

Cindy ([00:00:00](#)):

Thanks, Olivia, and welcome, everybody. I'm watching the chat. It's flowing very quickly, and we'll talk about that in just a minute, but I've seen folks from coast to coast, some of the Pacific Islands, Puerto Rico, so we are spreading across the US. So it's great to see everybody on behalf of NACHC, welcome to the webinar series. As I said, you can see there's a packed house and a lot of people in the room, which is really exciting, but also means that that chat box is going to scroll very quickly. Feel free to use it as much as you'd like throughout the session, communicate with us and your peers. We will do our best to take a look at questions, and if we cannot get to them during the event, we will develop an FAQ. We can download the chat afterwards so we can get to it when it's not scrolling, and we'll make that available with the recording for you.

Cindy ([00:00:56](#)):

While we're not going to be using breakout groups today, we will keep you very engaged. There are opportunities for reflection work in that notebook, so I'm going to ask Olivia to drop that workbook into the chat for you. If you didn't get a chance to download it ahead of time, you'll see a PDF pop up in the chat window for you to download that. So we will keep you active throughout the next hour and a half with using that workbook.

Cindy ([00:01:25](#)):

With that, I have the honor of introducing you to our faculty today. Jennifer Hughes is the vice president of CEEK and is a NACHC partner, offering coaching services to health center staff, along with this webinar and some other workshops that we've done together. Jennifer is an international coach federation and resilient leadership certified coach and focuses her workshops and presentations on topics like communication, collaboration, leadership, culture, and wellness. With experiences such as being a chief people officer and over 500 coaching hours and a few years now working with NACHC and health centers in some of our PCAs, she's going to lead us through transitioning to leadership today. So welcome, Jennifer.

Jennifer Hughes ([00:02:14](#)):

Thank you. Cindy, do you want to go through-

Cindy ([00:02:22](#)):

You can go ahead and get started. We have included the strategic pillars for NACHC just to give you some awareness about where our focus and our alignment is and the NACHC mission.

Jennifer Hughes ([00:02:31](#)):

Perfect.

Cindy ([00:02:31](#)):

That's part of your workbook, but we will save our time for Jennifer to go through our sessions.

Jennifer Hughes ([00:02:37](#)):

Awesome. Thank you, Cindy. I'm excited to be here. I will admit I'm also a little overwhelmed. There is a lot of stuff coming through the chat. I can't even see how many participants are on here. Don't tell me because that probably make me even more nervous. But I am super excited to be here. Transitioning

into leadership is an interesting step in one's career path. So I think whether you're new to leadership, maybe you're in a new leadership role, maybe you've been in leadership for a long time, or maybe you're just curious about what your next step might be if you were to move into a leadership role in the future, I think there will be some nuggets from this 90 minutes together that you can take away.

Jennifer Hughes ([00:03:20](#)):

As Cindy mentioned, and I keep seeing the chat so I'm just going to close it, Cindy will let me know if something comes up, that there's a lot of you on today. So we will have the chat going. Cindy will try to ping me if something comes in, but we are going to do this session in a way that I'm going to call it we're intimate, pretend like we're one on one here. I am going to have you go into the workbook often, and if you don't have the workbook or you're having problems with that, if you just grab a piece of paper. There will be times where we will do some personal reflections. I will actually give you space to do that personal reflection. So there'll be a prompting question. I want you to take the time to write that down.

Jennifer Hughes ([00:04:04](#)):

There's also some other activities that we'll do in here that will require you to kind of think on your own, write some things down. So I highly encourage you to either have the workbook and or just a piece of paper and a pen or pencil handy so that you can participate in that. The workbook is a fillable workbook, meaning that it's pdf, but you have the ability to type in the sections where we will do those personal reflections. So I will, again, time those. We were talking earlier, we don't have a timer countdown, but I will be your timer countdown. So when we get to those, I will put my timer on and let you know when we're getting close to that.

Jennifer Hughes ([00:04:43](#)):

I actually believe that what you put in today is what you will get out of the next 90 minutes. Meaning, if you have the opportunity to take this 90 minutes and really dedicate to being in the space, really doing the reflections, I think you will get a lot more out of today than not engaging in that piece. So I'm just going to highly encourage you to engage. If you find yourself being pulled in multiple directions, then know that that workbook is there for you to spend time on that later, that if you want to get more thoughtful about some of these questions, you can. So I'm going to jump us in.

Jennifer Hughes ([00:05:20](#)):

So this is what we're doing today. We really want to talk about how do you transition from being the doer to being a leader of teams. How can you increase some of your confidence around that? Learn some new tactics as it relates to the uncomfortable but oftentimes always happens. You got promoted and now you're leading people that you used to work closely with. So leading those former peers a little more comfortable. And then we'll actually dive into a tool to help you better organize your to-do list so that you can, one of the key things about moving from doing to leading is delegation. So how do you determine what are those things that you can then delegate to others and how can you do that more effectively? So that's really what we're trying to do in our time together.

Jennifer Hughes ([00:06:08](#)):

Our agenda is what I call a rough agenda, meaning we will somewhat spend our time in these areas based on what we put here. We've done our welcome and overview. We'll move into from doing to leading, then we'll transition into that awkward leading former peers and then go into the delegation where we're going to learn a little bit more about a tool that you can use to help you delegate with more

confidence. And then we'll wrap up, and Cindy will finish us off with some next steps including the future sessions that we'll have.

Jennifer Hughes ([00:06:43](#)):

All right. So first thing, let's talk a little bit about the historical view of traditional roles in the organization. And just know this is representative of what we would consider traditional organizational roles. I'm not sure this is representative of the hierarchy you have in your organization, but I just want to call it out as traditional. You might have somewhat similar. It might look a little different in your organization. But what we really want to get across in this is that you're a leader no matter what role you're in. So what tends to change, and there's a great quote by Mary Parker Follett, who wrote the Creative Experience, that says, "Leadership is not defined by the exercise of power but by the capacity to increase the sense of power among those led. The most essential work of the leader is to create more leaders."

Jennifer Hughes ([00:07:37](#)):

I think the key piece of leadership and what changes as you go across or as you increase your role or move up in the organization, if you will, is this bottom box here. It's, you increase your authority in regards to how much you have authority over, what you're making decisions over, sort of this power, if you will. You increase your breadth and your depth and your scope. And that's kind of what increases as you go higher in the organization. I'm not a fan of talking about hierarchical structures, but they do exist. But as you get more of that scope and power and things like that, you're usually moving further up in the organization. I think the key for me, and what I want to get across on this, is that you are a leader no matter what role you sit in right now. Whether you're executive or whether you're an individual contributor, you are a leader. And so to exercise that as best you can. And do know that there are limitations to that leadership depending on the role that you're in the organization.

Jennifer Hughes ([00:08:41](#)):

So let's move on and talk about moving from this individual contributor to this leader role and how we can do that. So most of the time you get promoted from that individual contributor role to a supervisor role or a team leader role because you were really good at what you were doing, but you were not necessarily leading other people. So when we're doing something, it involves things that we're good at, we feel comfortable doing. It's like that go-to activity we do. Leading is a little bit different because leading's about making sure your team is positioned to be successful. And this is both as a group, as a team, an intact team, but also being successful as an individual.

Jennifer Hughes ([00:09:30](#)):

I don't think this is always an easy jump for folks, especially when they've been validated for all of the doing that they have done. Now they have to transition into leading other doers. I want to be cautious here. This does not mean that getting into a leadership position means you no longer are doing things. I want to be very cautious about that. You will continue to be a doer. You just need to look at what requires my doing versus what can be done by others. What is something that requires my specific skillset so I need to jump in and do that versus where do I have that authority, power, ability to delegate to others. And that's where we're going to get into.

Jennifer Hughes ([00:10:16](#)):

So a big part of this moving from being a doer to a leader is all about the mindset. If I can remove myself out of that, I need to do because that's how I am recognized versus I need to support others or I need to grow others so that they can reach their goals and reach their potential. That takes a shift in the mindset to do. So we're going to get to our first reflection where I want you to think about some of this doer versus leader. So I'm going to give you three minutes, actually, I'm going to give you two minutes to do this one. I want you to think about... And again, you can use your workbook or you can just jot down notes on a piece of paper if it's easier for you to do that.

Jennifer Hughes ([00:11:04](#)):

So again, the first question, just what did you like the most about doing? What do you like the least about being a doer? Second question, what do you like most and least about leading? So what do you like about that leading other people? And then what do you believe helps or hinders your ability to balance that doing and leading? Remember, I said, just because you became a leader doesn't mean you're not doing. It just means you got to figure out what is it that requires my doing. So I'm going to give you two minutes. This is where I time it, so I'm really going to give you a full two minutes here. I'll let you know when we get a minute left and then I'll do a bit of a countdown for you. So go ahead and do that. We have about a minute left. Again, if the workbook is difficult because you're looking at the screen, just take a piece of paper, jot down some notes for these questions. Just take about 10 seconds to wrap up your thought. We're going to keep us going here.

Jennifer Hughes ([00:14:06](#)):

So we're going to talk about getting on the balcony. So I talked about this mindset change, but we also want to talk about how do you get on the balcony, how might you shift your perspective a little bit, maybe gain some greater clarity to the work you're doing. And I'm going to do a quick video on this that will hopefully start on its own here.

Speaker 3 ([00:14:29](#)):

Concept of the dance floor and the balcony is important to understand when you're a manager. When we talk about the dance floor, it's being in the middle of everything where all the movement is. When you're on the dance floor, you can only see the people who are next to you and maybe a little beyond you. Managers need to go up on the balcony and look down on the dance floor. From this view, you can see everything that is going on. You can see where people are very busy dancing or where they're just hanging out. If you stay on the dance floor all the time, you will never get that bigger view. And there are times when you need to take your team members up to the balcony so they can see the bigger picture. Remember this concept and it will serve you well. When do you need to get off the dance floor and get on the balcony? For more information about BetterManager, go to bettermanager.us.

Jennifer Hughes ([00:15:40](#)):

All right. So the video might be a little cheesy, I'm not going to lie there, but I think you'll get the concept of what they mean. You need to be able to expand your perspective and what you can see. If you're able to get yourself up on the balcony, you can see more, you can see further, you can be more strategic because you're able to see those things. We want you to really get curious. Observe yourself, others, and the whole system, if you will, when you get on the balcony. This can expand your perspective, your capacity for thoughtful action.

Jennifer Hughes ([00:16:22](#)):

And then when you're on the balcony, one thing that I caution you about is, don't judge what you see. So remember, judgment is about reacting to what's happening. Maybe you have some blame or resistance or disappointment or anger or resentment. Just be aware. Get curious. See what's happening. When I say get curious, we ask questions, we try to dig a little bit deeper. We may see the symptoms, but we are really trying to find what the real problem is. So this is one of the ways and something that I think is important in shifting from that doer to leader, is being able to get up a little bit higher to see what's happening.

Jennifer Hughes ([00:17:08](#)):

So, some questions for you on this. This is our next. Again, we're really intimate one on one here. It's just like I'm asking you questions and you're answering them. So taking again a couple of minutes to do some reflection time here. I want you to answer these questions. How much time do you spend on the dance floor? What might keep you on that dance floor? So keeping you down there with everybody else. And maybe what do you need to change with the way that you're leading other people so that you're spending more time on the balcony versus on the dance floor? So again, I'm going to give you two minutes to answer these questions. I know that doesn't feel like it's much time, but again, if you don't get them all, you can always come back and answer these. So again, two minutes. Maybe about one more minute. About 10 more seconds to wrap up your thought.

Jennifer Hughes ([00:20:09](#)):

Again, I like to reiterate that getting on the balcony or becoming a leader doesn't mean we're not doing. We still have to be in the dance floor, balcony. If we want to keep that concept going, we still have to be on the dance floor. I think if we forget what's happening down there, we're probably not serving as well when we're able to get up to the balcony and look out. And then we have to think about, if we have to get on the balcony, what's the balcony that our own leadership is getting on? Maybe sometimes we need to get up there with them to see even a broader perspective. So the idea with getting on the balcony is just how do you get yourself sometimes out of the only seeing what's directly in front of me to get up a level to say, what might I be missing? What might I not be seeing if I stay on the dance floor right now? But knowing that probably you're going to be going back and forth. Becoming a leader doesn't mean that you're not on the dance floor. Just one way to do that.

Jennifer Hughes ([00:21:10](#)):

There are some specific things that you can look at in regards to doing versus leading. Again, time for all of this, right? Doers are going to have all the answers. Leaders are going to get more curious. I keep, you're going to hear me use the word get curious, get curious. That doesn't mean that a doer should not be curious. We want you to be curious as well. When you're really in that doing, you're putting out others' fires. You want to equip others as a leader to put out those fires. So you're not coming in with your nice cape on to save the day. You're also offering that opportunity to others.

Jennifer Hughes ([00:21:48](#)):

And then you guys can read some of these. I think what I really liked about one of these is, we create to-do lists. And I love the idea of, once you getting into a position of leadership, how do you create to lead this? How do you help others become leaders? Again, doers are staying on the dance floor. It's not that you're not on the dance floor as a leader, but spending time on that balcony and getting to know what's happening in that bigger perspective.

Jennifer Hughes ([00:22:19](#)):

All right, going to keep us going. We're going to move transition now to this interesting thing of, okay, we're in a leadership position. Oftentimes, we are now leading former peers and that feels a little, my technical term for this is icky sometimes. How do we lead former peers more effectively? So the question is, what makes it difficult? One day you're a teammate and then the next day you become the boss. How does that feel? Have you ever been in this situation where maybe that's happened to you, where your colleagues was someone, your partners and then all of a sudden they get promoted? What makes that weird? I think it's just awkward sometimes to go from this feeling of, we used to be comrades, being able to talk about anything to now I'm going to be doing your performance review. That feels a little bit weird. I even say it's awkward. When you look at the word awkward, the word looks weird. So just keeping that in mind, that this is uncomfortable.

Jennifer Hughes ([00:23:25](#)):

I want to get us into your own feelings around this difficulty around leading former peers. So again, taking a minute or two to reflect here. We're actually going to make this one a little bit shorter, but what for you is difficult about leading former peers? And again, I'm going to give you about a minute on this one. So what is, for you, difficult about leading former peers?

Jennifer Hughes ([00:24:43](#)):

We'll take about 10 more seconds. I'm trying not to read the chat because there's just too much, but I'm seeing a lot around boundaries, and it's plugged for another session that's going to be coming up around setting those boundaries and how you might do that. So yeah, I am in agreement. Boundaries are really important when you're talking about this. I'm seeing a lot about respect as well. And I think this is again where I'll use the word curious, is how are we contributing to that potentially in this new role? So really thinking and being more self-aware of what we can do, how we are showing up that may be contributing to that awkwardness, that feeling of lack of respect, things like that. So great things coming into chat.

Jennifer Hughes ([00:25:51](#)):

So this is what it might feel like. One day your buds, you're working together, and now all of a sudden you have position of power and you just don't even feel like you're in the same place. So things to keep in mind with that. Another opportunity for you to do a little reflection here. So what I want you to think about is trust. And when you think of someone that you explicitly trust, what are the traits that make you trust them? Okay, I want you to, again, do your own personal reflection. And then think about what is one thing that someone could do that would absolutely break that trust with you. So again, personal reflection. We're going to take a couple of minutes to do this. So two minutes, go ahead and jot down your thoughts.

Jennifer Hughes ([00:28:43](#)):

Take another minute. I'll give you about 10 more seconds to wrap up your thoughts on that. Seeing a lot of good stuff in the chat. This isn't a question that's in there, but as you think about those traits and what makes you trust someone, think about the people you're now leading, how does that impact either how you lead or how you view them based on just those traits alone. We're going to dig into trust a little bit more.

Jennifer Hughes ([00:29:29](#)):

So this may be something you've heard about before or seen, it's called the Trust Equation. If you haven't, I'm going to introduce it and we're going to go into a little bit of detail around this because I like to explain each one of these. But this is something that was created for, there's a book called The Trusted Advisor. This equation was created there, of how we can potentially increase trust or at least the components to look at. There are lots of trust components that are out there. There's many books written about trust. This just happens to be one of them. It's one that I use regularly. So please know this is not the one and only way of looking at trust. It's just one we'll look at today. Maybe we'll give you a little, I use the word nugget, give you a little nugget about what might be happening with you and either someone you're leading that's a former peer or something that could be happening in that trust piece.

Jennifer Hughes ([00:30:28](#)):

We're talking about leading former peers and what needs to change a little bit is how do we create this new level of trust with them. So that's why we're wrapping in this Trust Equation. So the first thing with the Trust Equation, the T here, is trustworthiness. So trustworthiness equals C plus R plus I all divided by S. And if we think back to our math days, and I'm sorry if I'm making you think too hard because then this one really does a number on my brain, S is really a key component with this because the higher S is, it doesn't matter what happens above it, the lower that trust is going to be. So we're going to dig into each one of these pieces of the Trust Equation.

Jennifer Hughes ([00:31:12](#)):

So the first one, C is credibility. Credibility, it means different things to different people, but at the end of the day, it means I think you have the capabilities to do maybe as I'm asking you or to work in the position that you've been hired in. You are credible. For some people this could equate to education. Being a medical doctor is really important when you're in the field of taking care of other people. That is an important piece of being credible, but it's not the only piece. You could also use data around how that particular doctor has worked with their patients and what their patients are saying. So that could be credibility. So again, credibility is just one piece of the trust equation.

Jennifer Hughes ([00:32:03](#)):

The next one here is reliability. Reliability can be summed up with the, if you say you're going to do it, you follow through and you do it. That's reliability. Now I'd like to add a little bit more on this particular reliability piece. This will make sense as we go a little further as well. It's also when I tell you I can do something and then I find out that I'm not actually able to do that, I come to you as soon as possible and let you know that I can't do it.

Jennifer Hughes ([00:32:38](#)):

So reliability is not about being able to meet a hundred percent of my commitments. It's about being able to manage a hundred percent of my commitments. When I say manage them, that means the minute I find out I'm not able to do something, maybe I don't have access in the system to do it. Maybe I don't have the time, whatever it might be, that I am coming back to you as early as possible, not the day that I said I would do it. And I'm telling you, I know I promised you this, I'm unable to do that. What can we renegotiate here? That's reliability.

Jennifer Hughes ([00:33:15](#)):

The next one here is intimacy. Intimacy, when it comes to trust, is really about psychological safety. Do I feel like I can be in conversation with you and it remains between the two of us, that I can share both my successes and my failures and feel like you are going to accept me? Do I feel like I could tell you a secret and you would keep it? Do I feel like you would be honest with me even if it was hard for you to be honest with me? That is what creates that intimacy piece. Again, I use the word psychological safety in lieu of intimacy just as a way to kind of nail this one home a little bit. So again, if you have high credibility, high reliability and high intimacy, you're doing a really good job of being trustworthy.

Jennifer Hughes ([00:34:11](#)):

The next question is whether your S is high. S here is self-orientation. If your self-orientation is high, and I want to talk about self-orientation so give me just a second, if that is high, it doesn't matter how credible, reliable or how much psychological safety you create, you will decrease your trustworthiness. So let's talk a little bit about what is self-orientation. I like to kind of reframe it a little bit to say, it's about focus. Where is your focus, other-focused or self-focused? It doesn't mean that it is narcissistic. I want to be very clear, we all have a self-orientation. I can tell you, when I do workshops, I will often have to, and especially if I'm going to do... I'll actually rephrase that. If I'm going to do a facilitated session where my role is to come into a leadership team and honestly disrupt it a little bit because they're having some problems, if I come in with a high self-orientation, I may want to be liked by the group. That doesn't seem so wrong. Everybody wants to be liked.

Jennifer Hughes ([00:35:26](#)):

However, if that self orientation is so high that I need to be liked more than I am willing to push this team hard, maybe dig into some uncomfortable areas, then I'm actually doing a disservice to the group and I have a high self-orientation, and it's impacting my work. So self-orientation, it's not like this, "Oh, you're a narcissist." It's not about that. It's that, we all have high self-orientation at times. It's a matter of whether we recognize it. The key is being able to recognize it. Am I not giving you feedback because it's uncomfortable for me? Guess what? That's high self-orientation. I'm not willing to give you the feedback because it makes me feel uncomfortable, or I'm afraid that you're going to get mad. That's a high self-orientation. So keep thinking about that.

Jennifer Hughes ([00:36:21](#)):

I think I just did see one thing around intimacy. I phrased that as psychological safety. So for somebody who might have missed that a little bit. Again, with self-orientation, just to go back to that, if I am looked at as climbing the ladder, so I'm all in it for me, that's a high self-orientation. Okay? So again, trustworthiness is when you are credible, you're reliable, you create psychological safety, meaning people feel like they can come to you, that you have their best interest in mind, things like that. If you have all of those things and you have a low self-orientation, meaning you're able to be other-centered, other-centered, then you have the likelihood of creating very high trust with others.

Jennifer Hughes ([00:37:16](#)):

So, keep us going here. So when you are in a leadership role where now you're potentially managing peers, you have your peers in this group, but even if it's just a new team, then how you build and maintain that trust, it is going to vary depending on the team member. Okay? So it's not a one-size-fits-all approach. And I think to effectively kind of manage that transition of the peer-to-peer to the peer-supervisor relationship, you really need to understand who are the players, who are the team members,

what are some of their preferences, what are their strengths, what are their areas for improvement, and what is your area of trust with them. So thinking about the Trust Equation, how well is their trust there?

Jennifer Hughes ([00:38:17](#)):

So one of the things that came up for me in just doing a lot of coaching was realizing that... And I had to create this very complex spreadsheet, as you can tell. That's my sarcasm coming through, by the way. I realized that leaders were not, I'll say, writing down or keeping track of their staff, their team, their colleagues in a way that enabled them to quickly identify who did they need to work on the relationship with versus who did they feel like the relationship was really strong and therefore didn't require the focus that it does. So I have shared this with a lot of people, but just a quick spreadsheet of what you could do with your team members where you list each team member. You can put in their preferences and strengths or styles. These are some of the things like are they extroverted or introverted? Do they like collaborating with others or do they prefer autonomy? Do they like to be praised in public or praised in private? What are some of those types of preferences and styles?

Jennifer Hughes ([00:39:27](#)):

Then looking at their strengths. What is it they're really, really good at? What is it that if I wanted to give them a piece of work and they were going to excel in it, they could use these strengths to excel? Also looking at areas for improvement. Where might they need to focus? Where could they improve a bit more? This is also an opportunity for you say, if I have a project that could be a growth edge for them or a small piece of work where they could push a little bit on what they are used to doing. That's an opportunity to look at their areas for improvement and say, "I think this would be good for that person because it would push them a little bit out of their comfort zone."

Jennifer Hughes ([00:40:05](#)):

The one question that seemed to come up a lot in the coaching was this motivation and not really knowing what motivates employees. And I get it, money is going to come up, everybody's going to know that that's going to come up. There's a lot of data around money not being the only motivational factor and not being a long-term factor when it comes to motivation. So when we're talking about motivators here, we're really looking at what are those intrinsic things that this individual may like, may enjoy that would be motivating for them. And then lastly on the trust piece is looking at that Trust Equation and saying, "How is my trust with this person? Do I feel like I have a high level of trust? Maybe I have a medium level of trust, maybe I have a low level of trust. This gives me a quick hit of where I might need to focus a little bit of my energy with that individual."

Jennifer Hughes ([00:41:01](#)):

And I'm going to show you, I actually used myself as an example here, to put it in so that you can see what that looks like. That's Jennifer H., that's me. I'm an extrovert. I love collaborating. I am not very good at the detail. It doesn't mean I can't do it, just means I'm not always good at it. My strengths are, I'm a big picture thinker. I do a lot of facilitation, have some skills around making people feel comfortable, usually have good communication. Wouldn't say that that's always the case. And areas for improvement, I need help with approach and process. So that's something that I know I'm not very good at. And then I will often work outside of scope. So this is something to look out for if you are leading me, that I may take on little things and realize all of a sudden that a small project turned into a really big one.

Jennifer Hughes ([00:41:56](#)):

Motivators: I love collaborating with other people and learning new things. So when I look at motivators for me, if my boss were to look at this, my boss could say, "Hey, I've got a new project that's really outside of something Jennifer's done in the past. This could be a great motivator for her," or, "I have this opportunity for a collaborative effort with another client or another group. Jennifer would like to collaborate with others." And then that trust level, medium level of trust, meaning that we could work on our trust a bit. If it's not high, then we could work on that just a bit.

Jennifer Hughes ([00:42:35](#)):

So I actually want you to take a stab at this and think about, one thing I will say about the employee landscape is, we are really looking at leadership and team. However, oftentimes in my coaching, I have folks do this not just for their team but for the colleagues that they work with and even for their own leadership. It is not going to hurt you to better take stock of what you believe your boss's preference and some styles are because that's going to help you interact with them better. Okay? So remember that this, calling it the employee landscape, however, you could use this for anyone that you work with.

Jennifer Hughes ([00:43:17](#)):

So we're going to give you a little opportunity to do that. In your workbook, you should have this, but if not, again, you could just jot down someone's name, their preferences and styles, strengths, area for improvement. We're actually going to give you a little bit more time on this one. So I'm going to give you about four minutes because you are writing down a lot more. And then if you want to add a second person, do a second person, if you have time. So again, we're going to take about four minutes for this one.

Jennifer Hughes ([00:46:39](#)):

We have about one more minute. Take about 10 seconds. I really hope that you guys are finding that some of these just little things you could do can really impact the relationships that you're having and how you're leading, and or how you may be moving into that leadership role, or how to address that awkwardness of leading a former peer. I want to just, again, touch base on that Trust Equation. I think I saw a couple things coming through on self-orientation. I think if there's one thing you could ask yourself to see if you have a high self-orientation, is when you are moving forward in a decision or you're going to take action, ask yourself, who does this serve? And if you can only answer, "It serves me," then that is very self-oriented. Now sometimes that may be what you need to do. Again, this isn't about self-orientation is always this horrible thing. We all have it.

Jennifer Hughes ([00:48:48](#)):

If you can say, "I am other-centered that I'm willing to actually forego my own personal needs because what is best for the group is to go in a different direction," you are very other-centered. So again, when thinking about self-orientation, really think about who am I serving, who is this in service to? And that's going to help you in that self-orientation. So great questions coming up, great thoughts around the Trust Equation. I love hearing somebody say, "Have your employee fill out this landscape." I love that. Just get them to think about it and give it to you. I would validate that. Some people may say they have a strength in a certain area and that may not be the full truth of that. So just make sure you're doing that validation.

Jennifer Hughes ([00:49:35](#)):

Going to keep us going. All right, so top 10 things to think about. This is as it comes to leading your former peers, is to just make sure you're leading by example. Make sure you're being the leader that you want to see in your organization. I highly encourage you to have one-on-one meetings with each team member to make sure you're cultivating that relationship, that you're increasing that trust. And sometimes even having the conversation, that could feel weird, but saying, "How do you feel our trust is? Do you feel like we have a high level of trust?" Or even being awkward enough to say, "I don't feel like we have as deep of a level of trust as I would like for us to have and I'd love to engage in conversation about how we can do that."

Jennifer Hughes ([00:50:22](#)):

Set boundaries and renegotiate the relationship. So this goes back to own, and you'll see address awkwardness early in here, is just own, "This is kind of weird for me too. So how do we make it clear based on our new roles that I'm now leading you? How does that look different and how can we make sure we're negotiating in a way that will work for us?" Even going so far as to being, "I'm a total kind of weird person when it comes to this, but hey, I'm Jennifer and I'm your manager now," kind of reintroducing yourself that way. Make sure you're being very clear on expectations that you might have. I think if you can clearly communicate the expectations to individuals, you are setting them up to be more successful in working for you.

Jennifer Hughes ([00:51:07](#)):

Make sure you're communicating, communicating, communicating, and you are listening, listening, listening. I don't just mean listening and waiting to sit back and wait for a response that you can come up with. I mean truly listening, what's the body language telling you? Are they saying one thing and doing another? What does that mean? Where's that disconnect? Make sure you're building relationships with others who may be in your same situation so you can learn from and share with them. Make sure you empower your team. We're going to talk about that in just a minute. And then make sure you're engaging in difficult conversations regularly. Oftentimes, when we do not engage on in those conversations that are difficult, it is because we have a high self-orientation, we're uncomfortable with them. It makes us uncomfortable. That is not doing the other person a service at all when we do that.

Jennifer Hughes ([00:52:05](#)):

All right, going to keep us going. So the next thing is, you've gotten through the awkwardness and now my awkward way would be like, "Hey, Cindy, so I got promoted and now I'm your boss. This is weird, right?" And you can laugh about it and you can address that it is just going to be weird. And I can say, "Cindy, how do we make this work? What is it you need from me to make this work? Because these are the things that I need." That sort of stuff. Now that you've gotten past all of that, how do you get to the point of knowing, "Well, what can I delegate and what do I not delegate?" We like to use the words entrust and empower your team.

Jennifer Hughes ([00:52:40](#)):

I think oftentimes we look at delegation as handing off the things that we don't want to do anymore. And that's not really true. So really looking at what are the things that don't require us to do them. Those are going to be the key for delegation. And I like to say, delegation is about trust. I am trusting you to do this specific task or this specific project. And I think that can be really empowering to folks. So I like to at least start us, "I'm trusting you to do this."

Jennifer Hughes ([00:53:15](#)):

All right, going to keep us going. Really thinking about that there is no such thing as time management. You are not able to manage time. I am not able to manage time. And I know we hear all of these things about time management and how do we better manage times. This goes back to what I said earlier about commitment management. You cannot manage time, which indicates that I could make 30 minutes to an hour, which if I could do that, I would probably not be in the position I'm in. I can't do that, but what I can do is manage any commitment that I made to you. Whether that means going back on the commitment, which means I'm talking to you about it, or following through, or saying, "I actually thought I could do this and I can't do it because I don't have the skill or I don't have the access."

Jennifer Hughes ([00:54:06](#)):

So the question is, what commitments are you making? So just like we have this tendency just to fill space, we also fill our calendars, and it's not going to be long until your whole work calendar is just consumed, if it's not already. This is what happens. At some point, maybe now, you're going to have some unreasonable constraints on your time. So again, thinking about your priorities may shift as you move into different roles in the organization. So you've got to be strategic in how you're thinking about your commitments, your time, and your priorities. So you have to be intentional here about how you manage those commitments.

Jennifer Hughes ([00:54:46](#)):

We are going to actually figure out what commitments you're making. So in order to do this, you have to know what is on your plate, and we're going to do a little activity. In three minutes, I want you just to do a brain dump of all the things you currently have on your plate. I want this to be personal and professional, hobby-oriented, whatever it might be. These could be meetings that you have, projects that you're doing. Maybe it's emails, maybe you have strategic planning. You have monthly reports. Maybe there's a hobby you have. You have a kid event, a date with your significant other. Whatever it might be, I want you to just do the laundry list of all of these things that you have. Commitments are not things that you have explicitly said, "I'm going to do this." They are also all the things that are just expected of you. Okay?

Jennifer Hughes ([00:55:38](#)):

So again, take three minutes. I want you to write these commitments down. Again, I know there's been a little bit of workbook difficulties, so just get a piece of paper and a pen. Three minutes. I also want to be clear, I am not expecting that this will be a complete list of all the things. I think that would probably take a lot longer. However, get a laundry list of them as best you can.

Jennifer Hughes ([00:57:56](#)):

We have about one minute. About 10 seconds. I see lots of A, "I will apologize for stressing you out." B, "I understand we probably all need multiple plates." C, "I promise I'm going somewhere with this so hang tight with me." And D, "I think it's good to get a handle on all of the things we actually have committed to because most of the time they don't get written down." They're not even in our awareness, we're just kind of going through the motions. So I like to say that if we don't know what we're committing to and we are saying yes to all of these things, what are we saying no to? If I say yes to all these commitments, what am I saying no to? And let me tell you, you are saying no to something even if you're not actually saying no to it. Oftentimes, what I'm saying no to impacts me personally, just going to own it.

Jennifer Hughes ([01:00:07](#)):

When I put so much stuff on my plate that is work related and I keep saying, "Yes, I can do that and I can do that," I am saying no to my kids possibly, I'm saying no to my spouse. I may be saying no to something at work that could be really important and I just didn't realize it. So I think it's important for us to understand what we actually have going on. So hang with me, sorry if I'm stressing you out, we're going to keep going.

Jennifer Hughes ([01:00:39](#)):

If you haven't heard of the Eisenhower Matrix, I'll introduce it. If you have heard of it, then you know it's this quadrant of urgent, important; not urgent, important; urgent, not important; not urgent, not important. We're going to go through this a little bit more. It was named after Dwight D. Eisenhower, served as the 34th president of the United States. It was made more popular by Stephen Covey in his book *The 7 Habits of Highly Effective People*. The clear piece of this is where we spend most of our time, which is in that urgent and important. However, we often get consumed by the urgent and not important, largely because we fail to recognize what is really, really important. Okay? So this is where we're going with this. So I'm going to give you a second here.

Jennifer Hughes ([01:01:31](#)):

So where do you think you spend most of your time and where do you think you should spend more of your time? So again, we spend most of our time in that urgent, important, but what we don't realize is how much time we're actually spending in not urgent, not important, and where we should be spending our time. Where we should be spending our time and especially in leadership roles is in the not urgent but important. So that's where we really want to be spending that strategic planning, things like that. So again, if we think about where these things might go, social media, definitely going into that not urgent, not important. I like to make it clear that I'm not saying don't do social media. I'm not saying that. What I'm saying is that that is not urgent and not important. So be aware, how much time are you spending there? Just be aware. That's all I'm saying. Project deadlines, that's going to go into that urgent, important piece. Okay?

Jennifer Hughes ([01:02:27](#)):

Strategic planning, that's going to go into our not urgent but highly important. If we're not doing that strategic planning, do we really know what urgent important is? If we aren't looking at strategy, how are we going to know that? And then email response. Notice I put most here. I am not, again, indicating that email responses are not important. But in this new, and I guess that's not as new now, but in the digital age, email has just become our main way of communicating. When an email comes across, it stirs up this importance piece to us. Right? "Oh, I've got to answer. It's urgent and important, I must answer it." And then the question is, how many times can you step back and say, "Who else is on this email that could potentially answer it"? So a lot of our email response, if we were to truly take a step back and look at it, falls into the urgent. It feels really like we got to answer it immediately, but it's not necessarily important, meaning it may not need us to answer it. Okay?

Jennifer Hughes ([01:03:32](#)):

So what I want you to do is to take a look at the list that made some of you really uncomfortable. We'll probably give poor markings on this particular webinar because I stressed you out. Take that list, look at it, and I want you to review it. I want you to see if you can find one commitment that could go into each quadrant. So I want you to look at the list, and can you find one commitment that goes into urgent and

important, truly goes into urgent and important; one that goes into, it's not urgent but it's highly important; one that goes into, it's urgent, it's not important. And then my caveat here is, that's the one I want you to look at and say, "It might be important, but it's not important that I, Jennifer, is the one who does it." So that means it can be not important for me.

Jennifer Hughes ([01:04:28](#)):

And then lastly, one that can go into not urgent and not important. I'm going to give you probably three minutes to try and do this one. See how far you can get if you can find one in each one. And then eventually, if you could put all of yours into your list of commitments into one of these quadrants, I think what we'll go through next could really help you in determining where you might be able to delegate. Okay? So again, let's take three minutes to do this.

Jennifer Hughes ([01:07:14](#)):

So I'm seeing some great questions come through about figuring out what's important, what's urgent? How do I know? Is it just me? Is it something? And this is where it's a great opportunity to try to get on the balcony. What in this bigger perspective am I placing more importance on it than is actually true, the full truth? Is it a deadline just because it's a deadline? Or is it a true like if we don't get this, it's going to impact much greater things here? The urgent and not important, I like to caveat this, in thinking about it, it may come up as urgent and important. And then ask yourself the question, "Does it have to be done by me? Am I the only one who can do it?" And if you can say, "No, there's plenty of people who can do it," then it may fall in the non-important. That means, "I can try to get somebody else to do it," and we're going to get there with the next slide. Okay, take about 15 more seconds.

Jennifer Hughes ([01:08:38](#)):

The last thing I'll add on this is, if you are struggling with determining importance, urgency, don't feel like you have to be by yourself doing this. This is where having that peer network that maybe you can bounce things off, of maybe asking your leadership, "I'm struggling with this, give me the priority list. Which one of these is more important than the other? Well, help me figure out order of importance. It may still all feel very important, but maybe that gets me to the not urgent. So it's still important, but maybe I can push it off a little bit." So don't feel like this is a lone game. You can engage with other people when you're struggling on these. Okay?

Jennifer Hughes ([01:09:21](#)):

All right, I'm going to keep us going because I think what's really important is getting to, "Well, what do I do with this now that I know where things fall? I still have to get them done." And that's where I say, maybe you should ask yourself that question. So when things fall into your urgent and important, those are the things that you're going to do. And whether you do it now, or maybe there's a specific deadline, but that's the stuff that's got to get on your plate to get done. Not urgent but important is, decide when to do it. It's going to get done. It needs to eventually move to that do, but you can schedule this. These are the things that can be scheduled. If it falls into your urgent and not important, and the reason I gave you that caveat is, does it mean it has to happen by me? Am I the only one here who can do it? If not, then it can fall into the not important for you, meaning you can delegate it. Find someone who might be able to do this for you.

Jennifer Hughes ([01:10:17](#)):

I know I'm using language that sounds like it's really easy. For some of us, it's going to be like, "I don't have anyone I can delegate it to." And those need to be further conversations. We're definitely not going to solve that in a 90-minute webinar. But it's something for you to look at to say, "Well, maybe I can engage a little differently with this particular activity." And then of course, if it's not urgent, not important, think about ditching it. This relates to four valid responses we have when someone asks us to do something. When we're making a commitment, we have four valid responses. We have yes, and that correlates to that urgent important, "Yep, I can do that for you." We have no, which is, "I can't do it. Maybe I don't have access. Maybe it's not in the priority." And I get that we're probably not just going to say, "No, I'm not going to do it." Provide your context. See how you work through that.

Jennifer Hughes ([01:11:06](#)):

Commit to commit, this looks like, "I can't do that by the date you've provided me. However, I can do it and this is when I can do it by. I'm going to schedule it and make sure it happens." Okay? That's what that commit to commit. It could also look like, "I can do this. I'm not sure when. So let me get back to you and let you know what will work." That's also a committing to commit. And then counter offer, this is, "You asked me to do this," and I keep using Cindy as my example here, "but I think Cindy also has access to do this. So if it's all right with you, I think let's work with Cindy and see if that's something she can take on." That's what it looks like. If I'm leading people, this could look like, "Let me ask my team. I think I have someone on the team who can do this in lieu of me. I need to gather what's on their plate first and see if that's something we can do by the timeframe. And I can delegate that."

Jennifer Hughes ([01:12:02](#)):

So again, if you're living in this perpetual urgent kind of response place, then you're not going to last. We're going to burn out. This is what happens. If you are an athlete or a former athlete, if you know have done any athletics or training, I just want you to think about what would happen if you trained nonstop with no recovery. Yes, you train hard. It's not the training though that gets you stronger. It is in that recovery. You have got to recover. Both of those things are important. So if you push yourself to the point where you can manage your stress, you'll get stronger when you rest, but you got to figure out when that can happen. So this applies to work. This absolutely applies to work. Burnout is real.

Jennifer Hughes ([01:12:57](#)):

I have a colleague who often says I'm a recovering people pleaser. That's what his phrase is. I'm a recovering yes person, where I would say yes to almost everything that was asked of me, because I took that as demonstrating my abilities and capabilities. I was, excuse me, not considering this impact that it was having to myself, to my family, and in all honesty to the work. I was impacting the work I was doing. When I started noticing I was saying yes to everything, I was trying to say no to things. Most of the times. I was saying no to things in my personal life. That is going to create problems, right? I'm not saying that we are going to say yes to everything in our personal life either, but if I am saying yes to everything, I am definitely saying no to something. My actions will speak that.

Jennifer Hughes ([01:14:03](#)):

Now, you fast forward, I block time off on my calendar to think strategically. I block time off on my calendar each year to think about what are my annual aspirations for the year. All of these things would fall in that urgent or not urgent but very important pieces of work that I need to do. I certainly have not perfected this at all, but I'm doing a lot better than what I did when I was saying yes to everything that was thrown at me. Okay?

Jennifer Hughes ([01:14:38](#)):

So again, use the Eisenhower Matrix as a way to look at what I'm saying yes to, and does it really require me to be the one to do it? And if it doesn't, then how might I delegate that? So the whole purpose of this was not really to overwhelm you, sorry about that, but to really look at what you could potentially delegate to others if you're in a position where you can do that. And if not, what you might be working on and to really take that balcony look, what am I doing every day that maybe I'm just doing it because I've always done it, but it doesn't need to be done? We're just doing it because that's what we've always done. That's an opportunity for you to ask questions. Get curious. Work with others to determine if you can make some changes there.

Jennifer Hughes ([01:15:24](#)):

So this was about delegation. I do want you to take a minute and think about what is one thing you might do different to better or more confidently delegate to others. So I'll give you just a couple of minutes on this.

Jennifer Hughes ([01:16:44](#)):

Take about 30 more seconds. I just want to take a moment to say thank you. This is definitely a different way of interacting. There's so many people on this call. It's amazing to see so many comments come in, and I know we weren't able to cover every single thing and there's likely questions out there. Cindy, I will officially turn it over to you. If there's anything that came up that you feel like we could answer or attempt to answer, I'll be very honest if I don't feel like I can answer it, then I'm happy to do that. If not, I will keep us going through your slides.

Cindy ([01:18:03](#)):

Jennifer, thank you. If you can move us forward one. I love seeing all of the reactions come in. So thank you for your time. I'm assuming that this was powerful and meaningful to the group based on what I see on the screen right now. I see a question about boundaries. We do have a session coming up on creating and developing boundaries October 12th. So if you have not registered for that yet, the link is on the screen and in your workbook. Just to cover a couple of things for you that have kind of come up throughout the chat today, that link will take you to the workbook and the recordings. So continue to utilize that for the remainder of the sessions.

Cindy ([01:18:46](#)):

Some folks were having some issues with a blurry screen. I'm not sure why that is. It could be what you're viewing it on or the size that you're looking at it on. But your workbook mirrors the slides so you can follow right along in that workbook if you're having trouble with that. We will be sending out the workbook and a reminder about 48 hours before the next session for you, so you'll get the workbook ahead of time.

Cindy ([01:19:13](#)):

So with that, I want to say thank you to all of you who stayed with us today and taking some time out of your day. It was obvious that this was a little bit stressful to think about all the things you had on your plate, and you took 90 minutes to be with us. So I hope that that was a valuable use of your time. We appreciate you and everything you do every day for your patience and your health center and your teams and your staff. A thank-you to Jennifer for being with us, she will be back again next week, and to

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Olivia for supporting us throughout the day. So go on, have a good afternoon, and we look forward to seeing you next week. When this closes, you'll be taken to an evaluation. Like Olivia said, your feedback is important to us so we know how to better serve you going forward. Thank you and have a good afternoon, everybody.

Cindy ([00:00:01](#)):

Thank you Olivia, and to echo her sentiments, welcome everybody. We're excited to have you back again with us or for the first time if you weren't able to join us last week. I've been dropping that link for the recordings and your workbook in the chat. As you can see, we have a lot of people in here today and the chat will run very quickly. It does actually slow down once we get into the content and start really working and digging in to what we're going to be doing today. So if the chat does become distracting for you, feel free to close that window for the time being, but you can open it back up again later on during the presentation when it slows down. And again, that link has been dropped in the chat. I'll continue to do so throughout the event so that where you have access to the workbook for today and then the materials from the previous session as well.

Cindy ([00:00:54](#)):

We will not be using breakout groups due to the number of people, but you will be engaged throughout this session. It will not be a passive learning session. You'll be using the workbook with self-reflection and guided activities, and I'm looking forward to learning with all of you again. If you have questions, please feel free to put them in the chat. I'll do my best to capture those as they scroll through. I'll also get the transcript of the chat so I can pull those out, and if anything is resonating with the group, I will be sure that I get them to our faculty to do an FAQ afterwards if we don't have time to get to questions at the end.

Cindy ([00:01:33](#)):

So with that, I have the honor of introducing you to our faculty member today, Jennifer Hughes, the Vice President of CEEK and a partner of NACHC in offering coaching services to health center staff. For those of you who have not met Jennifer before, she's an International Coach Federation and Resilient Leadership Certified coach and often focuses her workshops and presentations on topics like communication, collaboration, leadership, culture and wellness. With this experience and also as a Chief People Officer and over 500 coaching hours and a few years of work with health centers now, both directly with health centers and through NACHC, she's going to lead us to the creating and developing boundaries session today.

Cindy ([00:02:16](#)):

This was a hot topic that came up during last week's session and we coincidentally had one planned for it already today, so we didn't have to change our agenda. We'll turn it over to Jennifer to take us through today.

Jennifer Hughes ([00:02:30](#)):

Awesome, thank you Cindy. I am super excited to talk about creating, developing boundaries. I loved that last week during our session, this came up repeatedly in the chat of, "Oh, I need to set boundaries," or, "We've really got to talk about boundaries," and I got to relish in the fact that we were going to do this session today. So really happy to do that.

Jennifer Hughes ([00:02:52](#)):

As Cindy mentioned, there is a workbook. You are not required to use the workbook. If you just have a piece of paper and a pin, you can use that as well. There will be moments throughout today's session. If you didn't attend last week, I'm just going to brief you on how we'll do this, but there'll be moments

throughout today where you will have time to do personal reflection. As Cindy mentioned, we have a very large group attending and there's just no way we can get all the breakout rooms that you might normally do in a smaller session. So we have made this session one that you can take some time to do some personal reflection. We have some activities built in, some questions that we'll ask you and get you to reflect on those.

Jennifer Hughes ([00:03:37](#)):

So again, there is a program workbook. I know Cindy is putting that in the chat. And if you don't have the workbook, just grab a pen and a piece of paper. You can also always come back to this later. So if you're just in listening mode for the next 90 minutes, that is fine. You will have your own opportunity to go back through it.

Jennifer Hughes ([00:03:56](#)):

As Cindy mentioned, the chat may get a little crazy because there's a lot of people here, and so we will keep up as best we can with the chat, but just know that it's probably going to move quickly. If you see the chat window is up and you find it distracting, just feel free to close it out. You can always open that back up later.

Jennifer Hughes ([00:04:16](#)):

And I think that today is going to be something that you'll get a few good nuggets of information on. The way that I like to say that will happen is that you are as present as you possibly can be, that you limit the distractions you have for the next 90 minutes. I also believe what you put in will fully determine what you get out of today. So if you have the opportunity to really dive into the activities we're going to do, I think you're going to get a lot more out of this than just passively listening.

Jennifer Hughes ([00:04:50](#)):

Also, ask you to just have an open mind to see things differently than maybe you have in the past so that you can be a learner today and you don't have to be in that expert mode. So this is all about taking something in and hopefully finding one or two things that you can take away that are going to help you better define or set boundaries for yourself, both in the workplace but maybe outside of work as well. All right, we're going to dig in.

Jennifer Hughes ([00:05:17](#)):

So this is what we're going to do. If you find yourself saying yes to too many requests, then you probably struggle with setting some boundaries and that's what we're going to talk about. We really want to look at what are boundaries? Maybe what are not boundaries? And then what some of the advantages of setting those healthy boundaries? Also to talk about your role in creating these healthy relationships or environments and cultures through the use of setting boundaries. And you will go through activities today where you will set some boundaries. Now, what you do with it after years up to you, but we will actually go through the process of putting some boundary statements together for ourselves.

Jennifer Hughes ([00:05:57](#)):

This is our agenda. I like to say I spend roughly the time you see here in each of these areas. There may be places where we spend a little bit more time and other places where we move a little bit quicker, but

we're really going to understand boundaries, know that importance of setting and keeping those boundaries. We're going to talk about a lot of language around setting boundaries.

Jennifer Hughes ([00:06:18](#)):

One of the things I heard in last week's session was around examples. So I really wanted to make sure we provided more examples today. So you're going to have a lot of content there. Also, going through challenges to setting and keeping those boundaries and how you might overcome some of those challenges. And then more tools to reinforce and enforce those boundaries. All right. So let's jump into looking at what boundaries are, what they might not be as well as some of the types and looking at some healthy boundaries. So we get some examples in here.

Jennifer Hughes ([00:06:52](#)):

So first thing, why do we need boundaries? We need boundaries because there is just a vicious cycle of what happens when we don't set them. So when you don't set a boundary, you sacrifice something that is probably your own need, and then you have increased an expectation of what you can deliver next time, and then people infringe on you. And then guess what? That happens again, that you'll sacrifice your own needs, increase those expectations of others and it keeps going.

Jennifer Hughes ([00:07:22](#)):

And so we'll often say that, "Work is doing this to us. Work won't allow me to do this, or work is putting too much on me," but I think we have to change and accept our role in that a bit, that we need to set boundaries. Those are our individual responsibilities to do that. And when we set good boundaries, I have seen this firsthand, it's actually gift to your team members. It shows them your authenticity, what you can and can't do. You set a good example for them for how to manage their own boundaries.

Jennifer Hughes ([00:07:54](#)):

Now I understand, there're working environments that also impact the boundaries that you can set. So you need to know what are the limitations of my work environment in regards to what boundaries I might be able to set but really, they are up to you. You have to be the ones to enforce them, to reinforce them, and to let people know when they may be infringing on them.

Jennifer Hughes ([00:08:19](#)):

So let's talk about what boundaries are and what boundaries are not. So boundaries are your routines and your practices that you put in place in order to mean some sort of state of self-regulation. These could be self-discipline practices, there could be managing some prior commitments and responsibilities. It could be self-care. It is your responsibility to maintain these and to execute them.

Jennifer Hughes ([00:08:47](#)):

You should be clear and if they're done right, that you should notice some benefit out of them. And they should be a result of you knowing yourself and what you need and I think that's key. When we know ourselves really well, we know what we stand for, what our values are, what our priorities are, we can start to be clear about where we may and may not need some boundaries set.

Jennifer Hughes ([00:09:10](#)):

So what boundaries are not are some sort of rules that you impose on other people. So they're just really practices that you're holding yourself accountable to. You should not have boundaries for others to guess or manage. You should be clearly articulating those. It should also not be an attempt for you to skirt responsibility. So make sure you're dependable, handle your business, they're your personal accountability when you do this. And then they should not be things that are in hindsight like, "I should have had that boundary," but rather something that you're putting into place. They're assertive, they're intentional. So being very clear about those.

Jennifer Hughes ([00:09:50](#)):

So I do like to be clear that a boundary is not a barrier. And what I mean by that is with a boundary, you have people who can stand on their own side of that boundary. You can have a conversation, you can shake hands over that line. You can even offer somebody to come over onto the other side to help you if needed. You can take responsibility what's on your side of the boundary and the other individual can take responsibility for what's on their side of that boundary. You can respect that line, but it's in service of working together, not avoiding each other.

Jennifer Hughes ([00:10:28](#)):

And this is something, boundaries are really attractive because they actually benefit everyone. A barrier's a little different. A barrier is something that just cuts off the communication. It cuts off negotiation, right? We're no longer going to negotiate together. It makes it clear you're not on the same team. Okay? So being really clear that a barrier is different than a boundary. A boundary is something we're going to put in place so that our own needs are met while also keeping into consideration others. So hopefully that helps us think a little bit around what boundaries are and what boundaries are not.

Jennifer Hughes ([00:11:10](#)):

So there are a ton of types of boundaries. So I've just put up here seven types. Now, I'm not going to go through each one of these. I think for the purposes of our workshop, our focus is going to be more in the workplace boundaries. You may have time boundaries that you're looking at. You may touch on some individuals, so I don't want to say that you can't go into any of these. What you do during the activities is definitely up to you of what will help you most today, but these are just some types of the boundaries.

Jennifer Hughes ([00:11:44](#)):

Your respect for yourself is central to these boundaries setting. So again, know yourself, right? Know what you need, what you expect from others. Make sure that you are respecting yourself, that is central. The boundaries are not just stopping or avoiding talking to toxic people or anything like that. Those things need to happen. Those are boundaries you set, but it's not just about that.

Jennifer Hughes ([00:12:11](#)):

Sometimes our boundaries can be a little bit, what I would call smaller that will create healthy, respectful relationships, environments or a working culture. There's this great quote in Ted Lasso. This was Rebecca says to Keely, If anybody out there is a Ted lasso fan, "Stop auditioning your complaints." And I just think that's a great quote to think about when we talk about boundaries. So stop auditioning your complaints.

Jennifer Hughes ([00:12:45](#)):

So let's jump into some healthy versus unhealthy. So again, last week we had a session and one of the things I kept hearing was, "We need some more examples. Let's get some more examples in there." So I want to make sure we get some examples for you to see what are healthy boundaries versus unhealthy boundaries. I'm not going to walk through each and every one of these, but I do... I'll call attention to a couple of them.

Jennifer Hughes ([00:13:09](#)):

So we have an unhealthy boundary here of not saying no or not accepting when others say no. And I'm actually going to share personal experience I just had about this, and this is on the personal side, but my son plays football and had a pretty... I would say, not a great play in his football game. And he came home from this and my husband asked him about it and my son said, "I don't want to talk about it." And then my husband persisted. I then jumped in a bit and I kind of persisted that we talk about it because my husband and I both thought this was a great learning opportunity.

Jennifer Hughes ([00:13:51](#)):

The problem was upon reflection, and a lot of this will happen upon reflection, that my son had set the boundary. He wasn't ready to discuss it and we didn't accept that, right? So he had this healthy boundary of saying, "I don't really want to talk about it." We were the ones that were kind of pushing him. We were not accepting that no. So we moved it into unhealthy.

Jennifer Hughes ([00:14:17](#)):

Another one that I think is a really good one in regards to a healthy boundary is just knowing who you are and what you want. I personally think self-awareness is key to setting boundaries. I think when you know who you are, what you want, the boundary of not letting others define you, trusting your own decisions comes a lot easier.

Jennifer Hughes ([00:14:38](#)):

So really knowing yourself, being able to set those other healthy boundaries will just come easier to you. And I think you in general, the more you know yourself, the better boundaries you can set. And then also, when you'll realize unhealthy boundaries have been set. So to me, self-awareness is going to be key and we are going to be moving into some of that. And this gets us to our first personal reflection.

Jennifer Hughes ([00:15:06](#)):

So I'm going to give you about three minutes to answer these questions. First is, what are some areas in your life where you have created some healthy boundaries? What are those and how are those boundaries serving you? And just to give you an example, I have a healthy boundary when it comes to my sleep. I think it impacts everything that I do and there is a self-discipline boundary that I have here around not having caffeine after 3:00 PM no matter what, I just don't. I also go to bed consistently at the same time, almost every night. I say almost because there are times when that's not true. Maybe I watch a movie or stay up a little bit later, but most of the time I adhere to that boundary. And I think this serves me because my body, if I'm not having that caffeine late in the day, it's not pumped up by the time I go to bed. And then that going to bed every night at the same time gives me some consistency.

Jennifer Hughes ([00:15:59](#)):

I will tell you, this did not come naturally for me. I was usually a night owl, family, kids, those sorts of things changed that over time but it has proven to work for me. And now that I know that works for me, that's something that I adhere to. So again, I'm going to give you three minutes. I'm going to have you... If you have your workbook, you can type it directly into your workbook. If you don't have a workbook, get a piece of paper. If you're for some reason in your car, then just think about these questions and reflect on them. But again, what are some areas in your life you believe you've created some healthy boundaries? What are those boundaries and how are they serving you? And we'll give you three minutes to do that.

Jennifer Hughes ([00:18:41](#)):

We're going to take about one more minute. I see some great things being shared in chat, so appreciate you guys sharing those. If you want to do that for your colleagues to see, feel free. Not a requirement. I see some great things around after 7:00 PM drinking tea, great way not to eat. Some other good things around not having conversations with certain people on social media. I practice that one as well. Sometimes I practice not having certain conversations in person with people.

Jennifer Hughes ([00:19:19](#)):

Someone asks too, "What exactly do we mean by a boundary? Are we talking about tasks, employees?" And I think that we're going to get there, we're going to get a little bit more to get some clarity, but sometimes boundaries may be an action that you take. A boundary may be what you allow someone else to do or not do. And so I think it depends on what type of boundary you're setting but it could be an action or a task, but it may also just be an area where you're saying, "If we cross over this, this is what I'm going to do. This is the boundary line for me." So again, I'm going to give you about 30 more seconds.

Jennifer Hughes ([00:20:27](#)):

And still seeing some really great boundaries that are being set, that are healthy, they're working for you. So clearly, we know how to do this. We're probably better at it in some parts of our lives than in others. Some people may be better at setting work boundaries. Others may be better at setting personal relationship boundaries. The key is how do we get more clarity around them? How do we make sure we're doing them well?

Jennifer Hughes ([00:20:55](#)):

And for those of you who are not familiar with Brene Brown, she is a professor, author, lecturer. She's known for her research on shame, vulnerability and leadership. I love her definition of a boundary. It's so simple, but I think gives such clarity. A boundary for you is what do you say is okay and what is not okay? And it could be what is okay in regards to infringing on my time? What is not okay? What is okay in regards to comments you're allowed to make about my appearance? What is not okay? What is okay in relation to how you speak to me at work? What is not okay in that?

Jennifer Hughes ([00:21:40](#)):

So again, very different places in your life, but it's about what is okay and what is not okay. And I'm going to play this clip of her talking to Kelly Clarkson, not going to explain who everybody is, but Kelly Clarkson was the first American Idol winner who has gone on to great success. But I love what Brene Brown is talking about in regards to boundaries in this clip. So get this to play.

Kelly Clarkson ([00:22:09](#)):

And boundaries, I'm going to be honest with you, are not my forte. Brene, how is giving less of your time considered generous? Because how do I sell that to people is my question?

Brene Brown ([00:22:25](#)):

Okay. So this is the weirdest part of our research. So early on, maybe 10 years in, I had this stack of data and I was like, these are the most compassionate people I've ever come across. We were interviewing like monks, we were interviewing really compassionate people. And so we asked ourselves, what do these folks have in common? And we're talking about close to 500,000 pieces of data over 20 years now.

Brene Brown ([00:22:48](#)):

And I thought the answer was going to be spirituality, compassionate people have spirituality in common but I was wrong. The answer is the most compassionate people that we have interviewed and studied over the last 20 years are the most boundaried. And so what I've learned is that boundaries are not... As someone who studies vulnerability, I would say boundaries are not a wall or moat around your heart. They are the path to self-respect.

Brene Brown ([00:23:17](#)):

Boundaries are saying that I choose self-love and self-respect over what you think of me or the possibility of disappointing you, and how this ties to generosity in the research is really interesting. And here's the thing, we're not generous and kind to people who are walking all over us.

Jennifer Hughes ([00:23:41](#)):

I just thought this really quick clip was so important to hear in regards to the most compassionate people are those who are most boundaried. They know themselves, they know what is okay and what is not okay. And they are very clear about that. And that gives them the space and gives them the opportunity to be really compassionate to those who deserve that compassion. And so there's some clarity in there.

Jennifer Hughes ([00:24:13](#)):

I just really, again, love to nail home the... A boundary is what is okay and what is not okay. And the better clarity we can get on that okay and not okay in the variety of places in our lives, the better we can set those boundaries and people will be... I think most people will adhere to those, not always. I gave you an example where I didn't do it, but being very clear to others will give us a better chance of folks not crossing those boundaries. It also gives us the opportunity to use language when someone does cross the boundary so that we can pull it back, right? Boundaries being crossed. And we'll talk more about this.

Jennifer Hughes ([00:24:53](#)):

Okay. So now we need to know, we what boundaries are not barriers. We know some healthy versus unhealthy. We've got Brene Brown's definition. It's about what is okay and what is not okay. Now we're going to talk about how to know when to set boundaries and some language techniques that can support you in setting those boundaries, which I think language technique is really helpful, that it helps us when someone crosses it, but it also helps us set it.

Jennifer Hughes ([00:25:24](#)):

All right. So benefits of some boundaries here. So having poor boundaries often means that you are more responsive to other people's needs and expectations than you are to your own or at the expense of your own needs and expectations. And you lose a sense of control over your own work and results. That's not only depressing, but it actually leads to worse control over your boundaries. So ultimately, the point of your work is to help your team succeed. But if you don't get your work done and you don't hold yourself accountable for your results, then your team's going to suffer, right? So any good team member is going to take responsibility for the team's work and results. And this is especially true if you're in a position of leadership. So you got to frame your responsibilities in this way. That is the first step to working with people who don't respect your boundaries.

Jennifer Hughes ([00:26:26](#)):

So some benefits to being able to set those boundaries, increased confidence is one of them. Having emotional stability is another, reducing your anxiety. And if that's not enough, let's keep going. All of these give you a sense of control. As Brene Brown mentioned, you have more compassion, you will have greater assertiveness, you'll know that your own needs are being met. That leads to less anger and resentment. You can have a feeling of peace, safety around things. You're going to have the time and energy to do the things that nourish and bring your own body joy or bring joy to both body, mind and spirit. You're going to have less conflict in your relationships. Again, because of what you're allowing or what you're not allowing. You're going to feel more respect from yourself and others, improve your communication. Imagine if everyone was clear about their unspoken expectations. Imagine if we heard those, that would be great. It's going to increase or give you greater self-esteem. Again, less anxiety, stress, all of those good things.

Jennifer Hughes ([00:27:35](#)):

The other thing that I think is important is just feeling understood, being accepted for what you're saying you will accept and won't accept. Those are important benefits as well. And so again, probably just a few benefits of these boundary settings, but also very important. So I'm going to play another video. And this one, it's a little longer, so hang in there. And to me, this is the way of looking at it and will move us into our next activity. A way of looking at how to know where to set some boundaries. And I thought this was just a great visual. I'm going to skip ahead just a little, but I think you're going to get [inaudible 00:28:19].

Speaker 5 ([00:28:27](#)):

Good afternoon everyone.

Speaker 6 ([00:28:32](#)):

Good afternoon.

Speaker 5 ([00:28:36](#)):

We all have this one life to live, a fleeting shadow amongst all that exists in this vast universe. We have the ability to accomplish anything, truly anything if we use our time wisely. Is this jar full?

Speaker 6 ([00:29:04](#)):

Yes.

Speaker 5 ([00:29:15](#)):

And is it full now?

Speaker 6 ([00:29:15](#)):

Yes.

Speaker 5 ([00:29:30](#)):

And how about now? Is the jar full now?

Speaker 6 ([00:29:32](#)):

Yes. Yes.

Speaker 5 ([00:29:33](#)):

Yeah, it is. Now I want you to recognize that this jar represents your life. Golf balls are the important things. Your family, your friends, your health and your passions. The pebbles are the other important things. Your car, your job, your home. The sand is everything else. It's just the small stuff. Now, if you put the sand into the jar first, you won't have room for the pebbles or the golf balls.

Speaker 5 ([00:30:18](#)):

The same is true in life. If you spend all your energy and your time on the small stuff, you won't have time for all the really important things that matter to you. Pay attention to the things that are critical to your happiness. Take care of the golf balls first, the really important things. Set your priorities because everything else is just sand. Yes.

Speaker 7 ([00:30:44](#)):

Professor, what does the beer represent?

Speaker 5 ([00:30:48](#)):

I'm glad you asked. It goes to show that no matter how full your life may seem to be, there's always room for a couple of beers with a friend.

Jennifer Hughes ([00:31:19](#)):

Sorry, I was on mute. I loved seeing all the reactions that were coming in as this video was going. It was a ton of fun to see how you guys were reacting and I will admit that I found this video after I put the workshop together. And so I snuck it in there. This is not in your workbook, but I just thought it was really good representation of do you know what... I'm just going to use what he was using. Do you know what your golf balls are? Do you know what those things are that you want to pay attention to, that you want to prioritize? Do you know what the pebbles are? Which are also important things that you need to include in that? And do you know if you're allowing all that sand, all the other stuff to impact those things? I think it's, again, gets to this self-awareness is key, right? Knowing who you are is going to help you know what is okay and what is not okay, but I thought this was just a great video to demonstrate that piece of it, and I'm going to keep us going.

Jennifer Hughes ([00:32:23](#)):

All right, so we are going to move into another reflection and this one you're going to have to work a little bit more on. So again, I keep mentioning this, really needing to know yourself so you can be more effective at setting these boundaries. So we're going to do a little bit of getting to know ourselves. Inside of this circle, I want you to write down everything that makes you feel safe and stress-free. The things for me, this could be my home, it could be my husband, my kids. I'm careful with that one. They're not always stress-free, but I include them. My job, one of my clients who might be on this call, hiking, learning something new. These are the things that I would be putting inside that circle.

Jennifer Hughes ([00:33:09](#)):

On the outside of the circle, write down anything that causes you some discomfort, maybe annoyance, emotional exhaustion, pain, anger, something like that. Things for me that could cause me some frustration when someone talks over me. Complete honesty, most conversations with my father, when I see children who are living in bad conditions, a colleague who's always last minute with requests or with giving me information.

Jennifer Hughes ([00:33:41](#)):

So once you do this activity, the things on that outside of the circle, they're pushing against the limits of your boundaries and it may be an opportunity for where you might need to set a boundary. So I'm going to give you a few minutes to do this. Again, we're probably going to give you about three minutes to do the activity. Again, inside the circle, the things that make you feel safe, outside of the circle, things that may cause you discomfort. And then I'm going to get you to pick one of those areas that you might want to focus on setting a boundary for through the rest of today's conversation. So again, going to give you three minutes to do this activity.

Jennifer Hughes ([00:36:26](#)):

We're going to take about another minute.

Jennifer Hughes ([00:37:25](#)):

I love seeing so many of the things that are inside, things that are outside of the circle. Great question or thought on, isn't it possible for someone to be both inside and outside? And I would say what puts them outside? What happens that puts them on the outside? Is it a particular conversation? Is it at a particular function? What might the circumstance be that puts them on the outside? That might be the boundary area. So it may not be the individual specifically, although it may be partly that too, but I'm thinking I actually have a friend who in certain circumstances we can have a great time together and we're on the inside of that circle having fun. And then in just being transparent here, the minute she maybe has too many beverages, it doesn't go there. So I'm very clear about the boundary of when I hang out with her. So again, being very clear on that boundary. So if there's something happening that pushes an individual to that outside, you may want to look at what that circumstance is. So these are great things in creating awareness.

Jennifer Hughes ([00:38:50](#)):

So the last thing to do on this reflection is to pick one of those that's on the outside that you're willing to work on today. So just for the purpose of our time together. And so I'm going to pick on one of mine and I'm going to pick the boundary around the colleague who comes to me last minute with requests. And that's the one that I'm going to walk through as we continue doing some of our activities today. So pick one.

Jennifer Hughes ([00:39:27](#)):

And I see so much good stuff and chat and I'm having a hard time not wanting to talk about everything that comes in there. But Linda, I love your, "The unguarded strength is your greatest weakness." I also think that strengths used in excess, so unguarded, can also fall right in there using something, focusing in one area and neglecting another, that isn't another piece. So lots of good stuff coming in. Okay, let's keep us going.

Jennifer Hughes ([00:40:03](#)):

So let's talk specifically about work. I mentioned this earlier. I think it's really easy for us to blame our boss or our company for our stress. I have a very close friend who literally within the last month, but who is workaholic. She's just been a workaholic for years and she's always said, "Oh, my work is forcing me to do this and I have to work so many hours to get everything done at work." She's 50 and she just had open heart surgery and I know her surgery was not simply a result of her workaholic behaviors.

Jennifer Hughes ([00:40:46](#)):

However, she was informed that the stress that she had been under for years definitely wasn't helping. When I was talking to her just last week, I said I wanted to be a good friend, but that meant that I needed to say something that was not easy for me to say. And I said, "Your job's not putting this stress on you. You are allowing the job to be this stressful." I told her she has agency and choice in how she chooses to work.

Jennifer Hughes ([00:41:13](#)):

What's interesting is it took her open heart surgery to say, "I agree with you, I've got to make changes." She's actually fearful to go back to work because she doesn't know how to manage those boundaries or create them at all. So boundaries at work ultimately are about how you might get your work done, right? Helping you get your work done in a way that's healthy and you can't set effective boundaries with others if you can't articulate the best way for you to work. What is your work style? So what is it that you're truly responsible for?

Jennifer Hughes ([00:41:52](#)):

So you got to get clear on your responsibilities at work, the challenges that you might be up against. What's going to get in the way of you doing your best work? What's the information you need to do your best work? Maybe knowing when you need uninterrupted time to do that best work. When is it most disruptive for you to be interrupted? And then knowing what is your optimal work style? When do you do your clearest thinking? When are you best able to get in flow? Flow is that state of you're working on something, an hour goes by and you realize, "Wow, I had no idea I was working on it." So thinking about, "When was the last time I got into flow?"

Jennifer Hughes ([00:42:35](#)):

Knowing these things about your job, about your responsibilities, getting that clarity, knowing those challenges, making sure you have the information you need, setting up time for uninterrupted work and knowing your work style are going to be always for you to better set boundaries at work. And so that will go us to our next section about before you set those boundaries. So the first thing is being really honest with yourself about what you need.

Jennifer Hughes ([00:43:10](#)):

And I'm a big believer of coming up with statements that you can say to yourself, "I need to be honest with myself and others about what I need." And being able to just say that every day, come up with your mantra, right? "I will accept the positive and negative consequences of setting and holding my boundaries. I give myself permission to say no. I know what is and is not my responsibility. If I'm feeling bitter, resentful, or burnt out, I'm going to examine where in my life I have misrepresented my needs and expectations out of others, and I'm going to balance that accountability and personal responsibilities with my emotional needs." So you need to be able to accept all of these things. Again, I'm a big like, have your mantra every day. Make sure you're saying it so that you're believing it and you're living it.

Jennifer Hughes ([00:44:06](#)):

I think one of the best practices you can have is to communicate your boundaries in terms of agreements for the greater good. So when you get to doing some of the activities, phrasing things in a productive way. So when you feel disrespected, being able to say, "I'd like to talk about this but now is not the right time. I'd prefer discuss this when we are a little bit more calm, when we can both be calmer." You need to buy yourself some time on something, being able to say, "Can I come to you once I've thought it through? I can't do that right now. Or I just need time to think." When you want to say no but you want to explain a little bit more, "I'd love to do that. My plate's a little bit full right now. Let me get back to you next week." Things like that. I see some great stuff coming in through chat as well on this. So take the wisdom that is in the space with us today. Folks are trying and doing different things that are helping them, take those and practice them.

Jennifer Hughes ([00:45:06](#)):

So we're going to dig a little bit since we're in work setting of looking at what your work responsibilities are. So again, more self-reflection because it's key. So you have to clearly understand your role. What is your responsibility? What is not? What are some of the challenges that might get in the way of you doing your best work? What information do you need to do your best work? And what is your optimal work style? If you don't know all the answers, start at least thinking about it. Jot down thinking about, "When I was at my best, these things were happening, these are the things that I was doing." And that's going to help you get to some of these answers. So again, we're going to take three minutes to do this activity.

Jennifer Hughes ([00:46:01](#)):

Again, you can use your workbook, you can jot down notes, you can come back to this, but we'll take three minutes right now to do it.

Jennifer Hughes ([00:48:36](#)):

Take about 30 more seconds.

Jennifer Hughes ([00:49:28](#)):

I see some things coming in around, "What is this optimal work style thing that you mean?" When I think about work style, it's how do I work best? And just to give you an example for myself, I tend to work best by collaborating with others initially, getting an understanding of what it is we want to accomplish

and doing that brainstorming because I do a lot of creative type of work, and then going off and working autonomously on that, then coming back together to do a review and figuring it out.

Jennifer Hughes ([00:50:05](#)):

So what do you like? A lot of people may take information and want to go process it for a little bit. So they don't actually want to come together and brainstorm first. They want to go off and think about it individually and then come back and work together. Do you prefer to do research type of things or to think outside of the box and work a little more creative environment? I think when I think of optimal work style, I think about what am I doing... When I have done my best work, how was I doing that work? How did I do it? And that's what's going to get you a bit to that optimal work style.

Jennifer Hughes ([00:50:52](#)):

I also saw a comment come in around what happens when your work responsibilities are constantly changing? And I think that's a real concern. And how do you have that conversation so that you can get potentially more clarity on the responsibility side of things? Or how do you bring that up as a potential, "Hey, this is happening and I can't work at my optimal style because this keeps happening?" What can we do to limit the change in those responsibilities?

Jennifer Hughes ([00:51:30](#)):

And it could be the environment you're in and if it's an environment you're in and that is just part of the role and part of what's happening, you are really taking stock of determining does this work for me? Do I feel like I am at my best in this type of environment? So I think again, you guys are going to hear me say it over and over, self-reflection, self-awareness, all of these things are going to be key. The better you know yourself, the more you'll know what boundaries you might need to be setting so that you can be happy. You can work in a place that you feel like is allowing you to be your best self.

Jennifer Hughes ([00:52:12](#)):

Okay, so we are going to go forward and I see some good things in the chat too about folks sharing their optimal work styles and I think that can give you some ideas as well. Okay, language techniques. So I think that again, based on last week I wanted to make sure you had some language techniques you could take with you. On each of these, I give you a situation. This is not going to be all-inclusive of every situation you may encounter. I know that, but hopefully this starts to give you some of that language that you can use.

Jennifer Hughes ([00:52:48](#)):

So when you need to set realistic expectations, here are some language you can use. This one works for me a lot. The project said there was this much time for completion, but it really takes me this long to do it. So I think we need to extend the scope of it. When you're being asked to take on extra work, being able to say, "I don't have the bandwidth to give the project the attention it needs." And I'm going to take a little caveat on this one particularly, because I think so often we are asked to take on extra work and again, we feel like that is put on us, but we really have to take a hard look at ourselves and say, "Am I allowing that to always happen?" And I use the words, "Am I teaching people how to treat me?" Meaning if I allow it to happen now, am I continuing to allow it to happen in the future or am I actually inviting it to happen in the future? So being very clear that we teach people how to treat us.

Jennifer Hughes ([00:53:49](#)):

Meeting scheduled during a break. Again, some things about, "Hey, can we push that back? Do you think that I normally take a break around this time? How might we do that when you maybe have been provided feedback or reprimand in public, what do you do? You may not be able to address that in the moment, but that is something you can absolutely address after, by making it very clear how you would prefer to receive that feedback in private rather than in a group setting. This is one that I've actually had to do. So very familiar.

Jennifer Hughes ([00:54:26](#)):

When you need some more information, you're saying, "I need some more insight so that I can do this." A lot of times we'll get a task or a project and we will just run off with it and then realize down the road we probably could have asked a lot more information on it. And so doing some things upfront, having that meeting. Now that we are in a virtual world, I'm hearing more and more about this... how the phone call could solve so many problems. Pick up the phone, ask for that time to actually talk things through versus sending it all via email. And when you need support or resources, I could use some help pulling together that information. Who could do that for me? Who might be able to join in on this?

Jennifer Hughes ([00:55:09](#)):

I see some really great feedback on taking out the buts and using ands. Definitely agree with doing that for many of these. So thank you for that, great points. So we are actually going to pick one of these. So I want you to take a look at this and thinking about that boundary that you selected earlier. If you remember, I selected the one about my colleague coming to me with kind of last minute requests.

Jennifer Hughes ([00:55:39](#)):

So look at what kind of language you might want to create for that and you're going to actually do that. So my colleague, she comes to me, last minute requests. I'm going to write two statements so that I can actually address this. This is that boundary setting we're doing. And one of mine would probably be something like, "Unfortunately I don't have time to take that on this week. I'm happy to set up a time to talk about a realistic timeframe for providing my support." That might be one of my statements. Or I could even be a little more bold and say, "I can't do that without more advanced notice. I'm sorry I won't be able to work on it."

Jennifer Hughes ([00:56:16](#)):

So think about two statements that you can use when that boundary limit is being pushed. So again, this is that boundary you selected when we first started that you were going to work on, and we're going to take a couple of minutes to do that.

Jennifer Hughes ([00:58:25](#)):

I'm going to take about another minute.

Jennifer Hughes ([00:58:26](#)):

I see some great statements coming in to chat. I love the one person who was working on a project and when do you need that? The response was, "As soon as humanly possible." I would love my statement to be something like, "Well, this human person can get it done by this date. So that's when you'll get it. That would be my humanly possible date." Lots of good stuff coming in here.

Jennifer Hughes ([00:59:16](#)):

I also want to be very clear that I know your culture a lot to do with this, right? The culture of your organization is what I mean when I say the culture. What is accepted in the organization? Yes, we're focusing on boundaries for yourself and I think there's a lot that you can do with that, can be really helpful. And also, consider the fact that there are some cultural norms that you may be rubbing against. If that as soon as possible is always a timeframe that works in your organization, then you're shifting the culture of the people you work with by requesting specific timeframes for deadlines and things like that. So just know what you are working in, that environment that you're working in.

Jennifer Hughes ([01:00:11](#)):

Okay, lots of good stuff. So thank you all for putting some things in chat. I love to see these. So this is great. You found that boundary line of where you may need to set a boundary. You've got some language around it, we're going to give you some more language. There are going to be challenges that come up for the boundaries that you've set. It's going to happen. So we're going to talk about what some of those challenges are and some of those ways to overcome the challenges.

Jennifer Hughes ([01:00:48](#)):

So challenges to setting and keeping your boundaries. First thing, you may have some life shifts, things that change in your life. Things are always moving, changing, needing some sort of adjustment. You may have a new line that needs to be drawn, old ones that need to be removed. And so as your life changes, so too will be some of the challenges that arise with your boundaries. You may also learn more about yourself through these life shifts that determine or give you information that maybe your boundary wasn't clear. Maybe you'd need more clarity around that boundary, and so looking at those.

Jennifer Hughes ([01:01:25](#)):

Disagreements is another challenge. So not all the people who are in your life are going to agree with where you have drawn your boundaries. It is necessary though that for healthy relationships that we discuss, we learn to respect each other's boundaries. Again, the key here is healthy relationships. So if you want to have healthy relationships, you're going to talk about the boundaries you've set, what makes them important for you? How a person can be in line with those? Things like that.

Jennifer Hughes ([01:01:57](#)):

Misunderstandings. Others are going to have weak boundaries so they're not going to be able to respect yours, okay? You're not going to have paved... I don't think you'll ever be able to adequately pave the way for a new boundary through respectful notification and discussion. So if you haven't done that clearly, then they're going to leave room for misunderstanding around that. And so this is where that clarity around the boundary gets really important. If you can be super, super clear on that, then you'll have less misunderstanding when it comes to that.

Jennifer Hughes ([01:02:34](#)):

Your own patterns and beliefs are going to kind of get in the way a little bit here. Your patterns, these are things you have adopted to protect you in times of discomfort. They will continue going forward and building those boundaries is again, just a process. So your own patterns and beliefs, notice when those come up for you. You want to see that, "Oh, I'm not able to stick to that boundary because I have this type of belief around whatever it may be." I have one under finances. I have just this belief around what

I contribute in my home. And so even though I have boundaries around those personal finance things, when I rub up against them, it's usually my own belief system that gets in the way there. So just be aware of what those are.

Jennifer Hughes ([01:03:25](#)):

Excuses, right? Hearing yourself say those things. It's just easier to say yes than no, right? No such a fight. If I set boundaries, I might as well just kiss that relationship or that job or that friend or that opportunity. I might as well kiss it goodbye. And I think you have to be really clear that these excuses, they're going to come up. They're mostly going to be on you that come up.

Jennifer Hughes ([01:03:51](#)):

The other one, and I think this one comes up more often than we're willing to admit, which is around fear. And the idea that change is just sometimes scary, that you may be putting out there these new boundaries and you're going to be a little bit fearful about what that might mean, what the result might mean from that. So thinking about that as a challenge.

Jennifer Hughes ([01:04:15](#)):

And lastly, ignorance. So I just believe knowledge is power. So fight it by educating yourself and making sure you understand more and more about yourself so that you don't have that challenge that gets in the way. And so we're going to do another reflection here. And so again, think back to that boundary that you selected.

Jennifer Hughes ([01:04:37](#)):

So this is that one about my colleague and which one of these challenges might get in the way of that? And I think for me, I mentioned fear. We don't really want to admit that one, but I think that one's going to show up for me. The way that one's going to show up is I'm going to be fearful of what my colleague may think of me. I may be fearful that they're going to miss a deadline. So then a statement that I might say or need to come up with to ensure that I don't jeopardize that boundary is I'm going to have to be really clear with myself.

Jennifer Hughes ([01:05:13](#)):

I talked earlier about mantras, that my time is important and if I continue to do these last minute requests, I'm teaching that other person how to treat me. So again, I teach people how to treat me and if I am allowing those last minute requests to keep coming and I keep doing them, then I am making it okay for them to keep coming with last minute requests. So we're going to take a couple minutes and have you do this activity for yourself.

Jennifer Hughes ([01:05:52](#)):

So think about what challenge might come up for you and then what can you do to ensure you don't jeopardize that boundary if that challenge does come up?

Jennifer Hughes ([01:08:05](#)):

Take about another minute.

Jennifer Hughes ([01:08:52](#)):

I love, again, reading so much in the chat, I think lot of wisdom in this space that we have together. So many good ideas coming through, so many good pieces of feedback in regards to what you can say, how that can be effective. And I think that one of the key things to remember is we're not leaving here today to have everybody go say no to everything. That's not the purpose of today, but the purpose is to really determine where in your life are you potentially not setting boundaries and you need to, and figuring out where that is and figuring out what's my boundary? What is that boundary? I'm clearly brushing up against something here. What's that boundary that I need to set?

Jennifer Hughes ([01:09:43](#)):

And then when you figure out what the boundary is, what are some of the language techniques that you can use? Being prepared when you have set the boundary makes it more easy or easier in the moment to be able to say, "Hey, this isn't going to work for me." As Brene Brown would say, "This is not okay and this is how I would like for it to go forward." We can do all of this in a very respectful way that actually encourages comradery. We don't have to do this in a negative way.

Jennifer Hughes ([01:10:16](#)):

We can be able to say, "Hey, I know you need to get this done." If I were doing this with my colleague, "I know this is really important. Unfortunately if I go through and I meet this timeframe for you, I'm impacting my home life." And let me tell you, my colleague's going to immediately say, "No, we're not doing that." Right? What's realistic for you? I'll go back and say, "We can't have it done by that time."

Jennifer Hughes ([01:10:39](#)):

So again, I think some of these ways that we can have these conversations can actually build relationships versus tearing relationships down. So keeping that in mind. We're going to keep moving here and there's some more tools to enforce and reinforce those boundaries. So what tools can we use? I love this quote, "We don't fall into perfect relationships, we create them." So this kind of is tacking onto what I was just saying. A lot of these conversations when we set boundaries and we're rubbed against those boundaries, actually create opportunities for us to have a deeper conversation, a deeper conversation about what's important to us, what are our priorities? And the more people can learn those things about us, the more they'll understand why we have boundaries set in the first place.

Jennifer Hughes ([01:11:31](#)):

And so here are just some more tools. I told you I was going to give you a lot more examples here. These are some... I'll just quickly talk about the tools. You have clear agreements, this is just being really clear. I know I saw something earlier about that get it done as fast as humanly possible. I think when we're doing agreements, being very clear with what those things are, what is it I'm giving you? By what time? In what format? Those sorts of things, being really confident.

Jennifer Hughes ([01:12:00](#)):

This gets to self-awareness in regards to a knowledge of yourself. Being committed to your goals. So making sure you have a high level of commitment there. Have that air of ownership. You're owning what you're doing in here. This calm knowing is what we call it. Speaking up. So when that boundary's been crossed, making sure you speak up. Suspending privilege, stepping back, saying, "Let's resume when we've adjusted our behavior." Withdrawing completely. So you're going to see these go from a kind of smaller to the point of complete withdrawal and then denouncement.

Jennifer Hughes ([01:12:37](#)):

So withdrawing maybe when you're feeling like starting to get physically, emotionally, mentally having some problems from these things, and then denouncing. I think this is where you're significantly hurt emotionally, mentally or physically. It just has to end. Again, giving you a big breadth of different tools. My hope is in your workplace you're not going all the way to denounce. But if it has to happen then, and I'm unfortunate, sometimes it may have to happen, then you have some language techniques that you can use there. I'm going to keep us moving.

Jennifer Hughes ([01:13:14](#)):

So how do you do this? It takes a lot of courage and it takes a lot of practice and you have to do both. There's some questions that you can ask yourself to kind of help you with that courage. Has this situation been repeated? Is this a pattern? Is this a behavior? Am I feeling triggered by something that may happen? Do I feel like my space or my worth has been diminished? And if so, then having that courage to say, "All right, there's something here. I need to set a boundary." Or maybe I have a boundary and it's been crossed or maybe have a boundary and I haven't been very clear about it with others.

Jennifer Hughes ([01:14:00](#)):

So making sure you really are... You know that this takes courage and then you have to practice it. And I think the more you practice setting the boundaries, the more you practice speaking your boundary, the more you practice using some of the language techniques that are in here, that's when it actually becomes easier. You start to own it, gets to that air of ownership we just talked about, right? You start to own it a little bit more. You start to believe that you deserve to have that boundary.

Jennifer Hughes ([01:14:33](#)):

Want to keep us going. Sorry, got hung up. I'm going to stop sharing for a moment because I have this spinning wheel and I will try to go. Give me just a moment, see if I can get to my next slide. And Cindy, are you still able to hear me? Is everyone still able to hear me?

Cindy ([01:15:16](#)):

Nope. We can still hear you. Do you want one of us to grab your slides?

Jennifer Hughes ([01:15:20](#)):

Yes. It looks like I have the lovely spinning wheel. I set this boundary with my computer earlier and apparently I wasn't clear about it.

Olivia Peterson ([01:15:31](#)):

Hey Jennifer. This is Olivia. I am going to pull up your slides for you.

Jennifer Hughes ([01:15:42](#)):

Awesome, Thank you. I will keep us going. I can at least talk here. All right, here we go. Thank you. Appreciate it Olivia.

Olivia Peterson ([01:16:03](#)):

Is this the right slide for you? Tell me if it's not.

Jennifer Hughes ([01:16:05](#)):

Nope, it's the correct slide. And so this gets us into the setting boundaries or maintaining those boundaries. And again, a ton of strategies here for you to see. So your validating feelings plus the boundary. What is it that you might need to do there? Your gratitude in the boundary, safety role plus the boundary. So again, this is getting you to that boundary maintenance place, knowing when it's crossed with more examples and language techniques.

Jennifer Hughes ([01:16:39](#)):

And so we're going to go to the next activity, but I want you to take a look at all these strategies and think about what you might want to use in regards to that boundary you selected so that you can figure out a strategy that might be helpful for you in this. And that's what we're going to do. So based on that boundary you selected, which of those tools might be useful for you? And what's a statement you could use to enforce or reinforce that boundary? So we're going to give you a few minutes. I'm actually going to do two minutes on this one.

Jennifer Hughes ([01:17:23](#)):

And Olivia, if it's okay, can you go back one slide so they can see what those tools are? Thank you. And as an example, I'd probably use that restatement plus boundary for mine or boundary and schedule by restating that, "Hey, I don't have time to work on that right now, but I'm happy to help you in the future with it. Let's schedule some time."

Jennifer Hughes ([01:18:19](#)):

Take about one more minute.

Jennifer Hughes ([01:19:15](#)):

And we're going to move on to the next slide. And so if we can move one more. Thank you. So setting boundaries is key, but we also need to recognize, encourage and respect other people's boundaries. And the better we're able to do this, the more that others are going to be able to accept, recognize, respect our boundaries. And so when I think about that story I told you at the beginning of my son who plays football and my husband and I kept pushing him, I wish we would've said something like, "Would you prefer if we talk about this another time?" That's not closing the conversation, but it's allowing him the opportunity to say, "Yeah, I'm not in the mood to talk about it right now."

Jennifer Hughes ([01:20:03](#)):

Or maybe we even go further and say, "What's your preference when we're talking about games? Do you want us to give you feedback? Would you prefer we leave it to the coach to provide you all of that?" Again, it just opens the conversation to something a little bit more, learning a little bit more about our son and what his preferences are. So really think about is there something that seems to be upsetting for someone? Maybe that's a topic that you don't broach with that individual. Is someone seems to be stressed under circumstances?

Jennifer Hughes ([01:20:34](#)):

I love these, "Would you," language techniques, "Would it be helpful if I did this? Would you prefer if I worked in this way?" And then just be the change. Make sure you're accepting other people's boundaries, you're respecting them and you're encouraging that as well. And last slide for me, well, two more slides, but this is just a big top 10, right? Boundaries are your responsibilities. Those are not boundaries. I believe they're a gift that you give yourself, but you also give it to your team. You got to know yourself. You really have to do the work to know who you are and how you work and what's okay and what's not okay.

Jennifer Hughes ([01:21:16](#)):

The language you use when you communicate those boundaries just really helps other people react to the boundaries, and it also helps them learn how to do that themselves. You need to regularly reflect on these. Ask yourself, are they serving you? Are they not serving you? How might you even create more clarity? I think setting boundaries is self-care, and self-care is healthcare. So key for me.

Jennifer Hughes ([01:21:41](#)):

Say no to what doesn't matter so you can say yes to what does. If you're saying yes to everything, believe me, you are saying no to something, it just may not be right in your face. Oftentimes we're saying no to the things in our personal lives. It takes courage, it takes practice to setting these. And then recognize, encourage and respect other people's boundaries. And I will go to my last slide where one of the requests was some more resources.

Jennifer Hughes ([01:22:10](#)):

I saw a lot of you in chat talking about meditation and doing that type of work. There is a lot of stress reduction. Someone mentioned the Calm app. It's one of my favorites. I didn't put it on the list, but just giving you some different resources here. There's some websites, there's a book around setting boundaries that was one of the quotes that I used in here today.

Jennifer Hughes ([01:22:34](#)):

And so I just thank you all for being with us today. Hopefully you take something from here and realize where you might be able to set a boundary and set that boundary and practice with it. So thank you. Yeah, I think Cindy's frozen.

Olivia Peterson ([01:22:54](#)):

Okay.

Jennifer Hughes ([01:22:54](#)):

Yeah. Do you want to jump in, Olivia?

Olivia Peterson ([01:22:57](#)):

Go ahead, Jennifer, you've got it.

Jennifer Hughes ([01:22:59](#)):

Sure. We have two more. Oh, Cindy's back. Cindy, you want to jump in? Or maybe not. We can't hear you.

This transcript was exported on Oct 17, 2022 - view latest version [here](#).

Cindy ([01:23:10](#)):

How about that?

Jennifer Hughes ([01:23:11](#)):

That's good. Go for it.

Cindy ([01:23:13](#)):

Ooh, that was scary. It disappeared right when you were turning it over to me. Zoom just completely crashed. So thank you all for joining us and staying with us even through some technical difficulties as we came back to me. I want to say a big thank you to Jennifer for sharing her time and expertise and leading us through some of these exercises. I know I have some work to do when I get off of this session to go back and take a look at that workbook again. So thank you for your time.

Cindy ([01:23:43](#)):

The recording will be available in about a week, and we'll also work on getting that chat log up for you as well. There was a lot of resources and great comments in there that will go along with the recording. We do have two more sessions coming up. Next week, improving focus and attention, and our following session, giving and receiving feedback.

Cindy ([01:24:06](#)):

So with that, as you close out, you'll be taken to an evaluation. We thank you for your feedback and information as we develop these going forward. And have a wonderful afternoon. Thank you all.

Cindy ([00:00:01](#)):

Thank you, Olivia. Welcome back, folks, and welcome if it's your first time joining us. This is our third of four sessions, so some of you have heard this introduction before, some of you are new. Welcome to the call with us today. As you can see, there's a lot of folks in the chat. There's going to be a lot of activity in there. If it gets distracting, you can close the chat, but I encourage you to open that back up once the introductions and the welcomes are done and folks are done checking in, because that does slow down a bit once we get into discussion and content sharing. Maybe you've already found your reaction button. It's great to see that during Zoom webinars instead of WebEx and those reactions pop up on the screen. Thank you. I can see those coming through now. Feel free to use that to give Jennifer and the NACHC staff feedback as you go through today. Thanks, all.

([00:00:57](#)):

We're not going to be using breakouts today due to the number of people that we have. However, we are going to be using the workbook and keeping you very engaged throughout the whole session. If you weren't able to print out the workbook or don't have that PDF handy, just keep a notebook or a piece of paper handy. That's available online. We'll post that link again for you and share the PDF in the chat as we go. You'll see, as Jennifer goes through her slide, the first couple have NACHC's pillars and missions. That is just for information for you to get you started, let you know where we're focusing our efforts at NACHC and a link to tell you more information about that. But I don't want to spend a lot of time on that today. I want to get us into our content.

([00:01:40](#)):

I'll move right into the honor of introducing our faculty member Jennifer Hughes. For those who haven't met Jennifer with us before, Jennifer is the vice president of CEEK and a NACHC partner in offering coaching sessions to health center staff. She is an international coach, federation and resilient leadership certified coach and often focuses her efforts on topics like communication, collaboration, leadership, culture and wellness. She's been working with NACHC for over two years now, is getting to know our health centers and our health center staff and is going to be leading us through our session today.

([00:02:21](#)):

Without more delay, Jennifer, take it away.

Jennifer ([00:02:25](#)):

Thank you, Cindy. I want to say hello to all my friends out there. This is the third session, so if you've joined us, you've heard my voice. I'm excited today. I feel like there's so many things from today's session that I am going to try, I'm going to do myself, I have been trying. I can talk about what I've learned, but really hoping to share some good things with you today about how to improve your focus and attention. I also think just with the pandemic, that this is something that may be improving.

([00:03:01](#)):

Focus and attention is at an all time high for some of us, not everyone. The pandemic just forced us how to change how we've always worked. With that came new ways of working and maybe new attempts at multi-tasking or what we'll talk about today, switch tasking. Those things have occurred more than ever and we're probably seeing that our ability to focus and pay attention has become more difficult even if you didn't change how you work. If you were back at the same job every day, I think that our minds and our attention was being pulled in multiple directions, because we had a stressor that we haven't experienced before. I think that impacts our ability to pay attention and focus.

[\(00:03:45\)](#):

My hope is today you will get some good nuggets that you can take with you to help yourself improve your attention and your focus. With that, we're going to get started.

[\(00:03:59\)](#):

This is what we're doing today. We are going to really define what focus and attention, what those two things mean, how they're different. Also, looking at ways that we have been impacted in regards to our ability to pay attention and focus. Then we're actually going to do a bunch of learning. We're going to learn a lot of techniques and tools so that we can try some things out to better pay attention and to focus more effectively. In fact, we are going to practice some things today. I think today will be a fun day of learning, in regards to different things that we can do.

[\(00:04:35\)](#):

As the prior two sessions, this is roughly how we're going to spend our time together today. You're going to see that we're going to have some time again teasing out what focus and attention are, really looking at some work done by Dr Amishi Jha around what our attention systems are and that's three parts. We're going to dive into that a little bit. We're going to look at tools and techniques that we can use to increase our attention and focus and then also practice some of that. That's roughly what we're going to be doing.

[\(00:05:07\)](#):

With that, let's move into a video where we're going to look a little bit more at focus and attention. I'm going to have you watch this video. For those of you who have seen this before, do not spoil it. Okay? You can't spoil this for anybody. So we're going to watch this video. It's going to tell you what to do throughout the video, so just pay attention and then we'll dissect a little bit afterwards.

Speaker 3 [\(00:05:40\)](#):

The monkey business illusion. Count how many times the players wearing white pass the ball.

[\(00:06:20\)](#):

The correct answer is 16 passes. Did you spot the gorilla? For people who haven't seen or heard about a video like this before, about half missed the gorilla. If you knew about the gorilla, you probably saw it, but did you notice the curtain changing color or the player on the black team leaving the game? Let's rewind and watch it again.

[\(00:06:54\)](#):

Here comes the gorilla and there goes a player and the curtain is changing from red to gold. When you're looking for a gorilla, you often miss other unexpected events and that's the monkey business illusion. Learn more about this illusion and the original gorilla experiment at theinvisiblegorilla.com.

Jennifer [\(00:07:21\)](#):

I love seeing that. For some people, this was probably the first time. A lot of people have seen this. It sounds like you've used it in different environments. At the end of the day what we did was ask you to pay attention to the players in white, but to focus on the passes that they made. What happens when you do that? You miss other things. I just felt like this was such a great example of being asked to pay attention and asked to focus somewhere and seeing what you might have missed. At the end of the day, the main finding is knowing that there's unexpected events might occur and that you might miss some things, but how do we then pull out a little bit when we're asked to focus in a specific area, how might

we pull out? I just thought this was a great way to get us started on what we're trying to do today, which is to focus and pay attention.

[\(00:08:24\)](#):

We're going to get to our first reflection, just like our past two, if you've been with us, we are going to have moments where I just take a little break and give you a couple of minutes to reflect on what you experienced. Since we can't do breakout rooms, because there's just way too many of us, this is our opportunity to do that reflection. I'm a big believer that what you put in is what you're going to get out, so really take a look at these questions and do your reflection. The workbook, you can actually type in there. If you don't have the workbook, you can get a piece of paper, you can get a pencil. If you don't have that, then just sit in the moment and think about this and reflect.

[\(00:09:02\)](#):

Here's our first question or first reflection is; what did you notice about your attention from that video? What did you pay attention to? Anything surprise you in that? We're going to just take two minutes to have you reflect on this. We'll take about another minute.

[\(00:11:08\)](#):

Take about 10 more seconds to wrap up.

[\(00:11:25\)](#):

I love seeing some of the comments come through. First of all, you make me feel like I'm not alone. Even though I've seen this video multiple times, I continue to miss when the color of the curtain changes. I don't know what that says about me, but I've watched it many times and still have that. Again, just notice what it is you missed. Notice what happens when you're told to focus in a certain area. Again, just like our prior session, self-awareness is key in the learning.

[\(00:11:57\)](#):

Let's talk about attention. What is attention? Attention is really where you're placing your mental, physical, or emotional energy. We could say that in that video we were really paying attention to the players in white. That was kind of the broader sense of where we were paying attention. We were then asked to focus. Focus is attention but with intention. I like to say we were, again, paying attention to the players who were in the white t-shirts, but then we were focused, and I heard many of you talk about this in the chat, we were focused on counting the number of passes. What happens when we get that hyper focused is we may miss a lot of the things that are going around.

[\(00:12:46\)](#):

I know this session is about improving our attention and focus, but I think it's good to know what the two of those things mean so that we know when it's best to use them. If we become hyper-focused, what happens to us? It's good to know what happens in those senses. There may be times where being hyper focused is going to be beneficial, but then there may be times where if we're hyper-focused we may be missing some things. We've got to be aware of that.

[\(00:13:16\)](#):

There's this great quote, not the one that's on the screen, I kind of doctored this one a little one. There's a great quote from Pedro Sorrentino who is a venture capitalist at 1VC I think was the name of it. I believe he is from South America. He is also the author of a newsletter, that it seems to be growing, called Stoic Capital. He has a great quote that says, "If you don't guard your time, people will steal it from you." I'm going to change that slightly to what you see on your screen, which is; if you don't guard your attention and focus people, your phone, your mind, whatever it might be, you can fill in the blank

there, will steal it from you. This, I think, is really embodied no better than by anyone but Steve Jobs who said, "People think focus means saying yes to the thing you've got to focus on, but that's not what it means at all. It means saying no to the hundred other good ideas or distractions that there are." You have to pick carefully.

[\(00:14:20\)](#):

I'm going to pull in our last session. We talked about setting boundaries and what do you say no to? Thinking about that, upgrading your no doesn't mean that you're never going to say yes. It just means that you default to saying no and you only say yes when it really makes sense. There's another great quote by this investor, Brent [inaudible 00:14:43], "Saying no is so powerful, because it preserves the opportunity to say yes." I'm going to read that again. Saying no is so powerful because it preserves the opportunity to say yes. There is ton of work out there from many different people, some new folks like Adam Grant who has come out to Covey who has talked about things around being very aware of what you're saying yes and no to. So keep that in mind.

[\(00:15:14\)](#):

I'm going to keep us going here. We also hear this all the time that we are now at the point where we have the attention span of a goldfish. Unfortunately, it's actually worse than that. According to a study from Microsoft, people, human beings now generally lose concentration after eight seconds. The notoriously ill focused goldfish lasts nine seconds. We can now say we are worse than a goldfish when it comes to attention span. But you have to think of your mind as a muscle. If you're not going to work your mind ... On my other screen, I have the emojis that are coming up, your reactions to things. I was a little surprised by the goldfish thing too. If we don't work our mind, if we are not going to think of our mind as a muscle, it's going to get weak. We have to work to increase that focus and attention.

[\(00:16:19\)](#):

The good news, I think there's a lot of techniques that we can use to build that muscle that actually don't take a lot of time. We're going to jump into those later in the session today. Before we get into some of those things, we're going to talk a little bit more about what it means to pay attention and be able to do that. The truth about attention and focus. There's a lot of truths here. It is a limited resource. I love this one. I won't read each of these. You can look at some of them.

[\(00:16:49\)](#):

One of the ones I want to pull out of here to just ping a little bit more is this idea of paying attention being an investment. If you thought of paying attention like it was spending. What if you had to pay \$5 every time you used your attention on something, that you had to pay someone? Would that change your behavior and where you would spend your attention? I know if I were doing, that, yes I would. I probably think differently about where I was spending my money in order to pay attention.

[\(00:17:24\)](#):

I also like the one bullet on here about where we're focusing. What you look for is what is going to take your attention. Are you in a job where you're looking for reasons to get out? Because guess what? You're going to find them. That's what you pay attention to, that is what you will see. You can also say the flip of that. Are you in a job and you're looking for reasons to stay, because you will find them if that's what you're paying attention to. The same thing goes with relationships. It can go with our home, with other decisions we might be making. Really think about what are you paying attention to, because that's also what you are going to see.

[\(00:18:06\)](#):

In addition, there's a lot of benefits to paying attention and focusing. Some of them are; improves your memory, you become more patient. We actually do things more thoroughly and more efficiently. We can also improve our relationships. There are also the opportunities, we'll see more of them. This is just a short list of some of the benefits that you can receive if you increase your ability to pay attention and improve your focus area. Just again, a couple of them. I am positive if you were to go out and look, you're going to find a lot more.

[\(00:18:47\)](#):

We're going to get to another reflection. I want you to take a look at this list of benefits. If it improves your memory, you can become more patient, you'll do things more thoroughly, more efficiently. You can improve your interpersonal relationships and you may see more opportunities available to you. I want you to take two minutes and pick one of these that you feel like is really important to you and just jot down why. Okay? Thinking about your why on that. Again, we'll take two minutes to do this. About one more minute.

[\(00:20:24\)](#):

Take about 10 seconds.

[\(00:21:37\)](#):

I see lots of great things coming in. A lot around time management. Remembering that what you say yes and no to impacts that time. In the work that I do, we talk about not saying time management, but changing that to commitment management. What are you committing to? You can't really change time, but you can change what you're committing to, so thinking about that. We're going to keep moving.

[\(00:22:09\)](#):

We've defined focus, we've defined attention, we know some of the benefits of improving these. We want to look at some of the things that impact our ability to pay attention and focus. What is it that makes us feel so scattered, foggy, overwhelmed? There's a lot here. It's less about turning on our attention, but more about saying no. We've talked about this. It's less about our goals and more about our process. I think this is a really impactful thing to think about. That it's not these goals that we're setting in life, it's about the process that we're using to reach those goals. If we think about changing the process a little bit, that is what may impact our ability to focus and pay attention a little bit more.

[\(00:23:06\)](#):

I talked about Dr. Amishi Jha, that's J-H-A. She is the author of Peak Mind: Find Your Focus, Own Your Attention, Invest 12 Minutes a Day. This book, if you haven't read it, take a look. There's also some podcasts out there that she has spoken on. There's one in particular between her and Brene Brown on Brene Brown's podcast. She reveals some really easy to adapt, flexible 12 minute a day exercises. She says this is to lift the fog, declutter the mind and strengthen focus so you can experience more of your life. I have resources at the end of this. So I see some things coming in about her name and her book and all these great things. At the end of this there's a resources slide. If you have the workbook, you have that in there. Just want to let you know that that's out there.

[\(00:24:07\)](#):

She also says that research is showing we're missing 50% of our lives. I'm going to repeat that. We are missing 50% of our lives. Why is that? It's because we're not paying attention, we're getting distracted. She talks about that We have these three attention systems, and we're going to go through these. The first one's called our flashlight. Think about the flashlight and what a flashlight does. When you point your flashlight, it becomes brighter. You're highlighting what's right in front of you. Whatever is not in

that flashlight beam, that information is suppressed, it's dampened, it's dimmed, or maybe even blocked out completely.

[\(00:24:56\)](#):

They call this particular the flashlight, they call this our orienting system. It's what we use to select information. Think about this webinar right now. Are you focused on this slide? If you're focused on this slide, then you may not be noticing if something's going on behind you. I'm going to have a kid who'll come from school soon and he could go right behind me and I not even notice it because I'm focused on doing this webinar. The question is, where are you focusing? What if I started talking to you about this delicious almond croissant that I had the other day? Where are you focusing now? Are you on the slide? Are you considering how to get to your bakery to give nice tasty croissant? It just goes to show that the flashlight is a powerful tool. It can keep you focused - on a specific area, but it's only effective if you can keep it pointed in the right direction.

[\(00:25:55\)](#):

What's the next one? What's the next attention system? This one's called the floodlight. This one's more about noticing. Where the flashlight is really narrow and focused, the floodlight, which is also called our alerting system, is more broad and open. It has a more broad, receptive, you're taking in more information. You're not quite sure what you're looking for, but you're looking for something and you're ready to move quickly to deploy your attention to any particular area, meaning turn your flashlight on if you need to.

[\(00:26:30\)](#):

Have you ever been walking and you just maybe walking at night and you have that weird sense that someone might be watching you or following you? What happens to your attention when that happens? You get really broad. You start to notice everything around you. You could talk about the dog and the person walking the dog that's coming a hundred yards ahead. You can talk about the street lamp that's coming up, but you're taking a much broader stance. You have a heightened sense of awareness of your surroundings. You even notice, internally, maybe your heart rate is moving faster. You're thinking about that you may physically be moving faster. All this noticing all these things around you. This is what your flood light is. At some point though, if you operated in this floodlight, this noticing constantly, it's probably not very good for you. You need to calm down a little bit, shut that flood light down have certain things that you're able to focus on. That is the second attention system.

[\(00:27:35\)](#):

The third attention system is called the juggler. This is where you plan and manage your behavior. The juggler is the one that directs, oversees, it manages everything we're doing moment to moment as well as ensuring that the actions we take are aligned with what we're aiming to do. The juggler is the kind of overseer, if you will, to make you stay on track, make sure that the actions you take align with the goals that you say you want. This is also referred to as your executive function. For those of you who have heard that word, that's the juggler, your executive function. We're actually going to dig into executive function just a tad bit more so that we all have a full understanding of what that is. I just want to make sure we understand we have three different attention systems. The flashlight; narrow and focused, the floodlight; broader, noticing a lot more around us and the juggler where we can plan and manage our behavior or our executive functioning. We're going to dive a little bit more into that executive function.

[\(00:28:43\)](#):

There's really eight mental processes that allow us to organize, regulate our lives and activities. We each have our own capacity for each of these executive functions. Our capacity in each of these, it has been

largely influenced on our ability to focus and attention. I love this visual, because it's helpful to think about this in the terms of a pitcher of water and each of these executive functioning areas being a glass that we can fill up. If we each have one of these glasses to fill up and we each have our own pitcher of water and that represents the energy, so that water is our energy that we need to put into our executive functions. The executive functions are planning, initiation, our working memory, our effort, our emotional regulation, our attention, flexible thinking and self monitoring.

[\(00:29:45\)](#):

Now, what happens when we need to engage a function is that we need to put a little energy in that, or pour a little bit of water in that. Sometimes one area or function might demand a lot more out of that pitcher than somewhere else. For example, let's say that you've had a very upsetting argument with someone who is close to you and you need to pour a ton of water into that emotional regulation cup just to keep yourself together at work for the rest of the day. That's going to be a very full cup of emotional regulation. Again, just to keep yourself together while you're at work that day. What does that do to the rest of the glasses? It means you don't have as much to pour into the other seven functions, including attention, because you are now consumed by pouring all that energy into your emotional regulation glass. You don't have as much.

[\(00:30:48\)](#):

We may find on those particular days, if something like this happened to us, that we have a more difficult time or it's a lot harder for us to focus. We maybe aren't as consistent as we usually are, because there just isn't enough water to pour into those other glasses. Again, we are going to dig into this about what are some things we can do, what are tools and techniques that we can use to help us be able to manage that, when we need to pull back that water a little bit.

[\(00:31:21\)](#):

I hope you guys found this visual and that explanation really helpful. It was really helpful for me to say, "Wow. No wonder when I'm upset, when I have some upsetting news, for example, that I have difficulty paying attention to a certain area at work or I have difficulty not getting upset about something else that occurs at work because I'm already upset. I don't have that ability to regulate as well." I just thought this was a great way to demonstrate that.

[\(00:31:53\)](#):

How can we do this? How can we improve our focus and our attention? Now, that we've defined it, we have some benefits, we want to get moving on how do we improve it. That's what we're here for. Number one, your lifestyle. Step one is to look at your lifestyle. Our lifestyle affects our cognitive abilities. If you can eat well, if you can get your healthy dose of exercise, whatever that might be for you. If you can also get that healthy dose of sleep, this is not just hours, this is not about saying I sleep eight hours, it's talking about good sleep. Again, good sleep is different than saying, "I'm sleeping for eight hours." If you can manage your stress, this is going to impact your ability to be more focused and to be able to pay attention.

[\(00:32:51\)](#):

We're going to get into a little bit of reflection here. I want you to take three minutes and think about your lifestyle. Is there something that you feel like you need to change? Maybe you already know this, right? But is there something you feel like you need to change that can support you in improving your attention and focus? If so, what is something you're willing to do? Okay? What is something you're willing to do? Again, we're going to take three minutes on this one.

[\(00:33:46\)](#):

This might be one where I would encourage you to share and chat if you're comfortable. One of the things is this gives folks ideas of what they might be able to do as well. You guys have a lot of wisdom in this space, let's use it. If there's something that you feel like you could do and implement, put that in there. What could you do? I really want to hear about what it is you might be able to do to make that change. Again, we'll take about two more minutes, Take about one more minute.

[\(00:36:19\)](#):

10 more seconds.

[\(00:36:31\)](#):

I can share that I have one thing that I know impacts me greatly, it's the exercise piece. If I can get that exercise in, and it doesn't have to be an hour and a half at the gym, if I can get a 30 minute to 45 minute some sort of activity, in I sleep better, so I'm already feeling physically better, but I sleep better. It also encourages me to eat better. I'm watching what I'm eating. I usually go for at least a walk that also helps me with de stressing thing. Almost one thing that I could do makes the rest of those fall into place a little bit better. Think about that as you're thinking about things you can do. I'm going to keep us moving.

[\(00:37:20\)](#):

Step two; this is look at your environment. Take control of what you can control. If you find yourself in an environment that's distracting, it's going to be difficult for you to pay attention and focus. There was a study that was done that found that the typical person checks email once every five minutes and that, on average, it takes 64 seconds to resume that previous task after checking your email. These two visuals on the screen talk about multitasking, but I would ask, are you multitasking or what Dr. Amishi Jha talks about, which is task switching? I had to really think about this. I thought I was so good at doing these multitasking. When I read this part I was like, I think for me, this is very true that she states multitasking is a myth. What we're generally doing when we think we're multitasking is actually just switching between tasks.

[\(00:38:25\)](#):

Think about how often you might do this a day from working on something to then checking your email to then checking your text messages, the to then checking something else, to looking at social media, whatever it might be. This can be exhausting, because your entire brain is recalibrating to a new task and that takes energy. Really have to think about what it is you're doing in your environment and how you might ...

[\(00:38:55\)](#):

I'm going to call attention to the last session we had on setting boundaries. What boundaries might you need to set in your environment? Are there distractions or even enhancements you might be able to make. Example for me, I am downstairs in our home. This part of the house is colder, so I have a little heater under my desk that keeps me a little bit more comfortable, from a temperature perspective. Thinking about what are those things you might be able to do? We talked about setting boundaries in regards to your stress. This goes back to step one. Also, thinking about what interruptions are you getting throughout the day?

[\(00:39:35\)](#):

Are there things that you could do blocking your time, doing time blocking, maybe color coding your calendar. Maybe you need to get more clarity on what expectations are. There's some other things we'll talk about when we get to some of the tools and techniques. And then I'm going to bring up another great person in regards to some really good techniques that you could learn from, James Clear, the author of Atomic Habits. He talks about building healthy habits so that you can be more productive in

life. He's the one who talks about your systems. I love this quote, "You do not rise to the level of your goals. You fall to the level of your systems." This systems, if they're not supporting you and focusing and paying attention, you're going to have difficulty. He also has so much good stuff around habit, when you build habits upon habits and things like that. Just a lot of good stuff in his book. Again, I have resources at the end of this, so don't feel like you have to quickly write things down. Great book on that.

[\(00:40:37\)](#):

Question for you, Do you think you're multitasking? If you think you're a good multi tasker, maybe you need to take a step back and say, am I task switching? If I am task switching, how quickly am I really able to get back onto that other task? How much time might I be wasting if I were to able to focus and pay attention a little bit better? Reflection. Again, we're going to take two minutes on this one I think. Yeah. We're going to take two minutes on this one. What, in your environment, might be impacting your attention and focus? What one environmental change or boundary are you willing to try? Again, two minutes. Take one more minute. All right. Again, if you think you are multitasking, when I think of multitasking, I think of that as being able to do multiple tasks at the same time, think again. Dr. Amishi Jha [inaudible 00:43:31] it's a myth that we can actually do that, that our brain actually stops what it is we're doing to refocus on another task. She refers to that as task switching. We use this word multitasking like, "Oh. They're such a good multi tasker." I just want to caution us, are we truly multitasking? Multitasking to me means I'm able to do multiple tasks at once. Whereas, if our brain is not capable of actually doing that, then we are task switching and using a lot of energy to do that, to go from one task to another, to another, to another, to then come back. So just think about it. This doesn't mean some people may not be way better and spend less energy doing that, but just something for us to consider.

[\(00:44:19\)](#):

All right. Step three. Manage your energy. When you're managing your energy, I want to just point back to step one, your lifestyle. That can definitely impact your energy. But I think what we want to talk about here is really what is your body rhythm, if you will. When are you most effective? When do you feel like you have the most energy in your day? When do you feel like you have the least energy in your day? Have you ever even thought about it? Have you paid attention to when you might get your good work done, versus when you might need to hold off?

[\(00:44:59\)](#):

I know for myself that I tend to have more energy in the morning in regards to I'm a crisper thinker in the morning. It doesn't mean I can't do certain tasks in the afternoon, but it just means that if I want my best thinking that's going to be in the morning. I know that around three o'clock every day, so you guys will actually get to watch this happen, not true because I have some steps that I do. But after about three, when I start to lose my steam, as I refer to it.

[\(00:45:29\)](#):

I know if I need to have energy for something that's going to happen after three o'clock, [inaudible 00:45:37] a good brisk walk will help me. I also know that my eating habits impact that. If I already am going to have lower energy after three o'clock, if I need to do some things that are going to require me to be a little bit more higher energy around that timeframe, then I change my eating habits a little bit. I tend to try and eat much lighter lunches on those days where I have to do things that require me a little bit more energy, or I may even do smaller meals as a way to help me manage that energy.

[\(00:46:11\)](#):

We're all very different. So this is something that you need to investigate for yourself as to figuring out when do I have energy, when do I not have energy? We have a lot of questions on the next reflection that are going to get you to think about that a little bit. We're going to jump into that. I know it's a lot of questions. We're going to give you three minutes to do this one because I do think some of them are pretty quick answers. When do you have the most energy? When do you have the least? Would starting or ending your day at certain times or with certain activities help you benefit, in regards to focusing things like that?

[\(00:46:50\)](#):

How should your breaks throughout the day to help you with those energy fluctuations? Have you noticed if those breaks revitalize you or do they drain you? Again, just recognizing, doing a little bit of reflection on this. What do you feel like gives you energy or gives you those positive vibes? Then thinking outside of the box, what are some things that you could do? How might you change your day so that you can be more present and fulfilled and, therefore, pay more attention and be more focused?

[\(00:47:19\)](#):

Again, three minutes to think about these and run through your answers. Again, if you have your workbook, you can type them right in. If you have a piece of paper, jot them down. If you're not in a place where you can do either one of those, then just sit back, look at the slide and reflect on this a little bit.

[\(00:49:14\)](#):

Take about another minute.

[\(00:49:45\)](#):

About 10 more seconds.

[\(00:50:23\)](#):

All right. Thank you. I see some things coming in the notes. I feel like you're giving teasers for what we're going to get to. Some of the things that you're doing are some things that I'll be mentioning. See, I told you there's a lot of wisdom in this space. All right.

[\(00:50:40\)](#):

Step four: practice. If it was as easy as being reminded to pay attention, then we would all just be focused machines. If we want different results, guess what? We've got to try different things and we have to put the time in. I do not have magic dust. I apologize. They did not give that to me. You can't expect to attend this webinar and then walk away and be more focused and pay more attention. You have to be willing to put the work in. You've got to practice. You've got to try new things and practice those. You've got to invest in that. Figure out what works for you and what doesn't. I know you all came today hoping that I would just go [inaudible 00:51:26] with my magic focus and attention dust. Sorry, guys. Not happening.

[\(00:51:31\)](#):

What do we do? We've looked at these four steps to improve our focus and attention. We're going to dig into some tools and techniques. I love this visual, it's just great. Are you mindful full? Are you mindful? On average, we experience probably 87 interruptions per day. Okay? 87. Just want to put that out. 87. Did you know that 58% of smartphone users don't go one hour without checking their phones? This was from a Huffington Post article. 58% of smartphone users don't go one hour without checking their phones. If we want to be better about being focused and improving our attention, then mindfulness is the antidote to interruption. It is worth the investment. Okay?

[\(00:52:37\)](#):

We're going to keep going. Again, Dr. Jha, she's done a ton of research about this. She calls mindfulness a brain training tool. Mindfulness, it's the power of staying present. It's paying attention to that present moment experience without any conceptual elaboration or emotional reactivity. She did this great study with division one football players and asked ... Of course, there's a control group and all of these good things, but there was a group where they had to do 12 minutes of mindfulness practice each day. The key here was the more you practice, the more you benefit. That doing 12 minutes today may not reap you rewards, but do it 12 minutes per day for five days a week for at least two weeks and you're going to start to see improvement in your focus and intention.

[\(00:53:26\)](#):

In this division one college football player piece, she got them during their high demand preseason summer training, that takes place just before they come into school. They were randomly assigned to receive this either mindfulness training program or relaxation training program. This study demonstrated that sustained attention and emotional wellbeing are at risk during periods of those high demand, such as that period of intensive, athletic training. What she noticed was that greater engagement in the mindfulness training was associated with less decline in sustained attention during their training period and that if you had greater engagement in mindfulness training and relaxation training that you protected against decline in your wellbeing. That gets to your wellbeing.

[\(00:54:23\)](#):

This study suggests that when you consider those benefits, it's important that we talk about the practice. Going back to the this isn't about doing one mindfulness training activity today and then expecting huge results, but that practice over time is what will give you the benefits that you're looking for. Just like we do physical exercise, it must be performed with this regularity in order to train the body for performance success. Again, for these division one athletes, they had to do this training regularly. The mental exercises must also be practiced with some sort of regularity so that you can benefit your attention and wellbeing. I just thought this was a really powerful study in how mindfulness was helping not just in that attention piece but in wellbeing overall.

[\(00:55:16\)](#):

What do people report after practicing mindfulness? I'd love to say that you try mindfulness training for two weeks and report back to me, but that's not how this is working. I'm going to give you benefits that are out there. 89% improved ability to reduce stress. 91% improved ability to remain calm. 85% increased ability to connect with others. 79% increased energy levels. 91% enhanced clarity of mind. I am going to speak from my own personal experience, and I can admit too that I fall off the wagon, but when I am practicing mindfulness regularly, daily basis every day for at a minimum two weeks, I am better at everything I do. I feel like I'm a better colleague. I feel like I am better at work. I feel like my work products are better. I think I'm a better parent. I think I'm a better friend. All of these benefits.

[\(00:56:20\)](#):

There's some other benefits that practicing mindfulness can also give you; decreased depression. I mean that's huge. Increase in your ability to emotionally regulate, to regulate your emotions when something comes at you. You could also have cognitive improvements. I personally noticed this, better physical health. Again, practicing small amounts of mindfulness. Dr. Jha says 12 minutes a day. We all have 12 minutes a day we could be putting on mindfulness.

[\(00:56:55\)](#):

Guess what? We're going to do 12 minutes today. We're going to listen to a couple of mindfulness activities. These are just to give you some examples of things that you could do. The first one is a grounding meditation. I really want you to hopefully be in a place where you can sit in a chair, have your legs on the floor and listen to each of these. Again, these are just some different options for you. You don't have to take these and do them. We just want to introduce you to some tools and techniques today. Again, we're going to go with our first one. This one is a grounding meditation. They'll tell us what to do.

Speaker 4 ([00:57:35](#)):

Take a deep breath in and slowly exhale. Sit comfortably in your chair with both feet on the ground. Sit with a straight, but relaxed posture and close your eyes if they aren't closed already. Now, focus on the feeling of your feet on the floor. Now, in your mind, visualize or imagine a tree standing tall and steady in a peaceful setting in nature. Observe this tree. Notice its leaves and branches. Notice the texture of the trunk of this tree and then notice how the tree is connected to the earth. Then, imagine the roots of this tree, that exist below the ground and its vast root system that spreads through the earth. Then imagine yourself in this place in nature with your feet directly on the earth and feel a physical connection to the earth below you.

([00:58:53](#)):

Through this connection, discharge anything from your body or mind that you want to let go of right now, sending it into the earth knowing that the ground beneath you is there to support you in any way that you need. Then imagine your own energetic roots grounding into the earth like roots of a tree, keeping you steady and bringing nourishment to your body and mind. Allow your body to receive what it needs and allow the earth's energy to move up your body so you can feel your whole body connected to the earth.

([00:59:36](#)):

Now imagine soft rays of sunlight shining on the top of your head, the same way light hits the leaves of a tree to keep it alive and growing. Allow the gentle warmth of this light to move down and through your body, providing you with energy and comfort. Let the energy of the sunlight from above and the energy from the earth below meet and stabilize in your core. Take a deep breath in and slowly exhale. Keeping your eyes closed, gently let go of the imagery, coming back into your body and into the present moment. Sit with yourself here, feeling steady, strong, and centered. Now, take a deep breath in through your nose and as you exhale, gently open your eyes.

Jennifer ([01:00:57](#)):

That is a grounding meditation. That was a little over three minutes. I'm curious if you feel different after that. No need to say anything, but just pay attention. Pay attention to if you feel different after going through that, versus when you started. Okay? We're going to try another one. This one's called a body scan. I see so many great things coming in, Chad, in regards to what folks are using. Keep sharing. There's, again, a lot of wisdom in our space today. This one's called a body scan.

Speaker 5 ([01:01:59](#)):

Welcome to this three minute guided body scan. Start by sitting comfortably with a straight back and close your eyes. Take a few deep breaths in and out to ground you in this moment, feeling your breath as it enters your body and as it leaves your body. As the breath flows in, follow it in. Then as the breath

flows out, follow it through to its completion. With each out breath, let your body become heavy, sinking deeper into your chair.

[\(01:02:48\)](#):

Now, bring your attention to your head, feeling into your scalp, the forehead and temples. Observe your eyes, cheeks, your ears, jaw and chin. Breathing in and out, letting all tensions release. Now, lower your focus to the neck and shoulders, letting them soften. Bring awareness to your arms, extending it down towards the wrists, the palms and fingers, observing any sensations that arise on the surface of the skin or deeper within. Now, come to the chest and torso area, being aware of the abdomen. Then bringing your awareness around to the back, observing your upper back and lower back. If you notice any intensity here, try directing the breath into those areas, letting them soften. Then, bring your attention to your pelvis and hips. Scanning the legs, the ankles, the feet and the toes. Direct your breath into these areas, relaxing into stillness.

[\(01:04:43\)](#):

Notice how paying attention to the entire length of your body feels. Then, when you're ready, bring your attention back to the room and slowly open your eyes. Enjoy this relaxed, peaceful state and take it with you into your day.

Jennifer [\(01:05:11\)](#):

Again, I just want you to notice how you're feeling. I noticed when I was going through that one, I had a lot of tension in my jaw, probably because I'm speaking to all of you. Again, do you feel different than when you started? Did you like one more than the other? Did you like the body scan more than the grounding? Start to [inaudible 01:05:37] of where you feel like it's helping you the most.

[\(01:05:40\)](#):

This next one that we're going to go through is one that I share with so many of my clients, because it's such an easy one to do at any point in time and it keeps your ability to pay attention and focus very fast. It's called box breathing. They're going to walk us through it. This one's only a minute. The idea is that you're going to breathe in for four, you're going to hold it for four, you'll breathe out for four, you will hold that for four. This will walk us through a minute of doing this. It's just called box breathing. One minute. What I love about the box breathing is that you quickly ... I can't do anything else because I'm counting, while also holding breath and pushing out breath and breathing in breath. Love this one. The last one I'm going to tell you about, there's no video for, so it's just me, is one that I learned in a coaching program that I was in that you can do anywhere to bring you back into the present. I think I might have named it incorrectly, but that's okay. Fingerprint feeling. I'm not sure that there was a name for it so I made this one up, which is where you are rubbing your pointer finger and thumb together so softly but intently that you are actually trying to feel your fingerprints.

[\(01:08:14\)](#):

You can do this without people noticing. If you find your attention is wandering or that you need to bring yourself to the present moment, this physical touching is one way to do that. With an intention of trying to feel your fingerprints, very focused, it can bring you back to the present moment. We're just going to get everybody to try this and we're going to give ourselves about a minute to see about trying to feel your fingerprints. Again, you're rubbing your fingers and if you want to do your thumb and your middle finger, that's fine too, but to rub your fingers together so lightly that you are just trying to feel your actual fingerprints.

[\(01:09:31\)](#):

Take about 10 more seconds.

[\(01:09:45\)](#):

All right. I told you we were going to get some practice. We got some practice. I'm going to keep us going. Sorry. It's going to play all my videos. All right. There are some other tools as well. I've seen some great things coming through chat. This meditation mindfulness task, chunking. Being very mindful of the task that you're doing. A brain dump. This is the act of just writing everything down that comes to mind, on a particular topic, so that you can get all thoughts and ideas out. There's something called straw breathing where you're going to exhale fully through a plastic drinking straw. I know we're probably not supposed to have plastic drinking straws anymore, so you can get one of your metal ones. Try and get all of that air out and then inhale normally not through the straw, but then exhale fully through that and do that for a few minutes.

[\(01:10:39\)](#):

Fidget items. I think I saw some things about tapping, rubber bands, there's TheraBands [inaudible 01:10:46] you can use. There's these clicking cubes, if you find yourself needing to something like that. Having a ball chair really makes you focused in the moment of sitting, because if not, you could literally fall off of it. Get yourself a standing desk. These are things that are helpful with people. I saw something come in on the Pomodoro technique, we're going to talk about that next. I'm not going to leave that one, but that's something that I use regularly.

[\(01:11:12\)](#):

I also heard a lot of great things. I know we like to talk about our phones being distracting, but our phones can also help us. There's a ton of apps out there. Forest, Serene, Freedom, we talked about Calm, other ones that came up. There's a ton more out there, find one that works for you. I have an Apple watch that you can set up to vibrate when you need to add a little mindfulness into your day, so you can set those things up. We talked about boundary setting, where you can do time blocks or phone rules or things like that. You can also implement a reward system, that if you do these things and you get certain rewards for them. Again, this is not a full list of things that you could be doing. I think our group has that full list probably in the chat at this point, but what works for you. Try things out, practice some things so that you can figure out what's going to be best for you to help you with attention and focus.

[\(01:12:12\)](#):

Then I talked about the Pomodoro technique and I'm going to pull this one out because it's something that I do regularly. Choosing a task, setting a timer, and working on that task for a specified amount of time. When the timer goes off, take a short break. Then you can keep coming back to that. Now, I'm going to admit to everyone here that 25 minutes is too long for me, so I do 20 minutes. Figure out the time that works for you. If 25 minutes you just feel like you get distracted and it doesn't work, then go shorter until you can get a longer amount of time. That's the Pomodoro technique.

[\(01:12:54\)](#):

There's a lot of digital distractions out there and we can manage them. Some things that I'm using, that are working for me, is I do a to-do list every single day. I now physically write it down. There's something about that brain to physical get it out of your body that's helpful for me. Maybe try a to-do list every day if you're not already doing that. Leaving your phone in another room so that you don't get distracted by it. Setting your schedule, when you can be on electronics and when not to be. Maybe you need to go through and unsubscribe from all the emails and newsletters and all the things that you're getting. A lot of folks that I work with color code their calendar so that they know how to use things. I don't personally

do that. Maybe you need moments of unplugging completely. Maybe it's a weekend, maybe it's a full day, whatever it might be, but determining if there's time where you just need to unplug.

[\(01:13:49\)](#):

A lot of phones and other electronics have the do not disturb or the focus. I actually have mine on right now so that I don't get the emails that fly in while I'm doing this webinar. Then allow other apps to manage your apps. There's something called Antisocial, which can limit your amount of time on social media apps. You can also utilize email filters. I am sure there is a ton of other things that can help you with the digital distractions, but they're real. These digital distractions are real. They're impacting our ability to pay attention and to focus and we need to control some of those. Again, just a few for you to think about.

[\(01:14:31\)](#):

I want you to do another three minute reflection. Looking at some of the options that are over here, as well as the one digital distractions we just talked about, what are two that you're willing to try? What are two that you would commit to, to improve your focus and attention? Then I want you to get detailed about that. What specifically are you willing to do to incorporate that first one? What specifically are you willing to do to incorporate that second one? We are going to take three minutes to do this. Take about another minute.

[\(01:17:11\)](#):

So many good things coming in through chat. I even see some great things from our last session on boundary setting.

[\(01:17:25\)](#):

About 10 more seconds.

[\(01:17:46\)](#):

I'm going to keep us moving. Some top takeaways; I think you can improve your attention and focus, if you're willing to put the practice in. Don't forget that your executive functions, remember that emotional regulation, planning, there's eight of them, they affect your ability to pay attention and focus. If something happened in your day that you had to pour more into that emotional regulation that is going to impact your ability to pay attention, to focus. They're more about what you say yes to and no in every moment. That's that attention and focus. There's a lot of tools and techniques, from your lifestyle changes to your environmental changes. All of that impacts your ability to focus and attention. Make sure you're looking at what's going on in your life.

[\(01:18:54\)](#):

Love that quote around, that you don't rise to your goals, you fall to your systems and thinking about what systems do you have in place to support you. Fall in love with the process. Discipline dominates motivation every time. Lastly, practice, practice, practice, practice, practice, practice, practice, practice.

[\(01:19:12\)](#):

I mentioned that I had a lot of resources. We've got a lot of questions in the last two webinars in regards to resources that are available. Again, this is just what I used for this webinar. I pulled from different pieces. These two books are just fantastic. Highly recommend those. Lots of good things on the links, how I built this. I have to say, we've done three webinars to date, but there is something about doing a webinar and being able to get some of my own mindfulness practice in, that really [inaudible 01:19:46]. Super excited that we could practice that together. That is all I have.

[\(01:19:52\)](#):

I'm going to turn it over to you, Cindy. Thank you, all.

Cindy ([01:20:00](#)):

Jennifer, thank you for your time today and your wisdom. I am actually really relaxed after some of those techniques. I'm actually looking forward to a quick walk outside and then jumping back into some things. Appreciate you so much. I appreciate all of you on the webinar today. I know that our days are crazy and we saw that in the chat with some of the things that you were sharing and you took 90 minutes out of your day to spend with us to learn some techniques to take home with you. I hope that you are able to do that.

([01:20:33](#)):

If we can move the slide forward one more ... The recording will be available in about a week's time. We do have one more session coming up next week. The link that you have for your workbooks is also the same for your recordings, the chat logs. We've tried to post as much as we can there for you, so that way you have access to all the comments and the resources. We do have a FAQ that's going to be coming out from Jennifer with some of the questions that we've had through the first couple of sessions. If we didn't get to those in the chat, we will get back to those.

([01:21:08](#)):

This is just a slide with some additional resources for you. Again, that that link on the left hand side on the bottom takes you to the library for this webinar series. Then our right hand side gives you some additional resources for you to click through that NACHC has available to you.

([01:21:25](#)):

With that, have a wonderful afternoon. As you close out, you'll be taken to a evaluation. Please take a few moments to fill that out for us so we know how to continue to support you and your health center. Have a great day. Thank you.

New Speaker ([00:00:00](#)):

Great. Thank you Olivia for getting us started today, and welcome to everybody. It's so great to see you checking in the chat. I see folks from coast to coast. And it looks like just about every type of weather, people are checking in with from sunny and warm to six inches of snow in Alaska. Thank you for taking a little bit of time to be with us today, and for sharing where you're located, and what you're seeing at your window today. On behalf of NACHC as Olivia said, welcome we're excited to be concluding our four part series today with you. As you can see and for those who have been with us for the four sessions, you'll hear this as you have across the last three.

([00:00:45](#)):

We have a very busy chat, and a lot of people in the room. So, that chat will scroll quickly. If it becomes a distraction, you can close your chat window for now. Once we get into some content, it actually slows down and has some really meaningful conversation that takes place. I encourage you to use that chat to talk amongst your participants. And if there's questions that come up in there that we can't get to, I will log those for our speaker to reply to. And we'll post that afterwards for you. While we won't be using breakout groups, you will be engaged throughout the session using that workbook. If you don't have the workbook on hand, just keep a piece of paper and a pen with you, so that you can jot down some notes when we get into those self-reflection and those activities.

([00:01:29](#)):

You're going to see on your screen as we get started both in NACHC mission and our pillars. These are our guiding principles that NACHC focuses on, that directs our training and our work. Those are there for you just as a reference on. There are some links for more information for you if you want to explore that any further. I have the honor today of introducing you to our faculty member. Today, we have Caroline Martinez of CEEK. And Caroline is also one of our CEEK partners in our coaching services as well. Caroline is a certified coach, and has experience working with organizations both big and small, anywhere from nonprofits to global corporations.

([00:02:10](#)):

And she's done work with our health centers as well for through coaching programs me earlier programs when we first started with CEEK a couple years ago. She specializes in helping clients overcome obstacles to achieve success. Caroline, I'm not going to take any more of your time. I'd like to turn it over to you to go ahead and get started.

New Speaker ([00:02:29](#)):

Thank you Cindy. I really appreciate that. Welcome everyone. I see the participant count continue to go up. Just for my own distractions, I'm not going to be looking at the chats. I'll rely on Cindy to take those notes for me, so that I can respond to your questions later, but let's get started. Today as Cindy mentioned, we're going to talk a little bit about giving and receiving feedback. Our learning objectives for today are to enhance your self-awareness in how well you give and receive feedback. And then we're going to look a little bit about at a feedback model that can give you some information about how to do timely specific and actionable feedback.

([00:03:08](#)):

And then we're also going to learn the distinction between fixed and a growth mindset. And we'll do some fun exercises there as well, and how that relates to feedback. And in your workbook, you have some slides for that, but we're going to work on an action plan for how to improve, how to give, and how to receive feedback. Okay? All right. Really high level, the agenda is we did a little bit of a welcome

and overview We're going to talk about why feedback is important. We're going to talk about giving feedback. We're going to look at praise, and the impact of praise and then the impact of receiving feedback. Receiving it for yourself, not only giving it, but receiving it.

[\(00:03:50\)](#):

And then we're going to summarize that in close. Okay. For those of you who were on the session last week, we did a little bit of a focus on how to focus and get ready for things, and how to be mindful. Just relating back to that, let's do a little bit of a centering exercise. It's just two minutes. Just sit quietly and follow the instructions, and I think you'll really enjoy this particular session.

New Speaker [\(00:04:22\)](#):

Take a moment to get yourself into a comfortable sitting position. Close your eyes and start breathing deeply in through your nose and out through your mouth. Allow your breathing to expand your diaphragm to its fullest. Take a moment to focus on just your breathing. Try not to worry about any distractions or sounds you might hear. If you find your mind wondering, don't worry about it Just acknowledge the distraction, and bring your attention back to your breathing.

New Speaker [\(00:05:17\)](#):

How did that feel? Hopefully, that felt good and any things that you may have come in with this morning, maybe you were busy or maybe you were in meetings, hopefully that centered you a little bit and made you feel a bit peaceful, and ready to receive some new information this afternoon about giving and receiving feedback. It's always a good thing to get yourself prepared for the next meeting, and not rush from one thing to the next, right? A little bit of centering to say I'm ready to do the next thing, and move your brain to the next topic. Okay, so we're going to talk a little bit about giving feedback.

[\(00:05:53\)](#):

In your workbooks, there's a reflection sheet or if you don't have your workbook like Cindy said, grab a piece of paper and just jot down from a reflection standpoint, what's one thing you did this past week that makes you feel proud? What's one thing you did this past week that you could have done better? And when was the last time you gave someone feedback? And maybe that was a really long time ago, or maybe it was today or yesterday. Whether that was last month, last year, last quarter, whenever it was, just jot that down as to why you might have done that. So, two minutes for your reflection. About another 30 seconds or so.

[\(00:08:25\)](#):

Okay. Why is feedback important? Let's talk about that. There's been a lot of research done on the importance of feedback, and I wanted to share some statistics with you today. There was a study done by a company called Officevibe. They put together this infographics on info information based on the study that Global Force Workforce MOT Tracker together with Gallup did. I know that's a mouthful, and here are some of the results. I wanted to show you some that I thought might be interesting. There are others too. In the resources at the end of the presentation as well as in your workbook, you could see some of these references, but here are some that I thought was important.

[\(00:09:11\)](#):

There are roughly 14.9%, there is I should say 14.9% lower turnover rates in companies that implement regular employee feedback. Okay. Only four out of 10 workers are actively, or four out of 10 workers are actively disengaged when they have little to no feedback. Forty-three percent of highly engaged

employees receive feedback at least once a week as compared to only 18% of employees with low engagement, though I found that quite interesting. Sixty-five percent of employees said they wanted more feedback, 98% of employees fail to be engaged. That means only 2% are engaged when managers give little or no feedback at all. And then 69% of employees said they would work harder if they felt their efforts were recognized.

[\(00:10:07\)](#):

As you can see, feedback is essential to performance improvement. It's a tool for continued learning and improving. And feedback creates a space to challenge the status quo and should be more innovative, which is so important to the work that you do. Feedback is how we increase our self-awareness, and both about the incredible things we are doing and those things we need to work on. Let's do another reflection point, and I'm going to give you another few moments to think about this, but let's take two minutes to address the following two questions. What makes giving feedback difficult for you, and what's one area you would want to improve when giving feedback?

[\(00:10:47\)](#):

Let's take two minutes to address these two questions. In your workbook or on a piece of paper, go ahead and take two minutes to write these down. About 30 more seconds or so. Okay. Hopefully, you were able to jot some things down. Let's take a look at the do's and don'ts of giving feedback. Maybe in the chat, or if you want to jot them down for yourself, what do you think are the do's? And we'll cover the Don'ts after this one. What are the do's when you give feedback? Maybe you think about what you've done in the past, or how well you've given feedback in the past, what are some things that worked for you? Okay, and then we'll go into specifics. As you're thinking about these, I'll start sharing some. Okay.

[\(00:13:30\)](#):

This may seem a really weird one, ask permission. But if a person's not ready to receive feedback, maybe it's not the right time. Maybe they're busy with something, maybe their head space is not quite there. Asking permission, "Hey, is now the right time? I'd like to give you some feedback," especially if you're managing a team or if you're managing a person. And specifically for negative feedback that requires improvement. Asking permission is now a good time for me to share some feedback with you would be really good. Be specific and timely.

[\(00:14:02\)](#):

I remember a situation where a manager that I was working with said, "You know Johnny," that was obviously not his name, "but Johnny did X, Y, Z last year. And I just can't find the head spaced enough to give that feedback." Well a year's too long. It needs to be timely, and it needs to be specific. As you see it happening, it's better to go ahead and address it right away, and be very specific about what happened when and how that impacted things, right? Be specific and timely. It's got to be the right environment, just as the same way that you would ask for permission. It can't be just in the middle of the hallway as you're running and, "Hey, by the way, I want to give you this information," especially if it's negative or it could be perceived as negative.

[\(00:14:43\)](#):

You need to have the right environment. Make sure that you're in the right head space to give that feedback and the person who's receiving that feedback is also in the right space. So, create that right environment. Office suggestions, right? Rather than just saying, "Hey, this went wrong." Say, "If you did it X Y Z way, maybe you would go better if you're leading a team," right? If you're managing people, make sure you offer suggestions for how things could improve. Okay? And then engage that person with

the intent to improve them, right? It's not just criticism for the sake of criticism. The lens for you needs to be, "I'm giving you feedback because I want to coach you or improve how things work in the future."

[\(00:15:28\)](#):

And then engage in an open dialogue. Make sure that it's not just talking at the person, but they actually have time to respond, and it becomes a conversation. And it goes without saying be kind and respectful, right? We're all human beings, no one is a machine. When you give feedback about something that happened, be kind and respectful that the person had the right intent of doing the right thing. Limit feedback to areas they can change. And what I mean by that is if there's something that happened and they can't possibly are not in control of that, and giving feedback about that just wouldn't matter because they can't change anything.

[\(00:16:06\)](#):

But perhaps if it's a behavior or the way that they could've improved to say something in a different way or maybe prepared better, that's important, right? And then use I statements, "I observed when you did x, Y, Z," right? You're not speaking for anybody else. You're not speaking for a team, you're not speaking for the organization. You're speaking about what you observed. And then again that open dialogue, give space for a response. It's really critical that we allow that. All right. On the flip side of that, what would be the don'ts? Why don't you think about that for a second? And obviously, it's the contrary of what we just covered, but I'll give some specifics here as well.

[\(00:16:46\)](#):

All right, let's go through those. Don't make it personal, right? Personal vendetta, "Oh, I don't like that person. I'm just going to tell them and I don't really like them anyway." So, it's just really counterproductive and it doesn't help the person improve whatever the situation was that they're trying to improve on. Okay. Addressing multiple issues in one discussion can become very confusing, especially if you don't make it specific, right? If you say, "And this thing happened and that thing happened," and you pile it on, it becomes very difficult for the person receiving that feedback to understand exactly what they need to do. Make sure you address one issue at a time, okay?

[\(00:17:28\)](#):

Don't only give feedback when there's a problem, right? You see it all the time. With restaurant feedback, excuse me, or feedback in grocery stores, "Oh, that checkout person was really ugly," and the person maybe has been fantastic to you the previous 10 times. So, give feedback or feedback is due, especially when it's good, right? People like receiving that information that, "Hey, you did an awesome job." Don't wait to give feedback only when the person does something wrong. Delayed a feedback, we talked about that earlier. Don't wait a year in my example. Make it prompt, so that the person can act on it and can actually do something about it to improve. Same thing with making it personal, don't make it an attack, right? That's counterproductive.

[\(00:18:16\)](#):

Explaining the why, why you're giving that feedback is really critical. Because if the person doesn't understand why you're providing that feedback, they may not have the context as to why you're saying what you're saying. And then generalizations like always, never makes it feel like they always do that, but they never do that. But generally, it's one time or maybe it happened twice, but try to be really specific about what happened, and try to avoid using always and never. And then don't speak for others, and this is use I statements. This is about what you observe. It goes without saying that threatening behavior, or sarcasm has no place in feedback.

[\(00:18:55\)](#):

It'll come across very insincere and threats of course are not the way to go. Don't wait for a formal review. I've had people that I've talked to who are tallying things up, right? "Oh, this time and then this happened. I'm just keeping a list and when we do the formal review, I'm going to cover all of it." Then you potentially could be discussing something from 10 months ago if your annual review is every 12 months, and then the person didn't have a chance to improve on what they actually did. Make it timely and do it right after whatever it was that happened that you feedback about. Okay? It's critical that you make that timely. If a person reacts badly to the information that you give them, don't let their emotions hijack your emotions.

[\(00:19:45\)](#):

Staying calm as a manager providing feedback is really critical to maintaining that level playing field, okay, but acknowledge their emotion. And perhaps you say something like, "Maybe now is not the right time to discuss this. Let's talk when you're calmer. When would be a good time to review this?" Be considerate of their feelings, but yet firm to reiterate your point, because you provided this feedback for a particular reason with an explicit why, right? And then you could ask them if there's anything they need from you, or if they need any help in the process to move forward. Okay. I would like to talk specifically about a model that you can use. We call it the SBI-R mode, sorry and it looks this.

[\(00:20:36\)](#):

Okay, the SBI feedback model was developed by the Center for Creative Leadership, and is a really powerful model for providing feedback. We're going to go through it specifically, and now's a good time if you didn't pull out your handbooks, or piece of paper. Now's a good time to take that out because we're going to go through this, and actually each of you can do a live example for what you may be working on, or somebody you might need to give feedback to. Okay? What's different about this particular model than the SBI model is we added the R. Remember I said earlier in the do's is it's good to give a recommendation for what they could do to improve, so that they actually have an actionable something that they can take away. Okay.

[\(00:21:17\)](#):

Let's go through each specifically. F stands for situation, and we're going to cover that in just a moment. B stands for behavior, I stands for impact, and R stands for a recommendation. Okay, let's take a look at each of these. Let's talk about the situation. You're going to give feedback to somebody, and you need to think about how you're going to say that. And of course, you have all those do's and don'ts at your fingertips, and now it's the right time and you're preparing for this conversation. This situation would be something like during yesterday morning's product safety meeting, when you gave your presentation, so it's specific to an occasion, okay or something could be something during our program management meeting on Monday afternoon, right?

[\(00:22:09\)](#):

It's specific to a date and time and you could say Monday or last week, but it's specific to whatever happened in that situation, that you're providing feedback about. Okay. Now, it's your turn. Grab your workbook and I'm going to give you two minutes to reflect on a situation that you need to give someone feedback for. Okay. Think about the person that you'd like to give feedback to, and I'd like for you to write down the situation. Okay, and we're going to do two minutes on this slide. Another half. Okay, okay. Hopefully, you were able to write down, or think about and write down a particular situation that you'd like to provide feedback for. Let's look at the next element. The next element being the behavior element.

[\(00:24:54\)](#):

Okay. Building on the situation. The first one was during yesterday morning's product safety meeting, when you gave your presentation was the situation. The behavior for that one was you were uncertain about two of the slides you were covering, and the data on prevalence of adverse events was unclear. The behavior is what you observed what they did. A second example could be during our program management meeting on Monday afternoon, you ensured that everyone had information and schedules in advance. You updated the status of all the work streams. You clearly conveyed the impact of the delayed milestones and on the bigger picture.

[\(00:25:37\)](#):

The behavior that you observed, and you can tell already that probably the first one is going to be one where I'm giving feedback about what could have been done better. And then the second one is where I'm giving positive feedback about something that somebody did really well. I'd like for you to think through now that you have your situation written down already, the next we're going to take two more minutes. And I'd like for you to write down the specific behavior regarding the situation that you observed. Okay. Go ahead and take two minutes to do this. Another 30 seconds or so. Now as you've reflected on the behavior for that situation, let's look at the third component which is impact.

[\(00:28:17\)](#):

You have written down the situation that you'd like to give feedback for, the behavior that you observed. And now, we're going to look at the impact that that behavior had, or the situation had. For the first one, during yesterday morning's product safety meeting when you gave your presentation, you were uncertain about two of the sites and your data on prevalence of adverse events is unclear. Some senior leaders left the impression that we have a major problem, while others understood that the data was consistent expectations. Obviously, there's a conflict in what was received there, right? That was the impact of what happened during that meeting and how it was presented.

[\(00:28:53\)](#):

For the second example, during our project management meeting, program management meeting on Monday afternoon, you ensured everyone had the information, you prepared the status, you conveyed clearly the impact of the delayed milestones on the bigger picture. And with well-informed teams, we were able to quickly focus on problem areas. You enabled participants to effectively collaborate on necessary mitigation strategies, while building accountability. Obviously, that's a good example of what that had. Okay, so we're looking at the impact of the behavior in that situation, or the impact of what happened during that meeting on the situation. Again, what we're going to do is I want you to go back to your workbook, and you've already written down the situation.

[\(00:29:37\)](#):

You've already written down the behavior. Now, we're going to look at what the impact of that was. I am going to give you another two minutes. And thinking of that same person, take two minutes to detail the impact of what happened. Another 30 seconds or so. Okay, let's move on to the last component. From a recommendation perspective which is our last one, we have the situation, we have the behavior, we have the impact. And now, what would you recommend as feedback to your staff person? Perhaps it's going forward, please schedule a walkthrough of the slides of me prior to a meeting with senior leadership, and have your calculations reviewed by peers for that first example. For that second example, the recommendation is, is there anything you can do to help others to prepare for meetings like you have? Perhaps gather an integrated project plan template, put up a milestone tracking. In other words, help teach others the way you did it. To negative example, and then what's the recommendation for doing things better in the future. And then a positive example and giving somebody a recommendation for how they could help others. Okay. So, that's the full model. Hopefully, you were

able to jot down for your example what you would do. Let's take a little bit thinking of the same person, what you would do for this person as far as a recommendation.

[\(00:32:58\)](#):

You have the situation, the behavior, the impact, and then the recommendation. Think a little bit, we're going to take another two minutes, maybe a minute and a half or so about what you would recommend that they would do with that information, or with your recommendation. About 30 seconds or so. Okay, all right. Here's the full picture. Hopefully in the example that you have thought about for the person, you'd like to give feedback to, you have this filled out. This is a great tool to use, rather than just off the cuff say, "Oh yeah, I need to say that to somebody," grabbing him in the hallway, and then off the cuff without really forethought thinking about what you need to say.

[\(00:35:03\)](#):

This helps you be very specific, and identify exactly what kind of feedback you would like to provide. This will be a full way of looking at the situation behavior impact and recommendation for that feedback that you'd like to provide. Okay. Just in a few a minute maybe or so, did you find this model helpful, or did you find it useful for what you'd like to do? And then what might you do different next time when you give feedback? Let me give you a few moments to think about that. Okay. And certainly anytime you can go back to that model, you have it in your workbook, but think about how you have given feedback in the past, and how you can give feedback in a more constructive way using this model might be great.

[\(00:36:20\)](#):

Okay. Let's talk about praise. How effective is the praise you give? Rather than just feedback with regard to what could be improved, how do you praise people? Let's talk a little bit about some statistics here. Okay. And I'm going to talk about two different things and the impact of praise. We're going to talk about person praise, and we're going to talk about process praise. And let me explain what that means. Person praise is, "Hey, you're really good at this," or, "excellent, you must have natural talent," something like that, right? And process praise is more like, "Hey, it seems you put a lot of effort into this. You must be using some really great strategies," that kind of thing.

[\(00:37:02\)](#):

There was this study conducted of 111, not sure why the number 111, but 111 undergraduates completed this puzzle task. And in the first two puzzles, they were told this person prays, "Hey, you did a great job. You must be really good." And another group was told, "Hey, you put a lot of effort into this. You must be really good at these strategies." Then they were given a third puzzle. And in the third puzzle, they were told, "Hey, you didn't do as well as the last one." Okay. The participants after that completed a questionnaire assessing their intrinsic motivation, their perceived competence, contingent self-worth, and performance attributes.

[\(00:37:47\)](#):

Intrinsic motivation is something that drives you internally, something that makes you happy that motivates you just from yourself. Perceived competence is how well you perceive how competent you are. And then contingent self-worth is if you base your value on what others think about you, and then how you attribute your performance. What we've found if you look at those two graphs is that in the first graph, and these are graphs based on the questionnaire that were completed, but there's a control group in each. And then it talks about person praise and process praise. And you can see in both of them for intrinsic motivation, as well as perceived competence, the person praise was much lower.

[\(00:38:30\)](#):

And then the process praise is much higher. When you provide process praise, it tends to be received much better than when you're talking about person praise, because it's generally the process, not the person. I'm going to dig a little deeper here. I'm going to load this slide. Okay. Person praise, what we said earlier is, "You're so smart, you're so talented, you're so gifted, you're brilliant," right? Whereas, oops sorry, the process praise is more about the focus on what the person is doing. It asks the question it impacts their self-efficacy, right? Whereas a person praise impacts their self-esteem, and it makes a judgment about whether they're good, or not good as people, right?

[\(00:39:20\)](#):

We want to talk about process praise. All right, let's do a little exercise and talk about how you are at providing praise. And from a reflection standpoint, how do you provide praise? Is it focused or process focused? And then the second question is review the feedback that you wrote down in the previous activity, that SBI-R activity, and do you need to make any changes to ensure that it's process focused and not person focused, right? Was it the process that they did badly or well, or are you talking a personal level like person praise, right? And then what's one action, or step you will take to give better feedback? Let's take two minutes to write those down on your workbook. Okay, 30 more seconds. All right. Hopefully, you've had a chance to review these three questions. Certainly afterwards, you can go back and look at this a little bit more. Let's keep going. Let's talk about receiving feedback. We've talked a lot about providing feedback, or giving feedback. Let's talk a little bit about how you receive feedback. Okay, there's another slide in your workbook. When was the last time you received feedback, and what type of feedback are you getting from others, and/or how well or poorly are you receiving feedback from others? Let's take a few moments, just two minutes or so to reflect on that. About 30 more seconds or so. Okay, all right. Hopefully, you'll able to write some of these down. We're going to talk a little bit about how we respond. We're going to review a fixed, versus a growth mindset. Okay. How are you receiving feedback? Do you have a fixed mindset, or a growth mindset? I'm going to talk a little bit about both of those, and remember the study back on intrinsic motivation. While those individuals who hear praise like, "You're so great, you must have natural talent," tend to generate a fixed mindset. This belief that your intelligence is fixed, so you weren't good enough at those puzzles that you might believe you'll never be good at puzzles, right?

[\(00:45:20\)](#):

Those who receive process praise about their approach or strategies used in solving puzzles had that intrinsic motivation go up and resulted in having more of a growth mindset around puzzles they believe they can get better at them. Okay. A growth mindset means that you believe your intelligence and talents can be developed over time. A fixed mindset means that you believe intelligence is fixed. And then if you're not good at something, you might believe you're never good at it. Okay. There was this cardboard test that was done by this group in 2006 called Dweck. And students were given a box and they were told that it had a test inside that measured an important ability at that school.

[\(00:46:02\)](#):

Research is confirmed from this test that the students actually responded like this. Students were asked, "Do you think this test measures how smart you are, or do you think this test measures how smart you will be in 10 years?" You can find that on page 27 of the handouts that I provided earlier. A fixed mindset students, remember those that think they can't grow said, "Yes, I think this determines how smart I am." The growth mindset said no particularly to future prediction, right? In a fixed mindset and not only do people and test judge you, but they can judge you, right? Remember back to that intrinsic motivation, right? What really stimulates you from the inside.

[\(00:46:51\)](#):

You have here on this screen for each, what does failure mean, right? A fixed mindset says, "I'm not a failure," or says, "I'm a failure, I'm not good enough." Where's a growth mindset said, "I failed, but I'm going to work harder at it," or when trying something new, a fixed mindset might say, "I will appear silly or dumb, and I don't even want to try." Whereas a growth opportunity may say, "Hey, there's opportunity for me to grow, develop, learn. Okay, so that's the difference between a fixed mindset and a growth mindset. Okay. I'm going to give you a personal example here for just a moment.

[\(00:47:34\)](#):

A personal topic I guess that illuminates that fixed versus growth mindset, not to dig deep to see what example I could use from personal experience, but I've been a runner all my life. I ran in high school, ran in college, but never really super long distances. I did some sprinting, but general middle distance, right? I have a friend of mine invited me to join this marathon training group, and I was thinking to myself, "Heck, never run far distances, maybe no more than three miles. I think that's all I can handle." They were like, "No, you can do it, you can learn, you can grow." And I was like, "I don't know, I don't know," right? I was very much in this fixed mindset for what I could achieve running wise.

[\(00:48:14\)](#):

While joining this training group, they teach you training techniques for nutrition, training techniques for overcoming a mind barrier for how far you can go. You get stuck at certain mileage points where you say, "I just can't go any further," but you actually can. They teach you breathing techniques. They teach you not to get injured, or how to prevent injuries with the way you run, or how you do your running. And I found out that I could actually do a whole lot better. I actually moved in that incense from a fixed mindset to a growth mindset, which was really cool. So, that's one example of how our mindset really can impact how well we do.

[\(00:48:54\)](#):

And the same thing with feedback, right? Our mindset really greatly impacts not just how we receive the feedback, but also how we approach work or life. For instance, for me for running, in general. Is there an area in your life personal, professional, where you have a fixed mindset and you need to adopt that growth mindset like I needed to do? In the notes section, you may just want to jot that down for yourself, or think about an example where you gave feedback or you received feedback, but maybe you gave feedback or received feedback, and you felt defensive. This might be a sign that you had a fixed mindset, rather than a growth mindset. How can I improve to do that better?

[\(00:49:34\)](#):

People with a fixed mindset believe their abilities are established and can change. People with a growth mindset know that they can learn and grow, right? Mindsets become self-fulfilling prophecies. You've probably heard that a lot. If you think you can, you can. If you think you can't, you probably won't, so vice versa. Mindsets are learned and can be changed, and how we praise or critique someone plays a significant role in affecting your mindset. Okay. Hopefully that helps with the definition of fixed, versus a growth mindset. What I'd like to do is play some videos for you that highlight that particular idea of fixed versus growth mindset.

[\(00:50:30\)](#):

And there are six instances here. I'm going to try to pause in between each one, but I'd like for you to write down for each six of these that... I'm getting ready to play, jot down whether you think that particular the growth mindset or a fixed mindset. Okay, and then I'll try to pause it like I said. If not, we'll talk about it afterwards. Okay, here we go. Oops, that's not what I wanted to do.

New Speaker ([00:51:09](#)):

I've missed more than 9000 shots in my career. I've lost almost 300 games. Twenty-six times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life, and that is why I succeed.

New Speaker ([00:51:36](#)):

Okay. Before we move on to the next one, what do you think, fixed or growth? I see a lot of hearts. All right, write that one down. That was a good example. Let's go with the next one.

New Speaker ([00:51:54](#)):

You're the one who told me I could do anything if I just put my mind to it.

New Speaker ([00:51:58](#)):

Well, now that you're a little bit older, I can tell you that's a crock. No matter how good you are at something, there's always about a million people better than you.

New Speaker ([00:52:06](#)):

Gotcha. Can't win, don't try.

New Speaker ([00:52:08](#)):

If something's hard to do, then it's not worth doing. Trying is the first step towards failure. Kids, you tried your best and you failed miserably. The lesson is never try.

New Speaker ([00:52:24](#)):

No...

New Speaker ([00:52:24](#)):

Okay. I see a lot of laughing emojis. It's probably pretty obvious to you that that was a fixed mindset, but it's definitely a great example, right? You see the difference between Michael Jordan, and then you see the difference to Simpsons and what's fixed versus growth. Okay, let's do the next one.

New Speaker ([00:52:42](#)):

I wish they would come and visit and see the hardware that we're doing here, and I think that would change their mind.

New Speaker ([00:52:49](#)):

They inspired you to do this, didn't they?

New Speaker ([00:52:52](#)):

Yes.

New Speaker ([00:52:54](#)):

And to see them casting stones in your direction.

New Speaker ([00:53:01](#)):

Difficult.

New Speaker ([00:53:03](#)):

Did you expect them to cheer you on?

New Speaker ([00:53:07](#)):

Still hoping they would.

New Speaker ([00:53:09](#)):

Did you think I need to pack this in?

New Speaker ([00:53:12](#)):

Never.

New Speaker ([00:53:14](#)):

Why not?

New Speaker ([00:53:17](#)):

I never give up. I mean I'd have to be dead or completely incapacitated.

New Speaker ([00:53:21](#)):

Normal, so...

New Speaker ([00:53:22](#)):

Okay, that was Elon Musk. Great example. I actually think I saw a tear. He seemed genuinely hurt by some feedback that he received. But I think if you wrote down growth, that was definitely a growth mindset, right? He said, "I never gave up. I continue to improve. I continue to try to improve." So, that was a great example. Let's play another one. Oh. Sorry, I don't have to... okay, I made a mistake here and... Sorry, try to figure out how to get past.

New Speaker ([00:54:00](#)):

I missed more than 9000 shots in my career...

New Speaker ([00:54:09](#)):

Let's see if I can advance it to the next one. Here you go.

New Speaker ([00:54:17](#)):

You say you've skipped every day when repeating the ninth grade.

New Speaker ([00:54:21](#)):

Oh yeah, I skip school all the time. School is irrelevant for me besides... as soon as I get my GED, I can start my life because I'm already an adult. I've been an adult since I was little. I've had to do everything for myself.

New Speaker ([00:54:39](#)):

I haven't done anything for you at all?

New Speaker ([00:54:41](#)):

No, you don't do anything.

New Speaker ([00:54:43](#)):

What...

New Speaker ([00:54:43](#)):

Nanny and papa do stuff for me. They have bought me everything. You didn't even buy me a car.

New Speaker ([00:54:49](#)):

Okay.

New Speaker ([00:54:50](#)):

So, not your...

New Speaker ([00:54:52](#)):

Okay, that was an interesting one as well, right? Now, I don't know why it keeps resetting. My apologies. There's one more that I'd love to show you. Let me see if I can figure this out.

New Speaker ([00:55:11](#)):

I missed more than 9000 shots in my career.

New Speaker ([00:55:17](#)):

All right, bouncing to the last one, this one. Actually, there's two more. Instead of stopping it, I might just let it play and that way you can see both, and I don't have these interruptions. My apologies for that.

New Speaker ([00:55:30](#)):

That's your best practice. Can we agree on that? It seemed like you wanted to hang out with your friends more than practice, and that's fine if that's what you want to do. Just tell me because you can do that anytime. Maybe we can skip your next game, hmm? Because choosing to waste your time, that's one thing, but wasting my time and your coaches' time, that's selfish. You don't care about other people. You don't care about hard work. You don't care about teamwork. That's why you're always on the bench every time it matters.

New Speaker ([00:56:22](#)):

Oh...

New Speaker ([00:56:24](#)):

And then the last example.

New Speaker ([00:56:26](#)):

Oh-ho!

New Speaker ([00:56:26](#)):

Oh. Okay. Yeah. I don't know you'll probably be about as good as I was. That's kind of the way it works, you know and I was below average. Whoa, so you'll probably ultimately ranked somewhere around there. Really, you'll excel at a lot of things, just not this. I don't want you out here shooting this ball around all day and night. All right?

New Speaker ([00:56:50](#)):

All right.

New Speaker ([00:56:50](#)):

Okay? All right, go ahead. Hey. Don't ever let somebody tell you you can't do something. Not even me. All right?

New Speaker ([00:57:35](#)):

All right.

New Speaker ([00:57:39](#)):

You got a dream, you got to protect it. People can't do something themselves. They want to tell you can't do it.

New Speaker ([00:57:51](#)):

I'll pause it there. Those are some great examples, especially for us parents, right? Will Smith really recovered in the end. He started initially with this fixed mindset, "Oh, I was always mediocre. You're going to be mediocre. So, you'll probably follow away my footsteps," and then you can tell the boys just like, "Let down. Oh, I guess I never amount to be a great basketball player," or whatever that he was looking at. And then Will Smith sees then as like, "Oh, that's really a problem. I need to tell him he can be anything he wants to be and don't let anybody ever tell you no." I think those are really powerful examples of fixed versus growth mindsets. Hopefully, you took those notes back for you.

([00:58:31](#)):

Okay, so let's do another reflection. When receiving feedback, is there an area, given these examples and what we talked about in previous slides, where you might need to adopt a growth mindset, right? That's question number one. And then what's one thing you will do to become more comfortable with receiving that feedback? I'm going to give you two minutes to reflect on that. Thirty more seconds or so. All right. Hopefully, the videos really put it in action I think the reflection for how to give and receive feedback and what's that growth mindset, versus that fixed mindset. Let's talk a little bit about soliciting feedback. Okay. Soliciting feedback, one way to move into this growth mindset that we've discussed is to become a feedback seeker.

([01:02:21](#)):

And it's always great to say, "Please tell me how I did with that," because it helps you grow, right? Become a learner someone, who's hungry for challenging yourself to do better. There's a wheel here that I'm showing on the screen, that shows how you can do that. Let's go through the specifics. The four areas are ask, listen, clarify, and do. Let's go look at them one at a time. Seeking feedback and remember that you want to make sure that you're looking at receiving feedback not to argue with someone, but to really truly understand what you could improve on. It's to be a learner. When you seek feedback, ask yourself what the purpose is for why you want that feedback, right?

[\(01:03:15\)](#):

Ask in real time. Don't wait two weeks or three weeks or a year, right? Say, "How did I do on that? Could I have improved? What did you think? Did I do well? Did I use the right process? Did I have my data correct?" Whatever it may be, you remember process versus person. Ask very specific questions like I just illustrated, and perhaps ask a variety of people, right? Maybe not all peers, but maybe ask people who are your supervisor, and people who maybe report to you. Again, a different perspective from the various people that may have been part of that presentation or sat in that meeting, or sat in that training, or whatever it may be and ask for feedback directly. "Hey, I'd love to hear from you. How do you think I did?" And ask often with the idea that you want to improve. Okay. The second one is when you receive the feedback listen without judgment. We've all been in a situation where someone's given you information, and you're really not ready to hear it, or you're listening with the intent or respond. You have a response on your tongue ready to go when someone's telling you something. Try not to do that. Listen for the sake of really tuning in, and listening for what you can improve. Take a deep breath, do some of that centering and really try to listen to understand what they're trying to tell you, because maybe their perspective is an interesting one that you could employ, right?

[\(01:04:38\)](#):

Practice that active listening. Listen for facts, listen for accuracy, and control your emotions, right? Sometimes, we get really defensive when someone gives us feedback. But if we're soliciting feedback and acting or asking for that feedback, try to really listen without judging and without that hurt, whatever because the person's trying to give you good feedback. And it's hard for them to give you good feedback if you're going to be emotional potentially about it, right? And always assume, especially if you're seeking that feedback, positive intent. The person's trying to give you what you need, so that you can improve. And like I said earlier already, don't forget that giving honest feedback isn't easy for the person that provides that feedback.

[\(01:05:23\)](#):

Really, try to receive and take in that feedback calmly, with an understanding that you're seeking to improve yourself. Okay. Then when you respond to that feedback, clarify. If something is not clear, ask with an inquisitive mind. "Really tell me about when I did that," or, "Did I miss X, Y, Z?" Ask for specifics, right? And then you may want to restate your understanding. Something like, "Okay, when you say I did X, Y, Z or I missed blah, blah, blah, I should consider this, that or the other," right? Really try to paraphrase what the person is saying to make sure that you understood what the information was that they were trying to give you, and ask if there was anything else that they needed to provide to you.

[\(01:06:09\)](#):

Clarify if there's any additional information that you need. Clarify of course if they're busy, and they don't have time. Maybe you can stop by and talk with them later or call them later or whatever, but clarify if you have the time to do that for both of you, seek those specifics. And then identify perhaps with a person employing that SBI-R model, where there's opportunities for improvement. What would be their recommendation for what you could do better, or what you could use in a positive example or

for others. Okay. And then the last one is acting on that feedback. Thank the person who provided you that feedback. Remember that it's hard sometimes to really provide honest feedback.

[\(01:06:50\)](#):

Specifically if it's maybe somebody who's above you and you're providing feedback, it may be difficult. Thank the person for giving you that feedback. Assess the feedback calmly, really think about what the person said to you, and then seek guidance. Perhaps from other folks as well saying, "Hey, I received feedback without naming names, and this is some improvement areas that I received. Do you see the same thing? How do you think I could do better with this," right? Follow up with the person who gave you that feedback and say, "Hey, by the way, the last time when you gave me that feedback, I did blah, blah, blah. I made this tweak. What do you think Will this work better, or will this work for expanding X, Y, Z?"

[\(01:07:28\)](#):

Whatever the feedback may be, but follow up with that person right after you thank them to say what improvements you made. And then engage in ongoing feedback, right? Remember that mindset of a learner. Learn, learn to constantly improve. Never give up as Elon Musk said, and then give feedback on the feedback, right? You could say something like, "I really appreciate you saying that to me. It really helped me. It helped grow." Give that feedback to the person that provided that to you. Excuse me. If each of you leaves here today becoming feedback seekers, you can greatly impact those around you, excuse me, who can then in turn also become feedback seekers.

[\(01:08:12\)](#):

This ripple effect of everyone becoming a feedback seeker and adopting a growth mindset will greatly impact the culture of the organization. We're going to do one more reflection. I'd like for you to think through, excuse me, I'm so sorry, what you will do differently in the future to seek out feedback and how you might better clarify feedback that you are receiving. Okay, let's take three minutes to think. About 30 seconds or so. Okay. Hopefully, all of you have had a chance to reflect on what you might do differently next time, and how you might better clarify feedback you're receiving. As a summary, I'd like to give you 10 top takeaways if you will.

[\(01:12:00\)](#):

Remember that feedback is a gift. It's not personal, right? And if the person is making it personal, remember process over person, potentially ask for clarification. Give feedback, but also receive it, and try to follow that SBI-R model. It's very powerful because it really helps you think through the situation and how you provide that feedback in a very constructive way, so that people know exactly what the recommendation is, and how they can go about it. Feedback can and should be a time saver, right? If it helps you improve and do things better in the future, or if it helps your staff do things better in the future, it's a coaching scenario for you potentially, for your staff.

[\(01:12:40\)](#):

They can help them do things better, faster, more efficiently potentially in the future. It does act as engagement also, right? More feedback is higher employee engagement. And you remember when we initially started, we talked about the more engaged employees are, the happier they are, especially with receiving feedback and engagement with their management. Be aware. Remember those do's and dots, and that slide is in your workbook. Use that as well when you take a look at that, and then give better feedback by using that SBI-R feedback model. When giving feedback, remember it's the process not the person. When you look at those do's and don'ts, really keep that in mind and adopt that growth mindset.

[\(01:13:24\)](#):

Be like Elon Musk, right? He's like, "I'll never give up. I'm going to continue to try to improve things, even when things get difficult." Be a feedback seeker, right? Adopt that mindset of I can grow from this, I can get better at this, and I can improve myself. And then create that culture where feedback is simply a part of how you do. Now remember, practice, practice, practice, practice makes perfect. It's hard sometimes to break habits for how you've always done things. Using a new tool or a technique sometimes is difficult. Maybe the first few times when you try to give feedback or you're receiving feedback, refer back to your slides and say, "How can I get this better using this model?"

[\(01:14:03\)](#):

Oh, I remember I took a webinar on this and there were some tools in there, and I filled out some worksheets." Refer back to it because, just because fail maybe the first time doing it because you forgot, doesn't mean you can't employ it the next time, right? It takes practice to adopt a new skill set to make sure you do that. And then at the end of your workbook, I provided you some resources and there's links in here as well for everything that I've covered. Feel free to take a look at those, play the videos and all of that. I have loved being with you today. My name is Caroline Martinez. I know it says Jennifer Hughes here, but please feel free to put any questions or whatever in the chat or send them to Cindy, and I'll be glad to answer those at a later date. Cindy back to you.

New Speaker [\(01:14:55\)](#):

Caroline, thank you so much for your time and energy today. As you can see on the screen, it looks like everybody loved our conversations and the work that you've done. I want to thank everybody in the room as well for spending time with us. We know that you're busy taking care of your communities. And taking 90 minutes to invest in yourself, I hope that you found value, and that you can take some of these skills back with you and share with your teams. On your screen are some additional resources, the link to these recordings. This last recording will be up in about a week's time, and then some additional resources where you can get additional help. If you want to dig in deeper, we have our coaching services for one-on-one support.

[\(01:15:37\)](#):

We have a new leadership subscription service that'll take place the entire year of 2023, and then additional modules on workplace wellbeing and excelling your role as a health center leader. As you close out today, you'll be taken to an evaluation. If you can provide us some brief feedback on your experience through the webinars and through today, it'll help us determine how to continue moving forward supporting your needs. Caroline, thank you today and Olivia, thank you for your support. And to all of you, thank you and have a wonderful afternoon.

New Speaker [\(01:16:11\)](#):

Thank you all. Have a good day.