Systemic Change: What Are We Shifting From, Into?



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:



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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.

□ COMPLETE watching <i>your own</i> individual training module and filling out <i>your own</i> workbook answers.
□ NAVIGATE entire group session at least once. Ensure the technology works.
\square 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. Also, write in your goal and final word for each section.
\square PREPARE using the <i>notes</i> section for your answers, examples or clarifications so you can model/start the conversation
☐ FOLLOW instructions in each section in order given.
□ OPEN document " <u>Alternative ways to communicate about purpose and values.</u> " to create what you will do regarding <i>PURPOSE and VALUES</i> 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)

Section 1: We Always Begin With...Purpose

Time: 5 min	utes
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We Always Begin With...

For the leader: The intention of this section is to help the group learn 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 5m (0m pre- vid) Cumulative Time: 5m	A brief, memorable, inspiring and inclusive word or phrase describing good we commit to
\square POST or visually have open your organization's blueprint on a browser tab.	Cause LIFEWORK Continue
READ Goal: "My goal for this session is (e.g., to set the stage for this session by beginning with our purpose and values.")	n
READ bullet points below (Pull up your organization's blueprint)	
 Our <i>purpose</i> is always THE highest priority; it shifts us from being reactive to proactive You are in charge of YOUR thoughts, feelings, and actions <i>no matter what</i>. <i>Purpose</i> is what we <i>cause</i> for ourselves and for others; purpose connects us to our internal 	motivation, our <u>WHY</u> .
READ your organization's PURPOSE on the blueprint. Next, <i>share your unique way to highlight it.</i> ways to communicate purpose and values") This could be a quote, story, video clip, meme, poem, quo	-
\square READ these <u>rhetorical</u> 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 <u>core values</u> in your blueprint) Say: "Our <i>core value</i> engage in to achieve our <i>purpose</i> ." These are NOT the 8 values that build trust.	s are behaviors we
□ REVIEW trust value #4 under 8 values that build trust. Read, " Disclosure is sharing your feelings, of openly with no agenda to fix, convert, heal, or change anyone." Ask each person, "When is it difficult	•
\square READ the following 5 helpful tips with your group when you as you end this section:	
1. Speak in <u>first person</u> (use "I"). It will <u>feel and be</u> more <u>responsible</u> . I'll say "first person" if yo	u forget.
2. "Stay in your yard," share only your experiences, opinions, and feelings.	
3. Take <u>initiative</u> in <u>participating</u> . This supports your leader. Don't wait to be called on.	
4. Keep your answers somewhat <u>brief</u> .	
5. Write down all aha's and questions you think of along the way.	
□ FINAL WORD "This section is to remind you that	

Section 2: Control vs. Responsibility

ne: **10**

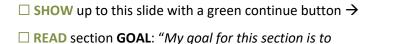
Control Vs. Responsibility

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)



LIFEY ORK Continue

☐ **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

(e.g., help you recognize what is cultivated when using control vs. mentoring people in task ownership and responsibility.")

• 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** "The main point of this section is ______ (e.g., to remind you that 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.")

Section 3: Power and the Good Old Days

15 minutes

Longing For The Good Old Days

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

- \square SHOW up to this slide \rightarrow
- READ section GOAL: "My goal for this section is to (e.g., 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 (e.g., to make you aware that by participating in mentoring, holding positive beliefs about yourself and others, and

cultivating your internal motivation, you live from and model, power-within.")



Section 4: Four Stages to True Community

15

minutes

For group leader: The main point of this section is to help the group really see that most people get stuck in stages 1 and 2 and it takes intention and practice to move into "empty."

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

ACTIONS

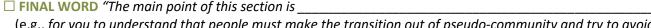


□ **READ** section **GOAL**: "My goal for this section is to (e.g., help you commit to learn about and shift into an expanded and trustworthy version of authentic teamwork.")

- ☐ READ bullet points (reading bullet points below are optional but recommended whenever time allows)
 - We don't have a lot of role models for empty which is essential to reach true community.
 - We have been conditioned to be judgmental of others and to fix, convert, heal, and change them chaos.
 - 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.
- \square SHOW this slide on pseudo-community. \rightarrow
- ☐ ASK 2-3 people to share their answer to question 1 on pseudo-community, workbook page 11.
- \square **SHOW** this slide on *chaos.* \rightarrow
- ☐ ASK 2-3 people to share their answer to question 2 on *chaos*, workbook page 11.
- \square SHOW this slide on empty. \rightarrow
- ☐ 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, workbook page 12.



(e.g., for you to understand that people must make the transition out of pseudo-community and try to avoid or shift out of

☐ **FINAL WORD** "The main point of this section is chaos. It is then we move in the direction of building a foundation of trustworthiness and authentic community.")

Section 5: Team Vs. Working Group

increased when we consider and support everyone in being wildly successful.")

minutes

For group leader: To help people begin to see that teamwork is about social interest; that is what we cause

Team Vs. Working Group 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** \square SHOW up to this slide with the green continue button \rightarrow □ **READ** section **GOAL**: "My goal for this section is to (e.g., 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 workbook page 13. 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 YOU 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.")

(e.g., that the quality of our relationships, the productivity of our teams, and the level of service we provide is greatly

NOTES

☐ **FINAL WORD** "The main point of this section is

Section 6: Restructuring Frustrations

Time: 15 _ minutes

For group leader: To help people realize they have a right and a tool to constructively resolve frustrations. Practice: Restructuring Frustrations Total Time: 15m (2m pre-vid + 13m) Cumulative: 1 hour, 15m **ACTIONS** \square SHOW to this practice slide with the green continue button. \rightarrow ☐ **READ** section **GOAL**: "My goal for this section is to _ (e.g., 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)

(e.g., to include desires for self and others and address frustrations before they accumulate and grow out of proportion.")

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☐ **FINAL WORD** "The main point of this section is _

Section 7: Firm and Respectful

Time:

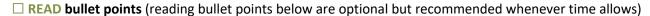
minutes

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 ______ (e.g., help you understand that real authority is not harsh or enabling; it encourages the best in us.")



- 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 workbook page 17. 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

□ FINAL WORD-2 "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."



Section 8: Encouragement Feast

Time:

Encouragement Feast

minutes

For group leader: To help people realize that <u>encouragement builds courage</u> 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

- \square SHOW up to this slide. You will see a green continue button.) \rightarrow
- □ **READ** section **GOAL**: "My goal for this section is to ______ (e.g., 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 <u>workbook page 18</u>. **(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 "The main point of this section is
(e.g., that encouragement is acknowledging with appreciation the gifts, talents and differences in others just as they are,
so they feel valued and wanted. Allow others to contribute the same to you.")

Section 9: It Just Got Real

Time: 10 minutes

For the 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

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ACTIONS

□ SHOW up to this slide →

☐ **READ** section **GOAL**: "My goal for this section is to

(e.g., "help you to leave this session retain the information you've been learning. By reflecting on it, clarifying it, practicing it, and sharing it over and over, 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!*)

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.