

Systemic Change: What Are We Shifting From, Into?



Participate
Perform
Produce

Leader Guide

This guide is designed as a resource for small group leaders.
It accompanies Group 2 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 next LifeWork Systems session. Please be on time and ready because I will start and end on time. We have a lot of ground to cover. Don't forget to:

- Bring your completed workbook as we will be reading our answers from it in 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.

☐ **REVIEW** trust value #2 under 8 values that build trust: **Receptivity**. Say: *Receptivity is listening and keeping an open mind to hear and consider other people's thoughts, feelings and opinions. Ask every person, "When is it hard to exercise Receptivity?"*

☐ **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: Today's Evolved Culture - TEAL

Time: **10** minutes

For group leader: Your role in this section is to help the team realize the word culture is something seen differently by many. They may be holding onto older models that stunt progress and should know why the new model is needed.

Total Time: 10m (2.5m pre-vid + 7.5m) Cumulative Time: 20m

ACTIONS (AFTER you have started your module)

☐ **SHOW** the 4 slides up to this slide with a green continue button →

☐ **READ** section **GOAL**: *"My goal for this section is to help you to realize how necessary it is that our human systems and culture practices must be updated to meet the challenges of the 21st century and beyond."*

☐ **READ** **bullet points**. (sharing bullet points below is optional)

- Human systems are how we think, speak, feel, and behave. Human systems should be evolving.
- Too often people still operate from survival and fear.
- A responsibility-based model creates agile, confident, and accountable people with internal leadership in ALL.

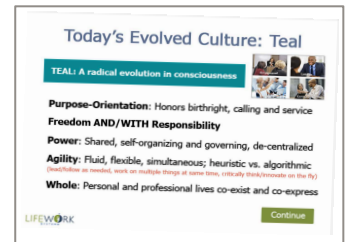
☐ **DIRECT** them to workbook page 2. Have each share some of their written answers to the questions below **(2m)**

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

☐ **ASK** these questions (NOT in the workbook) **(4m)**:

1. **Share some examples of how our human systems have and are lagging behind today's needs? ***
*Example: Millennial employees often job hop seeking freedom, life/work balance, respect and shared power. Then in their search for this, they may get pegged as *entitled*.
2. **Is the change to a Teal culture model important for you individually? As a team? Why or why not?**
3. **What are your thoughts and feelings (good or bad) about what's in a Teal Model and what's missing from it?**

☐ **FINAL WORD** *"It's natural to upgrade things. We do it with computers, cell phones, cars and many other things in our physical world. We should not be afraid, ashamed or dismayed about updating and evolving our human systems."*



NOTES

Section 4: Emotional Intelligence

Time: **15** minutes

For group leader: People have not recognized that personal responsibility requires action all 4 of these steps. You help them make the connections regarding this when in mentoring or participating in the culture model.

Total Time: 15m (2m pre-vid +13m) Cumulative Time: 35m

ACTIONS

☐ **SHOW** up to this slide →

☐ **READ** section **GOAL**: “My goal for this section is to assist you in considering and making changes so you grow in emotional intelligence.”

☐ **READ** bullet points. (sharing bullet points below is optional)

- A Lack of emotional intelligence is at the root of all problems.
- Many people believe that anything to do with emotions is suspect and to be avoided.
- To be emotionally intelligent, you must be self-directed, curious (with *compassion*), and humble.

☐ **ASK** everyone to open to their workbook pages 5-6 (8m for all 4 slides)

Emotional Skill #1

☐ **REVIEW** answers to #1 on workbook page 5 (They have done pre-work; have them share.)

Emotional Skill #2

☐ **REVIEW** answers to #2 on workbook page 5 (They have done pre-work; have them share.)

Emotional Skill #3

☐ **REVIEW** answers to #3 on workbook page 6 (They have done pre-work; have them share.)

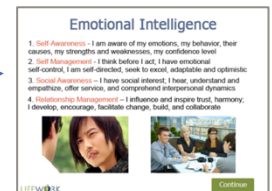
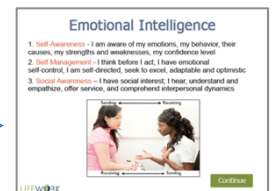
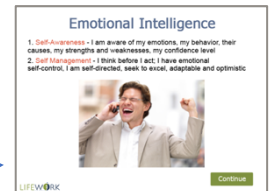
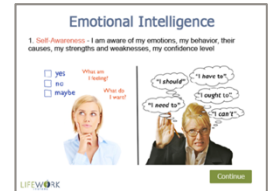
Emotional Skill #4

☐ **REVIEW** answers to #4 on workbook page 6 (They have done pre-work; have them share.)

☐ **ASK** just a few people to share answers to these questions (NOT in workbook): (4m)

1. **If someone is not self-aware, what might help him or her to become so?** (Possible Answer: Ask them questions that bring them awareness of self or others.)
2. **Why are some people afraid to be self-aware and self-managing?** (Possible Answer: They may now be afraid of making other people unhappy. They fear it's too hard or that they are incapable. They could have been pampered and now they do not trust themselves.)
3. **When managing relationships, what can be done about apathy?** (Possible Answer: First, don't believe in apathy. Recognize that *apathy* is always a defense or coping mechanism.)

☐ **FINAL WORD** “The main point of the section is that emotional intelligence is something needed to create responsibility or the ‘ability to respond’. We cannot respond, without self and social awareness and self and relationship management.”



NOTES

Section 5: Unresolved Psychological Contracts

Time: **10** minutes

For group leader: We have many places we do not see the world the way others do and that alone is not problematic. It's the assumptions we make about each other and the need to communicate about them.

Total Time: 10m (24s pre-vid +10m) Cumulative Time: 45 minutes

May not need 10 minutes

ACTIONS

☐ **SHOW** up to this slide →

☐ **READ** section **GOAL:** *"My goal for this section is for you to recognize how many assumptions everyone makes due to training, social conditioning and personal interpretation."*

☐ **READ** **bullet points.** (sharing bullet points below is optional)

- Most people don't reflect on their own expectations of what they are entitled to receive or required to give,
- They assume others think and feel the same.
- They assume negative intentions about others if their words or deeds do not align with their own.
- When these negative assumptions are not discussed, differences chafe and cause separation.

☐ **ASK** them to turn to workbook page 8 to share their answers to these questions: **(4m)**

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? Note: Notice where you feel tension in a relationship. Consider it might be an unresolved psychological contract.**
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?**

☐ **FINAL WORD** *"The main point of the section is that it's key to recognize differences in conditioning, and expectations so you seek to understand others, becoming receptive, showing respect, disclosing your views (without an agenda) and offer recognition by appreciating differing viewpoints."*



NOTES

Section 6: The Dialogue Tool

Time: **25** minutes

For group leader: Your job in this section is to help the participants answer questions *from their workbook*. Work with a participant until the group knows the difference between mirroring and validating.

Total Time: 25m (6.5m pre-vid + 18.5m) Cumulative Time: 1hour 10m

ACTIONS

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

☐ **READ** section **GOAL:** “My goal for this section is to help you each to learn to listen on all fronts (hearing the **content**, the **logic**, **mindset** or **world view**, and a person’s **feelings**).”

☐ **READ** bullet points. (optional to share bullets below, but recommended)

- The difference between *mirroring* (step 1) and *validating* (step 2) can be challenging. Most people just mirror again.
- *Validating* is about hearing larger themes that matter to the person *sending*.
- Validating does not require or mean a person condones or agrees.
- When you empathize (step 3), don’t explain emotions named.
- Always ask, “Did I get it right?” And “Is there more?” (not “are you done yet?”)
- The dialogue tool is not needed all the time, for every communication.

☐ **GROUPS** of two practice the dialogue tool on workbook page 10 with a partner. **(8m)**

Tell the group “You have a total of **8m**. Each person has **4m**. Determine right away who is the first sender and who is the first receiver. I will ask you to switch in between at **4m**. I will give you a 1m warning before I bring the room back together.”

☐ **INSTRUCT** all to turn to workbook page 10 and have a few people answer what they wrote to the question: **(2m)**

1. What are some ways we might fall out of being the *receiver* and inadvertently impose our agenda instead?

☐ **ASK** these questions (NOT in the workbook) **(3m)**

1. Recall a time when someone fully listened to you. How did it feel?
2. How does this tool help you become flexible in listening to others?

☐ **DISCUSS** the experience they had with practicing the dialogue tool **(3m IF TIME)**

☐ **FINAL WORD** “The dialogue tool takes discipline and strong self-management and relationship management. When done well, you give a gift that makes other people feel lovable and connected. I encourage you to practice this weekly at minimum.”



NOTES

Section 7: Personal Responsibility

Time: **20** minutes

For group leader: Frequently, groups want to defeat idea of autonomy and instead justify resentment, blame, and revenge or mean-spiritedness. This is always **other-directed**. The most influential leaders are **self-directed**.

Total Time: 20m (45s pre-vid for both + 19m talk) Cumulative Time: 1hour 30m

ACTIONS

☐ **SHOW** personal responsibility slide. →

☐ **READ** section **GOAL**: “My goal for this section is to help you to recognize when you or others are responsible or are self-betraying and the many ramifications concerning both.”

☐ **READ** **bullet points**. (optional to share bullets below, but recommended)

- You cannot *hold others accountable* because accountability is an inside job.
- Personal responsibility is not just about BEHAVIOR. It’s also about BELIEFS, either fearful and limiting or free self-choice.
- Other-directed behavior occurs when someone *believes* they have no choice.
- Self-directed behavior is accountable because thoughts, feelings, words, and actions all line up.

☐ **DIRECT** the team to their workbook pages 13-14 and have one person read one answer to each of the 12 question there. Get done as many as you can in the time allotted. **(10m)**

☐ **ASK** the following questions of the group about the personal responsibility chart. These are NOT in the workbook. **(4m)**

1. **How can this chart be used as a tool for communicating about responsibility?** (Facilitator, have an example)
2. **Why is it significant that in other-directed, people are operating from a blind spot?** (Facilitator, have example)

☐ **SHOW** slide on self-betrayal →

READ about **Self-Betrayal**

- Self-Betrayal is an act contrary to what we feel and want, and it always costs everyone.
- When I betray myself, I see the world in a way that justifies *blame* and being a *victim*.
- The Bud story is a great example. Bud agreed to go to CA without checking in with self.

☐ **REVIEW** High Points below of Bud Story* **(1m)**

☐ **ASK** just a few people to open and share answers to each of the 2 questions on workbook page 17. **(2m)**

☐ **FINAL WORD** “We reflect to discover blind spots related to self-betrayal and other-directed thinking and behaving. Notice angry, powerless, or victim body language, tone of voice and words like “I have to, I ought to, I should, I need, or I can’t”. Recognize blame and rebellion. First notice these in you, then you will recognize them in others, and become able to help them.”



NOTES

* **High Points of Bud Story**

- Bud (lawyer) works for big firm
- Gives up plans to take off 3 weeks when baby is born
- Is asked to be away indefinitely
- Last to arrive
- Settles on a separate floor
- Not part of crucial meetings
- Works 17-hour days (7-midnight)
- Has missed key negotiations
- Ate separately; ignored free food

- Chewed out for being hard to find and not ready
- Didn't think/know he was disengaged; the problem
- Thought he was the *most* engaged
- Saw *others* as cause of his problems (e.g. food/meetings)
- **Biggest problem:** HE DIDN'T KNOW HE HAD A PROBLEM. He didn't know he was disengaged (mediocre work, communication and team skills) and actively disengaged (costing time, good will, and money)

Section 8: Accountable Requests/Agreements

Time: **20** minutes

For group leader: Help group to understand how and why to use this tool.

Total Time: 20m (5m 40s pre-vid for both + 14m 20s talk) Cumulative Time: 1 hour 50m

ACTIONS

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

☐ **READ** section **GOAL**: “My goal for this section is to help you become effective and responsible in asking for, and more likely to receive, what you want.”

☐ **READ** **bullet points**. (optional to share bullets below but recommended)

- We don't like saying I *want*. We'd rather say I “wish” or “need” or “hope for” instead.
- We also don't always listen to if the answer is *self-directed* (accountable) or *other-directed* (rebellious or resentful yes)
- When an agreement is other directed, it is a “no” under-the-table and this is **always** harmful.
- Most people don't listen well when asking nor when answering.

☐ **ASK** all to pair up and practice this tool (on the screen or on workbook page 18), switching roles after 4m. (8m)

TIPS: Ask everyone to pay attention to the following (and the group facilitator to when moving around the room):

1. Are they saying, “What I want?” and, “Are you willing?”
2. Are they using the *response* process? Did they include all details? Did they ask, “Did I get it right?” and “My answer is...”
3. Are they refraining from *justifying* their “yes” or “no”?

☐ **DISCUSS** if time, their thoughts about what this activity was like for them. (2m)

☐ **ASK** these questions and get 2-3 responses for each. **Note:** Answers provided are not the only ones possible. (4m)

1. **Why is saying “What I want...” difficult for many people?** (**Answer:** we have been told it's selfish. We feel demanding. We fear rejection or getting a “no.”)
2. **Why is a “no” better on the table than not?** (**Answer:** “No” on the table is better... than saying yes but not doing it – rebelling and resisting, or doing it resentfully. Those are *other directed*.)
3. **What does this have to do with the Personal Responsibility Chart?** (**Answer:** Accountable requests require we are *self-directed* and that we know what we want, in making or answering a request)

☐ **FINAL WORD** “The main point of this section is to recognize so many of us are uncomfortable with this type of straight-forwardness. We would rather play it safe than be direct in either asking or answering. Choose honest disclosure instead.”



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: 2 hours

ACTIONS

☐ **SHOW** up to this slide →

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

☐ **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!"*

NOTES