



## **Dare to Lead Workshop – Instructor’s Notes**

### **Dare to Lead Workshop – Adapted from the Dare to Lead Workbook**

Brown, B. (2018). *Dare to lead*. Random House

Dare to Lead Workbook (download from <https://brenebrown.com/resources/dare-to-lead-read-along-workbook/>)

Note from the author, Brené Brown on Fair Use of the content:

It’s ok to use Dare to Lead and this read-along workbook with your teams, groups, clubs, or entire organizations. Share, discuss, and learn!

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

### **Instructor/Facilitator Guidance**

#### Materials:

Everyone participating will need pens, sticky notes, and their own *Dare to Lead* workbook. Alternatively, the instructor can print out the relevant pages from the workbook as handouts for each student.

Teams will need 1 flip chart or whiteboard per group.

#### **Initial Activity: Students Share the Results of their *Dare to Lead* self-assessment in pairs.**

With a partner, explore what you discovered from the Dare to Lead self-assessment, one person at a time, 7.5 minutes each (15 minutes total).

- Summarize your results for each of the 4 sections: Rumbling with Vulnerability, Living into your Values, Braving Trust, and Learning to Rise.
- Identify the area where you are strongest, and the area where you have the greatest growth opportunity.

Once Person A has completed, Person B reviews their results.

If there is extra time, discuss similarities and observations.



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### **Group Activities**

Divide students into groups of 4-5 students. Use the following exercises from the Dare to Lead Workbook (download from <https://brenebrown.com/resources/dare-to-lead-read-along-workbook/> )

#### **Introduction – Brave Leaders and Courage Cultures**

These first two exercises are required to establish trust within the small groups to continue through the workshop.

Exercise 1: Permission Slips (p. 4) – 10-15 minutes total

- Read the facilitator instructions on p. 4.
- Explain the concept of “permission slip” and refer to the examples in the workbook.
- Invite students to write down 2-4 permission slips – take 3-4 minutes.
- Ask students to share their permission slips in their groups via a round-robin process (each person in the circle presents 1 of their permission slips, then next person goes, until all permissions are exhausted). Take 7-10 minutes.

Exercise 2: Container Building (p. 5) – 20 minutes total

- Follow the instructions – everyone writes the answers to the questions on p. 5 on sticky notes – 3-4 minutes
- Invite students to put the sticky notes on their flip chart or white board
- Each group reviews the sticky notes and develops ground rules for their group’s work together during the workshop. (15 minutes)

#### **Rumbling with Vulnerability – Section 1 – The Moment and the Myths**

Exercise 2: Six Myths of Vulnerability (pp. 9 – 10) – 30 minutes total

- Invite students to individually answer the prompts for #1, 2, 3, 5, 6, 7 (take 10 minutes).
- Instruct students to round-robin according to the instructions on p. 10 of the workbook. Take 20 minutes for this activity.

**[The next 3 exercises are optional, based on time available]**

#### **Rumbling with Vulnerability – Section 2 – The Call to Courage**

Exercise 1: Assembling Your Armor (p. 11) – 20 minutes total

- Invite students to individually answer the prompts (take 10 minutes).
- Instruct students to share according to the instructions on p. 11 of the workbook. Remind them that in this activity, each person takes 2 minutes to share all their answers to the prompts before moving to the next person, and there is no crosstalk. Take 10 minutes for this activity.



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### **Rumbling with Vulnerability – Section 4 – Shame and Empathy**

It is recommended to do both exercises if you choose to do Exercise 1. If there is only time for one exercise, facilitate Exercise 3.

Exercise 1: Understanding Shame (p. 18) – 20 minutes total

- Invite students to individually answer the prompts (take 5 minutes).
- Instruct students to round-robin according to the instructions on p. 18 of the workbook. Each person shares their answers to #1. Next, everyone shares their answers to #2, and so on. Remind students they have permission to pass. Take 15 minutes for this activity.

Exercise 3: What Does Empathy Look Like? (pp. 20 – 21)

- Invite students to individually answer the prompts (take 5 minutes).
- Instruct students to round-robin according to the instructions on p. 18 of the workbook. Each person shares their answers to #1. Next, everyone shares their answers to #2. Stop small group sharing after #1 & #2 have been shared. Remind students they have permission to pass. Take 10 minutes for this activity.
- Bring the class together in plenary to facilitate the responses to #3 and #4. Follow facilitation instructions on p.21.

## **Concluding Plenary Discussion**

Final plenary discussion – objective is to tie the Dare to Lead concepts to Conscious Leadership.

How do these aspects of Daring to Lead contribute to Conscious Leadership? Are they essential, and if so, why?

- Vulnerability
- Empathy
- Self-Compassion
- Courage
- Curiosity
- Resilience
- Perseverance