

# Your Extraordinary Life



## Your Cohesive Team

Personal and Professional Teamwork Where Everyone is Wildly Successful!



## Course Workbook

This workbook supports understanding of content within this program

Presented by:



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# Part 1: Concepts And Mindset

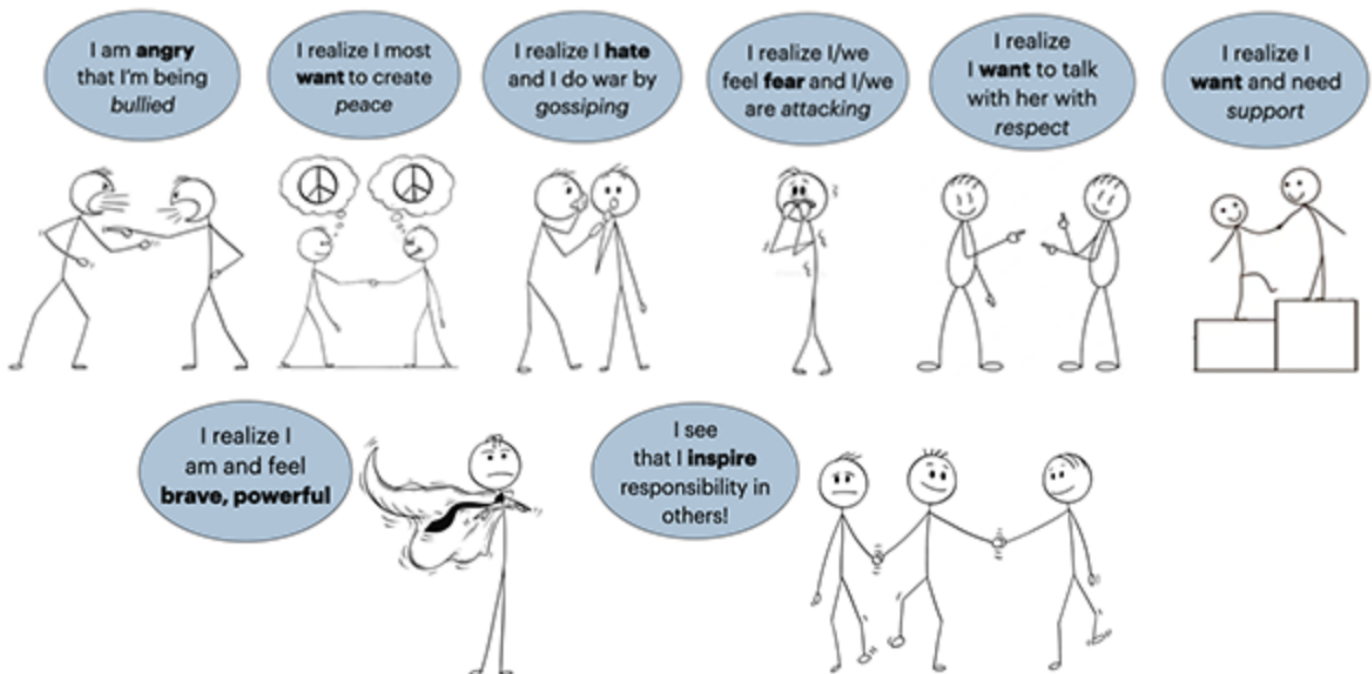
Mindset matters. "A fool with a tool is still a fool"

## Developing Leadership and Task Ownership

Cohesive teamwork requires leadership skills such as owning the tasks of managing one's relationships, productivity, engagement and progress towards purpose, values, and visions. Only then does one become personally responsible enough to critically think through challenges, assess their part in any situation and consider what they most want to cause. This story illustrates task ownership and personal responsibility.

**Story of the 8<sup>th</sup> Grader** A story can get across a lot of concepts all at once. Here are some key points:

- He was asked: Do you want peace? He wanted peace. For whom? For his bullying teacher too. Why is this important to ask him this first?
- He was willing to be curious because compassion was present.
- He was willing to change his ideas and behavior.
- He shifted from feeling like a victim to feeling empowered and being responsible.
- He realized his part and that he could change his part. (Task ownership)
- He was willing to use his power in a different, constructive way.
- The whole room learned a new way to consider challenges.
- Others rose to support, became responsible and wanted to help without a big crisis.
- We can take any noble tool and use it destructively (e.g., peace pledge on top of a control model)
- Everyone was participating in the negative human dynamic (we put all parties in the same boat)
- S.L.A.M. Say less ask more.
- These are skills we rarely develop because we are too committed to blaming and analyzing rather than considering the system is likely *not* set up for mutual win/win.
- When one person becomes more responsible, others gain awareness and increase responsibility.



# Inferiority Complex

Adler: a barrier to PSYCHOLOGICAL SAFETY and HEALTHY HUMAN FUNCTIONING



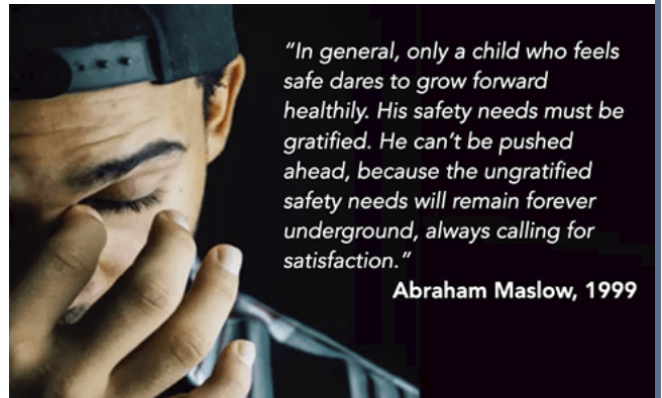
## Questions

1. If inferiority complex causes all struggles, what benefits result from realizing this?
2. Consider *external* struggles. How does knowing that inferiority complex cause struggles, help with teamwork?
3. Recall a workplace or other setting in which you felt high psychological safety. What difference did it make?
4. Why is it important to connect inferiority complex and creating a cohesive team with one or more people?
5. Do you believe people hide their inferiority feelings? If so, how do you know?

# Psychological Safety

**Psychological safety** is being able to show and employ one's self without fear of negative consequences of self-image, status or career. It can be defined as a shared belief that the team is safe for interpersonal risk taking. In psychologically safe teams, team members feel accepted and respected.

Wikipedia



# Unresolved Psychological Contracts

Psychological contracts are assumptions people make about what contributions and behaviors are required and expected of them and what they are entitled to receive from others. The assumptions are not the problem. It's the judgments and lack of healthy conversation that contributes to challenges, struggles and separation.

Psychological contracts are dictating what entire groups of people may also believe collectively and the danger is that we don't know how to recognize them and respond with curiosity and compassion. Here are the three components of unresolved psychological contracts:



1. **Everyone has their own idea of what they are required to give and entitled to receive.**
2. **People often leave emotionally before they take physical steps.**
3. **By then, your actions are too late** (or *may* be too late, and at least difficult to reverse)

## An example of a psychological contract (NOT the only example)

The risk is because of assumptions made, we assign a negative and worthless intention and motive to them, condemning the doer, rather than seeking to understand.

Millennial Employees	Baby Boomer Employees
I deserve equal respect for being a worthy human, regardless of my age	I deserve greater respect just for my age, title; you must earn my respect
I know a lot and should be able to teach you too	I teach you and know best because of your lack of age and experience
I can lead and you should want to follow me when it makes sense	I'm THE boss. You're presumptuous to take the lead without my invitation
I expect you to treat me with thoughtfulness and to refrain from coercion	I expect you to be grateful for this job and to show it through submission
I expect you to try to understand what matters to me first and to please me	I expect you to understand what matters to me first and to please me

## Questions:

1. Why is this information important?
2. Can you think of a relationship (without naming names) in which this might be happening or has happened? What could have made it better?
3. Making assumptions and assigning motives to others is a coping mechanism and self-protection. Why might it matter for you to recognize and stop doing so?

## 4 Core Needs

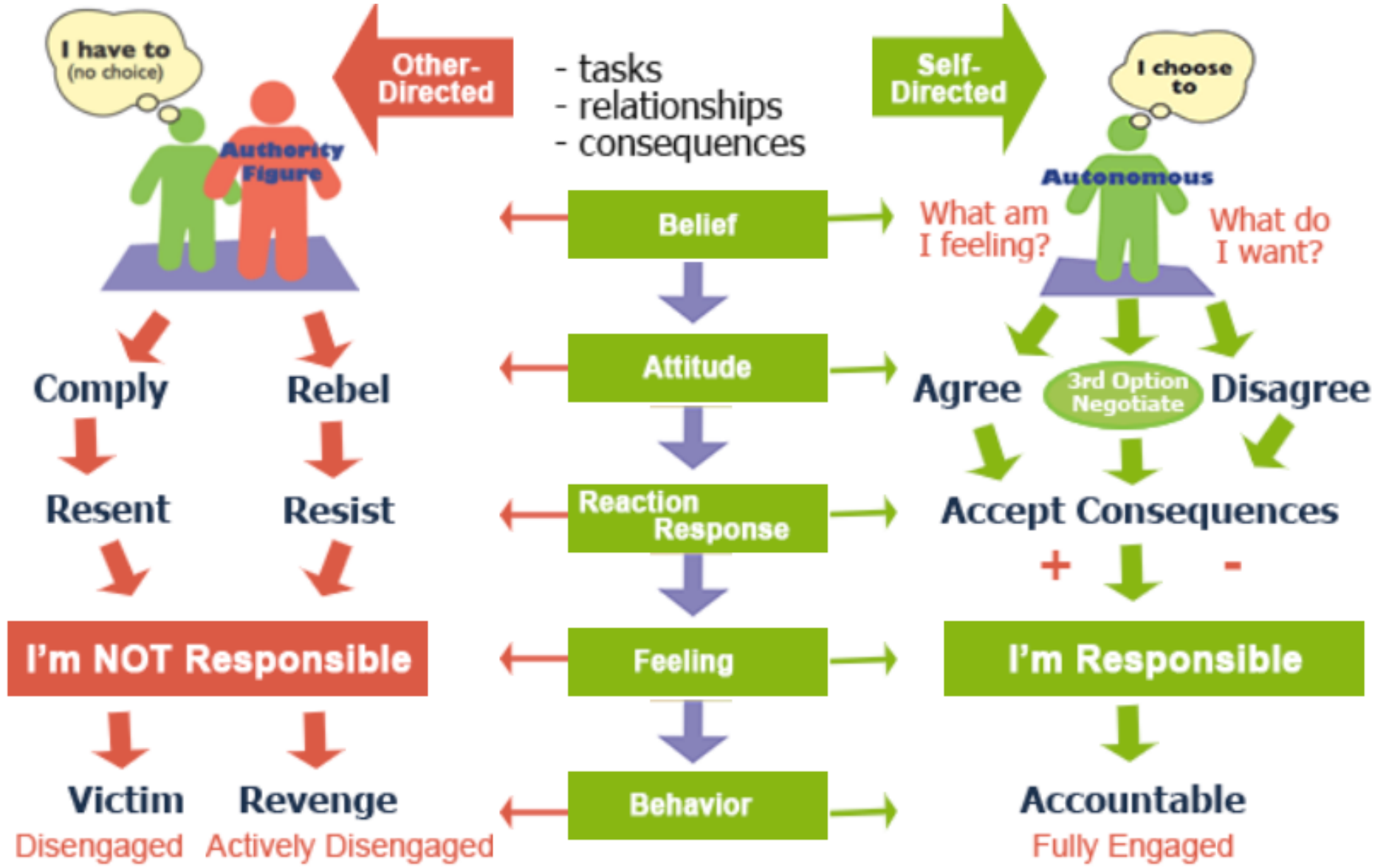
Adler: We are SOCIAL: We need *belonging* and *significance* and to feel...



- **Empowered** - I know I am influential, and my potency is welcome.
- **Lovable** - Who I am uniquely is delightful to others. I am recognized, appreciated, and enjoyed.
- **Connected** - I belong in the organization, and I experience community.
- **Contributing** - My special gifts and assets are important, wanted, needed, and received

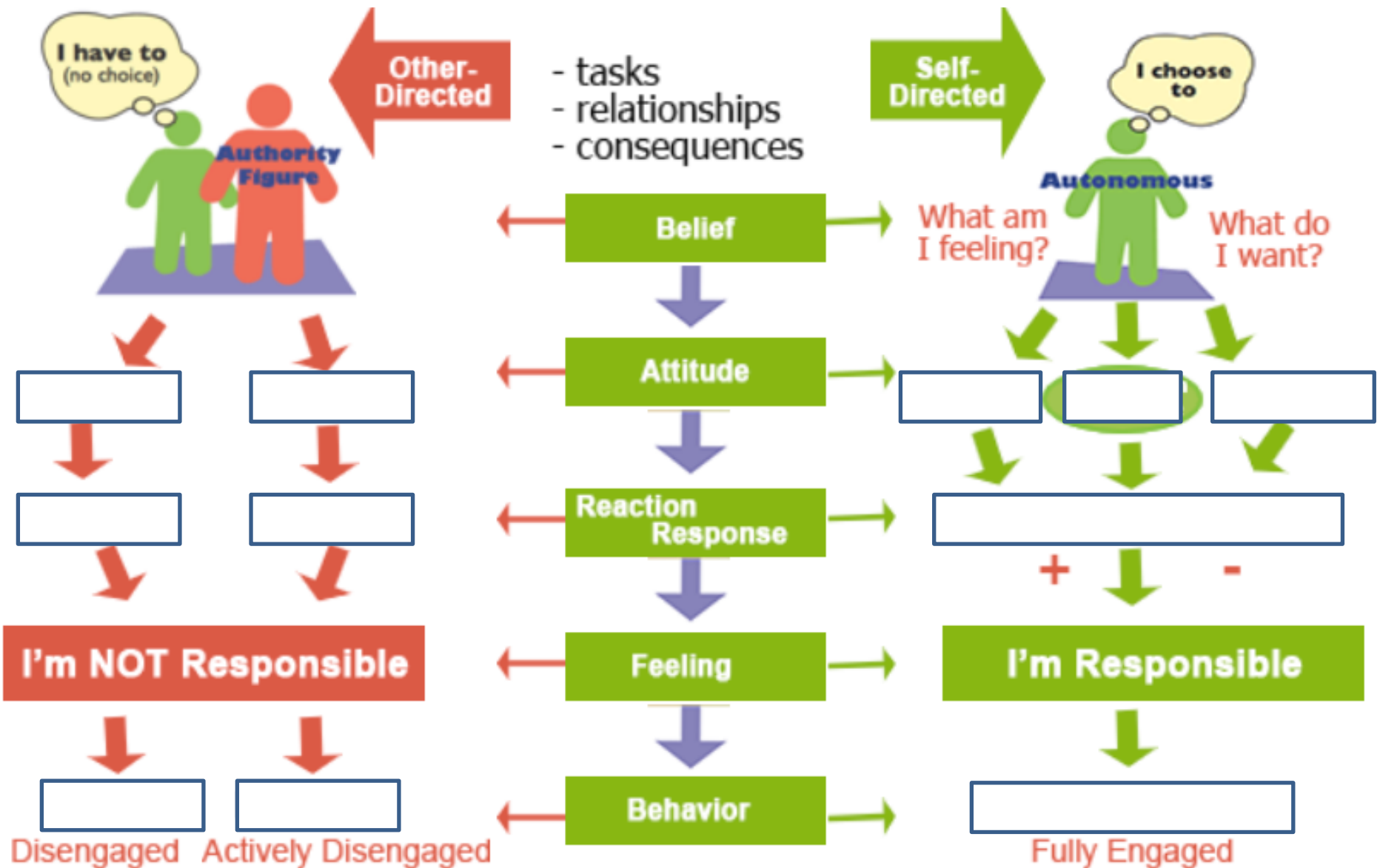
1. Which one of the four core needs is easiest to nurture and support? Why?
2. Which one is most challenging to cultivate and foster? Why?
3. What practices can be added to nurture the four core needs with:
  - a. Yourself?
  - b. Those you lead (or parent)?
  - c. Those who lead you?
  - d. Your entire organization (or family)?
4. What practices can be removed to nurture the four core needs with:
  - a. Yourself?
  - b. Those you lead (or parent)?
  - c. Those who lead you?
  - d. Your entire organization (or family)?

# Personal Responsibility Chart



## Personal Responsibility Chart (Practice Sheet)

This concept is also a powerful **tool**. It will help you think about, recognize and communicate with people who you discover stuck in the other-directed side of this chart. The helpful thing to do is to say, "It sounds like you may be encountering a barrier. If you were, what might it be?"



# Personal Responsibility Worksheet

1. Why is the information on the personal responsibility chart so important?
2. What are ways people act and speak as a **Victim** when in **Other-Directed** Beliefs? (Resentfully Complying)
3. What are ways people act and speak from **Revenge** when in **Other-Directed** Beliefs? (Rebel and Resist)
4. What are benefits of **Fully Engaged** people? **Fully Engaged** leaders or managers? **Fully Engaged** YOU?
5. What are things YOU and WE can do personally to build **Self-Directedness**?
6. In which situations, or with whom, do **you** tend to react in an **other-directed** manner? That is, when do you feel like you are a victim or want to rebel and resist in a mean-spirited way?
7. What tends to be the outcome when you react these ways? How do you feel? How do you act?





## Commitment vs. Compliance

The following story from the book *Leadership and Self-Deception* by Arbing Institute is a great example of an adult illustrating one of many ways a lack of responsibility can show up in a real day-to-day experience *and* that it's not always easy to recognize; it can be subtle and challenging to spot and redirect this. Bud is an older man sharing his story with a new worker, Tom, at his firm.

"I was a young lawyer at the time, working long hours at one of the most prestigious firms in the country. One of the deals I worked on was a major financing project that involved about 30 banks worldwide. Our client was the lead lender on the deal.

"It was a complicated project involving many lawyers. In our firm alone, there were eight attorneys assigned to it from four different offices worldwide. I was the second most junior member of the team and had chief responsibility for the drafting of 50 or so agreements that sat underneath the major lending contract. It was a big, sexy deal involving international travel, numbers with lots of zeros, and high-profile characters.

"A week after I'd been assigned to the project, my wife Nancy and I found out she was pregnant. It was a marvelous time for us. David was born some eight months later, on December 16. Before the birth, I worked hard to wrap up or assign my projects so that I could take three weeks off with our new baby. I don't think I'd ever been happier in my life.

"But then came a phone call. It was December 29th. The lead partner on the deal was calling me. I was needed at an 'all-hands' meeting in San Francisco. "How long?" I asked. "Until the deal closes – could be three weeks, could be three months. We're here until it's done," he said.

"I was crushed. The thought of leaving Nancy and David alone in Alexandria, Virginia, left me desperately sad. It took me two days to wrap up my affairs in D.C. before I reluctantly boarded a plane for San Francisco. I left my young family at the curb. With a photo album under my arm, I tore myself away from them and turned through the doors of the terminal.

"By the time I arrived at our San Francisco offices, I was the last one in on the deal. Even the guy from our London office arrived before me. I settled into the last remaining guest office – an office on the 21<sup>st</sup> floor. The deal headquarters, and everyone else, was on floor 25. I hunkered down and got to work. Most of the action was on 25 – meetings, negotiations among all the parties, everything. But I was alone on 21 – alone with my work and my photo album, which sat open on my desk.

"I worked from 7 a.m. till way past midnight every day. Three times a day I would go down to the deli in the lobby and purchase a bagel, a sandwich, or a salad. Then I'd go back up to 21 and eat while poring over the documents. If you had asked me at the time what my objective was, I would have told you that I was drafting the best possible documents to protect our client and close the deal, or something to that effect. But you should know a couple of other things about my experience in San Francisco.

"All of the negotiations that were central to the documents I was working on were happening on the 25th floor. These 25th floor negotiations should have been very important to me because every change to the deal had to be accounted for in all the documents I was drafting. But I didn't go up to 25 much. In fact, after 10 days of lobby deli food, I found out that food was being served around the clock in the main conference room on 25 for everyone working on the deal. I was upset that no one had told me about it. And twice during those 10 days I was chewed out for failing to incorporate some of the latest changes into my documents. No one had told me about those either!

"Another time I was chewed out for being hard to find. And on two occasions during that period, the lead partner asked for my opinion on issues that had never occurred to me – issues that would have occurred to me had I been thinking. They were in my area of responsibility. He shouldn't have had to do my job for me."

At this, Bud sat down. "Now, let me ask you a question, Tom. Just from the little bit you now know about my San

Francisco experience, would you say that I was really committed to 'drafting the best possible documents to protect our client and close the deal'? "No, I don't think so," he said. "In fact, you don't seem like you were engaged in the project at all. You were preoccupied with something else." "That's right," Bud agreed. "I wasn't engaged in it. And do you think the partner could tell?" "I think after those 10 days it would have been obvious," he offered. "He could tell well enough to chew me out a couple of times at the very least," Bud agreed. "How about this: Do you suppose he would say that I'd bought into the vision? Or that I was committed? Or that I was being maximally helpful to others on the deal?" "No, I don't," Tom said.

"I think you're right. I had become a problem. I wasn't engaged in the deal, wasn't committed, hadn't caught the vision; I was making trouble for others, and so on. But consider this: How do you suppose I would have responded had someone accused me of not being committed or not being engaged? Do you think I would have agreed with them?"

Tom pondered the question. Although it should have been outwardly obvious, Bud might have had trouble seeing himself as others saw him at the time. "No. I suspect you might have felt defensive if someone had said that to you.

"You're right. Think about it: Who left behind a new baby to come to San Francisco? I did," he said, answering his own question. "And who was working 20-hour days? I was." Bud was becoming more animated. "And who was forced to work alone four floors below the others? I was. And to whom did people even forget to mention basic details like food plans? To me. So, from my perspective, who was making things difficult for whom?"

"I guess you would have seen *others* as being the main cause of the trouble," Tom answered. "You better believe it," he agreed. "And how about being committed, engaged, and catching the vision? Do you see that from my perspective, not only was I committed, I just might have been the most committed person on the deal? From my perspective, no one had as many challenges to deal with as I had. And I was working hard in spite of them."

"That's right," Tom said, nodding. "You would have felt that way." "Now think about it, Tom. Remember the problem; I was uncommitted, disengaged, hadn't caught the vision, and was making things more difficult for others on the deal. That's all true. And that's a problem – a big problem. But there was an even bigger problem. The bigger problem was that I couldn't see that I had a problem. **There is no solution to the problem of lack of commitment, for example, without a solution to the bigger problem – the problem that *I can't see that I'm not committed.***"

# When I Betray Me, I Betray You



**When I Betray Myself, I Inadvertently do Harm to Others**



**I am Self-Deceived**  
I inflate others faults  
I inflate my virtues  
I put on an ideal image  
I blame others  
I am angry and resentful  
I poison the well

1. **Self-Betrayal:** An act contrary to what you **want**, and instead do what you think you *should*, is called an act of self-betrayal. How, with whom, and when have you done this or still do this?

2. When I betray myself, I begin to see the world in a way that justifies my self-betrayal. Share an example. Describe an example of a blind spot you've discovered in yourself or another person. Example: Bud agreed to go to San Francisco but ignored his feelings about going at all or setting any boundaries.

# TEAL: Today's Evolved Culture – A Radical Change

Stages of consciousness were developed in *Spiral Dynamics* by Ken Wilbur and were also written in *Reinventing Organizations* by Frederick Laloux.

**Red**

**Chiefdoms:** Mafia, street gangs; tribal militia; pay per whim of boss

**Amber**

**Chains of Command:** Catholic church, military, government; salary based on title, rank, seniority and/or education

**Orange**

**Central Hierarchy:** Multinational companies; salary based on individual incentives

**Green**

**Hierarchical with Consensus:** Southwest Airlines; salary based on group incentives or team bonuses

**Teal**

**Shared Power, Self-Governing:** Morning Star, Buutzorg; everyone leads and advances based on initiative and opportunities

## Teal: A radical evolution in consciousness



### Teal is the only model fostering the 4 core needs

- **Purpose-Orientation:** Honors birthright, calling and service
- **Freedom AND/WITH Responsibility**
- **Shared Power:** Shared, self-organizing and governing, de-centralized
- **Agility:** Fluid, flexible, simultaneous; heuristic (creating solutions on the fly) vs. algorithmic (relying on established formulas)
- **Whole:** Personal and professional lives co-exist and co-express

### Questions:

1. What beliefs and behaviors must be dismantled or abandoned in order to evolve into a teal culture model?
  
  
  
  
  
  
  
  
  
  
2. What are some advantages of a teal culture model?

# Primary Cause of Inferiority Complex: Culture Models of CONTROL

For centuries, many people have drawn upon socialization systems based on hierarchy and use of control tactics.

One group of people uses power-over others with the objectives of increasing profit, gaining compliance from their staff members and focusing on getting a return on investment from people in a transactional dynamic.

Control models are ones in which authority figures hold fearful and limiting beliefs about their people. Control models have many negative side effects, the greatest being the weakening of intrinsic motivation in others in the power-under position.



## Spitting in Your Soup



*“Spitting in your soup’ was a phrase developed by the renowned therapist Alfred Adler. Adler recognized that stirring up change can be difficult. Spitting in the soup is a memorable metaphor. It reminds us that sometimes it is necessary to spoil the fun in order to alter negative patterns and create positive behavior change. Add spit to the soup and it is ruined. “Spitting in the soup,” takes the joy out of the negative behavior patterns of others.”*

Adam Kirk Smith, Author

## Transformation

Just as a butterfly goes through a dismantling and re-organizing process (that does not always look pretty or even safe), so too is the task of transforming an organization (or family).



I care mostly about me & mine

Transactional



I learn how to live from high purpose & values

Transformation



Everyone’s wild success becomes my goal

Teamwork

## Question:

1. Does it help to know that there is likely to be some chaos and uncertainty when transforming relationships or organizations?

## Control Models: Employer's Perspective

<b>Culture</b>	<b>Quadrant 1</b> "Autocratic"	<b>Quadrant 2</b> "Incentives"	<b>Quadrant 3</b> "Measurements"	<b>Quadrant 4</b> "Pamper/Spoil"
<b>Beliefs about People</b>	Can't be trusted	Selfish & lazy	Undeserving	You can't
<b>Management</b>	<b>MANAGE</b> I use commands	<b>MOTIVATE</b> I dangle carrots	<b>JUDGE</b> I bestow favor	<b>HOVER</b> over-compensate
<b>Accountability</b>	Do what I say	Do what I want	Please me	I give, you take
<b>Kinds of People</b>	<b>COMPLIANT</b> Resentful or rebelling	<b>COMPETITORS</b> Hide, rush, sloppy, gimme	<b>CONFORMISTS</b> Brown-nose & people please	<b>ENTITLED</b> Underperform & make demands

## Extrinsic Motivation



## Control Models: Employee's Perspective

<b>Culture</b>	<b>Quadrant 1</b> "Autocratic"	<b>Quadrant 2</b> "Incentives"	<b>Quadrant 3</b> "Measurements"	<b>Quadrant 4</b> "Pamper/Spoil"
<b>Beliefs about Leaders</b>	Can't Be trusted	Manipulative	Egotistical	Pushover
<b>Employee Reactions</b>	<b>BE AFRAID</b> I shut down	<b>BE GREEDY</b> I seek ever-more	<b>BE WORRIED</b> I seek approval	<b>BE COMPLACENT</b> I become passive
<b>Accountability</b>	Wait for direction	Wait for an offer	Wait for approval	Wait for my joy
<b>Kinds of Bosses Cultivated</b>	<b>ANGRY</b> I police, dictate	<b>TIRED</b> I set up hoops	<b>LONELY</b> I judge me too	<b>HURT</b> I am confused

## Extrinsic Motivation





# A Responsibility-Based Culture

A responsibility-based culture is a *Teal* culture and while not yet mainstream, it is aligned with all of today's trends in agility, globalization, complexity and advances in technology.

A responsibility-based culture is characterized by shared power, people over profit (which helps profit follow quickly), positive beliefs in people and business leaders who support staff to shift from compliance to *commitment*. In addition, a responsibility-based culture has relationships as foundational as is the development of intrinsic motivation and leadership in all as central to a self-directed, fully-engaged workforce.



	Culture	<b>"Responsibility-Based" Shared Power</b>
	Beliefs <i>about</i> People	You are and want to be great!
	Management Approaches	<b>MENTOR</b> Transfer Responsibility
	Accountability	Task ownership
	Kinds of People Cultivated	<b>SELF-DIRECTED</b> Fully engaged

**Intrinsic Motivation**

Empowered, Love, Contribute

## Responsibility from an Employer's (or Parent's) Perspective

Leaders shifting to this model hold positive beliefs about people and recognize that the system is the problem rather than the people. They make sure each of their team has monthly support so they can "own" their own tasks (including managing relationships, productivity, engagement, a progress plan and mastery of skills. This kind of culture fosters employees who are self-directed and fully engaged, as well as able to meet the challenges of the 21<sup>st</sup> century.

## Responsibility from an Employee's (or Child's) Perspective

In a responsibility-based model, the employees also hold positive beliefs about their employers, including senior leaders, managers and supervisors. They engage in mutually respectful, innovative and trustworthy relationships and activities with their organizational leaders. This kind of culture fosters bosses who are able to relax, trust in their staff and focus on business growth.

### Question:

1. Describe a situation in which you were part of a responsibility-based dynamic? How did it go?

	Culture	<b>"Responsibility-Based" Shared Power</b>
	Beliefs <i>about</i> Leaders	Trustworthy, mutually respectful
	Employee Approaches	BECOMES CURIOUS; SEEKS HELP I trust my leaders to support me
	Accountability	I become more creative inventive, helpful and take reasonable risks
	Kinds of Bosses Cultivated	CHEERLEADERS; RELAXED I trust my people and they deliver

**Intrinsic Motivation**

# Control vs. Responsibility Worksheet

Fill out your answers to the following questions.

1. How would you describe people you lead (or parent)? Resentfully Compliant? Rebellious? Accountable?
2. Of the 5 models below, describe your **predominant** leadership style? (We all lead, even if just at home)
3. In general, do you hold positive or negative beliefs about people? Or, that most want to be great?
4. Of 4 **control** models below, which do you find most difficult to stop? Why? (Give examples)



**Autocratic**



**Incentives**



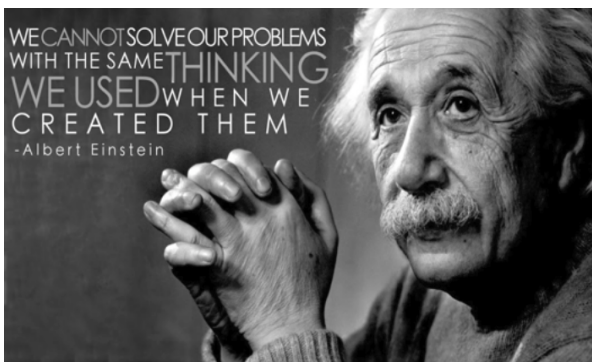
**Judgement**



**Pamper/Spoil**



**Mentoring**



## The Wisdom of Einstein

This quote by Einstein is especially relevant when shifting from a control-based set of beliefs and behaviors to a responsibility-based model. Most people do not realize that the root of all inferiority complex and resulting struggles internally and externally are tied to the kinds of thinking we hold about human nature and our fellow human beings.

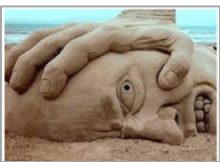
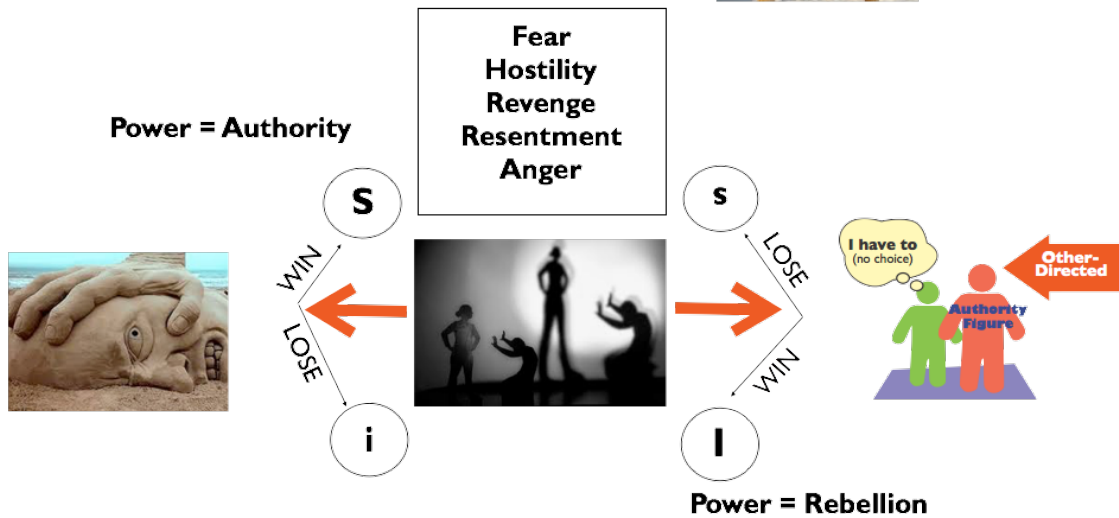
As we think, so we behave. When you recognize that the four beliefs related to control (you can't be trusted, your default is selfish and lazy, you are not as worthy or relevant as me or others and you can't manage things), these are the beliefs that have crated our problems. It is crucial to connect these dots.

# Why We Like Control So Much

## Why We Have Issues with Authority



White – Black  
Men – Women  
Adults - Children  
Management – Labor



1. How, when, and with whom do you choose to act in an **inflated, superior, and power-over** position? How do others likely feel and what are they likely to do when you act this way?



2. How, when, and with whom do you keep yourself in a **lesser, inferior, power-under, and powerless** position? How do others likely feel and react when you act this way?

3. How will you *choose* **power-within** to create **mutual respect, equality and win/win** dynamics no matter what a person's title or role?



Whether you make the connection or not, *managing, motivating, evaluating* and *pampering* others to induce good behavior no longer net the results they once did in homes, schools and workplaces. While some may be discouraged witnessing adults and children showing up with ever-greater emotional reactivity, rebellion and apathy, when understood, these symptoms are *progress* – the doorway to necessary and healthy cultural transformation. Some, threatened by these societal changes, increase their controlling ways, asserting it's crucial to get back to the good ole days when people did what they were told “because I said so.”



But, were those ‘good old days’ really so good? Throughout history, whole segments of the population were oppressed, abused, neglected and excluded from equality and mutual respect. In the U.S., our legacy contains atrocious win/lose scenarios whereby many were denied the vote, their say, and their dignity and relegated to positions of powerlessness and inferiority. Consequently, this has inspired anger, fear, hurt, resentment and retaliation. This personal and interpersonal upheaval is at the heart of such interventions as labor unions, regulatory boards, and societal shifts, such as the Civil Rights and Women’s Movements.

Due to the evolution of information technology connecting us to the entire global community, along with increases in education and the actual shift to greater equality for all, more adults and children recognize the abundance of diverse perspectives, options, purposes and contributions available to them. They sense and desire increased democracy and freedom, yet lack the personal responsibility and collaboration skills needed for functioning within them. What’s crucial from leaders is that each provides guidance in developing new competencies so those they lead are able to responsibly manage these changes.

Graceful transformation of our culture occurs when healthy social interest and intrinsic motivation are cultivated; when people align their actions with meaningful purposes and shift from passive compliance to proactive self-management. Every leader’s primary task, whether as a boss, teacher or parent, is one in which managing, motivating and evaluating others is replaced by transfer of responsibility to them as a top priority.

As each becomes masterful in operating by the values and behaviors that build trust and foster collaboration, they better manage themselves and their relationships. The shift then is from control-driven to responsibility-based leadership. That’s what I did with my family, my business and my relationships. So can you.

Whether you report to others or have others who you lead (as a boss, manager, educator or parent), on the next page are a few questions to ponder in determining your readiness to embark on this path.



## Social Interest

Social interest is consciously focusing on how one's decisions impact and cause consequences for others. Most people are not actively taught this emotional intelligence skill. Without social interest, people search after less fulfilling ways to live and work. Social interest is not only good for other people, it's good for the one practicing it. Without it, we seek self-satisfaction and self-interest alone which does not help us to feel a healthy sense of belonging and significance and the core feelings of empowered, lovable, connected and contributing.

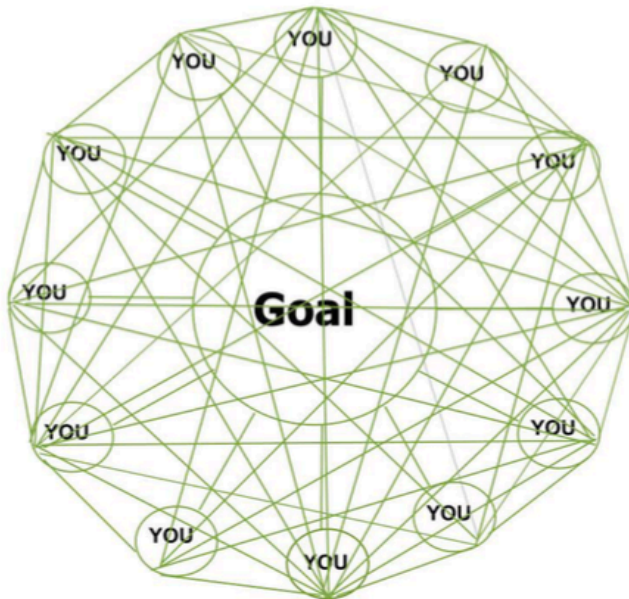
*Social interest*, a term introduced in the early 1900s by Alfred Adler, relates to **a person's kinship with other living beings** and a sense of *belonging* in the human community. It is awareness of what we cause one another.

# Consequences!



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?

# Team Vs. a Working Group



## **WORKING GROUP**

All Individuals Committed  
To a Common Goal

## **TEAM**

All Individuals Committed to a  
Common Goal **and**  
Committed to Assuring all Others  
Reach their Goals and become

***Wildly Successful!***

### **For Reflection and Practical Application**

1. When you are on any team (whether called a team or not), do you notice who is achieving success and who is not? What can you do to grow in awareness concerning support of wild success for all?
2. We often view authority figures in an us-against-them mindset. List *at least 2* new ways to support authority figures. (Include those up the chain of command, whether they are physically present or not – could be parents)
3. Do you pay attention to what role is most needed in each team interaction that arises? Leading? Following? Giving help? Receiving help? What can you do to strengthen flexibility in terms of roles/needs?
4. What are some practical things you can incorporate to recognize good teamwork (for *all*) and keep it going?

## Four Stages to True Community



**Pseudo-community** - For many groups or organizations the most common initial stage, pseudo-community, is the only one. It is a stage of pretense. The group pretends it already is a community, that the participants have only superficial individual differences and no cause for conflict. The primary means it uses to maintain this pretense is through a set of unspoken common norms we call manners: you should try your best not to say anything that might antagonize or upset anyone else; if someone else says something that offends you or evokes a painful feeling or memory, you should pretend it hasn't bothered you in the least; and if disagreement or other unpleasantness emerges, you should immediately

change the subject. These are rules that any good hostess knows. They may create a smoothly functioning dinner party but nothing more significant. The communication in a pseudo-community is filled with generalizations. It is polite, inauthentic, boring, sterile, and unproductive.



**Chaos** - Over time, profound individual differences may gradually emerge so that the group enters the stage of chaos and, not infrequently, self-destructs. The theme of pseudo-community is the covering up of individual differences; the predominant theme of the stage of chaos is the attempt to obliterate such differences. This is done as the group members try to convert, heal, or fix each other or else argue for simplistic organizational norms. It is an irritable, irritating, thoughtless, rapid-fire, and often noisy win/lose type of process that gets nowhere.



**Empty** - If the group can hang in together through this unpleasantness without self-destructing or retreating into pseudo-community, then it begins to enter "emptiness," a stage of hard, hard work - a time when the members work to empty themselves of everything that stands between them and community. And that is a lot. Many of the things that must be relinquished or sacrificed with integrity are virtual human universals: prejudices; snap judgments; fixed expectations; the desire to convert, heal,

or fix; the urge to win; the fear of looking like a fool; the need to control. Other things may be exquisitely personal: hidden griefs, hatreds, or terrors that must be confessed and made public before the individual can be fully "present" to the group. It's a time of risk and courage, and while often relieving, and it can feel like dying. The transition from chaos to emptiness is seldom dramatic and often agonizingly prolonged. One or two group members may risk baring their souls, only to have another who cannot bear the pain suddenly switch the subject to something inane. The group as a whole has still not become empty enough to truly listen. It bounces back into temporary chaos. Eventually, however, it becomes sufficiently empty for a kind of miracle to occur.



**True Community** - At this point, a member will speak of something particularly poignant and authentic. Instead of retreating from it, the group now sits in silence, absorbing it. Then a second member will quietly say something equally authentic. She may not even respond to the first member, but one does not get the feeling he has been ignored; rather, it feels as if the second member has gone up and laid herself on the altar alongside the first. The silence returns, and out of it, a third member will speak

with eloquent appropriateness. Community has been born. The shift into community is often quite sudden and dramatic. The change is palpable. A spirit of peace pervades. There is "more silence," yet more of worth gets said. It is like music. The people work together with an exquisite sense of timing, as if they were a finely tuned orchestra under the direction of an invisible, celestial conductor. Many actually sense the presence of God in the room. If the group is a public workshop of previous strangers who soon part, then there is little to do beyond enjoying the gift. If it is an organization, however, now that it is a community, it is ready to go to work-making decisions, planning, negotiating, and so on - often with phenomenal efficiency and effectiveness.



Fill out your answers to the following questions.

### Pseudo-community

- Pretending there is already an authentic community
- Pretending only superficial individual differences with no cause for conflict
- Not saying anything that might antagonize or upset anyone
- Pretending anything upsetting someone else says does not bother you
- When unpleasantness emerges, immediately change the subject
- Polite, inauthentic, boring, sterile, and unproductive



1. Think of a recent time you were in **pseudo-community**. How did it make you feel? What got done and what was difficult? Write down some of the missed opportunities you may have experienced as a result.



### Chaos

- Attempting to convert, heal, or fix each other
- Arguing for simplistic norms
- Irritable and irritating, thoughtless, rapid-fire, and often noisy win/lose
- Unproductive

2. Think of a time you were in **chaos** (not from life but from a power struggle with another). Name *at least* one loss.

## Empty

- Putting aside prejudices, judgments, expectations, the desire to convert, heal, or fix, the urge to win, the fear of looking like a fool, the need to control.
- Getting past hidden griefs, hatreds, or terrors to become fully "present."
- Values: receptivity, disclosure, respect and recognition are exercised for trust.
- Seeking to understand as well as to be understood.



3. Think of a time you chose **empty** (respectful, receptive, open, and recognized differences with appreciation). Write down *at least* one positive outcome.

In addition, write down any questions or confusion you may experience when you consider this stage called "empty." It is crucial to building a culture in which trust is the foundation.



## True Community

- Authentic
- Connected
- Disclosing
- Collaborative
- Receptive and Peaceful
- Values: honesty, straightforwardness, follow-through and seeks excellence

4. Think of a recent time you experienced **true community**. How did it make you feel? What got done? Write down some of the opportunities you experienced as a result.

# Introduction to Emotional Intelligence

From Integro Leadership Institute

The role of the manager is changing. Self-managed teams and participative decision-making will result in a new, more effective model of being a leader.

The skills needed to create a productive, motivational workplace where employees will take responsibility for results and willingly do their best, have less to do with a manager's abilities or experience. They have more to do with *self-management* and *interpersonal skills*.

A manager who lacks *self-awareness* and *self-management* will tend to demonstrate:

- An inability to cope with stress
- Moodiness
- A tendency to react to feedback defensively
- A short fuse
- Blaming others for his or her reactions
- Punitive actions
- The assumption of negative intentions in others
- An attempt to control
- Actions that annoy, anger, hurt, discourage and deflate others
- Actions that mirror what has been done to them, what is quick but ineffective
- A focus on immediate gratification rather than long-range benefit

Since *self-awareness* and *self-management* are a prerequisite to effectively dealing with employees, this manager's relationships with others might well result in:

- A failure to invite or listen to ideas
- Being overly critical and insensitive
- A tendency to be aloof or arrogant
- Being manipulative rather than persuasive
- Being too firm or too permissive

It is easy to see a manager deficient in *emotional intelligence* could undermine attempts to get employees to give their best and take more responsibility for their results. The *emotionally intelligent* manager will:

- Deal with stressful situations in a calm and confident manner
- Accept feedback, admit mistakes and be optimistic about solving problems
- Build trust and be trustworthy
- Assume positive intentions
- Take responsibility for his or her part
- Keep long range goals in mind
- Look for positive ways to get his or her core needs met
- Be sensitive to the needs and feelings of employees
- Be comfortable letting employees take responsibility
- Learn ways to influence rather than control

Unfortunately, much of the education or training for managers has, until recently, ignored the importance of *emotional intelligence*.

# Emotional Intelligence Competencies

From Integro Leadership Institute

*“Great leaders move us. They ignite our passion and inspire the best in us. When we try to explain why they are so effective, we speak of strategy, vision or powerful ideas. But the reality is much more primal: Great work through the emotions.*

*No matter what managers set out to do...whether it's creating strategy, teamwork or mobilizing employees to action...their success depends on how they do it. Even if they get everything else just right, if managers fail in this primal task of driving emotions in the right direction, nothing they do will work as well as it could or should.”*

Adapted from *Primal Leadership* by Daniel Goleman, Richard Boyatzis and Annie McKee

In *Primal Leadership* the authors present a simple model for identifying the emotional competencies necessary for successful leadership.

## **1. Self-Awareness**

Being aware of our own *emotions* and what *causes* them; realistic assessment of our own *strengths* and *limitations*; *self-confidence*

## **2. Self-Management**

Emotional self-control; congruence; displaying honesty, integrity and behavioral adaptability; the drive to excel and the tendency to be optimistic rather than pessimistic

## **3. Social Awareness**

Empathy...understanding others emotions; social interest in others... reading the social politics; service orientation and recognizing and meeting others needs

## **4. Relationship Management**

Ability to influence and inspire; develops and encourages others; facilitates change; builds trust; collaborates with others.

## **5. Self-Esteem**

*Self-Esteem* is choosing to accept yourself no matter what you become aware of in yourself

# Does Emotional Intelligence Matter?

In the book *Primal Leadership*, the authors identify four basic competencies that an *emotionally intelligent* person would demonstrate. This exercise is to examine each of these four competencies and identifies the **Setbacks** of NOT being competent at the skill listed and the **Benefits** of BEING competent in each of the following four areas of emotional intelligence.

## 1. Self-Awareness

Being aware of your emotional state, your preferences and your strengths and limitations

**Setbacks** of NOT being self-aware

**Benefits** of being self-aware

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## 2. Self-Management

Managing your emotional state and behavioral responses

**Setbacks** of NOT being self-managing

**Benefits** of being self-managing

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### 3. Social Awareness

Being aware of how others feel and the impact their feelings have on their behavior...having empathy

**Setbacks** of NOT being socially aware

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**Benefits** of being socially aware

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### 4. Relationship Management

Having the ability to build trust with people and create productive relationships

**Setbacks** of NOT relationship managing

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**Benefits** of relationship managing

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# Self-Management Competencies

*"The ultimate act of personal responsibility may be in taking control of our own state of mind."*

Daniel Goleman

Working with Emotional Intelligence managers who have developed competence in *Self-Management* will have:

- **Self-Awareness**
  - Show that they are aware of how their behavior affects others
  - Behave appropriately when experiencing potentially disruptive emotions
- **Personal Responsibility**
  - Accept personal responsibility for their behavior
  - Avoid taking responsibility from others by not playing autocratic roles
- **Optimism**
  - Demonstrate a positive outlook when working with others
  - Not allow problems or setbacks to deter them from achieving their goals

A key factor in determining whether a person can develop these competencies is the degree to which he or she feels in control of their own life...whether he or she is *"Other-Directed"* or *"Self-Directed"*.

## Skills of Emotional Intelligence

- |                                   |                            |                             |
|-----------------------------------|----------------------------|-----------------------------|
| ◆ Empathy                         | ◆ Rapport                  | ◆ Self-Management           |
| ◆ Self-Motivation                 | ◆ Persistence              | ◆ Cooperation               |
| ◆ Persuasion                      | ◆ Consensus Building       | ◆ Relationship Management   |
| ◆ Ability to read one's feelings  | ◆ Control one's impulses   | ◆ Calm oneself down         |
| ◆ Control one's response to anger | ◆ Pays attention to others | ◆ Maintain resolve and hope |

## Deficits in Emotional Intelligence Create

- |                       |                           |                        |
|-----------------------|---------------------------|------------------------|
| ◆ Teamwork problems   | ◆ Work problems that ruin | ◆ Poor health - Stress |
| ◆ Sabotaged intellect | ◆ Co-dependency           | ◆ Alienation           |

## Risks in Employees

- |                          |                    |                   |
|--------------------------|--------------------|-------------------|
| ◆ Depression and Anxiety | ◆ Eating disorders | ◆ Harassment      |
| ◆ Aggressiveness         | ◆ Violence         | ◆ Substance abuse |

## People who Have Emotional Intelligence

- |                                   |                         |                                   |
|-----------------------------------|-------------------------|-----------------------------------|
| ◆ Excel in real life              | ◆ Have healthy intimacy | ◆ Succeed in the workplace        |
| ◆ Exhibit altruism and compassion | ◆ Are self-disciplined  | ◆ Demonstrate integrity/Character |

## Firm and Respectful

In the position of influence (not necessarily titled leaders) firmness must be present and accompanied by high respect and expectations. This encourages and creates psychological safety. Good leaders practice understanding, empathy and allow feelings so people *can move through them*. Otherwise, people resist the learning process when they become uncomfortable (e.g., *emotional*). In fact, too many cling to being comfortable, even though it is the enemy of growth and greatness. To grow, people need caring, firm encouragement in the face of fear.



### Key Points from the video

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, 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

### Questions

1. **Where do you pull your punches (hold back from fear or discomfort)?** Share an instance. **What did you regret?**
  
2. **Why does the master respond to the boy's tears by saying, "That's what this is about. Good. Let's get to that. It's ok to cry."** **Do you believe we can learn from acknowledging and allowing feelings?**
  
3. **The master tells the boy he needs *mental fortitude*. What mental fortitude are you using in this culture change process? \***
  
4. **Do expressing emotions during challenging growth periods reduce or increase *mental fortitude*?**



# Part 2: Tools

Just some of the most vital tools for cohesive team

## The Change Process

(Based on the work of William Howell)

Years ago, when we first taught redirecting negative behavior, we would share this information at the very end of our program. Once, someone in one of our groups started crying and she said that having this information earlier in the program would have put her mind at ease and helped her to stop judging herself so harshly.

Level	Your State	Your Experience	Action Needed to Move to Next Level
<b>Level 1</b>	Unconscious Incompetence Unconscious Unhelpfulness	You don't know what you don't know nor do you realize the effect of this lack. You're a loose cannon!	<b>Needed:</b> Information This could also be a person who is not helpful or competent because he or she does not see his/her assets.
<b>Level 2</b>	Conscious Incompetence Conscious Unhelpfulness	You become conscious of your responsibility and observe your incompetence or unhelpfulness when it's happening. There are gifts, intentions and needs to recognize and heal to move forward	<b>Note:</b> This period may be uncomfortable. You may feel worse before better. You may want to quit. <b>Needed:</b> Curiosity, awareness, self-acceptance and sense of humor.
<b>Level 3</b>	Conscious Competence Conscious Helpfulness	You know what you know. You decide right before you act or in midstream. You are still feeling a bit artificial or mechanical	<b>Needed:</b> Practice, Practice, Practice and encouragement. <b>Say to self:</b> "Oh, isn't that interesting?"
<b>Level 4</b>	Unconscious Competence Unconscious Helpfulness	You don't have to focus on what you know or your helpful intentions. They are a habit	Behavior becomes second nature. <b>Needed:</b> Enjoy the mastery!

1. What does this change process teach that helps change happen faster and easier?
  
  
  
  
  
  
  
  
  
  
2. Name some benefits for accepting and even embracing when we are in level 2: consciously unhelpful or incompetent?

# Why we Gossip and What to do Instead?

## Understandable reasons people gossip

- **Pseudo-Power** – it gives the illusion of doing something powerful
- **To Feel Lovable** - It's a way of feeling better about ourselves because the other person triggered self-doubt and insecurity, so we don't feel so lovable
- **To Feel Intense Connection** - It's a way we experience an intense positive connection
- **To Feel Contributing** – to compensate for what we're not giving, doing or saying
- **To Feel Supported** - *Don't we just need to vent sometimes?*

Adler: We are **SOCIAL**: We need *belonging* and *significance* and to feel....



## Alternative to Gossip: Create a Mind Trust

A mind trust is a process you adopt as part of your value system for personal responsibility and commitment to practicing emotional and social intelligence skills. Mind trust is a tool empowering the staff to create safety, and respect, while avoiding gossip.



1. "I commit to you I won't say bad things about you behind your back."
2. "If I have an issue with you, I'll come directly to you with it."
3. "I won't listen to anyone else say bad things about you."
4. "If anyone comes to me to complain about you, I'll direct them back to you."

## Reflection Questions

Fill out your answers to the following questions.



1. "I commit to you I won't say bad things about you behind your back."

Reflect on this 1<sup>st</sup> promise. Will you commit to this? With everyone?

What or when might making this promise be challenging for you?



2. *"If I have an issue with you, I'll come directly to you with it."*  
Reflect on this 2<sup>nd</sup> promise. Will you commit to this? With everyone?

What or when might making this promise be challenging for you?



3. *"I won't listen to anyone else say bad things about you."*  
Reflect on this 3<sup>rd</sup> promise. Will you commit to this? With everyone?

What or when might making this promise be challenging for you?



4. *"If anyone comes to me to complain about you, I'll direct them back to you."*  
Reflect on this 4<sup>th</sup> promise. Will you commit to this? With everyone?

What or when might making this promise be challenging for you?

# Trustworthiness is Foundational – 8 Values That Build Trust

**Note:** Make copies of this page to use with people in which you have less than a “10.”

## How to use the chart below to resolve relationship issues

Keep this blank document to use for making copies every time you have a relationship challenge, large or small. **Note:** Restoring trust when a relationship is a “9” is much easier than when lower.

**Step 1: What score do I assign this relationship?** The most important thing to maintain in a relationship is trustworthiness at a “10”. This is foundational to everything else even though many do not realize this, nor treat trust as crucial to success. You may be a very trustworthy person, but not good at building trust with others. Begin here:

(Your Name) \_\_\_\_\_ (Name of the other person)

Consider your relationship with the **other** person above. Assign a # to your relationship. A score of 10 indicates a relationship with NO unresolved issues. Anything below a 10 indicates one or more trust behaviors listed in the table below are being neglected/violated. A “10” with all should be an ongoing priority. **Score:** I give this current relationship a score of \_\_\_\_ **Note:** There is no wrong or right answer here. Whatever number you choose, it indicates how severe or minor you assess the relationship.

**Step 2:** Next, **review the 8 values that build trust chart below** and do the following:

- Identify values are **you violating/neglecting** in this relationship? Put an x in each box under YOU.
- Identify values **the other person is violating/neglecting**? Put an x in each box under THEM.
- Choose one trust value marked x under **YOU** and circle the word/behavior.
- Choose one trust value marked x for **the other person** under **THEM** and draw a box around it. **Note:** These could be the same for both you and them.
- Bring this/these pages to your session. Generally, no conversation about what’s happening at the surface in a relationship will be discussed, unless it is part of a resolution.
- Commit to resolving challenges and moving forward asap. This is crucial to trustworthiness.
- Report to the coach or mentor supporting you until you eventually get this relationship to a 10. Make that your eventual goal and make incremental improvements towards a 10, your benchmarks along the way. **Note:** This does not mean you have to be best friends. *A 10 relationship is one in which there are no current, unresolved issues.*

8 Values	Description	ME	THEM
1. <b>Honesty</b>	Being ethical: NOT lying, stealing, cheating, etc.		
2. <b>Straightforwardness</b>	Asking for what is wanted and stating expectations clearly		
3. <b>Receptivity</b>	Being open to feedback and ideas offered by others		
4. <b>Disclosure</b>	Sharing opinions, needs, ideas, conditions and feelings		
5. <b>Respect</b>	Treating others as worthy; not objects for one’s benefit		
6. <b>Recognition</b>	Appreciating gifts, talents and also differences in others		
7. <b>Follow Through</b>	Delivering on what (and when) one commits		
8. <b>Seeking Excellence</b>	Intent on delivering and doing one’s best		

# Restructuring Frustrations

(Based on the work of Harville Hendrix and Helen LaKelly Hunt)

**Step 1:** State specific **behavior(s)** you don't like.

**Practice this tool every week.**

**"I don't like it when you... are late."**

**Step 2:** State your overall **desire** (unmet need and what you DO want).

**"What I most want is... respect, caring, trustworthiness."**

**Step 3:** State specific **behavior(s) changes**.

**"What I want is...for you to call if you'll be late." Are you willing?**

**"What I want is...for you to arrive at the theatre in time for the previews." Are you willing?**



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**Are you willing?**

**"What I want is...for you to arrive at the theatre in time for the previews."**

**Are you willing?**

## Questions:

1. What are the differences between steps 2 and 3 and why is it important to understand this?
2. Write examples of behavior change requests that may set up a person to fail? To succeed?
3. Write down a situation where you are or were feeling frustrated about someone's behavior?

# Encouragement Strategies



## The Babemba Tribe

*The next article, taken from a Peace Pilgrim Journal describes the Babemba tribe of southern Africa, whose social structure includes an elementary code for dealing with antisocial or delinquent behaviors, both of which are exceedingly rare. This code and their close community living make harshness unnecessary. These people practice the art of being helpful and harmless. If we apply their principles to our culture, the form might change drastically. But observe how you feel about their justice system. Ask yourself how the world might be if enough of us embraced the wisdom of the Babemba tribe.*

"In the Babemba tribe, when a person acts irresponsible or unjustly, he or she is placed in the center of the village, alone, unfettered. All work ceases. The entire village gathers around the accused individual. Then each person of every age begins to talk out loud to the accused. One at a time, each person tells ALL THE GOOD THINGS the one in the center ever did in his or her lifetime.

Every incident, every experience that can be recalled with any detail and accuracy, is recounted. All positive attributes, good deeds, strengths, and acts of kindness are recited carefully and at length. No one is permitted to fabricate, exaggerate or be facetious about the accomplishments or positive aspects of the accused person.

The tribal ceremony often lasts several days, not ceasing until everyone is drained of every positive comment that can be mustered. At the end, the tribal circle is broken, a joyous celebration takes place, and the person is symbolically welcomed back into the tribe. Necessity for such ceremonies is rare."

## Encouragement Flooding

Pick a person who needs encouragement, place him in the center of the circle and let everyone go around the circle taking turns saying encouraging words to this person.



## Encouragement Feast

This exercise is designed to help practice ways to create an encouraging atmosphere and to stretch each person's comfort zone through listening and sharing.



Have groups of 3 – 5 or 6 form small circles

Have one person be chosen as "it".

Have the person to the right of him or her begin by saying "What I love (or appreciate) about you is..." or "What I want to thank you for is..." or "What I noticed you did well was..."

Each person goes around the circle and shares positive comments about the person; and then he or she ends the turn by saying, "What I love about me is..."

Once the first person is done, the person to the right is "it" until the whole group has had a turn.

# It Just Got Real!

Name \_\_\_\_\_

Date \_\_\_\_\_

**A-Ha Idea**

**Challenges**

**Resources (How you will overcome challenges/barriers)**

**1** **Next Step**

**Date**

**A-Ha Idea**

**Challenges**

**Resources (How you will overcome challenges/barriers)**

**2** **Next Step**

**Date**