



To create safe and brave spaces of belonging,  
we need to commit to doing *our work* before we do  
*the work* and to working within our scope and skill.

## *Integration Idea*

# Courage and Vulnerability Part II: Grounded Confidence and the Rumble

### Key concepts:

- Practicing courage and vulnerability requires grounded confidence, which we define this way:
  - **Grounded Confidence = Rumble Skills + Curiosity + Practice**
    - Rumbles skills are tools that help us engage and stay in hard conversations, and they are based on curiosity or “being a learner” versus “being a knower.”
    - Researchers are finding evidence that curiosity is correlated with creativity, intelligence, improved learning and memory, and problem solving. A study published in the October 22, 2014, issue of the journal *Neuron* suggests that the brain’s chemistry changes when we become curious, helping us better learn and retain information. But curiosity requires courage because it’s uncomfortable and it involves uncertainty and vulnerability.
- Developing shared language, skills, and tools is helpful when we practice courage (feeling brave and afraid at the exact same time) and when we show up for tough conversations.
- Introducing the word **rumble** as a way to say, “Let’s have a real conversation, even if it’s tough.” The term is both an intention setter and a behavioral cue or reminder.
- Defining a **rumble** as a discussion, conversation, or meeting with a shared commitment to:
  1. Leaning into vulnerability.
  2. Staying curious and generous.
  3. Sticking with the messy middle of problem identification and solving.
  4. Taking a break or time out if needed, and circle back when necessary.

5. Being honest in owning our parts.
  6. Listening with the same passion with which we want to be heard (from psychologist Harriet Lerner).
- More than anything else, when someone says, “Let’s rumble,” it cues us to show up with open hearts and minds so we can have a productive conversation that strengthens relationships and the community, rather than just meeting our own needs.

### **Be mindful:**

The term *rumble* is not a lead in for disrespectful conversations or comments, and it’s not permission to not listen.

**Examples:** Here are some specific **rumble starters and questions** that we use in difficult conversations. They’re helpful phrases to teach, model, and practice:

1. The story I make up . . . (This is a powerful rumble tool that we walk through in the Integration Idea focusing on Rising and Resilience.)
2. I’m curious about . . .
3. Tell me more.
4. That’s not my experience (instead of “*You’re wrong about her, him, them, this*”).
5. I’m wondering . . .
6. Help me understand . . .
7. Walk me through . . .
8. We’re both dug in. Tell me about your passion around this.
9. Tell me why this doesn’t fit/work for you.
10. I’m working from these assumptions—what about you?
11. What problem are we trying to solve? Sometimes we’ll be an hour into a difficult rumble when someone will bravely say, “*Wait. I’m confused. What problem are we trying to solve?*” Ninety percent of the time we’ll realize that we’re not on the same page because we skipped the problem identification process, and we’re trying to find a solution to a problem that we had yet to define.

## Classroom Discussion Ideas:

- Help students understand that grounded confidence requires skills, tools, and, most importantly, practice.
- Consider having a discussion about how they might use specific rumble starters in different situations.

## In addition to reading *Dare to Lead*, you can learn more here:

### Books:

*Rising Strong*

### Learning Lab Videos ([brenebrown.com/dc-learning-labs](https://www.brenebrown.com/dc-learning-labs)):

*How do we create a space that encourages others to contribute?*

### Blogs/Articles:

Article: *Let's Rumble*

