

Emotional Intelligence And Culture Evolution



Participate
Perform
Produce

Leader Guide

This guide is a resource for small group leaders.
It accompanies Group Session 3 of the eLearning Series,
CultureEX™ Guided Transformation Process

Prepared for you by:



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Pre-Group Session Prep

Time: _____ minutes

ACTIONS

This leader guide is a GUIDE. You need not read it verbatim. Consider the intention for each section (written at the top of each section in this color) The times listed are simply *suggested* times and can be modified by the group leader.

- COMPLETE** watching *your own* individual training module and filling out *your own* workbook answers.
 - NAVIGATE** entire group session at least once. Ensure the technology works.
 - STOP** when you reach a slide with a green continue button. These correlate with a section in the leader guide.
 - ANSWER** all questions yourself to use as an example.
 - PREPARE** using the *notes* section for your answers, examples or clarifications so you can model/start the conversation.
 - FOLLOW** instructions in each section in order given.
 - OPEN** document "[*Alternative ways to communicate about purpose and values.*](#)" to create what you will do regarding *PURPOSE* and *VALUES* during the session.
 - SEND** a confirmation email a week prior to the group session if you wish. (see below)
- ◆ **TIPS** for you to remember as group facilitator:
1. Demonstrate full commitment. Your intention and modeling matter!
 2. Start and end on time no matter who is or is not there. Ask for timeliness from your team.
 3. Maintain pacing as best you can for time you've allotted for each section. You can skip answers and bullet points if needed to stay on track.
 4. **Total Time** = Time *suggested* for each section.
 5. **Pre-Vid** = Time video precedes before starting the facilitation of each section.
 6. **Cumulative time** = Time elapsed in total for the session, at the end of each section.

EMAIL SAMPLE (Optional)

Hi everyone!

I'm looking forward to seeing you on (Day, Date, Time) for our group LifeWork Systems review session. Please be on time and ready because we have a lot of ground to cover and we will start and end on time. Don't forget to:

- Bring your completed workbook as ***we will be reading our answers from them.***
- Make sure you have completed your post-training survey so I can see your input in advance of this session.
- Let me know if you need anything from me beforehand.

I look forward to seeing you soon!

(Your name)

NOTES

Section 1: We Always Begin With...Purpose

Time: **10** minutes

For the leader: your intention in this section is to help the group learn that a. purpose is #1 and b. INVITE them to commit to it. c. values are behaviors that serve *to make sure purpose happens*. d. focus on one trust value and e. Review helpful tips.

Total Time is 10m (0m pre- vid) Cumulative Time: 10m

- POST** or visually have open your organization's blueprint on a browser tab.
- READ Goal:** "My first goal is to *set the stage* for this session by beginning with our purpose and values."
- READ bullet points below** (Pull up your organization's blueprint)
 - Our *purpose* is always THE highest priority; it shifts us from being **reactive** to **proactive**
 - You are in charge of YOUR thoughts, feelings, and actions *no matter what*.
 - *Purpose* is what we cause for ourselves and for others; purpose connects us to our internal motivation, our WHY.
- READ** your organization's **PURPOSE** on the blueprint. Next, *share your unique way to highlight it*. (use "*Alternative ways to communicate purpose and values*") This could be a quote, story, video clip, meme, poem, question, etc.
- READ** these *rhetorical* questions about **PURPOSE** (tell them **no out-loud answer is required**):
 1. Will YOU intentionally focus on our purpose and commit to representing it?
 2. Will YOU remain committed even if OTHERS drop their commitment to our purpose?
- READ About CORE VALUES** (direct them to the core values in your blueprint) **Say:** "Our *core values* are behaviors we engage in to achieve our *purpose*." These are **NOT** the 8 values that build trust.
- DELIVER** Next, *share your unique way to highlight* one or more CORE VALUE(S). ("*Alternative ways to communicate purpose and values*") This could be a quote, story, video clip, meme, poem, question, etc.
- REVIEW** this trust value #2 under 8 values that build trust in the blueprint: **Receptivity**. Read: "*Receptivity is listening and keeping an open mind to hear and consider other people's thoughts, feelings, and opinions*". Ask EVERY PERSON, "When is it hard for you to practice **receptivity**?"
- READ** the following 5 helpful tips with your group when you as you end this section:
 1. Speak in first person (use "*I*"). It will feel and be more *responsible*. I'll say "first person" if you forget.
 2. "Stay in your yard," share only your experiences, opinions, and feelings.
 3. Take initiative in participating. This supports your leader. Don't wait to be called on.
 4. Keep your answers somewhat brief.
 5. Write down all aha's and questions you think of along the way.
- FINAL WORD** "This section is to remind you that intention is the most important thing to do in every moment."



NOTES

Section 2: Today's Evolved Culture - TEAL

Time: **10** minutes

For group leader: Your role in this section is to help the team realize the word culture is something seen differently by many. They may be holding onto older models that stunt progress and should know why the new model is needed.

Total Time: 10m (1.5m pre-vid + 8.5m) Cumulative Time: 20m

ACTIONS (AFTER you have started your module)

SHOW the 4 slides up to this slide with a green continue button →

READ section **GOAL:** *“My goal for this section is to help you realize how necessary it is that our human systems and culture practices be updated to meet the challenges of the 21st century and beyond.”*

READ **bullet points.** (sharing bullet points below is optional)

- Human systems are how we think, speak, feel, and behave. Human systems should be evolving.
- Too often people still operate from survival and fear.
- A responsibility-based model creates agile, confident, and accountable people with internal leadership in ALL.

DIRECT them to workbook page 2. Have each share some of their written answers to two questions there. **(2m)**

ASK these questions. Tell them, *“These are NOT in your workbook.”* **(4m):**

1. **Share some examples of how our human systems have and are lagging behind today's needs? ***

*Example: Millennial employees often job hop seeking freedom, life/work balance, respect and shared power. Then in their search for this, they may get pegged as *entitled*.

2. **Is the change to a Teal culture model important for you individually? As a team? Why or why not?**

3. **What are your thoughts and feelings (good or bad) about what's in a Teal Model. Is anything missing from it?**

FINAL WORD *“It's natural to upgrade things. We do it with computers, cell phones, cars and more in our physical world. We should not be afraid, ashamed or dismayed about updating and evolving our human systems.”*

Today's Evolved Culture: Teal

TEAL: A radical evolution in consciousness

Purpose-Orientation: Honors birthright, calling and service

Freedom AND/WITH Responsibility

Power: Shared, self-organizing and governing, de-centralized

Agility: Fluid, flexible, simultaneous; heuristic vs. algorithmic

Whole: Personal and professional lives co-exist and co-express

LIFEWORK Continue

NOTES

Section 3: Emotional Intelligence

Time: **15** minutes

For group leader: People have not recognized that personal responsibility requires action all 4 of these steps. You help them make the connections regarding this when in mentoring or participating in the culture model.

Total Time: 15m (2m total pre-vid for 4 slides combined +13m) Cumulative Time: 35m

ACTIONS

SHOW up to this slide →

READ section **GOAL:** “My goal for this section is to assist you in considering and making changes so you grow in emotional intelligence.”

READ bullet points. (sharing bullet points below is optional)

- A Lack of emotional intelligence is at the root of all problems.
- Many people believe that anything to do with emotions is suspect and to be avoided.
- To be emotionally intelligent, you must be self-directed, curious (with *compassion*), and humble.

ASK everyone to open to their workbook pages 5-6 (8m for all 4 slides)

Emotional Skill #1 - Self Awareness

REVIEW answers to #1 on workbook page 5 (They have done pre-work; have them share.)

Emotional Skill #2 – Self-Management

REVIEW answers to #2 on workbook page 5 (They have done pre-work; have them share.)

Emotional Skill #3 – Social Awareness

REVIEW answers to #3 on workbook page 6 (They have done pre-work; have them share.)

Emotional Skill #4 – Relationship Management

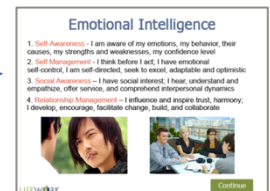
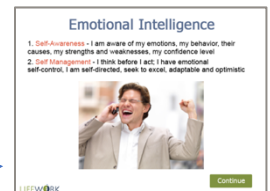
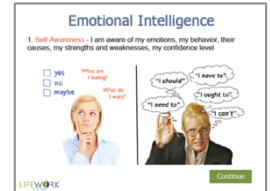
REVIEW answers to #4 on workbook page 6 (They have done pre-work; have them share.)

ASK a few people answers the questions. Tell them, “These are **NOT** in your workbook” (4m)

Note: Do not share *possible* answers until after they offer some

1. **If someone is not self-aware, what might help him or her to become so?** (Possible Answer: Ask them questions that bring them awareness of self or others.)
2. **Why are some people afraid to be self-aware and self-managing?** (Possible Answer: They are afraid of making others unhappy. They fear it’s too hard or they’re incapable. They may have been pampered and do not trust themselves.)
3. **When managing relationships, what can be done about apathy?** (Possible Answer: First, don’t believe in apathy. Recognize that *apathy* is always a defense or coping mechanism.)

FINAL WORD “The main point of the section is that emotional intelligence is something needed to create responsibility; the ‘ability to respond’. We cannot respond, without self and social awareness and self and relationship management.”



NOTES

Section 4: Unresolved Psychological Contracts

Time: **10** minutes

For group leader: We have many places we do not see the world the way others do and that alone is not problematic. It's the assumptions we make about each other and the failure to communicate about them that is problematic.

Total Time: 10m (24s pre-vid +10m) Cumulative Time: 45 minutes

May not need 10 minutes

ACTIONS

- SHOW** up to this slide →
- READ** section **GOAL:** *“My goal for this section is for you to recognize how many assumptions everyone makes due to training, social conditioning and personal interpretation.”*
- READ** **bullet points.** (sharing bullet points below is optional)
 - Most people don't reflect on their own expectations of what they are entitled to receive or required to give,
 - Most people assume others think and feel the same.
 - Many assume negative intentions about others if their words or deeds do not align with their own expectations.
 - When negative assumptions are not discussed, differences chafe and cause separation.
- ASK** them to turn to workbook page 8 and have several people share their answers to the questions there: **(4m)**
- FINAL WORD** *“The main point of the section is to recognize differences in conditioning and expectations so you seek to understand, become receptive, show respect, disclose your views and offer recognition by appreciating differing viewpoints.”*

Unresolved Psychological Contracts



1. Everyone has their own idea of what they are entitled to receive, and what they are required to give.
2. People often leave emotionally before they take physical steps.
3. By then, your actions are too late.

LIFEWORK

Continue

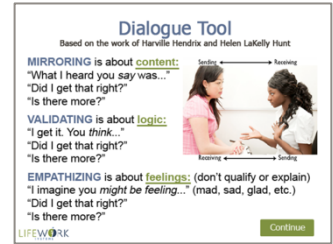
NOTES

Section 5: The Dialogue Tool

Time: **25** minutes

For group leader: Your job in this section is to help the participants answer questions *from their workbook*. Work with a participant until the group knows the difference between mirroring and validating.

Total Time: 25m (6.5m pre-vid + 18.5m) Cumulative Time: 1hour 10m



ACTIONS

- SHOW** up to this slide with the green continue button →
- READ** section **GOAL**: *"My goal is to help you learn to listen on all fronts (the **content**, the **logic**, **world view**, and **feelings**)."*
- READ** **bullet points**. (optional to share bullets below, but recommended)
 - The difference between *mirroring* (step 1) and *validating* (step 2) can be challenging. Most people just mirror again.
 - *Validating* is about hearing larger themes that matter to the person *sending*.
 - Validating does not require or mean you condone or agree.
 - When you empathize (step 3), don't explain emotions named.
 - Always ask, "Did I get it right?" And "Is there more?" (not "are you done yet?")
 - The dialogue tool is not needed all the time. It is helpful when listening fully is desired for things positive or negative.
- PARTNER** those in the group and have them practice the dialogue tool using the slide. **(8m)**. Say, *"You have a total of 8m. Each person has 4m. Determine right away who is the first sender. I will ask you to switch at 4m. I will give you a 1m warning before I bring the room back together."* You can also do this as a group.
- INSTRUCT** all to turn to workbook page 10 and have a few people answer what they wrote to the question there. **(2m)**
- ASK** these questions. Say, *"These are NOT in your workbook."* **(3m)**
 1. **Recall a time when someone fully listened to you. How did it feel?**
 2. **How does this tool help you become flexible in listening to others?**
- DISCUSS** the experience they had with practicing the dialogue tool **(3m IF TIME)**
- FINAL WORD** *"The dialogue tool takes discipline and strong self-management and relationship management. When done well, you give a gift that makes other people feel lovable and connected. I encourage you to practice this weekly at minimum."*

NOTES

Section 6: Personal Responsibility

Time: **20** minutes

For group leader: Frequently, groups want to defeat idea of autonomy and instead justify resentment, blame, and revenge or mean-spiritedness. This is always **other-directed**. The most influential leaders are **self-directed**.

Total Time: 20m (45s pre-vid for both slides + 19m talk) Cumulative Time: 1hour 30m



ACTIONS

SHOW personal responsibility slide. →

READ section **GOAL:** "My goal for this section is to help you to recognize when you or others are responsible or are self-betraying and the many ramifications concerning both."

READ **bullet points.** (optional to share bullets below, but recommended)

- You cannot *hold others accountable* because accountability is an inside job.
- Personal responsibility is not just about BEHAVIOR. It's also about BELIEFS, either fearful and limiting or free self-choice.
- Other-directed behavior occurs when someone *believes* they have no choice.
- Self-directed behavior is accountable because thoughts, feelings, words, and actions all line up.

DIRECT the team to their workbook pages 13-14 and have 1 person read one answer to each of the 12 question there. Get done as many as you can in the time allotted. *Don't worry if you don't finish them all. (10m)*

ASK the questions below about the personal responsibility chart. Say, "These are **NOT** in your workbook." (4m)

1. **How can this chart be used as a TOOL for communicating about responsibility?** (Facilitator, have an example)
2. **Why is it significant that in other-directed, people are operating from a blind spot?** (Facilitator, have example)

SHOW slide on self-betrayal →

READ about Self-Betrayal

- Self-Betrayal is an act contrary to what we feel and want, and it always costs everyone.
- When I betray myself, I see the world in a way that justifies *blame* and being a *victim*.
- The Bud story is a great example. Bud agreed to go to CA without checking in with self.

REVIEW High Points below of Bud Story* (1m)

ASK just a few people to open and share answers to each of the 2 questions on workbook page 17. (2m)

FINAL WORD "Remember to seek and find blind spots related to self-betrayal and other-directed thinking and behaving. Notice *angry, powerless, or victim body language, tone of voice and words like "I have to, I ought to, I should, I need, or I can't". Recognize blame and rebellion. First notice these in you, then you will recognize them in others, and be able to help them."*



NOTES

* High Points of Bud Story

- Bud (lawyer) works for big firm
- Gives up plans to take off 3 weeks when baby is born
- Is asked to be away indefinitely
- Last to arrive
- Settles on a separate floor
- Not part of crucial meetings
- Works 17-hour days (7-midnight)
- Has missed key negotiations
- Ate separately; ignored free food
- Chewed out for being hard to find and not ready
- Didn't think/know he was disengaged; the problem
- Thought he was the *most* engaged
- Saw *others* as cause of his problems (e.g. food/meetings)
- **Biggest problem:** HE DIDN'T KNOW HE HAD A PROBLEM. He didn't know he was *disengaged* (mediocre work, communication and team skills) and *actively disengaged* (costing time, good will, and money)

Section 7: Accountable Requests/Agreements

Time: **20** minutes

For group leader: Help group to understand how and why to use this tool.

Total Time: 20m (5m 40s pre-vid + 14m talk) Cumulative Time: 1hour 50m

ACTIONS

SHOW up to this slide with the continue button) →



READ section **GOAL:** *“My goal for this section is to help you experience the satisfaction in being brave and responsible in being fully accountable and straightforward about what you want.”*

READ **bullet points.** (optional to share bullets below but recommended)

- We don't like saying I **want**. We'd rather say I “wish” or “need” or “hope for” instead.
- We don't always listen to whether the answer is *self-directed* (accountable) or *other-directed* (rebellious or resentful)
- When an agreement is other directed, it is a **“no” under-the-table** and this is **always** harmful.
- Most people don't listen closely to how they are asking, or how the other person answers, causing unresolved psychological contracts.

DIRECT all to pair up and practice this tool (on the screen or on [workbook page 18](#)). Read the tips below before starting. Let them know, *“I'll say ‘switch roles’ at 4m.”* (8m)

TIPS: Ask everyone to pay attention to the following (and the group facilitator to when moving around the room):

1. Are they saying, “What I **want**?” and, “**Are you willing**?”
2. Are they using the *response* process? Did they include all details? Did they ask, “Did I get it right?” and “My answer is...”
3. Are they refraining from *justifying* their “yes” or “no”?

DISCUSS if time, their thoughts about what this activity was like for them. (2m)

ASK these questions and get 2-3 responses for each. Let them know, *“These are NOT in your workbook.”* **Note:** Answers provided are not the only ones possible. (4m)

1. **Why is saying “What I **want**...” difficult for many people?** (**Answer:** we have been told it's selfish. We feel demanding. We fear rejection or getting a “no.”)
2. **Why is a “no” better on the table than not?** (**Answer:** “No” on the table is better... than saying yes but not doing it – rebellious and resisting, or doing it resentfully. Those are *other directed*.)
3. **What does this have to do with the Personal Responsibility Chart?** (**Answer:** Accountable requests require we are *self-directed* and that we know what we want, in making or answering a request)

FINAL WORD *“The main point of this section is to recognize how uncomfortable many people are with this type of straightforwardness. We would rather play it safe than be direct in either asking or answering. Choose honest disclosure instead.”*

NOTES

Section 8: It Just Got Real

Time: **10** minutes

For group leader: The intention of this section is to magnify *awareness* and *management of behavior change*.

Total Time: 10m (0m pre-vid) Cumulative Time: 2 hours

ACTIONS

SHOW up to this slide →

READ section **GOAL:** *“My goal is to help you to leave this session grounding the information you’ve been learning. By reflecting on it, clarifying it, practicing it, and sharing it multiple times, you’re likely to remember, own, and apply what you’ve learned.”*

READ about bullet points (sharing bullet points below is optional but recommended when time allows)

- People don’t sustain real or lasting change without discussing what is newly learned
- Committing to sharing at least some of your *ah-ha’s*, *barriers* and *next steps* is crucial to long-term retentions.

ASK the following questions. Have EVERYONE share briefly*:

1. **One new idea or ah-ha gained from this session that was not fully known or understood before it started.**
2. **One next step to apply something learned.** (This need not be related to their aha’s)

FINAL WORD (*Thank them sincerely in your own words!*)

The image shows a digital form titled "It Just Got Real!" with a "Continue" button. The form is divided into two sections, labeled "1" and "2". Each section has three input fields: "Ah-ha", "Barrier", and "Next Step". The "Ah-ha" field is a large text area, while "Barrier" and "Next Step" are smaller text areas. The form is set against a light background with a subtle grid.

NOTES

*If you run out of time by this section, assign the 2 questions to them to do sometime throughout the day and **email their answers to you**. This helps them retain what they learn.