

#6: Being Comfortable being Uncomfortable

by Ingrid Ulbrich

1. Clarify the impediment: “Being too comfortable with being comfortable”. I’m good with where I’m at. Things are fine or good enough, so I don’t have to grow. I’ve worked hard for what I’ve got, and I want to enjoy it. I can take what comes and be satisfied. When I do perform, I like doing what I know I can do; otherwise I might fail. [fear of failure and/or complacency]
2. Why to overcome the impediment: to become ok with being uncomfortable – so that you work outside your comfort zone and experience growth
3. Strategy 1: Create dissonance with comfort state by having a personally valued stretch goal
 - a. Purpose of mitigation strategies: Creating a new desired state that is appealing, so the current state feels less comfortable
 - b. How to use strategy:
 - i. Coaching yourself: Reflect on aspects of the status quo to identify areas with gaps to what you wish they were (try, e.g., pet peeves, 7 Languages methodology)
 - ii. Coaching another: Coach (e.g., with GROW) to create a vision of something that you really want
 - c. Justify that it will work: Shines a light on something worth pursuing to improve your own quality of life, and sparks the desire to make a change. In the change methodology, this is unfreezing. Dan’s Rephrasing to make it stronger: The stretch goal is more valuable than being comfortable.
 - d. 3 tips to make it work
 - i. Make the goal SMART
 - ii. After you have the goal, put it in a prominent place to keep it in mind (sticky note, vision board)
 - iii. Use an accountability partner to help you (or the other) to keep track of progress
4. Strategy 2: Perform an assessment of possible consequences of failure, and the likelihood of that each consequence occurring.
 - a. Purpose of mitigation strategies: To realize that there are dire and not-very-dire consequences that could result from failure, and that the dire ones are unlikely to actually happen. This allows perception to shift about failure, thus the risk looks smaller and feels less risky.
 - b. How to use strategy: Brainstorm possible consequences of failure from different stakeholder perspectives (including self, evaluation by others). Vision the worst possible outcome and its consequences. For each, describe the possibility of that happening. Reflect on the most likely consequences and their importance to you.
 - c. Justify that it will work: Shifts anxiety about dire failures and big consequences to a sphere of realistic negative outcomes, even if failure does occur.
 - d. 3 tips to make it work
 - i. Write down the analysis and note any reactions (insights) about the consequences – do any now feel overblown?
 - ii. Use a partner to do an external perception check on the consequences and probabilities, both magnitude and frequency.
 - iii. Reflect on past experiences of success and failure – what were imagined consequences compared to reality?
- 5.

Discoveries:

- Strategies may vary in use for self-grower (self-coaching) vs. coaching another – the desired outcome is the same but the application may be different.
- Tips for using a strategy are likely to have a naturalistic order and can build sequentially.
- If the impediment has multiple aspects, strategies may not address all simultaneously and need multiple ways to address it. (Or are they then really separate impediments?)

Re: Team's Posting of Mitigation Strategy #5 Perfectionism

by Andi Winnett, Team 5: Al, Durel, Andi

We came up with a common meaning for perfectionism within our group: With perfectionism, there is an inherent tension between quality and productivity. The standard is the content and the context is the situation. You need a set of standards to work towards and we need to work with quality AND productivity with the focus on the AND instead of OR. We shouldn't sacrifice quality or productivity.

Practice makes permanent and not perfect. How well do you practice to make what you know permanent? Growth involves both quality and productivity.

Is perfect defined by you or others? It is not what someone else says it is. You can't, in the middle of surgery, go read how to mitigate the impediment.

The thought is "I'm not good enough, I need to seek validation from others". Where does that thought come from and where is it taking us?

We need to shift from transactional to transformational – we create grade addicted people in school – do this to get that How do we change mindset of people to become transformational

How is the world benefiting from what I have to offer or from what I learned

High meaning experience for people that allow them to grow and contribute to the world

The best teachers are learners and the students who are the best learners are teachers

Strategy of oneness = if you have 2 things how to you make them one

You did ____ about that (task)

Add this piece:

What did you get out of writing that paragraph how did you grow

How would your paragraph help people understand ____

How do you know that they understand what you wrote

Do this before during and after – produce more process

Dan – iteration is what we are doing – come up with something, test it, improve it, it will get better with each time

Double listening and cut talking down

It is like a triangle Experience (at the top)

Growth and contribution (others point of triangle)

Center – we all own that together

3 tips to make strategy work: listen more/talk less; change the behavior (change the way we react to

Re: Team's Posting of Mitigation Strategy

by Patrick Barlow

Impediments - Not valuing your own growth as important as others growth

1. Clarify the impediment. – Shared value of community and make choices to exercise that value.

Patrick: Family role models, Placing others first, core value of elevating others above self, theatre director with cast and crew.

Will: Drawn to service to others as a core value, part of personality, investment in others, pay it forward, not desiring to give this value up.

Peter: Natural for teachers to value, identifies as a servant leader, lends itself to this impediment, desire to make available to others, Comp Sci course development/recruiting, introvert interactions put others first.

Arlene: Personal Life it's natural core value, in family too, Professionally tenure track others needed support, resulted in sharing, feels rewarding to see benefits to others. Two sided in natural

- Value others greater than self
- Can't step away from this practice – deeply rooted
- Love mentoring and coaching – reward comes from stronger community
- Not seeing benefit of rewarding ourselves than the value of building others

2. Clarify the purpose of the mitigation strategy -

- Integrate self-growth into the growth of others.
- Requires that we pay attention via reflection and time management

3. Describe how to use the strategy.

- Create boundaries within which we will focus on self-growth, i.e. family emergency take presidency over others.
- Pre Plan/manage those boundaries.
- Trust others to understand these boundaries
- Take time to create this plan early.
- Realize that it Won't always work
- Looking for a win-win opportunities

4. Justify why it will work.

- Many of the others will respect the boundaries
- It will be easy to enforce
- a strong role model, actually mentor other

5. Summarize the 3 tips to make the strategy work.

- Develop a plan
- Be willing to try again if it doesn't work
- Looking for a win-win opportunities

6. Prepare your spokesperson to share most important discoveries in less than 1 minute.

7. Have the recorder post to the thread your work addressing the impediment.

8. Identify two additional impediments not listed in the paper.

Re: Team's Posting of Mitigation Strategy - #10 Growth and Mentoring Skills

by George Dombi, Authors: Betty, Cy, Matt and George

Clarify Impediment - Growth and Mentoring skills are difficult to develop - Why?

Clarify the purpose of a strategy - Must be a practical path forward to manage complexity of skill sets.

There are 40 Growths and 38 Mentoring skill in combination yields a lot of complex interactions.

Strategies:

- 1) Pick one skill and do it well. (master a limited set of skill to start).
- 2) Keep in mind mentoring skills are about helping the other person, to one's self
- 3) Need to be able to identify gaps in one's own growth.
- 4) Strive for objectivity.
- 5) Set aside affective issues focus on what can be done.

Justifications:

- 1) Using one skill well centers your mind and focuses your intent. Multitasking does not work.
- 2) Self-growth requires moving outside of yourself especially to help another person, in spite of the tendency to self-reference. (see process 5 of the Affective Domain)
- 3) Motivation comes from meeting one's own needs. Be sure you have mastered the skill yourself.
- 4) Focus on what is controllable. Notice and move beyond your own bias.
- 5) Working on actions will allow one not to be dominated by emotions.

Tips:

- 1) Pick the skill you can use immediately.
- 2) Don't get in the way.
- 3) Need to be able to do it yourself first.
- 4) See past the noise of the situation.
- 5) Use humor to lighten the situation (Gravity is the opposite of Levity).

New impediments:

- 1) Lack of consistency in following one's plan, being distracted.
 - 2) live in a culture that promotes uniformity or does not honor self-growth.
 - 3) Honoring the offerings of other people.
 - 4) Being other directed.
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Re: Mitigating Barriers to Self Growth: Lack of Growth and Self Growth Plans

by Lisa Lathem

Impediments:

Time period. When developing 1 year, 5 year or life plan can be overwhelming. Short term goals are easier to meet vs. long term goals. Need to focus on what will make the most difference for now. Select a time frame

that they can handle: Less than 6 months (a semester). Depending what your growth plan was is what you see at the moment, then later on it may change because you see things differently. That is why we do short term goals. Objective: develop a specific plan for a specific time period and then take the next step to take our own accountability to continue growth and for their growth and helping them to assess it.

Our focus is on students and what would they like to work on. We also need to bridge the whole gap: Let's do this together. The student feels more secure about where they are going (a leadership strategy) when support is given.

Everyone needs to understand what growth is. Help the students to define the growth goal, not to allow the student to take on more than they can handle.

How do we assess? The student could be too broad or too ambitious. How much do we step in to mentor them in making the decisions toward their goals? How do we frame it? 3 tips to help students develop good goals

Need to ask specific questions. Our questions should be more focused. Must be a smart goal. Once you know what you want, i.e. smart goal, what is the impediment of your reaching that goal? If you are trying to strengthen that goal, what is in your way?

3 Tips:

- Make the goal for a short period of time that is reasonable, i.e. a semester time period. It is easier to manage if it is a short term goal.
- Choose a goal that can benefit their total college growth experience instead of a specific course in the semester.
- Ask the question what is your barrier to accomplishing the goal.

Re: Team's Posting of Mitigation Strategy #5, Ought vs Self

by Libby Mahaffey, Lisa Lathem

Impediment:

One's ought self is more important than one's ideal self (Trying to meet other's expectations other than mine; Having so many responsibilities, there is not much time left over for the ideal self; Often hear myself say, "I need to do that." vs "I want to do that.") One of the traps is accountability – defining what I need to do to be accountable.

Insight:

Getting rid of ought self is not realistic; leveraging ought self with ideal self is more realistic.

Strategy – (Performance Mentor) Triage with Guidance, using the Eisenhower Matrix, TOGGL or other tools.

Purpose of Mitigation Strategy.

To decide who is at the oar of the journey – others or myself. (Changing the perspective; planning ahead; strategically vs operationally) Ought self – cumulatively, where do you end up in five years.

How to use strategy:

Use tools to triage ought self and ideal self activities.

“What is important is seldom urgent
and what is urgent is seldom important.”
- President Dwight D. Eisenhower

	Urgent	Not Urgent
Important	<p>DO Do it now.</p> <p>Examples: - Write article for today - Answer certain emails - Meet with business mentor</p>	<p>DECIDE Schedule a time to do it.</p> <p>Examples: - Exercise - Research articles - Call Derek</p>
Not Important	<p>DELEGATE Who can do it for you?</p> <p>Examples: - Scheduling interviews - Book flights - Answer every email</p>	<p>DELETE Eliminate it.</p> <p>Examples: - Watching TV - Checking social media - Sorting through junk mail</p>

Why will it work? Shifts the control from reactive to proactive.

Three tips to make the strategy work (for self or as coach.)

- Identify who you expect to be the “ought.”
- Examine ought with Eisenhower or TOGGL.
- Reconnect ought with ideal Look for connections – take a hint from self about ought and ideal self actions.

Two additional impediments not listed in the paper.

- Lack of Growth and Self Growth Plans

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Re: Additional Impediments to Self-growth

by George Dombi

- Even though it is called Self-growth, it is partially due to the help and guidance of others.
 - Be mindful of those who have and continue to help us.
 - If you can not pay back your previous mentors because they are no longer in your life, consider doing your current mentoring of others as a type of in-kind repayment to those who have helped you.
 - Giving yourself away (at least your advice and attention) to someone else is a way of self-growth.
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Re: Additional Impediments to Self-growth

by Ingrid Ulbrich

Fear of Failure -- maybe it's different from "being comfortable being comfortable"

Re: Additional Impediments to Self-growth

by Patrick Barlow

- 1. DEFEATING any impediment will require taking control by observing different perspectives instead of letting past observations cloud your mind.
 - 2. Developing and planning strategies for over coming impediments requires courage and persistence. Breaking any long held belief, practice, etc. takes persistence and practice.
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Re: Additional Impediments to Self-growth

by Cy Leise

- Consistency of maintaining work on the intent as framed in one's plans
- Recognizing the role of "noise" from both internal and external sources that decrease focus