Systemic Change: What Are We Shifting From, Into?

Participate
Perform
Produce

Leader Guide

This guide is a resource for small group leaders. It accompanies Group Session 4 of the eLearning Series in the *CultureEX™ Guided Transformation Process*

Prepared for you by:

LIFEWORK
S Y S T E M S

Pre-Group Session Prep

Time: _____ minutes

This leader guide is *just* 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.

ACTIONS

☐ **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: **5** minutes

Total Time is 5m (0m pre- vid) **Cumulative Time: 5m**

☐ **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 UNDERLINE 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.

☐ **REVIEW** trust value **#4** under 8 values that build trust: **Disclosure** is sharing your feelings, opinions and ideas openly with no agenda to fix, convert, heal, or change anyone. Ask each person, *"When is it difficult to exercise* **Disclosure***?"*

☐ **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 "me?" if you forget and say "you" or "we."
2. "Stay in your yard," share *your* experiences, opinions, feelings.
3. Take initiative in participating in this group session. This supports your facilitator. Don't wait to be called on.
4. Keep your answers brief.
5. Write down all aha's and questions you think of during this entire session.

☐ **FINAL WORD** *"The main point of section is that* **intention** *is the most important thing to do in every moment."*

NOTES

Section 2: Control vs. Responsibility

Time: 10 minutes

For Group leader: to help people realize that control models are based in fear and limiting beliefs. Help connect dots between extrinsic motivation, disengagement, inferiority complex and hostility

Total Time: 10m (2m pre-vid + 8m) Cumulative: 15m

ACTIONS (AFTER you have started your module)

☐ **SHOW** up to this slide with a green continue button →

☐ **READ** section **GOAL**: "*My goal for this section is to help you recognize what is cultivated when using control methods vs. mentoring people in task ownership and responsibility.*"

☐ **READ** **bullet points** (reading bullet points below are optional but recommended whenever time allows)
- We have been conditioned to use force, coercion, and control.
- When we dismantle these, we need new systems based on emotional intelligence and intrinsic motivation
- Trust is very low and inferiority complex is activated when control is used.

☐ **ASK** the following: **(6m)**
1. **How did you answer the question on** workbook page 5?
2. On workbook page 6, **ask them to share their answers to the 4 questions on this page.**

☐ **FINAL WORD** "*Remember we have all been conditioned to use control vs. supportive mentoring. Being curious and compassionate helps you and others to learn and overcome this conditioning.*"

NOTES

Section 3: Power and the Good Old Days

Time: **15** minutes

For group leader: To show how long win/lose dynamics have been in play. Even the best of us falls into win/lose exceptions because of our conditioning. Help them see they swim against a very strong stream.

Total Time: 15m (30s - pre-vid + 14.5m) Cumulative: 30m

ACTIONS

☐ **SHOW** up to this slide →

☐ **READ** section **GOAL**: "*My goal for this section is to help you focus on the ways you may be using power so you become conscious of your choices and the effects of what you choose.*"

☐ **READ bullet points** (reading bullet points below are optional but recommended whenever time allows)

- We don't often see everyday role models prioritizing power-within.
- Instead, we have role models who use force or power-over and justify it; sometimes even calling it love.
- Power within requires self-discipline and value-based ways of operating that go beyond reactivity and domination.

☐ **ASK** everyone to open to their workbook pages 7-9 (9 questions total below) **(13m)**

☐ **SHOW** power-over slide →

☐ **REVIEW** answers to #1 on workbook page 7 (They have done pre-work; have them share.)

☐ **SHOW** power-under slide →

☐ **REVIEW** answers to #2 on workbook page 8 (They have done pre-work; have them share.)

☐ **SHOW** power-within slide →

☐ **REVIEW** answers to #3 on workbook page 8 (They have done pre-work; have them share.)

☐ **ASK** several people (if time) to share an answer for each of the 6 questions on workbook page 9

☐ **FINAL WORD** "The main point of this section is to make you aware that b*y participating in mentoring, holding positive beliefs about yourself and others, and cultivating your internal motivation, you live from and model, power-within.*"

NOTES

Section 4: Four Stages to True Community

Time: 15 minutes

**Total Time: 15m (3.5m pre-vid + 11.5) Cumulative: 45m**

ACTIONS

☐ **READ** section **GOAL**: "*My goal for this section is to help you commit to learn about and shift into an expanded and trustworthy version of authentic teamwork.*"

☐ **READ bullet points** (reading bullet points below are optional but recommended whenever time allows)
- We don't have a lot of role models for <u>empty</u> which is essential to reach <u>true community</u>.
- We have been conditioned to be judgmental of others and to fix, convert, heal, and change them - <u>chaos</u>.
- When we take time to know each stage, we have greater flexibility in shifting to *true community* sooner than later.
- 4 each of the 8 Values that Build Trust are present both in stage 3 and 4.

☐ **SHOW** this slide on *pseudo-community.* →

☐ **ASK** 2-3 people to share their answer to **question 1 on *pseudo-community***, <u>workbook page 11.</u>

☐ **SHOW** this slide on *chaos.* →

☐ **ASK** 2-3 people to share their answer to **question 2 on *chaos***, <u>workbook page 11.</u>

☐ **SHOW** this slide on *empty.* →

☐ **ASK** 2-3 people to share their answer to **question 3 on *empty***, <u>workbook page 12.</u>

(EMPTY is a stage where people feel *lovable;* they may use *dialogue tool*)

☐ **SHOW** this slide on *true community.* →

☐ **ASK** 2-3 people to share their answer to **question 4 on *true community***, <u>workbook page 12.</u>

☐ **FINAL WORD** "*We must make the transition out of pseudo-community and try to avoid or shift out of chaos. It is then we move in the direction of building a foundation of trustworthiness and practice the 8 behaviors/values that build it.* "
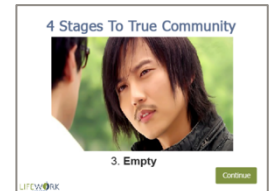
NOTES

Section 5: Team Vs. Working Group

Time: 15 minutes

For group leader: To help people begin to see that teamwork is about *social interest*; that is what we *cause* others and it includes intending to help everyone become as wildly successful as oneself.

Total Time: 15m (41s pre-vid + 14m) **Cumulative: 1 hour**

ACTIONS

☐ **SHOW** up to this slide with the green continue button →

☐ **READ** section **GOAL**: "*My goal for this section is to help everyone commit to social interest;* paying attention to what we *cause* one another, *as vital to healthy teamwork.*"

☐ **READ** **bullet points** (reading bullet points below are optional but recommended when time allows)

- *Social interest* is paying attention to *how we impact others*.
- Without an intention to foster social interest, we become consumed with self-interest, blaming and negative judgment.

☐ **INSTRUCT** all to turn to <u>workbook page 13</u>. Have them answer all 4 questions. (**10m**)
Tip: You may want to answer these in the notes section below so you can help people by sharing your example(s).

☐ **ASK** **EVERYONE** to answer the following question. Say, "*This is not in your workbook.*"

What specific information can you share with all of your project participants so they can help <u>YOU</u> *personally* feel and be "wildly successful"? (e.g., "I like people checking in with me" or "I like compliments", or "I like to be asked my opinion.")

☐ **FINAL WORD** "*The quality of our relationships, the productivity of our teams, and the level of service we provide is greatly increased when we consider and support everyone in being wildly successful.*"

NOTES

Section 6: Restructuring Frustrations

Time: [15] minutes

For group leader: To help people realize they have a right to constructively resolve frustrations.

Total Time: 15m (2m pre-vid + 13m) Cumulative: 1 hour, 15m

ACTIONS

☐ **SHOW** to this practice slide with the green continue button. →

☐ **READ** section **GOAL**: "*My goal for this section is to help you remember, practice and use this handy and harmless tool whenever you are challenged by frustrations.*"

☐ **READ bullet points** (reading bullet points below are optional but recommended whenever time allows)

- Expressing frustrations in a straightforward and *constructive* manner is often frightening and unfamiliar to people.
- Unresolved, frustrations serve to break down psychological safety and increase resentment.
- Using this tool helps people move out of *pseudo-community* and *chaos* into *empty,* and true community.

☐ **ASK** for answers to these questions on workbook page 14. **(2m)**
Tip: A **Behavior Change Request** is a positively phrased, very specific, measurable, doable behavior. When people give enough info then there is no guessing or room for misinterpretation.

☐ **DEMONSTRATE** this tool quickly with one volunteer from the group. **(2m) Note**: The answer in the volunteer's workbook can be used in this demonstration. You (the group leader) play the role of the one with whom they have the frustration. They follow the directions on the screen. They do not share names. Make sure they understand *all 3 parts well*.
Tip: Step 2 is speaking core desires you have for yourself and for the partnership or teamwork.

☐ **PAIR** up team members in your group (in person or on zoom). Take 4 minutes for each person to take a turn then have them switch. Have them practice this tool using the answer they wrote for question 3 in their workbook page 14. Each takes turns using the tool then switching. **(8m)**

☐ **FINAL WORD** "*The main point of this section is to include desires for self and others and address frustrations before they accumulate and grow out of proportion.*"

NOTES

Section 7: Firm and Respectful

Time: **15** minutes

For group leader: To help people realize characteristics (and high standards) for being firm and respectful.

Total Time: 15m (2.5m pre-vid +12.5) Cumulative: 1 hour, 30m

ACTIONS

☐ **SHOW** up to this slide. Play the video until it ends. You will see a green continue button.) →

☐ **READ** section **GOAL**: *"My goal for this section is to help you* understand that real authority is not harsh or enabling; it encourages the best in us*."*

☐ **READ bullet points** (reading bullet points below are optional but recommended whenever time allows)

- People need to be approached *firmly* (aka *decisively*) by leaders and leaders need to be firm when leading others.
- Firmness <u>must</u> be accompanied by high respect, high expectations and ample intellectual and emotional support.
- Firm with respect creates psychological safety.
- Good leaders practice understanding, empathy and allow (even encourage) expression of feelings.
- Expressing feelings and being supported in them builds resiliency.
- We resist learning because of discomfort in NOT expressing emotions.
- People need caring, firm encouragement in the face of fear and resistance.

☐ **ASK** all participants to turn to <u>workbook page 17</u>. Have several people answer each question. **(6m)**

Note on question 3: *Mental fortitude* is the ability to focus on and execute solutions when in the face of uncertainty or adversity. ... When we develop the **mental fortitude** necessary to stay strong in the face of adversity, we abate the fears of being in it.

Note on question 4: (read this after they answer) *Mental fortitude* is made stronger when emotions are supported rather than shamed; when they are examined with compassion in order to gain wisdom. Emotions, handled well, support courage.

☐ **FINAL WORD** *"Before we close this section, I want to read 7 vital points found in this video: (**Read slowly with deliberation**)*
1. Expectations remain high throughout
2. The leader stays consistently connected, compassionate and supportive
3. No shaming, force, guilt or other forms of power-over are used despite size, age and position
4. No rescue, exemption, enabling, or sugar-coating occur
5. Feelings and their expression are encouraged, examined for understanding, but not given undue attention or allowed as a means to avoid responsibility
6. The leader *remains* in a supportive role until an excellent outcome is realized
7. Recognition and acknowledgment are warmly provided

"This video paints the picture of what good leadership looks and feels like. It encapsulates what it means to protect the 4 core needs in people even when firmly guiding them."
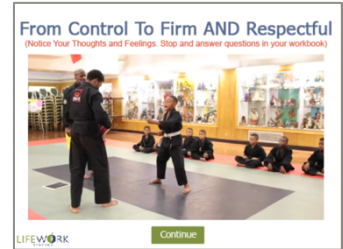
NOTES

Section 8: Encouragement Feast

Time: **20** minutes

For group leader: To help people realize that encouragement builds courage and it's very different than praise. Encouragement reminds people you value them. They feel lovable.

Total Time: 20m (2 m pre-vid + 13m) Cumulative: 1 hour, 50m

ACTIONS

☐ **SHOW** up to this slide. You will see a green continue button.) →

☐ **READ** section **GOAL**: *"My goal for this section is to help you gain awareness and strategies to meet the high priority of practicing encouragement often."*

☐ **READ** **bullet points** (reading bullet points below are optional but recommended whenever time allows)

- Encouragement is essential; it builds courage and joy.
- Encouragement is an antidote to the inferiority complex and supports the 4 core needs.
- Sometimes after an experience of encouragement, people temporarily shut down, fearing another shoe will fall.

☐ **DESCRIBE** an encouragement feast on workbook page 18. **(10m)**

1. Form groups of 3 to 4 (if on zoom, do this in breakout sessions after explaining all the guidelines)
2. Identify one person as "It" (one with longest hair) and
3. Everyone takes turns telling "It" what they appreciate about him or her.
4. The person designated as "It" finishes by sharing what he/she appreciates about him or herself.
5. Repeat this until everyone has been "it".

TIP: This should take max 10 minutes of overall allotted time if you keep the group size to 3 people each.

☐ **ASK** the following questions. Say, *"these are NOT in your workbook."* **(4m)**

1. **How did you feel doing this exercise?**
2. **Which was easier – giving or receiving encouragement?**
3. **Encouragement is crucial. Do you agree? Disagree? Why?**

☐ **FINAL WORD** *"Encouragement is acknowledging with appreciation the gifts, talents and differences in others just as they are, so they feel valued and wanted. As uncomfortable as it might feel to receive, you allow others to fulfill the core need to contribute"*

NOTES

Section 9: It Just Got Real

Time: **10** minutes

For group leader: 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 <u>EVERYONE</u> share <u>briefly</u>*:

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!)*

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.*