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: *Empowered, Lovable, Connected* and *Contributing*

- **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?

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?

Fill in the following pages and come prepared to discuss your answers at the next *group* session
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.

2. **Self–Management**

    Managing your emotional state and behavioral responses

    Setbacks of NOT being Self-Managing.   **Benefits** of being Self-Managing.

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.   **Benefits** of being Socially Aware.

4. Relationship Management

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

Setbacks of NOT Managing Relationships.   **Benefits** of Managing Relationships.

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

Unresolved Psychological Contracts

Psychological contracts are <u>assumptions</u> 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)

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.

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?

Dialogue Tool (By Harville Hendrix and Helen LaKelly Hunt) *1. Mirroring   2. Validating   3. Empathizing*

Mirroring has to do with what the word suggests. When one person talks, the other listens and mirrors (reflects) back the words and even the body posture, facial expression, and tone of voice.

To mirror might begin like this, "If I heard you correctly, you said..." or "What I hear you saying is..." Mirroring simply says that *what you said is important to me, and I have heard the **content** of your words, without judging you, blaming you, or finding solutions for you.* It's helpful to say, "Did I get it right?" and "Is there more?" It's also helpful that the person speaking try to give the content in as concise a manner as possible or break up the message into smaller pieces so the listener can mirror a reasonable amount of content at a time. As the listener, you can always put your hands into some signal (like time out) to pause the speaker when you get as much content as you feel capable of mirroring back.

Mirroring is the essential skill for people to learn, especially when there are charged issues. Many issues are solved with mirroring alone. Mirroring encourages the talker to continue since the *listener is hearing accurately the words that are spoken*. When the listener also mirrors the tone of voice and posture of the talker, he or she *feels safe and risks revealing what is inside.*

Validation is a process of letting your partner know you understand *the meaning (thought process, reasoning, rationale)* behind her/his words. To validate, you might say, "What you said makes sense to me," or "I can understand your point of view. " It may mean that you, as the listener, have to stretch to understand the meaning, but it is worth doing and becomes an act of compassionate caring toward the other person. Make sure you back up your statement, sharing a little bit about how you understand that the speaker makes sense. Again, if you are not certain you are right, it helps to ask, "Did I get that right?" And, "Is there more?"

Validation is an advanced competency for effective relationships. T*o understand the message and its meaning is not the same as to agree with the message or its meaning*. Validation means to *setting aside one's own opinions while stretching to understand the meaning and private logic of the other person's message*. The result is reaching for the possibility of real individuation— respecting the free will and process in each person. Validation is about growing up and respecting that each person has his or her own unique, subjective reality (beliefs).

Empathy is the concept of understanding and acknowledging the *feelings* being expressed. It usually can be stated by saying, "I can imagine you are…" and filling in the feeling word. **Feelings are usually one word**: mad, sad, glad, afraid, ashamed, guilty, and versions of those emotions. *To empathize with the talker is to understand the feelings behind the words and meaning.*

One observation to be aware of is that many people respond with, "I feel that…" which means you are giving your opinion and ideas, not empathizing. The subtlety of empathy rests in the loving detachment from judgment, criticism, blame, self-pity, evaluation or "fixing" the other person. *To find a solution or to explain why or what you think they are feeling in this manner sends the message, "You are weak…I am superior"; "I know better than you and am telling you what's what."* Keep asking, "Did I get that right?" "Is there more?" until you are clear you have.

This dialogue is the core to a strong relationship. While it may seem simple, it is a skill that takes a lot of practice to really learn and make a habit. You may need a coach. It works, and it is worth learning.

Three parts compose this Dialogue:
1. **Mirroring** for the *content* of the verbal and non-verbal messages
2. **Validation** for the *meaning* of the messages
3. **Empathy** for the *feelings* underneath the message

The listener (or receiver) is giving the gift of full attention and listening without an agenda or reaction.

Dialogue Tool (Continued) *1. Mirroring   2. Validating   3. Empathizing*

Mirroring   Validating   Empathizing

Dialogue Tool

Exact words: The words for each activity below matter. When you say, what I hear you saying, thinking, feeling, we give the gift of witness to another. When we say, "did I get that right?" it helps the person speaking to know you will not rush to conclusions or assumptions. While it is important to enter this activity with an overall time frame for each person, when you say, "Is there more?" you are inviting people to share beyond what is normally offered.

1. **Mirroring** is about listening to <u>**content**</u> - "What I hear you **saying** is…" "Did I get it right?" "Is there more?"
2. **Validating** is about listening to <u>**logic**</u> or overall worldview - "I get it. You **think**…" "Did I get it right?" "Is there more?"
3. **Empathizing** is about listening to <u>**feelings**</u> (do not qualify or explain) - "I imagine you might be **feeling**…(e.g. mad, sad, glad, afraid)" "Did I get it right?" "Is there more?"

Come prepared to practice the dialogue tool at group session.

Question:

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

Personal Responsibility Chart

Other-Directed

I have to. I have no choice. I am controlled by authority figures.		BELIEF	I'm autonomous. I choose. "What am I feeling? What do I want?
Comply	Rebel	ATTITUDE	Agree or Disagree or Third Option
Resentment	Resistance	REACTION	Accept Consequences
I'm not responsible (for tasks, relationships, or consequences).		FEELING	I'm responsible (for tasks, relationships, or consequences)
Victim	Revenge	BEHAVIOR	Accountable
Disengaged	Actively Disengaged	ENGAGEMENT	Fully Engaged

Self-Directed

When a person is self-directed, they are accountable because their beliefs, attitudes, reactions, feelings, behavior and engagement level all line up.

If you want to practice filling in these components, go to page 12 in your regular workbook.

Personal Responsibility Worksheet

Your answers will be discussed at your next group session.

1. Why is the information on the personal responsibility chart so important?

2. What are ways other people act and speak as a *Victim* when in **Other-Directed** Beliefs? (Resentfully Complying)

3. What are ways other people act and speak from *Revenge* when in **Other-Directed** Beliefs? (Rebel and Resist)

4. What are benefits of *Fully Engaged employees*? *Fully Engaged 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 get even?

7. What tends to be the outcome when you react that way? How do you feel? How do you act?

8. In which situations, or with whom, do **you** tend to play *autocratic* roles? That is – when do you expect and/or demand obedience or compliance from others?

9. What autocratic methods do you use to get others to comply, and what do **you** do when they rebel?

10. What short-term and long-term results do you get when you are autocratic?

11. How can **you** create conditions in which people understand they have choices and want to take ownership of their decisions and outcomes? a. As a leader? b. With authority? c. With your peers?

12. What are the expected results of doing this? What are the consequences of not creating a Responsibility-Based environment?

    a. For you personally?

    b. For your organization, school or family?

    c. For your peers?

Commitment vs. Compliance

The following story from the book *Leadership and Self-Deception by Arbinger 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 21st 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?"
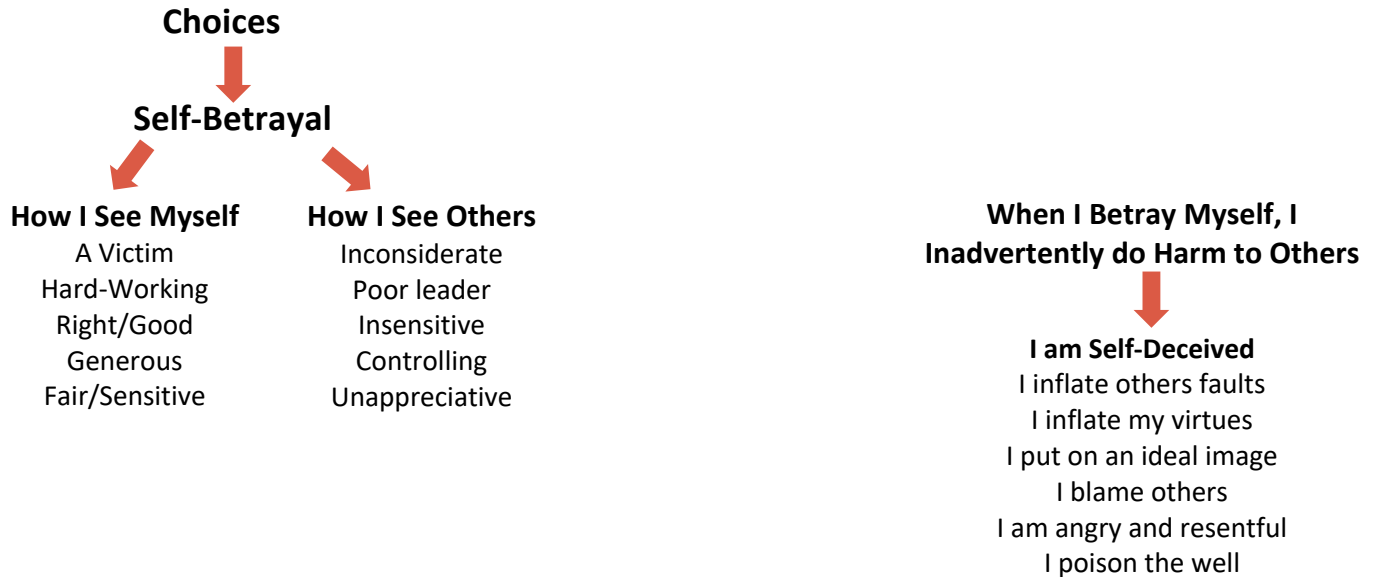
Tom pondered the question. Although it should have been outwardly obvious, Bud might have had trouble seeing himself as others saw him at the time. "No. I suspect you might have felt defensive if someone had said that to you.

"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

Choices

↓

Self-Betrayal

↓   ↓

How I See Myself   **How I See Others**
A Victim   Inconsiderate
Hard-Working   Poor leader
Right/Good   Insensitive
Generous   Controlling
Fair/Sensitive   Unappreciative

**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

You will be asked to discuss your answers to these questions at your *group* session.

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.

Accountable Requests and Agreements

Accountable Requests

People are often uncomfortable stating clear requests. It's common to think or speak indirectly about behavior, even that which you don't like, and perhaps express feelings about it. Getting clear and direct about what you want and putting requests forth directly and specifically is critical, as is making certain an "accountable" agreement has been obtained.

A request is not a demand, complaint or opportunity to criticize. It is not even dependent upon an actual agreement, which in fact, could be withheld, despite an effective model for asking. Ideally, requests and responses should be reasonable, related and respectful.

Requests focus on what you or the other person may want. Requests should be negotiable whenever possible in terms of the manner in which it may be fulfilled. Requests should be based on what you want, not on what you pre-determine is possible or probable. That way requests are fully straightforward and honest.

Teaching people how to make direct requests, ask for what they want, and make "accountable" agreements is a very powerful practice. It can impact their autonomy and ability to say yes **and no** when faced with requests (e.g. kids can't say no to drugs if they don't have opportunities to ask for what they want and say yes or no).

> ## Making a Request
> What I *want* is…
>   Are you willing…?

Accountable Agreements

> ## Giving a Response
> What you *want* is…
>   Is that right…?
>   My response is…

The following **Response to a Request** model will help you to model respectful and "accountable" responses to the requests of others.

When you work with people and make a request, make sure to watch for body language to make sure you have their attention and a response from all of them. It is crucial to offer an opportunity to discuss the discomfort and other options if they are not fully aligned with a commitment.

An agreement is a very important and necessary step in responsibility, and a cooperative and understanding agreement in which each person has bought into the decision, is key. Whenever possible, allow for "no" as a response. We are often uncomfortable in the specific use of these phrases. We have childhood messages that:

- We are *selfish* or *bad* when we openly express "I want."
- We are emotionally uncomfortable, and we fear *rejection, punishment* and/or a "*no.*"
- As kids, we were often *rejected* or *punished* for persisting in asking for agreement from adults who were uncomfortable about their own wants and needs or saying no.
- In time, we lack trust in ourselves to say *yes* or *no* honestly, so we fear others won't either. We take too much responsibility for *others* and not enough for *ourselves*.

It Just Got Real!

Name _____   **Date** _____

A-Ha Idea   **Challenge or Barrier**

Resources (how will you overcome challenges or barriers?)

Next Step   **Date of Completion**

_____

A-Ha Idea   **Challenge or Barrier**

Resources (how will you overcome challenges or barriers?)

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