

GROUP LEADER GUIDE

A programme for the spiritually inclined working person



Human Values ^{at} Work

Making spirituality the inner context for your work



This group leader guide can be used to administer
and facilitate group sessions, study groups,
seminars and college courses

Debra and William Miller

Kirsten Pruzan Mikkelsen and Peter Pruzan

This workbook has been formatted for
2-sided printing and copying.

Human Values^{at} Work
Making spirituality the inner context for your work

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Welcome!

We warmly welcome you to the *Group Leader Guide for Human Values at Work: Making Spirituality the Inner Context for Your Work*.

The purpose of this *Group Leader Guide* is to give you general guidelines for administering the *Human Values at Work* programme and facilitating group discussions, along with the objective and timetable for each exercise. It is to be used along with the Self-Guided Workbook, which contains all of the programme content, participant questions and group exercise instructions.

We recognise that we are all learners on this path of *Human Values at Work*. As we wrote this guide, we drew upon our own experience in leading individuals and groups. And with each person who has participated with us in this programme, we have learned more about how to create the best environment for group learning.

We strongly suggest that you read the introductory section “Introduction: Creating what you want from this programme” and complete the “Module 1” exercises from the Self-Guided Workbook before going through this *Group Leader Guide*. The introductory section of the workbook contains background information that is not duplicated in this guide. And, by working through the exercises in Module 1, you will have your own experience from which to understand the information and suggestions found here.

Anyone is welcome to download and use both the Self-Guided Workbook and this *Group Leader Guide* free of cost. You do not need any special permission from, or affiliation with, the Global Dharma Center to participate in this programme.

We wish to thank everyone who contributed their time, talent and energy to make this programme possible. Most of all, we humbly thank Sri Sathya Sai Baba¹ for his guidance throughout this process.

We wish you the best experience of inquiry, discovery, insight, learning and sharing as you lead this programme. We hope that your life will be enriched as you integrate spirituality and the Human Values into your work.

Debra and William Miller

Kirsten and Peter Pruzan

¹ If you are unfamiliar with Sri Sathya Sai Baba, a universal spiritual teacher, there is more information available in Appendix C of the Self-Guided Workbook.

A Note about Fees and Copyright

The *Human Values at Work* programme is available to anyone in the world free of cost by downloading it from the website www.globaldharma.org/hvw-home.htm. The spirit of this programme is for it to be a volunteer service activity for the benefit of any and all spiritually-inclined working persons who wish to explore how to make spirituality and the Human Values the foundation for their work. This applies whether the programme is offered informally, or through business, government, educational, religious or non-profit organisations.

In that spirit, please note the conditions of the copyright notice that is found throughout all of the materials for this programme:

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Therefore, if you are going to administer or facilitate this programme, you should do so as a volunteer service to people, with no fees charged to the participants (other than reimbursement for workshop expenses such as food and the cost of the workbooks), or to the organisation sponsoring the programme. For example, if you are a professional consultant, facilitator or trainer, it is not permitted to charge fees for administering or facilitating this programme for your clients.

The only “exceptions” would be if you are a paid employee of an organisation and wish to administer or facilitate the program for other employees of your organisation on work time, or if you are a teacher conducting the program for the enrolled students of your educational institution. In those cases, you could receive your salary for the time you spend on the program and still be in accord with the copyright notice. However, it would not be permitted to charge an inter-departmental fee within your organisation for employees to attend. And, academic students should understand that they are paying not for the programme content itself (which is free to anyone), but for the academic credit offered by the institution.

If you have any questions about these guidelines, please contact us by e-mail at hello@globaldharma.org and we would be happy to help you.

Thank you for serving others in the spirit of this volunteer service programme!

Group Leader Guide

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Group Leader Guide

PART ONE:

Overview

1. Intention, Purposes and Objectives

This section describes the intention of this programme, the purpose of each module, and the objective of each exercise... thus giving an overview of the programme and how all of its varied components interrelate with each other.

Intention of the programme

The initial inspiration for the content of the programme was:

1. Recognising the synergy between:
 - a) Five Human Values that are found in all major world religions and that are frequently referred to by Sathya Sai Baba; AND
 - b) The values that our collective business experience showed us were the fundamental roots of healthy, vibrant, viable organisations – and of healthy, vibrant and viable work lives for individuals and groups.
2. Realising that a spiritual context is a vital aspect of living and working in accord with the Human Values.

With this as an initial springboard, the *intention* of the *Human Values at Work* programme is to assist spiritually-inclined working persons to:

- Identify themselves by their spiritual nature, first and foremost
- Identify their spiritual view of life from which to live and work
- Recognise the Human Values that are inherent to their spiritual nature
- Expand and unfold their natural ability to express each Human Value at work
- Integrate what they think, say and do in accord with their spiritual view of life and the Human Values
- Make their work an arena for spiritual growth, and apply that growth in their work
- Bring spiritual awareness and Human Values to their work in a non-sectarian way

The basic programme of *Human Values at Work* (Volume I) covers three topics:

- *Module 1: You and Your Spirituality*
- *Module 2: The Spiritual Basis of Human Values*
- *Module 3: Developing Spiritual Integrity*

Purpose of each module

Each module has a specific *purpose* that is directly related to at least one of seven spiritual principles found in the discourses of Sri Sathya Sai Baba, a universal spiritual teacher:

1. We are spiritual beings first and foremost; we exist beyond our bodies (Module 1)
2. Divinity is the very core of our humanity, so to be fully human is to be spiritual (Module 1)
3. Spiritual values are Human Values (Module 2)

4. Cross-culturally, all spiritual traditions share five common Human Values: Truth, Righteousness, Peace, Love and Non-violence (Module 2)
5. A key measure of spiritual growth is the purity and unity of thought, word and deed (Module 3)
6. The spiritual core of the Human Values is that “Divinity resides in all creation” (Modules 2 – 8)
7. Our work is an important arena for spiritual growth and selfless service to others (Module 9)

Module	Title	Key Theme	Purpose
1	You and Your Spirituality	<i>We are spiritual beings, first and foremost</i>	To establish a foundation for the journey of making spirituality the inner context for work
2	The Spiritual Basis of Human Values	<i>Spiritual Values are Human Values</i>	To understand the spiritual essence of each Human Value and its cross-cultural and individual expressions
3	Developing Spiritual Integrity	<i>Spiritual integrity is purity and unity of thought, word and deed</i>	To purify and unify thought, word and deed as a consistent practice of spiritual integrity
4	The Human Value: Truth	<i>Truth is recognising the unchanging, essential nature of Divinity in oneself and all creation</i>	To discover the practical, work-related expressions of Truth
5	The Human Value: Righteousness	<i>Righteousness is living in accord with the Divinity in oneself and all creation</i>	To discover the practical, work-related expressions of Righteousness
6	The Human Value: Peace	<i>Peace is dwelling in the oneness of Divinity in oneself and all creation</i>	To discover the practical, work-related expressions of Peace
7	The Human Value: Love	<i>Love is experiencing the bliss of Divinity in oneself and all creation</i>	To discover the practical, work-related expressions of Love
8	The Human Value: Non-Violence	<i>Non-Violence is regarding and treating everyone and everything in creation as Divinity</i>	To discover the practical, work-related expressions of Non-Violence
9	Practicing Human Values in Your Everyday Work	<i>Living your spirituality and the Human Values at work</i>	To identify the practical means for making work an ongoing spiritual practice

Objective of each exercise

Each module includes nine types of exercises to inspire and promote both individual and group learning. The overall aim of this learning design is:

- To address the different ways that adults learn
- Maintain interest and variety
- Integrate the inspirational with the personal and practical
- Stimulate in-depth inquiry into what can sometimes be “new territory”

The objective of each exercise is:

Exercise	Topic	Objective
0	Opening, check-ins	To tune in to “where I am” and “where I’m going” and to instil confidence in progressing through the programme
1	<i>Sitting in Silent Contemplation with Inspirational Readings</i>	To quiet the mind and to obtain inspiration from spiritual texts
2	<i>Inspiring Spiritual Qualities</i>	To learn from inspirational role models how to recognise and apply spiritual qualities at work
3	<i>Exploring the Key Theme</i>	To stimulate an inquiry into the spiritual basis of the module and its key theme
4	<i>Personalising the Key Theme</i>	To make the key theme personal and relevant
5	<i>Living the Theme</i>	To gain the practical experience of applying what is being learned to a personal, everyday work situation
6	<i>Exploring Concerns and Reservations</i>	To bring concerns and reservations to full awareness and convert them into stimuli for deeper learning
7	<i>Building Your Strength</i>	To develop greater confidence and competence with the material
8	<i>Anticipating a New Situation</i>	To examine how to bring spirituality and the Human Values to a totally new work situation
9	<i>Formulating Your Intentions</i>	To plan how to continue growing with what has been learned

2. Roles of the Group Leader

The Group Leader has two roles: administering the programme and facilitating the group inquiries and sharing. You may wish to divide these roles between two people.

The administrator role

The role of the administrator is to take care of the “logistics” that happen *before* and *after* a group session:

- Informing potential participants that a programme is to be held
- Keeping a record of who plans to attend (and who does attend)
- Securing a meeting place
- Establishing and communicating the time and place for everyone to meet
- Setting up the room ahead of time
- Distributing the Self-Guided Workbooks to participants
- Informing participants to bring their Self-Guided Workbook to each session
- Keeping track of what has been covered in each group session
- If you are following the ‘Toastmasters’ Style Meetings (see Appendix A), scheduling volunteer presenters who will share on a specific topic at each session
- Optional, if time permits: Compiling and distributing any notes that the group wants to receive after the session

The facilitator role

The role of the facilitator is to take care of what happens *during* a group session and to provide support to participants *between* sessions:

- Starting the sessions on time
- Explaining the intention and agenda of the programme as a whole and the purpose of each module
- Keeping the group on track with the agenda and timing for each module (see Section 4 or Appendix A for various group formats)
- Leading the group through each exercise of a module
- Setting the tone and guidelines for open, constructive group learning
- Facilitating the inquiries and sharing within each exercise
- Working with individual participants and the group/sub-groups so that everyone contributes to the optimal success of the programme
- Being available to support the participants between the sessions and/or create support partners, teams, or networks within the group
- If you are following the ‘Toastmasters’ Style Meetings (see Appendix A), guiding the volunteer presenters in preparing their topic (as needed)
- Optional, if time permits: Creating a “group memory” of what was discussed, if desired by the group

3. How to Benefit Most from this Group Leader Guide and the Self-Guided Workbook

This Group Leader Guide is to be used along with the Self-Guided Workbook. The Workbook contains all of the programme content, participant questions and group exercise instructions. This Group Leader Guide contains general guidelines and commentary for facilitating the group inquiry and sharing, along with the objective and timetable for each exercise.

This programme has been designed so that no formal Group Leader training is required. Any group of people can use the combined materials of the Self-Guided Workbook and this Group Leader Guide to conduct their own programme. Also, a Group Leader does not require any special training in the contents of the programme; the Self-Guided Workbook provides all the key content, and this Group Leader Guide provides the essentials for fulfilling the Group Leader roles of administering and facilitating group sessions.

As a Group Leader, it is important that you have your own experience of reading, completing your answers, and beginning your practical application of each module before you actually lead a group session on that module. We strongly suggest that you stay at least one module ahead of the group.

In addition, as we expressed in the Welcome letter, we recommend that you read the section called “Introduction: Creating what you want from this programme” and complete the “Module 1” exercises from the Self-Guided Workbook before going through this guide. In that way, you’ll be able to understand the information and guidelines contained here from your own experience.

Being a Group Leader of this programme offers you a rich and unique opportunity to grow personally, professionally and spiritually as you serve those in the programme. You can get the most from being a Group Leader of this programme by adopting a spirit of curiosity, inquiry and openness – and a dedication to having each person, including yourself, find his or her own answers as to how to live their spirituality and Human Values at work.

You may find times when you feel personally challenged with the programme material. We encourage you to be open about this in the group – be a fellow participant on this journey, as well as Group Leader. Ultimately, your authenticity, courage and dedication will provide you with the greatest source of power for your leadership, whether you are in the role of administrator, facilitator, or both.

In summary, to have the richest possible experience of being a Group Leader of this programme:

- Maintain a “spirit of inquiry”
- Be open to personal, professional and spiritual growth
- Be authentic as both a leader and a fellow learner
- And most of all, enjoy yourself!

Group Leader Guide

PART TWO:

Setting Up Group Sessions

4. Formats for Group Sessions

a) Benefits of group sessions

This programme on *Human Values at Work: Making Spirituality the Inner Context for Your Work* has been designed for participants to take on their own and/or in a group setting.

- On their own, they can pace themselves through the exercises, possibly discussing what they have learned with a friend or colleague.
- As part of a group, they can: (a) do the exercises together; or (b) do them at their own pace and come together at specified times for group sharing and dialogue.

While there is no requirement for a person to take this programme in a group, there are many benefits to participating in group sessions, such as:

1. By sharing their own answers out loud, participants can gain clarity and confidence in what they think and feel about the material.
2. By hearing others' answers, participants can broaden their own perspectives and deepen their own understanding.
3. By forming a community with others who are interested in spirituality at work, participants can gain confidence and give support to each other in ongoing development and practice.

b) Types of group sessions, with suggested agendas and timing

There are at least four types of group sessions you can lead:

1. *Study Circle Sessions*: (participants read the same module beforehand and meet to discuss it in sessions lasting from 1 to 3 hours...)
2. *College-Style Courses*: (like the study circle, but with the possibility of supplementary readings/materials, longer meeting times, and “grades”)
3. *Seminar Sessions*: (participants read, answer workbook questions, and discuss the same module in intensive half- or full-day sessions)
4. *‘Toastmasters’ Style Meetings*: (participants may be reading different modules and get together in short 1-hour sessions to share experiences and be energised)

In the pages to follow you will find the purpose, distinctive features, duration, typical settings, sample agendas and time schedules for the Study Circle Sessions, since that is the most common type of session.

Appendix A contains this same information for the other three options, and will assist you to determine if these other options fit your needs better.

c) Suggested agendas and timing for Study Circle Sessions

The *purpose* of Study Circle Sessions is to:

- Explore a variety of individual answers to the questions in each module and to probe the depths of the group's collective wisdom
- Uplift and encourage participants in the learning and application of the programme materials
- Create a sense of community and support
- Share "success" stories as well as the wisdom gained from concerns and reservations

Distinctive features include:

- Participants read and complete the same module in their Self-Guided Workbook ahead of time at their convenience
- Everyone explores the same module during the group session
- Everyone can share (no pre-selected presenters)
- The group stays intact throughout the series of sessions (in rare cases a few might join late and "catch up")

There are four different ways to conduct study circle sessions depending on the time you have for each meeting. In general, it takes 7 – 9 hours of discussion time per module, including breaks; in addition, it takes 2 – 3 hours to read and answer the self-inquiry questions.

1. If you have 1 hour to meet each time, you can cover one exercise per meeting. (This would require 9 meetings to cover each module.)
2. If you have up to 1½ hours per meeting time, you can follow the timetable on the next page for Study Circle sessions. (This would require 5 meetings to cover each module.)
3. If you have up to 3 hours per meeting time, you can follow the timetable in Appendix A: College –Style Courses, Option A. (This would require 3 meetings to cover each module.)
4. If you wish to do one module in a full day session, you can follow the timetable in Appendix A: College –Style Courses, Option B.

Typical settings include regularly scheduled meetings:

- After-work
- During work hours (if company-sponsored)
- Evenings
- Weekends
- Three-day weekend retreat (for a programme of three modules)

Agenda and Time Schedule for a Study Circle Session:

Five 1½ hour sessions per module

Participants are to complete the same module in the workbook before the session.
Time is spent in sharing and discussion only; no reading or filling out questions

STUDY CIRCLE SESSION	Exercise	Topic	Time (minutes)	Notes
		Session 1: Opening and Check-in	20 ²	Group Leader opens the session, introduces the module, and leads the opening exercises
	1	<i>Silent Contemplation with Inspirational Readings</i>	30	Read the inspirational quotations; then Group sharing*
	2	<i>Inspiring Spiritual Qualities</i>	30	Group sharing*
		Closing	10	Leader and Group comments
		Session 2: Opening and Check-in	20	Group Leader opens with a welcome, then group sharing*
	3	<i>Exploring the Key Theme</i>	30	Group sharing*
	4	<i>Personalising the Key Theme</i>	30	Group sharing*
		Closing	10	Leader and Group comments
		Session 3: Opening and Check-in	15	Group Leader opens with a welcome, then group sharing*
	5	<i>Living the Key Theme</i>	35	Group sharing*
	6	<i>Exploring Concerns and Reservations</i>	30	Group sharing*
		Closing	10	Leader and Group comments
		Session 4: Opening and Check-in	15	Group Leader opens with a welcome, then group sharing*
	7	<i>Building Your Strength</i>	30	Group sharing
	8	<i>Anticipating a New Situation</i>	35	Group sharing
		Closing	10	Leader and Group comments
		Session 5: Opening and Check-in	30	Group Leader opens with a welcome, then group sharing*
	9	<i>Formulating Your Intentions</i>	30	Group sharing
	Closing	30	Group Leader does “final” wrap-up for this module	
	TOTALS	450		

* Follow the instructions for each exercise using “Section 7: Guidelines for Conducting Each Exercise”

² For Module 1, this time can be extended to 30 minutes, and less time given to Exercises 1 and 2

5. Establishing Groups and Hosting the Sessions

a) Size and composition of groups

You can conduct this programme with any sized group (from 3 to 30 to 130...). If you are using the study circle, college course, or seminar format, the group discussions can be done in various ways, such as:

- Everyone can stay together in a large group setting
- You can form sub-groups when it is time for participants to share their insights, stories and experiences
- You can use a combination of the smaller sub-groups and large group setting

For more detail guidance on how to lead each of these options, refer to Section 6.f., “Introducing each exercise and facilitating group sharing”. The ‘Toastmasters’ Style groups have a different format altogether, without the use of sub-groups, so refer to Appendix A for more information on how to set-up and lead these groups.

Your choice as to the composition of groups depends on how homogeneous you want your group to be. For example, you can invite:

- Members from the *same workgroup/function* (to have similar situations to discuss) OR members from a *variety of workgroups/functions* (for a diversity of situations)
- Members from the *same level* in an organisation (to have similar “authority” perspectives to discuss) OR members from a *variety of levels* in the organisation (for a “vertical slice” and diversity of “authority” experiences)
- Members from the *same organisation* (to have similar mission and work perspectives to discuss) OR members from a *variety of organisations* (for a diversity of work focuses)
- Members from the *same profession* (to have similar situations to discuss) OR members from a *variety of professions* (for a diversity of situations)

Each choice has its own advantages. It’s up to you and your intuitive sense of what will give you and the group the best balance between the breadth and depth of exploration and learning from each other.

b) Issuing invitations and information

We encourage you to distribute the “Invitation” pages found in Appendix A of the Self-Guided Workbook as a way to inform potential participants about the basic background, rationale, self-inquiry method, content and benefits of the programme. In that way, they can choose for themselves ahead of time if this programme is right for them. Create a

cover letter that tells them who they can contact for more information and gives them the meeting dates and times if they have already been established.

We *absolutely discourage* coercing anyone to participate, even at an off-site retreat where “everyone else” might be doing the programme. We encourage the administrators to let everyone know beforehand that the programme is purely voluntary, to eliminate any sense of peer pressure.

c) Distributing Self-Guided Workbooks and Group Leader Guides

You can download a copy of the Self-Guided Workbook from the website www.globaldharma.org/hvw-home.htm and then copy or print it yourself to distribute; duplication IS permitted within the conditions stated on the copyright page. Or you can have participants download and print a copy on their own. These are all free of charge. The download file is in an Adobe Acrobat PDF format and is designed for 2 sided printing and copying for ease in putting into a notebook. This same information is applicable for copies of the Group Leader Guide.

d) Having participants complete the workbook in advance

Except for seminar-type sessions (see Appendix A of this *Group Leader Guide*), it is extremely important that each participant reads through the entire module and answers all the self-inquiry questions before coming to a group discussion session. There are three reasons for this:

1. It gives participants the time they need to understand the new concepts
2. It enables participants to have deeper discussions about their self-inquiry answers
3. It helps the facilitator to be able to follow the suggested timings

If someone comes to a group session who has neither read the module in advance nor completed the self-inquiry questions, we suggest that you give them a copy of the participant letter in Appendix B: “Suggested guidelines for participants who have neither read a module nor answered the self-inquiry questions before the group session.” This will give them guidance for fitting in with the group and participating in the session.

e) Setting up the room

The most important feature of the room set-up for the Study Circles, College-Style Courses and Seminar Sessions is the ease in forming sub-groups of 3 – 4 participants, if you will be using sub-groups. We advise you to set up the room in any of the following ways. Here is our recommended priority order:

1. Chairs in circles or semi-circles, with no tables (for flexibility and an atmosphere of informality)
2. Chairs around tables seating 4 – 8 people (preferably round tables)
3. Chairs around a U-shaped conference table
4. Chairs at long-and-narrow tables that seat 3 – 4 people on one side only, arranged in theatre style

For 'Toastmasters' Style Meetings it is best to set up the room where the focus of the meeting is toward the front of the room. Each presenter then comes to the front of the room to speak.

The room set-up can be adjusted to accommodate the local customs of various cultures around the world. For example, if participants are accustomed to sitting on the floor, that arrangement is equal to our recommendation #1 above. And in some cultures where it is customary for men and women to sit separately, we encourage such customs to be honoured.

Group Leader Guide

PART THREE:

Facilitating The Group Sessions

6. Facilitation Guidelines

These guidelines will become more meaningful to you as you gain experience in actually leading the modules. Therefore, we encourage you to refer back to them from time to time to refresh your skills for facilitating the group sessions.

a) Leading from your spiritual theme

As you are leading a group session, it is important that you are fully aware of and embody your own spiritual view of life and spiritual theme to the best of your ability. As well, it is important that you lead *from* your spiritual view of life and do not attempt to lead the participants *to* your spiritual view of life, or your religious beliefs; this programme is purposefully non-sectarian, with an emphasis on honouring the diversity of spiritual paths.

In all cases, one of the best ways you can serve your group is by your own example of “living the programme”, without expecting that others will apply it in the same way you do. Always keep in mind that each participant, including you, will have his/her own unique spiritual view of life and individual ways of expressing the Human Values.

b) Sharing your enthusiasm and experiences as an equal

As a Group Leader, bring your own energy and heartfulness to the group. Be fully present with them, honouring your own, and their, commitment to take this inner journey of exploring how each of you can make spirituality the inner context for your work and live the Human Values at work. In addition, we encourage you to:

- Lead through your own experience and example, while following the guidelines for leading the group through each module and exercise.
- Keep your focus during the group sessions on the participants’ own reflections and learning and avoid becoming the “answer/expert” person.
- Encourage everyone to find their own unique individual answers, rather than relying on you or others in the group to articulate them.
- Keep any comparisons or contrasts “neutral” – just notice the differences and distinctions and avoid any tendency in yourself or in the group to judge one as better or worse than another.
- Avoid pressing for group agreement or consensus as this programme is focused on allowing each person’s personal experience to be his or her best teacher.

c) Emphasising “self-inquiry”

The focus of the *Human Values at Work* programme is to assist spiritually-inclined *individuals* to develop themselves and express their spirituality and the Human Values in their work. Therefore, the primary focus of the group sessions is to assist participants in *deepening their self-inquiry and gaining self-confidence to put into practice what they have learned.*

It is natural that participants will be inspired to share this programme with their spouse or their workgroup, or maybe even with a large association they belong to. As a facilitator, it's important to support them in these more expanded ideas, while at the same time encouraging them to keep their focus on their own self-inquiry and putting into practice what they have learned. The opening exercise in Module 1 titled "Embodying What You Learn Before Focusing On Others" is designed to address this point, so plan to spend quality time discussing their answers to this set of self-inquiry questions.

For some participants, this self-inquiry process may be new and may seem awkward at first. Encourage them to be patient and give themselves time to see the benefits of this process as they progress through the programme.

Finally, you may wish to consistently emphasise the "start early, drive slowly, arrive safely" concepts in the Opening section of the programme (just before starting Module 1) and covered more thoroughly in Exercise 9 of Module 3. This process again emphasises the importance of participants starting with their own "inner development" and "embodying" what they have learned.

d) Nurturing group learning

For a flower garden to flourish, you need healthy seeds, fertile soil, pure water, warm sunshine and invigorating air. In the same way, for the flowering of vibrant group learning, you need all five Human Values. Each Human Value gives us important guidelines for group learning that bring to full bloom the wisdom of each individual:

Learning Guidelines	The Human Values
<ul style="list-style-type: none"> ▪ Listen and speak from the heart ▪ Care enough to hear fully from each person (no side conversations) 	Love
<ul style="list-style-type: none"> ▪ Be authentic in sharing your thoughts, words and deeds ▪ Honour the time available for all to share – stay focused 	Righteousness
<ul style="list-style-type: none"> ▪ Listen patiently and openly; welcome all points of view ▪ Uplift and encourage everyone's confidence 	Peace
<ul style="list-style-type: none"> ▪ Give the "headline" of your thoughts before the details ▪ Share <i>your own</i> personal experiences rather than talking about others' situations 	Truth
<ul style="list-style-type: none"> ▪ Respect differences and avoid criticism of others ▪ Honour confidentiality 	Non-violence

We suggest that you post this chart in your group meeting room and review it with the group at least once per meeting. When you post these guidelines for the group, you:

- Remind everyone to practice the Human Values “here and now”
- Have a ready guide to refer to while facilitating the group (and sub-groups) in their inquiries and sharing

On this latter point, if a group is getting bogged down, off the track, or dominated by a person or two, refer the group to these “Learning Guidelines” as a reminder to take self-responsibility for sustaining a healthy climate for learning.

e) Starting a group session

In general, each time your group gets together we recommend that you:

- Give them an overview of the purpose, topics and schedule for the current session you are having.
- See what participants have experienced since the last session as they have applied the programme in their work.
- Remind them to turn off their cellular/mobile phone ringer and beepers.
- Point out any other reminders that relate to your specific facility or situation, such as the location of toilets, arrangements for lunch, etc.

If this is your first session with a group, more detailed guidelines for starting each Module can be found in Section 7 of this guide.

f) Introducing each exercise and facilitating group sharing

When you introduce each exercise, you will use the material provided in the Self-Guided Workbook as well as in Section 7 of this guide. Also, when you facilitate the group sharing, you will use the “individual questions” that participants answer in their Self-Guided Workbook.

To best introduce each exercise, we suggest that you:

- Share the learning objective of the exercise
- Share an overview of the exercise material
- If you wish, have participants read excerpts from the exercise that will highlight the learning objective of the exercise

To best facilitate the group inquiry and sharing, we suggest in general that you:

- Announce the time available for each exercise and encourage participants to give everyone an equal share of time
- Assist each person in expressing their *own* best answers
- Guide participants to stay within the boundaries of their spiritual theme and the Human Values

- Honour each person's style of learning
- Celebrate the diversity of answers
- Follow the guidelines for "Working with very talkative people" if a participant is dominating the time with their stories

You'll find more specific suggestions in this section as well as in Sections 6.g. and 6.h. Since each facilitator will have different levels of experience in working with groups, it is best for you to discover ways that work best for you, based on your facilitating skills and the size of group you will be leading. Below are three options you can consider to help you choose the best way to lead your group discussions.

Facilitating the entire group together

Depending on the size of your group, you may want to keep everyone together while you introduce each exercise and facilitate the group sharing. The advantages of keeping everyone in the full group include:

- You can maintain control of when to start each exercise and how much time you give the participants to share their stories and experiences.
- Everyone can hear what everyone else has to say.
- You can more closely monitor that everyone gets a chance to share and participate.
- You can see when a conversation has finished early and it's time to move on to the next exercise; you can also see if some extra time is needed before you move on.

Typically groups of 5 – 20 can have an open, flowing sharing where most everyone can have the "air time" to express their ideas. If you have a group with more than 20 participants and want to facilitate the entire group together, it works best if you create a selection process for sharing. See the upcoming Section 6.h. on "Ways to have individuals share" to learn more about how to do this.

Facilitating with sub-groups

Rather than facilitating the full group, you may wish to form sub-groups for the group sharing. The advantages of using sub-groups include:

- As with the large group, you can maintain control of when to start each exercise and how much time you give the sub-groups to share among themselves.
- It gives everyone a more equal chance to share their insights, stories, memories, experiences, questions, points of view, etc.
- It gives participants who are quiet, or shy about speaking in a larger group, a more comfortable way to share.
- You can change the composition of the sub-groups from one exercise to another so participants have a chance to listen to a variety of insights, stories and experiences.

If you choose this option, it is best for you to introduce each exercise and then have the participants form smaller sub-groups of 3 – 4 people to share their individual insights, stories and experiences. (We suggest sub-groups with 3 – 4 people to maximise the individual sharing time.) Before putting them into sub-groups, be sure and let them know

how much time they have to share, so that everyone in the sub-group has a chance to speak.

As an additional idea, if there are two or more facilitators, you can form smaller groups and lead them semi-independently, with each facilitator leading their group without trying to coordinate with each other. Then, the two groups could meet and exchange insights and ideas during break times and during a final wrap-up time together. With this option, you could perhaps switch the composition of the two groups at the middle of the day, if both groups had completed the same exercises by then.

Facilitating a combination of the large group and sub-groups

If you wish to combine both options, you can have sub-group discussions and then bring everyone back into the large group for participants to share the “best insights” that were discovered in the sub-groups. The advantages of using a combination of sub-groups and large group include:

- Participants are able to share in their smaller sub-groups while still getting a chance to hear from others in the large group.
- By sharing the “best insights” in the large group, participants are exposed to a wider range of ideas they might not have heard in their sub-group.
- You can change the composition of the sub-groups from one exercise to another so participants have a chance to listen to a variety of insights, stories and experiences.

If you do this, it is important to let the sub-groups know ahead of time just how much time they have for sharing, so everyone has enough time to share before returning to the full group.

The disadvantage of using both sub-groups and large group sharing is that you must reduce the amount of time the participants share in their sub-group in order to have adequate time for sharing in the large group.

Facilitating when participants have not read the module in advance

As discussed earlier in Section 5.d. “Having Participants Complete the Workbook in Advance”, it is important for participants to read the module and complete the self-inquiry questions before each group session (except for seminar-type sessions). If you have a participant who has not completed this pre-assignment, then we suggest that you:

- Give the participant a copy of the letter in Appendix B. This will give him or her some guidance for fitting in with the group and participating in the session.
- Conduct the session at a pace suitable to those who *have* completed the pre-assignment (rather than slowing things down for the participant who hasn’t).
- If the participant needs special attention to understand key concepts, do this at a break and/or lunch – rather than spending a great deal of the group time for this.

g) Responding to questions

Avoid being the “expert”

In your facilitator role as Group Leader, it is not your responsibility to be the “expert” about either:

1. What is written in the Self-Guided Workbook
2. How participants should/could apply the material to their work situation

If participants ask you for your “expert” advice or opinions, we offer these suggestions to use as appropriate:

- Emphasise that what’s important is for each person to find his or her own answers based on their spiritual view of life and their experience of living the Human Values.
- Ask them to state the question in personal rather than general terms – see Module 1, Exercise 6 as an example of how to do this.
- Invite others to share their experiences from similar inquiries or situations, so long as it is not “advice”. The key is to have each person speak about themselves, and not focus on “problem-solving” someone else’s situation.
- Share *your own* experiences from similar inquiries or situations – as inspiration, not as “advice”. Such sharing can open and expand the dialogue and give participants more confidence to share their experiences. For example, start with, “I once faced a similar situation...”
- Make a group Parking Lot for questions that arise consistently in the group discussions, or ask individual participants to put their question into their own Parking Lot. These questions will then be addressed either as part of Exercise 6 in each module or as they naturally occur in other exercises.
- When a question remains unresolved at the end of a session, remind participants to write it in their Parking Lot and see what new insights they get in-between sessions. (There’s a time at the beginning of each session to check in on these items.)

If your group gets stuck on a question

There may be times when the group (or a sub-group) “gets stuck” on a question. *Rest assured that these “stuck places” can be the opportunity for the richest learning in the programme.* It requires your patience and their diligence to see it through. During times like these, you can assist them in creating Wonder Questions, as explained in the guidelines for Exercise 6 found later in this Group Leader Guide.

h) Simple group dynamics

Ways to have individuals share

There are many ways to have individuals speak and share in an orderly fashion, whether in large groups or smaller sub-groups:

1. “Go around the circle” – Start with one place in a circle (or other shape) and have each person share in turn, without being interrupted. We suggest giving participants the option of “passing” if they have nothing they want to say, with the option of speaking up later on the second go-around.
2. “Passing the card” – Pass around a card (or the microphone or other object) to signify whose turn it is; it doesn’t have to go around a circle. *Only the person with the card can speak.*
3. “Call on someone” – You call on each person to speak from among those who raise their hands to share.
4. Refer to the “Human Values Learning Guidelines poster” (see Section 6.d. on “Nurturing group learning”) when needed to remind participants of how they can each contribute to a positive environment for the group.

Keeping the discussions open and flowing

Here are some general ideas of how you can keep the discussions open and flowing:

- Ask “What is your spiritual theme” followed by questions such as:
 - “Based on your spiritual theme... how would you approach this?”
 - “Based on your spiritual theme... what steps would you take next?”
 - “What Human Value could best guide you in this situation?”
 - “If you were approaching this from the perspective of that Human Value, how might you proceed?”
- Turn any objections or negativity into Wonder Questions: “I heard you say this would be too costly. Based on your spiritual theme (or one of the Human Values that would be relevant), how can you turn that obstacle into a Wonder Question?”
- When a very general idea is voiced, ask the person for a specific way that idea could work from their spiritual theme and/or the Human Values. “I heard you say you need new packaging. Drawing from your spiritual theme and the Human Values, what kind of packaging would you design?”
- Also, you can use phrases such as: “Say a little more about that...” “Thank you...” “What I understand (or hear) you saying is...”

Working with very talkative or very quiet participants

Here are some suggestions for eliciting the “even” participation of everyone, especially if you have a few people who are speaking much more than the others.

1. If only a few are consistently speaking and the rest of the group tends to be quiet, use the “go around the circle” or the “pass the card” techniques... or switch to sub-groups of 3 – 4 participants.

2. If one or two people tend to talk “on and on” – telling long stories or never getting to the point of their sharing – you might talk to them privately and remind them of the “learning guidelines” (covered earlier Section 6.d):
 - “Give the ‘headline’ of their thoughts before the details”
 - “Honour the time available for all to share – stay focused”
 - “Listen patiently and openly; welcome all points of view”
 - “Care enough to hear fully from each person”
 - “Respect differences and avoid criticism of others”
3. Ask the quieter participants to read aloud the inspirational reading in Exercise 1 or the stories in Exercises 2, 5 and 8. This might give them a more comfortable experience of speaking that could eventually lead to more sharing of their own ideas.

i) Updating the Group Leader Guide with your own notes

Section 7 of this Group Leader Guide provides you with “Guidelines for Conducting Each Exercise”. We suggest that you keep a journal of your personal experiences and insights while facilitating each type of exercise – including such things as:

- Questions that tend to arise in a particular exercise
- Things you learned in the process of facilitating that you want to strengthen and continue to practice
- Things that helped a participant or the group get clear on a concept

In addition, we would appreciate your sending us an email (hello@globaldharma.org) including your important notes and comments about a module or specific exercise. As we learn from your experience, we’ll be better able to update the new edition(s) of the materials. If you have questions, we’ll be happy to offer our ideas and suggestions.

7. Guidelines for Conducting Each Exercise

General guidelines

There are key guidelines you can apply to every exercise or conversation you have with a participant or with your group. While we will list them here for easy reference, you will also find them throughout the exercises.

- We strongly recommend that you carefully study the Self-Guided Workbook – inquiring into your own experience of it and applying it to your own work. This will give you the best foundation for guiding others to do the same for themselves.
- Keep in mind that a fundamental intention of this programme is for each person to come to their own answers – through self-inquiry, introspection and direct experience as well as listening and sharing with others. Continually guide the participants to discover their own best answers.
- Discuss the objective of each exercise with the participants before beginning the exercise. Remind them as needed of the purpose of the module and the overall intention of the programme
- Urge participants not to rush to a solution for their challenging situations, concerns or reservations. Remind them to be patient and to allow their wisdom and insight to unfold naturally as they progress through the programme.
- There may be times when participants do not have ready answers to the self-inquiry questions. As you review your own work in a module (before leading others through that module), prepare some examples from your own experience to help them along, if needed.
- When participants are sharing, either in the large group or in their sub-groups, ask everyone to listen patiently and openly, without offering unsolicited advice or trying to “sell” a solution. Continually demonstrate this in your own patient listening.
- Explain to the participants that in order to master each of the skills in this programme, they will need to practice them regularly in their work. In the time allotted for each exercise, it is sufficient if they gain an initial understanding and an inner desire to continue developing the skill.
- Whenever possible, express appreciation for the variety of responses that emerge from the different participants.

Overview of Volume I, Introduction, and Opening for Module 1

Objective

The objective of the “Overview of Volume I” and “Introduction” is to orient participants to the content and process of the programme.

The objective of the opening pages of Module 1 is to establish the personal foundation for each participant to get the most out of the programme.

General Guidelines for Facilitating

There are seven sections to cover in this early portion of the programme:

- Overview of Volume I
- Introduction: Creating what you want from this programme
 - Jumping right in (with personal introductions and goals)
- Opening for Module 1
 - Module 1 Introduction
 - Insights Page
 - Parking Lot

Here are some points to emphasise as you lead the group through this very important groundwork before starting the first exercise in Module 1.

Overview of Volume I

If it would be appropriate for your group, you can walk through the “Overview of Volume I” and give the participants a high-level view of how the topics will flow throughout the volume. Otherwise you may want to make a large poster of this page and keep it on the wall to refer to when needed.

Introduction: Creating what you want from this programme

We strongly suggest that you start a new group by reading the first four sections³ of the “Creating what you want from this programme” aloud. A good way to do this is to go around the group and have each participant read one section.

After the four sections are read to the group, see if anyone has questions or comments, and add your own comments as well. Make sure that each participant truly understands the importance of the “self-inquiry” method of learning.

³ The four sections are: Bringing out your own inner wisdom; Taking charge of what you learn; Learning in different ways; and Adjusting the “language” of the programme.

Jumping right in (last section in the Introduction)

At the end of the “Introduction”, there is a section titled “Jumping right in”. This is a chance for the participants to reflect on what they would like to accomplish as they participate in the programme. As they are reflecting and writing about their goals for the programme, you can remind them that their goals can be general, or they can be specific to a particular work situation. Also you can point out that as they progress through the programme, their goals may expand or change, or new goals may emerge.

With the group sharing, this is a time for the participants to get to know each other if they have not met previously. Depending on the number of participants, go around the room and have each person share his or her name, professional responsibilities and very briefly what they would like to accomplish by participating in this programme. If your group is large, then break into smaller groups of 4 – 6 to do this exercise.

Module 1 Introduction

Have someone read aloud the “Introduction” section of Module 1. Here are some points to emphasise:

- In this module they will be establishing a very important foundation – their spiritual view of life and spiritual theme.
- The ideas in this module may be new and will require practice to master.
- They will have plenty of opportunities for this practice throughout the programme, and their work is ultimately the best place to put all of these concepts into practice.
- Trust that these materials will give them the chance to apply everything to practical work situations.

Insights Page

As participants go through each exercise, they will undoubtedly discover new insights in the form of new perspectives, new ideas, and new concepts. The Insights Page is a place they can record these insights and refer back to them at a later time if they wish.

Parking Lot

As participants go through each exercise, they might have questions or concerns that arise. Encourage them to use the Parking Lot as a place they can record and keep track of these, so they can refer back to them in Exercise 6. Inform them that a side benefit of this is that they can “put aside” their concerns, knowing they will eventually be addressed, and can return to the subject at hand in whatever exercise they are in. When you get to Exercise 6, you can have them refer to their Parking Lot to choose the most important topics for formulating their Wonder Questions.

Suggested Timing for Sharing and Discussion:

Reading “Introduction: Creating what you want from this programme”: 10 minutes
Opening pages of Module 1: 20 – 30 minutes (depending on which time schedule is being followed)

Opening and
Check-in

Opening and Check-in (Modules 2 – 3)

Objective

The objective of the Opening and Check-in is to tune in to “where I am” and “where I’m going”, and to instil confidence in progressing through the programme.

General Guidelines for Facilitating

Always begin each module by having someone read aloud the “Introduction” to that module.

“Where they are” means that participants have their attention on the programme, rather than all of the other things happening in their lives. It also means being aware of what has happened to them since the previous group session that is relevant to the programme. “Where they’re going”, means they know the intention and agenda of the module currently being covered as well as the purpose of the programme as a whole.

The opening questions in each module of the Self-Guided Workbook focus on what has happened since the last session with regard to:

- The participants’ overall intentions for the programme
- Their use of the *LiveWith* reminders
- How they have been applying what they have learned to their work.

As you facilitate these discussions, express your own confidence, as you feel comfortable, in the fact that “we’re all spiritual beings” and that the material in this programme is a reflection of our true nature.

Of course, your facilitating has to be genuine and based on your own life experience. Part of your own growth throughout this programme – acting as Group Leader – is to frequently check in with yourself to see how well you are “talking your thought and walking your talk”. As we said earlier in this Group Leader Guide, you may find times when you feel personally challenged with the programme material in this regard. We encourage you to be open about this in the group – be a fellow person on this journey with them, as well as Group Leader.

Remind the participants to use their Parking Lot for any questions, concerns or reservations that surface during the exercises; they will have the chance to refer to this list when they reach Exercise 6.

Suggested Timing for Sharing and Discussion:

Opening and Check-in: 15 – 40 minutes
(depending on which time schedule is being followed)

EXERCISE 1: *Sitting in Silent Contemplation with Inspirational Readings*

Inspiration

Objective

The objective of this exercise is to quiet the mind and to obtain inspiration from spiritual texts.

General Guidelines for Facilitating

With the opening “relaxation” portion of this exercise, allow participants time to settle in and begin to clear their minds of the busyness of their day.

Either you can read the inspirational readings, or you can ask one or more people ahead of time to read them. When you feel a deepening quiet in the room, begin the reading of the scriptural texts. Pause a while before reading the quote from a business person (next to last in the series). Pause again before summing up with the quote(s) from Sathya Sai Baba.

For different people, the memories or insights stimulated by their selected quote might be brief, or might be long and involved. A few participants might have a bit of difficulty in describing the significance of their selected quote. And, participants may or may not have ready answers to the questions about “implications”. We suggest that you prepare some examples from your own experience for 2 – 3 of the quotations, to help them along if needed.

Suggested Timing for Sharing and Discussion:

30 minutes

EXERCISE 2: *Inspiring Spiritual Qualities*

Objective

The objective of this exercise is to learn from inspirational role models how to recognise and apply spiritual qualities at work.

General Guidelines for Facilitating

We have purposely written each story so that the main character is not identified until near the end. Our intention is to help the readers put themselves personally into the situation – and to *invite each person to “live” the situation as if he/she were the main character.*

The key to facilitating this exercise is to make a distinction between the person in the story and the qualities the person exhibited in their life and work. Some of those qualities are named right after the story; you and/or the participants might add others. You’ll notice that there are always six qualities: one for each of the five Human Values (in the order of Truth, Righteousness, Peace, Love and Non-violence) and a final quality about their dedication to spirituality.

The series of questions that begin with, “What person or situation have I experienced at work that had the quality of ...?” ask the participants to take only one quality at a time and name one person they know who has that single quality. They might not be able to think of a person or situation for each of the six separate qualities; that’s all right.

Bring to their attention that we sometimes don’t recognise these qualities in others even when they are there. This exercise will help them begin to look for these qualities in people they work with – to become more aware of how “common” these qualities might actually be in their every day world.

Furthermore, if there is a participant who cannot think of anyone at all in this exercise, you can suggest that they put a question in their Parking Lot that reminds them to seek to be aware of these qualities in people where they hadn’t seen them before. An example of a question for their Parking Lot might be: “Is there anyone I know who has one of the qualities in Exercise 2, even though I can’t think of them right now?”

The last question asks what it would be like if the leader of the participant’s own work organisation had *one or more* of the qualities of the main character. The intention is to explore how the selected leadership qualities would look in practice in the participant’s organisation. The intention is *not* to explore what it would be like to have the actual story-character as the organisational leader.

Suggested Timing for Sharing and Discussion:

30 minutes

EXERCISE 3: *Exploring the Key Theme*

Exploring

Objective

The objective of this exercise is to stimulate an inquiry into the spiritual basis of the module and its key theme.

General Guidelines for Facilitating

This exercise provides more than half of the primary “conceptual” information about the module and its key theme. We strongly recommend that you study this material closely and carefully before leading a session on it – inquiring into your own experience of the key theme and how you have applied it to your own work. This will give you the best foundation for guiding others to do the same for themselves.

Remember, you don’t have to be the expert on this, answering all sorts of questions. Your role is to assist the participants in their process of self-inquiry, learning and application. Where possible, dictionary definitions and quotes from spiritual texts provide any “authoritative expertise” that’s needed. Continually refer back to the definitions and quotes to answer any questions that arise about the concepts in the exercise.

Suggested Timing for Sharing and Discussion:

30 – 40 minutes

EXERCISE 4: *Personalising the Key Theme*

Objective

The objective of this exercise is to make the module's key theme personal and relevant.

General Guidelines for Facilitating

The emphasis of this exercise is to move the key theme of the module from the conceptual to the personal. Just as with Exercise 3, we strongly recommend that you study this material closely and carefully before leading a session on it – inquiring into your own experience of it and how you have applied it to your own work. This will give you the best foundation for guiding others to do the same for themselves.

As in Exercise 3, it is important to remember that your role is to assist the group participants to delve deeply into the theme on their own terms, and to make it personal and relevant for them.

NOTE: In Module 1 only, you will find the following box at the end of the exercise:

	<p>Next, have each person in the group make a nametag writing their <i>spiritual theme</i> as their “name”. If it is comfortable for those in the group, you might begin to call each person by this spiritual theme (this is strictly optional).</p> <p>Finally, make a list on a large sheet of paper with each person's given name and their spiritual theme. Post this sheet on the wall of the room as a reminder of everyone's spiritual theme. This will be useful in discussing each person's answers to the self-inquiry questions in the upcoming exercises.</p>
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Doing the nametags is a great reminder for participants to keep using their spiritual theme when they answer and discuss the self-inquiry questions in each exercise. We have created the nametags even at a conference, and people took to it enthusiastically. You can leave it up to individuals about whether they feel comfortable calling the other participants by their spiritual theme; there's no need to force this as a group dynamic. This is totally an optional practice. Let it occur naturally; even if no one does this, it's just fine.

However, be sure to make a list on a large sheet of paper with each person's given name and their spiritual theme. Post this list in the group meeting room. This is another way to remind everyone to start with their spiritual theme when they answer and/or discuss the self-inquiry questions in each exercise.

Suggested Timing for Sharing and Discussion:

30 – 40 minutes

EXERCISE 5: *Living the Key Theme*

Living

Objective

The objective of this exercise is to gain the practical experience of applying what is being learned to a personal, everyday work situation.

General Guidelines for Facilitating

Here, an example from a career-successful person introduces the inquiry of how the main concepts of the module can be brought into a participant's own work situation. The stories may stretch some people's ideas of what is possible in a business or organisational setting. Or, the stories may just give a stimulus for thinking through a personal situation.

Be sure that each participant identifies a specific situation at work that they would like to see from a new perspective and gain clarity as to how they can respond from their spiritual theme and the Human Values. It is important that the participants listen patiently and openly as each person shares about their situation, without offering unsolicited advice or trying to "sell" a fix-it solution.

Suggested Timing for Sharing and Discussion:

35 – 40 minutes

EXERCISE 6: Exploring Concerns and Reservations

Objective

The objective of this exercise is to bring concerns and reservations to full awareness and convert them into stimuli for deeper learning.

General Guidelines for Facilitating

Concerns and reservations about the ideas in this programme are natural, and they're important to surface and address. But "addressing" them doesn't mean that you as Group Leader should "answer", "analyse" or "process" them. A fundamental intention of this programme is for each person to come to their own answers – through self-inquiry, introspection and direct experience as well as listening and sharing with others.

The first key to this exercise is to have participants identify their concerns and reservations (which might be in very broad and general terms). Then have them express them as a very personal self-inquiry by writing what we call a Wonder Question. A Wonder Question is one that doesn't have an immediate answer – it provokes a sense of wonder and mystery with no first thoughts about the answer.

The second key is to encourage the participants to *live in the uncertainty* of their Wonder Questions so that a personal, true-in-the-mind-and-heart answer can come to them. Talking in depth about the questions can be very useful stimulus for this inquiry, but keep yourself and the group from trying to find or convince anyone else of a "right answer". Trust that, over time, participants will find their own answers, often in-between group sessions. Encourage each participant to have that same trust.

Writing Wonder Questions that Bring Out Inner Wisdom

Remind participants to take each question, concern or reservation they have and write them in the form of a question beginning with "How can I..." Note the following guidelines from the Module text after Q.6.1.:

When writing Wonder Questions, avoid making them general or abstract; and avoid focusing them on changing other people. For example:

- A *general or abstract concern* might be: "How can we replace greed with spirituality in business?"
- A *concern focused on changing other people* might be: "How can I get the people I work with to focus on spirituality, rather than greed?"

Instead, personalise each concern and reservation in such a way that you have the power to fully implement the answer to your question. For example:

- A *personalised concern* might be: "How can I be true to my spirituality at work even if business greed is widespread?"

When they personalise their concerns and reservations, they can find answers based on the wisdom of their own, personal experience, and they can personally implement those answers whether or not anyone else acts differently around them.

Sometimes participants might feel stuck or simply have some lingering questions they can't seem to answer. If so, here are some possible causes and suggestions adapted from Module 3 Exercise 6, to assist you in guiding participants even in the earlier modules...

1. Difficulty: *They've stated the question in general terms*, rather than as a personal self-inquiry.
For example, they might be asking something like: "How can people be honest in such a corrupt world?"
 - If so, encourage them to restate the Wonder Question so that it is directly personal: "How can I maintain my honesty, even if others don't?"
2. Difficulty: *They've posed the question as an "either/or" dilemma*.
For example, they might be asking something like: "How can I have a satisfying career if I don't compromise my values?"
 - If so, encourage them to restate the Wonder Question as a "both/and" proposition: "How can I have a satisfying career AND be true to my values?"
3. Difficulty: *They've asked the question in terms of changing other people*.
For example, they might be asking something like: "How can I get my co-workers to be more forthright in what they say?"
 - If so, encourage them to restate the Wonder Question to focus only on changes in themselves: "How can I be more forthright in what I say?"
4. Difficulty: *They've explored the question without drawing from their spiritual theme and the Human Values*.
For example, they might be asking something like: "How can I feel secure in my job while working in a company that is sometimes unethical?" without tapping into their spiritual foundation to help them answer the question.
 - If so, encourage them to restate the Wonder Question to include their spiritual theme and the Human Value they feel most confident in: "In light of my spiritual theme ("_____") and the Human Value of ("_____"), how can I..."
 - With the above example, they might ask, "From my spiritual theme of 'Wisdom and Love' and the Human Value of 'Peace', how can I feel secure in my job while working in a company that is sometimes unethical?"

Suggested Timing for Sharing and Discussion:

30 minutes

EXERCISE 7: *Building Your Strength*

Objective

The objective of this exercise is to develop greater confidence and competence with the material.

General Guidelines for Facilitating

A few of the “Building Your Strength” exercises focus on strength through self-awareness, but most of them focus on strength through practical skill-building – on how to do something (such as communicate or listen in a particular way) that will increase a participant’s ability to work from his/her spiritual theme and the Human Values.

The Human Values are like natural born talents (talents that people often have in sports, arts, communicating, etc.); such natural skills are present, yet they must be evoked, nurtured, fine-tuned and strengthened to realise their full potential. Likewise, spirituality is inherent in our nature (as DNA – “Divine Natural Attributes”). It too must be evoked, nurtured, fine-tuned and strengthened for us to realise our full potential.

Practice will be required to master each of the skills. In the time allotted in this programme, it is sufficient if participants gain an initial understanding and an inner desire to continue developing the skills.

Suggested Timing for Sharing and Discussion:

30 minutes

EXERCISE 8: *Anticipating a New Situation*

New
Situation

Objective

The objective of this exercise is to examine how to bring spirituality and the Human Values to a totally new work situation.

General Guidelines for Facilitating

This exercise presents a totally new situation that participants do not have a personal involvement in. Sometimes such “new” situations can lead to valuable insights for people regarding their spiritual theme and how to integrate the Human Values at work. There are two different situations you can choose from, depending on the composition of your group and what would be most relevant to them. The central figure in 8a is a person in a non-executive position; it could be a factory worker, a white-collar professional, a clerical person, etc. The central figure in 8b is a person in an executive/leader position.

The suggested schedules in this guide call for the group to discuss either situation 8a or 8b; if you wish to do *both*, you will have to adjust your overall time schedule. For the situation(s) that you’ve chosen, pace the group through one segment at a time by reading the segment out loud to everyone at once. Then have participants briefly share their responses (either in the large group or sub-groups). If time permits, you can have a large group sharing that allows the sub-groups to share some of their best insights and ideas.

You will notice that generally there are two questions after each segment: one asks for a “first, most immediate response”, while the other asks for a more reflective, spiritual-based response. For some participants, these might be the same; that is, their first immediate response is, at the same time, a spiritual-based response. For others, however, this is a chance to see how their first response may be from past habit, while the programme is giving them the opportunity to change that past pattern into a new, more spiritual-based pattern. This new pattern would be based on what they have learned and realised from this programme. Giving the chance for such insight, as it may occur, is the purpose of asking the two questions.

It is likely that each person will have a different perspective on how to respond to the given situation, since each person has a different spiritual view of life and unique individual expressions of the Human Values. Encourage the participants to remain open to all these alternatives without trying to debate them or come to a consensus of what to think, say, or do. Remind them that the aim of the programme is to help each participant explore and then decide for him/herself.

If participants argue that a segment doesn’t seem real or practical, there’s no need to debate the issue. Acknowledge the point of view and remind them that the segment is a hypothetical starting point for a deeper personal inquiry... and that the main aim is to stimulate constructive and creative learning.

Suggested Timing for Sharing and Discussion: 35 – 50 minutes

Key
Intentions

EXERCISE 9: *Formulating Your Intentions*

Objective

The objective of this exercise is to plan how to continue growing with what has been learned.

General Guidelines for Facilitating

As covered in Module 1, Exercise 9, one of the easiest ways for participants to enhance their learning and practice day-by-day is to create what is called a *LiveWith*⁴. A *LiveWith* is a command, affirmation, or question – sometimes provocative, sometimes amusing, sometimes just a good reminder – that is directly to their spiritual themes and evokes new insights about what they want to remember and practice from a module.

The power of a *LiveWith* – for sustained learning and application of the contents of each module – lies in its simplicity and its ability to provoke insights. For simplicity, usually the shorter the *LiveWith*, the better it works; it's easier to remember and keep in moment-to-moment awareness in the varied situations of the workday. Likewise, for the ability to provoke insights, the bolder the *LiveWith*, the better it works. It keeps stimulating new insights, new self-awareness, new options for how to live this programme at work.

We received an excellent idea about this exercise from two facilitators who conduct day-long study group sessions for each module. They felt that Exercise 9 was very essential, because, as they said, “The entire day’s effort boils down to coming up with their own *LiveWith*.” Because of such importance, they asked everyone to close their eyes, breathe slowly, and connect to their inner voice of Divinity. They thanked Divinity (in a way that their participants could relate to that term) for giving them new skills and concepts throughout the day. Then they asked the inner voice of Divinity to help everyone create their *LiveWith* in this meditative state.

When they told us about this process, they ended by saying, “The result was very successful and everyone enjoyed ending the day as we began the day (with a meditative state).”

Remember, your own experience in “living” the material is the best way to strengthen your ability to guide the participants through this exercise. Experiment with your own *LiveWiths* as you go through the workbook. Try one *LiveWith* for an entire week and see what happens for you. Then be ready to share your experiment and experiences with the participants, both when you’re leading Exercise 9 in any module and at the “check in” that begins each new module.

Suggested Timing for Sharing and Discussion:

30 minutes

⁴ We thank Michael Ray and Rochele Meyers for coining this term and technique as part of their “Creativity in Business” course at the Stanford University Graduate School of Business, USA.

8. Supplementing the Workbook

Once you've had experience facilitating this programme, you may wish to supplement the examples in Exercises 2, 5 and 8 in order to provide other stories or situations that are especially pertinent to the participants' work culture, experience and challenges.

For Exercise 2, please note that the compositions reveal the actual person only near the end, and the rest of the story is as generic as possible. The intention behind this is to give the reader the chance to "live in" the story themselves, rather than be an observer of someone else's life.

The two questions that follow each story underscore the point that everyone can embody these personal qualities just like famous people, even if not so dramatically.

- If you are interested in providing or developing your own stories, we ask you to follow this same style of presenting the life story as generically as possible and naming the person near the end.
- At the end of the story select 5 or 6 key qualities that show the Human Values this person clearly demonstrated in their leadership. (In the stories presented in the Workbook, we selected one quality that corresponded to each of the five Human Values, plus one general quality.)

For Exercise 5, these examples are drawn primarily from executives who have demonstrated how they lead from a spiritual basis. The aim of these examples is to build confidence that spirituality and the Human Values are relevant and practical even at the highest levels of an organisation.

- If you are interested in providing or developing your own examples (perhaps of people at other levels of the organisation), we ask you to be sure to speak about their spiritual view of life and at least one of the Human Values. Also, give specific examples that show how they drew from and put their spiritual theme, as you understand it, and the Human Values into actual practice.

For Exercise 8, these situations are given in segments, with a reflective question at the end of each segment based on what the participant would think, say and/or do from their spiritual theme and the Human Values. Each progressive segment deliberately presents an option that portrays one way that a participant's spiritual theme and the Human Values might be expressed in that setting. The intention behind this is to give the reader a positive model that will perhaps expand their thinking about what is possible.

- If you are interested in providing or developing your own situations, we ask that you follow this same style:
 - At the end of the first two segments, ask both questions: the first one is to solicit their "first, most immediate response"; while the second is to bring forth their more reflective, spiritual-based response.

- Give a positive example of what “could be possible if a person worked from his or her spiritual theme and the Human Values” in each progressive segment of the case.

Other comments

If you choose to develop supplemental material that is applicable to your group, we ask that you e-mail it to us (hello@globaldharma.org). With your permission, we would like to have the option of making it available to others who are also participating in and leading the programme.

APPENDIX A

Suggested agendas and timing for other group formats

College-Style Courses

Seminar Sessions

'Toastmasters' Style Meetings

College-Style Courses

The *purpose* of a College-Style Course is to:

- Explore a variety of individual answers to the questions in each module and to probe the depths of the group's collective wisdom
- Uplift and encourage participants in the learning and application of the programme materials
- Create a sense of community and support
- Share “success” stories as well as the wisdom gained from concerns and reservations
- Provide greater immersion into supplemental spiritual and business literature that is applicable to applying this programme at work

Distinctive features include:

- Participants read and complete the same module in their Self-Guided Workbook ahead of time at their convenience
- Everyone explores and shares about the same module during the group meeting
- The group stays intact throughout the course
- Everyone can share (no pre-selected presenters)
- The Group Leader (or teacher/professor) may assign additional reading materials (e.g., spiritual texts, articles and/or books on spirituality in business, etc.)
- Students may present material that augments the workbook material
- Answers to specific exercises may be expanded into essays, papers, etc.
- Other features may be added to meet college credit requirements

The schedule for a typical college course could follow the “study group” times found in Section 4 of this guide, with 1 ½-hour sessions. As an alternative, a module can also be broken up into 3 segments of 2¾ hours each (165 minutes), including “opening and closing” time for each segment, if that is more convenient for class meeting times. If conducted in one full day, 2 hours for lunch and break times have been added to the discussion time, bringing the total time to 8¾ hours (495 minutes).

Typical settings include regularly-scheduled meetings at:

- Weekly class hours
- Half-day or full-day classes
- Three-day weekend retreat (for a programme of three modules)

Agenda and Time Schedule for a Typical College-Style Course

Option A: Each module covered in three $2\frac{3}{4}$ hoursessions

*Participants are to complete the same module in the workbook before the session
Time is spent in sharing and discussion only; no reading or filling out questions*

COLLEGE - STYLE COURSE	Exercise	Topic	Time (minutes)	Notes
		Session 1: Opening and check-in	40	Group Leader opens the session, introduces the module, and leads the opening exercises
	1	<i>Sitting in Silent Contemplation with Inspirational Readings</i>	30	Read the inspirational quotations; then group sharing*
		Break	15	
	2	<i>Inspiring Spiritual Qualities</i>	30	Group sharing*
	3	<i>Exploring the Key Theme</i>	40	Group sharing*
		Closing of Session 1	10	
		Session 2: Opening and check-in	30	Group Leader opens the session and invites participants to share their experiences since the last session
	4	<i>Personalising the Key Theme</i>	40	Group sharing*
		Break	15	
	5	<i>Living the Key Theme</i>	40	Group sharing*
	6	<i>Exploring Concerns and Reservations</i>	30	Group sharing*
		Closing of Session 2	10	
		Session 3: Opening and check-in	30	Group Leader opens the session and invites participants to share their experiences since the last session
	7	<i>Building Your Strength</i>	30	Group sharing*
8	<i>Anticipating a New Situation</i>	25	First half – Group sharing*	
	Break	15		
8	<i>Anticipating a New Situation</i>	25	Second half – Group sharing*	
9	<i>Formulating Your Intentions</i>	30	Group sharing*	
	Closing	10	Group Leader: final wrap-up	
	TOTALS	495		

* Follow the instructions for each exercise found in “Section 7: Guidelines for Conducting Each Exercise” of this Group Leader Guide

Agenda and Time Schedule for a Typical College-Style Course

Option B: Each module covered in one full day

*Participants are to complete the same module in the workbook before the session
Time is spent in sharing and discussion only; no reading or filling out questions*

COLLEGE -STYLE COURSE	Exercise	Topic	Time (minutes)	Notes
		Opening and check-in	40	Group Leader opens the session, introduces the module, and leads the opening exercises
	1	<i>Sitting in Silent Contemplation with Inspirational Readings</i>	30	Read the inspirational quotations; then group sharing*
	2	<i>Inspiring Spiritual Qualities</i>	30	Group sharing*
		Morning Break	20	
	3	<i>Exploring the Key Theme</i>	40	Group sharing*
	4	<i>Personalising the Key Theme</i>	40	Group sharing*
		Break for Lunch	80	
	5	<i>Living the Key Theme</i>	40	Group sharing*
	6	<i>Exploring Concerns and Reservations</i>	30	Group sharing*
	7	<i>Building Your Strength</i>	30	Group sharing*
		Afternoon Break	20	
	8	<i>Anticipating a New Situation</i>	50	Group sharing*
	9	<i>Formulating Your Intentions</i>	30	Group sharing*
		Closing	15	Group Leader: final wrap-up
		TOTALS	495	

* Follow the instructions for each exercise using “Section 7: Guidelines for Conducting Each Exercise” of this Group Leader Guide

Seminar Sessions

The *purpose* of a Seminar Session is to:

- Explore a variety of individual answers to the questions in each module and to probe the depths of the group's collective wisdom
- Uplift and encourage participants in the learning and application of the programme materials
- Create a sense of community and support
- Share "success" stories as well as the wisdom gained from concerns and reservations

Distinctive features include:

- Participants read and complete their Self-Guided Workbook *during* the scheduled meeting times (typically not beforehand)
- Everyone reads, explores and shares about the same module during the seminar session
- The group remains fully intact throughout the seminar sessions
- Everyone can share (no pre-selected presenters)

The typical *duration* for each module is 12-1/2 hours, including time to read each module and complete the self-inquiry questions, as well as time for lunch and breaks.

Typical settings include:

- Half-day seminars (where a module is divided into 3 sections)
- One-and-a-half-day seminar or weekend retreat (for one entire module)

Agenda and Time Schedule for a Typical Seminar Session

One and a half days per module

*Participants complete the workbook during the session, rather than before
Time is spent reading, filling out questions and sharing the answers in each exercise*

SEMINAR SESSIONS	Exercise	Topic	Time (Reading and Answering Questions)	Time (Group Inquiries and Sharing)	Time (Breaks)
	0	First Day: Opening and check-in		10	40
1	<i>Sitting in Silent Contemplation with Inspirational Readings</i>		10	30	
	Morning Break				20
2	<i>Inspiring Spiritual Qualities</i>		15	30	
3	<i>Exploring the Key Theme</i>		20	40	
	Break for Lunch				90
4	<i>Personalising the Key Theme</i>		25	40	
5	<i>Living the Key Theme</i>		25		
	Afternoon Break				20
5	<i>Living the Key Theme (continued)</i>			40	
6	<i>Exploring Concerns and Reservations</i>		15	30	
	Closing of the First Day			10	
	Second Day: Opening and check-in		--	35	
7	<i>Building Your Strength</i>		20	30	
8	<i>Anticipating a New Situation</i>		25		
	Morning Break				20
8	<i>Anticipating a New Situation (continued)</i>			50	
9	<i>Formulating Your Intentions</i>		15	30	
	Closing			15	
	TOTALS		180	420	150

Notes:

- Follow the instructions for each exercise using “Section 7: Guidelines for Conducting Each Exercise” of this Group Leader Guide
- If you wish, you can alter the agenda to combine times to read a number of exercises, then come together to discuss all those exercises in a row.

‘Toastmasters’ Style Meetings

‘Toastmasters’® is an international organisation that assists people in developing the confidence and competence for speaking inspiringly and articulately in public and in groups. The organisation conducts meetings designed to uplift and support people as they progress through a self-selected curriculum with self-paced manuals. Attendees at such meetings are at various places in their development, so the meetings are not focused on a specific content for the entire group. Instead, there is a set agenda for each meeting that allows people to choose various roles depending on where they are in their development curriculum.

Group meetings for this programme can be conducted in this same ‘Toastmasters’ Style.

The *purpose* of such ‘Toastmasters’ Style Meetings is to:

- Have meetings be convenient for people to attend regularly
- Uplift and encourage participants in the learning and application of the programme materials
- Create a sense of community and support
- Present “featured” examples of what participants are learning and how they are applying what they have learned in their work
- Share “success” stories as well as the wisdom gained from concerns and reservations

Distinctive features include:

- Participants read and complete the Self-Guided Workbook at their own pace
- Participants can join or leave the series of meetings at any time – group attendance can ebb and flow
- Only certain selected exercises in each module are brought up in a meeting (exercises 1, 3, 4, 5, 6 and 9)
- Participants volunteer ahead of time to present their stories and experiences at a specified time during the meeting agenda
- Participants who will be speaking at the meeting prepare and practice what they will say ahead of time, so as to use the time allotted effectively
- There are two options for addressing the programme material:
 - Option A: participants can be anywhere in the workbook – they do not have to be reading/completing the same module at the same time
 - Option B: participants can be on the same module at the same time

The typical *duration* for each meeting is 50 – 60 minutes.

Typical settings include regularly-scheduled meetings at:

- Lunch-time
- After-work
- Dinner-time

Agenda and Time Schedule for a typical ‘Toastmasters’ Style Meeting

Option A: Same agenda each meeting with no focus on a single module

Participants *do not* have to complete the same workbook module at the same time

Time is spent in presenting only; no reading or filling out questions

Agenda covers Exercises 1, 4, 5, 6 and 9 from the workbook

‘TOASTMASTERS’ STYLE MEETING – SAME AGENDA	Exercise	Topic	Time (minutes)	Volunteer Presenters
		Opening	5 - 10	Group Leader opens the meeting with a warm welcome and introduces the agenda and volunteer presenters
	0	Check-in	5 - 10	1 person shares an uplifting experience he or she has had while working from their spiritual theme and integrating the Human Values at work since the last group meeting
	1	<i>Sitting in Silent Contemplation with Inspirational Readings</i>	5	1 person reads the Inspirational Readings from one of the modules, giving the attendees a chance to quiet their minds
	4	<i>Personalising the Key Theme</i>	10	1 person summarises a key theme from a specific module and shares how he or she has applied it at work
	5	<i>Living the Key Theme</i>	10	1 person shares how he or she has worked from their spiritual theme and integrated the Human Values when facing a specific situation at work
	6	<i>Exploring Concerns and Reservations</i>	5	1 person shares the wisdom he or she has gained by turning a concern or reservation into a Wonder Question
	9	<i>Formulating Your Intentions</i>	5	1 person shares the results of one of their “LiveWiths”
		Closing	5	Group Leader closes the meeting and reminds participants to see the administrator to sign up as a volunteer presenter for a future meeting*
		TOTAL	50 - 60	

* We recommend that volunteers sign up 4 – 6 weeks in advance, in order to be well-prepared.

Agenda and Time Schedule for a typical ‘Toastmasters’ Style Meeting

Option B: Each module covered in two sessions

Participants are to complete the same module in the workbook *before* the session

Time is spent in presenting only; no reading or filling out questions

Agenda for first session covers Exercises 1, 3 and 4 from the workbook

SESSION ONE

‘TOASTMASTERS’ STYLE MEETING BY MODULE – SESSION ONE	Exercise	Topic	Time (minutes)	Volunteer Presenters
		Opening	5 - 10	Group Leader opens the meeting with a warm welcome and introduces the module, agenda and volunteer presenters
	0	Check-in	5 - 10	1 person shares an uplifting experience he or she has had <i>with this module</i> while working from their spiritual theme and integrating the Human Values at work since the last group meeting
	1	<i>Sitting in Silent Contemplation with Inspirational Readings</i>	5	1 person reads the Inspirational Readings from the module being covered, giving the attendees a chance to quiet their minds
	3	<i>Exploring the Key Theme</i>	15	Group Leader gives a 3 – 5 minute summary of the key concepts in the exercise 1 or 2 people share their answers, insights, or experiences to a key question they have chosen from the exercise
	4	<i>Personalising the Key Theme</i>	15	Group Leader gives a 3 – 5 minute summary of the key concepts in the exercise 1 or 2 people share their answers, insights, or experiences regarding a key question they have chosen from the exercise
		Closing	5	Group Leader closes the meeting and reminds participants to see the administrator to sign up as a volunteer presenter for a future meeting*
		TOTAL	50 - 60	

* We recommend that volunteers sign up 4 – 6 weeks in advance, in order to be well-prepared.

Agenda and Time Schedule for a Typical ‘Toastmasters’ Style Meeting

Option B: Each module covered in two sessions

Participants are to complete the same module in the workbook before the session

Time is spent in presenting only; no reading or filling out questions

Agenda for second session covers Exercises 5, 6 and 9

SESSION TWO

‘TOASTMASTERS’ STYLE MEETING BY MODULE – SESSION TWO	Exercise	Topic	Time (minutes)	Volunteer Presenters
		Opening	5 - 10	Group Leader opens the meeting with a warm welcome and introduces the agenda and volunteer presenters
	0	Check-in	5 - 10	1 person shares an uplifting experience he or she has had <i>with this module</i> while working from their spiritual theme and integrating the Human Values at work since the last group meeting
	5	<i>Living the Key Theme</i>	15	2 people share how they have applied this module to a specific situation in their work
	6	<i>Exploring Concerns and Reservations</i>	15	1 or 2 people share the wisdom they have gained by turning one of their concerns or reservations into a Wonder Question
	9	<i>Formulating Your Intentions</i>	5	1 person shares the results of one of his or her “LiveWiths”
		Closing	5	Group Leader closes the meeting and reminds participants to see the administrator to sign up as a volunteer presenter for a future meeting*
		TOTAL	50 - 60	

* We recommend that volunteers sign up 4 – 6 weeks in advance, in order to be well-prepared.

APPENDIX B

**Suggested guidelines for participants who have neither read a module
nor answered the self-inquiry questions before a group session**

Suggested guidelines for participants who have neither read a module nor answered the self-inquiry questions before a group session

If you have one or more participants in your session who have neither read the module nor answered the self-inquiry questions before the session, we suggest that you give them a copy of the following letter. This will give them guidance on how to best fit in with the group and participate in the session. It will also encourage them to continue with the programme after the session and to follow-up if they still have open questions.

If you are leading a seminar-type session, this appendix will not apply. (Seminar-type sessions are designed for all participants to read the module and answer the self-inquiry questions *during* the session.)

Letter for Participant

Dear Participant,

We are happy that you are able to attend this group session on *Human Values at Work*. It is our understanding that you were unable to read the module and answer the self-inquiry questions before this group session; therefore, we have prepared this letter to give you guidance on how to best fit in with the group and participate in this session.

There are three reasons as to why we recommend that participants read the module and answer the self-inquiry questions before coming to a group discussion session:

1. It gives you the time to reflect upon and understand the new concepts.
2. It enables you to have deeper discussions as you share your answers to the many self-inquiry questions.
3. It helps the facilitator to follow the suggested timings.

Here is some guidance for being a contributing member of the group as you participate in this session.

1. When you're in a small discussion group, first listen to everyone else who has read and answered the material, to "pick up" the basic idea of the exercise. Then share your own "spontaneous" ideas thoughtfully and to-the-point, doing the best you can to stay in the flow of the discussion.
2. If you have small, clarifying questions about a key idea from the material, feel free to ask it in the group; others may have the same question on their minds, and you'll be helping the group.
3. However, if you "feel lost" regarding the material, ask the facilitator during a break or during a lunch period for further clarification. This is the best time for the facilitator to catch you up without slowing down the pace of the group. If this is not possible, then write your questions in your Parking Lot. Then, after you've had a chance to work through the module on your own after this session, go back to your questions and see if they have been answered. If not, contact the group facilitator and schedule a time to discuss them with him or her.
4. Please do not substitute this session for doing your own personal self-inquiry. Within a few days after the session take some quiet, reflective time to work through the module step by step, thoroughly reading each concept and answering each self-inquiry question.
5. If you plan to continue attending group sessions, be as diligent as you can to read the module and answer the self-inquiry questions before the session.

We wish you the very best as you participate in this programme!

APPENDIX C

Evaluation form and participant feedback

Evaluation Form and Participant Feedback

As a facilitator, you may want to have participants fill out a written evaluation form at the end of a study group, seminar, or college-course session. This process is strictly optional; we recommend that you use it only if you feel that it would add value to your role as a facilitator and if it would be helpful for the participants to give this type of feedback in writing.

On the following two pages you will find a sample evaluation form. You may use this form just as it is, or you can modify it to reflect the types of questions that are better suited to your group. Another way you could use the evaluation form is to lead a group discussion based on its questions. Sometimes this kind of feedback (when participants can listen to each other and you can ask for clarification) can give you even greater clarity about how you might facilitate the programme in the future.

The evaluation forms are solely intended to help you improve any future sessions that you facilitate. You do not need to forward or fax these evaluation forms to the Global Dharma Center. If you wish to communicate feedback to the authors of this programme, you are welcome to do so at any time by sending an e-mail to: hello@globaldharma.org.

On the last page of this appendix there is a form called “Personal Reflections from Module #___”. If you feel it would be appropriate, we ask that you have your participants complete this form; either you or they can then fax this form to the authors of this programme. We will use this type of feedback to continually improve the programme, and as a way to share with others how people have put this programme into practice in their work.

Evaluation for Module _____

Date: _____

Name of Facilitator: _____ Location: _____

Thank you for giving us your honest feedback about this module, in support of our own learning about how to offer this material in the most uplifting and effective way. For each statement below, please indicate the level of effectiveness you experienced by circling the appropriate number. Also, please include any additional comments you would like to make.

STATEMENTS ABOUT THE MODULE

Level of Effectiveness (circle only one)

Excellent Very Good Fair Poor
Good

1. The purpose of the module, and the objectives of the exercises, were clear	5	4	3	2	1
2. The workbook materials were well organised and easy to follow	5	4	3	2	1
3. The workbook materials helped me to apply the concepts to real work situations	5	4	3	2	1
4. The exercises helped me to learn new concepts and skills	5	4	3	2	1
5. The variety and sequence of exercises were stimulating to me	5	4	3	2	1
6. I was able to get what I wanted / hoped for from this module	5	4	3	2	1
7. I feel confident I can begin to apply the material from this module in my work	5	4	3	2	1
8. This module has inspired me to work from a basis of my spirituality and the Human Values	5	4	3	2	1
9. Comments					

STATEMENTS ABOUT THE REGISTRATION

Level of Effectiveness (circle only one)

PROCESS AND MEETING PLACE

Excellent Very Good Fair Poor
Good

1. The registration process was easy to use	5	4	3	2	1
2. The meeting place was conveniently located	5	4	3	2	1
3. The time for meeting together was convenient	5	4	3	2	1
4. The meeting place provided a comfortable learning environment	5	4	3	2	1
5. Comments					

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For each statement below, please indicate the level of effectiveness you experienced by circling the appropriate number. Also, please include any additional comments you would like to make.

<u>STATEMENTS ABOUT THE FACILATOR(S)</u> <u>one)</u>	<u>Level of Effectiveness (circle only</u>				
	Excellent	Very Good	Good	Fair	Poor
1. The facilitator(s) clearly communicated the purpose of the module and the objective of each exercise	5	4	3	2	1
2. The facilitator(s) demonstrated their own understanding and experience of the subject matter	5	4	3	2	1
3. The facilitator(s) presented the material clearly and understandably	5	4	3	2	1
4. The facilitator(s) paced the exercises efficiently – neither too fast nor too slow	5	4	3	2	1
5. The facilitator(s) helped me to focus on gaining the most from my own self-inquiry and self-discovery	5	4	3	2	1
6. The facilitator(s) effectively handled with kindness any difficult situations that arose (such as an overly talkative person).	5	4	3	2	1
7. The facilitator(s) encouraged everyone to participate to the degree it was best for each participant	5	4	3	2	1
8. The facilitator(s) shared their own enthusiasm and experiences	5	4	3	2	1
9. The facilitator(s) listened well to questions and comments from participants	5	4	3	2	1
10. The facilitator(s) appreciated the variety of perspectives that were shared in the session	5	4	3	2	1
11. Comments					

We appreciate knowing your experiences, perspectives and comments!

Personal Reflections from Module # _____ **Date:** _____

Name of Facilitator: _____ **Location:** _____

Dear Participant in the *Human Values at Work* programme,

We, the authors of this programme are dedicated to creating the best possible programme for people like yourself around the world. Your answers to the following four questions will help us “tune in” to the spiritual basis of the people who have taken the programme, the Wonder Questions that are arising, the kind of LiveWiths that people are creating for their on-going growth and development, and the practical experiences people are having as they embody these principles at work.

Thank you for your answers!

The THEME of my spiritual view of life is:

One of my main Wonder Questions is:

My LiveWith from this module is:

One example of how I have put this module into practice in my work is:

(On a separate sheet of paper, please describe a specific situation, how you handled it, and the outcome. If we can use your name and/or company name as a quote in future materials or on the website, please include that information and permission.)

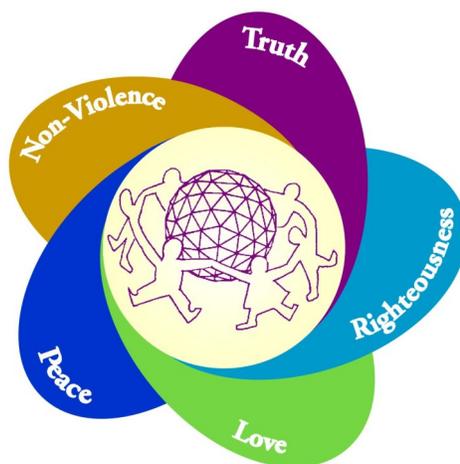
Facilitator/Administrator:

***Please fax this form to the Global Dharma Center (USA): 1-646-514-8260
or e-mail it to: hello@globaldharma.org***

You are enthusiastically invited to take a step in your life that can change how you work, as well as how you view your career and your contribution to the world. *Human Values at Work* focuses on having your work be in accord with your own spiritual view of life and five Human Values that are found cross-culturally in all spiritual traditions: Truth, Righteousness, Peace, Love and Non-violence.

Human Values at Work offers you learning opportunities to:

- Identify your spiritual view of life, from which you work and grow your career
- Expand and unfold your natural ability to express each Human Value at work
- Integrate what you think, say and do in accord with your spiritual view of life and the Human Values



This programme has been specially written for spiritually-inclined working people from all cultures around the world and all walks of life. By your *active participation* in *Human Values at Work*, you can be “at home” in making spirituality the inner context for your work as well as gain confidence in using work for spiritual development and for expressing that growth in service to others.

We wish you a most fulfilling and rewarding journey through this programme as you explore on your own, and with others, how spirituality and Human Values can “work” for you.