

Facilitator's Guide: Implementing *STAR:Office* Sessions

STAR
SUPPORT. TRANSFORM. ACHIEVE. RESULTS.



Office

Facilitator's Guide to Implementing STAR:Office

A STAR Workplace is a radical, commonsense rethinking of how we work and live. In a STAR, people stop simply “putting in” time or worrying about getting in at a certain time. Instead, they focus on results and only results. The contents of this guide will help you transform your organization, bringing about a change that will create the ultimate in accountability, while also giving everyone the freedom to live their life to the fullest.

Welcome to the future of work.

Disclaimer: A STAR Workplace challenges all of our assumptions about what work looks like. At the same time, companies still have to comply with local, state and federal labor laws.

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Welcome Message

Welcome to the beginning of a new way of working and a better way of living. This Guide contains the materials you need to transform your organization from one that measures and rewards people based on the time they put in and their physical presence to one where the only thing that matters is results. It's a profound transformation, one that takes hard work, courage and determination, but it's also a change that is necessary. We live in a time when the forces of technology and globalization are making the eight-hour day and the forty-hour workweek feel obsolete. We don't have to be shackled to the conference room and the cubicle.

About STAR

STAR stands for Support. Transform. Achieve. Results. It is an innovative process for creating an effective and productive work culture. STAR helps teams find ways to decrease unnecessary work, increase productivity, and increase everyone's control over their time. STAR also includes coaching for managers on how they can support their employees more effectively. [Click here for an overview](#) of all the pieces and links to facilitator's guides and tools to teach managers about supporting their employees' family and personal lives.

The STAR initiative is based on both academic research and real-world experience. The initiative was jointly developed by CultureRx, the creators of Results-Only Work Environment – ROWE - and a research team of psychologists, sociologists, and occupational health scholars who have studied many workplaces and the various ways that work affects health and personal life. Results-Only Work Environment – ROWE - is a management strategy conceived by Cali Ressler and Jody Thompson, co-Authors of the book *Why Work Sucks and How to Fix It: The Results-Only Revolution*. In a ROWE employees are evaluated on performance, not presence. People focus on results and only results – increasing the organization's performance while cultivating the right environment for people to manage all the demands in their lives...including work. (Learn more about ROWE by visiting www.gorowe.com.) Cali and Jody's approach to changing workplaces drew the attention of a group of academic researchers trying to improve workplaces in ways that would improve employees' health and wellbeing and also benefit employees' families and organizations. The research team was looking for innovations that didn't just help individual employees cope with common stresses at work but actually changed the way work is organized and the culture of workplaces. (Learn more about the Work, Family & Health Network at: www.workfamilyhealthnetwork.org.) We formed a partnership to bring together the insights of ROWE and an initiative training managers to be more supportive of employees on and off the job—creating STAR. It was then implemented in a high-tech company. During this time, the STAR Kit was developed to prepare you to take this change to your own organization.

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Research and real-world experience points to the importance of two elements of workplaces with regard to implementing a change such as this. The first element is Supportive Supervisor Behavior. Part of STAR is that managers support their employees by fully accepting that they can do whatever they want, whenever they want, and that this will look different for each person depending on their family commitments and responsibilities in their personal lives. Most managers try to be supportive of their employees, but may have never had any training or a chance to think about and discuss what that would look like. Managers will be responsible for providing both performance support and personal and family support to their employees. STAR will help them do that more consistently and thoughtfully.

The second element is providing employees' complete control over the time and timing of their work. You will be helping get everyone focused on the key results they're driving toward and help them let go of outdated or ineffective work practices and expectations. Everyone will experience a greater sense of control over their work and lives.

The contents of this Guide are based on a very simple idea. If you give people clear expectations about their job, and then give them the freedom and control to do their job and have supervisors who support them then they will produce outstanding results. You pay them for a chunk of work, not for a chunk of time.

In a STAR, everyone is given complete control over their time. Everyone is also given the support they need to manage their work and life by having clear direction on specific, agreed-upon results. Once an organization is aligned with these two fundamental ideas, it adapts to a new way of working. People stop wasting their time because it's theirs. People perform to the fullest of their potential because the expectations are crystal clear. Work doesn't look like it used to (40 hours, Monday through Friday, in an office) but the job gets done like never before. The entire organization adapts to this new way of thinking and behaving.

The change isn't easy. While you're going through the change the future state is being discovered. You are moving into an unknown. When people give themselves over to this type of change some level of distress is inevitable. They have naturally become comfortable in their habits, attitudes, and beliefs, and when they are required to "lose" those closely held beliefs, they grieve. They struggle. They have to work to adjust. But if the change is to take place, they must endure the examination of their beliefs and open themselves to the new.

STAR is a social change, and you will be a facilitator in the true sense of the word. You are not about to train individual people in STAR. Rather, you are about to guide the entire group into a STAR. As a result, any expectations you have about typical teach-and-train programs needs to be thrown out the window right now. You are the conductor, steering them through this process of moving from a traditional work

environment into this new set of beliefs and behaviors. You will provide the music, but they will play it.

Along the way you will undoubtedly feel how other pioneers have felt when embarking on new territory. You're about to see new sides of people (both good and bad) that you've never seen before. You're about to learn things about yourself as well. You're about to be challenged in ways you might not be able to imagine.

It's a remarkable journey, and one that people in other organizations are experiencing around the country. We'd like to leave you with two final thoughts. First, make it fun. Because this is social change it's important that people feel like they're in this together. People bond over adversity; they also bond over good times. Migrating into a STAR is an intense experience. You can do a lot for them by having a sense of humor.

Second, and this is perhaps the most important message to not only hear, but to internalize before you begin: you will want to hold firm to the idea of STAR. You may modify the way you present, but you must not change the ideas themselves. Creating a STAR is not like baking cookies. You can't substitute M & Ms for chocolate chips or leave out the nuts because you're afraid someone might be allergic. You can't water it down. It's all or nothing.

During our journey in making STAR possible there were many moments where both rank-and-file employees and senior leadership pushed back at us to water down this change effort. We realized that if we wavered then the whole point of STAR would be lost. If STAR can be suspended by management because of the busy season, then it's not STAR. If STAR comes with guidelines and policies and procedures, then it's not a STAR. If STAR is treated as a privilege for the few (as opposed to a right for all), then it's not STAR.

In the end, your reward for this change will be nothing short of greatness. You will have done something that makes irrefutable business sense. You will be giving people back their lives. Your company will be more efficient and profitable. Your people will be happier. You might not be personally recognized and celebrated right away, but eventually if this change takes hold, you will be a hero, a magician, a rock star. You will also have done something necessary. You will have done something right. Work sucks. But you're about to make it all better.

How To Use The Materials

This Guide provides overviews of each session, guidance for how to pace the migration, scripts for leading session, and so forth. Everything in this guide has been designed to make the change happen. The games (Sludge, STAR Feud, and Do Something Different) are designed to help you lead this change by giving the participants a chance to play with the ideas behind STAR. Because migration requires social change, these games are essential for making this transformation an experience that will change people forever. In the session scripts, you will see reference to weSupport activities (weSupport Training and weSupport Tracking). These scripts include the basic information you need to discuss weSupport activities in the STAR sessions, but the weSupport materials and more detailed instructions can also be found in the weSupport Facilitator's Guides [on the Toolkit page](#). The PowerPoint shells are also used in the various sessions. The slides contain important information (such as the 13 Guideposts) and provide the kind of content you need to run the sessions without having to become an expert on STAR.

Please keep in mind that all of these materials are designed to work together. Use them all, as instructed. We also recommend reviewing all materials in advance in order to ensure a smooth performance.

We also recommend you pick up a copy of the book *Why Work Sucks and How To Fix It: The Results-Only Revolution*. Read it! The book gives a brief history of ROWE—the foundation of a STAR Workplace, a thorough examination of the barriers to making this change (Time, Belief and Judgment), stories from people who are currently working in a ROWE, and examples of how these ideas can transform a work culture.

Migration Overview

We call the transformation from a traditional work environment to a STAR Workplace a “migration.” What follows is a brief narrative overview of what happens in each phase, as well as a step-by-step run through of all the individual components. Use this overview to prepare yourself for the entire experience. You can also use it as a place to check in on your progress.

Your goal is simple: to completely transform your organization, to take people from one way of thinking about work to a new, better one.

Over the years we've perfected the migration experience into a proven, systematic process. It's absolutely vital that you follow these steps from the beginning to the end. Follow the exact order and skip nothing. And remember: even though people are going through this incredible transformation, the work is still getting done.

How Migration Works

STAR Migration Phase 1: Prepare for the Change

During Prepare for the Change, the facilitator's job is to plan and schedule the entire group's migration as well as to give leadership a preview of the change that is about to come. This is also the stage when you teach your supervisors behaviors that support their employees' family and personal lives (using the weSupport tools). At the leadership level, you will also need to build just enough support for this change. You'll never have 100% commitment from the top, but healthy skepticism is enough to get the migration started.

Phase 2: Set the Change in Motion

Phase 2 is when the bulk of the change happens. The Kickoff wakes people up to how their outdated beliefs about time are not only hurting them as individuals, but also hurting business. After a successful Kickoff people will never be able to look at an eight-to-five workday the same way again. The change is already in motion.

The Sludge Session is designed to teach people that how they express their beliefs about work in toxic language is what holds everyone (including themselves) back. This session is also crucial in helping people understand that it's the culture of work that is broken, and that everyone is complicit. After the Sludge Session, employees are released back into the wild to practice Sludge Eradication. Culture Clinic is the place where people practice working through the practical and logistical concerns that a STAR creates, like how to rethink how to use calendaring software. At the end of this session teams Go Live. Managers have a Manager-Only Session to help them adjust their role as leaders—leaders who are supportive of both personal, family and performance goals.

Phase 3: Learn and Evolve

The Learn and Evolve phase is designed to help the organization cement their new attitudes and behaviors surrounding work. The Forum is an opportunity for teams to work through challenges and successes they are having with STAR.

The STAR Migration Step by Step

Phase 1: Pre-Migration

- ✓ Read *Why Work Sucks and How To Fix It: The Results-Only Revolution*
- ✓ Review Pre-migration section of facilitator's guide
- ✓ Communicate the overall migration schedule to the organization
- ✓ Conduct Leadership Education session
- ✓ Conduct weSupport Training and Behavior Tracking Round #1

Phase 2: Migration

Kickoff

- ✓ Review Kickoff section of facilitator's guide
- ✓ Run the Kickoff

Sludge Session

- ✓ Read Sludge Session section of facilitator's guide
- ✓ Run Sludge Session
- ✓ Run Sludge Eradication Activity

Culture Clinic

- ✓ Read Culture Clinic section of facilitator's guide
- ✓ Run Culture Clinic
- ✓ Go Live
- ✓ Run Do Something Different Activity

Managers-Only Session

- ✓ Read Managers-Only section of facilitator's guide
- ✓ Familiarize yourself with Managers-Only Forum PowerPoint slides
- ✓ Run Managers-Only Session
- ✓ Conduct weSupport Behavior Tracking Round #2

Phase 3: Learn and Evolve

All-team Forum

- ✓ Read All-Team Forum section of facilitator's guide
- ✓ Run All-Team Forum

Before you begin: A Special Message for Facilitators

Leading a group of people through a migration might challenge you in ways other changes at your organizations haven't. Facilitators who lead this transformation will need to draw on different qualities than a typical teach-and-train program.

Confidence

There is a human case and a business case for STAR. Individual employees thrive because they get control over their time and their lives. They are happier and healthier and more fulfilled. They feel supported by management on and off the job. But businesses also excel, because employees are more productive, more focused on high value work, and more engaged in serving both internal and external customers. The traditional or 'we're flexible' workplace pits employee versus management. In a STAR, both sides win.

Frankly, it doesn't matter to us which aspect of STAR appeals to you more. Both are valid. But we strongly suggest you pick something about STAR that gives you confidence. People are going to be coming at you from all sides. They are going to challenge what you're doing. They are going to be emotional. So it's vital that you stay confident throughout the entire process.

You might find something in *Why Work Sucks and How To Fix It: The Results-Only Revolution*. Or there may be an entry on Cali & Jody's blog – gorowe.com - that gives you inspiration. Every person is different when it comes to finding what sustains them. For some facilitators the thing that gives them the most confidence is the fact that right now, out in the world, STAR is working for real people. Find whatever gives you strength and hold it close.

Calm

Even though we're supposed to be detached and professional and rational at work, everyone knows that in fact work is incredibly emotional. People have their egos and their pride on the line. People have their job security, their financial stability, even their entire identities wrapped up in work.

So going in with STAR and challenging the way that work looks is no small thing. You are going to rile some people up. You are going to scare people. You are going to threaten them. Even when people know it's all for the good it's not always easy.

The people in your organization are going to look to you for the answers to the millions of questions they have about STAR. You might not always have the answer. (In fact, as you'll see, often they have to answer the question themselves.) But your calm will

help them work through this change. In some cases it's the greatest gift you can give them.

Understanding

Migration doesn't happen overnight. In fact, the full process takes about a year. Along the way people are going to struggle, and some more than others. If you're leading this change, chances are you "get it" on a deeper level than most. There will be times when you'll wish that people would just hurry up and come along for the ride. There will be times when you can't believe how stubborn someone is being. But even those managers who think people will slack off and take advantage deserve your understanding. You don't have to be a saint, and certainly you don't want to become self-righteous. But cutting the bad guys some slack is important. The good news is that eventually almost everyone comes around. Your patience will reward you.

Support

Because this is social change, you can't do this alone. Part of being a successful facilitator is finding key people in your organization who will help you stay energized and connected. You will be leading people, but you can't lead everyone individually. You'll need allies, fellow travelers and like-minded souls to carry out this work for you.

A good early ally is someone who doesn't have those blanket philosophical objections to STAR. They see the possibilities, and they demonstrate an ability to start working through the logistics on their own.

As you move forward you'll gain more allies. Later on it's good to tap into the connectors, those people who organize and galvanize others. As the transformation takes place you'll find that this kind of support forms naturally. By the end of the migration, you might even discover yourself doing less and less as "smart mobs" take over and make the change happen on its own.

A Sense of Humor

People's beliefs about work are funny. For example, why is the person who comes in at 7:45 am labeled a "good worker" while the person who comes in at 8:15 called a "slacker." Getting people to laugh at the absurdities of the workplace is a great tool. You can tap into those Dilbert moments at work to great effect. Best of all, you can move past the underlying helplessness that people have when they make jokes about work. Laugh at yourself, laugh (gently) at others and never forget that you have the change is worth it.

CHAPTER 1

Phase I: Pre-migration

Prepare for the Change: A Message

We always say that STAR is a people's movement because it's the people that make it work. The rank-and-file are the ones who adapt to this change. They are the ones who solve the logistical problems that come up in a STAR Workplace. They are the ones who figure out how to stay focused, to meet their expectations, to communicate efficiently, to transform the workplace from one where people watch the clock into one where people watch the bottom line results.

At the same time, leadership is essential. If leadership doesn't go along on the journey, then it seems it's for their employees and not for them. That's how so called "work-life balance" programs work in the traditional workplace. For it to be a STAR, everyone has to adopt the new way of thinking and behaving. If leaders opt in, if they truly walk the walk, then the entire workforce is unleashed.

Prepare for the Change is designed to prepare the organization for the change to come. First, you'll want to start a conversation about the true nature of your culture. Then, the Leadership Education session is there to give leaders their own time and space to react to what transitioning from a traditional work environment to a STAR will entail. They may object. Some may even freak out. Let them. If you can plant the seed, then eventually they will come along. In the end you might find that some of the biggest objectors will become some of STAR's biggest supporters.

There are two keys to a successful pre-migration:

Leaders have to come to the Leadership Education sessions. If key leaders aren't going to attend, then reschedule. You can't do it without them.

Leaders are going to be resistant to a STAR. That's fine. You don't need complete buy-in. If you can create an atmosphere of healthy skepticism, then you have succeeded.

Where your workplace is today

Before you begin you'll want to assess the state of your workplace today. Depending on your organization, you may formally or informally survey employees about how they perceive the culture of where they work. If you have no direct process in place for getting this kind of information, there are other measures you can use, such as

voluntary turnover rates. If people are leaving your organization at a high rate, then that tells you something about the kind of culture you have in place.

The more clearly you can see where you are now, the more clearly you'll see the dramatic results a STAR has on your organization. A STAR affects all aspects of your business, lowering stress, increasing engagement, and boosting productivity. If leadership requires certain metrics, then the time to take the "before" picture is now. You'll notice the change even if you don't have any measurements in place, but you know your organization best.

Either way, it's important to begin the migration process by starting a conversation about the reality of your workplace. Even if you just spent \$25,000 to have a consultant come in help you run more efficient meetings, if people still say that they are wasting their time in meetings, then that is what you listen to. If your people say that managers don't give clear expectations about what they need to accomplish, then that is what the truth is, even if none of the leaders in the room think they're bad at giving direction. One of the great things about a STAR is that you don't have to pretend anymore that everything is just great the way it is.

LEADERSHIP EDUCATION

Leadership Education Session: A Pep Talk

Now you're ready for the Leadership Education session. This is when you roll out the concepts of STAR to upper management so they can get their first full taste of what a STAR Workplace is and what it will mean to them, their people and the organization. Before we begin, we need to make something very clear: regular business does NOT halt while you're orchestrating this transformation. People will be doing their jobs and making this change at the same time. In fact, just starting the migration from a traditional work environment into a STAR has an energizing effect on the workforce. If leaders (or you) are worried that STAR will somehow disrupt the daily business, please be assured that we have migrated scores of teams and not a single deliverable was missed because of STAR.

Nevertheless, some leaders are going to have concerns. We've found that STAR has an immediate polarizing effect. The idea that in a STAR Workplace people can do whatever they want, whenever they want, as long as the work gets done, creates strong reactions, both positive and negative. Even the idea, talked about in the abstract, of a STAR Workplace is like a personality test. There is almost never a middle ground. One of your main jobs as facilitator is to watch how people take this personality test. It's not pass or fail, but rather a spectrum of reactions from "this sounds great" to "this will never work." You don't have to worry as much about the people who immediately embrace STAR. But how you react to those who resist is vital.

Leaders' reactions will fall into two basic categories and it's important that you not confuse the two.

One common objection is practical:

"How are we going to make sure the right people are here for Thursday's check-in with our overseas vendors?" This kind of question has to do with the logistics of a STAR. There are a million questions like these and some can be challenging, but the questioner isn't necessarily objecting to the basic ideas behind STAR.

The other kind of objection is philosophical:

"How are we ever going to explain this new way of working to our overseas vendors?" This kind of question has nothing to do with the logistics. This is about the person's fears about the change. They've already judged this idea as a nonstarter.

The practical questions are easier to deal with. Because no matter how complicated a process is, or how detailed the question is, people will ultimately find a way. People have figured out how to get things done in a traditional work environment. They'll figure out how to get work done in a STAR. If you trust them to do their jobs, and if you

reward them with control over their time, then not only will they figure out a way to get the work done, but they will also probably find an even better way.

The philosophical questions are harder to address. Someone who is asking a practical question is not necessarily challenging the core ideas behind STAR. They are challenging the consequences of that core philosophy. The person who raises the philosophical objection probably doesn't believe that people can be trusted to do their job. They hold a 'glass is half empty' view of humanity. People will slack off and take advantage. If there weren't structure there will be chaos. Perception trumps reality. As a facilitator, you need to be aware of these philosophical objections to STAR, because they can be real killers. And there are a million variations on the same theme of distrust:

"We'll never be a global competitor if we do this."

"Some people just need to be supervised."

"People will take advantage if we give them freedom."

The people who will have the philosophical objections may surprise you. The most free-spirited person might not stand up for other people's freedoms. And the most button-downed, Type A, control freak might believe that everyone should be allowed to do whatever they want, whenever they want, as long as the work gets done. That's why your general awareness of the room is very important in the Leadership Education meeting. You'll see a lot of negative body language, and you just have to keep going. Here is another way of looking at resistance from leaders. You're not only challenging beliefs about work, but you're also challenging beliefs about work that leaders have been successful in overcoming.

It's hard to say to a roomful of people who have scratched and clawed their way to the top - who have put in long hours, and played the game, who hustled and positioned themselves, that now the game they have played and won is going away. It's hard to say to a room full of people who feel like they have earned freedom and control over their time, that everybody, regardless of seniority or pay grade or education level or whatever, are now going to enjoy the same freedoms.

What works in your advantage is that you're also talking to a room full of people who care about results. You're talking to people who probably have a financial and personal interest in getting better results out of their people. The idea is to build that bridge between what they currently believe is true about themselves (that freedom and accountability leads to outcomes) to what could also be true for everyone in the organization. This is what we mean when we say you need to cultivate "healthy skepticism."

If there is one truth about STAR that answers both kinds of concern it's this:
In a STAR the entire focus of everyone in your organization is on results. In other words, for the first time in their working lives, people's primary concern is getting their

work done, as opposed to getting something done while also playing the game. True, people do get control over their time and the support they need to live their lives. They might use that newfound control to spend more time with their kids, or go back to school or pursue a hobby. And while they're doing this they might not be in the physical office as much as they used to, or they may conference in to a meeting instead of attending in person. But they are always working on the results. They are always contributing. If they don't deliver results that is what is unacceptable. That standard never waivers.

Bottom line: in a STAR the work gets done. The work gets done because results are the only thing that matter. You can repeat that idea in any setting at any time, even to yourself should you start to doubt. No matter what kind of objections people raise to this change—and they will raise them—you can always tell them that it's always all about results.

Leadership Education: Overview

Your goal is to help leaders and managers switch their focus from permission-granting to performance guiding. In order to do this, they need to understand:

- ✓ The difference between the current work environment and STAR
- ✓ The difference between STAR and 'Flexible Work Options'
- ✓ How the change is going to happen based on the Triangle (Time, Beliefs, Judgment)
- ✓ The Guideposts

You are a LEADER of adaptive change. Refer to works by Ron Heifetz (ie., Leadership on the Line) to ground yourself in your role as a social change agent. People are going to be very uncomfortable and what you do to ease their pain. You will know that this pain is a necessary component of the change. You are comforting the disturbed (employees) and disturbing the comforted (managers).

You will be expected to:

- ✓ Endear yourself to the audience – develop allies.
- ✓ Hold true to the STAR philosophy.
- ✓ Be unwavering in your own belief about the change.
- ✓ Be confident but not arrogant.
- ✓ Educate but not humiliate or shame.
- ✓ Adapt when necessary based on participant reactions.
- ✓ Be both a teacher, and mentor.

Time: You have two hours. You will develop your own pacing as you do multiple sessions.

Session Participants: This is all about Leaders/Managers – a tough crowd. Expect 1/3 to understand STAR, 1/3 to be on the fence, and 1/3 to openly and strongly oppose your ideas.

Session Logistics: The best room layout is U-shaped. This allows you to get close to everyone during the session, and also give everyone a 'front row seat'.

What you need to be armed with:

- ✓ Laptop with PowerPoint presentation
- ✓ Whiteboard or flip chart
- ✓ Whiteboard or flip chart markers
- ✓ LCD projector
- ✓ Screen
- ✓ Positive attitude; energy and confidence.

Leadership Education Session: YOUR SCRIPT

This script will go slide by slide and guide you through how to lead the session. Let's begin!

SLIDE 1: LEADERSHIP EDUCATION

Facilitator's note:

This slide is displayed as participants enter the room.

SLIDE 2: STAR

SAY: Welcome to your STAR Leadership Education Session! I'm _____ and I'll be leading you through the session today.

STAR stands for Support. Transform. Achieve. Results.

It is an innovative process for creating an effective and productive work culture.

STAR guides teams to find ways to decrease unnecessary work, increase productivity, and increase everyone's control over their time.

STAR also includes coaching for managers on how they can support their employees more effectively.

SLIDE 3: STAR DEFINITION

Facilitator's note:

Read the definition a couple of times emphasizing 'each person' and 'as long as the work gets done'.

Plan Ahead. You will need to talk with leadership at your organization to learn more about why STAR is appealing and the problems or issues that leadership hopes it will solve. The reasons may include a desire to be more innovative, to increase recruitment and/or retention, to improve productivity, to push the culture to catch up with the way work is really happening now (in a 24/7, global economy), or something else. Managers and employees will want to hear why STAR is happening and the explanation should be authentic to be convincing and give people the courage to trust that these changes are "for real." If possible, have top leadership share a positive message about STAR either at this point.

SAY: Senior leadership at [your company] is interested in STAR because [insert the reasons your company is interested in rolling out STAR here.]

SLIDE 4: BULLET POINTS

SAY:

The STAR initiative is based on both academic research and real-world experience. The initiative was jointly developed by CultureRx – the organization who created the Results-Only Work Environment, ROWE -- and a research team of psychologists, sociologists, and occupational health scholars who have studied many workplaces and the various ways that work affects health and personal life.

CultureRx is a team of organizational change agents who have re-shaped the culture of several companies using the proven ROWE migration process.

But, there's more to the STAR initiative than just these sessions we'll be migrating you through.

Both the research and our own experience points to the importance of 2 elements of workplaces with regard to implementing a change such as this:

The first element is supportive supervisor behavior.

Part of STAR is that managers support their employees by fully accepting that they can do whatever they want, whenever they want, and that this will look different for each person depending on their family commitments and responsibilities in their personal lives.

Most managers try to be supportive of their employees, but you probably have never had any training or a chance to think about and discuss what that would look like.

STAR includes weSupport for Supervisors, which will help you create your new way of working. WeSupport Training will be completed on a computer, as well as an activity called weSupport Tracking where supervisors will set personal goals and track their supportive behaviors to apply what they learn during the weSupport training. WeSupport Tracking is designed for iPod Touch or iPhone, but can also be completed with paper.

The weSupport computer-based training module is a self-paced introduction to the STAR initiative to help managers understand the core concepts as well as learn about work history in a way that motivates a move to a new way of working. This includes a description of supportive supervisory behaviors that benefit employees' health and productivity.

The weSupport Tracking activity will help supervisors apply what they have learned in weSupport Training. The weSupport Tracking tool on iPod Touch or iPhone will help supervisors set goals and track how they currently support their employees. Using this tool helps supervisors recognize the supportive behaviors that they are already doing, as well as help them think of new ways to support employees. Supervisors set goals

and track behaviors once after weSupport Training, and once again at the end of the STAR program.

All the weSupport facilitator's guide and resources are on [our main STAR webpage](#).

The second element is employees' sense of control over the time and timing of their work.

Together, we'll be getting everyone focused on the key results they're driving toward and help them let go of outdated or ineffective work practices and expectations. Everyone will experience a greater sense of control over their work and lives.

So, managers will still have a place, but what you have control over is results and getting clear on expectations. You will not be splitting your attention between trying to control the results and trying to control when or where people are working.

As leaders/managers, you will be responsible for providing both performance support and personal and family support to your employees. STAR will help you do that more consistently and thoughtfully.

SLIDE 5: TYPICAL WORKPLACE

SAY:

Before STAR, we used to look at the problems of the typical workplace and shrug.

Too many meetings? Long hours? Frequent interruptions? That's life, right?

The best we can do is try to make the most of those meetings, to get as much out of our people during those long hours, and hope that all those interruptions didn't get us too far off track.

SLIDE 6: "FACE TIME"

SAY:

Most people complain about the typical workplace, but don't do anything about it. The reason is because it's what we're used to. We grew up with offices and 'face time' and core hours because that used to be the only way to do business.

Today, thanks to technology, we have alternatives. But let's take it a step further. The "alternatives" that technology give us (like telecommuting) are actually part of a new norm.

The global, 24/7 economy means that the world is always on. The demands of work and life outside work never stop. Life doesn't fit neatly into a 40-hour workweek. The laptop is colliding with the punch clock.

Part of migrating to STAR involves taking an honest look at our assumptions about work. Let's begin by asking a basic question: is how we work today really the best way for people to get things done?

Forcing people to be in a place when they could be making other, better choices, causes presenteeism. Presenteeism is when you're physically present, but mentally you are someplace else. You may be surfing the internet, making plans for dinner, daydreaming about your next vacation, or chatting with co-workers because you don't feel like doing work at the moment.

SLIDE 7: COLLISION OF 1950's WITH TODAY

SAY: Let's be honest. Is that how people really do their BEST work?

Of course, some people get work done in a cube environment. But is this where they'll do their BEST work?

In their lives outside work people use mobile phones, laptops, and other technologies to shop, organize events, find friend and form social networks. They have power and choice.

SLIDE 8: JUST TRUST ME

SAY: They want the same power and choice and work. They want to be trusted to do work and live in a way that makes sense.

Smart companies will create an environment that will attract, retain and maximize the potential of people as they navigate this new, technologically empowering world.

We all know that building trust in a work culture is key to helping people feel valued, supported and attached to the organization. Leaders/managers often say the right words – "I trust you" - but their behaviors don't match. Sometimes the words are even written on the walls of corporate lobbies or plastered in the elevators.

It's hard to 'be the future' when the present has a foundation of mistrust. The right words might be there – whether they are on the walls or coming out of leaders' mouths – but if the behaviors don't match the words; people have a hard time TRUSTING.

In fact, in the focus groups that were conducted, employees told us that leaders here say the right things but don't always follow through. This is not a criticism, but line of sight to the underlying perception about trust in your culture.

People know what trust is and what it is not and it must be present for STAR to be created and to thrive.

Facilitators Note:

The STAR initiative will strengthen the level of trust among everyone in the environment and ensure that trust is fostered in a way that improves workplace culture. You can use examples to show how mistrust is masquerading as trust in the environment.

Say to a participant or two:

SAY: “I really trust you – you do good work. But I’ve noticed you’ve been coming in later and later . . .”

“I trust you! But didn’t you go to the dentist last month?”

SAY: Comments like this are not about the work, and make people feel like management doesn’t trust them to take care of their own work/life demands and make the right decisions about where/when to do work in a way that makes common sense.

In order to begin building trust, people need to have the authority and autonomy to manage work and personal pursuits without management intervention.

SLIDE 9: DEMANDS/CONTROL

SAY: Today, people have many, many demands in their lives. Demands include things people need to do in their lives and things people want to do.

ASK: What types of things do you need to do in your lives each week?

Facilitator’s note:

You will get responses like: grocery shopping, sleeping, picking up kids from daycare, laundry, taking care of aging parents.

ASK: What types of things do you want to do each week?

Facilitator’s note:

You will get responses like: exercise, golf, spending time with friends and family, gardening, reading or going to a movie.

SAY: Today, we have many demands in our lives but not very much control over how we use our time.

We often hear people say “There’s just not enough time in the day.”

This causes stress. We aren’t going to do anything with the demands side of the equation – those are going to stay the same. But we can change the level of control you have.

Our goal through STAR is to raise the level of control you have over your lives to the highest possible level so that you can meet the demands both at work and in your personal lives.

Remember: As managers, it is your role to provide both performance and personal and family support. We will be discussing in more detail how you can show this support in future sessions.

SLIDE 10: THE FLEXIBILITY TRAP

SAY:

When companies try to help employees juggle work and life demands, they often implement flexibility programs like flextime, telecommuting or a 4-day workweek.

There are three challenges with how companies have implemented traditional flexibility programs:

1) Limited Flexibility – traditional flexibility options revolve around Monday through Friday 8:00 to 5:00. They often provide some leeway with start and end times, and employees soon realize they went from being stuck inside one confined box and went right into another.

Work and life aren't predictable – they don't follow a schedule, which is something we heard from your employees. If that unpredictability isn't handled correctly, it can lead to burnout and some of your employees are already feeling that.

2) Limited Access - There is no standard regarding flexibility here at [your company] – it's all perceived as special favors or exceptions, allowing flexibility here, but not there. If you have a manager that "allows" flexibility, you're in luck! If not, too bad.

Traditional flexibility arrangements are doled out one by one – to the select few – which creates hostility and resentment, not the inclusive environment we know [your company] is trying to create.

3) Career Trade-Offs – there are many beliefs we have about the way work needs to happen. And when people don't fit into our molds of what those beliefs are, quite often, we judge them. This is why people who work in a "non-traditional" manner are stigmatized in companies. We heard about some of the things here at [your company] that you're expected to do if you're going to get promoted, like ensure you're putting in enough hours. With STAR, results are all that matter.

A STAR workplace is a place where each person can do whatever they want whenever they want, as long as the work gets done.

Facilitator's note:

It's helpful to say the definition a couple of times, emphasizing 'each person', and 'as long as the work gets done'. Participants may react in two different ways. Some will think this is exactly the right definition of work. Others may feel threatened – especially managers that like to have people around them and enjoy 'managing by walking around'.

SAY:

This does not mean Slacker-Only Work Environment or Take More Time Off and Don't Get the Work Done Work Environment. It doesn't mean hanging out on the internet all day, doing nothing and getting a paycheck.

A STAR workplace is solely focused on RESULTS. It's about getting crystal clear about what you are getting paid to deliver to the organization, and then doing what you say you are going to do.

ASK:

With the STAR definition being true, do you believe employees would feel supported by managers to meet personal and family demands at the same time?

Facilitator's note:

Participants will answer that employees will feel more supported with this definition, but they are still wary of how this could possibly work. You will now be moving into an activity. It's okay to leave the last PowerPoint slide up during this exercise.

SAY:

We are now going to do a short activity to demonstrate what gets in the way of making the definition of STAR real.

ACTIVITY: Socially Acceptable/Unacceptable

Purpose: To demonstrate how certain excuses are more acceptable than others when people are trying to manage work and family conflict. With STAR, where supervisors are supporting both performance and work and family needs, excuses are not divided by acceptable and unacceptable.

Set up: For this activity you will need a flip chart, or a whiteboard divided into two columns. To get started write at the top of one column 'Socially Acceptable' and on the top of the other column 'Socially Unacceptable'.

SAY:

Let's examine something else about the traditional work culture that's not effective.

Because it's easy to get stuck in the 8 to 5, Monday through Friday mentality, there are certain activities we're "allowed" to do within the traditional workday. Other activities are frowned upon. Still others are unthinkable.

We're now going to do an activity that explores the deeper problem of trying to achieve flexibility in a traditional work environment.

The purpose of the activity is for participants to understand the current assumptions under which we all work.

DO

Split the room down the middle to identify two teams (Team A Socially Acceptable and Team B Socially Unacceptable). Ask for a volunteer from each team.

Ask Team A (Socially Acceptable Team) volunteer to go to the white board and write "Socially Acceptable". Ask Team B (Socially Unacceptable Team) volunteer to go to the white board and write "Socially Unacceptable".

Facilitator's note:

This is one of those places where a sense of fun is essential. This is as much a game (a competition, if you will) as it is an exercise. Coax your volunteers to lead their team for the "best" answers. Also, as with the role plays, don't let anyone hijack the purpose of the game and start justifying why there are "good reasons" for some activities are socially acceptable and some aren't. Ask the participants to stick to the spirit of the game.

DO

Ask the Socially Acceptable Team to give you a socially acceptable excuse for leaving the workplace between the hours of 8:00 a.m. and 5:00 p.m. Monday through Friday. (Possible answers may include the following: funeral, doctor appointment, sick child, etc.)

Ask the Socially Unacceptable Team to give you a socially unacceptable excuse for leaving the workplace between the hours of 8:00 a.m. and 5:00 p.m. Monday through Friday. (Possible answers may include the following: shopping, hangover, movie, not wanting to work, etc.)

Continue asking each team for additional examples until each list has about 8 examples.

ASK:

How long does it take to participate in the following activities?

Doctor's appointment (answer: about 2 hours)

Movie (answer: about 2 hours)

Funeral (answer: about 2 hours)

Grocery shopping (answer: about 2 hours)

SAY:

Even though all of these things take 'about 2 hours,' people feel guilty doing some of them during 'traditional work time' (socially unacceptable) and fine doing others (socially acceptable).

ASK:

If I want to go to a movie, or get my haircut during 'work hours', what am I going to tell my boss or co-workers?

Facilitator's note:

Possible answers: I have a doctor's appointment, I'm going to a funeral.

SAY: Right – I'm definitely not going to give my real answer because that would be socially unacceptable.

ASK: If you're going out to get your haircut during work hours, do you still have to get your work done? (Answer: YES)

ASK: If you're going to a movie during work hours, do you still have to get your work done? (Answer: YES)

Facilitator's note:

This activity illustrates the distinct line that exists between socially acceptable and socially unacceptable activities during traditional work time.

DO Draw a line down the center of the whiteboard. Review the definition of a STAR.

ASK: With STAR, where each person gets to do whatever they want, whenever they want as long as the work gets done, would this line between socially acceptable and socially unacceptable excuses still exist? (Answer: NO)

Facilitator's note:

If people are hesitating, prompt them by rephrasing the definition. "If everyone had complete control over their time and the work was still getting done, would there be these distinctions?"

Some people will take "you can do anything you want" to mean that you have permission to act illegally or unethically. If this comes up, tell people that a STAR does not mean individuals abandon morals or ethics or the organization suspends their values or their core identity.

DO Reinforce "No" by erasing the line on the whiteboard.

SAY: In a STAR workplace, how you spend your time is always acceptable as long as the work gets done.

Facilitator's note:

This is a key concept. You might want to pause here or even repeat this line again.

SAY: We've seen how in a traditional work environment "flexibility" is a myth. Let's compare that with what flexibility means in a STAR.

SLIDE 11: STAR VERSUS FLEXIBLE WORK ARRANGEMENTS

SAY: With STAR, no permission is needed to do what you need to do at any time. In traditional flexibility programs, permission is required to be “flexible”.

With STAR, options are unlimited, making the workplace fluid. But in traditional flexibility programs, there are limited options – making the work environment inflexible.

With STAR, employees manage when and where the work gets done. But in traditional flexibility programs, managers control who gets to be flexible, and what that flexibility looks like.

With STAR, everything is based on the WORK that needs to get done. In traditional flexibility programs, it’s all about tracking hours.

STAR is all about clear goals and expectations. But in the traditional work environment, flexibility requires policies and guidelines around time, not the work, or what people need to feel supported in their lives.

In STAR, people are focused on the work that needs to get done, and nothing else. In the traditional workplace, where people are looking for flexibility, it’s all about time off.

SLIDE 12: MANAGEMENT

SAY: After hearing this much about a STAR Environment, some of you may have questions – or fears! – about how you’re going to manage people in this kind of environment.

Let’s get those on the table now.

ASK: In an environment where people can do whatever they want whenever they want, as long as they get the work done, what are you concerned about?

Facilitator’s note:

Encourage participants to voice their fears. They may say things like “I will I know what people are doing?” or “What about teamwork” or “How will I find people when I need them”? After you get all of their fears, you will show them that their fears are quite common – and valid.

SLIDE 13: LIST OF COMMON MANAGEMENT CONCERNS

SAY: Let’s see how you did. This is a list of just some of the concerns managers in other corporate work cultures have surfaced.

These are very valid concerns because of the way managers often view their role. It's obvious that, in a STAR, the role of a manager will change and everything will be centered around one thing...TRUST.

Trust is the foundation for a STAR Workplace.

With trust comes the need to get crystal clear with employees about goals and expectations – really, what is the outcome of their work and how will that be delivered. It's not about performing a bunch of activities, but rather meeting outcomes.

Now we're going to talk about how we're going to do this – how we're going to reshape how work happens.

First, we will talk about the three impediments that are keeping the work culture stable – really, stuck in the workplace of the 50's.

SLIDE 14: TRIANGLE

SAY: To help your team set this change in motion, we're going to talk about three impediments that exist in Traditional Work Environments all over Corporate America that we need to challenge in order to be a STAR culture.

These three things are the Power of Time, the Beliefs we have about the way work needs to happen, and Judgment.

Initially, these impediments may not sound unique. However, it is critical to understand that it is the interconnectedness of the impediments that truly creates the essence of the traditional work culture and, in turn, inhibits our ability to move to a truly STAR Environment.

SLIDE 15: TIME

SAY: Let's start with Time. Time has power. It dictates when we do things, where we do things, and sometimes how we do things – inside and outside of the work environment.

In a STAR Environment, we're taking power away from TIME and moving that power to RESULTS!

ASK: We're going to move to an activity to illustrate the power time has over us. How many of you can change a tire?

Facilitator's note:

When people raise their hands, ask each person how long it takes them to change the tire. Select one person who says around 10 minutes (person A), and someone else who

says around an hour or two (person B). Direct these two participants to come to the front of the room.

to Participant B (with exaggerated enthusiasm):

SAY: “Wow! Participant B! Great job changing that tire! You worked hard for (insert time)! Wow! You sound like the kind of person who turns on the lights in the morning and stays so late you turn them off at the end of the day. What dedication! What commitment! Don’t think I didn’t see you toiling over that tire. I saw the sweat rolling off your brow. As your manager, I am so impressed that I’m presenting you with this plaque and bonus!”

to Participant A (with exaggerated disappointment and concern):

SAY: “Participant A . . . is something wrong? Everything okay at home? What’s up with you lately? I saw you finish with your tire in 10 minutes and then take a long lunch. Did you change it right? Did you follow all the steps? Did you check your work? Really? Well, if you’re changing tires that fast then clearly we’re not giving you enough work! We can’t just have people changing tires and then going off and doing whatever.”

Facilitator’s note:

Transition to asking Participants about the game.

ASK: to Participant A: You saw how I praised Participant B for taking forever to change that tire. What does that tell you about what I value? What are you going to do next time you need to change a tire?

Facilitator’s note:

Possible answer: “I’m going to make sure I stretch it out/take at least 2 hours.”

SAY: to room: Even though Participant A has the ability to change the tire in 10 minutes, he/she is going to spread it out as long as possible, completely undermining efficiency.

Meanwhile, Participant B, who, quite frankly, sucks at changing tires, is being rewarded. He/she is going to take even longer next time.

ASK: What is the outcome of changing a tire?

Facilitator’s note:

Initially people will go directly to the activity, saying ‘the tire is changed’. But what you want to encourage is for them to see the outcome which is: “Get the car back on the road” or “Drive away”.

SAY: If we were focused on the outcome of getting the car back on the road instead of the activity of changing the tire, who would we be rewarding? Who got to the outcome in the fastest, most efficient manner? Participant A!

So now I'm going to reward Participant A with a plaque and a bonus – great job! You got that car back on the road in no time and the customer was extremely satisfied – keep up the good work!

ASK: Participant B: What are you going to do next time you need to change a tire if I am now rewarding person A for being so efficient and ignoring you for taking 2 hours?

Facilitator's note:

Prompt until you get an answer like "I'll probably ask Participant A to give me some tips on my tire changing!"

SAY: Exactly! Two things happen with STAR. First, people stop looking like they're working and they actually drive results. Second, teamwork happens more naturally as focus shifts from time and hours to outcomes.

Facilitator's note:

Transition out of game. Send participants back to their seats.

SAY: Let's give a big hand to our tire changers!!

SLIDE 16: REWARD OUTCOMES

SAY: In a more traditional work environment that focuses on time spent, activities drive the outcomes –lots of activity looks like lots of great work!

In a STAR, everyone will start with the OUTCOME, and that outcome will determine which activities are essential to get you there.

In STAR, managers will reward the OUTCOMES employees achieve, not the activities, or time spent on effort.

Facilitator's note:

It's common for managers to want to reward activity or 'effort'. If people continue to get rewarded this way, they have no incentive to drive for results, rather just talking about how hard they work and showing a lot of activities based work gets them rewarded.

SLIDE 17: BELIEFS

SAY: Now let's talk briefly about the second thing that exists in the traditional workplace that we need to challenge – the beliefs we have about the way work needs to happen.

The beliefs we have about the way work needs to happen have been formed over years and years. Think about your own experiences: watching the way your parents, or people around you, worked when you were very young, getting your first job and being told by your manager how and when the work would happen, and then going from job to job hearing the same kinds of instructions about how the work would happen.

Today, people still believe that work happens in a cube in an office building, 8:00 to 5:00, Monday through Friday. We may believe that the more hours someone works, the more dedicated and promotable he/she is. We believe in exempt and non-exempt statuses, full-time and part-time, etc. The list of beliefs we have about how work needs to be structured and take place is endless.

STAR will challenge these beliefs and many more. In fact, these beliefs will eventually rest in our grandchildren's history books in the chapter titled, "How Work Used to Happen".

SLIDE 18: JUDGMENT (SLUDGE)

SAY:

Now, let's focus on the third thing that needs to be challenged: Judgment.

Human beings judge everything – including other people. They judge others by their attire, hair, driving, cooking, speech, financial well-being, occupation, and even their child-rearing skills. These judgments happen automatically in our heads, and sometimes they come out of our mouths: "Who taught HIM how to barbecue steaks – I'm a much better cook!" or "I could do a better job parenting than she can!"

When people get into the corporate work environment, the judgments people make about others can sometimes get pretty nasty. People are trying to find ways to climb the corporate ladder faster, show their commitment, etc. and often the way they do that is through judgmental language about how others use their time.

That language in the work environment is called Sludge. It sounds something like this:

"Boy, those smokers sure get a lot of breaks!"

"I wish I could take a 2-hour lunch everyday like Stacy."

"Have you seen Chris coming in late all the time – wish I had his job!"

"Those people with kids always get to leave early – they should just go part-time."

"It's 11:00...nice of you to make it into the office today!"

"John never shows up to this meeting...he must think he's way too important!"

This language has no place in a STAR Environment. This language doesn't have anything to do with the work. When it's spewed into the environment, it makes people feel guilty, frustrated, disrespected, angry, and not trusted.

It's time to get rid of it once and for all!

You and your teams will be learning more about Sludge AND how to eradicate it in your Sludge Session.

SLIDE 19: DEFINITION OF STAR

SAY: Now that you know the definition of STAR Environment and the things we're going to work on removing to create a STAR workplace, it's time to paint a picture of what the environment looks and feels like.

The following series of statements, which we call Guideposts, become TRUE as STAR evolves.

Some of them might seem radical and unachievable. We will talk about your reactions in a minute so sit back, relax, and enjoy as the environment is described for you.

SLIDES 20, 21, 22: GUIDEPOSTS

SLIDE 23: STAR LOGO

Facilitator's note:

After showing participants the guideposts, you are going to ask them some questions about what they have seen. People are going to have a range of reactions. Some will raise practical concerns. Others will react more emotionally. Keep the discussion going and don't get hung up on finding the right answer to any objection. Search for those feeling words that people have, be they positive or negative.

ASK: What were your favorite guideposts? What guideposts made you anxious or nervous?

SAY: The Guideposts describe what STAR looks and feels like when an authentic STAR exists. They will be the statements the team will use to determine if the environment is moving toward one where each person feels supported both at work and in their personal lives.

You own the guideposts and are leaders of the STAR initiative. And as Leaders, here is your call to action:

SLIDE 24: CALL TO ACTION

SAY: As leaders, it's important to continue examining your beliefs about the way things have always been done. Other ways might be equally or more effective.

Drive solutions from within – everyone is part of the change and has a valid opinion.

Trust that things will shake out in a positive manner. We often make the rules for what we fear most. Take a leap of faith that the outcomes will be the right outcomes.

And most important, opt-in to the change. Often times leaders feel the change applies to their team; but in an adaptive change like STAR, everyone is accountable to creating the new culture.

As leaders/managers, you will be responsible for providing both performance support and personal and family support as you lead the change.

SLIDE 25: OUR PROCESS

SAY: I am now going to review the activities you will be participating in over the next few weeks.

SLIDE 26: PROCESS ROAD MAP

Facilitator's note:

This Process Road map assumes you are integrating the STAR sessions and weSupport for Supervisors activities. More details on the weSupport activities and the resources needed for those are on the [main STAR materials page](#). You can go to that same location for information on activities for employees called Sludge Eradication Poll and Do Something Different. *If you are not including weSupport activities or computer-based activities in your implementation, you will need to adjust the description of the next steps.*

SAY: Today you are in your Leadership Education Session. Soon after this session, all supervisors will be asked to participate in the weSupport activities.

The computer-based training will train supervisors on the nuts and bolts of STAR so they feel confident they know the ins and outs of the program. They will also learn how to support employees during and after the change process. [Explain how supervisors will be invited to weSupport Training and/or asked to access the program on the intranet.] It will provide motivation for the need to learn to work in a different way and will take about an hour.

The weSupport tracking will help supervisors apply what they have learned, and will begin immediately after the computer-based training and last for 2 weeks. Supervisors will be asked to set goals and track different types of supportive behavior every day for 2 weeks. [Explain how materials will be provided to supervisors.]

The next session is the Kickoff. We will be going over most of the same information in the kickoff session that you saw during the Leadership Education session. It is important to show support for the change and your employees by attending if at all possible.

A couple of weeks from then you will be attending the Sludge Session with your team where we will work on eliminating toxic language, Sludge, from the environment. Afterward, employees will participate in a game focused on Sludge eradication.

Then, a couple of weeks after that you will participate in Culture Clinic with your team. This will include another game that challenges people to start taking action called Do Something Different. In the Culture Clinic, we will be getting into the nuts/bolts of how STAR will work for the team. You will be experimenting with your new ideas for a few weeks. I will be staying out of your way during that time.

The next session is a Manager-Only session. Here managers can get together to share what is working for them and discuss how to solve any challenges.

After the Manager Only session, all supervisors will go through their second and final round of weSupport Tracking.

Then I will return for your Team Forum where we will celebrate wins and solve for challenges.

ASK:

What questions do you have?

SLIDE 27: STAR

SAY:

Thank you for participating in the STAR Leadership Education Session today.

Remember, it's important to show your support for STAR by attending the Kickoff. See you there!

CHAPTER 2

PHASE 2: MIGRATION

Set the Change in Motion: A Message

Phase 2 forms the heart of the STAR transformation. The Kickoff, Sludge Session and Culture Clinic team session are fun, harrowing, inspiring, scary and absolutely essential. The migration wakes people up to the real reasons why work and life can feel unmanageable, but the experience also gives people the tools to make the change. We'll be blunt. You are about to challenge every belief people have about what work. You are also about to offer an alternative that for some people will sound too good to be true. But the magic of STAR is that once you start introducing these ideas into your workplace they take on a life of their own. This isn't a change that happens in a conference room under your control. You are planting the seed, introducing the idea virus, and then the people make the change happen.

There are two keys to a successful migration:

Stand strong. There are some Guideposts that everyone can agree on. The idea that people have the freedom to work any way they want doesn't sound like a radical idea. The idea that every meeting is optional will give some people fits. Or they won't believe it. People will fight Sludge Eradication. In the Culture Clinic there will even be people who resist changing how they use email and calendar programs. Your job as facilitator is to be the person who never backs down.

Momentum. The sessions are designed to be intentionally short. If you keep people in the room with these ideas for hours on end you'll lose energy. Keep the presentations upbeat and positive and moving forward. Fire them up and then set them free.

TEAM KICKOFF

Kickoff: A Pep Talk

You are about to wake up your entire organization. People are going to see the truth about the workplace, why they waste time in meetings, why they struggle to get in at 8 am just to get credit for being “on time”, why they are robbed of the chance to be innovative, creative and effective. Most important, your people are going to learn that they are the ones who are holding each other (and themselves) back. The entire culture of the workplace is broken and it’s everyone’s responsibility to fix it.

What works in your favor is that everyone already knows the truth. People may not have a language for why work is broken, but deep down they know it is. They know that the traditional, eight-to-five workplace is counterproductive, draining, and demoralizing. Everyone knows it.

One of the great things about running a Kickoff is the relief and even joy people will demonstrate when you start telling them the truth. Because instead of coming in there with the flavor of the month, you’re going to address them like a real person. You’re going to be straightforward and human, and even if they resist, they’re going to be grateful that at least you didn’t give them more lies.

Still, this is a challenging day. There might be some dark moments as well, as people come to realize that the workplace treats them like children and robs them of the ability to control their lives, to spend time with their families, to take care of themselves, and to realize their dreams. So it’s important to make it fun. You’ll use every bit of energy you create.

As for the content of the session, we have laid it out in a way that takes people from abstract ideas about why the workplace in general is broken to why their own attitudes about work are broken. When you’re talking about the Flexibility Trap, for example, people can blame the company or their boss. It’s not on them. But by the time you’re talking about Time, Belief and Judgment some people in the room will start to realize that they’re responsible. The dream state of STAR starts to feel not only like something they’d like to have, but also something they have to have.

A final thought: keep your cool in the Q & A. Just like the leadership training session, you’ve just stirred some strong emotions. It’s a strange truth about the workplace, but even if people are miserable, it’s more frightening to move into the unknown. You may see people fight the benefit of this, even if rationally they know it’s a good change. Emotionally they are going to struggle. There will be questions at the end of the kickoff, but the key is to remember that all of these questions are ways people are showing their beliefs. Keep the Q & A short and positive and if you don’t know the answer to a

question, that's okay. These questions will resolve themselves in time. And remember that even though you've shaken their assumptions, they are still going to do their work.

Team Kick-off Overview

Your goal is to get employees jazzed up about creating a STAR workplace:

- ✓ The difference between the current work environment and STAR
- ✓ The difference between STAR and 'Flexible Work Options'
- ✓ How the change is going to happen based on the Triangle (Time, Beliefs, Judgment)
- ✓ The Guideposts

You are a LEADER of adaptive change. Refer to works by Ron Heifetz (ie., Leadership on the Line) to ground yourself in your role as a social change agent. People are going to be very uncomfortable and want you to ease their pain. You will know this pain is a necessary component of the change. You are comforting the disturbed (employees) and disturbing the comforted (managers).

You will be expected to:

- ✓ Endear yourself to the audience – develop allies.
- ✓ Hold true to the STAR philosophy.
- ✓ Be unwavering in your own belief about the change.
- ✓ Be confident but not arrogant.
- ✓ Educate but do not humiliate or shame.
- ✓ Adapt when necessary based on participant reactions.
- ✓ Be both a teacher and mentor.

Time: You have two hours. You will develop your own pacing as you do multiple sessions.

Session Participants: Employees usually love the idea of a STAR Workplace – they want to have the freedom and autonomy to work the way that makes sense. Some will be openly adamant about not believing their manager is 'on board'. You will need to reassure them EVERYONE is part of the STAR workplace, and everyone, even their manager, is going through the change. Expect 1/3 to understand STAR, 1/3 to be on the fence, and 1/3 to openly and strongly oppose your ideas.

Session Logistics: Since these sessions are usually large (50+ participants) classroom style works. Be sure you have an aisle in the middle. This allows you to get closer to those in the back row.

What you need to be armed with:

- ✓ Laptop with PPT on desktop
- ✓ Wireless clicker
- ✓ Positive attitude; energy and confidence.
- ✓ Whiteboard or flip chart
- ✓ Whiteboard or flip chart markers
- ✓ LCD projector
- ✓ Screen

Kickoff: YOUR SCRIPT

SLIDE 1: KICKOFF

Facilitator's note:
This slide is displayed as participants enter the room.

SLIDE 2: STAR

SAY: Welcome to your STAR Leadership Education Session! I'm _____ and I'll be leading you through the session today.

STAR stands for Support. Transform. Achieve. Results.

It is an innovative process for creating an effective and productive work culture.

STAR guides teams to find ways to decrease unnecessary work, increase productivity, and increase everyone's control over their time.

STAR also includes coaching for managers on how they can support their employees more effectively.

SLIDE 3: STAR DEFINITION

Facilitator's note:
Read the definition a couple of times emphasizing 'each person' and 'as long as the work gets done'.

Plan Ahead. You will need to talk with leadership at your organization to learn more about why STAR is appealing and the problems or issues that leadership hopes it will solve. The reasons may include a desire to be more innovative, to increase recruitment and/or retention, to improve productivity, to push the culture to catch up with the way work is really happening now (in a 24/7, global economy), or something else. Managers and employees will want to hear why STAR is happening and the explanation should be authentic to be convincing and give people the courage to trust that these changes are "for real." If possible, have top leadership share a positive message about STAR either at this point.

SAY: Senior leadership at [your company] is interested in STAR because [insert the reasons your company is interested in rolling out STAR here.]

SLIDE 4: BULLET POINTS

SAY: The STAR initiative is based on both academic research and real-world experience. The initiative was jointly developed by CultureRx – the organization who created the Results-Only Work Environment, ROWE -- and a research team of psychologists, sociologists, and occupational health scholars who have studied many workplaces and the various ways that work affects health and personal life.

CultureRx is a team of organizational change agents who have re-shaped the culture of several companies using the proven ROWE migration process.

But, there's more to the STAR initiative than just these sessions we'll be migrating you through.

Both the research and our own experience points to the importance of 2 elements of workplaces with regard to implementing a change such as this:

The first element is Supportive Supervisor Behavior.

Part of STAR is that managers support their employees by fully accepting that they can do whatever they want, whenever they want, and that this will look different for each person depending on their family commitments and responsibilities in their personal lives.

Most managers try to be supportive of their employees, but you probably have never had any training or a chance to think about and discuss what that would look like.

The second element is employees' sense of control over the time and timing of their work.

Together, we'll be getting everyone focused on the key results they're driving toward and help them let go of outdated or ineffective work practices and expectations. Everyone will experience a greater sense of control over their work and lives.

SLIDE 5: TYPICAL WORKPLACE

SAY: There are many elements of work culture that span all companies, regardless of industry, size, or geographic location. There are some things occurring at [your company] that are typical of the traditional work environment.

Before STAR, we used to look at the problems of the typical workplace and shrug.

Too many meetings? Long hours? Frequent interruptions? That's life, right?

The best we can do is try to make the most of those meetings, to get as much out of our people during those long hours, and hope that all those interruptions didn't get us too far off track.

SLIDE 6: "FACE TIME"

SAY: Most people complain about the typical workplace, but don't do anything about it. The reason is because it's what we're used to. We grew up with offices and 'face time' and core hours because that used to be the only way to do business.

Today, thanks to technology, we have alternatives. But let's take it a step further. The "alternatives" that technology give us (like telecommuting) are actually part of a new norm.

The global, 24/7 economy means that the world is always on. The demands of work and life outside work never stop. Life doesn't fit neatly into a 40-hour workweek. The laptop is colliding with the punch clock.

Part of migrating to STAR involves taking an honest look at our assumptions about work.

Let's begin by asking a basic question: is how we work today really the best way for people to get things done?

Forcing people to be in a place when they could be making other, better choices, causes presenteeism. Presenteeism is when you're physically present, but mentally you are someplace else. You may be surfing the internet, making plans for dinner, daydreaming about your next vacation, or chatting with co-workers because you don't feel like doing work at the moment.

SLIDE 7: COLLISION OF 1950's WITH TODAY

SAY: Let's be honest. Is that how people really do their BEST work?

Of course, some people get work done in a cube environment. But is this where they'll do their BEST work?

In their lives outside work people use mobile phones, laptops, and other technologies to shop, organize events, find friend and form social networks. They have power and choice.

Facilitator's note:

The point here is to lead people to discovery. They may think because there's some flexibility everything is good. They may be operating under the belief that certain people need to be in the office, or certain people need structure, or certain people need to be managed face to face, or they need people around 'just in case'. You will be guiding

them throughout the session to help them realize how ineffective and old-fashioned this behavior is.

SLIDE 8: JUST TRUST ME

SAY: We all know that building trust in a work culture is key to helping people feel valued, supported and attached to the organization. Leaders/managers often say the right words – “I trust you” - but their behaviors don’t match. Sometimes the words are even written on the walls of corporate lobbies or plastered in the elevators.

It’s hard to ‘be the future’ when the present has a foundation of mistrust. The right words might be there – whether they are on the walls or coming out of leaders’ mouths – but if the behaviors don’t match the words; people have a hard time TRUSTING.

In fact, in the focus groups that were conducted, employees told us that leaders here say the right things but don’t always follow through. This is not a criticism, but line of sight to the underlying perception about trust in your culture.

People know what trust is and what it is not and it must be present for STAR to be created and to thrive.

Facilitators Note:

The STAR initiative will strengthen the level of trust among everyone in the environment and ensure that trust is fostered in a way that improves workplace culture. You can use examples to show how mistrust is masquerading as trust in the environment.

SAY: Say to a participant or two:

“I really trust you – you do good work. But I’ve noticed you’ve been coming in later and later . . .”

“I trust you! But didn’t you go to the dentist last month?”

SAY: Comments like this are not about the work, and make people feel like management doesn’t trust them to take care of their own work/life demands and make the right decisions about where/when to do work in a way that makes common sense.

In order to begin building trust, people need to have the authority and autonomy to manage work and personal pursuits without management intervention.

SLIDE 9: DEMANDS/CONTROL

SAY: Today, people have many, many demands in their lives. Demands include things people need to do in their lives and things people want to do.

ASK: What types of things do you need to do in your lives each week?

Facilitator's note:

You will get responses like: grocery shopping, sleeping, picking up kids from daycare, laundry, taking care of aging parents.

ASK: What types of things do you want to do each week?

Facilitator's note:

You will get responses like: exercise, golf, spending time with friends and family, gardening, reading or going to a movie.

SAY: Today, we have many demands in our lives but not very much control over how we use our time.

We often hear people say "There's just not enough time in the day." This causes stress. We aren't going to do anything with the demands side of the equation – those are going to stay the same. But we can change the level of control you have.

Our goal through STAR is to raise the level of control you have over your lives to the highest possible level so that you can meet the demands both at work and in your personal lives.

SLIDE 10: THE FLEXIBILITY TRAP

SAY: When companies try to help employees juggle work and life demands, they often implement flexibility programs like flextime, telecommuting or a 4-day workweek.

There are three challenges with how companies have implemented traditional flexibility programs:

1) Limited Flexibility – traditional flexibility options revolve around Monday through Friday 8:00 to 5:00. They often provide some leeway with start and end times, and employees soon realize they went from being stuck inside one confined box and went right into another.

Work and life aren't predictable – they don't follow a schedule, which is something we heard from your employees. If that unpredictability isn't handled correctly, it can lead to burnout and some of your employees are already feeling that.

2) Limited Access - There is no standard regarding flexibility here at [your company] – it's all perceived as special favors or exceptions, allowing flexibility here, but not there. If you have a manager that "allows" flexibility, you're in luck! If not, too bad.

Traditional flexibility arrangements are doled out one by one – to the select few – which creates hostility and resentment, not the inclusive environment we know [your company] is trying to create.

3) Career Trade-Offs – there are many beliefs we have about the way work needs to happen. And when people don't fit into our molds of what those beliefs are, quite often, we judge them.

This is why people who work in a “non-traditional” manner are stigmatized in companies. We heard about some of the things here at [your company] that you're expected to do if you're going to get promoted, like ensure you're putting in enough hours. With STAR, results are all that matter.

SLIDE 11: DEFINITION

SAY: A STAR workplace is a place where each person can do whatever they want whenever they want, as long as the work gets done.

Facilitator's note:

It's helpful to say the definition a couple of times, emphasizing 'each person', and 'as long as the work gets done'. Participants may react in two different ways. Some will think this is exactly the right definition of work. Others may feel threatened – especially managers that like to have people around them and enjoy 'managing by walking around'.

SAY: This does not mean Slacker-Only Work Environment or Take More Time Off and Don't Get the Work Done Work Environment. It doesn't mean hanging out on the internet all day, doing nothing and getting a paycheck.

A STAR workplace is solely focused on RESULTS. It's about getting crystal clear about what you are getting paid to deliver to the organization, and then doing what you say you are going to do.

It drives accountability at all levels.

ASK: With the STAR definition being true, do you believe you would feel supported by managers to meet personal and family demands at the same time?

Facilitator's note:

Participants will answer that employees will feel more supported with this definition, but they are still wary of how this could possibly work. You will now be moving into an activity. It's okay to leave the last PowerPoint slide up during this exercise.

SAY: We are now going to do a short activity to demonstrate what gets in the way of making the definition of STAR real.

ACTIVITY: Socially Acceptable/Unacceptable

Purpose: To demonstrate how certain excuses are more acceptable than others when people are trying to manage work and family conflict. With STAR, where supervisors are supporting both performance and work and family needs, excuses are not divided by acceptable and unacceptable.

Set up: For this activity you will need a flip chart, or a whiteboard divided into two columns. To get started write at the top of one column 'Socially Acceptable' and on the top of the other column 'Socially Unacceptable'.

SAY: Let's examine something else about the traditional work culture that's not effective.

Because it's easy to get stuck in the 8 to 5, Monday through Friday mentality, there are certain activities we're "allowed" to do within the traditional workday. Other activities are frowned upon. Still others are unthinkable.

We're now going to do an activity that explores the deeper problem of trying to achieve flexibility in a traditional work environment.

The purpose of the activity is for participants to understand the current assumptions under which we all work.

DO Split the room down the middle to identify two teams (Team A Socially Acceptable and Team B Socially Unacceptable). Ask for a volunteer from each team.

Ask Team A (Socially Acceptable Team) volunteer to go to the white board and write "Socially Acceptable". Ask Team B (Socially Unacceptable Team) volunteer to go to the white board and write "Socially Unacceptable".

Facilitator's note:

This is one of those places where a sense of fun is essential. This is as much a game (a competition, if you will) as it is an exercise. Coax your volunteers to lead their team for the "best" answers. Also, as with the role plays, don't let anyone hijack the purpose of the game and start justifying why there are "good reasons" for some activities are socially acceptable and some aren't. Ask the participants to stick to the spirit of the game.

DO Ask the Socially Acceptable Team to give you a socially acceptable excuse for leaving the workplace between the hours of 8:00 a.m. and 5:00 p.m. Monday through Friday. (Possible answers may include the following: funeral, doctor appointment, sick child, etc.)

Ask the Socially Unacceptable Team to give you a socially unacceptable excuse for leaving the workplace between the hours of 8:00 a.m. and 5:00 p.m. Monday through

Friday. (Possible answers may include the following: shopping, hangover, movie, not wanting to work, etc.)

Continue asking each team for additional examples until each list has about 8 examples.

ASK: How long does it take to participate in the following activities?

Doctor's appointment (answer: about 2 hours)

Movie (answer: about 2 hours)

Funeral (answer: about 2 hours)

Grocery shopping (answer: about 2 hours)

SAY: Even though all of these things take 'about 2 hours,' people feel guilty doing some of them during 'traditional work time' (socially unacceptable) and fine doing others (socially acceptable).

ASK: If I want to go to a movie, or get my haircut during 'work hours', what am I going to tell my boss or co-workers?

Facilitator's note:

Possible answers: I have a doctor's appointment, I'm going to a funeral.

SAY: Right – I'm definitely not going to give my real answer because that would be socially unacceptable.

ASK: If you're going out to get your haircut during work hours, do you still have to get your work done? (Answer: YES)

If you're going to a movie during work hours, do you still have to get your work done?
(Answer: YES)

Facilitator's note:

This activity illustrates the distinct line that exists between socially acceptable and socially unacceptable activities during traditional work time.

DO Draw a line down the center of the whiteboard. Review the definition of a STAR.

ASK: With STAR, where each person gets to do whatever they want, whenever they want as long as the work gets done, would this line between socially acceptable and socially unacceptable excuses still exist? (Answer: NO)

Facilitator's note:

If people are hesitating, prompt them by rephrasing the definition. "If everyone had complete control over their time and the work was still getting done, would there be these distinctions?"

Some people will take "you can do anything you want" to mean that you have permission to act illegally or unethically. If this comes up, tell people that a STAR does not mean individuals abandon morals or ethics or the organization suspends their values or their core identity.

DO

Reinforce "No" by erasing the line on the whiteboard.

SAY:

In a STAR workplace, how you spend your time is always acceptable as long as the work gets done.

Facilitator's note:

This is a key concept. You might want to pause here or even repeat this line again.

SAY:

We've seen how in a traditional work environment "flexibility" is a myth. Let's compare that with what flexibility means in a STAR.

SLIDE 12: STAR VERSUS FLEXIBLE WORK ARRANGEMENTS

SAY:

With STAR, no permission is needed to do what you need to do at any time. In traditional flexibility programs, permission is required to be "flexible".

With STAR, options are unlimited, making the workplace fluid. But in traditional flexibility programs, there are limited options – making the work environment inflexible.

With STAR, employees manage when and where the work gets done. But in traditional flexibility programs, managers control who gets to be flexible, and what that flexibility looks like.

With STAR, everything is based on the WORK that needs to get done. In traditional flexibility programs, it's all about tracking hours.

STAR is all about clear goals and expectations. But in the traditional work environment, flexibility requires policies and guidelines around time, not the work, or what people need to feel supported in their lives.

In STAR, people are focused on the work that needs to get done, and nothing else. In the traditional workplace, where people are looking for flexibility, it's all about time off.

Now we're going to talk about how we're going to do this – how we're going to reshape how work happens.

First, we will talk about the three impediments that are keeping the work culture stable – really, stuck in the workplace of the 50's.

SLIDE 13: TRIANGLE

SAY: To help you set this change in motion, we're going to talk about three impediments that exist in Traditional Work Environments all over Corporate America that we need to challenge in order to be a STAR culture.

These three things are the Power of Time, the Beliefs we have about the way work needs to happen, and Judgment.

Initially, these impediments may not sound unique. However, it is critical to understand that it is the interconnectedness of the impediments that truly creates the essence of the traditional work culture and, in turn, inhibits our ability to move to a truly STAR workplace.

SLIDE 14: TIME

SAY: Let's start with Time. Time has power. It dictates when we do things, where we do things, and sometimes how we do things – inside and outside of the work environment.

In a STAR Environment, we're taking power away from TIME and moving that power to RESULTS!

ASK: We're going to move to an activity to illustrate the power time has over us. How many of you can change a tire?

Facilitator's note:

When people raise their hands, ask each person how long it takes them to change the tire. Select one person who says around 10 minutes (person A), and someone else who says around an hour or two (person B). Direct these two participants to come to the front of the room.

SAY: to Participant B (with exaggerated enthusiasm):

"Wow! Participant B! Great job changing that tire! You worked hard for (insert time)! Wow! You sound like the kind of person who turns on the lights in the morning and stays so late you turn them off at the end of the day. What dedication! What commitment! Don't think I didn't see you toiling over that tire. I saw the sweat rolling off your brow. As your manager, I am so impressed that I'm presenting you with this plaque and bonus!"

to Participant A (with exaggerated disappointment and concern):

SAY: “Participant A . . . is something wrong? Everything okay at home? What’s up with you lately? I saw you finish with your tire in 10 minutes and then take a long lunch. Did you change it right? Did you follow all the steps? Did you check your work? Really? Well, if you’re changing tires that fast then clearly we’re not giving you enough work! We can’t just have people changing tires and then going off and doing whatever.”

Facilitator’s note:
Transition to asking Participants about the game.

ASK: to Participant A: You saw how I praised Participant B for taking forever to change that tire. What does that tell you about what I value? What are you going to do next time you need to change a tire?

Facilitator’s note:
Possible answer: “I’m going to make sure I stretch it out/take at least 2 hours.”

SAY: to room: Even though Participant A has the ability to change the tire in 10 minutes, he/she is going to spread it out as long as possible, completely undermining efficiency.

Meanwhile, Participant B, who, quite frankly, sucks at changing tires, is being rewarded. He/she is going to take even longer next time.

ASK: What is the outcome of changing a tire?

Facilitator’s note:
Initially people will go directly to the activity, saying ‘the time is changed’. But what you want to encourage is for them to see the outcome which is: “Get the car back on the road” or “Drive away”.

SAY: If we were focused on the outcome of getting the car back on the road instead of the activity of changing the tire, who would we be rewarding? Who got to the outcome in the fastest, most efficient manner? Participant A!

So now I’m going to reward Participant A with a plaque and a bonus – great job! You got that car back on the road in no time and the customer was extremely satisfied – keep up the good work!

ASK: Participant B: What are you going to do next time you need to change a tire if I am now rewarding person A for being so efficient and ignoring you for taking 2 hours?

Facilitator’s note:
Prompt until you get an answer like “I’ll probably ask Participant A to give me some tips on my tire changing!”

SAY: Exactly! Two things happen with STAR. First, people stop looking like they're working and they actually drive results. Second, teamwork happens more naturally as focus shifts from time and hours to outcomes.

Facilitator's note:

Transition out of game. Send participants back to their seats.

SAY: Let's give a big hand to our tire changers!!

SLIDE 15: REWARD OUTCOMES

SAY: In a more traditional work environment that focuses on time spent, activities drive the outcomes –lots of activity looks like lots of great work!

In STAR, everyone will start with the OUTCOME, and that outcome will determine which activities are essential to get you there.

In STAR, managers will reward the OUTCOMES employees achieve, not the activities, or time spent on effort.

Facilitator's note:

It's common for managers to want to reward activity or 'effort'. If people continue to get rewarded this way, they have no incentive to drive for results, rather just talking about how hard they work and showing a lot of activities based work gets them rewarded.

SLIDE 16: BELIEFS

SAY: Now let's talk briefly about the second thing that exists in the traditional workplace that we need to challenge – the beliefs we have about the way work needs to happen.

The beliefs we have about the way work needs to happen have been formed over years and years. Think about your own experiences: watching the way your parents, or people around you, worked when you were very young, getting your first job and being told by your manager how and when the work would happen, and then going from job to job hearing the same kinds of instructions about how the work would happen.

Today, people still believe that work happens in a cube in an office building, 8:00 to 5:00, Monday through Friday. We may believe that the more hours someone works, the more dedicated and promotable he/she is. We believe in exempt and non-exempt statuses, full-time and part-time, etc. The list of beliefs we have about how work needs to be structured and take place is endless.

STAR will challenge these beliefs and many more. In fact, these beliefs will eventually rest in our grandchildren's history books in the chapter titled, "How Work Used to Happen".

SLIDE 17: JUDGMENT (SLUDGE)

SAY: Now, let's focus on the third thing that needs to be challenged: Judgment.

Human beings judge everything – including other people. They judge others by their attire, hair, driving, cooking, speech, financial well-being, occupation, and even their child-rearing skills. These judgments happen automatically in our heads, and sometimes they come out of our mouths: "Who taught HIM how to barbecue steaks – I'm a much better cook!" or "I could do a better job parenting than she can!"

When people get into the corporate work environment, the judgments people make about others can sometimes get pretty nasty. People are trying to find ways to climb the corporate ladder faster, show their commitment, etc. and often the way they do that is through judgmental language about how others use their time.

That language in the work environment is called Sludge. It sounds something like this:

"Boy, those smokers sure get a lot of breaks!"

"I wish I could take a 2-hour lunch everyday like Stacy."

"Have you seen Chris coming in late all the time – wish I had his job!"

"Those people with kids always get to leave early – they should just go part-time."

"It's 11:00...nice of you to make it into the office today!"

"John never shows up to this meeting...he must think he's way too important!"

This language has no place in a STAR Environment. This language doesn't have anything to do with the work. When it's spewed into the environment, it makes people feel guilty, frustrated, disrespected, angry, and not trusted.

It's time to get rid of it once and for all!

You and your teams will be learning more about Sludge AND how to eradicate it in your Sludge Session.

SLIDE 18: DEFINITION OF STAR

SAY: Now that you know the definition of STAR Environment and the things we're going to work on removing to create a STAR workplace, it's time to paint a picture of what the environment looks and feels like.

The following series of statements, which we call Guideposts, become TRUE as STAR evolves.

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Some of them might seem radical and unachievable. We will talk about your reactions in a minute so sit back, relax, and enjoy as the environment is described for you.

SLIDES 19, 20, 21: GUIDEPOSTS

SLIDE 22: STAR LOGO

Facilitator's note:

After showing participants the guideposts, you are going to ask them some questions about what they have seen. People are going to have a range of reactions. Some will raise practical concerns. Others will react more emotionally. Keep the discussion going and don't get hung up on finding the right answer to any objection. Search for those feeling words that people have, be they positive or negative.

ASK: What were your favorite guideposts? What guideposts made you anxious or nervous?

SAY: The Guideposts describe what STAR looks and feels like when an authentic STAR exists. They will be the statements the team will use to determine if the environment is moving toward one where each person feels supported both at work and in their personal lives.

SLIDE 23: OUR PROCESS

SAY: I am now going to review the activities you will be participating in over the next few weeks.

SLIDE 24: PROCESS ROAD MAP

SAY: Today you are in your Team Kickoff Session.

A couple of weeks from now you will be attending the Sludge Session with your team where we will work on eliminating toxic language, Sludge, from the environment.

Then, a couple of weeks after that you will participate in Culture Clinic with your team. There, we will be getting into the nuts/bolts of how STAR will work for the team.

You will be experimenting with your new ideas for about 4 weeks. I will be staying out of your way during that time.

Then I will return for your Team Forum where we will celebrate wins and solve for challenges.

You will also see that managers and supervisors are having a session of their own to talk about managing differently in a STAR workplace and they will do some activities –

called weSupport -- that help them reflect on their current practices and implement these ideas.

ASK: What questions do you have?

SLIDE 25: STAR

SAY: Thank you for participating in the STAR Team Kickoff Session today. We're looking forward to your next session, Sludge.

In the meantime, I hope you'll begin having discussions among yourselves about the change and how it will help all of you create the STAR Workplace.

CHAPTER 3

SLUDGE SESSION

Sludge Session: A Pep Talk

The great thing about migrating into a STAR is that a lot of your work as a facilitator is done for you outside the session. People will be talking about the Guideposts. They will be talking about why work sucks. They will be noticing those old, broken norms about time. Without any prompting from you, they will have these moments of clarity. Maybe it's when they were rushing to work to be in "on time" or maybe they were in a meeting that felt aimless and pointless. So they come in with knowledge that can't be unlearned. The Sludge Session builds on that.

Sludge is what we call the corrosive, toxic language that holds people back. Sludge is what keeps the workplace from being focused on results. Because as we'll see, if you are focused on results, there is no room for Sludge.

The most important thing about a Sludge Session is for people to take ownership. We are all responsible for creating the rules and norms of a traditional work environment. Even the coolest, most progressive boss still has moments when they mind the clock, or when they judge people by how they are appearing to work as opposed to what they are getting done.

So everyone, from the bottom to the top, has to take responsibility for the things they say, and for the consequences of those words. The Sludge Session is designed to be fun, but there is also a dark underside. If people start taking responsibility for their judgments of other people, they often take responsibility for not being the best person.

Your awareness, your compassion, and your resolve will be tested in the Sludge Session because it's very easy for it get away from you. A Sludge Session gone wrong will turn into a kind of massive bitch session, where people say things about others, but don't take ownership for their own misconceptions, misjudgments, and general nonsense.

You'll open by giving people a chance to voice concerns or thoughts from the Kickoff. People will often express doubts at what they heard. They have been buzzing about this idea for two weeks now and resistance has built back up in some people, while others are ready to take the plunge. The point of this first talk is just to get people talking about STAR so you make sure there aren't any runaway definitions. Stay firm and positive.

Then, you're going to ask them to dream about an ideal culture. They get to be the CEO of their own life. People are going to feel tentative about this idea. Part of the power of even the idea of a STAR is that once people get it they can sense how a STAR could affect their life, but they don't necessarily believe. They've had so many years of fake trust, and fake flexibility, that when you offer them real trust and real control, they won't believe it.

So someone might say, "Well I can't leave the country, can I?" And the answer in a STAR is that if you have a cell phone and access to the internet, then yes you can leave the country. If you can deliver results it doesn't matter if you are in your cube or at home or in Peru.

While you're asking people to talk about the current workplace and the ideal STAR workplace, you're looking for feeling words. You'll need to be comfortable with a range of emotions, some bad and some good. Work is complicated, so it's okay if some people think meetings in the traditional workplace have their uses. And it's also okay if people express fears about STAR. It's all part of the transformation.

Next up, the Sludge Game. How much you want to play this up is up to you, but we like to make it dramatic. It's that social change thing again. If people feel like they are bonding over this, then it's easier for the ideas to take hold.

Once they get Sludge it's ultimately up to them to eradicate it. It's like any kind of obvious, commonsense human thing. Do you think you should have a right to food that is clean and safe? Do you think women should be allowed to vote? Once remove fear barriers (we can't do it this way because it can't be done) and logistical barriers (too expensive, too time-consuming) what are you left with? You're left with what's the right thing to do.

That's essentially what you're saying at you send people off to eradicate Sludge. If we focus on results, we don't need to judge each other based on time. And if we're judging people on time and how work should look, then we can't focus on results. It's a leap of faith based on common sense. Now go forth and eradicate.

Sludge Session Overview

Your goal is to teach participants how to eradicate Sludge from their workplace. In order to do this, they will need to know:

- ✓ The gap between the current and future state of work
- ✓ What is Sludge
- ✓ The types of Sludge
- ✓ How to eradicate the types of sludge.
- ✓ Sludge eradication is the KEY to un-sticking workplace culture. We cannot stress this enough.

You will be expected to:

- ✓ Endear yourself to the audience – develop allies.
- ✓ Hold true to the STAR philosophy.
- ✓ Be unwavering in your own belief about the change.
- ✓ Be confident but not arrogant.
- ✓ Educate but not humiliate or shame.
- ✓ Adapt when necessary based on participant reactions.
- ✓ Be both a teacher, and mentor.

The Sludge session is highly participative and FUN!

Time: 90 minutes.

Session Participants: Leaders, Managers and team members

Session Logistics: Meeting room for 10 – 25 participants. U-shaped set up preferable.

What you need to be armed with:

The best way to facilitate this session is by using a large whiteboard. If no whiteboard exists, prepare to use a lot of flip chart paper. You'll need sticky flip chart paper, or, if paper is not sticky, masking tape to tape paper to the wall.

- ✓ 4-3x5 cards with Sludge phrases
- ✓ Whiteboard or flip chart, markers
- ✓ Flip chart paper that says: Each person is free to do whatever they want, whenever they want, as long as the work gets done. (STAR definition)
- ✓ Flip chart paper with the Triangle (Judgment, Beliefs, Time)
- ✓ Flip chart paper that says: Name that Sludge, Sludge Justification, Sludge Anticipation, Back Sludge (or on whiteboard)
- ✓ Flip chart paper that says: Is there something I can help you with right now? Is there something you need? How can I help you? (or on whiteboard)
- ✓ Flip chart paper or whiteboard: 4 quadrants, one with the title 'STAR is'. (or use a whiteboard)
- ✓ Tape or Poster Putty
- ✓ Sludge poll example poster/handout for group behavior tracking game

Sludge Session Outline for Facilitator:

1. Set up
2. Introduce yourself
3. Review Impediments
4. Position Sludge Eradication as a Tool
5. Define Outcome – Environmental Sludge Eradicators
6. Identify the Gap between Current/Future Culture
7. Part 1: What is a STAR?
8. Feelings
9. Part 2: Current State of Corporate American Culture
10. What is Culture?
11. Identify Company/Corporate American Cultural Attributes
12. Identify Beliefs about Attributes
13. Feelings
14. Choose a Culture
15. Position Gap as the 'language' that keeps culture in current (stable) state
16. Sludge Identification and Eradication Strategy
17. Sludge Activity
18. Directing Sludge at others and Why we Sludge
19. Types of Sludge
20. Justification
21. Anticipation
22. Back Sludge
23. Sludge Conspiracy
24. Sludge Eradication Strategy
25. Wrap-up
26. Next Steps

Sludge Session: YOUR SCRIPT

SAY: Welcome to your STAR Sludge Session. I'm _____ and I'll be leading you through the session today.

As a reminder, STAR stands for Support. Transform. Achieve. Results. It is an innovative process for creating an effective and productive work culture. STAR guides teams to find ways to decrease unnecessary work, increase productivity, and increase everyone's control over their own work schedule. STAR also includes training and coaching for managers on how they can support their employees more effectively.

The definition of STAR is...

Facilitator's note:
Unfold definition flip chart paper and read definition.

ASK: This is the workplace you are going to make a reality here at [company]. Do you remember the Triangle from the first session (Team Kickoff or Leadership Education)?

Facilitator's note:
Most people will remember the Triangle

DO Unfold the triangle flip chart paper on the wall to display the triangle.

SAY: The three things in the work environment that we are working to change are judgment, the power of time, and the beliefs we have about the way work needs to happen.

ASK: Does anyone remember any examples of Judgment or Sludge in the work environment? What does it sound like?

Facilitator's note:
Prompt the participants to give examples of Sludge. Ask them to think about comments in the workplace that are not productive or seem unsupportive and judgmental. They will say things like "I wish I could have 12 smoke breaks every day" or "So and so doesn't do any work. I do all of their work" or "Nice of you to show up". "I wish I could use the excuse that I'm working with offshore partners to show up late every day!"

ASK: Great examples. There are also our beliefs about work. What are some of the things we believe about the way work needs to happen?

Facilitator's note:

Prompt for examples. Ask what people believe about the way work needs to happen or what people believe about meetings or people with kids. They will say things like "people with kids have the best excuses to leave work early or come in late" or "the best collaboration happens in a meeting room" or "the best relationships are built face to face".

SAY: Good. And it's our beliefs about things that drive our behavior and how we judge other people in the work environment.

ASK: Time also has power over us. What is an example of how Time drives behavior in the work environment?

Facilitator's note:

Prompt for examples. Have them think about how the clock determines how they behave or what they think. They will say things like "people that work the most hours are more dedicated" or "if I come in at 8:30 I'm late or perceived as a slacker". Offshore workers don't work as hard as the rest of us.

SAY: Right. Time has a lot of power in the work environment.

Today, we are going to interrupt the cycle between judgment and beliefs. By removing judgment from the language of the culture, we will slowly change our beliefs about the way work needs to happen, and the power that time has over us will diminish.

Facilitator's note:

Point to jagged line (lightning bolt) between judgment and beliefs on the triangle chart.

DO For the next exercise, you will be using the flip chart with 4 quadrants – or a whiteboard where you've divided it into 4 quadrants. The upper right-hand quadrant has the title "A STAR workplace is:"

SAY: First we're going to talk about what STAR is. After you completed your first STAR session, you probably had some ideas in your head about what STAR might mean for you, and your workplace.

ASK: Can you give me a word or a short phrase about what you think or perceive a STAR workplace is?

DO Jot down the participants' words/phrases in the upper right-hand quadrant.

Facilitator's note:

If you have a large whiteboard, you could have participants come up and write words and phrases.

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They will say/write things like “Teamwork. Freedom. Collaboration. Fun. Flexible”. If participants are somewhat quiet, or having trouble thinking of words, use the following prompts to get them talking: “What will this new environment be like?” “What will be happening in the STAR workplace?” “What will be different in the environment from what you experience now?” Some people may use more negative examples like ‘chaotic’, lack of teamwork, scary. That’s okay. Remind them that this is the environment they are imagining . . . an environment they would aspire to have. Keep prompting for words.

SAY: Good! That’s what STAR is all about. It’s the workplace you imagine it can be and you are going to create it and make it true.

Now we’re going to play a fantasy game. Pretend it’s one year from today and you have long since created your new work environment and everything is going great.

You have a place where (*read some of the words/phrases that describe STAR from the upper right-hand corner of the chart*). In fact, you’re able now to do some of the things you want to do in your life that you’ve given up on.

You’re going to your kids’ sporting events. You’re getting more rest.

You’ve taken up a hobby. You feel like you have complete control over your time.

ASK: When you are in this new place, how do you FEEL?

DO On the bottom right-hand quadrant of the flip chart or whiteboard write the feeling words. Keep prompting for ‘feelings’. If someone says “I’m going to be able to go back to school” ask “how would you feel if you could go back to school?”

Facilitator’s note:

You will get words like: Free, empowered, happier, stress-free, supported, respected, relaxed, rejuvenated, and productive. If participants mention words and phrases that aren’t positive, remind them that you’re asking them to think about how they would feel after they’ve gone through the change – when things are [*read some of the words and phrases that describe STAR from the upper right-hand part of the quadrant*]. If they insist that they would still feel the negative words and phrases, note them on the paper in a new column or different color. When you refer to the feelings later, circle the positive feelings and refer to those.

SAY: These are great words. This is exactly how we want you to feel. If you feel (*read words*), then you will have more energy for your work and this will flow.

Now we are going to come back to today – the work environment in which you are currently working. You have your own unique culture here with specific attributes that identify how work gets done.

ASK: When I say the word ‘culture’, what does that mean? What is ‘culture’?

Facilitator’s note:

Participants will say things like “behaviors, unwritten rules, processes, language, rules, attitudes and beliefs.

SAY: That’s right. Culture is all of those things. For our discussion about your culture, we will describe culture as ‘the way we do things around here’.

ASK: We know that different managers have very different styles, but generally speaking, how does the work get done?

Facilitator’s note:

You are now going to prompt participants to talk about cultural attributes. Write ‘cultural attributes’ on the upper left-hand quadrant of the flip chart paper or whiteboard.

ASK: What does it look like around here when work is getting done? What are people doing?

Facilitator’s note:

Prompt people to tell you how work is getting done, not the actual description of the work. You are looking for attributes like ‘meetings’, ‘face to face’, ‘hours’, Drive-bys (when people drop by another person’s work station and interrupt them). You can also prompt them by asking them to choose one cultural attribute over another. For example, is leadership more proactive or reactive? Is face-time important or not important? Is working a lot of hours is better in this culture that working fewer hours?”

DO Write the attributes on the whiteboard or flip chart.

SAY: Good. These attributes are common attributes that make up the culture of work in America. These attributes are not good or bad; they’re simply describing the way work happens around here. It’s what we believe about the way work needs to happen that causes us to behave in similar ways each day.

Let’s take a look at a couple of the cultural attributes and identify our beliefs about that attribute.

DO Select two or three cultural attributes (meetings, face time, and hours-focused are good ones to choose) and write them on the whiteboard or flipchart paper next to the attribute list.

Facilitator's note:

The exchange below is based on the cultural attribute meetings.

ASK:

What do we believe about meetings? What happens in a meeting?

Facilitator's note:

Participants will say things like 'decisions get made', 'information is shared' and 'we get more work' etc.

ASK:

Do you ever spend any time in an unproductive meeting?

Facilitator's note:

Participants will say that they do spend time in unproductive meetings. To understand how much time is wasted you might want to ask what percentage of meeting time spent each week is unproductive.

SAY:

You've shared a lot of beliefs about why meetings happen here, and what people believe about meetings.

ASK:

Do the things you believe about meetings always happen in meetings? Does work always get done? Is collaboration always effective?

Facilitator's note:

Participants will say things like 'no, not all meetings are effective' or 'sometimes meetings keep us from doing the work we need to get done'.

SAY:

That's right. Not all meetings are effective or the best use of our time but yet we still go to meetings and actually admit we're wasting time. It's our beliefs about meetings that are driving the meeting-heavy culture.

Facilitator's note:

Participants will say things like 'relationships are difficult to maintain' or 'the best customer service is done face to face' or the more face time you put in the more dedicated you are' or 'the time difference is definitely an issue'.

SAY:

Good. These are beliefs about your work drive corporate cultures to be focused on physical presence and face time, and illustrate the difficulties of working with different cultures and time schedules – sometimes clouding whether or not people are actually doing work.

The beliefs we have drive the way we do work. You like your work, but sometimes it's the WAY we do work that isn't the most productive.

ASK:

Let's talk about what it's like for you today. You have work. You have all the other things you need to do and want to do in your lives. You may be missing out on things

you want to do. You may have trouble keeping up with the things you need to do. You have work, and you have life. You may spend time in unproductive meetings. You may feel like there are not enough hours in the day.

With the way things are today, how do you FEEL in general?

Facilitator's note:

Write the feelings on the bottom left-hand quadrant of the flip chart paper or whiteboard. You will get things like: stressed out, tired, overwhelmed, left out, sad, disrespected, not valued, etc. You may also get positive words like happy, fulfilled, joyful (though you will mostly get more negative words).

SAY:

Good. These feelings are very common for people who work in any sort of traditional work setting. But you are going to create a STAR workplace where you feel less tired, overwhelmed, sad, etc and more free, supported, and empowered every day.

The way we're going to do that is by moving you in the direction of the right-hand quadrants of our chart (or whiteboard).

Facilitator's note:

Draw a line across the bottom from the bottom left-hand quadrant to the bottom right-hand quadrant. Make the line an arrow pointing right.

SAY:

In order to have a work environment where people feel [read some words and phrases that describe how participants would feel with STAR from the lower right-hand part of the quadrant], we have to remove the toxic language, Sludge, first.

Removing this language is KEY. As long as this language exists, people will feel [read some words and phrases that describe how participants feel in today's work environment from the bottom left-hand part of the quadrant]

For the next activity, I need three people to volunteer. You will be reading off of a 3x5 card. You can stay seated.

ASK:

Who would like to volunteer?

Facilitator's note:

Usually someone will volunteer right away. Encourage others to volunteer. As they volunteer, you will be handing them a 3x5 card with a Sludge statement on it. Use 3 or 4 cards. Examples below (other examples in Addendum).

- It's 10:00am and you're just getting in? I wish I could come in late every day!
- Can't your spouse stay home when your kid is sick?

- Are you taking another vacation day? How many vacation days do you get, anyway?
- I noticed you haven't been green very much lately on IM. What's up?

SAY: Thank you for volunteering! What I'm going to have you do is read the statement on the card silently to yourself. Then you're going to pick someone in the room to say what's on the card to. I'd like you to say it with lots of drama!

Facilitator's note:

Encourage the volunteers to have fun with these role plays. Have each person with a Sludge card take their turn saying what's on the card to someone else in the room. The purpose of this activity is to demonstrate how these statements make people feel, and what's behind each statement – identify what they are reinforcing by saying these things in the environment.

After each person directs their statement to someone in the room, debrief by asking: Why would we say something like that in this culture? What's behind the statement? (Ex. For the statement "10:00 and you're just getting in? I wish I could come in late every day" participants might say that what's behind this statement is that they feel like they are doing more work, it's not fair that people get to come in late, etc.) What does it feel like to have that statement said to you? (Ex. Guilty, unappreciated, angry, etc.)

After each person demonstrates Sludge, collect the Sludge card.

SAY: This language is not about the work or what needs to be done to support the residents or your co-workers. It keeps the culture from changing for the better and creates tension among workers. This language has no place in a STAR workplace, where each person feels supported both from a performance perspective and a personal/family perspective. The Sludge you just demonstrated is toxic.

Now we're going to go deeper and see how Sludge comes in different forms. Before we can eradicate it, we need to identify the types of Sludge that exist. To do this, we're going to play a game called "Name that Sludge". You will all be participating in this game. Each type of Sludge will be acted out and it will be up to you to try to name it.

Facilitator's note:

Use the flip chart paper with Name that Sludge on top. Make sure that the types of Sludge are covered up in the beginning of this activity. As participants identify the types, you will uncover each type in order beginning with Sludge Justification, then Sludge Anticipation, and then Back Sludge.

DO Pick the person that had the Sludge card "10:00 and you're just getting in? I wish I could come in late every day!" Ask this person if they will help you out. Give the card back to them. Have the participant say the statement to you and have the following conversation:

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Participant: “10:00 and you’re just getting in? I wish I could come in late every day!”

Facilitator: “I know late but I have to get my daughter to daycare and it doesn’t open until 7:30. Then I often run into a lot of traffic on my way here. I do stay two hours longer.”

ASK: I was just Sludged and what did I do?

Facilitator’s note:

You just demonstrated Sludge Justification. When you got sludged, you automatically went to a socially acceptable explanation of why you came in ‘late’. Encourage people to guess what type of Sludge you just demonstrated. They will say things like ‘excuse Sludge’ or ‘you were justifying yourself’. When they get close you can uncover the first type of Sludge.

SAY: Good! The first type of Sludge is called Sludge Justification.

Sludge Justification is used when someone Sludges you. It’s human nature to want to explain or justify yourself. This keeps Sludge going. It does not eradicate it. We will talk about how to eradicate it after we uncover all of the types of Sludge.

Now let’s identify the next type of Sludge.

DO Ask someone in the room to say to you when you walk by them: “Hey! Are you going on another break?” See the conversation below.

Facilitator’s note:

You are going to be demonstrating what thoughts are in your head by speaking them out loud. Here is an example:

Facilitator: “Well, things are going well around here. I think I’ll go home, start dinner and do some more work after the kids go to bed.” Begin to walk past the participant.

Participant: “Hey! Where are you going? Are you leaving early?”

Facilitator: “Oh, I forgot to tell you. I have a dentist appointment this afternoon.”

What you are demonstrating here is that people will automatically get ready for Sludge by having a socially acceptable excuse in their back pocket in case they get Sludged. They may lie because telling the truth won’t be acceptable.

ASK: What kind of Sludge was that?

.

Facilitator's note:

You will get things like 'preemptive Sludge' or 'lying Sludge'. When they get close you can uncover the second type of Sludge.

SAY: Good! The second type of Sludge is called Sludge Anticipation.

People will automatically get ready for Sludge by having a socially acceptable excuse in their back pocket in case they get Sludged. They may feel it necessary to lie because telling the truth won't be acceptable. This is very stressful for people and does not demonstrate trust or support of each other.

Now let's identify the third type of Sludge.

DO Pick a participant in the room to help you demonstrate this type of Sludge.

Facilitator's note:

You have gotten a good feel for participants by now. Pick someone that you know will be very demonstrative. You are going to pick a third person in the room that you and the person who's demonstrating with you are going to Sludge about.

SAY: [Participant's name] and I are going to talk/Sludge about [participant being sludged about]. We're going to be big Sludgers together. I'll start first and then [participant's name] will say something.

Facilitator's note:

The participant will get what you're doing. Here is an example of how it might play out:

Facilitator: [Participant being sludged about] is NEVER green on IM. It feels like she's never really working.

Participant: Tell me about it! Not only is she never green, she takes a long lunch.

Facilitator: I don't know how she gets away with it. I feel like just never being green so I can get out of work too!

Participant – and, because she works with offshore partners she comes in late

Facilitator: right – great excuse for not coming to the 8am team meeting but instead sitting at home in pajamas. It's not fair.

Participant: Yeah. Wish I could sleep in late every day.

Go back and forth a few times. You can also draw someone else into the demonstration so there are three people sludging.

SAY: Good job! We were Sludging [participant being sludged about] and [participant being sludged about] wasn't even in the conversation.

ASK: What type of Sludge was that?

Facilitator's note:

Prompt participants to name the Sludge. You will get things like 'gossip Sludge' or 'nasty Sludge'. When they get close you can uncover the third type of Sludge.

SAY: Good! The third type of Sludge is called Back Sludge.

It's when people are talking about other people behind their backs. When two people are talking behind someone's back it's Back Sludge. But when others join the conversation, it becomes a Sludge Conspiracy.

Facilitator's note:

You can reference how in high school or 'school' it's human nature to want to be in the cool group that's talking about someone else. You do not want to be the one talked about. But with STAR, it's cool to be a Sludge Eradicator, not a Sludger.

SAY: Now we are going to learn how to eradicate the three types of Sludge and then you will be Environmental Sludge Eradicators! You can support each other in not using this type of language in the workplace.

Let's start with Sludge Justification.

DO Use the same participant that helped you demonstrate Sludge Justification. Ask them to say the Sludge statement to you again. Make it clear that they are still a big Sludger and that you are a Sludge Eradicator. Explain to the group that you are going to show them how a Sludge Eradicator combats and eliminates Sludge Justification from the environment. Use the following conversation example:

Participant: "10:00 and you're just getting in? I wish I could come in late every day!"

Facilitator: "Good morning. Is there something I can help you with right now?"

ASK: When [participant's name] Sludged me, what did I do?

Facilitator's note:

You want people to see how you stopped the Sludge in its tracks by not justifying yourself and getting right to what is important in the moment. Participants will say things like "you didn't feed into it" or "you didn't give excuses".

SAY: That's right! I didn't fuel the flames of Sludge! Instead, I brought the conversation right to results –what is important in the moment. With STAR you will not be making excuses anymore.

DO Uncover the flip chart with the Sludge eradication phrases.

SAY: Here are the phrases that will eradicate Sludge Justification.

Now, let's eradicate Sludge Anticipation.

Facilitator's note:

Have the participant who demonstrated this type of Sludge with you help you out again. Use the following as an example:

Facilitator: "Well, things are going well around here. I think I'll go home, start dinner and do some more work after the kids go to bed."

Participant: "Hey! Where are you going? Are you leaving early today?"

SAY: Facilitator: "Is there something I can help you with before I go?"

This time I did not lie. In fact, I didn't use any excuses. I just went right to what is important and that's what needs to be done right now.

If the person does not have anything I can help them with, then they're just Sludging. If they do need something, I can choose how to help them – either immediately, or later.

Now let's eliminate Back Sludge.

Facilitator's note:

Ask the same participant that helped you demonstrate Back Sludge to help you with this. Have the participant begin Sludging about someone else in the room.

Participant: "[Name] is always taking 7 am calls and comes in late. It must be nice to be able to stay at home and not come in.

SAY: Facilitator: "Do you need something from [name]?"

In this situation, I did not get drawn in to the Sludging. I demonstrated that rather than talk about someone behind their back – which accomplishes nothing – the right thing to do is go directly to the person to ask for what you need.

If you do not get resolution from talking directly to the person, then it's appropriate to go to their supervisor. We will be working with supervisors on providing immediate and effective performance support.

Now you know how to begin eliminating Sludge from your work environment. Using the phrase “is there something I can help you with right now” is an effective way to eliminate language that is unproductive.

Facilitator’s note:

To see if the participants understand how to eliminate this language, test it out on a few participants. Sludge them and then point to the flip chart with the eradication phrases to help them use this method.

SAY: If you Sludge someone and they answer the Sludge question with a yes/no before using the eradication strategy you’ll need to point out that answering with a yes/no reinforces cultural elements/beliefs that we don’t want to reinforce in a STAR. (Ex. Facilitator: Are you leaving early again on Friday? Participant: Yes. Is there something you need right now?)

Facilitator’s note:

Saying ‘yes’ is reinforcing that leaving at a time that isn’t the normal shift ending time is leaving early. Repeat this to a few participants. Encourage participants to go directly to the eradication phrase without answering the question with a yes/no.

SAY: Eradicating Sludge from your work environment will open the door for supportive behaviors to emerge. Let’s take a few moments to describe what supportive co-worker and manager behaviors would look like. First we’ll start with co-workers.

ASK: If a co-worker was showing support from a personal or performance (results) perspective, what would that look like?

DO Make two columns on a flip chart or whiteboard. One column is supervisor supportive behaviors and one column is co-worker supportive behaviors. Jot down the ideas people come up with.

Facilitator’s note:

For co-worker supportive behaviors you may get examples like “being clear about what you need” or “making sure meetings have a clear outcome,” or ‘not sludging’.

ASK: These are great examples of how a co-worker could show support. How could a supervisor show support?

Facilitator’s note:

For supervisor supportive behaviors, you may get things like “works with me to make my expectations clear”, “listen and responds to performance issues of co-workers in a timely fashion”, “rewards good performance in a timely fashion”.

SAY:

These are great examples of how supervisors could show support. You are thinking from both a personal and a performance perspective. This is what STAR is all about.

Before you go forth to eradicate Sludge from your work environment, I'd like to see how you're feeling about it. We're going to go around the room and you're all going to give me a number between 1 and 10.

Facilitator's note:

If time is running very short, have the group hold up their fingers to give their numbers vs. going around the room. On a 1-10 scale, 1 being "I don't get this Sludge thing. I don't understand how it will help us at all. I'm not going to do it" and 10 being "I get it. This will make a big difference in our work environment. I can't wait to get started", where do you fall right now?

Have each person say their number or have participants hold up fingers to "vote" and note where people are. Generally, participants will fall between 5 and 10. This is good. Give positive reinforcement to the fact that they are ready to work the strategy.

If anyone is below a 5, have a conversation about why they are feeling this way. They might say "I can't do this with my manager" or "It feels disrespectful".

This is where you can facilitate a short discussion in the room to help the participant gain perspective. They will probably still feel uncomfortable with the strategy, but will appreciate your understanding in terms of how hard this is going to be.

SAY:

Everyone did a great job today. You're ready to eradicate Sludge from your workplace. You will all be in different places as you work on eradicating Sludge. As you saw today, some of you feel like you're a 9 or a 10, and others feel like 5's and 6's.

Remember, we talked about coworker support and supervisor support. Your supervisors will be receiving some specific training, but it's up to you all to also support one another, especially in eradicating Sludge – hold each other accountable and give each other pats on the back when you do a good job.

As you use the phrase a few times, it will become easier and easier and you'll feel liberated from the toxic language!

Facilitator's note:

This section covers the Sludge Eradication Poll. ***This can be implemented in different ways in different workplaces***, but the goal is to have each employee think about Sludge Eradication by answering 3 quick questions each day. An intranet site or a simple survey site (like SurveyMonkey.com) will allow the group to complete the questions and see results easily, but this can be done on a poster or in other ways as appropriate. Change the instructions below to match your plan for doing the Sludge Eradication Poll.

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SAY:

We have designed an activity to help you get started Eradicating Sludge as a group. For the next two weeks we want you to take a daily Sludge Eradication poll to report the number of times you (show example poster):

1. Used the Sludge Eradication Strategy
2. Thought about saying something Sludgy, but stopped yourself
3. Had a Sludge-Free day!

You'll see results as the group works on eradicating sludge together.

We're excited for you to get out and remove the Sludge from your work environment!

ASK:

Are there any questions about this activity?

SAY:

In a couple of weeks we will be getting back together for Culture Clinic. In Culture Clinic we will work on how STAR will operate on a day-to-day basis, and take some time to discuss some concerns you might have. We'll talk, as a team, about how to problem-solve with STAR.

You are now Environmental Sludge Eradicators! To help remind you to eradicate Sludge every day I am passing out Sludge Buttons.

Thank you for participating today and I'll see you in a couple of weeks for Culture Clinic.

CHAPTER 4

CULTURE CLINIC

Culture Clinic: A Pep Talk

Culture Clinic is the session where people figure out how to their workplace's tools and processes in a STAR environment. How do I use voice mail? How do I use my calendar program? I know how to remove Sludge, but when do I use my out-of-office reply message on my e-mail?

The Culture Clinic is also the time for groups to work through the fears and questions that have been building since Kickoff. Your role as a facilitator already started to change in the Sludge Session. In the Kickoff you were the person who was bringing people the truth. By now they have taken this truth and are making it their own. Your job now is to make sure the old ideas don't creep back in, but you're less of an active participant. Instead you're helping them stay strong as they embrace this new reality. People have to figure this out for themselves. If they don't do it themselves, then it's not STAR. They are figuring out for themselves how to work with each other when you can no longer count on work being defined by eight-to-five, in an office, with constant meetings. So they will have lots of questions, but your job isn't to answer them so much as to create a space where they can answer them on their own.

The STAR Feud is the key to this session, because in the Feud people get to work out in their own words the logistics of a STAR. In a way we've come full circle from the beginning of the migration. At the beginning of migration people are uncomfortable with the idea of a STAR. It feels strange and new. They don't trust it, mostly because the workplace has never trusted them. So they throw out all kinds of logistical questions. They can't imagine that the work will get done under this new way of thinking. Now, during STAR Feud, they understand the thinking behind STAR, so when they revisit the logistical questions, they have the mentality to figure out how to make it work. So they will take a worry like people will stop coming to my meetings and turn it on themselves. They will start thinking, "How can I make this meeting more effective?" Or, go to even deeper, "Do I even need to have this meeting? I don't have face-to-face meetings with my overseas partners and the work gets done. Maybe I don't need to meet with people at all."

There are no right answers to these questions. The only right answer is the answer that drives results. No matter how insane a situation sounds (I'm going to move to Alaska and work from there), if you can still drive results then it's perfectly sane. Remember that we've removed all those barriers to what is socially acceptable and what isn't. If it's good for the business and gives people control over their time, then it's acceptable. The Culture Clinic is where they prove to themselves that it's possible.

Culture Clinic Overview

Your goal is to prepare participants to operate in a day to day fashion using the STAR philosophy – including definition and guideposts.

Culture Clinic further exposes how our traditional beliefs drive our day to day behaviors about work. And, the robust discussion during STAR Feud exercises everyone's ability to make common sense decisions in the new work culture that focuses on results. This includes increasing control over time while at the same time supporting each other to perform.

You will be expected to:

- ✓ Hold true to the STAR philosophy.
- ✓ Drive towards the outcome of both individual and group decisions.
- ✓ Lead groups and individuals to discovery.
- ✓ Facilitate solving group-specific work challenges
- ✓ Be unwavering in your own belief about the change.
- ✓ Be confident but not arrogant.
- ✓ Educate but not humiliate or shame.
- ✓ Adapt when necessary based on participant reactions.
- ✓ Be both a teacher, and mentor.

The Culture Clinic session is highly participative and FUN.

Time: You will have 2 hours.

Session Participants: All employees participating in STAR in small teams.

Session Logistics:

- ✓ Meeting room for 15-25 participants
- ✓ U-shaped set up preferable
- ✓ Projector (Projector Screen or White Wall
- ✓ Whiteboard or flip chart
- ✓ Whiteboard markers or flip chart markers

What you need to be armed with:

- ✓ Laptop
- ✓ PPT slides*
- ✓ STAR Feud Questions

- ✓ Two bells (purchase 2 call bells from office supply superstore)
- ✓ Do Something Different/Supportive Handout of ideas for things to do
- ✓ Do Something Different/Supportive poster showing how the poll works

Culture Clinic Outline for Facilitator:

1. Set-up
2. Introduction
3. Review agenda
4. Impediments
5. Session Outcomes
6. Sludge-fessions
7. Guideposts
8. Guideposts with real-life examples
9. STAR Feud
10. Do Something Different game
11. Wrap-up

Culture Clinic: YOUR SCRIPT

This script will go slide by slide and guide you through how to lead the session. Let's begin!

SLIDE 1: STAR CULTURE CLINIC

SAY: Welcome to your Culture Clinic! I'm _____ and I'll be leading you through the session.

At the end of the session you will 'go live' in a STAR workplace. That means you will be taking the things you've learned and putting them into action.

SLIDE 2: THREE THINGS

SAY: There are three things I'd like you to think about today as we prepare to go-live:

You are part of a team. This means you are not alone on an island trying to make this change happen. You're going through this journey with your team and you will be able to count on each other for support.

Have an open mind. Some of the things we'll be talking about today will cause you to think "That could never happen here" or "I could never do that". Open your mind to the possibilities today – think instead "How will I make that work?" or "How will our team work together to make that happen?"

Be courageous. As you go live in this new environment, there are many things you'll be doing that will be uncomfortable...bucking the status quo of how work normally happens at your company. To do these things, you'll need to have the courage to step out of your comfort zone.

SLIDE 3: TRIANGLE

SAY: Let's take a moment to review the triangle.

In the Sludge session we began the interrupting the triangle between Judgment and Beliefs. It's Sludge Eradication that assists in the elimination of the power time has over us and begins the 'rewiring' process of throwing out our old/traditional beliefs about the way work needs to happen.

Today we will dive deeper into our beliefs and identify ways to continue removing the three impediments and effectively create a STAR workplace.

Then we'll have some time to further our discussion by talking through some concerns and problem-solving some potential challenges.

Let's review the definition of STAR.

SLIDE 4: DEFINITION OF STAR

Facilitator's note:

Show the definition and read it out loud.

SAY: By the end of today's session, you will be armed with the knowledge you need to venture into a STAR workplace, or 'go live.' You will start operating in a way that is noticeably against the culture of the more traditional workplace.

You won't be automatically accepting every meeting that you get invited to anymore; you won't be conducting as many drive-bys; you will be trying to eliminate fire drills instead of being part of them; you'll maximize your time and efforts; you'll hone in the priorities; you won't be judging others for the ways they're using their time.

You will be trying out new behaviors and work styles for a few weeks, and then we'll be back for Forums to hear from you what's working well, and what things are still challenging.

SLIDE 5: SLUDGE-FESSION

SAY: As you know, Environmental Sludge Eradication is a critical component to the creation of a STAR workplace.

Facilitator's note:

During the Sludge-session you will be able to celebrate peoples' attempts to use the eradication strategy (Is there something you need?), as well as hearing (sometimes humorous) confessions about how people got trapped in sludge.

ASK: I'd like to hear how you are doing with Sludge eradication.

Who has a Sludge-fession to share?
Have you heard any sludge out there?
Have you spewed any sludge yourself?
What about self-sludge?

Facilitator's note:

Sometimes it can take some prompting to get people to confess to Sludge. Use the 'ask' questions to prompt people to share. By all means, keep it light. You're checking in with people but not checking up on them.

If no one wants to share you can offer up an example of your own or pick a comment type of Sludge, like calling people out for coming in “late,” or people not being green on IM. If neither of these work you can get the ball rolling by asking if anyone had a Sludge-y thought but didn’t say it out loud.

Reinforce the stories where they have done a good job eradicating or when they’ve had challenges. Give positive feedback and coaching where appropriate.

SAY: You’re doing a great job eradicating Sludge. It will take a while to completely remove this type of language from the STAR workplace. It’s deeply engrained in how the culture operates. You will be changing how the culture operates by removing this language.

Let’s take a look at your Sludge Eradication poll results. You made a total of ___ submissions to the Sludge poll, which shows your group has been working hard to eradicate sludge over the past 2 weeks. Nice work!

ASK: How did it feel as you participated in the Sludge poll? Did it change how you thought about work, or how you worked? What did you learn about yourself?

SLIDE 6: STAR

SAY: In our STAR Kick Off session, you saw a series of statements we called Guideposts. These guideposts painted a picture of the STAR workplace. They will become reality as your STAR evolves.

ASK: What guideposts do you remember?

Facilitator’s note:

If no one volunteers, prompt the group with statements like “Every meeting is optional” or “Everyday feels like Saturday.”

SAY: The Guideposts are another critical element to realizing a STAR workplace. Let’s review them again. This time, we’re going to show you how the Guideposts came to life in other workplaces. Also, think about the meaning of each statement for you, and questions you may have about them and how you are going to make them real at [Company].

Facilitator’s note:

What you want participants to do while watching the Guideposts is to think about what questions they need answered in order to move forward with creating a STAR workplace.

SLIDES 7,8,9: GUIDEPOSTS

SLIDE 10: STAR

ASK:

After seeing the Guideposts again, what questions do you have or need answered before we end the session today?

DO

Write questions on the whiteboard or flip chart.

SAY:

You've created a great list of questions. You will be answering these questions for yourself when we play the STAR Feud later in this session.

Facilitator's note:

Most questions they have will be answered in the Feud. If they ask a question that you feel should be answered immediately, take care of it. One question might be "how do we track vacation time or PTO?"

Example Answer:

Non-exempt employees in STAR will use PTO to track time to achieve 40 hours. If non-exempt employees are tracking time and reaching 40 hours by working in a non-traditional fashion (8-5 Monday-Friday) they would not need to keep track of their PTO. For example, if I do not work for one day (Tuesday) but put in a total of 40 hours spread over the other days, then Tuesday is not a vacation day.

Exempt employees do not need to track PTO as long as the work is getting done. You will work through this in more depth during Feud.

SAY:

Okay – let's move to an activity that is going to help you gain more control over your time, and enable you to solve issues and challenges using the STAR mindset.

Facilitator's note:

The purpose of the Feud is to create a friendly competition between teams which, in turn, eliminates fears and inhibitions related to hierarchy or traditional roles. This is a critical point in the migration because teams begin to understand the value of working together differently in a STAR workplace. As a facilitator, you will need to closely guide the conversation to ensure teams do not implement "ghost guidelines." In other words, you want the teams to truly enter STAR with the belief that work can happen anywhere and at any time – as long as the results are achieved. It is important that teams do not establish parameters about the way in which work needs to happen such as establishing core hours or rules around how many days per week each employee needs to be 'at the office'.

The following directions are a guide for you. You will need to closely monitor the conversation and adjust sequence as it fits the conversation.

SAY:

As we play the Feud, keep in mind that the answers about how the STAR workplace will operate are come from YOU.

Facilitators Note:

How to play the Feud:

- Introduce the Feud game to the team.
- Split the group into two teams.
- Ask each team for a team name and write the team names on the whiteboard.
- Place bells on the table.
- If you're conducting this meeting at a U-shaped conference table people can simply pass the bells around the table. This is the optimal way to set up the game.
- Explain how Feud works.

SAY:

I am the host and have a pile of questions and scenarios that tend to surface in a STAR workplace. I will read a question and the person that rings the bell first will give his/her answer. After you give your answer, you can ask your team to weigh-in before giving me your final answer.

Once you give your final answer, I will ask the other team if they agree with your answer. If they agree, you get a point. If they don't agree, they have the opportunity to steal. If they get the right answer, they get a point.

There is no definitive correct answer, but I will be the final judge of the most STAR-like answer. And I will be able to guide you there.

Facilitator's note:

As the team weighs in on the answer, robust discussion will ensue. This is your opportunity to listen to where teammates may be getting stuck on what a Star workplace will be. It's also an opportunity to prompt participants to practice solving issues and challenges together.

SAY:

Of course, as your host, I will be available to guide the discussion, but the overall goal is for you to collectively determine the best answer. This is also where you can practice working as a team to solve the challenges and questions that come up with STAR. As you go live, you will be working together to clarify results, coordinate work, etc. and these discussions can start now with this activity.

ASK:

What questions do you have about the game?

Facilitator's note:

Answer any logistical questions they have about bell-ringing and so forth. If they want hints about what is a "right" answer versus a "wrong" one, tell them that the game will make itself clear enough once they begin. Feud questions are in the addendum.

DO

Begin the game with the following scenario #1 "You've decided to work off-site on a Wednesday...".

After one contestant has rung the bell and given an answer, have them ask the rest of their team what they think of the answer. Do they agree or disagree – if they disagree, why? What should the answer be?

Facilitator's note:

Play off the banter in the room to determine which question/scenario to ask about next. A suggested order is listed below; however, it is critical to monitor and adjust the activity based on the discussion in the room.

For example, if the team has been tossing around things about their calendar or voice-mail, you would go to the set of questions about colors in the calendar program and outgoing voice-mail messages.

Or, if the team starts talking about what to do when customers are looking for someone who is off-site, go to the scenario "Is John in today?" with its three possible answers.

As the team banter and answers questions, cross off questions on the whiteboard (elicited earlier in the session after the Guideposts) that they're answering and point out that they've done a good job coming up with those answers themselves.

If the banter ever hits a lull and the answer to a question hasn't been determined yet, prompt the team with a question or another similar question/scenario to get them going again. If the team is moving toward an answer that wouldn't be consistent with STAR, bring them in another direction with a question or 'what-if scenario'.

For example, with STAR, you don't need to tell anyone where you're working from or where you are at any given moment. Teams often move in the direction that 'it's just common courtesy to let people know where you are.' If that is the conclusion they reach, you could say something like "You can definitely do that, but that means you need to do the same thing on the weekend and at night – tell people where you are or where you're going to be" or "Do you tell people where you are every moment on a Saturday or Sunday?"

Telling people where you are only happens from 8am – 5pm Monday – Friday. This reinforces the traditional work culture.

The Feud game should take about 40 minutes.



When it's time to wrap up Feud, congratulate the team on the great job they've done answering so many of their whiteboard questions. Remind them that this is how they'll solve challenges over and over in a STAR workplace.

Facilitator's note:

If you were unable to get to all the questions on the whiteboard and you have time left, ask the participants what they think the answers are now that they've solved other issues and challenges during the Feud. If you do not have time, you can bring the challenges forward to Culture Clinic or encourage them to have discussions on their own to come up with answers using the STAR mindset.

Some people might want to know if their managers should be consulted on what is the absolute right answer for some of their concerns. Some managers in the room might want to suggest that guidelines and policies might help reduce the chaos. Stand firm. The way to create a STAR workplace is for people to answer these questions themselves, person by person, team by team.

SAY:

You've just been introduced to a very different philosophy about how and when work will happen. Let's take some time to answer questions.

The STAR framework is powerful and you can and should begin making changes as soon as you leave this room. We'll end this session by each person making a commitment to "Do Something Different" and "Do Something Supportive".

While the changes you each make are critical, it can also be helpful to have the team reflect together on how you work now and how you might work even more effectively as we move forward with STAR.

Let's discuss some topics for brainstorming and discussion. We can begin with the concerns you raised before the Feud game and then include some other challenges in the existing workplace that you could begin to tackle with STAR.

These are not issues that STAR creates – they are issues that we've heard may be already occurring, and the question for you all is whether or how the ideas we've been talking about might help move things forward. Let's talk about some of these.

Facilitator's note:

Choose questions that seem like a big concern and one that will involve coordination across the group rather than an individual change. Ask questions like "How could we address this?" or "How should the team think about this challenge in a STAR workplace?"

SAY:

Based on the type of work your group does you may want to discuss other concerns using the STAR mindset. Here are some questions you can use to prompt further discussion or add your own:

1. Are meetings as productive and efficient as we'd like? How could they be better?

2. How do we feel about workloads, given the business reality these days? Any low-value work we can get rid of? What are we doing now but not getting credit for?
3. Examples: Training other employees or contractors, working on communications within or across groups, giving feedback, etc.
4. How will we stand out/be rewarded, now that we won't be rewarding face time?
5. Are we happy with what we're doing in regards to documentation?
6. How can we set expectations about availability and response time, within our team or work group?
7. How can we set expectations about availability and response time, with clients or others?
8. Because each of has specialized skills and knowledge, how do we back each other up (if not available for short or longer term)?

SAY:

You did a great job working using the STAR mindset to work out both team and individual challenges.

Once you leave the session today, you are 'going live' to create a STAR workplace.

You've learned a lot in your STAR sessions, and you are going to start putting all of that knowledge into practice now. This means re-shaping parts of the traditional workplace culture that have been around for a very long time.

The culture can either be perpetuated or changed by the people in it. YOU are all in a position to take action now – to challenge those pieces of the culture that don't support a STAR workplace.

Remember, if you continue operating the same way you are today, the new culture will not take shape. Think about what you are going to do differently, starting tomorrow, to nudge the culture forward.

In order for the new culture to emerge, it's vital that co-workers are supportive of each other. We determined supportive co-worker behaviors in the Sludge Session.

Managers will be showing support as well. Part of their support will require them to work with all of you to get clear on measurable goals and expectations – your commitments to your company and what you're expected to deliver. This is performance support which will enable you to focus on what's most important both at work and in your personal lives.

Now we are going to help you get started by playing a game called Do Something Different/Do Something Supportive.

DO

Hand out the list of Do Something Different/Supportive behaviors – located in the addendum.

SAY:

You will all be choosing one Different activity and one Supportive activity. Each of these behaviors listed contains the description of an action that would be considered “scary” or make you uncomfortable in a traditional work environment.

In a STAR workplace, these actions are completely socially acceptable as long as the work gets done.

Please review your behavior and take a moment to consider if this action is scary for you. If it is, please be prepared to share it with the group. If you pick a behavior that’s not scary for you, your teammates can help you pick one that is.

Facilitator’s note:

You are going to have everyone share their behavior. If time is running out, pick a few people to share. Have fun with this. If someone has picked a card that the group doesn’t think is scary for that person, have them suggest a different behavior.

SAY:

Let’s see what you’ve picked. We’re going to go around the room and have you read your Different/Supportive behavior.

Great! Those actions sound like they could be a challenge. Just know that in a STAR workplace, it’s up to you how to use your time. As long as the work gets done any of those actions is perfectly okay. And if the work isn’t getting done, remember that we’re supposed to focus on the work, not the time.

Facilitator’s note:

Reaffirm that their challenge in the coming weeks is to stick to that commitment. Also let them know that when they’re done with the Different activity they are free to do more than just one Different or Supportive activity from the list.

SAY:

You will be completing your Different behavior in the next couple of weeks. When you’re done, feel free to try out other behaviors on your list. Try a variety of Different/Supportive behaviors.

Facilitator’s note:

It is useful to give people a chance to see what changes others are making and to share their own experiences. This can be accomplished with an intranet site with sections for sharing Different and Supportive behaviors, with a simple poster in a break room, or in other ways. Change the instructions below to fit your plans.

SAY:

We have another tracking activity to help your group continue to create a STAR work environment.

For the next two weeks we want you to track your experiences together using the Do Something Different Forum. (show example poster/handout).

To help you think of things to do, we have a list with ideas for ways to support co-workers (Do Something Supportive), and ways to take more control over your work time and processes (Do Something Different). Although we suggest ideas to get the ball rolling, feel free to post anything else you or others are doing to create a STAR workplace.

When you have finished your activity(s), record your results. This activity will be short and easy, so we encourage you to take a minute to participate and see what people are doing!

We're excited for you to get out and do new things to create a STAR work environment!

 Are there any questions about this activity?

 We have reached our outcome for the session. You are now armed with what you need to know to start creating a STAR workplace. You can begin practicing what you've learned immediately.

Managers, we have a special Managers-Only Session scheduled just for you to help navigate your new role in STAR.

For the next few weeks you will be trying out new behaviors and supporting each other during the change. After you've experimented for a few weeks, we will be back for Team Forums.

At the team forums you will share the wins and challenges you are experiencing with STAR. We will help you navigate challenges.

 What questions do you have?

Facilitator's note:
Answer any final questions.

 Great job everyone. See you in a few weeks.

NOTE: Feud questions and Do Something Different/Supportive behaviors in the Addendum.

CHAPTER 5

MANAGER-ONLY SESSION

Manager-only Session: A Pep Talk

Now that you've gone live, your people are out there putting the Guideposts into action. Managers, however, might not be faring so well. We've often found that STAR can be the real test of a manager. Can they change their language? Can they change their behavior? Can they model STAR? Can they let go?

The Manager-only Session is a safe, supportive place for managers to lose their minds about this change. Some of them will be farther along than others. Some might be overwhelmed and stressed. Your job as facilitator is to give them the moral support they need, while also providing practical tips and tools for managing in a STAR.

Working in your favor is that many managers will have already seen an improvement in the engagement, morale and productivity of their people. STAR causes a buzz. The challenge for some managers is how to ride this wave of energy without feeling lost.

Managers also have a lot of genuine logistical concerns to work through. The company's employee manual is packed with rules and regulations about attendance, vacation and sick time, and so forth. If employees have unlimited time off as long as the work gets done, then what do we do with our vacation request forms? For managers who have hourly employees, there are also challenges in having those employees track their time without being measured by time.

Have faith. Just as Culture Clinic helped employees figure it out for themselves, this session gives managers the chance to work it out for themselves. And they will.

Manager-Only Session: Overview

The manager-only session is a necessary checkpoint at the critical 'go-live' stage. It's at this stage of the change that managers feel the need to issue workplace guidelines like 'core hours'. You will be a mentor and guide as they move into their new role as managers (performance support, work and family support).

Listen for comments and questions that suggest the implementation of guidelines. Be keenly aware that this is the point at which many managers will unintentionally begin establishing guidelines which will inhibit or prevent the migration of the team. Continue to praise language and conversational elements that support the STAR workplace.

This session is very free-flowing and includes on-the-spot coaching, confidence-building situational role-plays and review of management practices using the new framework.

You will be expected to:

- ✓ Hold true to the STAR philosophy.
- ✓ Coach on the fly
- ✓ Influence without authority
- ✓ Lead to discovery
- ✓ Be unwavering in your own belief about the change.
- ✓ Be confident but not arrogant.
- ✓ Educate but not humiliate or shame.
- ✓ Adapt when necessary based on participant reactions.
- ✓ Be both a teacher, and mentor.

The Manager-Only Session is highly participative.

Time: You will have 2 hours.

Session Participants: All managers who have at least one direct report participating in the move to STAR workplace.

Session Logistics:

- ✓ Meeting room for 15 – 25 participants
- ✓ U-shape set up preferable
- ✓ Laptop
- ✓ Whiteboard
- ✓ Whiteboard markers

What you need to be armed with:

- ✓ PPT
- ✓ Handouts
- ✓ WeSupport Tracking findings

Session Outline for Facilitator:

1. Welcome
2. Progress Check-in
3. Wins and Challenges
4. Orthodoxies
5. Identify Specific Situations/Meeting behavior

6. Scenarios and discussion of how to handle them
7. Review of Tips
8. Questions and Coaching
9. Wrap-up

Manager-Only Session: YOUR SCRIPT

SLIDE 1: STAR

SAY: Welcome to your STAR Manager-only Session! I'm _____ and I'll be leading you through the session today.

We are well underway in our journey to a STAR workplace and want to take this opportunity to check-in with the management team about progress.

In STAR managers will focus on performance support and personal and family support. This support will show up in everyone shifting their mindsets toward results versus time spent and activities.

Everyone will be operating within the STAR workplace definition: Each person is free to do whatever they want, whenever they want (schedule control), as long as the work gets done (performance).

Facilitator note:

This is a great place to share feedback on the weSupport Tracking and get managers' take on what they have learned. [See weSupport Tracking Zip File found in the [STAR Toolkit materials](#)]. Be sure to praise their effort. If you have aggregated the weSupport Tracking for the group of managers, share the total number of supportive behaviors logged over the period and pass out handouts for the group results.

Ask questions to elicit discussion (examples): What have you learned about the support you provide? Is it easier to provide family/personal support, or performance support? What things were you doing that were surprising to you? What things do you want to work on? Have you learned more about employees personal and family needs? Have you been having performance conversations with you employees?

SAY: Moving ahead with STAR, we will ask you to do another round of weSupport Tracking. [See weSupport facilitator's guide found in the [STAR Toolkit materials](#).]

We are going to take a few minutes to talk about your feelings and concerns to date as well as the wins and challenges you are experiencing so far. From there, we will identify specific situations and collectively work to find solutions.

You have a unique role in this change. As managers, you are learning about a STAR workplace so you can experiment with your own way of working and living, while at the same time you are learning how to be an effective manager of the STAR workplace.

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SLIDE 2: MANAGEMENT STYLES

SAY: First we're going to go over the difference in management styles between a traditional and STAR workplace.

The attributes in a traditional workplace show a style where Management has tight control over how people spend their time and is less about support and more about hierarchical power.

The attributes in a STAR Workplace show a more supportive management style; one where managers have authority over things like overall results, but do not control where and when people do work.

Now let's talk about any wins, challenges and feelings you are having right now.

SLIDE 3: WINS/CHALLENGES

DO Make one column on the board titled "feelings/concerns," one column titled "wins" and one column titled "challenges." Write their comments on the whiteboard.

Once their comments have been captured, review the list to see what, if any specific situations have been listed in the challenges column that are not in your scenario cards.

Make a note of this so that you can cover this challenge during the scenarios activity.

ASK: In general, how are you feeling about the change?

Facilitator's note:

You will likely get words like 'excited, nervous, uneasy, or confident'. Some participants may say something like 'this is nothing new; we've always operated this way'. If you get a reaction like that, ask them how they are feeling in terms of spending time on this change if they feel it's already status quo. Examples might be 'irritated, bored, or angry'. Note these words too.

SAY: All of your feelings are valid. You are all at a different place in your journey, whether you feel you are already there and have been there, or struggling to understand how you are going to manage your staff in the STAR workplace.

Now let's talk about any wins you've experienced so far.

ASK: Have you noticed any team or individual wins for yourself or your employees in the past few weeks? What methods of supervisor support have you been using? What are some wins with supervisor support?

Facilitator's note:

Encourage managers to share any wins they have seen. The teams have just gone live, but often managers see progress before the go live point. Ask if they've noticed any changes in their employees, or if they've made any changes themselves during the time that they have been learning about the STAR workplace.

SAY: What you're seeing is great – it's very common to be experiencing wins during the journey as employees begin shifting their mindsets. It's important to note and celebrate wins often to encourage your employees to keep moving towards the STAR workplace.

As you know, offering performance support is critical at this juncture.

ASK: Have you been having performance conversations with your employees? Do you feel that they understand their individual and team goals? Are their goals measurable?

Facilitator's note:

Often managers are used to managing by measuring Time + Physical Presence = Results. There is a trap here; they have been relying on the fact that if people are at the workplace and they can see them that they are actually doing work. This is a false assumption.

Encourage managers to work closely with employees to determine appropriate measures for their work. They do not need to do this work alone; their employees must be part of this process.

ASK: Good. Now let's talk about the challenges you are facing. So far, what challenges have you or your employees experienced while trying to adopt the STAR workplace? What challenges are you having supporting your employees with the change?

Facilitator's note:

Remember to note any challenges that you know are not in your scenario/situation practice activity. You will need to work with these challenges, too but open them up for discussion at the end of the activity.

SAY: Those are very real and common challenges. We will work together today to begin solving those challenges using the STAR workplace mindset.

SLIDES 4 - 13: ORTHODOXIES

SAY: We are now going to examine common orthodoxies – beliefs – and how they play out in words and behaviors.

Remember, each of these orthodoxies is a deeply held belief and it's the belief that drives the culture.

You will all be working on letting go of these beliefs over the next few months so that the STAR Workplace – one that is focused on results – takes hold.

Facilitator's note:

Go through each orthodoxy and discuss how the particular 'belief' does not fit into the STAR Workplace mindset – one where each person has complete control over their time and feels supported from both a performance and personal perspective.

SLIDE 14: MEETINGS

SLIDES 15 - 21: SCENARIO PRACTICE

SAY: We are now going to review specific scenarios that are often surfaced during the initial "go live" portion of the migration.

Facilitator's note:

Go through each scenario. Have a group discussion on how the specific scenario would be handled in a STAR Workplace. Look for traditional beliefs to seep in and direct managers to look out the STAR lens.

You can also discuss and solve the challenges that are listed on the board that you captured during the wins and challenges section.

This is where you can use guided discovery – and coaching – to nudge managers into the future state of management style – one that makes a STAR Workplace effective.

What follows are the possible situations and advice on what makes a discussion productive or unproductive.

ASK: Situation #1: An employee asks you if he/she can have every Friday 'off' to take his/her mother to a weekly doctor appointment. What should you do?

Facilitator's note:

Productive Discussion: Participants talk about how the STAR workplace is based on performance and not time in the office. If performance is there, then the employee doesn't have to worry about their time. If the results aren't there, then the manager should focus on giving performance coaching and support. When managers focus on performance, employees feel more supported on a personal/family level.

Unproductive Discussion: Managers join in chorus of complaining that no one is "available" anymore.

ASK: Situation #2: A manager from another team says, "Whenever I'm trying to get help, I can't find anyone around from your team." What should you say?

Facilitator's note:

Productive Discussion: Participants talk about diagnosing what the complaining manager needs. Has the manager from another team articulated what they need? Has the manager tried e-mailing or calling the people who have the answers? How can we make sure the complaining manager gets what he or she needs in the future?

Unproductive Discussion: Participants feed into the complaint by complaining about their own issues with people being "available." They feel the need to apologize for their team's behavior.

ASK:

Situation #3:

An employee from another team approaches you and says, "Now that your team is in a STAR workplace, I can't get them to come to my meetings." What should you ask?

Facilitator's note:

Productive Discussion: Participants dig into whether or not the expectations for the meeting are clear. Participants question whether their meetings will still have value in a STAR workplace and what they can do to make them valuable. They support their employees' decision.

Unproductive Discussion: Participants talk about how every meeting really isn't optional, and how some meetings need to be mandatory.

ASK:

Situation #4:

A peer from your management group says, "My employees can be part of the STAR workplace, but not me." What should you do?

Facilitator's note:

Productive Discussion: Participants support the change. They talk about how it's for everyone and not just their employees. STAR is about performance. Every workplace should be about that.

Unproductive Discussion: Participants don't support the change. They say that they're fine with their employees enjoying more "flexibility" but they are going to work in the old ways to make sure work gets done.

ASK:

Situation #5:

Situation: You're concerned that your employees will not be as attentive to the client. What should you do?

Facilitator's note:

Productive Discussion: Participants talk about trust, clear communication and expectations, and customer satisfaction measures. Participants talk about how they will

reinforce the importance of performance in addition to empowering their employees to take care of the client with the best service possible.

Unproductive Discussion: Participants don't mention trust or expectations. They focus instead on language that 'rules by fear' and talk about their employees like they're children incapable of making common sense decisions.

ASK:

Situation #6:

You hear some of your peers talking about how their employees don't seem to be online or on IM at night as much as they were before the move to a STAR workplace. What should you say?

Facilitator's note:

Productive Discussion: Participants talk about how they can coach each other to ask the question "Am I receiving the results I expect from my employees?" They remind each other that time in the office, online, on IM, etc. doesn't matter in a STAR workplace – simply that results are being achieved within the timeframe, and at the level, agreed upon between manager and employee.

Unproductive Discussion: Participants make reference to employees that are online or on IM at night as being more dedicated.

ASK:

Situation #7:

Your employee expresses that he/she doesn't feel you support the STAR workplace. What should you say?

Facilitator's note:

Productive Discussion: Participants have the courage and the self-awareness to question whether or not they are doing everything they can to support this change both from a performance and personal/family perspective.

Unproductive Discussion: Participants use their employees' doubts as proof that a STAR workplace can't work.

ASK:

Situation #8:

An external customer remarks to you, "So I hear [department] is trying that STAR thing – with people not working as much, can I still expect the level of service I've received in the past?" What should you say?

Facilitator's note:

Productive Discussion: Participants demonstrate understanding that a STAR workplace is not your typical "flexible" work arrangement. They focus on the fact that customer service levels will stay the same or get better in a STAR workplace. They display that they will not back down in the face of these negative comments or anxiety from clients.

Unproductive Discussion: Participants want to brainstorm ways to justify Sludge like this.

ASK:

Situation #9:

You're receiving feedback from customers that they're not getting the results they need from your employee. What should you do?

Facilitator's note:

Productive Discussion: Participants know to focus on the work, not the time spent working or the amount of time in the office. They are clear that this is a performance issue and is not likely caused by the move towards a STAR workplace.

Unproductive Discussion: Participants use negative feedback as an excuse to opt out of STAR.

ASK:

Situation #10:

Some of your employees feel that they want to continue letting everyone know where they are because that's the polite thing to do. What should you do?

Facilitator's note:

Productive Discussion: Participants demonstrate understanding that they need to foster a STAR mindset in their employees. They display that baby steps like this might help some employees move toward the future state, but also understand that over time, this behavior must lessen and eventually disappear for an authentic STAR workplace to be created.

Unproductive Discussion: Participants think everyone should be doing this out of "common courtesy" – even people who are moving more quickly to the STAR mindset and don't see the need to tell people where they are. Participants talk about writing a guideline to mandate this.

ASK:

Situation #11:

Your employee asks if she can take the day off on Wednesday to move. Then she asks if she should take a vacation day. What should you say? Bonus: What's wrong with what happened in this scenario?

Facilitator's note:

Productive Discussion: Participants stand up for the idea that employees have unlimited paid time off as long as the work gets done. They understand that 'vacations' can still be taken, but it's the submission of time that conflicts with a STAR workplace.

Unproductive Discussion: Participants show reluctance to let go of old policies and procedures like personal days, "PTO buckets" and so forth. They blatantly don't understand that people don't need to submit vacation time for one day.

ASK:

Situation #12:

Your employee was sick on Tuesday and worked off-site. Should he submit a sick day?
Bonus: Your employee was sick on Tuesday and didn't do any work. Should he submit a sick day?

Facilitator's note:

Productive Discussion: Participants know to focus only on performance and personal/family support.

Unproductive Discussion: Participants focus more on what work looks like (in the office, 8-5) than what the sick employee is getting done.

ASK:

Situation #13:

You hear a manager lamenting that a STAR workplace isn't for everyone and that they want to take some people "off of STAR". What should you do?

Facilitator's note:

Productive Discussion: Participants adamantly state that STAR IS for everyone. They understand that a STAR workplace is something that cannot be 'taken away'. A STAR workplace is about focusing on performance while supporting employees' personal and family pursuits.

Unproductive Discussion: Participants start reverting. They start questioning if a STAR workplace is for everyone.

ASK:

Situation #14:

You haven't seen one of your employees for 4 days. You know he had cross-functional meetings to be attending, but you're not sure if he's been attending them. You're nervous. What do you do?

Facilitator's note:

Productive Discussion: Participants talk about trust. They talk about the fact that if you haven't heard from the customer, you need to trust that things are happening the way they should. They also talk about communication and weekly/bi-weekly check-ins with employees.

Unproductive Discussion: Participants talk about how you should always see an employee at least 3-4 times a week, the customer must not be getting what they need, and then they begin writing a guideline for how you must be in the office for X number of days each week.

Now direct everyone's attention to the challenges they came up with at the beginning of the session. Try to get through all scenarios and additional challenges.

ASK:

How would you solve the challenge X using a STAR Management style?

Facilitator's note:

Guide the discussion using the STAR mindset. Keep the conversation 'productive'. You can do this by reiterating the STAR foundational elements in terms of performance support and personal/family support (performance and schedule control).

SAY: You've done a great job today wearing the hat of a STAR workplace manager.

Focusing on performance is the foundation of a STAR workplace. When you focus on performance versus time in the office, your employees will feel supported both from a personal and family perspective as well.

SLIDES 22, 23, 24, 25: LEADING IN A STAR WORKPLACE, PERFORMANCE, SCHEDULE CONTROL AND PERSONAL FAMILY SUPPORT TIPS

SAY: I will be providing a handout with Tips for you to follow during your journey as a Leader of STAR.

First we will go over a few of the most important tips.

DO Go over the tips on the slides.

ASK: What questions do you have about the Tips we've reviewed?

Facilitator's note:

Answer any questions they have.

DO Provide each manager a copy of the document titled: Tips for Managing in a STAR Workplace (in the addendum). You can either pass this out, email it, or post it on an internal site.

SAY: This session is about ensuring you are able to manage in the new environment.

ASK: What questions do you have before we wrap up today?

Facilitator's note:

Listen for comments and questions that suggest the implementation of guidelines. Be keenly aware that this is the point at which many managers will unintentionally begin establishing guidelines which will inhibit or prevent the migration of the team. Continue to praise language and conversational elements that support the STAR workplace.

SAY: The next few weeks are about evolving to a STAR workplace. You and your employees are armed to take on the challenge. The next formal check-in will occur at the Forum.

The Forum is your opportunity to further explore the wins and challenges with your team. At these sessions, CultureRx will provide additional on-the-spot coaching and encouragement to help everyone continue moving towards the STAR workplace.

Thank you for your participation today. We'll see you at the Forum.

CHAPTER 6

PHASE 3: LEARN AND EVOLVE

Learn and Evolve: A Message

By the time you're in the final phase of migrating into a STAR much of the work has been done. By this point your teams have been changing the way they think about work, eradicating Sludge, and working hard to adapt their behavior to focus on results instead of time.

The next part of the process is designed to give you multiple opportunities to work with different segments of your organization in order to ensure that STAR sticks. Keep in mind that you are overcoming years and years of inertia. The traditional workplace may have been broken, but it's all we've known for a long time. As you work through the Learn and Evolve phase you might get frustrated with what people say. You might think, "We covered that already!" Just know that the change doesn't happen overnight. Even the most committed among you are going to have their moments. If you continue to be strong you'll be able to help them through. Patience and understanding are the watchwords for this phase.

There are two keys to successfully sustaining STAR:

Keep people talking. Because STAR is change it requires a lot of socializing. It seems obvious, but anything you can do to encourage interaction, the better off you'll be. Keep those conversations flowing. Get people excited and talking about STAR. If they're talking they're learning.

Find your champions. Some people will have internalized STAR more thoroughly (though not necessarily faster) than others. You'll know these people because they'll stand out. They are the ones who go out of their way to help others adapt. Reward those people with your time and attention. They are the ones who are fighting the good fight when you're not around.

ALL-TEAM FORUM

Forum: A Pep Talk

The Forum is basically a review session. Teams get a chance to quickly cover material they have been working through for the past few months. They'll be reminded about Time, Belief and Judgment; play around with their experiences eradicating Sludge, and share wins and challenges they've had in the practical applications of the Guideposts.

By now the team should have internalized the meaning and messages in the Guideposts and many of them will have completely embraced STAR. Even if they are struggling with some of the logistics their beliefs about work have been forever changed.

Other team members might not be as far along. Your goal in this session is to help those people, but more importantly to encourage the team to give them the help they need. As a facilitator you need to bring your energy and confidence to the room, but solve their problems for them. They have been doing that themselves and they need to continue to do so for you to fully evolve your organization into a STAR organization.

All-Team Forum: Overview

Your goal is to guide and coach participants based on where they are in the development of the STAR Workplace.

The Forum provides the opportunity for you to re-energize and re-focus the group towards making the guideposts and definition come true.

The Forum is highly participative and FUN. People will have a lot to share and many questions.

Time: You will have 2 hours.

Session Participants: Leaders, managers, and team members.

Session Logistics:

- ✓ Meeting room for 10 – 100 participants
- ✓ Projector/sound
- ✓ Projector Screen or White Wall
- ✓ Laptop
- ✓ PPT slides

What you need to be armed with:

- ✓ White board or flipcharts/Markers
- ✓ Laptop and LCD projector
- ✓ PPT
- ✓ Laptop/Projector
- ✓ DSS/S Forum Results

Forum Outline for Facilitator:

1. Welcome
2. Three Impediments
3. Definition
4. Sludge-fession
5. Guideposts and 1-10 scale (20 min for all the above items)
6. Wins (10 min)
7. Challenges (30 min)
8. Wrap-up and Next Steps

All-Team Forum: YOUR SCRIPT

SLIDE 1: STAR

SAY: Welcome ____ team! You have been “live” in a STAR workplace for a few weeks. Hopefully you have been trying some new things and challenging old beliefs.

The agenda for today is pretty straightforward: we want to remind you of where you are headed, hear what great things you have already experienced, and help you work through some of the challenges you have encountered.

First let’s look at the Do Something Different/Supportive poll results. You made a total of __ submissions to the DSS Forum, which shows your group has been working hard to create a STAR work environment. Nice work!

ASK: How did it feel to “Do Something Different” and take more control over your time? Did you notice people providing more support for each other? Does someone want to share what they did or observed and how it went?

Facilitator’s note:

Use poll results and questions like those above to elicit discussion about progress toward creating a work environment where people are more supported and have more control over their work time.

SLIDE 2: STAR DEFINITION

SAY: Let’s review the definition of a STAR workplace.

Facilitator’s note:

Read the definition out loud, putting emphasis on ‘each person’ and ‘as long as the work gets done’.

SAY: This is the definition we are working to make true. In the STAR workplace, you are supported both from a performance and personal/family perspective.

ASK: On a 1-10 scale, with 1 being ‘Nothing has changed. I have no freedom. I am miles from this being true for me’ and 10 being ‘I’m there! I have complete control over how I spend my time. I feel supported from both a performance and personal/family perspective’, where are you now?

Facilitator’s note:

Have people hold up their fingers. Take note of where people are falling – you will see most of them between five and 10. You may see some below five.

SAY: It looks like most of you are reporting over five. This is good!

I also see some of you are falling below five. Today we will be working on some of the challenges you are having so that you can continue to work toward being a 10.

SLIDE 3: TRIANGLE

SAY: Here are the three impediments we are trying to remove from the environment.

In a minute, we will be reviewing the Guideposts and STAR workplace definition again. Remember, the Guideposts are the framework to help us get to a place where the three impediments are completely removed.

Everyone has different job responsibilities and required outcomes, but everyone can work in an environment free of Judgment, the Power of Time and old Beliefs about how work should happen.

SLIDE 4: SLUDGE-FESSION

SAY: At your Culture Clinic session, we had a Sludge-fession activity. We would like to check in again and see how the Sludge Eradication is going in the team.

What kinds of Sludge comments are you hearing within the team? What kinds of Sludge comments are you hearing outside the team? What kinds of Sludge comments have you caught yourself saying? Have you noticed Sludge outside of work?

Facilitator's note:

Take this time to coach on Sludge Eradication. Reiterate that this language that judges how people are spending their time is not tolerated in a STAR workplace. It's not supportive language. You will notice that Sludge is getting removed and people are using the Sludge Eradication Strategy.

SAY: It sounds like the Sludge has been reduced, but there's still some out there. That is to be expected. It will take months for all of the Sludge to be completely removed from the team environment, and even then, you will still encounter Sludge from other teams and people from outside of work. Continue to focus on performance/results and continue to eradicate Sludge as you encounter it.

We're going to take a moment to review the Guideposts. You saw these at the Kick-Off and the Culture Clinic session. We'll continue to review them in each Forum session you attend. It is a good way to self-reflect and ask yourself if you are moving in the right direction. In other words, are the Guideposts becoming true for you?

As you watch the Guideposts again, keep the following things in mind: Are these true for me? How often are they true? On a scale of 1-10, you will be asked to rate how

true you feel the Guideposts are in your life with 1 being none of the Guideposts are ever true for me; and 10 being I live every Guidepost every day.

SLIDES 5, 6, 7: GUIDEPOSTS

SLIDE 8: STAR

ASK: On a scale of 1-10 (1 = none of the Guideposts are ever true for me; 10 = I live every Guidepost everyday), how do you rate yourself?

Facilitators Note:

Have participants hold up fingers with their rating. Notice where people are falling – above or below five. Most will be over five.

SAY: Great! We have people who've rated themselves over 5 and a few that are under 5. That is normal. This is a journey, and no two people will follow the same path, so we expect to have a range with every team.

The goal is to increase that number. Each time we get back together, we hope you are experiencing more and more of the Guideposts.

As with any change, it is critical to celebrate your wins along the way.

Facilitator's note:

You can leave the STAR logo slide up for the remainder of the Forum session.

ASK: What positive changes have you experienced as a result of the STAR workplace migration so far?

SAY: What a great way to show support for each other [if appropriate here].

Facilitator's note:

Here are a couple of examples:

I was able to take my child to school in the morning and did not feel guilty about arriving at work after 8 a.m.

We reduced our weekly team meeting from 1.5 hours to 1 hour and only schedule it when we really have items to discuss; otherwise, we send update notes to the team.

DO Walk around the room and encourage people to share. Reinforce how great the smallest of wins really are. When possible, tie them back to the 13 Guideposts to and

support for performance/personal/family to reinforce that the team is moving in the right direction.

Facilitator's note:

Be sure to leave most of the second hour to discuss/coach challenges.

SAY: These are all excellent wins! You've come a long way in a very short period of time and this is not an easy change.

You are probably experiencing challenges in your journey –and we're going to work on those challenges right now.

First, we're going to play a game to help us power-rank the top 10 challenges employees are facing in the journey to a STAR workplace. In order to rank the top challenges we are going to play a game called '35'.

Facilitator's note:

The principle behind this game is that people learn best when they create the content.

DO Give each person an index card.

SAY: I'm passing out a 3x5 card to each of you and I'd like you to write the biggest challenge you are having in your journey to a STAR workplace.

Facilitator's note:

You can give them an example like 'the biggest challenge is removing Sludge'. Give them a minute or two to write the challenge.

SAY: When you are done writing your challenge, hold up your card so I can tell when everyone is done.

Facilitator's note:

Watch for everyone to finish.

SAY: Look at your card and then emotionally detach yourself from the challenge because you are going to send the idea out into the world, and let the most common challenges rise to the top and the least common fall to the bottom.

Here's how we're going to proceed. Stay seated while I give you instructions.

DO Pick someone from the audience to come up and stand next to you so you can show them how the activity will work.

Facilitator's note:

Have a blank 3x5 card in your hand for demonstration purposes.

SAY: When I say 'go', you are all going to walk around the room trading your cards – really shuffling them. We are going to move quickly so the cards get really shuffled up.

Then I will say 'Stop, pair up'. Pair up with someone near you. If we end up with an extra person, that person should join a pair.

You are going to have 7 points to use to rate the cards. Use whole numbers when you rate (not decimals!) the challenge on the 3x5 card.

Together read both cards and decide how you want to score the cards. Remember, you get to distribute 7 points.

DO Choose someone near you and offer an example.

SAY: [Name] and I are going to demonstrate. [Name's] card says 'the biggest challenge is finding a parking spot when I come in after 9am'. My card says 'the biggest challenge is setting measurable goals'.

Facilitator's note:

The examples are not really on the cards you are demonstrating. Use this example or one like it.

SAY: Now we have to rank these. We've decided to give my card 6 points, and [name's] card 1 point. When you've decided how to divvy up the points, turn the cards over and put the point value on the back.

When you are done ranking during each round, hold your card up in the air so I know you're done and ready to move to the next round.

When all cards are in the air, I will say 'go' again, you will shuffle the cards, I will say 'stop, pair up' and you will do the same rating activity. We are going to do this 5 times or 5 rounds. After you've finished your 5th round, head back to your seat.

ASK: How many points could one card potentially get?

Facilitator's note:

The answer is 35. Five rounds x 7 possible points.

SAY: Good! Let's get started.

Facilitator's note:

Go through five rounds.

SAY: Go ahead and sit down with the card you have. Add up the numbers on the back.

Facilitator's note:

When they are finished, start counting down from 35 -- the maximum score an idea can get -- asking participants to look at the score on the card they ended up with. You keep counting down until someone has a card with that number of points, say 31 -- and that's the top idea generated and evaluated by the group of people. Keep counting down until you have identified the top challenges.

DO

Write the top 10 challenges on a flip chart or whiteboard.

Facilitator's note:

If you have a small group -- 50 participants or less -- do the top 5 challenges.

SAY: Great job! Here are our top ten (or five) challenges. Now we're going to solve them.

Facilitator's note:

Break up the room into 10 (or 5) groups. Assign each group one of the top challenges.

SAY: It is your mission at each table to solve the challenge using the 'STAR workplace' mindset. You will have 5 minutes to come up with a solution. Then, a spokesperson from your table will report out to the rest of the group.

Facilitator's note:

Use the report-out to foster discussion about the solutions to the challenges. Ask if anyone has additional ideas to the challenge other than what was presented. There are many ways to solve issues and challenges in a STAR workplace. No one answer is correct. The important thing is to have the people come up with their own solutions -- coach and guide them if they veer away from the essence of the STAR workplace principle. Also, for some of the challenges, but not necessarily all of them, ask what a supervisor or coworker can do to show support for some of these challenges. 'What would a supportive coworker do to help someone solve this challenge?'

SAY: You did a great job today solving challenges using the STAR workplace mindset. You'll want to continue doing this as challenges come up. Know that you have the answers inside you. Talk to each other and keep performance top of mind.

Thanks for coming, sharing best practices and solving issues. This is your last STAR session. You are well prepared to continue evolving to a STAR workplace. Continue focusing on results while you support each other towards common goals.

Addendum

Leadership Education/Team Kickoff
Guideposts
Guideposts What They Mean/Don't Mean

Sludge Session
Sludge Game Examples

Culture Clinic
STAR Feud Questions
Do Something Different/Supportive Behaviors

Manager-Only
Tips Handout

GUIDEPOSTS

People at all levels stop doing any activity that is a waste of their time, the customer's time or the company's money.

Employees have the freedom to work any way they want.

Every day feels like Saturday.

People have an unlimited amount of paid time off as long as the work gets done.*

Work isn't a place you go, it's something you do.

Arriving at the workplace at 2:00 pm is not considered coming in late. Leaving the workplace at 2:00 pm is not considered leaving early.

Nobody talks about how many hours they work.

Every meeting is optional.

It's okay to grocery shop on a Wednesday morning, catch a movie on a Tuesday afternoon, or take a nap on a Thursday afternoon.

There are no work schedules.

Nobody feels guilty, overworked or stressed out.

There aren't any last minute fire drills.

There is no judgment about how you spend your time.

*In STAR, non-exempt or hourly employees track time/time off in accordance with the Department of Labor guidelines.

GUIDEPOSTS – WHAT THEY MEAN/DON'T MEAN

People at all levels stop doing any activity that is a waste of their time, the customer's time or the company's money.

What it means:

People do not spend time in unproductive meetings
People manage communication effectively and with respect for other people's time
People automatically edit their work and remove low priority tasks

What it doesn't mean:

People are skipping critical process steps
People are avoiding critical client interaction
Necessary work is being deemed unnecessary just to get out of work

Employees have the freedom to work any way they want.

What it means:

Autonomy exists at all levels regardless of job or title
People are where they need to be, when they need to be there
The office is a tool, not the default location for work
It all counts – not just during core hours, Mon-Fri, on-site

What it doesn't mean:

Permission is needed to make choices to work smart
Not getting back to clients in a timely fashion
Never coming on-site

Every day feels like Saturday.

What it means:

Everyday integration of work and personal pursuits without regard to time, place, or schedule – only results
People are in complete control of their own time each day, every day

What it doesn't mean:

No work gets done because everyone is taking "time off"
No work gets done because I'm pretending everyday is Saturday, so I don't have to work but I still get a paycheck
Because I generally do not work on Saturdays, now I don't have to work... ever

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People have an unlimited amount of paid time off as long as the work gets done.*

What it means:

Focus on results, not time on the books

People managing energy so they feel rested and energized, instead of talking about feeling burned out or overworked

Exempt employees do not need to track time off

What it doesn't mean:

Everyone on permanent paid vacation

People taking advantage of others by taking more time off and leaving all the work for the rest of the team

Nobody gets a vacation

People always out sick and not doing any work

Work isn't a place you go, it's something you do.

What it means:

Everyone is working where and when they work best

More time working; less time in traffic or other time-sucking activities

Reduction in lost productivity due to presenteeism

Employees trusted to protect sensitive information regardless of location

Collaboration and communication become more focused and effective

What it doesn't mean:

People NEVER coming on-site

The breakdown of collaboration and relationships

People demanding home offices and PDA Phones

Sharing company secrets with competitors

Rapid increase in worker's comp claims

Arriving at the workplace at 2:00 pm is not considered coming in late. Leaving the workplace at 2:00 pm is not considered leaving early.

What it means:

Focus on results, not time on the clock

The time on the clock is not an indication of work starting or stopping

No permission needed to come and go regardless of day/time

What it doesn't mean:

People aren't working as hard as they should
People are out for themselves with no regard for co-workers, clients, or volume of work
Everyone is going to 'slack off' and not put in enough hours
People with kids aren't as dedicated or promotable

Nobody talks about how many hours they work.

What it means:

Nobody brags or even mentions how many hours they work
Managers focus on outcome and efficiency, not hours
Recognition is outcome-based, not activities based

What it doesn't mean:

People milking the system to put in as little time/effort as possible
The complete breakdown of capacity planning
Going against the Department of Labor guidelines

Every meeting is optional.

What it means:

Employees are questioning the time spent in meetings and making decisions based on whether a particular meeting is necessary or the right way to drive results
Time spent in unproductive meetings is greatly reduced
Meetings are not the 'default' to getting work done or collaborating
When people opt-in to a meeting they're fully present and undistracted by other priorities
Reoccurring meetings are greatly reduced or non-existent
Meeting time is not filled up. Decisions happen faster.

What it doesn't mean:

People declining ALL meetings
People declining meetings that will drive outcomes
People becoming disrespectful of client needs
People making decisions that they can't be trusted to make

It's okay to grocery shop on a Wednesday morning, catch a movie on a Tuesday afternoon, or take a nap on a Thursday afternoon.

What it means:

People are getting more of what's important done

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Managers are focusing on setting clear and measurable goals on a continuous basis versus as an event

There are no surprises or ambiguities at Performance Evaluation time

Natural cross-training and an 'I've got your back' teaming mentality develops

Teams meet client needs in a seamless fashion and client satisfaction goes up

What it doesn't mean:

Employees ignoring business needs to have fun

Clients not being served in a timely fashion

Employees taking on an 'entitlement' attitude

There are no work schedules.

What it means:

Flexibility does not need to be managed; it manages itself

Working hours are expanding, not hours worked

Employees and teams are making good decisions about how they spend their time, and are meeting the needs of the business in a fluid manner

Managers do not dictate 'core hours'

What it doesn't mean:

The whole team decides to work 5 p.m. - 11p.m. at night

Complete chaos – where is everybody?

Complete breakdown of business process and continuity

Nobody feels guilty, overworked or stressed out.

What it means:

People are taking care of the needs of the business and their lives so they feel better about everything

Innovation and loyalty thrive

People are motivated by an environment in which the foundation is one of trust and openness versus fear and control

People are taking care of their health and well-being and getting more rest so they can think clearly and make better decisions in all areas of their lives

What it doesn't mean:

People become apathetic and unmotivated

People working less and less to reduce stress

There aren't any last minute fire drills.

What it means:

A workforce culture that is proactive rather than reactive
No more crying wolf – importance is not measured by avoidable heroic efforts
A real fire doesn't need a drill because teaming and collaboration are fluid, focused and proactive all the time
Planning is the norm

What it doesn't mean:

Business emergencies never happen
Decisions are made without appropriate buy-in or available resources
A workforce that's static

There is no judgment about how you spend your time.

What it means:

Time is a negotiable, non-renewable commodity
Respect for the work and the people doing it
Ultimate trust between manager/employee and employee/employee
A workforce that's focused on the bottom line
People are where they need to be when the need to be there

What it doesn't mean:

People disrespecting management
A total breakdown of company values
Confusion and lack of purpose and direction

*In STAR, non-exempt or hourly employees track time/time off in accordance with the Department of Labor guidelines.

SLUDGE EXAMPLES:

Your kid is sick again? I wish I had a kid!

Boy those smokers get a lot of breaks!

Another vacation? How many vacation days do you get?

When is the boss going to leave so I can go home?

How could they get a promotion? They're never here!

10 o'clock and you're just getting in? I wish I could come in late every day!

STAR FEUD QUESTIONS:

You receive a meeting invite from a VP, but you don't understand the outcome or your role in the meeting. What should you do?

You're at a meeting that is totally unproductive. What should you do?

With STAR, how will you deal with different time zones when scheduling phone meetings with overseas coworkers? Is it okay to set up a meeting at 7am or 9pm mountain time?

A colleague in the Finance department comments "So how is that STAR thing going where you don't have to work as much as the rest of us?" What is your response?

In a STAR workplace, how will project managers continue to get timely updates?

You want to continue letting everyone know where you are between 8-5 M-F because it's common courtesy. If you do this, what part of a traditional work environment are you reinforcing? [Facilitator's note: we want them to discuss common courtesy...what is the difference between courtesy, monitoring each others' behavior, and authentically supporting one another? We want to be sure they have this discussion].

You decide to work in a location other than the office building on a Wednesday. How do you communicate this to your team and customers?

What should your voicemail say when you are working in a location other than the office building?

How do you mark your calendar when you are working in another location other than the office building?

What should your voicemail say if you're not working?

When would you use your out of office reply?

You do not do any work on a Thursday. Should you submit vacation time?

How are you 'available' when you're not working? (How do I get "down time" in a STAR workplace?)

If a customer needs a request met immediately and their normal contact is not in the office, what should you do?

Someone stops by your office/cube looking for someone else, who is not in their office/cube. They ask "Is so and so in today?" What is your response?

If an emergency or 'fire drill' comes your way, but you feel it's something that can wait until you're finished working on something more important, what do you say? Manager bonus: what do you do if a client calls you and demands a sooner delivery time after they've already negotiated a deadline with your employee?

Why is it inappropriate to indicate contact information or your whereabouts on your office/cube whiteboard? What behavior does it reinforce?

If you do not get a response from a coworker after leaving a voice mail or e-mail and a decision needs to be made, what do you do?

Why is it inappropriate to say "I'm taking a STAR day"?

How do managers evaluate performance in a STAR workplace?

How do you know if a teammate is pulling their weight? What do you do if you feel they are letting the work slip?

How do you determine capacity or work distribution in a STAR workplace?

You want to grocery shop on a Tuesday morning. How do you make that happen?

In a STAR workplace does comp time exist or make sense? Why or why not?

A project manager wants to set up re-occurring weekly meetings to touch base. You feel this is a waste of time and there's a better way to keep updated and movement on the project. What do you do?

DO SOMETHING DIFFERENT

Circle and commit to one different activity on the list. After you complete your activity, feel free to do any other different activities on the list.

I will leave the office at 3pm one day next week without saying anything to anyone. I will not engage in Sludge Anticipation.

I will make my next haircut appointment for a time during traditional work hours. I will not engage in Sludge Justification or Sludge Anticipation.

I will pick a weekday next week and not set my alarm clock. I will wake up naturally.

I will question a meeting invitation until the results we're trying to drive are crystal clear. If the outcome isn't clear, then I will decline the meeting.

For the next two weeks, I will not make reference to how many hours I work to anyone at work or outside of work.

I will pick a weekday next week and do my grocery shopping before 3pm.

I will pick a weekday next week and not come into the office until after 10am. I will not engage in Sludge Justification or Sludge Anticipation.

In the next week, I will remove one meeting from my calendar that is a waste of time.

In the next week, I will find and remove one reoccurring meeting from my calendar that is not necessary.

I will skip rush hour one day next week. Regardless of whether I choose to work or not work during that time, I will not inform anyone.

Next week, I will leave at a time that is not my usual departing time without telling anyone why.

I will pick one day next week and go to a matinee movie without engaging in Sludge Justification/Anticipation.

In the next two weeks, I will spend a half a day when I would normally be "at work" and do something that I like to do outside of work. I will not submit personal or vacation time.

In the next two weeks, I will pick a weekday and not work that day. I will not submit vacation or personal time.

I will attend all of my meetings for one full day without opening my laptop.

I will do my work for one full week wherever I want – inside or outside the building. I will not go into my office.

I will not indicate my whereabouts on my cube wall.

DO SOMETHING SUPPORTIVE

Circle and commit to one Supportive activity on the list. After you complete your Supportive activity, feel free to do any other supportive activities on the list.

I will look for ways to train and support others in their work.

I will give recognition to a coworker or a coworker's supervisor for helping train another.
I will offer to be a coworker's backup if needed.

I will volunteer to go to a meeting and report back to the group about action items.

I will make a concerted effort to improve documentation so that we are all working as efficiently as possible.

I will help a coworker prioritize tasks at their request.

I will offer to take on something for an overwhelmed coworker.

I will express empathy, understanding, or offer help when a coworker shares a family or personal challenge.

I will celebrate a coworker's family or personal successes.

I will offer to cover for someone who is experiencing a personal or family issue.

I will share a family or personal priority with a coworker.

I will share ideas or advice with coworkers about how I manage my own work and family or personal priorities.

I will bring up STAR in conversations with co-workers at least once a week.

I will work to get STAR on staff meeting agendas.

I will bring up a new idea that would improve our team's/unit's performance.

I will start a discussion about how we can work more effectively with off-shore resources.

I will start a discussion about how we can work more effectively with clients.

I will volunteer to help solve any problems or issues that arise as we move forward with STAR.

I will bring up a discussion of what our priorities are as a team.

At a team meeting I will bring up setting up backups as a team.

I will start a discussion about expected availability and response time for our group.

TIPS FOR MANAGING IN A STAR WORKPLACE

Overview

Congratulations! You and your employees are on an exciting journey to a STAR workplace – a workplace where each person feels supported from both a performance and personal/family perspective and everyone thrives.

The journey to a STAR workplace takes time. You will find yourselves going back and forth between old and new behaviors. This is expected. Your awareness of the new behaviors you're working to create will keep you moving forward.

STAR Definition – a 'flipped look' for 'Go-Live':

As long as the work gets done, people are free to do whatever they want whenever they want

General Rule of Thumb: If the work is not getting done, focus on performance – not **when** or **where** the work is happening.

TIPS

The following tips will guide you as you evolve to a STAR workplace:

Performance Support:

- Focus on providing performance support every day. Act immediately when a performance issue is brought to your attention. Provide immediate and consistent recognition for success at all levels around results for both individuals and the team.
- Focus conversations on activity that is directly linked to performance goals.
- Talk about results rather than schedules or random activities.
- Share what you've learned and successes with your peers. Use a performance-focused approach to planning, and ask your employees to do the same

Schedule Control:

- Give your employees the freedom to test out different options for how they do work.
- Allow employees to optimize their own work patterns based on the needs of the business and activities outside of work.

Personal and Family Support:

- Avoid creating new policies and guidelines that lock workers into fixed processes, rules or schedules that do not allow them to use common sense to manage work and personal pursuits. This practice will give them the personal and family support they need to live healthy and productive lives.

- Be realistic about what your employees should resolve and what you should take responsibility for.

Managing employees and business needs can feel challenging at times.

Ask yourself:

1. Are my employees meeting the expected outcomes of the position (i.e., managing deadlines and deliverables)?
2. Are the clients' needs being met (internal/external)?
3. Is the employee 'available' (i.e., attending meetings where appropriate, responding to e-mails and voice-mails, managing client expectations)?

Avoid the Trap: Typical Productivity Drainers

- Sitting in traffic when you could be working
- Wasting time in unproductive meetings
- Drive-bys or impromptu/unplanned meetings
- Thinking that effective management requires physical presence on a daily basis
- Cubicles
- Counting/tracking hours
- Core hours
- Minimum or maximum hours guidelines
- Watching the clock

MANAGEMENT CALL TO ACTION

- Challenge your assumptions about how scheduling needs to work.
- Model Authenticity – express your fears and concerns (i.e. I'm scared to death people won't show up to work or that resident needs won't be met or safety will suffer).
- Express humility about your fear and uncertainty.
- Communicate early and often.
- Model and reinforce positive behaviors.
- Evaluate your own perceptions/beliefs about how work needs to happen.

COMMIT TO CHANGE

Do: Be part of the change. Challenge your own practices.

Avoid: Saying "the way we've always done it works best"

BE PREPARED

Do: Set clear and measureable performance goals for your employees.

Avoid: Assuming that expectations are always clear; communicate often.

CHANGE STARTS WITH YOU

Do: Think about how your employees see you in terms of your reaction to change. Be aware of the cues you are giving off. Make sure that you are managing your own stress during this time, while helping others manage theirs.

Do: Make it safe for your employees to share their thoughts and feelings with you.

Avoid: Using your employees as your sounding board. If you need to voice resistance to the change, or challenge the way things are being done, talk your peers, STAR Coordinator or STAR Facilitator.

A MESSAGE TO STAR LEADERS:

As leaders in your company, it's critical to remain as focused as possible throughout this transformation process. Continuing to focus on the business is the essence of an outcome-based work environment - STAR. You may see your employees cope with the change in many different ways. In the early stages, employees may feel uncomfortable, nervous and self-conscious. They will be watching leadership closely to see if their commitment is just 'lip service'. They will all be at different levels of readiness for change – everyone perceives the readiness sessions differently.

Employees resist change when they:

- Don't feel in control
- Think expectations are unclear
- Don't understand the need for change
- Are doubtful of the success of the change
- Can't write themselves into the story
- Think there are negative outcomes for them personally
- Feel the change is irreversible
- Don't trust leadership or their leaders appear misaligned
- Have had little involvement in the outcome

We know that you would like to help your employees through this anxiety but aren't always able to provide them with the answers they need. It's important that you continue to engage with your team members. Interact with your employees at least once a week and commit to the following:

- Share with your employees that you can relate to what they are feeling and communicate about what you are doing to work through your own resistance.
- Develop a positive point of view about STAR. This will help show your commitment to the transformation effort.
- Identify the benefits of the change for each impacted group and for the Company.
- Use open-ended questions to elicit concerns and questions. (i.e. "What questions do you have?", "What is helping you to work through this change?", "What can I do to help?")
- Ask your team members to come up with solutions to a business problem you are facing - keeping people focused on resolving even small, everyday issues can provide a sense of accomplishment.

- Recognize and celebrate success - personally thank people who are continuing to deliver high-quality results during this time of change.

KEY BEHAVIORAL INDICATORS OF A SUCCESSFUL STAR WORKPLACE

STAR means:

- I'm focused on results, not time
- I have real conversations with my employees about how they are going to manage to their goals
- I trust my employees to manage their work and personal responsibilities
- I am clear about what I expect from my team
- I carefully plan expectations and allow my employees to manage to these expectations
- I communicate effectively with my team members about the work that needs to get done
- My employees focus on the client
- My employees do not need an excuse to balance their work with personal pursuits and responsibilities
- I support my employees and colleagues by what I say and do
- I provide performance, personal and family support
- I value my time and the time of my employees
- I utilize the best of myself and the best of the talent around me to accomplish goals
- I am committed to doing my best everyday
- I celebrate my employees' accomplishments both at work and outside of work