CYBEHAVE ACADEMY · FOR CHAMPIONS

Advanced Champion Conversations

Pocket workbook

Five short modules on the conversations that do not go well: the cynic, the rule-breaker, the senior person, "not my job", and the colleague who was burned.

Build Behaviour. Build Culture. Build Resilience.

My name and team

My programme lead, and how I reach them

The five colleagues I am thinking of (by role, not name)

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MODULE 1

Why Pushing Harder Makes It Worse

The righting reflex (carry this)

You know the answer. That is the problem.

The urge to fix what seems wrong with people is natural, well meant, and produces resistance. Tell a person what to do and they defend the freedom not to (reactance). The Champion, with no authority and all of the reflex, is the person most likely to trigger it. The one move: ask before you tell.

The three conversations

Conversation	What it is about	What it sounds like	What to do
What happened	Who is right, who is to blame, the facts	"Actually, the figures show..."	Not first. The facts land only after the other two are handled.
Feelings	Annoyed, patronised, embarrassed, blamed	Rarely said. Always present.	Notice it. Do not add to it.
Identity	"Am I competent? A good colleague? Being treated like an idiot?"	Defensiveness; the point proved anyway	Deal with it first: make clear you do not think they are the problem.

The test afterwards

Who talked more?

If you did, you were winning. If they did, you were helping. Write it in the log.

Nadia and Gary

Gary, a planner of twenty years, in front of three colleagues: "Security is theatre." The righting reflex wanted three facts. Nadia said: "You're right about the password rules; that was theatre, and it's just been fixed. What's the real stuff, from where you sit?" Six minutes of listening: nine workarounds, four of which became design requests. Gary brought the fifth himself. "He talked, I asked. Identity first: he is the expert in that room, and I said so."

Three questions

1. **Think of the last security conversation that went badly. Which of the three conversations was really going on, and which one were you having?**

2. **When did you last feel the righting reflex? What did you say, and what did they do next?**

3. Write one open question you could have asked instead.

Module 1 quiz

Four questions, one answer each. Three of four is a pass. Answers at the back.

1. A colleague says "security is theatre" in front of three others. You know the figures that prove otherwise. What does the course say the urge to say them is, and what will happen if you do?

A Good practice; facts change minds

B Escalation; you should report the comment

C Nothing in particular; it depends on the colleague

D The righting reflex; they will defend their position harder, because being corrected in front of colleagues is a threat to their freedom and their identity

2. What is psychological reactance?

A The fear of making mistakes in front of others

B A technique for persuading people quickly

C The drive to restore a freedom that feels threatened, so that being told what to do makes people defend the freedom not to, even towards the thing they were going to do anyway

D The tendency to agree with people in authority

3. The course says every hard conversation is three at once. Which one is the person usually defending?

A The timing conversation: whether now is a good time

B The identity conversation: am I competent, a good colleague, being treated like an idiot?

C The what-happened conversation: who is right about the facts

D The policy conversation: what the rule says

4. What is the test the course gives for whether a conversation went well?

A Who talked more: if they did, you were helping; if you did, you were winning

B Whether you made all your points

C Whether they agreed with you by the end

D Whether you mentioned the policy

MODULE 2

The Four Moves

The four moves (wallet card)

Move	What it is	Sounds like
Open question	Cannot be answered yes or no. They talk; you learn.	"What gets in the way?" "What would have to be true?" "What do you do when the official way doesn't work?"
Affirmation	Something true and good, said specifically. The identity conversation, handled.	"You've kept that shift running for ten years."
Reflection	What you heard, as a statement, slightly better than they said it.	"So the four-minute handover is the real problem, not the password."
Summary	Gathering it up, then the ask.	"So: the handover is slow, you've found a way round it, and you'd drop it tomorrow if it was fixed. Have I got that right?"

Agree with the true part

The objection	The true part, said first	Mine
"Security is theatre."	"A lot of it has been."	
"I've done it this way for years and nothing happened."	"You have, and it's worked."	
"That's IT's problem."	"Most of it is, and should be."	
"I don't have time for this."	"You don't. Nobody does."	
"Last time I reported something they made me do training."	"They did, and that was wrong."	

The thirty-second version

1. Agree with the true part: "You're right that..."
2. One open question: "What gets in the way?"
3. One reflection: "So the real problem is..."
4. Permission, then one thing: "Can I show you one thing?" Then stop talking.
5. If there is time: a summary and a small ask they choose. If not: "Can I come back to you on that?"

Nadia and Priyanka

Priyanka shares her login with the night shift because the handover takes four minutes and the lorries wait. True part first: "The handover is four minutes and the lorries can't wait. You've kept that running for years." Open: "What would have to be true for you not to need to share it?" "Thirty seconds, not four minutes. And it not logging me out mid-shift." Reflection: "So it's the handover, not the password." Permission: "Can I take that to the person who builds this?" Badge-tap handover two months later; the sharing stopped without a conversation about rules. "She talked for four minutes. I talked for one. The fix was hers."

Three questions

1. Take an objection you hear often. Write the true part of it, and the sentence that agrees with that part first.

2. Write the same objection back as a reflection, better than they said it. Would they say "yes, exactly"?

3. Practise the thirty-second version out loud once with a colleague this week. Which of the four moves did you skip?

Module 2 quiz

Four questions, one answer each. Three of four is a pass. Answers at the back.

1. What are the four moves, in the order the course suggests?

- **A** Warning, explanation, instruction, follow-up
- **B** Listen, judge, correct, record
- **C** Open questions, affirmations, reflections, summaries
- **D** Facts, policy, consequences, agreement

2. A colleague says "I've done it this way for years and nothing happened." What is the "true part" the course says to agree with first?

- **A** "Years of luck is still luck."
- **B** "You have, and it's worked. The job got done."
- **C** "Nothing has happened yet."
- **D** "That is exactly the problem."

3. Why does the course say to ask permission before offering information?

- **A** Information given unasked is a push and gets reactance; information they said yes to is theirs, so the same facts have the opposite effect
- **B** Because it is polite
- **C** Because the policy requires consent
- **D** Because people forget unsolicited information

4. In the thirty-second version, what comes immediately after "Can I show you one thing?"

- **A** You explain the policy
- **B** You list the risks
- **C** You ask them to sign something
- **D** You show one thing, then stop talking

MODULE 3

The Cynic, the Rule-Breaker and the Senior Person

Three of the five colleagues

Colleague	What they are really saying	Identity underneath	The move	The anti-move
The cynic: "security is theatre"	"I've watched this fail for years and nobody asked me"	The ignored expert	Agree with the true part; "what's the real stuff, from where you sit?"; listen; take one thing somewhere	The figures, the policy, "actually things have improved"
The rule-breaker who gets results	"The official way doesn't work for my job and I get blamed if the job fails"	The person who delivers	Affirm the delivery; "what would have to be true for you not to need to?"; take it to whoever can make it true	"You can't do that"; the policy; the risk
The senior person: "no time"	"My time is the scarcest thing here and I'm not being lectured by somebody two grades down"	The person in charge	"You don't. Can I show you one thing, under three minutes?" Fix it, say nothing about policy, leave	The training reminder; anything that sounds like compliance; anything over three minutes

My three

Colleague (role)	The true part I will say first	The one thing
My cynic		
My rule-breaker		
My senior person		

Nadia and Craig

The depot manager forwards everything to his personal email because "the work email doesn't work on my phone". Two Champions had sent him the policy. Nadia, in the yard: "You don't have time for this, I know. Can I show you one thing on your phone? Under three minutes." The mail app set up in two minutes forty; the forwarding rule switched off with his say-so; nothing said about policy. At the next managers' meeting, unprompted: "The Champion sorted my phone. Get yours done." Four managers asked that week.

Three questions

1. **Which of the three do you meet most? What is the identity conversation underneath, for them?**

2. For your rule-breaker who gets results: what would have to be true for them not to need the workaround? Who could make it true?

3. For your senior person: what is the one thing, under three minutes, you could ask permission to show them?

Module 3 quiz

Four questions, one answer each. Three of four is a pass. Answers at the back.

1. According to the course, what is the cynic really saying underneath "security is theatre"?

A That they are planning to break the rules

B "I have watched this fail for years and nobody asked me": the identity of the ignored expert, usually with a list of genuine problems attached

C That they do not care about security

D That they want to be left alone

2. A dispatcher shares her login with the night shift because the official handover takes four minutes and the lorries wait. What is the move the course recommends?

A Affirm the delivery, ask what would have to be true for her not to need to, and take the answer to whoever can make it true

B Explain the policy on credential sharing

C Report her to her manager

D Ask her to stop and see what happens

3. A depot manager says "I don't have time for this." What is the course's move?

A Book a thirty-minute meeting to go through the policy

B Send them the training reminder

C Explain that senior people are the main target

D "You don't. Can I show you one thing, under three minutes?" Then show it, fix it, say nothing about policy, and leave

4. What does the course say never works on any of the three?

- **A** Agreeing with the true part
- **B** Taking their suggestion somewhere real
- **C** Being right at them, the policy, the training, more than one thing, and talking more than they do
- **D** Asking open questions

MODULE 4

"Not My Job" and the Colleague Who Was Burned

The other two

Colleague	What they are really saying	The move	The anti-move
"That's IT's problem"	"I have a job and it is not this; every time someone says security is everyone's job it means more work for me"	Agree ("most of it is, and should be; you've got enough to do without being the firewall"), then one ask they can hold	"Security is everyone's responsibility"; a list; a module
The colleague who was burned	Usually nothing. "I put my hand up once and it was used against me."	Apologise on the organisation's behalf; say what has changed; ask them to try the route with you, once; leave it with them	Pretending it did not happen; "going forward"; explaining why simulations are useful

The apology on the organisation's behalf (three sentences, no "but")

Sentence	Example	Mine
What happened, named	"You were named in a team meeting for clicking a test email. That should never have happened, and it was not your fault that it did."	
What has changed	"Results don't go to managers with names any more. Nobody is disciplined for clicking, and it's written down. Here is the paragraph."	
The ask, once	"Would you try the new route with me, once, on something small? If it feels wrong, you never have to again."	

Before you apologise: has it actually changed?

Check	Yes / no
Simulation results no longer go to managers with names	
The no-discipline paragraph is published and signed	
The report route goes to security, not through the manager	
If any is "no": take the case to the programme lead first, without the name. Do not promise what the programme has not done	

Check	Yes / no

Dean and Sam

Dean, a driver: "That's IT's problem." "Most of it is. You've got enough to do without being the firewall. One thing: if a message on the handheld asks you for a code, that's the one to tell me about." Three weeks later he reported one; it was real. Sam in finance, named eighteen months ago for clicking a simulated bonus email, had reported nothing since. Nadia checked first that the programme had changed, then said the three sentences by his desk. The following month he pressed Report on a real invoice fraud. "I did not do that to him. I said sorry anyway. He needed somebody to."

Three questions

1. Who in your team says, in effect, "that's IT's problem"? What is the one thing you would ask them to tell you about, and nothing else?

2. Who in your organisation was publicly caught by a simulation or named after a mistake? Have they reported anything since?

3. Write the apology you could make on the organisation's behalf, in three sentences, without blaming anyone and without defending it.

Module 4 quiz

Four questions, one answer each. Three of four is a pass. Answers at the back.

1. A driver says "that's IT's problem." What does the course recommend?

- **A** Agree that most of it is, acknowledge they have enough to do, and make one ask they can hold: "if a message asks you for a code, that's the one to tell me about"
- **B** Explain that security is everyone's responsibility
- **C** Give them the full list of behaviours for their role
- **D** Assign them the awareness module

2. A colleague was named in a team meeting for clicking a simulated email eighteen months ago and has reported nothing since. Why are the four moves not enough on their own?

A Because they need retraining

B Because the four moves only work on senior people

C Because they should be escalated to HR

D Because they are not saying anything to agree with; something has to be said first, and it is an apology, not information

3. Which of these does the course say NOT to say when apologising to the colleague who was burned?

A "Results don't go to managers with names any more; here is the paragraph"

B "Would you try the new route with me, once?"

C "But simulations are important" or "going forward we really need everyone to report"

D "That should never have happened, and it was not your fault that it did"

4. When should a Champion NOT make the apology?

A When the Champion was not personally involved

B When nothing has actually changed since the person was burned; take the case to the programme lead first, without the name

C When the person is senior

D When the incident was more than a year ago

MODULE 5

When to Stop, and When to Escalate

The stop-and-escalate card

Stop when	Leave well with	Escalate (without a name)	Never escalate
You are talking more than they are; they repeat themselves; the identity conversation is about you; you feel the heat	A reflection, then "can I come back to you on that?" No parting shot. Come back in a week with one thing	A safety issue (now, to security); a senior person who will not engage after two attempts; a pattern across a team	A colleague who said no to you once. That is a Tuesday

The line

Could they walk away from this conversation with no consequence?

If not, you are not persuading. Stop. If it matters enough to need consequences, that is an escalation, not a chat. The Champion's only asset is that people talk to them. Pressure spends it.

The conversation log (one line each)

Date	Who (role)	Which colleague (cynic / rule-breaker / senior / not my job / burned / other)	The true part I said first	The one thing	Who talked more	Come back on

The quarterly self-review (twenty minutes, with the programme lead or another Champion)

Question	Notes
Which conversations went well, and what did I do?	
Which did not, and what was the sign I missed?	
Who talked more, across the quarter?	
What did I escalate, and what happened?	
What pattern did I carry back to the programme?	
What would I do differently?	

Nadia's quarter

Twenty-three conversations, five hard ones. Gary: nine workarounds, four design requests. Priyanka: badge-tap in two months. Craig: three minutes, four managers. Dean: one ask, one real report. Sam: an apology, and an invoice fraud stopped. The one that did not work: a Leeds planner who asked who she thought she was; left well, came back once, logged as a pattern. Two escalations, no names, both fixed within the quarter. Team Pulse "security is everyone's job here" in operations: 51% to 68% over two quarters.

Five ideas

1. **Pushing harder makes it worse.** The righting reflex, reactance, the three conversations. Ask before you tell.
2. **The four moves.** Open, affirm, reflect, summarise; agree with the true part; permission before information; the thirty-second version.
3. **The cynic, the rule-breaker and the senior person.** A different true part, a different identity, one thing each.
4. **"Not my job" and the colleague who was burned.** One ask they can hold; the apology on the organisation's behalf.
5. **Stop, leave well, come back once, escalate the three things, keep the log.** You are a volunteer with a day job.

One thing this week

Three questions

1. Think of a conversation you kept going past the point it was working. What was the sign you missed, and what would leaving well have sounded like?

2. Which of the three things a Champion escalates have you seen in the last quarter, and did it reach the programme lead without a name attached?

3. Look at your conversation log, or start one. Who talked more, in the last five?

Module 5 quiz

Four questions, one answer each. Three of four is a pass. Answers at the back.

1. Which of these is a sign the course gives that a conversation is not working?

- **A** They ask a question
- **B** They agree with part of what you said
- **C** They go quiet and think
- **D** The identity conversation is now about you: "who are you to tell me?"

2. What does leaving a conversation well sound like?

- **A** "I'll have to mention this to your manager"
- **B** Repeating the key point once more, clearly
- **C** A reflection, then "can I come back to you on that?", with no parting shot; then come back a week later with one thing
- **D** "Well, don't say I didn't warn you"

3. What is the course's test for the line between persuasion and pressure?

- **A** Did the conversation last more than five minutes?
- **B** Could they walk away from this conversation with no consequence? If not, you are not persuading
- **C** Did you raise your voice?
- **D** Did you mention the policy?

4. **Which of these is one of the three things a Champion escalates?**

   A A pattern across a team, such as the same workaround in three places, reported by role and shift without names

   B A colleague who said no to you once

   C A colleague who disagreed with a Ripples item

   D Any conversation that did not end in agreement

Further reading

- Ripples, the weekly brief for Champions: cybehave.com/publications
- Miller, W. R. and Rollnick, S. (2013). Motivational Interviewing: Helping People Change, third edition. Guilford.
- Brehm, J. W. (1966). A Theory of Psychological Reactance. Academic Press.
- Stone, D., Patton, B. and Heen, S. (1999). Difficult Conversations: How to Discuss What Matters Most. Viking Penguin.
- NCSC. Phishing attacks: defending your organisation. ncsc.gov.uk
- CyBehave Academy: Being a Security Champion; Thinking Clearly Under Pressure; Psychological Safety and Reporting Culture.

ANSWER KEY

Quiz answers

Three of four is a pass. Read the explanation for anything you missed.

Module 1: Why Pushing Harder Makes It Worse

#	Answer	Why
1	D The righting reflex; they will defend their position harder, because being corrected in front of colleagues is a threat to their freedom and their identity	The more you push, the more they defend. Not because they are stubborn, but because you pushed.
2	C The drive to restore a freedom that feels threatened, so that being told what to do makes people defend the freedom not to, even towards the thing they were going to do anyway	It is strongest when the push comes from somebody without authority over them, which describes most Champions.
3	B The identity conversation: am I competent, a good colleague, being treated like an idiot?	Deal with identity first, by making clear you do not think they are the problem. Then the facts can land.
4	A Who talked more: if they did, you were helping; if you did, you were winning	The Champion's job is not to win but to leave the person more likely to do the thing. The one move: ask before you tell.

Module 2: The Four Moves

#	Answer	Why
1	C Open questions, affirmations, reflections, summaries	The core skills of motivational interviewing, translated for a Champion with no authority and ninety seconds. Mostly the first three.
2	B "You have, and it's worked. The job got done."	Agreeing with the true part is not giving in. It ends the fight about who is right, so you can be heard about the rest.
3	A Information given unasked is a push and gets reactance; information they said yes to is theirs, so the same facts have the opposite effect	"Can I show you one thing?" Then one thing, not five. Then back to an open question.
4	D You show one thing, then stop talking	Agree with the true part; one open question; one reflection; permission then one thing; then, if there is time, a summary and a small ask they choose.

Module 3: The Cynic, the Rule-Breaker and the Senior Person

#	Answer	Why
1	B "I have watched this fail for years and nobody asked me": the identity of the ignored expert, usually with a list of genuine problems attached	The cynic who is asked becomes the best source the programme has. The cynic who is corrected becomes the loudest voice against it.
2	A Affirm the delivery, ask what would have to be true for her not to need to, and take the answer to whoever can make it true	Never fix the person while the reason for the workaround still stands. Fix the reason, and the workaround retires itself.

#	Answer	Why
3	D "You don't. Can I show you one thing, under three minutes?" Then show it, fix it, say nothing about policy, and leave	The senior person who is helped mentions it at the next meeting. That one mention is worth more than any campaign.
4	C Being right at them, the policy, the training, more than one thing, and talking more than they do	Same four moves, different true part, different identity, different one thing.

Module 4: "Not My Job" and the Colleague Who Was Burned

#	Answer	Why
1	A Agree that most of it is, acknowledge they have enough to do, and make one ask they can hold: "if a message asks you for a code, that's the one to tell me about"	"Security is everyone's responsibility" is the sentence that made them say "not my job". One ask, not a list.
2	D Because they are not saying anything to agree with; something has to be said first, and it is an apology, not information	Apologise on the organisation's behalf, say what has changed, ask them to try the route with you once, then leave it with them.
3	C "But simulations are important" or "going forward we really need everyone to report"	Each "but" takes the apology back. Three sentences: what happened, named; what has changed; the ask, once.
4	B When nothing has actually changed since the person was burned; take the case to the programme lead first, without the name	Never promise what the programme has not done. One broken promise burns the next five people.

Module 5: When to Stop, and When to Escalate

#	Answer	Why
1	D The identity conversation is now about you: "who are you to tell me?"	Also: you are talking more than they are; they are repeating themselves; you feel the heat and the urge to say the thing that would land.
2	C A reflection, then "can I come back to you on that?", with no parting shot; then come back a week later with one thing	Walk away without having lost, because you were not trying to win. If the second conversation goes the same way, that is a pattern, and patterns are escalated.
3	B Could they walk away from this conversation with no consequence? If not, you are not persuading	The Champion's only asset is that people talk to them. Pressure spends it, and it does not come back.
4	A A pattern across a team, such as the same workaround in three places, reported by role and shift without names	The three: a safety issue (immediately, to security); a senior person who will not engage after two attempts; a pattern across a team. A colleague who said no once is a Tuesday.