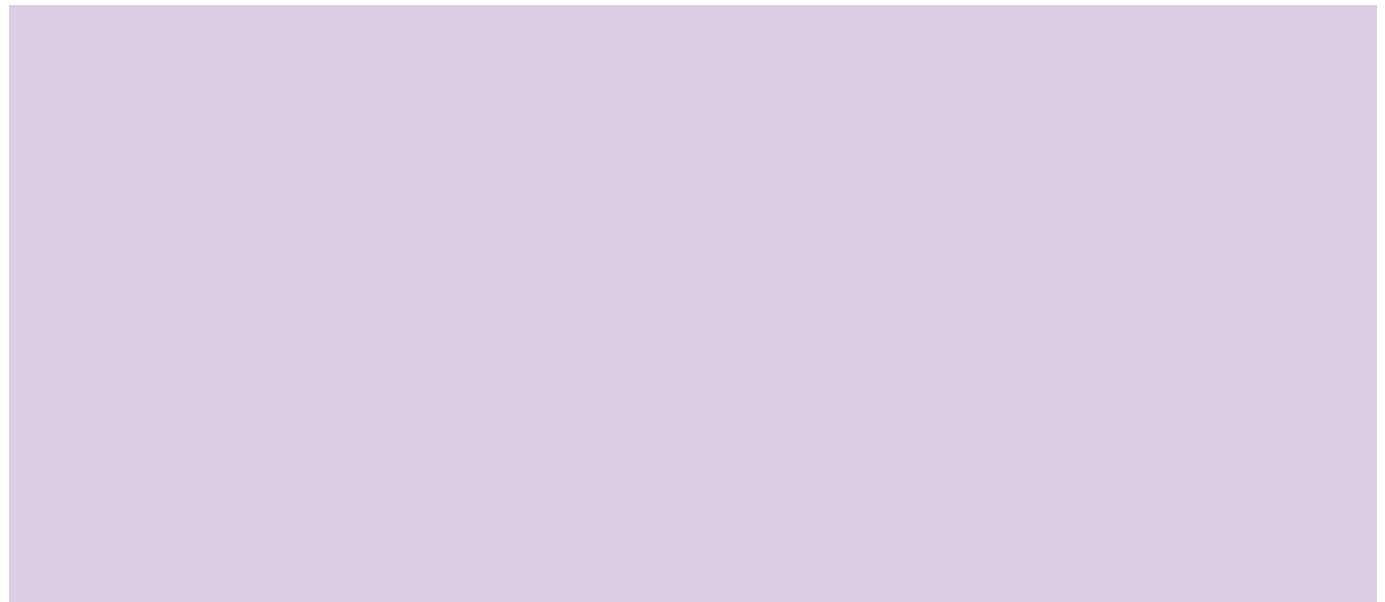
Problem: When we finish off a crucial conversation, we often create a whole new set of problems by not ending well.

Solution: Learn how to move from talking to achieving the results you're after.

Be sure to follow up and have continued conversations.



What will you do before our synchronous session?



Use this section as you participate throughout the presentation – you can also refer to sections previously covered in the asynchronous videos.

What Did You Draw?

Giving directions to a large group without visuals, share a list of directions. After reciting all steps, ask participants to share their drawing and discuss what was easy/difficult for them. After all participants have shown their drawing, share the example and start the discussion. Consider using the following questions to guide conversation:

- What types of communication styles thrive in this activity? What communication styles find this activity difficult?
- How can the idea behind this activity (we all had different images/drawings) translate beyond this activity?

Courage Values

- What do your conversations often look like?

- What types of conversations stay with you beyond the discussion?

- Do these align with each other? What types of discussions do you see most often in certain environments?

When have you found yourself in a crucial conversation? What was your response?

The most difficult people...

- Brainstorm some of the types of people you find most difficult. Don't talk about specific people, but types of people.
- As a group, choose one of these types of people and give that type a creative name.
- Take some time to describe the things this type of person does that made you choose the name you did.

Go back to the difficult person above and separate fact from story:

Fact

Story

Practicing our Skills

- Scenario A: Helpless

- Scenario B: Victim

- Scenario C: Villain

Tell the Rest of the Story

Add valuable information to each of the above stories:

- Victim -> Contributor
 - “What am I pretending not to notice about my role in the problem?”
- Villains -> Humans
 - “Why would a reasonable, rational, and decent person do this?”
- Helpless -> Able
 - “What should I do right now to move toward what I really want?”

In partners, relay a conversation and tell the rest of the story using the questions above as prompts to guide the discussion... Journal below about what you learned.

Partner Work: Next Steps

OVERVIEW OF CARES CERTIFICATION

US² Consulting | Understand Self, Unite Society.



CARES[®]

**With Courage, Acceptance, Respect, and
Empathy, you will see Success!**

The Path to CARES[®] Certification

CERTIFICATION PROGRAM OVERVIEW

CARES[®] Certification is the leading benchmark in providing individuals, businesses, and organizations, a trust-worthy credential for action planning in building diversity, equity, and inclusion among its constituents. The CARES[®] Curriculum is comprised of 5 modules, taught by a certified CARES[®] instructor.

MODULE 1: COURAGE

**COURAGEOUS
CONVERSATIONS**

MODULE 2: ACCEPTANCE

**DIVERSITY &
EQUITY**

MODULE 3: RESPECT

**RESTORATIVE
RELATIONSHIPS**

MODULE 4: EMPATHY

**INCLUSIVE
TRAINING/CURRICULUM**

MODULE 5: SUCCESS

**ACCOUNTABILITY &
SUSTAINABILITY**

Benefits of Certification

- Develop an action plan to monitor and assess progress toward the CARES[®] principles.
- CARES[®] PDF Resource guide with key content features.
- Assessment using the Intercultural Development Inventory (IDI).
- Support from a CARES[®] Coordinator.
- Quarterly support sessions for certified individuals/entities.

Contact Us to Become Certified!

COURAGE ACTION PLAN TEMPLATE

Individual Name	Date
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Why do you want to be Certified?

Courage Objectives

Objective 1: Unpack the impact of our experiences on our current conversations.

Areas of Strength

Growth Opportunities

Tactics

Timeline

COURAGE ACTION PLAN TEMPLATE

Courage Objectives

Objective 2: Recognize and understand motives behind conversations.

Areas of Strength

Growth Opportunities

Tactics

Timeline

COURAGE ACTION PLAN TEMPLATE

Courage Objectives

Objective 3: Learn skills to minimize defensiveness.

Areas of Strength

Growth Opportunities

Tactics

Timeline

To gain credit for this course, please login to your portal on <https://deilearninghub.com/my-account/> and complete the following:

- Mark your course complete
- Assess yourself with the quiz for this module
- Complete the survey for US² to continue reflecting and growing as trainers, facilitators, and social justice change agents

If you have not already done so, please consider enrolling in other modules to become a certified CARES[®] professional.

– With Courage, Acceptance, Respect, and Empathy, you will see Success!

For any questions and/or concerns regarding the Certification process, please contact certification@us2consulting.com

To inquire about additional training opportunities and/or how US² can help your organization become a more inclusive and equitable environment, please contact info@us2consulting.com.