

52 Ways to embed your learning

A playbook to
get the most out of your
leadership development
experience

by Andi Roberts



Why this matters

Most learning does not fail because it is wrong.
It fails because it is not used.

You leave the experience with insight.
New language. New intent.

And then you return to the same work.
The same pressures.
The same expectations.
The same patterns.

Nothing reminds you to act differently.
Nothing requires you to change.

So the learning fades.

Not because it lacked value.
Because it was not built into how you work.

Change does not come from understanding.
It comes from what you do, repeatedly, in real situations.

This playbook is not about learning more.
It is about using what you already know.

Because insight only matters when it becomes behaviour.

The approach to take as a learner

This is not something to complete.
It is something to practise.

You do not need all 52.
You need a few, used well.

Start small.
Choose one behaviour.
Use it in real work.

Not where it is easy.
Where it matters.

Expect it to feel uncomfortable.
That is where learning sits.

Return to it often.
Adjust. Repeat.

Do not aim to get it right.
Aim to use it.

This is not about improvement as an idea.
It is about participation in your own development.

You are not applying a model.
You are shaping how you show up.

Ways to use this guide

There is no correct way to move through this.
You can start anywhere.

Pick one that speaks to you.
Or one that challenges you.
Or one that feels immediately useful.

Use it in a real situation.
Notice what happens.
Then come back.

You might:

- focus on one idea for a week
- choose a new one each day
- return to the same one until it becomes natural
- hare them with others and practise together

You do not need permission to begin.
You do not need a plan to continue.

What matters is that you use it.
Each page is not a lesson. It is an invitation.

To try something different. To notice more.
To act with greater intention.

Because change does not happen all at once.
It happens one moment at a time.

Apply in real work

Embedding learning does not come from revisiting content.

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It comes from changing behaviour in the flow of real work.

This means using what you have learned in live situations, focusing on small, observable actions, and repeating them often enough for them to take hold.

The work itself becomes the practice.

Progress is built through moments where you choose to act differently, especially when it would be easier not to.

Over time, these small shifts accumulate, turning insight into capability and intention into how you work.



1 – Apply ASAP

You have just left the course with new language and new intent.

Nothing else has changed.

Your environment is the same. The pressures are the same. The habits, yours and others', are still in place. If you do nothing different, the system will quietly absorb you back into it.

Learning does not fail because it is wrong.
It fails because it is not used when it matters.

Choose one moment where the stakes are real.
Try one behaviour that feels slightly uncomfortable.

Do it before you feel ready.

The question is not what you understood.
The question is: what will you do differently in your next real situation?

Practical recommendations:

- **Act quickly:** Identify one real situation and apply something within the next 48 hours. Do not wait for the perfect moment.
- **Keep your focus narrow:** Choose one behaviour to try. Avoid the temptation to apply everything at once.
- **Use real stakes:** Pick a situation where the outcome matters. This is where learning embeds most effectively.
- **Define what “different” looks like:** Be clear on what you will do differently. Make it observable and specific.
- **Expect it to feel uncomfortable:** New behaviours rarely feel natural at first. Discomfort is part of the process.
- **Reflect immediately afterwards:** Take a few minutes to consider what happened and what you would adjust next time.
- **Repeat with intention:** Look for the next opportunity and try again. Embedding comes from repetition, not a single attempt.

Because learning does not stick when it is understood.
It sticks when it is used and repeated.

2 – Focus on one thing

You have more from the course than you can use.

Ideas.

Models.

Options.

All useful.

All competing for your attention.

If you try to apply everything, you will apply nothing.

The problem is not capability. It is diffusion.

When everything feels important, nothing becomes actionable.

You stay in intention, not behaviour.

Choose one behaviour. Make it visible. Make it specific.

Something you can point to and say, “I did that differently.”

Stay with it longer than feels necessary. Repeat it until it becomes familiar.

The question is not what you could do.

The question is what you will do next.

Practical recommendations:

- **Pick one moment:** Identify a specific situation where you will use this behaviour.
- **Define it simply:** Describe the action in plain terms. What will you say or do differently?
- **Limit your scope:** Stay with one behaviour for a period of time. Do not switch too quickly.
- **Anchor it somewhere:** Attach the behaviour to a recurring activity such as a meeting or conversation.
- **Track your attempts:** Notice when you use it and when you do not. Awareness builds consistency.
- **Ask for input:** Check with someone else on what they noticed. Use their perspective to adjust.
- **Decide when to move on:** Once it feels natural, choose the next behaviour and repeat the process.

Because doing one thing differently beats trying to change everything.

3 – Use your routine

You do not need more time to practise. You already have it.

Your work is full of moments where the learning could be used.
Meetings, conversations, decisions, updates.

The issue is not the absence of opportunity.
It is these moments that pass without intention.

Practice is often treated as something separate.

Something you schedule, prepare for, or do when there is space.
That is not how behaviour changes. The work itself is the practice.

Make what you are already doing deliberate.
Say one thing differently.
Ask one question you would normally avoid.

Handle one interaction with more intention.
Nothing extra is required.
Only attention.

The question is not when you will find time.
The question is whether you will use the moments already in front of you.

Practical recommendations:

- **Choose one routine:** Identify a recurring activity where you will practise. Start with something you already do often.
- **Turn it into a trigger:** Decide in advance what you will do differently in that moment. Do not rely on remembering in the moment.
- **Stay with the same moment:** Use the same type of situation repeatedly. Consistency builds capability faster than variety.
- **Keep the behaviour tight:** Focus on one specific action within the routine. Avoid trying to improve everything at once.
- **Increase your attention:** Notice when you act deliberately and when you default. The difference is where learning happens.
- **Use volume to learn:** The advantage of routine is frequency. More attempts create faster progress.
- **Let it become automatic:** Continue until the behaviour feels natural in that setting. Then choose a new routine.

Because practice is not separate from the work.
The work is the practice.

4 – Try something different

Most of your work is predictable.
You approach situations in familiar ways.
You say what you usually say. You respond as you normally would.
It feels efficient. It also keeps you where you are.

Learning requires disruption.
Not large change.
Not risk for its own sake.
Just a willingness to do something different and see what happens.

The problem is not that you do not know alternatives. The problem is that you rarely test them.

You wait until you feel confident.
You wait until you are sure it will work. That moment does not come.

Progress begins when you treat your work as a place to experiment.
Say something you would normally hold back.
Ask a question you would usually avoid.
Take an approach that feels slightly unfamiliar.

Practical recommendations:

- **Pick a live situation:** Choose a real interaction where something is at stake. This is your test environment.
- **Define the experiment:** Decide what you will do differently. Keep it small, specific, and intentional.
- **Assume it will be imperfect:** Do not aim to get it right. Aim to see what happens.
- **Act without waiting for certainty:** Try it in the moment. Overthinking kills experimentation.
- **Observe like a third party:** Notice reactions, shifts, and outcomes. Treat the interaction as data.
- **Take one insight forward:** Identify what you learned, not whether it worked.
- **Run the next version:** Try again with a small adjustment. Progress comes through iteration.

Because progress does not come from getting it right.
It comes from trying something different and learning from it.

5 – Decide differently

Much of your work involves discussion.
Ideas are shared. Options are explored. Perspectives are exchanged. It feels productive. It often changes very little.

Behaviour shows up most clearly at the point of decision.

This is where priorities are set. Trade-offs are made. Commitments are defined. It is also where old habits return most quickly.

You may think differently but decide in familiar ways.

Learning that never reaches a decision has limited impact.

Bring your learning into the moment where something is decided.

Frame the options differently.
Challenge what is being assumed.
State clearly what you believe should happen next.

The question is not how well you contribute to the conversation.
The question is how your thinking changes what you choose.

Practical recommendations:

- **Choose a real decision:** Identify an upcoming moment where a choice will be made. This is where your learning has to show up.
- **Take a position early:** Decide what you think should happen before the discussion unfolds. Do not default to neutrality.
- **Shape the options:** Use your learning to challenge, reframe, or expand what is being considered.
- **Enter before closure:** Contribute before the decision is formed. Late input rarely changes outcomes.
- **State your reasoning clearly:** Make your thinking visible so others can engage with it.
- **Watch the decision move:** Notice how your input affects the direction, pace, or clarity of the decision.
- **Own the outcome:** Stay connected after the decision. What happens next is part of the learning.

Because conversations are useful, yet decisions create change.

6 – Work through relationships

Most of your work happens through other people.

Priorities are negotiated.

Decisions are shaped.

Progress depends on how you work with those around you.

Yet this is often where change is least applied.

It is easier to try something new in a neutral setting.

Harder to change how you show up with people who know you,
where patterns are already set.

So the pattern holds

You think differently, but behave in familiar ways.

And others respond in familiar ways in return.

Learning only becomes visible when it shifts the interaction.

Choose the relationships where your work depends on others.

Show up differently there

Say what you would usually hold back.

Ask what you would normally avoid.

The question is not where it feels easiest to apply.

The question is where it matters most.

Practical recommendations:

- **Choose relationships that matter:** Focus where your work depends on others, not just where it feels easiest.
- **Start with one:** Depth creates change. Do not spread your effort too widely.
- **Be clear what you will try:** Define how you will show up differently in that relationship.
- **Apply it consistently:** Use the behaviour across multiple interactions, not just once.
- **Notice what changes:** Pay attention to shifts in the interaction, even if they are small.
- **Expect some friction:** New behaviours can feel unfamiliar, for you and for others.
- **Keep working it over time:** Relationships shift through repeated interactions, not single moments.

Because change does not happen in isolation.
It happens in the relationship.

7 – Use the next moment

After the course, there is a window.

You notice more. You think differently.
You see opportunities where before you would have moved on without question. That window does not stay open for long.

Very quickly, the pace of work takes over. Attention shifts. The intention to apply fades, not because it was not important, but because nothing interrupts the routine.

So the moment passes.
Embedding does not happen through planning.
It happens through noticing and acting.
The next opportunity is usually already in front of you.
A conversation. A decision. A moment where you could respond differently.

Act before you feel ready.
Act before you overthink it.
Act while the learning is still active.

The question is not whether the opportunity exists.
The question is whether you will take it.

Practical recommendations:

- **Scan your next hour:** Look at what is coming up immediately. The opportunity is closer than you think.
- **Decide your move in advance:** Be clear on what you will do when the moment appears.
- **Act in the moment:** Do not wait. The longer you pause, the less likely you are to act.
- **Keep the threshold low:** Focus on trying something small rather than getting it right.
- **Catch missed moments quickly:** Notice when you default. Awareness is part of the practice.
- **Reset and take the next one:** Do not dwell. The next opportunity is already forming.
- **Build momentum through action:** Each attempt reduces hesitation and makes the next easier.

Because the opportunity is rarely the problem.
Taking it is

8 – Build your stretch

Change does not come from one big leap.
It comes from a series of smaller steps.

If you start too far outside your comfort zone, you hesitate.
You overthink. You revert to what feels safe.
The intention is there, but the action does not follow.

If you stay where it is easy, nothing changes.
The work is to move between the two.

Start where the risk is lower.
Where you can try something new without too much pressure.
Where you can pay attention to how it feels and what happens.

Then move. Take the same behaviour into a situation that matters more. Where the stakes are higher. Where the outcome is less certain.

This is how confidence builds. Not from getting it right once, but from stretching repeatedly, just beyond where you are now.

The question is not how far you can go.
The question is what the next stretch looks like.

Practical recommendations:

- **Define three levels:** Easy, moderate, and stretch versions of the same behaviour.
- **Start at level one:** Choose a low-risk situation where you can practise without much pressure.
- **Be clear what success looks like:** What exactly are you trying to do differently at this level?
- **Repeat before moving up:** Use the behaviour several times at the same level.
- **Step up one level only:** Increase the difficulty gradually, not dramatically.
- **Track where confidence grows:** Notice when the behaviour starts to feel more natural.
- **Keep building the ladder:** Always know what the next level looks like.

Because confidence does not come from comfort.
It comes from stretching, one step at a time.

9 – Step into discomfort

It is natural to use new behaviours where it feels safe.
Lower stakes. Familiar people.
Situations where little is at risk.

You can try something different. And very little changes.
The moments that shape your effectiveness are not these.

They are the ones you avoid.
The conversation you delay.
The tension you sidestep.
The situation where you are unsure how it will land.

This is where your usual patterns hold.
And where your learning matters most.

What works is simple. Use it there.
Not where it is easy.
Where it is uncomfortable.

Say what you would normally soften.
Ask what you would usually avoid.
Step into the discomfort.

The question is not whether you can use the learning.
The question is whether you will use it when it is hardest.

Practical recommendations:

- **Choose a specific upcoming moment:** A meeting, conversation, or decision you would normally avoid or soften.
- **Write down what you will do differently:** The exact sentence, question, or action you will take.
- **Name the discomfort:** What are you worried will happen if you do it?
- **Commit to doing it in that moment:** Do not defer it to a “better” situation.
- **Say it early in the interaction:** Do not wait until the moment passes.
- **Stay in the conversation:** If there is tension, do not back off or dilute your point.
- **Capture what happened straight after:** What did you say, what was the response, what did you learn?

Because growth happens where you would rather not go.

10 – Keep it small

There is a tendency to think that change needs to be significant.

A bigger conversation. A more visible shift.
A moment where everything is different.
That is not how behaviour changes.

Large efforts are difficult to sustain. They require preparation, energy, and the right conditions. Most of the time, those conditions are not there.

So nothing happens. What works is smaller than you expect.
A single question asked differently. A brief pause before responding. A clearer statement than you would normally make.

Small enough to use often.
Simple enough to repeat.

The impact comes from frequency. You do it again. And again.
Over time, what felt deliberate becomes natural.
What felt unfamiliar becomes how you work.

The question is not how much you can change at once.
The question is what you can do consistently.

Practical recommendations:

- **Make it smaller than you think:** Choose a behaviour you can use without preparation.
- **Use it multiple times a day:** Frequency matters more than significance.
- **Remove the effort:** If you have to remember it, it is too big.
- **Attach it to what you already do:** Let existing work trigger the behaviour.
- **Notice your actual use:** Pay attention to when it happens and when it does not.
- **Let repetition do the work:** Improvement comes from volume, not intensity.
- **Add only when it is automatic:** Build on what sticks, not what you intend.

**Because change does not come from doing more.
It comes from doing something small, often.**

Create triggers & habits

Change does not happen because you remember.
It happens because you are prompted.

Most learning stays as intention because the environment never signals you to act differently.
Your habits are already in place, and without a disruption, the system will simply absorb you back into your old ways.

To embed new capability, you must stop relying on effort and start relying on triggers.

This means anchoring new behaviours to the routines you already have: the meetings, the conversations, and the deadlines that occur every day. By linking a specific action to a reliable cue, you remove the need to "find time" for practice.

The work itself becomes the reminder. Over time, these triggered actions stack, turning deliberate effort into an automatic habit.



11 – Use a trigger

You do not forget because you do not care.
You forget because nothing prompts you in the moment.

After the course, your intention is clear.
But when the moment arrives, it looks like every other moment.
There is no signal to act.
So you default.
Not because the learning is wrong.
Because it is not connected to anything real.

Behaviour change does not come from remembering.
It comes from being triggered. A specific moment.
A recurring situation. A cue that says, “use it now.”

Without that link, behaviour relies on effort.
And effort fades quickly in the flow of work.

Define the moment.
When this happens... I will do this.
This is what makes behaviour show up.

The question is not whether you intend to use it.
The question is when you will.

Practical recommendations:

- **Choose a specific moment:** Pick a situation that happens reliably. Vague triggers do not work.
- **Make the cue visible:** Use something you will notice in real time, not something you have to remember.
- **Define one clear action:** Be precise about what you will do when the cue appears.
- **Link it explicitly:** When this happens, I will do this. No ambiguity.
- **Use high-frequency triggers:** The more often it occurs, the faster the behaviour embeds.
- **Notice if it fires:** Did you act when the cue appeared? This is the test.
- **Adjust until it works:** If it does not happen, change the trigger or simplify the action.

Because behaviour does not happen when you remember.
It happens when something triggers it.

12 – Anchor it to what you already do

You do not need a new routine.

You need to use the ones you already have.

Your day is full of patterns.

Meetings, conversations, tasks that repeat without much thought.

This is where behaviour already lives.

The problem is not structure.

It is that your learning sits outside it.

So it requires effort.

And effort fades under pressure.

What works is simpler.

Take what you already do and attach the behaviour to it.

At the start of a meeting...

Before you respond...

The routine becomes the reminder.

You are no longer relying on memory.

The work prompts the behaviour.

The question is not what new habit you need.

The question is where it fits.

Practical recommendations:

- **Start with a routine that always happens:** Consistency matters more than importance.
- **Pick a precise moment within it:** Vague anchors do not hold.
- **Attach one clear behaviour:** Keep it simple enough to happen without thought.
- **Make it immediate:** The behaviour should follow the moment with no gap.
- **Use routines that will not change:** Stability strengthens the anchor.
- **Test if it happens automatically:** If you have to think about it, it is not anchored yet.
- **Adjust until it sticks:** Move the anchor or simplify the behaviour until it becomes natural.

Because new habits are hard to build.

Attaching to what exists is not.

13 – Use the ending

Most work ends without a second thought.

The meeting finishes. The conversation moves on.
The task is done. And you move straight to the next thing.
Nothing is captured.

The experience is there, but it is not used.

Learning does not come from doing alone.
It comes from noticing what happened.

The simplest moment is at the end.
When something finishes, pause.
What worked?
What did not?
What would I do differently?

It does not need to be long.
A few moments can be enough.

The point is not analysis. It is to turn experience into learning
before it disappears.

The question is not whether you reflect.
The question is when.

Practical recommendations:

- **Use natural endpoints:** Meetings, conversations, tasks. Let completion trigger reflection.
- **Pause before the next thing:** Do not move on immediately. Even a few seconds is enough.
- **Ask one simple question:** What would I do differently next time?
- **Take one insight forward:** Keep it small and usable.
- **Prioritise frequency over depth:** Regular reflection beats occasional analysis.
- **Keep it effortless:** If it feels heavy, it will not happen.
- **Use it straight away:** Apply the insight in the next similar moment.

**Because experience alone does not create learning.
Reflection does.**

14 – Use time to remind you

Good intentions fade quickly.

The work takes over. Attention shifts. The learning slips.

Nothing brings it back.

What helps is simple.

A prompt that appears whether you remember or not.

A time.

A reminder.

A moment that says, “use this.”

You are not relying on memory.

The prompt does the work.

It does not need to be complex.

A note. A calendar reminder.

A recurring check.

Something that brings it back into view.

The question is not whether you intend to use it.

The question is what will remind you.

Practical recommendations:

- **Set a recurring prompt:** Use a calendar reminder or alert. Make it automatic.
- **Make it hard to miss:** Place it where you will see it in your normal workflow.
- **Tie it to one behaviour:** Each prompt should trigger a specific action.
- **Keep the timing consistent:** Regular intervals build rhythm.
- **Keep it brief:** It should take seconds, not minutes.
- **Act when it appears:** Do not dismiss it. Use the moment.
- **Adjust until it works:** Change the timing or format until it fits your work.

Because intention fades.
Reminders bring it back.

15 – Stack on what sticks

You already have habits that run without effort.

Things you do the same way, at the same time, without thinking.

This is where behaviour is already automatic.

The mistake is trying to build something new from scratch.

That takes effort.

And effort does not last.

What works is to build on what is already there.

Take a behaviour that already happens
and add one small action to it.
After you do this... you do that.

The existing habit carries the new one.

You do not need to remember.

You just follow what is already in motion.

The question is not how to create a new habit.

The question is what you can attach it to.

Practical recommendations:

- **Start with a reliable habit:** Choose something you already do every time, without thinking.
- **Make the new action tiny:** Small enough that it feels almost effortless to add.
- **Attach it immediately:** The new behaviour should follow straight after, with no gap.
- **Keep the pairing exact:** Same habit, same action, every time.
- **Lower the effort to zero:** If it feels like work, it is too big.
- **Notice if it happens naturally:** The sign it is working is that you stop thinking about it.
- **Adjust until it sticks:** Make it smaller or move the anchor until it becomes automatic.

Because new habits are hard to build.
Building on existing ones is not.

16 – Stay with it

There is a tendency to move on too quickly.

You try something once or twice.
Then shift to the next idea. Then the next.

It feels like progress. It is not.
Nothing has had time to take hold.
Learning does not come from variety.
It comes from repetition with attention.

The work is to stay with one behaviour to understand it.
How it feels.
When it works.
Where it breaks down.

This only happens through focus.
Choose one behaviour. Stay with it for a defined period.
Use it in different situations. Notice what changes.
Adjust as you go.

Depth builds capability.

The question is not how many things you can try.
The question is what you will stay with.

Practical recommendations:

- **Commit to one behaviour:** Do not dilute your focus. One change at a time.
- **Set a clear timeframe:** Decide how long you will stay with it.
- **Use it repeatedly:** Apply it across multiple situations, not just once.
- **Resist switching too early:** Early discomfort is not a signal to move on.
- **Track your progression:** Notice how your use improves over time.
- **Refine through repetition:** Adjust based on what you learn, not guesswork.
- **Move on deliberately:** Only shift once it feels more natural and reliable.

**Because capability is not built by trying many things.
It is built by staying with one.**

17 – Create the pause

Most responses are automatic.

The question is asked.
The comment is made.
And you reply without thinking.

It feels efficient.
It keeps you in the same patterns.
There is no space to choose.

Learning does not show up in the reaction.
It shows up in the moment before it.

The pause creates that moment. A brief gap.
Long enough to notice. Long enough to decide.

You do not need time. You need an interruption.
A breath before you speak.
A second before you respond.
Just enough to ask, what do I want to do here?

The question is not whether you know what to do.
The question is whether you give yourself the space to do it.

Practical recommendations:

- **Choose a consistent pause cue:** A breath, a sip, or a moment of silence. Use the same one each time.
- **Place it before you respond:** Insert it between stimulus and response.
- **Keep it short:** A second is enough. Do not overdo it
- **Use it every time:** Consistency builds control.
- **Notice what changes:** Pay attention to how your response shifts.
- **Use it when it matters most:** Especially under pressure or in difficult moments.
- **Let it become automatic:** Over time, the pause becomes your default.

**Because change does not happen in the reaction.
It happens in the pause before it.**

18 – Return to it

You do not need more insight.

You need to come back to what you already know.

After the course, the intention is clear.
Then the work takes over. Days pass.
The behaviour fades.

Not because it was not useful.
Because it was not revisited.

What keeps it alive is simple.
A regular moment to return to it. A check-in.
Not to analyse everything.
Just to bring the behaviour back into focus.

What did I try?
What did I learn?
What am I proud of?
What will I do next?
This is what creates rhythm.

The question is not whether you know what to do.
The question is whether you check in often enough to embed it.

Practical recommendations:

- **Fix the time:** Set a regular slot. Do not rely on memory.
- **Keep it brief and repeatable:** A few minutes, done consistently
- **Stay with one behaviour:** Do not dilute the focus.
- **Use the same questions:** What did I try? What did I learn? What am I proud of? What next?
- **Make it visible:** Capture it or share it. Do not keep it in your head.
- **Protect the rhythm:** Do not skip. Missing once breaks the momentum.
- **Leave with a next step:** Always carry one action forward.

**Because learning fades when you leave it.
It sticks when you return to it.**

19 – Use the moment to think

You already know what better looks like.

The problem is not understanding.
It is that in the moment, you do what you always do.

The situation appears.
You respond automatically.
The learning is not used.
Nothing interrupts the pattern.

What works is simple.

Use the moment as the trigger.
When this happens... pause and think.
What matters here?
What will I do differently?

The moment becomes the cue.

You are no longer reacting.
You are choosing.

The question is not whether you know what to do.
The question is whether you use the moment to decide.

Practical recommendations:

- **Identify your default moments:** Where do you tend to react without thinking?
- **Define your thinking prompt:** Decide what you will ask yourself in that moment.
- **Link it tightly to the cue:** When this happens, I will pause and think.
- **Keep it minimal:** One prompt is enough to shift your response.
- **Use it every time:** Repetition builds control in the moment.
- **Notice your choices:** Pay attention to how your response changes.
- **Refine what works:** Adjust the prompt until it holds under pressure.

**Because knowing what to do is not the problem.
Using the moment to choose is.**

20 – Do it more often

You wait until you can do it well.

You prepare.

You wait for the right moment.

Then you try it once.

And move on.

Nothing changes.

Improvement does not come from getting it right.

It comes from doing it repeatedly.

Trying.

Adjusting.

Trying again.

Most learning comes from imperfect attempts.

Not the one time it worked, but the many times it did not.

The volume does the work.

The more you use it, the more natural it becomes.

The question is not how well you can do it.

The question is how often you will.

Practical recommendations:

- **Start in your next interaction:** Do not wait for the perfect moment.
- **Use it multiple times a day:** Meetings, conversations, decisions.
- **Keep the behaviour small:** Make it easy to repeat without preparation.
- **Apply it even when it feels rough:** Do not smooth it out before using it.
- **Repeat in similar situations:** Use the same behaviour again and again.
- **Count your attempts:** Focus on how often you use it, not how well.
- **Keep going past the first few tries:** This is where improvement begins.

**Because perfection delays progress.
Repetition creates it.**

Reflect & learn

Experience alone is not learning.

Reflection is the bridge that turns what happened into what you will do next.

It is easy to move from one task to another without a second thought, letting valuable information disappear the moment a meeting ends.

But progress is built in the pause.

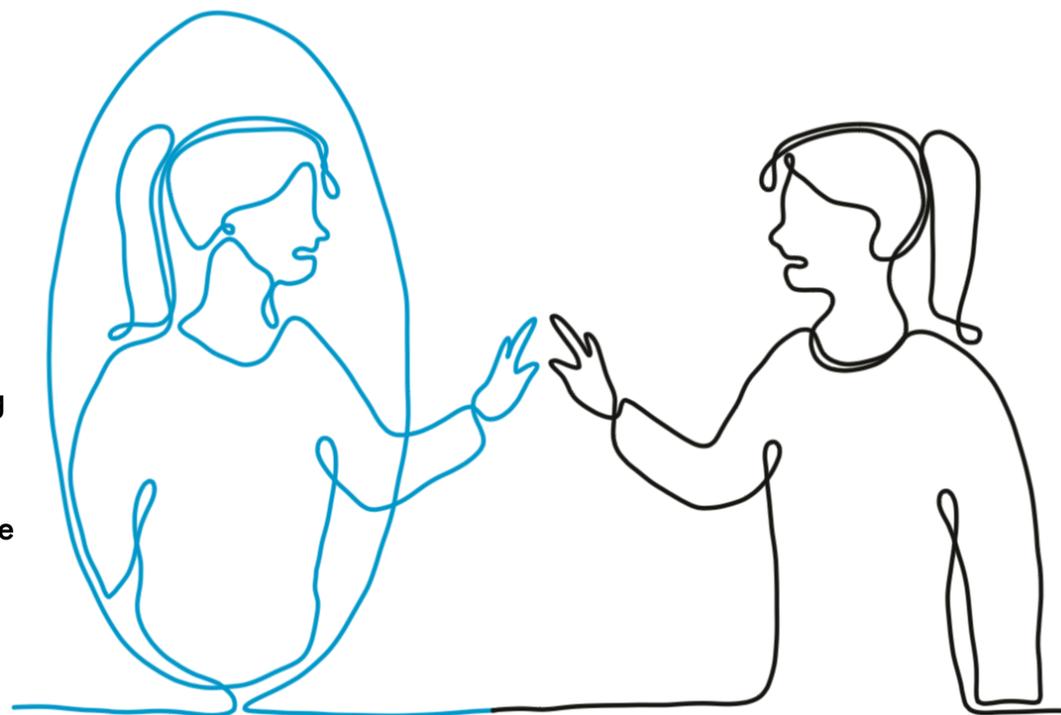
True capability comes from stepping back to look at your day not as a series of events, but as a series of patterns.

This requires more than just thinking; it requires a structure that forces you to see what you would normally ignore.

It means catching the surprises, naming the defaults, and capturing insights while they are still active.

When you consistently review your actions, you stop reacting to the moment and start designing your response.

Learning sticks when you return to it often enough to make it visible.



21 – Review your day

Most days pass without review.

You move from one thing to the next.
Meetings, conversations, decisions.
Then the day ends. And it is gone.
The experience is there, but it is not used.

Learning does not come from activity.
It comes from stepping back and looking at it.

The simplest way to do this is at the end of the day.
Not in the moment. After it.

When you can see the day as a whole.
What did you do? What worked?
What will you do differently tomorrow?

This is not about analysing everything.
It is about building awareness.

A short, regular loop that turns experience into learning.

The question is not whether you reflect occasionally.
The question is whether you review your day.

Practical recommendations:

- **Block 10 minutes at the end of the day:** Put it in your calendar. Treat it as part of your work.
- **Choose one key moment:** A meeting, decision, or conversation that mattered.
- **Use focused reflection questions:**
 - Where did I default to old behaviour?
 - Where did I apply what I learned?
 - What did I learn from this?
 - What will I do differently tomorrow or next time?
- **Write it down:** Capture the situation and your next action.
- **Keep it daily:** Consistency matters more than depth.
- **Use it the next day:** Look for the first opportunity to apply the change.

Because experience passes quickly.
Learning comes when you review it.

22 – Review your patterns

Most days are reviewed one moment at a time.

But change does not come from a single moment.
It comes from what you repeat.

Across the week, patterns form.
The same situations.
The same responses.
The same outcomes.
If you only look at individual moments, you miss this.

What matters is not what happened once. It is what keeps happening. So step back. Look across the week.
Where do you default, again and again?
Where are you applying the learning consistently?
What is starting to shift?

This is where progress becomes visible.
And where your next focus becomes clear.
Do not review what happened.
Review what keeps happening.

The question is not what did I do.
The question is what am I repeating.

Practical recommendations:

- **Schedule a weekly review:** Set a fixed time at the end of the week.
- **Look across multiple moments:** Use your notes or recall key situations from the week.
- **Identify patterns, not events:**
 - Where do I consistently default?
 - Where am I applying the learning repeatedly?
- **Notice what is improving:** Look for small shifts across situations.
- **Spot what is not changing:** This shows where more focus is needed.
- **Choose one pattern to work on next week:** Do not try to fix everything.
- **Define a clear behavioural focus:** What will you apply more consistently?

**Because change does not come from one moment.
It comes from what you repeat.**

23 – Use a simple structure

Reflection often stays vague.
You think about what happened.
You have a few thoughts. Then you move on.

Nothing changes. Not because you did not reflect.
Because there was no structure.

Without a consistent way of looking back, your attention shifts each time.

Sometimes you focus on what went wrong.
Sometimes you overlook what worked. Often, you miss what you learned.

What works is simple.
Use the same structure every time.

Look at what happened.
Recognise what worked.
Turn it into learning and change.

The structure does the thinking for you.

The question is not whether you reflect.
The question is whether you do it in a way that leads to change.

Practical recommendations:

- **Use the same structure every time:** Do not change how you reflect.
- **Keep it to three steps:**
 - What happened?
 - What worked or what did I do well?
 - What did I learn, and what will I repeat (because it worked) or do differently next time?
- **Apply it to real situations:** Meetings, decisions, conversations.
- **Keep it behaviour-focused:** Focus on what you did, not just what occurred.
- **Write it down:** Capture your answers briefly.
- **Use it consistently:** The value comes from repetition.
- **Let the structure guide you:** Do not overthink the process.

Because reflection only works when it leads to change.

24 – Use the surprise

Most people move past what surprises them.

Something does not go as expected.

A reaction you did not anticipate.

An outcome feels off. And you carry on.

Nothing is learned. Not because it was not useful.

Because you did not stop to look at it.

The insight sits in what did not go to plan.

The unexpected shows where your assumptions are wrong and where your approach does not land.

This is not noise. It is a signal.

What works is simple.

Stop when something surprises you.

What did I expect?

What actually happened?

What does this tell me?

Do not move past it. Use it.

The question is not whether things go to plan.

The question is whether you pay attention when they do not.

Practical recommendations:

- **Catch the surprise:** Notice moments that feel off, unexpected, or different.
- **Stop before you move on:** Do not explain it away or ignore it.
- **Name your expectation:** What did you think would happen?
- **Compare it to reality:** What actually happened instead?
- **Identify the gap:** This is where the learning sits.
- **Find the assumption:** What belief or expectation was behind your approach?
- **Adjust your next move:** Use the insight in the next similar situation.
- **Make a note:** Reflect on this in your weekly review.

Because what surprises you is trying to teach you something.

25 – Capture it when it happens

Most insight is lost.

You notice something.

A pattern.

A reaction.

A realisation.

And then you move on.

The work continues. The moment passes.

It is gone. Not because it was not useful.

Because you did not capture it.

Insight does not wait for later.

It appears in the middle of work.

If you do not catch it, you lose it.

What works is simple. Capture it when it happens.

A note. A sentence. Something you can return to.

You are not analysing. You are keeping it.

Over time, these moments build.

They become how you learn.

The question is not whether insight appears.

The question is whether you keep it.

Practical recommendations:

- **Choose one capture tool:** Notes app, notebook, or document. Do not switch between systems.
- **Make it frictionless:** It should take seconds to capture, not minutes.
- **Capture in your own words:** Write what you noticed, not a perfect version.
- **Include the trigger:** What situation led to the insight?
- **Tag or label it:** Use simple labels (e.g. meetings, decisions, stakeholders).
- **Keep entries short:** One or two lines is enough.
- **Return to it weekly:** Use your captures in your periodic review.

Because insight is only useful if you keep it.

26 – Find the pattern

Most behaviour feels situational.

You think each moment is different.
Each conversation. Each decision.

But over time, patterns repeat.
The same situations.
The same responses.
The same outcomes.

Often without you noticing.
What feels like variation is often consistency.
Until you make it visible, it stays hidden.

What works is simple:
Look across multiple situations.
Where do you respond in the same way?
What outcomes keep showing up?
What patterns sit underneath your actions?

This is where real learning sits. Not in the single moment.
In what repeats across them.

The question is not what happened once.
The question is what keeps happening.

Practical recommendations:

- **Open your recent notes:** Use 5–10 entries from your capture or daily reflections.
- **Scan for repeats:** Mark situations that appear more than once (e.g. team meetings, stakeholder updates).
- **Cluster them:** Put similar situations together. You should see 2–3 groups.
- **Write what you did in each:** Keep it factual and brief.
- **Underline what repeats:** Look for the same behaviour showing up across the group.
- **Check the outcome:** What result tends to follow that behaviour?
- **Write the pattern in one line:** “In [situation], I tend to [behaviour], which leads to [outcome].”
- **Choose one pattern to change:** Do not analyse everything. Pick the one with the biggest impact.

Because what repeats is what defines your results.

27 – Check against your standard

Most behaviour feels situational.

You think each moment is different.
Each conversation. Each decision.

But over time, patterns repeat.
The same situations.
The same responses.
The same outcomes.

Often, without you noticing.
What feels like variation is often consistency.
Until you make it visible, it stays hidden.

What works is simple.
Look across multiple situations.
Where do you respond in the same way?
What outcomes keep showing up?
What patterns sit underneath your actions?

This is where real learning sits.
Not in the single moment.
In what repeats across them.

The question is not what happened once.
The question is what keeps happening.

Because what you intend is not the same as what you do.

Practical recommendations:

- **Define your standard clearly:** What will I be doing differently when I am doing this well?
- **Make it observable:** Be specific about what you will say or do.
- **Keep it visible:** Have the behaviour in front of you during the day or week.
- **Check it against real situations:** After key moments, ask: did I do it?
- **Mark your follow-through:** Yes / No or Always / Sometimes / Not yet.
- **Use concrete examples:** What did you actually say or do?
- **Notice the gap:** Where did you intend to act differently but did not?
- **Set the next attempt:** Be clear on when you will use it again.

28 – Generate alternatives

Most reflection stays close to what happened.

You replay the situation.
You think about what you did.
Maybe what you could improve.

But you stay in the same frame.
The same approach.
The same way of thinking.
Nothing really changes.

What works is different.
Go beyond what you did.

Ask what else was possible.
What else could I have said?
What other options were there?
What would a different approach look like?

This is where your range expands.
Not by refining one response. By creating many.

The question is not whether you handled it well.
The question is how many ways you could have handled it.

Practical recommendations:

- **Pick one situation to revisit:** Choose a recent meeting, decision, or conversation.
- **Write what you did:** Keep it factual and brief.
- **Force three alternatives:** Do not stop at one. Generate at least three different approaches.
- **Make them meaningfully different:** Not small tweaks. Different ways of thinking or acting.
- **Use prompts to stretch thinking:**
 - What if I took the opposite approach?
 - What would I do if I had no constraints?
 - How would someone else handle this?
- **Say them out loud or write them fully:** Make the alternatives concrete.
- **Choose one to try next time:** Turn one option into action.
- **Reflect on how it went:** Take the time closely after the moment to reflect on what worked and how to enhance moving forward.

Because growth comes from expanding your options.

29 – Come back to it later

You collect insight over time.
Notes. Observations. Reflections.
Small pieces from different moments.

But they stay scattered.
Too many to hold.
Too disconnected to use.

So they fade.
Not because they were not useful.
Because they were not brought together.

What works is different.
Step back and reduce it.
Look across what you have captured:
What keeps showing up?
What actually matters?
What will you use?

This is where clarity forms.
Not from more insight. From less.
A few clear learnings. That guide how you act.

The question is not how much you have learned.
The question is what you will keep.

Practical recommendations:

- **Pick a situation with distance:** Choose something from a few days ago, not today.
- **Recall your original view:** What did you think was happening at the time?
- **Look at it again now:**
 - What stands out differently?
 - What matters more or less now?
 - What did I miss?
 - What assumption was I making?
- **Focus on the shift:** What has changed in how you see it?
- **Ignore the detail:** Stay with the key elements, not everything that happened.
- **Capture the new insight:** Write one clear takeaway.
- **Use it next time:** Apply this perspective in a similar situation.

Because perspective changes when you return to it.

30 – Reduce it to what matters

In the moment, everything feels clear.
What happened. What it meant.

But it is shaped by the moment.
Pressure. Emotion. Assumptions.

So your judgment is narrow.
You see what was immediate.
Not what was actually happening.

What works is different.
Come back to it later.

With time, the noise reduces.
The detail fades.
Your perspective shifts.

You see more clearly.
What mattered.
What you missed.
What you would do differently.
The same situation, seen again.

The question is not what you thought at the time.
The question is what you see when you return to it.

Practical recommendations:

- **Schedule a monthly review:** Block 20–30 minutes to consolidate your learning.
- **Scan your recent notes:** Look back across the past few weeks.
- **Find what repeats:** Which behaviours or insights show up more than once?
- **Select 3–5 that matter:** Do not keep everything. Choose what you will actually use.
- **Write them as clear rules:** One sentence each, focused on how you will act.
- **Make them visible:** Keep them where you will see them during your work.
- **Use them as your focus:** Apply them consistently in the next month.

Use it next time: Apply this perspective in a similar situation.

Because learning only sticks when you reduce it to what matters.

Involve others

Change is personal, but it is rarely solitary.

You do not work in a vacuum, and you cannot shift your impact alone.
Most learning fails because it is treated as a private project.

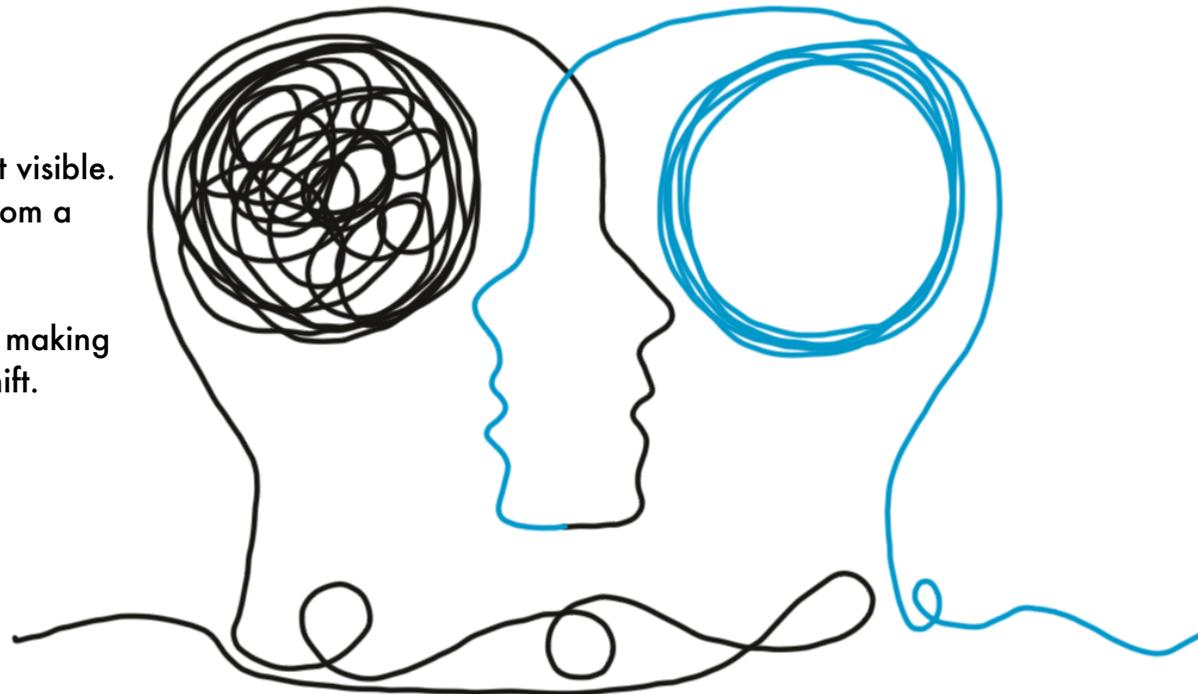
It is easier to try something new when no one is watching,
but real growth happens in the relationships that matter most.

When you keep your intentions to yourself,
you allow the existing system to stay exactly as it is

Others will continue to respond to you in familiar
ways because they do not know you are trying to
show up differently.

Embedding your learning requires making your development visible.
By involving those around you, you turn your environment from a
source of resistance into a source of support.

Whether it is seeking feedback, aligning on expectations, or making
a public commitment, you are inviting others to notice the shift.



31 – Align it with others

Most learning stays private.

You leave the course with clear intentions. What you want to do differently.

But no one else knows. So nothing changes around you.

Expectations stay the same. The system pulls you back.

What works is different. Make it visible early.
Before the training, set the direction.
After the training, make it real.

Have the conversation.
What are you focusing on?
Where will it show up?
What support do you need?

This creates alignment.
Others know what to expect.
They can support, not resist.

The question is not whether you intend to change.
The question is whether others understand it.

Practical recommendations:

- **Identify key stakeholders:** Who will be affected by how you work?
- **Set time before the training:** Share what you want to focus on and why it matters.
- **Revisit immediately after:** Confirm what you will apply and where it will show up.
- **State your behaviour clearly:** What will you do differently in practice?
- **Make it visible in real situations:** When will they notice the change?
- **Ask for specific support:** What do you need from them to make it stick?
- **Agree how they will respond:** Feedback, challenge, or reinforcement.

**Because change does not happen in isolation.
It happens when others understand and support it.**

32 – Align it with others

Most change is left to individual effort.

You leave the course with clear intent.
What you want to do differently.

And then you try to sustain it alone.
The work takes over. Attention shifts.
The behaviour fades.

Not because it was wrong.
Because no one is helping you hold it.

What works is different.
Work with a partner who helps you.
Someone who asks what you said you would do.
Who notices when you have not done it.
Who helps you think through what to try next.

This is not passive support. It is active help.

They question. They challenge.
They keep you on track.

The question is not whether you intend to change.
The question is who is helping you do it.

Practical recommendations:

- **Choose someone who will actively help you:** Not just listen, but question and challenge.
- **Share your focus clearly:** What behaviour are you trying to use consistently?
- **Ask them to check your follow-through:** Did you actually do what you said you would?
- **Use them to think it through:** Talk through situations before and after they happen.
- **Invite challenge:** Where am I avoiding, softening, or drifting?
- **Agree how they will follow up:** Messages, quick check-ins, or scheduled sessions.
- **Be specific about what you need:** Feedback, challenge, or pressure to act.

Because change is easier when someone is helping you do it.

33 – Share it with your peers

Most learning stays individual.

You leave the course with ideas. You try a few things.
And then you move on. Others are doing the same.
Separately. So nothing builds.

Not because the learning is not useful. Because it is not shared.

What works is different.
Bring your learning back into the group.

Talk about what you are trying. What is working.
What is not. Make it visible.
This creates momentum.

You hear how others are using it.
You see different approaches.
You pick up ideas you would not have considered.

The learning becomes active again.
Not in isolation. In connection.

The question is not what you took from the course.
The question is what you are continuing to build together.

Practical recommendations:

- **Reconnect with course peers:** Identify 2–3 people from the programme.
- **Share your focus openly:** What are you trying to change?
- **Talk about real attempts:** What have you tried since the course?
- **Be specific about what is working and not:** Keep it grounded in actual situations.
- **Use informal check-ins:** Messages, short calls, or quick updates.
- **Keep it brief and regular:** Do not wait for formal sessions.
- **Listen to others' experiences:** Notice what they are trying and learning. Consider how you can apply their strategies.

Because learning strengthens when you share it.

34 – Ask for focused feedback

Most feedback is vague.

You ask how it went.
You get general comments.
Positive. Polite. Not very useful.

Nothing really changes.
Not because feedback is not available.
Because it is not specific.

What works is different. Ask for feedback on a behaviour.
Before the situation. Let people know what you are working on.

What you are trying to do differently.
This sharpens their attention.

Then ask again after. What did you see?
What landed? What did not?

This is where feedback becomes useful.
Not general. Targeted.

The question is not whether people give feedback.
The question is whether you make it precise enough to use.

Practical recommendations:

- **Choose a specific behaviour:** Be clear what you want feedback on.
- **Brief others before the situation:** Tell them what you are working on and where it will show up.
- **Ask them to watch for it:** Be explicit about what they should notice.
- **Request feedback immediately after:** While the situation is still fresh in their mind.
- **Ask focused questions:**
 - Did you see me do it?
 - What was the impact?
 - What should I adjust?
- **Keep it behaviour-based:** Avoid general impressions.
- **Use it in your next attempt:** Apply the feedback quickly.

Because feedback only helps when it is specific enough to use.

35 – Ask for feedforward

Most feedback looks backwards.

What happened. What worked.
What did not. It is useful. But limited.

You hear what you did. Not what to do next.

What works is different. Ask for feedforward.
In real situations. From people who see your work.
Be clear what you are trying to improve.

Then ask: What should I do more of next time?
What would make this more effective?

This shifts the focus. From judgement
to improvement.

You are not analysing the past.
You are shaping the next attempt.

The question is not what did I do.
The question is what should I do next.

Practical recommendations:

- **Choose a behaviour to improve:** Be clear what you are working on.
- **Ask people who see your work:** Colleagues, stakeholders, or peers
- **Frame the request clearly:** “I’m working on this. What should I do more of next time?”
- **Keep it future-focused:** Do not ask for detailed analysis of the past.
- **Ask for now more than three ideas:** Keep it simple and usable.
- **Capture the advice:** Write down what you will try.
- **Use it immediately:** Apply it in your next similar situation.

Because progress comes from knowing what to do next.

36 – Practice together

Most behaviour is tested in real situations.

High stakes. Limited time.
Little room to try something new.

So you stay with what you know.
Nothing may change.
Not because you do not want to.
Because you have not practised it.

What works is different.
Create the space to practise.
Before the moment.

Say it out loud.
Try it with others.
See how it lands.

Adjust. Try again.

This is where confidence builds.
Not in theory. In practice.

The question is not whether you know what to do.
The question is whether you have practised it.

Practical recommendations:

- **Choose one behaviour to practise:** Be clear what you want to try.
- **Bring a real upcoming situation:** Use a meeting or conversation you actually have.
- **Use role play to rehearse it:** One person plays the scenario, you practise your response.
- **Use real play where possible:** Work directly on real situations, not generic examples.
- **Say it out loud:** Practise the exact words you will use.
- **Record a short attempt (optional):** Review how it comes across in tone and clarity.
- **Try at least two variations:** Change how you say it, not just what you say.
- **Get immediate input:** What landed? What could be clearer or stronger?
- **Repeat briefly:** Refine and try again.

Because confidence comes from practising before it matters.

37 – Reflect together

Most reflection is done alone.

You think about what happened.
What you did. What you would change.

And that helps. But only to a point.

You see it from one perspective.
Yours. So parts are missed.

Not because they are not there.
Because you cannot see them.

What works is different.
Reflect with others.
Share the situation.
What you did.
What you are trying to improve.

Then listen. What do they see?
What would they do?
This is where your view expands.

The question is not what you think happened.
The question is what others see when they hear it.

Because you learn more when others help you see.

Practical recommendations:

- **Form a small peer group:** 3–5 people from the course.
- **Use real situations:** Each person brings a recent example.
- **Take turns presenting:** One person shares, others listen.
- **Use a simple structure:**
 - What happened?
 - What did you do?
 - What are you trying to improve?
- **Invite multiple perspectives:** What do others notice? What would they do?
- **Avoid advice too quickly:** Start with observations and questions.
- **Capture key insights:** Each person should leave with some new strategies to experiment with.

38 – Check with those affected

Most feedback comes from people like you.

Peers. Colleagues.

People who see things the same way.

But they are not the ones most affected.

Your behaviour lands elsewhere.

With stakeholders. With customers.

With people who experience the outcome.

And their view is often different.

What works is different.

Go to the people affected.

Ask how it landed. Not in general.

In specific situations.

This requires trust. People need to feel safe to tell you the truth.

Not what is easy. What is real.

When they do, you see impact clearly.

Not intention. Effect.

The question is not what you think you did.

The question is how it was experienced.

Practical recommendations:

- **Identify the people most affected:** Not just peers. Who experiences the impact of your behaviour?
- **Choose for honesty and safety:** People who will tell you the truth, and where trust already exists.
- **Set the context clearly:** “I’m working on this behaviour and want your honest perspective.”
- **Ask about a specific moment:** Ground it in a real meeting or interaction.
- **Make it safe to be direct:** Invite candour. Make it clear you are not looking for reassurance.
- **Listen without response:** Do not explain, justify, or correct in the moment.
- **Ask about impact:** How did it land? What effect did it have on you?
- **Show that it matters:** Acknowledge it and act on it in future interactions.

Because impact is defined by those who experience it.

39 – Make it public

Most intentions stay private.

You know what you want to do differently.
You keep it to yourself. So there is no pressure to follow through.

You can delay. You can adjust.
You can let it fade.
No one notices.
Nothing really changes.

What works is different. Make it visible.

State what you will do. Where it will show up.
What others will see. Now it is real.

Others are aware. They notice.
They expect it. This creates tension.

Not negative. Productive.

You are more likely to act. Because it is visible.

The question is not whether you intend to change.
The question is whether others can see it.

Practical recommendations:

- **Choose one behaviour to make public:** Be clear what you will do differently.
- **State it in a real setting:** Say it in a team meeting, 1:1, or group message.
- **Use direct language:** “In the next few weeks, I’m working on doing X in our meetings.”
- **Make it observable:** Be clear what people will actually see you do.
- **Name where it will show up:** “In our weekly updates...” / “In client conversations...”
- **Invite others to notice:** “Please call it out if you don’t see me doing this.”
- **Follow through in visible moments:** Use the behaviour where others can see it happen.
- **Reinforce it over time:** Refer back to it in later meetings or updates.

Because what you make visible, you are more likely to do.

40 – Use others to make change stick

Most change is treated as an individual effort.

You leave the course with clear intent.
What you want to do differently.
And then you try to sustain it alone.

The work takes over. Other people continue as before.
Expectations do not shift.

So your behaviour returns to what fits.
Not because it was wrong. Because it was not supported.

What works is different. Bring others into it.
Make your change visible.
Ask for input. Work with people.
Agree how you will show up together.

This is what makes it hold.
Not effort alone. But shared awareness.
Shared expectation. Shared reinforcement.

The question is not whether you intend to change.
The question is who is part of making it stick.

Practical recommendations:

- **Identify who matters:** Who will be affected by how you work differently?
- **Make your intent visible:** Tell others what you are trying to change and where it will show up.
- **Work with a partner:** Choose someone who will check your follow-through and challenge you.
- **Ask for targeted input:** Request feedback and feedforward on specific behaviours.
- **Practise with others:** Use peers to rehearse and refine before real situations.
- **Check impact with stakeholders:** Ask those affected how your behaviour actually lands.
- **Agree how you will work together:** Be explicit about what you will do and what you need from others.

Change does not stick through effort alone.
It sticks when others are part of it.

Embed in teams and culture

Change does not stick because individuals try harder.
It sticks because the team supports it.

After a course, people return with new ideas and intentions. They try to apply them, but the team they return to has not changed. The same norms, the same conversations, the same expectations.

So the learning struggles to take hold.

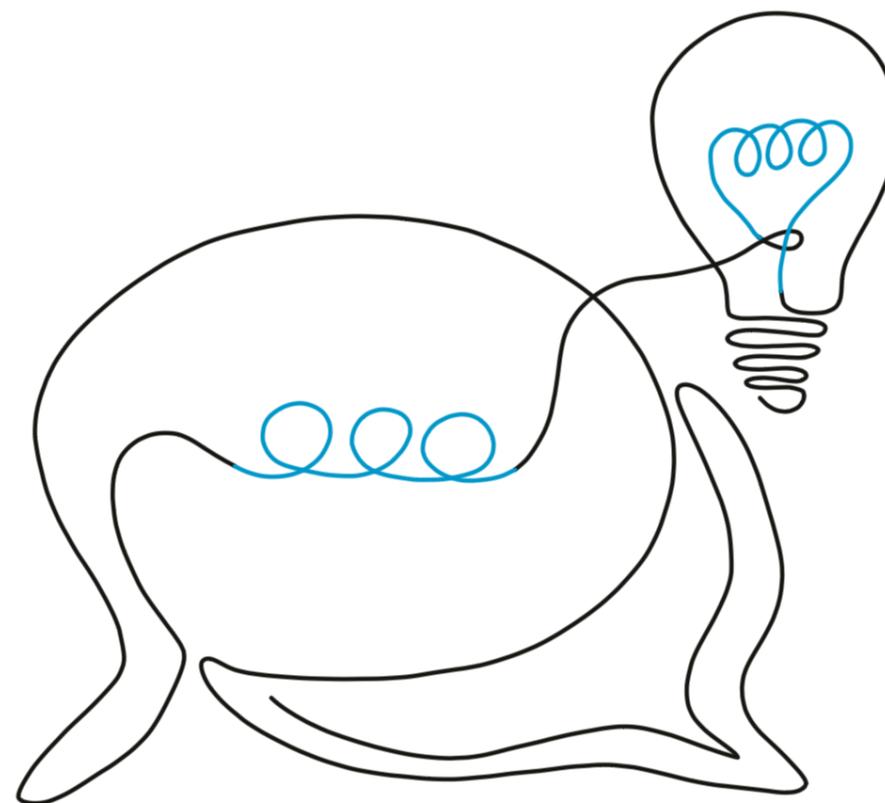
Most behaviour is shaped by how the team responds. What is noticed, what is reinforced, and what is allowed to pass without comment. If the team does not support the change, individual effort fades.

To embed learning, the team has to be part of it.

This means making expectations explicit, using shared language, and reinforcing behaviours in everyday interactions. It means creating an environment where new ways of working are supported, not sidelined.

When the team actively supports the behaviour, it becomes easier to use and harder to ignore.

Over time, what was learned becomes how the team works.



41 – Shape the norms

Most teams run on unspoken rules.

How meetings work. What gets said.

What is expected.

No one defines them.

But everyone follows them.

So new behaviours struggle to take hold.

Not because people resist.

Because the norms have not changed.

What works is different. Make them explicit.

Name how you want to work.

What matters.

What people will see.

What is expected in practice.

Then reinforce it. In meetings.

In conversations. In how work gets done.

This is how norms shift. Not through authority.

Through what is made visible and repeated.

The question is not what the team says it values.

The question is what people actually do.

Because what is made explicit becomes what people follow.

Practical recommendations:

- **Start with a real situation:** A meeting, decision, or interaction where behaviour matters.
- **Name the behaviour out loud:** “How do we want to handle this as a team?”
- **Make it specific:** What will people say or do differently?
- **Keep it small:** Focus on 1–2 behaviours at a time.
- **Reinforce in the moment:** Call it out when you see it used or missed.
- **Use simple language:** Make it easy to repeat and remember.
- **Invite others to build on it:** Let the team shape it, not just you.
- **Keep bringing it back:** Norms shift through repetition.

42 – Introduce shared language

Most behaviour is shaped by how people talk.

The words used. What gets repeated.
What is named. This happens without intention.

Different people use different language.
The same situation is described in different ways.
So behaviour varies. Nothing anchors it.

What works is different. Use shared language.

Simple phrases.
Consistent words.
The same way of describing what matters.

This shapes attention. It signals what is important.
It makes behaviour easier to recognise and repeat.

Over time, it becomes normal. Not because it was enforced.
Because it was used.

The question is not what people understand.
The question is what language they use every day.

Practical recommendations:

- **Identify language that shapes behaviour:** What ways of talking would change how the team works and help you embed change?
- **Link it to real moments:** Where should this language show up? Meetings, decisions, trade-offs.
- **Use it to guide interaction:** “This is where we need to focus on...” & “What does this mean in practice?”
- **Apply it in live situations:** Use the language to frame decisions and conversations.
- **Use it to redirect behaviour:** Bring the team back when discussions drift.
- **Make it part of how you respond:** Repeat and reinforce it in everyday interactions.
- **Invite others to adopt it:** Encourage the team to use the same framing.
- **Keep it consistent over time:** Language shapes behaviour through repeated use.

Because what people say shapes what people do.

43 – Spread ownership

Most change depends on one person.

They introduce it. They reinforce it.
They keep it alive. When they stop, it fades.

Not because it did not work.
Because no one else was holding it.

What works is different.
Spread ownership.
Make it something the team carries.

Not one person driving it. Many people using it.
Referring to it. Reinforcing it.
Expecting it.

This is what makes it stick.

It no longer depends on effort.
It becomes part of how the team works.

The question is not who introduced it.
The question is who is now responsible for it.

Practical recommendations:

- **Make the behaviour visible to everyone:** Ensure the team understands what matters and why.
- **Invite others to use it:** Encourage people to apply it in their own work.
- **Share responsibility in the moment:** Let others call it out, not just you.
- **Prompt others to reinforce it:** “How should we apply this here?”
- **Notice who is using it:** Acknowledge when others take ownership.
- **Avoid being the only driver:** Step back and let others lead it.
- **Encourage peer-to-peer reinforcement:** Make it normal for the team to hold it together.

Because change only sticks when it no longer depends on you.

44 – Keep improving how you work

Most teams only change when something goes wrong.

A problem appears. A failure happens.
Then it is discussed. And then you move on.
The way of working stays the same.

What works is different.
Review how you work regularly.

Not just the outcome. The way you got there.
What is helping?
What is getting in the way?
What should change next time?

This is where improvement happens.
Not occasionally. Continuously.
Through small adjustments.

Over time, the way the team works evolves.

Not by design. By practice.

The question is not whether you improve.
The question is whether you do it regularly.

Practical recommendations:

- **Set a regular review point:** Use retrospectives, after-action reviews, or end-of-cycle check-ins.
- **Focus on how you worked:** Not just results, but behaviours and ways of working.
- **Use a simple structure:** What helped? What hindered? What should we change?
- **Keep it safe and open:** Encourage honest input without blame.
- **Identify a small number of changes:** Do not try to fix everything.
- **Agree what will change next time:** Be clear and specific.
- **Follow through in the next cycle:** Make sure changes are applied.

Because improvement only happens when you make it part of how you work.

45 – Make behaviours visible

Most expectations are not visible.

They are understood. Discussed.
Agreed. And then forgotten.

The work takes over. Attention shifts.
So behaviour returns to default.
Not because people disagree.
Because nothing reminds them.

What works is different.
Make it visible.
In the space where work happens.
On the wall. In the document.
In the meeting.

Something people can see.
Something that brings it back.

At the moment it matters.
This keeps it active.
Not through memory.
Through presence.

The question is not whether people know.
The question is what they are reminded of.

Practical recommendations:

- **Choose what needs visibility:** A behaviour, principle, or way of working.
- **Use or revisit your team charter or canvas:** Capture how you want to work together and make it visible.
- **Place it where work happens:** Team boards, meeting agendas, shared documents.
- **Keep it simple and clear:** Easy to read and use in the moment.
- **Use it in real moments:** Refer to it during meetings and decisions.
- **Refresh it regularly:** Do not let it fade into the background.
- **Make it part of the workflow:** Integrate it into how work is structured.
- **Remove what is not used:** Keep only what is actively reinforced.

Because what is visible is more likely to be used.

46 – Make it safe to challenge

Most teams avoid naming behaviour.

Things are noticed. Felt.
Talked about later. But not said in the moment.

So nothing changes. Not because people do not see it.
Because it does not feel safe to say it.

What works is different.
Make it safe to challenge.
Not as criticism.
As part of how the team works.

Name what is happening.
Refer to what you agreed.
Say what needs to change.

In the moment. This creates openness.
Behaviour is no longer hidden.
It is part of the conversation.

This is what shifts culture. Not silence.
But the ability to speak.

The question is not whether people notice.
The question is whether they feel safe to say it.

Because behaviour shifts when people can say what is happening.

Practical recommendations:

- **Normalise speaking about behaviour:** Make it part of how the team works.
- **Use shared references:** Point to agreed norms, language, or expectations.
- **Name what you see in the moment:** Keep it specific and observable.
- **Keep it focused on the work:** Not the person, but what is happening.
- **Model it yourself:** Show that it is safe to raise and receive challenge.
- **Respond without defensiveness:** Reinforce that it is acceptable to speak up.
- **Acknowledge when others do it:** Encourage and support the behaviour.

Embed learning in how the organisation works

Learning does not fail because people forget.
It often fails because the organisation does not change.

After a course, people leave with intent. They try to apply what they learned, but the environment they return to is the same. The meetings run as before, the priorities stay fixed, and what is reinforced does not shift.

So the learning has nowhere to hold.

Most development is treated as something individuals carry, but behaviour is shaped by the system people work within. If that system does not support the new behaviour, it will gradually pull people back to what is familiar.

To embed learning, you have to move beyond individual effort and into how work actually happens.

This means building the learning into workflows, routines, and expectations. Into how meetings are run, how decisions are made, and what gets reviewed and reinforced.

When the system reflects the learning, people no longer have to remember to apply it. The work itself begins to support it.

Over time, what was learned becomes how the organisation operates.



47 – Keep it active over time

Most learning fades after the course.

You leave with intent. You try to apply it.

For a few days. Maybe a few weeks.
Then the work takes over.

The learning slips. The focus moves on.
Nothing holds it in place.
Not because it was not useful.
Because it was not revisited.

What works is different.
Come back to it. Regularly.
Not once. Repeatedly.

Bring it into conversations.
Use it in real work.
Reinforce it with others.

This keeps it active.
Not through effort alone.
Through ongoing attention.

The question is not what you learned.
The question is how often you return to it.

Practical recommendations:

- **Set recurring moments to revisit the learning:** Monthly or quarterly, not just once after the course.
- **Use group follow-ups:** Bring participants back together to share what they have applied.
- **Create peer sharing sessions:** Short check-ins to discuss what is working and what is not.
- **Use lunch and learns:** Keep the ideas alive through informal discussion.
- **Form small learning groups:** Use peer coaching or action learning to stay focused.
- **Start a book or ideas club:** Extend and deepen the thinking beyond the course.
- **Link it to real work:** Discuss how the learning is being used in current situations.
- **Keep it lightweight and regular:** Consistency matters more than depth.

Because learning only lasts when you keep coming back to it.

48 – Build it into the workflow

Much learning sits outside the work.

It is discussed after the course. Captured in notes.
Left to individuals to apply. Then the work takes over.

Meetings run as before
Decisions follow the same patterns.
Nothing really changes.

What works is different.
Bring the learning into the work.
Into how meetings are run.
How decisions are made.
How conversations happen.

Not as something extra. As part of what you already do.

This is what makes it stick.
Not effort on top.
Integration within.

The question is not whether you use the learning.
The question is where it shows up in your workflow.

Practical recommendations:

- **Identify where it should show up:** Which meetings, decisions, or routines should reflect the learning.
- **Use managers to anchor it:** Have them receive pre-briefings and then have a follow-up conversation on how the learning will be applied in the work.
- **Translate learning into behaviour:** Collaboratively agree on what will be done differently in practice.
- **Build it into existing routines:** Agendas, decision points, reviews, and check-ins.
- **Refer to it in real situations:** Bring it into live work, not just reflection.
- **Review how it is being used:** Check regularly if it is showing up in the workflow.

Because learning sticks when it becomes part of how work happens.

49 – Create regular check-ins

Most learning is not revisited.

People may apply it a few times.
Then it disappears into the work.
Not because it is not useful.
Because no one comes back to it.

What works is different.
Create regular check-ins.
Simple moments where the learning is brought back.
Shared. Applied. Discussed.

Not as a report. As real use.
What have you tried?
What worked?
What did not?

This keeps it visible.
Not once. Repeatedly.

The learning stays active.
Because people keep returning to it.

The question is not whether people used it.
The question is whether they come back to it together.

Practical recommendations:

- **Set a regular rhythm:** Monthly or quarterly check-ins to revisit the learning.
- **Keep it peer-led:** Use small groups rather than top-down reviews.
- **Focus on real use:** What have people actually applied in their work?
- **Share success stories:** What worked, what changed, what impact it had.
- **Include what did not work:** What was tried but did not land, and why.
- **Use a simple structure:** What did you try? What happened? What next?
- **Keep it short and focused:** Do not turn it into a long session.
- **Capture key takeaways:** What should be used more or done differently.

Because learning stays alive when you keep coming back to it together.

50 – Focus on behaviour, not attendance

Most learning is measured by completion.

Who attended. Who finished.
Who passed. And that says very little.

It shows exposure. Not change.
So success is assumed. Not proven.

What works is different.
Measure behaviour.
What people actually do.
In real situations.
Over time.
Not once.
Repeatedly.

This is where change shows up.
Not in attendance.
In action.

The question is not who completed the course.
The question is what they are doing differently.

Practical recommendations:

- **Define the behaviour clearly:** What will people say or do differently in practice?
- **Use observable indicators:** What would someone see or hear if the behaviour is happening?
- **Track use in real situations:** After meetings or decisions, did this behaviour show up?
- **Use simple self-checks:** How often am I using it, and where?
- **Check with others:** Are peers and stakeholders experiencing this differently?
- **Look for frequency over time:** Is the behaviour happening more often and more consistently?
- **Measure signs of culture shift:** What is becoming normal? What is talked about differently?

Because change is only real when behaviour changes.

51 – Share how it is being used

Most learning stays local.

Someone applies it. Something improves.
And no one else knows. So it does not spread.

Not because it is not useful. Because it is not visible.

What works is different.
Make the use visible.
Share how it is being applied.

In real work. In real situations.
Not as theory. As practice.
Show what people tried.
What changed.
What it led to.

This spreads the behaviour.
Others see it. Understand it. Try it.

Not because they were told.
Because they saw it working.

The question is not what people learned.
The question is what others can see being used.

Practical recommendations:

- **Share real examples of use:** What was tried, where, and what changed.
- **Use internal communication channels:** Team updates, newsletters, intranet, or leadership messages.
- **Keep it short and practical:** Focus on what was done and the impact.
- **Encourage working out loud:** Share progress, not just results.
- **Use simple formats:** Short posts, updates, or quick reflections.
- **Make it peer-driven:** Encourage individuals to share their own examples through Working Out Loud.
- **Highlight and repeat strong examples:** Reinforce what good looks like across the organisation.

Because behaviour spreads when people can see it in action.

52 – Evolve how learning is embedded

Most learning is treated as fixed.

The course is designed. Delivered. Completed.
And then left as it is. Even as the work changes.

So it becomes less relevant.
Used less. Referred to less. Eventually forgotten.
Not because it was wrong. Because it did not evolve.

What works is different.
Treat embedding as ongoing.
Look at how the learning is being used.
What is working. What is not. What needs to change.

Then adapt it. Refine the behaviours.
Update how they are used.
Adjust how they are reinforced.

This keeps it relevant. Not static.
Evolving with the work.

The question is not what was taught.
The question is how it is being adapted over time.

Practical recommendations:

- **Revisit the learning personally:** Return to the core ideas and reflect on how you are using them.
- **Expand your understanding:** Explore related ideas through books, podcasts, talks, a mentor or coach and conversations.
- **Check your own application:** Where am I using this well, and where am I not? What needs to shift?
- **Refine how you use it:** Adjust your behaviour based on what is working and what is not.
- **Review use at an organisational level:** Where is the learning being applied, and where is it not?
- **Gather input across levels:** Participants, managers, and stakeholders.
- **Adjust how it is embedded:** Refine behaviours, workflows, and reinforcement over time.

Because learning only lasts when it evolves with how the organisation works.