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Erasmus+ Capacity Building in Higher Education

Indonesian Higher Education Leadership Training the Trainers Program

Phase 2: IMMUNITY TO CHANGE METHODOLOGY

Erasmus+ Capacity Building in Higher Education Indonesian Higher Education Leadership Training the Trainers Program

IMMUNITY TO CHANGE METHODOLOGY

Description	This module focuses on some reasons why leaders do not want to change; the steps how leaders change their immunity and to implement the methodology how to change the immunity (ICM) of the leaders
Duration	4 hours
Training outcomes	<ul style="list-style-type: none"> • Participants are expected to understand some reasons why leaders do not want to change • Participants are expected to understand the steps how leaders change their immunity • Participants are expected to observe actual behavior • Participants are expected to set objectives • Participants are expected to set expected behavior • Participants are expected to implement the methodology how to change the immunity of the leaders
Sequences	<ul style="list-style-type: none"> • Presentation and Q&A (90 minutes) • Group work (60 minutes) • Group presentation (10 minutes) • Self-mapping (60 minutes) • individual presentation (10 minutes) • Recap (10 minutes) • Self-reflection/insight (take-home assignment)
Group work (60 minutes)	<ul style="list-style-type: none"> • Method: Group discussion (4 groups) • Output Immunity to Change map consist of Commitment (improvement goal); Doing/not doing instead; Fears & hidden competing commitments; big assumption (old and new) • Material <ul style="list-style-type: none"> • Worksheet in Google Slide (see Worksheet 1) • WiFi/internet connection • Computer/laptop/tablet/smartphone • Instruction <ul style="list-style-type: none"> • All participants will be divided into 4 groups randomly. • The group discuss the ICM problem in the higher education • Each group will choose a person from the group member to note the discussion in a Google Slide worksheet. • Each group will discuss the assignments in the worksheet. • Facilitator will stop the discussion of all groups in the due time. • Assignment <ul style="list-style-type: none"> • Find an actual leadership case or problem in higher education.

	<ul style="list-style-type: none"> • Focus on one case or problem to be discussed in a group. • Explain about the problems and challenges of the case of actual leadership in higher education. • Fill out the ICM template • Conclude the lesson-learned from the case.
<p>Group presentation (10 minutes)</p>	<ul style="list-style-type: none"> • Method: Group presentation (2 groups) • Output <ul style="list-style-type: none"> • ICM map in higher education • Material <ul style="list-style-type: none"> • WiFi/internet connection • Computer/laptop/tablet/smartphone • Projector or other online meeting application • Worksheet 1 in Google Slide • Instruction <ul style="list-style-type: none"> • Each group select one representative to present the results of work-group discussion (5 minutes) • Other participants or facilitator may response or give any feedbacks or questions (5 minutes) • Assignment <ul style="list-style-type: none"> • Present the results of group discussion about ICM map
<p>Self-mapping (60 minutes)</p>	<ul style="list-style-type: none"> • Method: Individual work • Output <ul style="list-style-type: none"> • Individual Immunity to Change map consist of Commitment (improvement goal); Doing/not doing instead; Fears & hidden competing commitments; big assumption (old and new) • Material <ul style="list-style-type: none"> • Online form of Immunity to change Template and Question Prompts (see Worksheet 1) • WLAN/internet connection • Computer/laptop/tablet/smartphone • Instruction <ul style="list-style-type: none"> • All participants need to prepare their own computer/laptop/tablet/smartphone. • All participants need to connect with the WLAN. • Facilitator shows the link of the online map to all participants on the screen. • All participants fill out the ICM map and submit it when finished. • Assignment <ul style="list-style-type: none"> • Fill out the online Template and Question Prompts
<p>Individual presentation (10 minutes)</p>	<ul style="list-style-type: none"> • Method: Individual presentation (2 people) • Output <ul style="list-style-type: none"> • Individual ICM map • Material <ul style="list-style-type: none"> • WiFi/internet connection • Computer/laptop/tablet/smartphone • Projector or other online meeting application • Worksheet 1 in Google Slide • Instruction

	<ul style="list-style-type: none"> • one representative to present the results of individual ICM map (5 minutes) • Other participants or facilitator may response or give any feedbacks or questions (5 minutes) • Assignment <ul style="list-style-type: none"> • Present the results of individual ICM map
Self-reflection (take-home assignments)	<ul style="list-style-type: none"> • Method: Online individual work assignment • Output Reflective ICM book Kegan, R., & Lahey, L. L. (2009). <i>Immunity to Change: How to Overcome It and Unlock Potential in Yourself and Your Organization</i> (1 ed.): Harvard Business School Press. • Material <ul style="list-style-type: none"> • Worksheet in Google Docs (see Worksheet 1) • WiFi/internet connection • Computer/laptop/tablet/smartphone • Instruction <ul style="list-style-type: none"> • Each participant will be provided an online worksheet with a specific link. • Each participant fill out the Google Docs and rename it with their complete name and institution (ex: Name Surname – Universal University). • Complete the assignment by the end of the program. • Completed assignments will be saved automatically in Google Docs. • Assignments <ul style="list-style-type: none"> • Describe the experience of leadership in your higher education (as a leader or a follower). • Evaluate your experience, both good and bad. • Fill out the template to reflect your condition • Conclude about what you have done and what you should do for better condition • Create an action plan for how you would deal with your situations
Recap (10 minutes)	Facilitator will make a brief summary or highlighted insight from the training process.
Observation	Observers will make some notes and fill out the observational checklist (see Observation Sheet).

Handout: Immunity to Change Methodology

Duration: 90 minutes including discussion

RATIONALE

The changing environment with the challenges of VUCA (Volatility, Uncertainty, Complexity, Ambiguity) forces everyone to change in order to adapt and survive in the future. Along with that a leader must prepare his organization to face various challenges, including preparing the agile human resources. As a leader, of course, you must also dare to change in order to bring the company/organization forward. However, leaders may be in the comfort zone and immune to change.

OBJECTIVES

The objective of this module are:

1. To understand some reasons why leaders do not want to change
2. To understand the steps how leaders change their immunity
3. To understand the concept of immunity to change methodology
4. To implement the methodology how to change the immunity of the leaders

A. Introduction to the Immunity to Change Methodology

1. Definition of Immunity to Change (ICM) According to Kegan and Lahey (2009) immunity to change is an inability to change because of deep-rooted assumptions and conflicting commitments. These may be so entrenched that they are unconscious.

2. Background to the methodology ICM:

Within us, each of us has an "emotional immune system" which seems to protect us. However, often we don't feel it, and instead can cause us to get stuck when we have to change

There are several reasons a person cannot reach his goal. They are reluctant or fail to make changes, one of the reasons is the immune system that covers them. Why?

According to Kegan and Lahey (2009) because these changes make them insecure. They have personal and environmental assumptions that support immunity to change. Other reasons such as:

- want to be in their comfort zone
- Reluctance not to delegate their duties, because they think they are lazy and don't want to work because they shift the task to other people.

- surrender or admission of defeat
- do not have a career path in the organizational structure of the company
- fear of losing something valuable
- fail to understand change and its implications
- do not believe in any changes
- have a low tolerance for change Schlesinger and Kotter (1979)

In addition, when people come to work, they may bring their personal histories, emotions, subjective views of the world, and cultures that have been passed down from generation to generation. Some of these assumptions may make people hard to separate them from the fact that things have to change. According to psychologist Robert Kegan and Harvard professor Lisa Laskow Lahey, this assumption supports a series of "challenging/competing commitments" that can run counter to a genuine commitment to change. This can be happened for someone who may consciously want to change and even outwardly approve of the change. However, they also have an equally strong desire not to do so, which they may not even be aware of.

Immunity to change is not the same as not liking or resisting change. Rather, it is an internal conflict between your mind and your subconscious desire, namely the need for change.

Basically, people can refuse to make a change that starts with some signs or signals that show resistance to doing their job. To make changes requires a process that is neither easy nor fast. As in figure 1 which explains how the flow of someone who shows a reluctance to change perhaps he/she thinks that it is considered old, obsolete, does not

want to move forward. Initial rejection starts from the "Denial" area and then pushes into the "Resistance" box area.

Below are several examples of rejection in groups/individuals:

- Stay away from topics that related to change
- Not taking the initiative
- Act as if nothing happened

- Blaming others
- Questioning the data that will be used to make decisions (Jaffe & Scott, 2003)

Regarding the signs of rejection, there are several statements that are usually made by those who show a rejection, namely:

Statements related to refusal:

- This change means nothing to me
- The reality of change has not occurred at this time
- I believe things will pass
- I'm just trying to do what I have to do to get through the day

Stages in rejection

1. DENIAL

This is showed by some words, attitude or expression of himself:

- Asking, "Why me?"
- Showing anger, Complaining
- Believing that the task is impossible
- Be silent and passive
- Feeling nothing can be done
- Saying, "This is not fair!"
- I prefer the previous way
- I don't know if I can do what is expected of change
- I think that change is bad for the organization
- I'm disappointed with the way this is all done

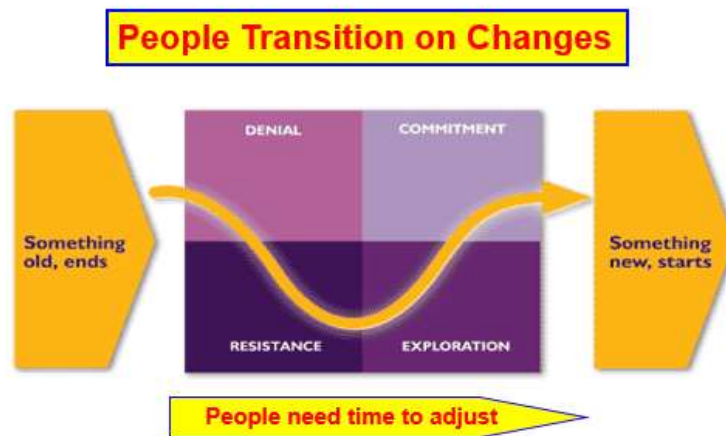
While the obstacles in the group are shown from the behavior of the group:

- Waiting for further instructions
- Not taking the initiative
- Criticize someone who tries something positive
- Picking up past mistakes
- Ask the ability of management

2. RESISTANCE

There are still doubts, fears, if they are going to make changes they find it difficult to change, but have already started the idea to make changes. Although there are still doubts about changing, they have started to leave behind the things that hinder change.

If they have to change, then these people need a long time to do "exploration", find out what causes it and how their own condition is, why they have to change. They will seek information, listen to stories from friends or staff; read a book or something. After exploring and feeling that they have to make changes, they will make a "commitment" to change, accept and make changes so that they can start something new that is better for themselves, other people and the company/organization.



Source: Jaffe, Dennis T., and Scott, Cynthia D., *Mastering the Change Curve, Changeworks Solutions*. 2002.

Figure 1. People transition on Change Jaffe and Scott (2003)

Stages in transition:

3. INVESTIGATION

People will investigate/explore to initiate change through some action or expression of words :

1. Thinking and doing new ways
2. Learn and discover possibilities
3. Desire to solve problems

4. Take risks, try new things

Exploration to achieve change can be reflected in the following statements

1. I am interested in all the possible changes
2. I keep thinking of new ways to do this
3. Lately I have the energy to deal with change
4. I am amazed how much I can learn as a result of change

4. COMMITMENT

When people have received a lot of information, advice and various sources that are believed to be true, they will make a commitment to make changes that are useful for themselves, other people and their organization.

After they do exploration, commitment emerges from themselves which is indicated by the following actions or statements:

1. Feel confident and stay in control
2. Feel comfortable with change
3. Technically able to cope with change
4. Knowing that change can be passed

Their commitment can be expressed in statements such as:

- I will not go back to the way I used to be
- I have the advantages needed to effectively implement change
- I feel comfortable with the new environment
- I learned that this change will help me to relate to the next change

Concrete steps to demonstrate its commitment are outlined in the form of:

1. Create long term goals
2. Concentrate on working together
3. Create a mission
4. Validate and reward those who respond to changes
5. Looking forward

B. The Immunity to Change Methodology

1. Identifying objectives

In order to change, it takes time because to change cannot be instant. They usually go through several stages (as shown in figure 1 above). People usually will go through the Denial stage, then Resistance, only after getting a lot of information, insight, reading, listening from various sources then they will do exploration. If then they think that it is good and will support the achievement of goals, then they will make a commitment. However, in these stages there are steps/stages that must be carried out, namely conducting a diagnostic test for immunity to change. The purpose of this exploration is solely to help them become more effective, not to find flaws in their work or character.

Diagnostic tests are given to leaders to answer according to their conditions. So, it's like looking at ourselves through a mirror. They need to fill a table as shown in Figure 2. Creating a worksheet map to change is very good, because if we are able to complete one folder then it can provide useful insight as well as dismantle the assumptions that are holding you back from changing. To fill in each column as shown in Figure 2, 3, 4 and 5, there are several questions that can be asked, namely (<https://hbr.org/2001/11/the-real-reason-people-wont-change>)

1. *What would you like to see changed at work, so that you could be more effective or so that work would be more satisfying?*
2. *What commitments does your complaint imply?*
3. *What are you doing, or not doing, that is keeping your commitment from being more fully realized?*
4. *If you imagine doing the opposite of the undermining behavior, do you detect in yourself any discomfort, worry, or vague fear?*
5. *by engaging in this undermining behavior, what worrisome outcome are you committed to preventing*

To fill in the column, it will be described in several stages below:

1. How to set objectives
2. How to observe actual behavior
3. How to set expected behavior
4. How to make assumption of constraints
5. How to test the assumptions

Immunity Map Worksheet

Find the full article, "How to Overcome Immunity to Change," in the May 2011 archives at experienzlife.com.

Improvement Goal	Behaviors That Go Against My Goal	Hidden Competing Commitments	Big Assumptions
<p>_____</p> <p>_____</p> <p>_____</p> <p>What I'd need to do differently:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Worry Box:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Competing Commitments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Choose a goal that would make a big difference, one you truly want to achieve. Ask yourself (or imagine asking a group of people who know you well): <i>What is the single most powerful change I could make to improve my life (or work performance, relationship, finances, etc.)?</i> Next, specify what concrete behaviors are necessary to achieve this goal. Frame them as positive statements (for example, "delegate more" vs. "stop doing all the work myself").</p>	<p>Ask yourself (or an imagined observer): <i>What's the thing you do, or don't do, that most gets in the way of your goal?</i> Take stock of the things you do instead of the behaviors that could create positive change. You don't need to explain or understand your obstructionist behaviors. Just notice them and write them down. Define your actions, not your feelings.</p>	<p>Your fears go into a "worry box" at the top of this column. They can point you to your competing commitments, which you list below the worry box. When you write down your hidden commitments, you are now able to see across the three columns how you have one foot on the gas pedal (column 1) and one foot on the brake pedal (column 3). This is the immune system "protecting" you from feared, undesirable outcomes.</p>	<p>Big assumptions, says Lahey, "are the beliefs and internalized truths we hold about how the world works, how we work, and how people respond to us. They are assumptions that make each hidden commitment feel necessary." Look for assumptions that anchor and inform your specific hidden commitments. Notice how your assumptions lead to the very behaviors that undermine, rather than support, your goal.</p>

Worksheet courtesy of Robert Kegan and Lisa Lahey.

Figure 2. Immunity Map Worksheet

1. IMPROVEMENT GOALS

There are 2 kinds of goals namely technical and adaptive.

- a. A technical goal is a goal that can be achieved by enhancing our skillset, and we can learn and practice until you can do it in order to achieve
- b. An adaptive goal is a goal that that can be achieved but we require to change our mindset. Adaptive challenges require deeper shifts in thinking and behavior patterns

Goals must describe opportunities for change/development; really something that is expected to be done for improvement

It is a sincere wish how am I different/changed from before, then have to make a set of goal: Picking up the right improvement goal what they want to change; having Commitment to change, improving something better.

Setting improvement goals, and reasons for changing. Why should I change. Explain anything that can make things better, get feedback from other people. In determining improvement goals, it must be something that can be achieved (approvable) and accessible; less volatile and reliable.

Write a sentence that clarifies why

- This is an important goal for you to achieve.
- What's most important to you about reaching this goal?
- In what ways would reaching that goal make a difference for you? To your company?
- Is it the clearest version of your goal?
- Does it resonate with you on an emotional level?
- What do I want for the development of the company; what is best for the individual and the organization.

Some of the goals that can usually be changed and developed related to leadership are:

- 1) Delegation - How to delegate tasks
- 2) Communication (speaking clearly/succinctly) - how to communicate effectively and clearly.
- 3) Engaging in conflict constructively - how to manage conflict more constructively
- 4) Speaking up with peers or executives - talk to the right level friends, subordinates and leaders
- 5) Listening - be a good listener
- 6) Prioritizing and creating focus – can work more focused, make priorities
- 7) Building trust and relationships – build trust and good relationship
- 8) Developing others – develop things for the better
- 9) Work/life balance – how-to live-in balance
- 10) Collaboration – how to build cooperation and team work

2. EXPLAIN WHAT YOU WILL AND WILL NOT DO

In this column, you will write what should and should not be done in order to achieve the goal. They should make a description of what to do and not to do that could hinder progress in achieving goals. Understand what I am doing. What I am not doing. In this column, it can be an activity that is the opposite and hinders (delays) the achievement of goals.

Determine what to do and not do to achieve that goal. What should be done and should not be done, as an effort to achieve the goal. The statement that will be written here can identify behavior and beliefs and must be more specific, namely by:

- Explain what will be done to achieve the improvement of these goals
- Explain what will not be done to support the achievement of improvement goals

3. MAKE A COMMITMENT (HIDDEN COMPETING COMMITMENT)

Identify competing/challenging commitments, and Undisclosed/hidden commitment. Such as :

- What is it trouble in here?
- Change the understand
- The worry box / do you think it's a lie / worry
- What make me keeping to concern about this
- If I did the opposite of what I'm currently doing, what would I worry about and feel uncomfortable about?
- Move forward, but we keeping us here stuck and not moving forward

4. MAKE BIG ASSUMPTIONS

The major underlying assumptions behind these competing commitments.

Assumptions revealing and addressing barriers to change.

In this column, people fill in what they are worried about if I do something the opposite of before. Includes statements that state obstacles to making changes.

Explain big assumptions.

- The reason why it is harm us.
- The risk if we make changes
- Have to know the reason behind it
- Risk of moving forward
- Danger to us underneath the assumption, why unlocking the stuckness.
- See the possibilities.

Fright:

- If I do this, things will get worse.
- If I do this if I make change who think will make bad happen
- Good purpose if

5. HOW TO TEST BIG ASSUMPTIONS

In terms of making big assumptions, it is quite difficult, because they will imagine something that is the opposite of the conditions he has been doing. Therefore, it is necessary to make questions that need to be tested and can ensure that the big assumptions work correctly and accordingly.

- a) **Safe:** don't do anything reckless that could be harmful to yourself or your career.
- b) **Modest:** start small to test the water.
- c) **Actionable:** make sure that this is something you will have the opportunity to do.
- d) **Research-based:** your priority here is to gather information, not to effect change.
- e) **Test your assumption:** make sure that the result will give you information that confirms or denies the assumption (see Figure 6)

1. Improvement Goal	2. Doing/Not Doing	3. Hidden Competing Commitment	4. Big Assumptions
To be a collaborative leader who taps into the collective wisdom of my leadership team	<p>Coming to the table with a predetermined definition of the problem & solution</p> <p>Always framing & writing the meeting agenda</p> <p>Speaking more than any other member of the team</p> <p>Taking charge of & running every meeting (rather than sharing this responsibility with others, even though I claimed they were leaders too)</p> <p>Not asking for help when I need it</p>	<p>Fears: I'll look & feel weak and soft; I'll lose my value proposition</p> <p>To not appearing or feeling weak</p> <p>To being hugely important, indispensable and value-adding;</p> <p>To always appearing to be on top of things</p> <p>To be the hero/ star of the team (scoring the goals)</p>	<p>If I look weak, people won't follow me/ my leadership</p> <p>I assume people want a leader who has the answers = strong</p> <p>I assume people don't want to take responsibility anyway</p> <p>If I am not indispensable, then I'm 2nd rate</p> <p>If I am not special, then I am replaceable</p>

Figure 3. Example of ICM map

1. Improvement Goal	2. Doing & Not Doing	3. Hidden Commitments	4. Big Assumptions
<p>To be more approachable, accessible →</p> <p>To be more 'even' emotionally, less volatile, more emotionally 'reliable'</p> <p>© Minds at Work</p>	<p>Holding impossibly high expectations for others and self</p> <p>Very judgmental – extreme black or white decisions</p> <p>Taking on too much</p> <p>Procrastinating, and then having to act urgently</p> <p>Hair trigger responses to disappointment, what I see as lack of integrity or injustice</p> <p>Lord it over my people; show off; flex my intellectual muscles; call attention to my accomplishments</p> <p>Not letting myself get close to others</p> <p>Not sharing my emotional needs, saying what I want or need on this level</p>	<p>Fears: my reputation will suffer; my team will become lax; I'll become common; I'll become lax!; I'll lose opportunities to get recognized, admired & envied; I'll be simple</p> <p>To not reduce my reputation in any way</p> <p>To keep my team members insecure so that they will stay driven</p> <p>To not be too common</p> <p>To not lose my insecurity</p> <p>To keep getting recognition</p> <p>To be self-sufficient; to not rely on others</p> <p>To be envied and admired for my success and accomplishments</p> <p>To be enviable</p> <p>To not be too direct; to come across as complex and mysterious; to not be too simple</p>	<p>I assume if I become a man with a 'common touch' (approachable, accessible, supportive, and warm), I will lose the advantages of my superiority.</p> <p>I assume the 'common touch' is incompatible with intellectual superiority.</p> <p>I assume I must continue to feel superior to feel good.</p> <p>I assume that any tolerance for mistakes or weakness in myself is incompatible with my station in life.</p> <p>I assume that if I lose my insecurity I lose my drive (and the same for others).</p>

Figure 4. Example of ICM map

Immunity to Change Map					
Generate Ideas:	Column 1 Commitment: Improvement Goal:	Column 2 Doing / Not Doing:	Column 3 Hidden Competing / Counter Commitments:	Column 4 Big Assumptions:	My First S-M-A-R-T Experiment:
<p>"Given how well you know me what's one-big-thing that I could get significantly better at?"</p> <p>↑</p>	<p>Tip: Your improvement goal must:</p> <ul style="list-style-type: none"> • Represent an improvement opportunity • Be true and really matter to you (i.e. on a scale of 1 – 5 be a 4 or 5) • Reflect your desired self image 	<p>Tip: Be specific about behaviours and beliefs you identify</p> <p>This is your fearless inventory:</p> <ul style="list-style-type: none"> • List what you are actively doing that gets in the way of you achieving your improvement goal. • List what you are not doing in support of you achieving your improvement goal. 	<p>Worry Box:</p> <p>Start here. Answer this question for each point in Column 2.</p> <p>"If I imagine myself trying to do the opposite of _____, what is the most uncomfortable worry or fear that comes up?"</p> <p>Tip: Accept what shows up</p> <ul style="list-style-type: none"> • These are the commitments that 'have us'. 	<p>Tip: These are out of sight that would benefit from reconsideration</p> <ul style="list-style-type: none"> • Core beliefs that feel absolutely true • "I assume that if <insert item from Column 3> then a 'BTB' will happen • 'BTB' = big time bad 	<p>Safe Modest Actionable Research focus Test – to experiment</p>

Figure 5. Example of ICM map

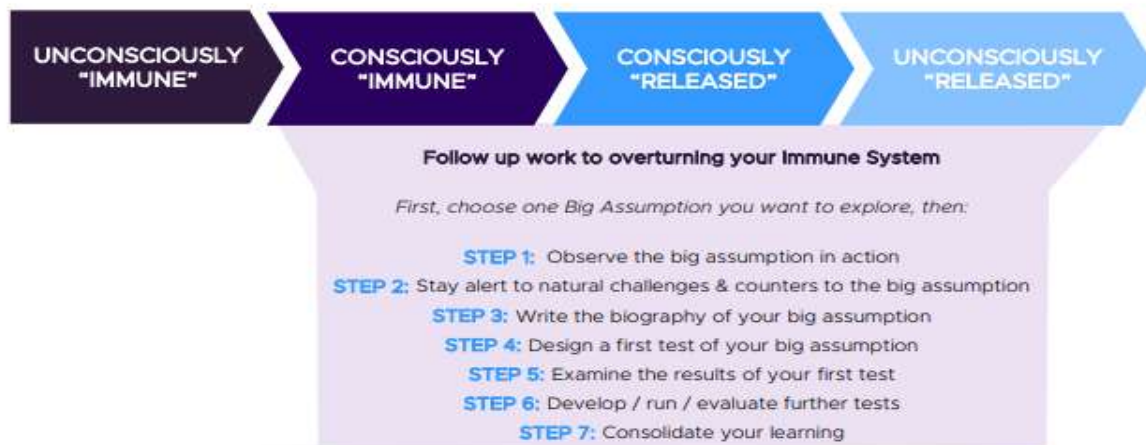


Figure 6. test the big assumption steps

RESULT INDICATOR

1. Participants fill the column 1-4

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

2. They can do self-assessment
3. They can improve and overturning their immune system

Reference:

- Jaffe, D. T., & Scott, C. D. (2003). *Mastering the Change Curve*. Pennsylvania, US: Hrdq.
- Kegan, R., & Lahey, L. L. (2009). *Immunity to Change: How to Overcome It and Unlock Potential in Yourself and Your Organization* (1 ed.): Harvard Business School Press.
- Schlesinger, L. A., & Kotter, J. P. (1979). Choosing Strategies for Change. *Harvard Business Review*, 57(2).

WORKSHEET 1

Immunity to Change Map¹: Template and Question Prompts

1. Commitment (improvement goal)	2. Doing/not doing instead	3. Fears & competing commitments	4. Old Assumptions	5. New Assumptions
<p><i>What am I committed to do or improve to support my personal growth? What is my personal "learning edge"?</i></p>	<p><i>What behaviors do I choose that don't support this improvement goal?</i></p> <p><i>What are my conscious or unconscious patterns that undermine this goal?</i></p> <p><i>What am I doing that may be impacting others in a negative way?</i></p>	<p><i>What am I afraid of when I engage in these undermining behaviors?</i></p> <p><i>What am I most worried will happen if I choose this new commitment?</i></p> <p><i>What do I appear to be more committed to instead?</i></p> <p><i>If I am honest, what do I seem to want more?</i></p>	<p><i>What are the beliefs I hold to that keep me from achieving this commitment?</i></p> <p><i>What are the assumptions I make consciously or unconsciously that sabotage my improvement goal?</i></p>	<p><i>What are the new assumptions I can choose about myself and the world that will support me in this commitment?</i></p>

¹ From An Everyone Culture, Chapter 6, by Robert Kagen and Lisa Laskow Lahey, HBR Publishing, 2016