

What and Why a *Responsibility-Based Culture?*



Participate
Perform
Produce

Leader Guide

This guide is designed as a resource for small group leaders. It accompanies Group Module 1 of the eLearning Series, *Your Extraordinary Workplace*.

Prepared for you by:



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Section 1: Pre-Group Session Prep

Time: _____ minutes

ACTIONS (Note: The steps in this section are all done prior to the actual group session)

- ☐ **COMPLETE** watching *your own* individual training module and filling out your workbook answers.
 - ☐ **NAVIGATE** entire group module at least once. Ensure required technology works.
 - ☐ **STOP** when you reach a slide with a green continue button. This will correlate with a section to cover.
 - ☐ **DESIGNATE** a time at the top of each section in this leader guide or follow the suggested time we have included. **NOTE:** Group sessions are 2 hours. The module has a table of contents marking each section in this leader guide so you can navigate through your module as needed or wanted.
 - ☐ **PREPARE** by using *notes* section for putting in examples or clarifications and so you can model/start sharing answers.
 - ☐ **FOLLOW** instructions in each section in order given.
 - ☐ **ANSWER** all questions yourself to use as an example.
 - ☐ **OPEN** document "[*Alternative ways to communicate about purpose and values.*](#)" In the module landing page, there is a live link in the description. **In advance, write in your notes** section 2, what you will do regarding highlighting and instilling *PURPOSE* and *one core VALUE* in this session.
 - ☐ **SEND** a confirmation email a week prior to the group session if you wish.
- ♦ **TIPS** for you to remember as group facilitator:
1. Demonstrate full commitment. Your intention and modeling matter!
 2. Start on time. Ask for timeliness from team.
 3. Maintain pacing you've allotted for sections. Ask for help if needed.

EMAIL SAMPLE (Optional)

Hi everyone!

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

- Bring your completed workbook because you will be asked to read from it during the session.
- Let me know if you need anything from me beforehand.

I look forward to seeing you soon!

(Your name)

NOTES

Section 2: We Always Begin With...Purpose

Time **10** minutes

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

ACTIONS (To be done at the group session when on this slide)→

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

☐ **READ Goal:** "My first goal is to *set the stage* for this session by beginning with our purpose and values."

☐ **READ bullet points below** (Pull up your organization's blueprint)

- Our *purpose* is always THE highest priority; it shifts us from being **reactive** to **proactive**
- you are in charge of YOUR thoughts, feelings, and actions *no matter what*.
- *Purpose* is what we *cause* for ourselves and for others; purpose connects us to our internal motivation, our WHY.

☐ **READ** your organization's **PURPOSE** on the blueprint. Next, share your unique way to highlight it. (use "*Alternative ways to communicate purpose and values*" from your landing page) This could be a quote, story, question, etc.

☐ **READ** these *rhetorical* questions about **PURPOSE** (tell them **no out-loud answer is required**):

1. Will YOU intentionally focus on our purpose and commit to representing it?
2. Will YOU remain committed even if OTHERS drop their commitment to our purpose?

☐ **READ About CORE VALUES** (direct them to the core values in your blueprint) **Say:** "Our *core values* are behaviors we engage in to achieve our *purpose*." These are **NOT** the 8 values that build trust.

☐ **DELIVER** your specific plan for how you will reinforce your chosen one or more CORE VALUE(S) now. ("*Alternative ways to communicate purpose and values*" is a document linked in the module landing page) Maybe a quote, question, etc.

☐ **DIRECT** them to trust value **#3** under 8 values that build trust in the blueprint: **Honesty** is NOT the same as disclosure which is keeping quiet about your thoughts and feelings. Honesty is when one is **NOT** lying, stealing, cheating, etc. Ask, "*When is it hard to exercise **honesty**?*"

☐ **READ** the following 5 helpful tips with your group when you as you end this section:

1. Speak in first person (use "*I*"). It will feel and be more *responsible*. I'll say "me?" if you forget and say "you" or "we."
2. "Stay in your yard," share your experiences, opinions, feelings.
3. Take initiative in participating in this group session. This supports your facilitator. Don't wait to be called on.
4. Keep your answers brief.
5. Write down all aha's and questions you think of during this entire session.

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



NOTES

Section 3: Develop Leadership/Task Ownership Time: 15 minutes

For group leader: Your objective in this section is to explain TRANSFER OF RESPONSIBILITY. Using a Socratic method (based on the philosopher Socrates who taught by asking questions to draw out the answers. This is also you are modeling how to lead a group module and use the leader guide.

Total Time: 15m (2.5 pre vid + 12.5m) Cumulative: 25m

ACTIONS (AFTER you have started your module)

☐ **SHOW** up to this slide →

☐ **READ** section **GOAL:** “My goal for this section is to instill an understanding in you that a responsibility-based model is about developing leadership in every person. It’s also about transferring responsibility to people so that each person successfully picks up task ownership which is managing their own relationships, productivity, engagement, and plans.”



☐ **READ** bullet points below (Sharing bullet points below are optional)

- Most people have been conditioned to take their cues from authority figures.
- Many are not often largely in charge of their own lives.
- Responsibility is being empowered so you are ABLE to RESPOND.

☐ **ASK** the following: (**Answers** – Read them AFTER some answers have been offered) (10m)

1. **In this story, a Socratic approach was used. Socrates was a philosopher that used questions to draw out inner answers/wisdom and strengthen reasoning skills in people rather than give them answers. This is SLAM: Say less, ask more. How are questions often a superior choice when you are helping co-workers? (Answers (some):** Helps people become problem-solvers, stronger thinkers, contribute more, likelier to commit to their own answers).
2. **What impacts would likely have happened to everyone in the story if the bullying teacher was blamed and the student was pitied and rescued? (Answer:** Unlikely transfer of responsibility and shift to task ownership. There could be a tendency of many in the room – including the boy - to blame, be a victim, and show up less capable or helpful)
3. **In the story, fear of another person is explained as “attack.” What can YOU do to shift out of fear when you realize you are afraid of someone? (Answer:** Consciously stop thinking of them as an enemy. Take them out of the ‘monster box’ and stop assuming negative motives or a bad character.)
4. **When you become responsible, others often do too. Do you agree? Can you share an example from your life or work?**
5. **We often bring in good and new tools (e.g., the “peace pledge”) but lay them on top of a faulty attitude (like the teacher threatening a detention). Give an example of a good tool or strategy that did not seem to work but you never considered the mindset or delivery.)**

☐ **FINAL WORD** “The main point is to help you see that giving advice and answers does not usually lead to self-responsibility. This story demonstrates that questions can often help everyone remember they have and can use their personal power.”

NOTES

Section 4: Inferiority Complex

Time **10** minutes

For group leader: Your primary goal is to help the group gain the awareness that inferiority complex is a root cause for so many problems. This ultimately builds conviction to make psychological safety and other next components a priority.

Total Time: 10m (1m pre vid + 9m for all remaining) Cumulative: 35m

ACTIONS

☐ **SHOW** up to this slide →

☐ **READ** section **GOAL:** “My goal for this section is to help you connect very key dots between disengagement and an inferiority complex.”

☐ **READ** bullet points below (Sharing bullet points below are optional)

- Most people don't realize that internal and external struggles are the result of feeling inferior.
- Most people hide shameful feelings from themselves and others.
- Feeling inferior or shame is not a flaw. It is an indicator you are not, or have not been, treated in ideal ways.
- Most don't connect all struggles to feeling inferior.

☐ **ASK** each to turn to workbook page 5. Have several people answer what they wrote for each question: **(8m)**

1. **If inferiority complex causes all internal and external struggles, what benefits result from realizing this?**
2. **Consider your *external* struggles. How does remembering the connection between inferiority complex and struggles help?**
3. **Recall a setting in which you felt high *psychological safety*.** *Psychological safety* is revealing one's self without fear of negative consequences. It's a shared belief that the team is safe for interpersonal risk-taking, and that each person feels accepted and respected. **What difference did it make?**
4. **Why is it important to make the connection between inferiority complex and workplace outcomes?**
5. **Do you believe people hide their inferiority feelings? If so, how do you know?**

☐ **FINAL WORD** “When someone is NOT behaving in a peaceful, productive way, instead of reacting with harshness or criticism, consider, “What can we do to bring about greater **psychological safety*?”



NOTES

Section 5: Four Core Needs

Time: **10** minutes

For group leader You are inviting participants to consider how to nurture these through adding practices and taking them away.

Total Time: 10m (1m pre vid + 9m) Cumulative: 45m

ACTIONS

☐ **SHOW** up to this slide →

☐ **READ** section **GOAL**: “My goal for this section is to help you recognize the importance of the four core feelings needed for healthy social functioning.”

☐ **READ** bullet points below (Sharing bullet points below are optional)

- The 4 core needs are part of healthy belonging and significance and crucial to the full engagement.
- A lack in any of these underlies all misbehavior and is a root cause of an activated inferiority complex.

☐ **EXERCISE** 4 Core needs (3m)

Instructions: If your group is **live**, say, “quickly partner up and look into the eyes of your partner with a caring gaze. Remain silent and with your will, (if you are willing), INTEND these words to be affirmations you provide to him or her.”

If your group is **virtual**, say, “close your eyes and imagine a co-worker. Imagine you look into their eyes with a caring gaze. Remain silent and with your will (if you are willing), INTEND these words to be affirmations you provide to him or her.”

‘Empowered’: Your power is beautiful and strong, and you deserve to have it validated and celebrated. You are influential and you use your power in your own unique ways to do so much good for our organization. Thanks for using your power to make a positive difference for many people.

‘Lovable’: Everything about you is beautiful and unique. You deserve to be heard for your words, your world view, and your feelings. Just seeing you makes me so happy. I’m sorry for the times I have not really seen you and your importance in the world. Our world would be less without all that you share.

‘Connected’: You are a very important part of our organization and our world. You being right here, connected with me now is an exquisite blessing to me. You are part of my tribe and part of the organizational tribe, and you are wanted here. You matter.

‘Contribution’: You do so much good and you’re so generous in sharing your gifts, your time, your talents, and your love. Thanks for all you do, including the many things others may not know about or realize! We are better as an organization for all you provide to so many.”

☐ **DISCUSS** this experience (briefly) (1-2m)

☐ **DIRECT** each person to open to workbook page 6. Ask **1-2 people** to answer each question below: (5m)

1. Of the four core needs, which is *easiest* to nurture in your team and work environment? Specifically, how do this?
2. Which 1 is *challenging* to cultivate/foster in your environment? Specifically, how will you nurture it?
3. What practices can be added to nurture the 4 core needs in yourself, others, your leaders and in your environment?
4. What practices can be removed to nurture the 4 core needs within yourself, others, your leaders, your environment?

☐ **FINAL WORD** “Bottom line: Everyone benefits when you make it a priority to add ways to increase the 4 core needs and also dismantle and replace anything that weakens them.”



NOTES

Section 6: To Lead, Manage 3 Key Relationships Time: 25 minutes

Total Time: 25m (2m total pre vid + 22m time for questions and answers) Cumulative: 1h 10m

ACTIONS

□ **SHOW** first *continue* slide and read goal for section →

□ **READ** section **GOAL**: “My goal for this section is to help you to understand that 3 relationships must be managed and well first, in order for anyone to be an influential, effective leader.”

□ **SHOW** all *Relationships to Manage* slides one at a time (a total of 14). Pause on each that has a continue button. Follow instructions on each. There are 1-2 question slides per each **relationship type**. The ones with multiple people answering multiple questions should take about **3m each** but not longer. That means you must get everyone to read from their workbooks

(starting on page 8). Keep this **fast moving**, calling on people if needed, so there are no delays, and everyone participates. **(Total Time for this is 20m or 4-5 minutes each slide) MAKE SURE EACH GIVES SPECIFIC NEXT STEP**

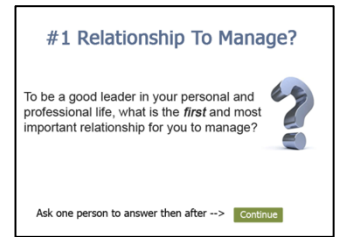
□ **SHOW** all *continue* slides to ask questions in each, last slide for this section is shown →

□ **READ** **bullet points below** (Sharing bullet points below are optional)

- We’d all rather focus on where others need to manage themselves or their relationships.
- Managing these 3 relationships is NOT *optional* if you want to lead anyone else well.
- Don’t look at anyone else’s yard until you have yours highly in hand.

□ **ASK** a few people to share **what would occur if we all chose to mind our own business.**

□ **FINAL WORD** “The main point of this section is to help you recognize how important it is to manage these 3 relationships to help you become a good leader and develop leadership in others.”



NOTES

Section 7: Mind Trust

Time: **20** minutes

For group leader: This section is about several key parts. 1. People need to share what they wrote on the 4 steps. 2. They need to determine willingness to do a mind trust. 3. They must be able to question and discuss. Note: Ask them to do it now or later.

Total Time: 20m (3m pre vid + 17m for questions, practice, and answers) Cumulative: 1h 30m

ACTIONS

☐ **SHOW** to this first slide with a continue button →

☐ **READ** section **GOAL**: “My goal for this section is to help you to reflect further on the 4 steps of the Mind Trust before you consider if you are ready to adopt it.”

☐ **PAUSE** at all 4 *continue* slides. Ask participants to share written answers from workbook pages 11-12 on each slide. **(8m)**

☐ **READ** **bullet points below** (Sharing bullet points below are optional)

- Just like the ‘peace pledge’ or any other tool, make sure you are in the right mindset.
- Most people think gossip is a fact of life (*human nature*). They haven’t considered tackling it head on.
- Over time, the Mind Trust (with healthy venting) helps people eliminate toxic gossip.
- The Mind Trust provides immediate increased psychological safety
- Remember, it’s none of your business what others do in committing (or NOT) to a mind trust or living up to one.



☐ **READ** about **willingness**: “It’s ok if not everyone is willing **yet** or not willing to do every step in the Mind Trust. No one can say a real “yes”, if they can’t say “no”. We all only want only real yeses; only these are commitments. Free will and conscious choice is what makes any tool lastingly work. Commit to what you are willing to do and allow others to do what they choose to do. Some people may be ready to do some steps but not all. For those who want to offer a mind trust to each person, encourage this even if it’s not reciprocated by some. For those who don’t want to offer the commitment, or only want to commit to some of the steps, make any of it ok and let others know that when you have more skills, you want to commit to the Mind Trust. Even if you do not want to make the commitment, please allow others who wants to make one with you to do so.”

☐ **DIVIDE** group into pairs to **PRACTICE or COMMIT to a Mindtrust with everyone in the small group**. If virtual, have each refer to **Mind Trust** steps on workbook page 11 **Note**: Explain Mind Trust is to be done face-to-face, one-on-one **(3m)**

☐ **INVITE** briefly discuss (**if time**) any questions or comments. **(2m)**

☐ **INSTRUCT** everyone to **COMPLETE** a **Mind Trust** with everyone in the project team in the next 24-48 hours (and eventually in the entire organization). **NOTE**: This is to be done face-to-face, one-on-one and if the pair is virtual, be sure to use zoom.

Note: Encourage a Mind Trust commitment between team members and the LifeWork Systems consultant.

☐ **FINAL WORD** The main point of this section is that you recognize the power of your words to hurt or heal people. Don’t make other people’s willingness to commit (or not) determine **YOUR** decision. Commit to a mind trust with everyone in all settings.”

NOTES

Section 8: Healthy Venting

Time: **20** minutes

For group leader: This section is about respectful support of a person's feelings and and best outcomes using the healthy venting tool so that a person is fully supported and resolves issues, does not gossip and/or leave them unresolved.

Total Time: 20m (4.5m pre vid + 15.5m time for questions, practice, and answers) Cumulative: 1h 50m

ACTIONS

☐ **SHOW** the Healthy Venting Slides (pause at the continue button) →

☐ **READ** section **GOAL**: "My goal for this section is to introduce you to the 2nd tool that combined with the Mind Trust helps eliminate toxic gossip."

☐ **READ** bullet points below (Sharing bullet points below are optional)

- When upset, we do need emotional support.
- In healthy venting, there is no naming names or telling a blaming story.
- Relief comes when you *resolve relationship challenges without damage to self or others*.
- Sometimes you need to be with the feelings *until* YOU go to resolution.
- Don't be afraid to pull out this process and have it in front of you.

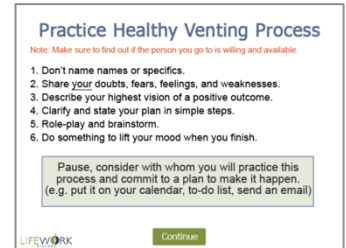
☐ **ASK** the following: (**Answers** are meant for you – DO NOT read them out loud unless they add value or clarity) (2m)

1. **Why is healthy venting important?** (**Answer:** people need to receive emotional support and encouragement)
2. **How will you remember the steps to healthy venting when it's needed?** (**Answer:** reference them in an app, or tool booklet, or in your workbook page 13)

☐ **DIVIDE** group into pairs (in-person or in breakout rooms). Have each pair *practice healthy venting* (instructions are on screen or on workbook page 13) (10m)

☐ **ASK** your group to practice **healthy venting** in the next 7 days and once a week for 3 weeks in a row total. Remind them, "It is helpful for each of you to be on the giving AND receiving end of this tool."

☐ **FINAL WORD** "The main point of this section is to help you to support people in venting feelings, receive help and encouragement, so they take positive actions to resolve challenges rather than gossip."



The slide titled "Practice Healthy Venting Process" includes a note: "Make sure to find out if the person you go to is willing and available." It lists six steps: 1. Don't name names or specifics. 2. Share your doubts, fears, feelings, and weaknesses. 3. Describe your highest vision of a positive outcome. 4. Clarify and state your plan in simple steps. 5. Role-play and brainstorm. 6. Do something to lift your mood when you finish. A callout box says: "Pause, consider with whom you will practice this process and commit to a plan to make it happen. (e.g. put it on your calendar, to-do list, send an email)". The slide has a "Continue" button and the "LIFEWORK" logo.

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 (1m pre vid) **Cumulative: 2 hours** (don't rush this if you have the time. Especially the first time, really explain the value as stated above)

ACTIONS

□ **SHOW** up to this slide →

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

□ **ASK** the following questions. Have EVERY PERSON share very briefly:

1. **Share one new idea or ah-ha you gained from this session.**
2. (If time) **Share one next step.**

□ **FINAL WORD** *"Thanks for your dedication during this meeting. You're valuable to this group and to the success of all your co-workers and those you serve. Thank you!"*

A screenshot of a worksheet titled "It Just Got Real!" with a "Continue" button at the bottom right. The worksheet has a header with a logo and the title. Below the header, there are several sections with labels like "Idea/Note", "Exchange or Lesson", and "Remember (Share with others, summarize, challenge or benefit)". There are also checkboxes for "Yes" and "No" next to some sections. The bottom right corner has a green "Continue" button.

NOTES