Emotional Intelligence and Workplace Culture Evolution

Participate
Perform
Produce

Leader Guide

This guide is designed as a resource for small group leaders. It accompanies Group Module 3 of the eLearning Series, *Your Extraordinary Workplace.*

Prepared for you by:

LIFEWORK
SYSTEMS

Section 1: Pre-Group Session Prep

ACTIONS

☐ **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. **NOTE**: We recommend group sessions be 90m – 2 hours. If you plan to reduce to 1 hour, determine which sections you will review and which you will leave out. 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 *notes* section create what you will do regarding *PURPOSE and VALUES* in your next 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 we have a lot of ground to cover and I will be starting and ending on time. Don't forget to:

- Bring your completed workbook as you will be asked to read your answers from it.
- 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: 5 minutes

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 **#4** under 8 values that build trust: **Disclosure** is sharing your feelings, opinions and ideas openly with no agenda to fix, convert, heal, or change anyone. Ask each person, *"When is it difficult to exercise **Disclosure**?"*

☐ **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: Control vs. Responsibility

For Group leader: to help people realize that control models are based in fear and limiting beliefs. Help connect dots between extrinsic motivation, disengagement, inferiority complex and hostility

Total Time: 10m (2m pre-vid + 8m) Cumulative: 15m

ACTIONS (AFTER you have started your module)

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

☐ **READ** section **GOAL**: "*My goal for this section is to help you recognize what is cultivated when using control methods vs. mentoring people in task ownership and responsibility.*"

☐ **READ bullet points** (reading bullet points below are optional but recommended whenever time allows)
- We have been conditioned to use force, coercion, and control.
- When we dismantle these, we need new systems based on emotional intelligence and intrinsic motivation
- Trust is very low and inferiority complex is activated when control is used.

☐ **ASK** the following: **(6m)**
1. **How did you answer the question on** workbook page 5?
2. On workbook page 6, **ask them to share their answers to the 4 questions on this page.**

☐ **FINAL WORD** "*Remember we have all been conditioned to use control vs. supportive mentoring. Being curious and compassionate helps you and others to learn and overcome this conditioning.*"

NOTES

Section 4: Power and the Good Old Days

Time: __15__ minutes

: To show how long win/lose dynamics have been in play. Even the best of us falls into win/lose exceptions because of our conditioning. Help them see they swim against a very strong stream.

Total Time: 15m (30s - pre-vid + 14.5 m) Cumulative: 30m

ACTIONS

☐ **SHOW** up to this slide →

☐ **READ** section **GOAL**: "*My goal for this section is to help you focus on the ways you may be using power so you become conscious of your choices and the effects of what you choose.*"

☐ **READ** **bullet points** (reading bullet points below are optional but recommended whenever time allows)

- We don't often see everyday role models prioritizing power-within.
- Instead, we have role models who use force or power-over and justify it; sometimes even calling it love.
- Power within requires self-discipline and value-based ways of operating that go beyond reactivity and domination.

☐ **ASK** everyone to open to their workbook pages 7-9 (9 questions total below) **(13m)**

☐ **SHOW** power-over slide →

☐ **REVIEW** answers to #1 on workbook page 7 (They have done pre-work; have them share.)

☐ **SHOW** power-under slide →

☐ **REVIEW** answers to #2 on workbook page 8 (They have done pre-work; have them share.)

☐ **SHOW** power-within slide →

☐ **REVIEW** answers to #3 on workbook page 8 (They have done pre-work; have them share.)

☐ **ASK** just one person each to share an answer for each of the 6 questions on workbook page 9

☐ **FINAL WORD** "The main point of this section is to make you aware that b*y participating in mentoring, holding positive beliefs about yourself and others, and cultivating your internal motivation, you live from and model, power-within.*"

NOTES

Section 5: Four Stages to True Community

Time: **15** minutes

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

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

ACTIONS

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

☐ **READ bullet points** (reading bullet points below are optional but recommended whenever time allows)
  - We don't have a lot of role models for <u>empty</u> which is essential to reach <u>true community</u>.
  - We have been conditioned to be judgmental of others and to fix, convert, heal, and change them (<u>chaos</u>).
  - When we take time to know each stage, we have greater flexibility in shifting to *true community* sooner than later.
  - 4 each of the 8 Values that Build Trust are present both in stage 3 and 4.

☐ **SHOW** this slide on *pseudo-community.* →

☐ **ASK** 2-3 people to share their answer to **question 1 on *pseudo-community***, <u>workbook page 11</u>.

☐ **SHOW** this slide on *chaos.* →

☐ **ASK** 2-3 people to share their answer to **question 2 on *chaos***, <u>workbook page 11.</u>

☐ **SHOW** this slide on *empty.* →

☐ **ASK** 2-3 people to share their answer to **question 3 on *empty***, <u>workbook page 12.</u>

  (EMPTY is a stage where people feel *lovable;* they may use *dialogue tool*)

☐ **SHOW** this slide on *true community.* →

☐ **ASK** 2-3 people to share their answer to **question 4 on *true community***, <u>workbook page 12.</u>

☐ **FINAL WORD** "*We must make the transition out of pseudo-community and try to avoid or shift out of chaos. It is then we move in the direction of building a foundation of trustworthiness and practice the 8 behaviors/values that build it.* "

NOTES

Section 6: Team Vs. Working Group

Time: __15__ minutes

For group leader: To help people begin to see that teamwork is about *social interest*; that includes choosing to make others as wildly successful as oneself is crucial to living from purpose.

Total Time: 15m (41s pre-vid + 14m) **Cumulative: 1 hour**

ACTIONS

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

☐ **READ** section **GOAL**: "*My goal for this section is to help everyone commit to social interest as part of teamwork.*"

☐ **READ** **bullet points** (reading bullet points below are optional but recommended whenever time allows)

- *Social interest* is paying attention to *how we impact others*.
- Without an intention to foster social interest, we become consumed with self-interest, blaming and negative judgment.

☐ **INSTRUCT** all to turn to <u>workbook page 13</u>. (All questions below: **10m**)

☐ **ASK** 2-3 people answer the four questions on this page. They are also shown below.

Tip: You may want to answer these in the notes section below so you can help people by sharing your example(s).

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**. **Read your answers on supporting authority figures?** (Include those up the chain of command, whether they are physically present or not)

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 and keep it going?**

☐ **ASK** EVERYONE to answer the following question: **What can you share with your co-workers so they can help <u>you</u> personally feel/be "wildly successful"?** ("I like people checking in" or "I like compliments", or "I like to be asked my opinion.")

☐ **FINAL WORD** "*The quality of our relationships, the productivity of our teams, and the level of service we provide is greatly increased when we consider and support everyone in being wildly successful.*"
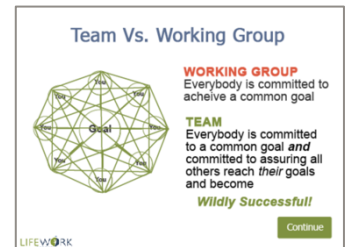
NOTES

Section 7: Restructuring Frustrations

Time: **15** minutes

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

ACTIONS

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

☐ **READ** section **GOAL**: "*My goal for this section is to help you remember, practice and use this handy and harmless tool whenever you are challenged by frustrations.*"

☐ **READ** **bullet points** (reading bullet points below are optional but recommended whenever time allows)

- Expressing frustrations in a straightforward and *constructive* manner is often frightening and unfamiliar to people.
- Unresolved, frustrations serve to break down psychological safety and increase resentment.
- Using this tool helps people move out of *pseudo-community* and *chaos* into *empty,* and true community.

☐ **ASK** for answers to these questions on <u>workbook page 14</u>. **(2m)**

1. **What are the differences between steps 2 and 3 and why is it important to understand this?**
2. **What examples of behavior change requests may <u>set up</u> a person to fail? To succeed?** * **(see note below)**
3. **Can you think of situation where you are or have felt frustrated about someone's behavior?** Note: The answer to this in your workbook can be used in the demonstration exercise below.

☐ **DEMONSTRATE** this tool quickly with one volunteer from the group. You are the one with whom they are frustrated. They follow directions on screen. Make sure they understand *all 3 parts well*. **Tip:** Step 2 is speaking core desires you have for yourself and for the partnership or teamwork. **(2m)**

☐ **PAIR** up team members in your group (in person or on zoom). Take 4 minutes for each person to take a turn then have them switch. Have them practice this tool using the answer to question 3 <u>on workbook page 14</u>. Each takes turns using the tool then switching. **(8m)**

☐ **FINAL WORD** "*The main point of this section is to include desires for self and others and address frustrations before they accumulate and grow out of proportion.*"

NOTES

***Behavior Change Request**: This is a positively phrased, very specific, measurable, doable behavior. When people give enough info then there is no guessing or room for misinterpretation.

Section 8: Firm and Respectful

Time: **15** minutes

For group leader: To help people realize characteristics (and high standards) for being firm and respectful.

Total Time: 15m (2.5m pre-vid +12.5) **Cumulative: 1 hour, 30m**

ACTIONS

☐ **SHOW** up to this slide. Play the video until it ends. You will see a green continue button.) →

☐ **READ** section **GOAL**: *"My goal for this section is to help you* understand that real authority is not harsh or enabling; it encourages the best in us*."*

☐ **READ** **bullet points** (reading bullet points below are optional but recommended whenever time allows)

- People need to be approached *firmly* (aka *decisively*) by leaders and leaders need to be firm when leading others.
- Firmness <u>must</u> be accompanied by high respect, high expectations and ample intellectual and emotional support.
- Firm with respect creates psychological safety.
- Good leaders practice understanding, empathy and allow (even encourage) expression of feelings.
- Expressing feelings and being supported in them builds resiliency.
- We resist learning because of discomfort in NOT expressing emotions.
- People need caring, firm encouragement in the face of fear and resistance.

☐ **ASK** all participants to turn to <u>workbook page 17</u>. Have several people answer each question. (Listed below) **(6m)**

1. **Where do you pull your punches (hold back from fear or discomfort)?** Share an instance. **What did you regret it?**
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's going to need** *mental fortitude***.** (*Read definition in notes) **Read what mental fortitude you wrote down concerning this culture change.**
4. **Do expressing emotions during challenging growth periods reduce or increase mental fortitude? (****Read 2nd definition in notes AFTER answers are provided)

☐ **FINAL WORD** *"Before we close this section, I want to read 7 key points I found in this video: (Read slowly with deliberation)*
1. Expectations remain high throughout
2. The leader stays consistently connected, compassionate and supportive
3. No shaming, force, guilt or other forms of power-over are used despite size, age and position
4. No rescue, exemption, enabling, or sugar-coating occur
5. Feelings and their expression are encouraged, examined for understanding, but not given undue attention or allowed as a means to avoid responsibility
6. The leader *remains* in a supportive role until an excellent outcome is realized
7. Recognition and acknowledgment are warmly provided

"I hope this video paints the picture of what good leadership looks and feels like. It encapsulated what it means to protect the 4 core needs in people even when firmly and confidently guiding them."

NOTES

*Mental fortitude is the ability to focus on and execute solutions when in the face of uncertainty or adversity. ... When we develop the **mental fortitude** necessary to stay strong in the face of adversity, we abate the fears of being in it.

**Mental fortitude is made stronger when emotions are supported rather than shamed; when they are examined with compassion in order to gain wisdom. Emotions, handled well, support courage.

Section 9: Encouragement Feast

Time: 20 minutes

For group leader: To help people realize that <u>encouragement builds courage</u> and it's very different than praise. Encouragement reminds people you value them. They feel lovable.

Total Time: 20m (2.5m pre-vid + 12.5m) Cumulative: 1 hour, 50m

ACTIONS

☐ **SHOW** up to this slide. You will see a green continue button.) →

☐ **READ** section **GOAL**: *"My goal for this section is to help you gain awareness and strategies to meet the high priority of practicing <u>encouragement</u> often."*

☐ **READ bullet points** (reading bullet points below are optional but recommended whenever time allows)

- Encouragement is essential; it builds courage and joy.
- Encouragement is an antidote to the inferiority complex and supports the 4 core needs.
- Sometimes after an experience of encouragement, people temporarily shut down, fearing another shoe will fall.

☐ **DESCRIBE** an encouragement feast on <u>workbook page 18</u>. **(10m)**

1. Form groups of 3 to 4 (if on zoom, do this in breakout sessions after explaining all the guidelines)
2. Identify one person as "It" (one with longest hair) and
3. Everyone takes turns telling "It" what they appreciate about him or her.
4. The person designated as "It" finishes by sharing what he/she appreciates about him or herself.
5. Repeat this until everyone has been "it".

TIP: This should take max 10 minutes of overall allotted time if you keep the group size to 3 people each.

☐ **ASK** the following questions: **(4m)**

1. **How did you feel doing this exercise?**
2. **Which was easier – giving or receiving encouragement?**
3. **Encouragement is crucial. Do you agree? Disagree? Why?**

☐ **FINAL WORD** *"Encouragement is acknowledging with appreciation the gifts, talents and differences in others just as they are, so they know they are valued and wanted."*

NOTES

Section 10: 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 (0pre-vid +) Cumulative: 2 hours

ACTIONS

☐ **SHOW** up to this slide →

☐ **READ** section **GOAL**: *"My goal now is to help you to leave this session with an awareness of one ah-ha you have discovered and one next step you will take."*

☐ **READ** **bullet points** (reading bullet points below are optional but recommended whenever time allows)
- People don't sustain real or lasting change without discussing what is newly learned.
- Sharing one or more *ah-ha's* grounds what has been learned.
- Others recall the value of what they learned as they hear and share with the group.

☐ **ASK** the following questions. Have each person share very briefly*:

1. **Share one new idea or ah-ha you gained from your individual module or this session?**
2. (If time allows) **What is one next step you can take to apply something you learned?**

☐ **FINAL WORD** *"Thanks for your dedication in this meeting. You are valuable to this group and all you serve."*

NOTES

If you run out of time by this section, assign the 2 questions to them to do sometime throughout the day. This helps them to retain what they learn.