Imagine an organization where all employees are high potential, key staff is retained and valued, and the organization prides itself on its ability to grow future leaders.

Imagine an organization where support from management is high, skill levels are continually raised, and leaders coach and mentor their staff, enabling talent to flourish.

Imagine an organization where performance management is appreciated as one of the most important ways to drive the business forward. Change is managed positively and fearlessly. Innovation and creativity are allowed to flow easily, allowing customer service to be ranked among the highest in the world.

Imagine an organization where even in an uncertain economic climate performance is sustainable and future skill needs are embraced and met.

Imagine being a leader in such an organization, a leader who knows that her or his opinion counts, where she or he feel valued and listened to. The board members talk honestly and openly and share important information with this leader. There is a strong vision and strategy, which ensures the organization is a success.

Imagine being an employee in such an organization, whose leader listens more than talks and helps employees fulfill their potential, a leader who is a strong role model, who demonstrates good leadership skills and cares enough about the employees to see them succeed.

Imagine how empowered and powerful all employees would feel working for such a courageous organization. All coworkers feel the same, and there is a strong team bond, similar to that of a large, loving, supportive family.

However, the integral part of this story is that all employees finish work knowing that they have made a difference to the success of the organization. Knowing this enables them to enjoy their home lives, ensuring friends and family benefit from the positive energy that employees are radiating. Most importantly, employees themselves have the internal self-confidence and positivity that has been missing for a long time.

Sounds like a fairy tale, doesn’t it? In reality few organizations can or could operate at this level. The larger the organization, the harder it often is to achieve the vision that is fantasized above. However, I truly believe that each one of us can start to work toward making the above a reality.

Each one of us, from the CEO who is responsible for driving the organization forward to the security guard who unlocks the building in the morning, can take responsibility to make the above a reality.

However, to do this we each need to take responsibility to commit to behavior change.

The definition of change is “becoming different.” Sounds easy, but in reality it isn’t! Change management is a multimillion-dollar industry. Organizations struggle with embracing change, and change can build or break an organization. The world is constantly changing; however, one of the hardest things for humans to do is “become different,” that is, to change their behavior.
Organizations are made up of people, and this is why change is so difficult for organizations to achieve. As humans, we are hardwired to resist change, to stay the same and not attempt new behaviors.

**Part 1: “Becoming Different”**
My commitment to you is to show you how you have the ability to think, feel, and behave in a different, more positive, empowering way, both at work and at home.

Behaving differently at work may include taking positive, courageous, empowering action, such as:
- Picking up the phone to make cold sales calls
- Approaching people at networking events
- Overcoming objections naturally
- Feeling confident to attract high-net-worth clients
- Coaching your team to achieve
- Creating high-potential employees
- Challenging decisions in a positive way
- Creating a balanced life where you commit to both work and home

Behaving differently out of work may include taking positive, courageous, empowering action, such as:
- Spending more time relaxing
- Making changes to a relationship
- Finding more time to spend with people you love or hobbies you enjoy
- Starting a new hobby or interest
- Spending quality time with quality people
- Making a home that you love to be in
- Having real fun!
- Having quality family time

In essence we are talking about behavior change. However, in reality this is one of the most challenging tasks for a human being to carry out.

**So Why Is This, and Why Is It So Challenging to Change Our Behavior?**
Changing our behavior is so hard for humans because we are hardwired to resist change. As our behavior is a result of how we are hardwired, this is quite a challenge for us to overcome!

**Let's Keep It Simple!**
We can act like a four-year-old stroppy CHILD, or we can act like a responsible ADULT. The choice is ours.

Nature and nurture have conspired against us, and when we are faced with changing times, we can all revert to acting like a needy, stroppy four-year-old child.

**Which Part of Me Is the Needy Child?**
Humans have the capacity to function from their “emotional brain”:
- Think of this part of the brain as a car, a cab, or a bus, and a four-year-old child is responsible for driving and controlling it—scary thought!
- Just like a child, this part of the brain feels scared and vulnerable and thinks it can’t handle changing situations and events.
- It allows the emotions to be in control and has no capacity to think logically or rationally.
- It can become overly emotional, affecting its own well-being and those around it.

Humans also have the capacity to function from their “thinking brain”:
- Your responsible adult is responsible for driving this part of the brain—it knows how to drive and drives with care and consideration!
- This is the part of the brain where we think rationally, where we make choices and decisions based on logic, not emotion.
- This part of the brain knows that the emotions are there to guide us but knows that we are strong enough and powerful enough to handle any outcome, either at work or at home.
- Humans who think from this part of their brains are powerful employees and make powerful leaders!

The emotional brain and the thinking brain need to work together to help us operate and function successfully as human beings. The responsible adult needs to support and care for the needy four-year-old within us.

Since most humans are hardwired the same, this is often why workplaces are such chaotic places to be. Hundreds of four-year-olds are running about, some even in charge of making key decisions!

The challenge is that our four-year-old is often in control of our responsible adult. Put in another way, our emotions are in charge of our thinking. The emotional brain calls the shots, wears the trousers, and is like the control tower at an airport! The emotional brain has the power to decide whether we will do something or not, that is, whether we will change your behavior or not. Like the CEO of a company, it has the power to take us forward or stop us in our tracks, and stop us from changing our behavior.
The emotional brain reacts first; the thinking brain comes trotting up behind a few seconds later, if at all!

**So Do We Need to Get Rid of the Needy Four-Year-Old Emotional Brain?**

Initially it may seem that we need to banish our emotional brain like a disrespectful child put on the naughty step. However, this is not the case at all. On the positive side, the four-year-old emotional brain can also experience feelings that motivate us, such as excitement, passion, creativity, and joy. These emotions are needed to bring pleasure into our existence as human beings. However, many of us have lost this capacity to have fun as children do. We need to reconnect to this fun, creative part of us, yet still be able to take responsibility. We need to embrace this positive part of our four-year-old.

On the flip side, the four-year-old emotional brain is responsible for feelings such as anger, frustration, resentment, despair, and guilt. However, we very rarely listen to these emotions. We look at them more as roommates rather than messengers. We allow them to stay and move in with us rather than asking them for the message, listening to the answer, and then waving them goodbye. We fail to listen to these important “negative emotional responses.” Our responsible adult has the power to transform these negative emotional responses such as anger and frustration into positive action.

This means we can then take action based on carefully thought-out logic and rational thought, not from out-of-control emotion. This is the responsible adult part of us taking control and being able to handle it!

To experience yourself what it feels like when the four-year-old emotional brain takes over, think about when you may have had an argument with someone. Did you storm out or say something you regretted? This is the four-year-old emotional brain in charge. Once you calmed down, the thinking brain may have thought, Why did I behave like that, or say that? You may have even apologized. This is the responsible adult.

As another example, you may lie awake in the early hours in the morning worrying about some aspect of your work. This is the four-year-old emotional brain in charge again. When you awake in the morning, you can sometimes think with increased clarity and logic. This is the responsible adult in control.

**Why Does the Four-Year-Old Behave in Such Negative Ways?**

Simply put, the four-year-old part of us doesn’t like:

- Rejection
- Disapproval
- Humiliation
- Embarrassment
- Abandonment

When our four-year-old thinks we are at risk of experiencing the above, it will flood us with negative feelings to make us stop what we are doing. This is when we feel stuck and worry incessantly and struggle to sleep at night.

This is why many organizations struggle to react to change in a positive manner. Many tasks in the workplace—for example, new targets, a new management structure, appraisals, sales calls, presentations, giving feedback, and challenging decisions—are open to the emotional risks of rejection, embarrassment, humiliation, abandonment, and disapproval. However, it is knowing that we can handle these emotional risks that gives us self-confidence. The responsible adult’s knowing it can handle the risks allows us to know we can handle change.

**How Can We Recognize Four-Year-Olds in the Workplace?**

Imagine if you went to a crèche and observed the extreme behavior of a group of four-year-olds. You could see:

- Shouting
- Screaming
- Pulling hair
- Snatching toys off each other
- Sulking
- Not being friends with each other
- Nipping
- Stomping around
- Crying
- Pushing other children out of the way
- Expecting crèche assistants to do things for them

Okay, so we may not see this extreme behavior in the workplace, but we certainly see something similar:

- Banging of fists on the table
- Stomping around the office
- Slamming doors shut
- Not speaking to colleagues
- Rolling eyes
- Not suggesting ideas
- Not telling a colleague or manager how we are really feeling
- Not giving appreciation or recognition
- Not handling customers’ objections
- Not making a decision
- Not picking up the phone to ring leads
- Looking to someone else to sort out our problems
It is important not to feel critical of ourselves when we realize we are behaving like a four-year-old. We all can do it as we are hardwired to; a responsible adult will feel compassion, and we need to give compassion to ourselves.

However, awareness is key, and being really honest with ourselves is the first step to changing our behavior. Write how your needy four-year-old may behave in the workplace. Examples might be:

- Not asking for training because I’m frightened they may think I am not good enough
- Not telling my manager that I am unhappy
- Not attending networking events

Write how your needy four-year-old may be behaving at home. Examples might be:

- Not playing football on the weekend as my wife may get angry
- Doing emails and proposals all weekend
- Leaving the BlackBerry on all night

Now like any frightened four-year-old who looks to someone else to take responsibility, we need to work out who we are handing our power over to by acting like a child.

In the example above, which adult is our four-year-old looking for permission as to how you can behave? Who are you looking to as your parental figure? The parental figure that may “tell you off” if you behave that way? Is it your boss, friend, colleague, senior manager, wife, husband, or children?

Being “told off” really needs to be left in the school classroom!

Now remember that within all of us is a frightened four-year-old, so even the perceived parental figures have a frightened four-year-old. (Sometimes the frightened four-year-old behaves in a controlling, critical manner and may shout and sulk.) Therefore, it is unfair for us to put this much pressure on someone else, and it also disempowers us at the same time.

Realizing whom we are looking to and expecting to make our life better allows us to take our power back and take action that we are in control of.

We are unable to control others’ behavior, only our own.

We can then think logically and make choices after weighing up the situation. This improves our ability to sell, overcome objections, present to new clients, and ask for referrals and anything else that will improve our quality of life.

Only by understanding and handling our needy four-year-old can we move forward and embrace the changes that the organization requires. When all people in an organization act from this adult part, the company can work together to grow and flourish.

**Part 1 Summary**

- To become more in control of our lives, we need to change current behaviors that may not be working for us and empower new behaviors.
- We have an emotional brain, which is like a needy four-year-old, and a thinking brain, which is like a responsible adult.
- We need to listen to our emotions; they are messengers of our soul.
- If our emotional brain is at risk of experiencing modern-day triggers of rejection, abandonment, disapproval, humiliation, and embarrassment, it will flood and stop our thinking brain from making logical choices and action.
- Our emotional brain can often make us behave like a child, emotionally out of control, and our thinking brain helps us to behave like a logical adult.

I will now show you four ways you can learn to move from allowing your needy four-year-old to be in control to allowing your responsible adult to make decisions that are right for you.

**Part 2: Tools to Help Us Operate from Our Responsible Adult and Calm Our Needy Four-Year-Old Child**

**Strategy 1 of 4: Seesaw of Life**

The first thing our responsible adult needs to do is work out what’s not working for us in all areas of our life. It is important that we have a balanced life in order to achieve happiness, both at home and at work. When life becomes out of balance, it can affect our mental and emotional well-being.

Imagine a seesaw, and at one end of the seesaw is everything your responsible adult has to take care of, such as work, mortgage, family, house, and parents.

We can feel bogged down by all this pressure, so it is important that you balance up your seesaw of life with fun, creative, restful activities. These activities will make your child feel the positive emotions that we talked about earlier.

Write what your responsible adult is feeling weighed down with. Examples might be:
Now write what your seesaw needs to be balanced. What activities do you need so that your fun child is feeling much more positive and relaxed? Examples might be:

- Relaxation
- Long-term goals
- Relationships
- Hobbies
- Spirituality
- Religion
- Rest
- Family
- Fun time
- Holidays
- Me time
- Voluntary work
- Work
- Colleagues
- Customers
- Products that I sell
- Struggling to hit targets
- Lack of product knowledge
- Ring, not email for leads
- Attend network event and get two appointments
- Ask for a referral at my next meeting
- Relationship
- Relationship with wife or husband
- Spending time with kids
- Don’t see friends to play golf with as much
- Suggest to wife or husband we alternate Saturday afternoons, she or he spends quality time with children one weekend and then I do the next weekend; we each then get quality time on own
- Is this selfish? We should really spend every minute together, shouldn’t we?
- Rest & Relaxing
- Mortgage
- Being a parent
- Having elderly parents
- Debt
- Relationship
- Health
- Ex-partner
- Work
- Finances
- Long-term goals
- Ex-partner
- Relationship
- Hobby
- Religion
- Relationships
- Spirituality
- Rest
- Family
- Hobbies
- Religion
- Long-term goals
- Work
- Finances

Now that you have balanced it up, you need to work out what is and isn’t working in each area.

For each subject on your seesaw, list the elements of it that your four-year-old enjoys. For example, at work this could include the people, the tasks, and the customers. So your four-year-old will want to keep those things as they make you feel positive.

Now look at what is not positive, what is making you angry, resentful, low in mood, and upset. Write all these things down. Your four-year-old has become bogged down by the emotional heaviness of it all, so you need to ask your responsible adult to take care of it. Write down what action your responsible adult will take to transform the negative feelings. We need responsible adult behavior, not frightened four-year-old behavior.

For example, you might identify that a lack of sales is making you feel worried, and you realize that you need to increase your sales activity. Your responsible adult knows it needs to change its current behavior to achieve different results.

<table>
<thead>
<tr>
<th>Task Title</th>
<th>What brings me positivity in this area?</th>
<th>What is not so positive in this area?</th>
<th>What action can my responsible adult take to make it more positive?</th>
<th>What does my four-year-old think of this action?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td>Colleagues</td>
<td>Struggling to hit targets</td>
<td>Ring, not email for leads</td>
<td>Freaked—What will I say? I go all tongue tied and get embarrassed attending events. What if they say no to a referral?</td>
</tr>
<tr>
<td></td>
<td>Customers</td>
<td>Lack of product knowledge</td>
<td>Attend network event and get two appointments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Products that I sell</td>
<td></td>
<td>Ask for a referral at my next meeting</td>
<td></td>
</tr>
<tr>
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<td>Relationship with wife or husband</td>
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<td>Suggest to wife or husband we alternate Saturday afternoons, she or he spends quality time with children one weekend and then I do the next weekend; we each then get quality time on own</td>
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</tr>
<tr>
<td></td>
<td>Spending time with kids</td>
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<tr>
<td>Rest &amp; Relaxing</td>
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<td>Being a parent</td>
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<tr>
<td></td>
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<td></td>
<td>Hobby</td>
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<td></td>
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<td></td>
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<tr>
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<td>Long-term goals</td>
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<tr>
<td></td>
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</tbody>
</table>

From this we can see it is not the new behavior that we are scared of but the perceived consequences that we think we can’t handle. These perceived consequences often can trigger emotional risks of rejection, disapproval, embarrassment, abandonment, and humiliation. However, in reality we need to reassure our frightened four-year-old that we can handle the outcomes of the things that we would like to change. It is handling these perceived consequences that will give us the ability to know that we can handle any situation in life, both at home and at work. Not only will we benefit but others in our life will also benefit.

We will look later at how we can reassure the frightened child. However, by this point you should have a good awareness of how to balance up your life and what you need to do in each area.

**Strategy 2 of 4: Roundabout of Responsibility**

When in relationships with other people, whether at home or at work, we get used to what they say and how they behave. In turn we respond to them in a certain way and speak and behave in a particular way.

However, this can lead to a dysfunctional way of communicating, and we may become angry, frustrated, and resentful with the other person, whether the person is a boss, a colleague, or a partner. We want others to change their behavior, while they may want us to change ours. We get stuck on the roundabout of responsibility, going round and round and round and round.
I Can Handle It

round and round, feeling more frustrated, angry, and resentful, wanting the other person to be different.

One of us needs to start behaving differently, otherwise this roundabout will just go round and round. One of us has to get off the roundabout and change her or his way of behaving. This may in turn help the other person to change; however, it may not, of course! She or he may like behaving in that particular way and will never change.

Nothing will change unless we do.

Why Do We Stay on the Roundabout for So Long?

Remember, the child wants to avoid emotional risks of humiliation, embarrassment, abandonment, disapproval, and even rejection. Behaving differently may trigger these feelings. By staying on the roundabout, the child knows it doesn’t risk facing these core fears. If we try the new behavior, scary things may happen and we may get hurt emotionally and mentally.

Just like a child, the four-year-old within us can still be scared. The four-year-old operates on outdated beliefs and assumptions that keep us petrified. These may include:

• Scared of taking responsibility as I don’t know then what could happen
• Scared of saying what I need as then what may people think of me
• Scared of getting it wrong because then I may be told I am wrong
• Scared of looking stupid because then I may be told I am stupid
• Scared of being criticized because that may mean I am stupid
• Scared of upsetting people since then they may shout at me
• Scared of people not liking me because then they may ignore me
• Scared of being disapproved of since then they may reject me
• Scared of being seen as argumentative because then I may be rejected
• Scared of challenging others since then they may challenge me back
• Scared of asking for help because then I may look weak
• Scared of allowing others to support me as then I may look as though I can’t cope
• Scared of being alone as then I may be lonely
• Scared of allowing my son or daughter to take responsibility as then I may not be needed

Just as when children are scared and put their arms out to be picked up by an adult, this is what we do in the workplace. We look to others to rescue us. Since others are often just as scared, we all go round on the roundabout of responsibility, no one wanting to take responsibility to make changes. We are looking to others to either take us off the roundabout or get off themselves; however, the only person who can get off the roundabout is us.

Now You Try It

Complete the grid below.

- Identify which roundabout you think you are on. (This is often when you are feeling stuck and want someone else to behave differently, so the situation will change.)
- Ask yourself who really has the responsibility in this situation to help you get off the roundabout.
- Identify the action you need to take. The action is often a conversation that you have not been facing. Your four-year-old doesn’t like assertive conversations!

<table>
<thead>
<tr>
<th>What roundabout am I on? What is not working for me?</th>
<th>Who is responsible for getting me off this roundabout?</th>
<th>What action do I need to take?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have not been given any training. Unable to sell effectively. My manager should know this is why I am struggling.</td>
<td>I am. I need to ask for some training first. However, my manager needs to agree to the cost, so she or he is also responsible.</td>
<td>Speak to manager at next performance review and admit my product knowledge is low and ask if I can have training.</td>
</tr>
<tr>
<td>My staff member never comes up with ideas when I ask how we can improve things.</td>
<td>I am. I need to ask for feedback at next meeting on suggested new way of working.</td>
<td>Ask team leader if I can get feedback at next meeting on suggested new way of working.</td>
</tr>
<tr>
<td>I am. I need to be creative and give them time to go off and think about my suggestions, rather than expecting them to answer in an email the night before the deadline.</td>
<td>I will ask if manager wants to go to a coffee-house to discuss it.</td>
<td>Put your idea here.</td>
</tr>
<tr>
<td>Blame a process that is not currently working.</td>
<td>Suggest a new way of working.</td>
<td>Put your idea here.</td>
</tr>
</tbody>
</table>

Once we get off the roundabout and take responsibility, our lives will improve.

Remember, if you want others to behave differently, you need to first.
Strategy 3 of 4: You Have Choices—“Quit or Commit”

Many of us fail to commit truly to tasks and situations. We think we don’t have a choice in situations, but in reality we have many. Think of a stroppy teenager who has been told that she or he has to attend a family party, who then stands in a corner, playing on a smartphone, asking if it’s time to leave. The teenager is there in body but not in mind and spirit. This lack of commitment is often the result of not feeling good enough about ourselves.

Let’s look at how we can apply the “quit or commit” strategy to work.

Example: You have been invited to a networking event, and you reluctantly go as you think it will be a good opportunity to meet some potential clients. You walk in the room, feel self-conscious, scan the room for a familiar face that you know, and eagerly approach the familiar face. You wait for your familiar face to introduce you to anyone who approaches. When the approaching stranger asks you what you do, you mumble a few jumbled words, thrust your business card in the stranger’s hand, and ask for her or his card. You leave the party with a handful of cards but no sincere introductions. You arrive home feeling tired and thinking you haven’t achieved much, giving further evidence that networking events are a waste of your valuable time. Sound familiar?

First, in the above example, who attended the networking event: Was it your four-year-old child or your responsible adult?

Did you feel good enough, empowered, and confident, and know that you made a difference? Then your responsible adult attended.

Or did you feel vulnerable, scared, weak, and incompetent, as though you were intruding? Then your frightened four-year-old went along.

You need to show your four-year-old that you can handle whatever comes your way, both at home and at work. The more you get rejected, the easier rejection becomes to handle. The more you challenge objections, the easier it is to challenge objections. The more you ask for referrals, the easier it is to ask for referrals.

So What Would Committing Look Like in Our Example Above?

Remember, you will have already worked out what the perceived consequences were telling you about attending the event, that is, rejection, humiliation, and so on. So you know it is not actually attending the event that is causing your concern but the emotion you may feel and the assumptions you are making.

Being aware of your irrational, perceived consequences, write down what your behavior would look like if you truly committed and your responsible adult went to the networking event.

You may have written:

• Committing would be taking responsibility and knowing that I am needed in the insurance world and I am providing a service that others will benefit from.
• Committing knows that I have chosen to be in the job/career/business.
• Committing is about leaving my fear at home and knowing that I may feel shy talking to strangers, but the more I do it the more natural it will become.
• Committing is asking my new contact when would be a good time for me to call to have coffee or lunch.
• Committing knows who is on the delegate list so that I know whom to approach.
• Committing is setting myself mini-goals of speaking to three people and getting permission to call one person.

If you are not going to commit to a situation, then quit. Don’t let your four-year-old hang about in the middle! It causes chaos and leaves you drained, tired, and frustrated.

What Else Are You Not Committing to 100 Percent in Your Life?

Even though our four-year-old child can become overly emotional and needy, our four-year-old child does know how to play, be creative, and have fun. It can bring a childlike quality to our life.

Just as children like to play games, watch TV, watch films, play with others, make things, and use their imagination, our four-year-old child knows how to play. Our responsible adult self can sometimes become a little too serious and over-controlling, and we lose spontaneity in life.

In the following exercise, think about what your responsible adult is neither quitting nor committing to. Also think if your four-year-old child is committing to the more creative, fun, relaxing side of life. Taking your examples from your seesaw of life, identify what areas you really need to commit to.

For example:

Area = Relaxation

Committing = A new behavior would be to go for a walk at lunchtime and listen to some inspirational music on my
I Can Handle It

IPod instead of having a sandwich at my desk. My four-year-old child would feel this is relaxing and fun.

What frightened four-year-old may think = Scared of what others will think, and my boss may think I am not working hard.

Note the message from your assumptions, and take action to alleviate. We will look at how you can calm and reason with these assumptions next.

Strategy 4 of 4: “Shh, Calm Your Frightened Child!”

So by now you have:

• Identified a new behavior that you need to display
• Identified why your four-year-old thinks it can’t handle the outcomes
• Chosen to either quit or commit
• Identified what actions you need to take to commit to the new behavior

Now your four-year-old child may be really feeling threatened, so we need to give it some encouragement. Just as you would verbally encourage a toddler who was learning to walk, we need to find you verbal emotional encouragement.

Your four-year-old child is scared and very needy. It is like a child looking for reassurance, validation, and approval. “Like me, like me!” it screams. “Tell me I am good enough.” “Tell me you approve of me.” “Tell me I can do it.” This inner voice is relentless. We need to calm the four-year-old down and stop the nattering!

The responsible adult knows it is good enough and can handle everything, and it approves and loves itself. Therefore, we need the responsible adult to reassure the child.

Your child’s nattering is fueled by fear. In the networking example, it may sound something like this:

What’s the point in going; this will be a waste of time. I have never got a lead from a networking event. I hate walking into a room and everyone looks at me. Everyone is just out for what they can get. I have to go to the trouble of getting childcare/leaving work early/missing my favorite program.

Remember, this inner voice is fueled by fear and may be using past “not committing” experiences to predict the future. If this has happened in the past, use your adult self to take proactive action to make it different this time.

Now we need to thank the four-year-old child (C) for trying to protect us, but the responsible adult needs to reassure her or him. Remember, the adult (A) is fueled by logic and likes to make rational decisions and be proactive since the adult knows she or he is good enough.

(A good tip to help connect to your adult self is to ask yourself, If my best friend was to tell me her or his challenges and thoughts, what would I say and what advice would I give?)

So in our example:

C: What’s the point in going? This will be a waste of time. becomes

A: I need to identify who is attending the event and what opportunities this may present. I could ask for the delegate list to see if anybody I need to speak to will be attending.

C: I have never gotten a lead from a networking event. becomes

A: I need to reflect on if I have ever got a lead from a networking event, and if I haven’t, why not? Did I not approach the identified person, and why didn’t I; what was I scared of?

C: I hate walking into a room and everyone looks at me. becomes

A: Good. I want everyone to see me since they may then approach me. If I don’t feel confident, I need to identify what part of me is being fueled by fear. Perhaps I need to read a book on how to network confidently, I could get there early, or I could meet my friend and go with her or him.

C: Everyone is just out for what they can get, and no one is really interested in what I have to say or sell. becomes

A: Let me reflect on if I believe in my product, how well I am putting it across, and where I may need to ask for help in seeing the value of what I offer. I know that often people buy from people they like, so maybe if I am interested rather than being interesting, I will build relationships with people at the event and we may mutually benefit each other.

C: I have to go to the trouble of getting childcare/leaving work early/missing my favourite program. becomes

A: I know I have been out every night this week, so maybe I need to choose whether this is a good use of my time compared to other things I have been to. I also need to decide what is more important to me so that I can choose whether to attend or not. I need to quit or commit.

Using any example from your committing list above, write down what your child and adult is saying about the new behavior you want to exhibit.

Remember, your adult self is proactive, not reactive. It needs to take action.
You can use the “shh, calm your frightened child” strategy in any situation in your life. The point is to calm the needy child self and move into action with the logical, rational part of your adult self.

**Part 2: Summary**

We have learned a lot of valuable information. This includes:

- How we are programmed to avoid trying new experiences
- Why we get emotionally off balance and how to calm the emotions down
- How we can get off some roundabouts and try new behaviors
- How we can be controlled by our emotional child self or rational adult self
- How we can commit to a situation by letting go
- How we can calm down our emotional self by stopping our nattering child self and listening to our encouraging adult self

Once you start to understand the child brain and adult brain, you can apply it to all aspects of your life.

Just like a child, your child self needs encouragement, support, guidance, and nurturing. As humans we often look to others to give us this. However, true strength comes from being your own best friend and knowing you can encourage, support, and give yourself guidance. If you get any of this from others, then it’s a bonus.

Most importantly, give yourself a break now and again; as humans we do get it wrong. We do get emotional and lose it, and we do have our down days when we feel like giving up. This is just the frightened four-year-old. However, true strength comes in knowing that we can get up in the morning, learn from our emotions the day before, and get out of our own way. Remember, your emotions will lead you in the right direction, the direction of a responsible adult.