

Communicating to Build Trust and Teamwork



Participate
Perform
Produce

Leader Guide

This guide is a resource for small group leaders.
It accompanies Group Session 6 of the eLearning Series,
CultureEX™ Guided Transformation Process



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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.

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. Also, write in your **goal** and **final word** for each section.
 - ☐ **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

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



☐ **POST** or visually have open your organization's blueprint on a browser tab.

☐ **READ Goal:** "My goal for this section is _____
(e.g., "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 our 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** the trust value **#7** under 8 values that build trust and Say: "**Seeks Excellence** is intentionally determining to cause the best for self and others". Ask EVERYONE, "When is it difficult to exercise **seeks excellence**?"

☐ **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. I may say "ELMO" which is "Enough, let's move on."
5. Write down all aha's you think of along the way.

☐ **FINAL WORD** "The main point of this section is to remind you that _____
(e.g., intention is the most important thing to do in every moment.)"

NOTES

Section 2: Eight Values That Build Trust

Time: **15** minutes

For group leader: To help people understand what it means that trustworthiness is foundational. To help them pause and realize that if any relationships have unresolved issues, these should be addressed.

Total Time: 15m (1.5m pre- vid + 13.5m discussion) **Cumulative Time:** 20m

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 _____”
(e.g., help you realize how important it is to address unresolved relationship issues, especially right away when they are small and few.)

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

- You may be trustworthy but not know how to build trust with others.
- All breakdowns in relationships can be tracked to one or more of the 8 behaviors being violated or neglected.
- In time, you will begin to notice when these values are being well-fulfilled and when they are weak.
- You will develop a deeper remembering and understanding of what they are and how they play out.

☐ **ASK** the following questions. Explain to them “These are NOT in your workbook.” (12m)

A. The 8 Values that Build Trust: Have several people give examples of *what's occurring* for each value when it's **PRESENT** and when it's **ABSENT**. **Share these examples:** A. When honesty is **PRESENT**, people can leave their offices without fear their belongings will be stolen. B. When honesty is **ABSENT**, things may go missing from people's desks.

1. **Honesty** is an absence of lying, stealing, cheating. **Note:** Many confuse **Honesty** with **Disclosure** and **Straightforwardness**
2. **Disclosure** is being open, sharing opinions, ideas, and feelings.
3. **Straightforwardness** is asking for what you want and stating expectations.
4. **Receptivity** is listening to people with an open mind and heart.
5. **Seeks excellence** is always doing your best.

6. **Keeps commitments** is following through on what you say you'll do and by when.
7. **Recognition** is acknowledging with appreciation another person's gifts, talents, and differences. **Note:** Recognition is not always scored as high as the other 7 values. That's because people think recognition is bragging or attention seeking. Have 3 people give recognition to others in this group: 1 gives it for gifts, 1 for talents and 1 for differences
8. **Respect** is treating people as worthy and not objects. Read the **story below**. Have people answer the questions in it.

Respect Story: A man was on a plane where seating was first come, first serve. He sat in the seat on the aisle and put his TV tray down and piled his coat and computer on the seat next to him. As the plane was nearing take-off, he realized he might have saved the small row all for himself. At the very last minute, a heavyset man boards the plane. He looks like he's coming for the prized seat. The first man is annoyed and thinking, “He's going to crowd me. He looks like a talker too.”

- a. **Is this newly boarding man a person or an object to him? How do you know?** (Pause to get an answer). **Note:** Respect would be the man seeing the heavyset guy as someone's son, husband, dad, brother, etc. who just wants to get home too.
- b. How about instead, the man sees a gorgeous woman board the plane and he quickly clears off the seat next to him and lifts his tray up, smiling widely at her. **Is this woman a person or an object to him? How do you know?** (Pause to get an answer)
Note: An object for his pleasure. Others are unique, worthy individuals **not for what they can or cannot do for us**.

☐ **FINAL WORD** “The main point of this section is _____”
(e.g., to recognize that maintaining trustworthiness with **ALL** is a **CHOICE** and it's new to most people. You are **THE** one who determines if you are going to check in to disclose or ask if a relationship is less than a 10 and fix it asap if it is.”)

8 Values That Build Trust		
8 Values That Build Trust	Description	Yes No
1. Honesty	Am I honest? Do I tell the truth? Can I trust me?	
2. Straightforwardness	Do I talk to what I need? Do I communicate and state what I need?	
3. Receptivity	Am I fully open to hear and consider their feedback and ideas?	
4. Disclosure	Do I follow my opinion, needs, ideas and feelings fully?	
5. Respect	Do I treat them as worthy, important and respect their unique needs?	
6. Recognition	Do I acknowledge gifts, talents and differences appropriately?	
7. Keeps Commitments	Do I follow on what I say I'll do and when I say I'll do it?	
8. Seeks Excellence	Am I determined to cause and be the best in my relationship? Otherwise?	

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Continue

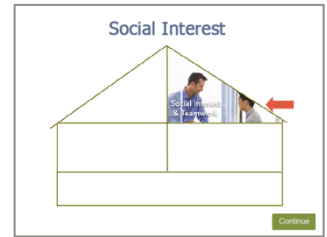
NOTES

Section 3: Social Interest

Time: **10** minutes

For the group leader: To get people to realize they always have choice and to understand there are many parts to be addressed to empower them to step into the choices that are possible.

Total Time: 10m (13s pre- vid + 10m discussion) **Cumulative Time:** 30m



ACTIONS

☐ **SHOW** all slides for this section up to this slide →

☐ **READ** section **GOAL:** "My goal for this section is to _____"
(e.g., help you realize that each of us is powerful and that our use of our power must be intentional and conscious, including the consequences we cause others.)

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

- Social interest is consciously focusing on the consequences we *cause* others.
- Without social interest, people chase after less fulfilling ways to live and work.
- Social interest is not only good for others, but also for yourself.
- Without social interest, we fail to be connected for mutual success and contributing.

☐ **ASK** 1-2 people to read their answers to the three questions (shown below) from workbook page 2: (4m total)

1. Is it important to develop *social interest*? Why?
2. Who do you know with high social interest? How do they make you and others feel?
3. What might happen if social interest is low in a person or team?

☐ **ASK** them to turn to workbook page 9: (5m total) **Ask one person:**

1. To share (without naming names or telling a story) what number they gave the relationship.
2. How many and what behaviors they marked themselves as neglecting and violating.
3. How many and what behaviors they marked the other person as neglecting and violating.
4. What behavior they wanted to work on in themselves and regarding the other person.
5. Did they choose a tool to apply for resolution?
6. If so, how did it go? If not, will they?

☐ **ASK** the group: How is this exercise related to *social interest*? **Read possible answer after they attempt.** (Possible Answer: When we commit to creating a "10" with another person, we are **causing** greater closeness and trust *on purpose*.)

☐ **FINAL WORD** "The main point of this section is _____"
(e.g., to realize it's a big deal and a sign of emotional intelligence and maturity to consider how we affect others and to purposely intend to cause them and the relationship positive consequences.)

NOTES

Section 4: Communication Realities

Time: **10** minutes

For the group leader: To get people to realize how much we communicate, even when we don't realize it. This is verbally (word choices), tone of voice, body language, etc.

Total Time: 10m (2.5m pre- vid + 7.5m discussion) Cumulative Time: 40m

ACTIONS



☐ **SHOW** all slides for this section up to this slide →

☐ **READ** section **GOAL:** "My goal for this section is to _____"
(e.g., focus you on not only important points for speaking but also greater awareness concerning listening.)"

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

- We cannot NOT communicate.
- Often, we're unaware of the intentions behind our communications.
- We may forget to make sure our communications are encouraging.
- It's important to align our communication with purpose and values

☐ **ASK** the following questions. Explain, "**These are NOT in your workbook.**" (5m) **Read Answers AFTER they try to answer.**

1. In this section, it's stated that **70 to 90% of what we say gets filtered or changed by the receiver.** Have 2-3 people give an example of at least one reason this is so. * **Note:** **AFTER they offer answers, read ALL 5 possible answers** below. Mention whether someone's answer fit any of these 5:

1. Our mind processes what we hear faster than we listen and our internal voice is competing with the person speaking.
2. We have different psychological contracts and make assumptions.
3. We do not want to see or own the intent of the other person because we are afraid of what they want from us.
4. We use texting and emailing, leaving too much open to interpretation.
5. We don't verify that we have heard correctly. (There may be other ideas not mentioned here.)

2. **The first 3 guidelines when speaking include honest, caring, to create harmony.** What is the 4th guideline? How do you know if you have or have not implemented it?

Let them try then read (**Possible Answer: Useful.** You implement this if you notice the other person is receptive and/or if you've asked permission? You have not implemented if you push an agenda or share without receptivity to hear you.)

☐ **FINAL WORD** "The main point of this section is _____"
(e.g., to remember that 'everything you say' matters. This also helps you realize the importance of clear intentions when communicating, and that others are listening and reacting or responding to you.)"

NOTES

Section 5: Meeting Bids: Entrainment

Time: 20 minutes

Leader: Effective communication intellectually *and emotionally* is a key for relationship success

Total Time: 20m (0m pre- vid + 15m discussion) **Cumulative Time:** 1 hour

ACTIONS

☐ **SHOW** all slides for this section up to this slide →

☐ **READ** section **GOAL:** “My goal for this section is to _____”
(e.g., help each of you grow in social awareness so you have social interest and communicate it through entrainment.” *)

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

- *Entrainment* is also called *meeting bids* or *mirrored reciprocity*.
- *Entrainment* means to notice the quality and quantity of emotion someone is expressing and the relevance to him/her.
- In *entrainment* you mirror another’s emotions to engage with their heart as well as their head.
- *Entrainment* during any feelings is important but during joy is even more important than during challenges.
- *Entrainment* is vulnerable because it causes you to open your heart and express feelings.

☐ **READ** the steps of the exercise below. ♦ **TIP:** Tell the group *no one is condoning anything said*. They are simulating *emotional entrainment*, even when it feels foreign to *their* common way of responding. **TELL THEM:** “Make the other person’s feeling more important than you being comfortable.” (1m)

Step 1: You will partner up with another person. One of you begins as the sender and the other one as the receiver.

Step 2: Sender: Recall a time when you felt strong feelings. Send 4 different emotional communications to your partner. Do not hold back. Allow your emotions to be expressed. Make at least one of them **joyful**.

Step 3: Receivers: map your body language, tone, speed, and volume of voice, and reaction level as closely as possible to that of the sender, while responding with related words. **This is not mirroring**. (Example: “I am really mad about this election!!!” in a loud angry voice. Receiver says in a loud angry voice, “You are so ANGRY!!!”)

Step 4: Next you will switch roles and repeat this process. **Say**, “Do you all understand these steps?”

☐ **DEMO** the exercise below with someone in the group or the LifeWork Systems consultant. (5m). ♦ **TIP:** Both prepare 4 examples in advance so you can demonstrate ease of doing this. Make sure everyone understands what to do. Pair them up.

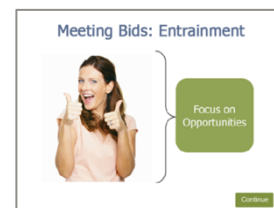
☐ **PAIR** them up to do **Entrainment Exercise Say**, “You will have 5 minutes.”. (5m)

☐ **DISCUSS** this exercise afterwards briefly as a group. (e.g., “How was that as the receiver and the sender?”) (3m)

☐ **ASK** the following questions. Explain “**These are NOT in the workbook.**” (4m) Share answers after they try.

1. In the 4 stages to team, empty is when we don’t have an agenda to fix or change someone. We offer disclosure, give recognition, show respect, and have receptivity. **What does entrainment have to do with empty?** (Possible Answer: **Empty** makes seeing, hearing, appreciating, and validating the other person the most important thing and so does **entrainment**).
2. Social interest is when we intentionally consider what we “cause” others. **What does entrainment have to do with social interest?** (Possible Answer: **Social interest** is intentionally causing people to feel seen, heard, validated).
3. **Why might we resist entraining with others or being entrained by them?** (Possible Answer: We may be afraid of our own feelings and being vulnerable. We may fear the other person’s feelings could intensify)
4. **Give an example of a relationship you have that could be improved with entrainment.** (Have one ready to share.)

☐ **FINAL WORD** “The main point of this section is _____”
(e.g., to help you realize that entrainment is a gift we give others by stepping into their shoes and their experience, including their emotions. It brings about a deeper connection and makes people feel lovable.”)



NOTES

Section 6: The Role of Empathy

Time: **15** minutes

For group leader: To help them see the importance of empathy for healthy, psychologically safe relationships.

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

ACTIONS

☐ **SHOW** all slides for this section up to this slide →

☐ **READ** section **GOAL:** “My goal for this section is to _____”
(e.g., *help you understand the power of empathy in fast-tracking positive change in yourself and others.*)”

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

- Often people underestimate the role of *empathy*; being with another in their feelings.
- We were taught to fear and avoid acknowledging differing perspectives.
- When people lack empathy, they experience challenges and barriers in their relationships.

☐ **DISCUSS** the **empathy exercise** - their written answers to the 5 steps on workbook page 8. (3m). Get feedback about the exercise. Ask them, “How did you feel when you saw question 2?” ♦ **TIP:** *Make sure you have answers to all 5 steps to share.*

☐ **ENGAGE** them in hearing differences between an empathic response and a **non-empathic** response with steps below: (5m)

Step 1: Say the statement below several or each time, with exaggerated **feeling**:

“I hated going to the doctor’s office and getting a shot today. It really hurt! I was so worried I couldn’t even eat breakfast.”

Step 2: Pick one person at a time and assign each to demonstrate one **non-empathic** response listed below:

- | | | |
|-----------------------|-----------|-------------------|
| 1. Denial of Feelings | 4. Pity | 6. Psychoanalysis |
| 2. Defending Others | 5. Advice | 7. Questions |
| 3. Philosophizing | | |

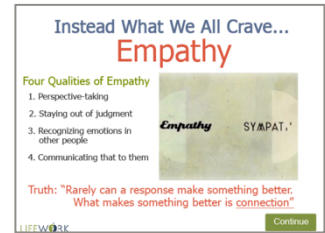
Step 3: Have *the last* person demonstrate an **empathic** response at the end.

☐ **ASK** a few people each of the following questions. Explain, “**These are NOT in your workbook**” (Read possible answers **after** they try to answer the questions). (2m)

1. **Why is *getting personal* and connecting in feeling such a good thing?** (**Possible Answer:** because we ALL need to be known/understood intellectually and emotionally).
2. **How might you practice/increase empathy when someone is sharing feelings?** (**Possible Answer:** pay close attention to your own judgments and also to what another person is saying and feeling. Then consider what will make them feel you are with them in them. Then say something that shows them you can relate to what they are experiencing).

☐ **ASK** 1-2 people to briefly share a recent example of someone connecting rather than solving. How did it feel? (3m)

☐ **FINAL WORD** “The main point of this section is _____”
(e.g., *to help you realize that where there is no empathy, there will be no purpose-based functioning. Choosing empathy is choosing healing for yourself, others, and society in general.*)”



NOTES

Section 7: Thermometer Exercise/Tool

Time: **20** minutes

For group leader: This exercise helps people recognize the role *they* play in every outcome they *cause*. Most people want the pressure or responsibility to be on others. However, being powerfully influential requires 100% commitment to **your own influence** in every exchange.

Total Time: 20m (1.5m pre- vid + 13.5m discussion) Cumulative Time: 1 hour, 35m

ACTIONS

☐ **SHOW** all slides for this section up to this slide →

☐ **READ** section **GOAL:** “My goal for this section is to _____”
(e.g., help you understand with this tool that the responsibility each of you has for your effects on others, is based on communication YOU deliver and results YOU influence.”)

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

- We often think our messages are effective and blame others when we don’t get the results we want.
- The best indicator of your influence is right in front of you. It’s always there in your results.
- Taking 100% responsibility for results is key to becoming influential.
- Most people would rather blame or quit after only one or two tries.
- This tool helps you connect your words, tone, and body language to your results.
- This is a **TOOL** to use in coaching or mentoring or whenever someone struggles in gaining cooperation.

Thermometer Exercise

Facilitator: Layout a thermometer using paper or tape (or on zoom using your cursor on the thermometer on the screen). One end represents “**Cooperating**” the end you wish to influence movement to the desired outcomes. The center communicates “**Neutral**.” The end furthest away represents “**Discouraged**” and, someone *less* inclined to cooperate.

♦ **TIPS:** Make sure the person speaking to gain cooperation pauses and the one being encouraged to do so does **NOT** speak. Get feedback on ALL communications – EACH forward, backward or neutral (non)movement. Stop the process quickly and decisively each time, interrupting if he or she runs on. Your role is to quickly help Person A make the connection between a communication and the result. Pay attention to the time. This exercise should move quickly.

☐ **READ** these steps in the **thermometer exercise** and then do the exercise. (15m for all below)

Step 1: “Can I get a volunteer to be person A, someone who wants cooperation with person B about something? Briefly describe.”

Step 2: “Person A, pick a person from the group to represent person B.”

Step 3: Explain the thermometer and placement of each person. “The end with “**cooperation**” is where person A stands. Center with “**neutral**” is where person B starts. The back represents “**discouraged or less inclined to cooperate**.”

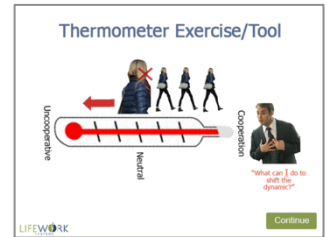
Step 4: “Everyone, including Person A (but not B), turn to workbook page 4 to see 27 ideas to consider for influencing others.”

Step 5: “Person A will talk to person B (using ideas from workbook page 4) with the intent of gaining cooperation from person B. Person B can **ONLY** respond **non-verbally** by MOVING (or SAYING) forward, backward, or staying in the same place.”

Step 6: “I’ll STOP Person A each and every time and ask, “How did you get that result? I may ask all of you to share what you see and think. I may share too. Together, we support person A in getting a desired result and seeing how it was accomplished.”

☐ **START** the exercise. Debrief (if there is time). (2m)

☐ **FINAL WORD** “The main point of this section is _____”
(e.g., to help you realize that when YOU take 100% responsibility for your results, you become masterful in your part, in your yard. You move from one who blames others to someone who is influential.”)



NOTES

Section 8: Flexing Your Listening

Time: **15** minutes

For group leader: This exercise is to help people realize ways they listen well and ways they don't, so they can learn to flex their listening. The chart on workbooks page 7 is not easy to figure out but you have an example shown right as you begin to do this page. Make sure you do this yourself to use as an example.

Total Time: 15m (3m pre- vid + 12m discussion) Cumulative Time: 1 hour, 50m

ACTIONS

☐ **SHOW** all slides for this section up to this slide →

☐ **READ** section **GOAL:** "My goal for this section is to _____"
(e.g., help you see where you are strongest and weakest in listening so you can flex into different listening styles as needed.)"

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

- Most of us listen with bias through the filter of our own highest values (e.g., our Ntrinsx colors)
- We can love people but not know how to make them *feel* loved, *lovable*, or *heard*, because of *inflexible* listening.
- Understanding your predominant and weakest listening styles can help you gain awareness and then manage changes.
- You may be challenged when your *weakest* listening style is needed.

☐ **ASK** the following 2 questions. Explain, "**These are NOT in the workbook.**" (3m) Read possible answers **after** they've tried.

1. **What do you gain by listening flexibly?** (5 listening styles are on screen) (**Possible Answer:** The person speaking feels heard in a way that best satisfies them)
2. **When you consider which of the 4 reasons YOU communicate** (*persuade, inform, self-express or please, inspire or comfort*) **what are the benefits of clarifying these for yourself? For others?** (**Possible Answers:** You set expectations, objectives and clarity on agenda and timing. You don't have people assuming. You know how to prepare. **Note:** *There could be other reasons given*)

☐ **ASK** the following of a few people: **Share an example of a relationship in which you want another person to use a different listening style. Name the desired listening style.** (See 5 styles on the screen). Using your facilitator as a stand-in, practice asking for the listening in the desired way (*in an accountable request – What I want is... Are you willing?*) (4m)

☐ **INSTRUCT** everyone to turn to workbook page 7. (**If TIME**) Have **EVERY PERSON** share something they learned about the flexibility of their listening, related to at least one of the 4 reasons someone is talking. Ask each, "**what did you learn that will help you based on what you discovered doing this exercise?**" (5m)

☐ **FINAL WORD** "The main point of this section is _____"
(e.g., to help you realize you are listening from a very narrow set of values and habits. To determine and communicate why you are speaking is also helpful. By flexing into your less common listening styles, you will increase your ability to influence, gain cooperation and support from, and collaborate with others.")

Exercise: Flexing Your Listening

1. Appreciative To relax and enjoy the experience
2. Empathetic To emotionally support the sender
3. Comprehensive To organize and make sense of info
4. Discerning To get complete information
5. Evaluative To make a decision

Five Listening Styles

Download the form, fill it out.
Continue

Predominant Listening Style	Weakest Listening Style

Reasons we Communicate	Strength	Challenge
Persuade		
Inform		
Self-Expression		
Please, Inspire, Comfort		

NOTES

Section 9: It Just Got Real

Time: **10** minutes

For group leader: This section is about helping participants realize that this form whether in the back of each workbook or in the end of a group session, is about **grounding** what's been REALIZED by sharing it out loud. It's also about NEXT STEPS.

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

A thumbnail image of a worksheet titled "It Just Got Real!". The form has two main sections, labeled 1 and 2. Each section has a "Write" area and a "Share or listen" area. Section 1 is for "One new idea or ah-ha gained from this session that was not fully known or understood before it started." and section 2 is for "One next step to apply something learned." The form also includes a "Continue" button at the bottom right.

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* and *next steps* is crucial to long-term retaining of what you learn.

☐ **ASK** the following questions. Have EVERYONE briefly share **both at the same time** *:

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.