



Capitalizing on Team Talents™ Sample Leader's Guide

This Sample Leader's Guide contains selected portions.





Leader's Guide

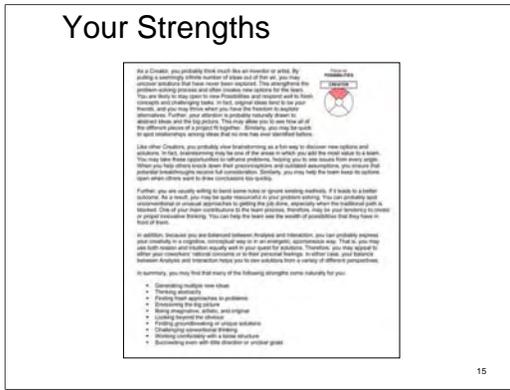


Participant Workbook

Understanding and Maximizing Your Strengths on a Team

SAY:

- [✓] Just because we are part of the same team doesn't mean we share the same strengths.
- We need to figure out what we are best at and focus our energy on maximizing the time that we spend on those activities.
- With that in mind, let's find out where your strengths lie.



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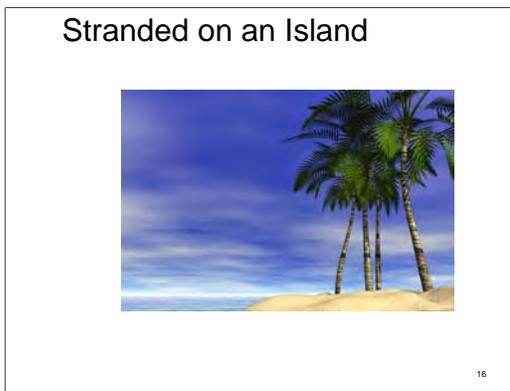
INSTRUCT:

- [🕒] Take a minute or two to read your individualized Team Talents™ feedback about your strengths.
- Highlight or underline specific statements that ring true for you.

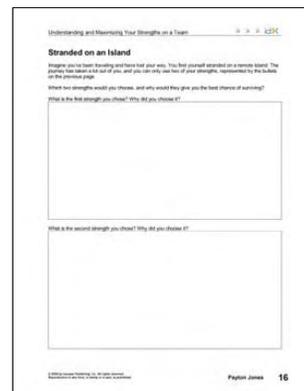
Give participants 2–3 minutes to read and make notes.

SAY:

- As you can imagine, the strengths of one role are different from those of another.
- Each is derived from a different Team Talent.
- Someone who is focused on Possibilities will have different natural strengths than someone who is focused on Realities, Analysis, or Interaction.



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INSTRUCT:

- Now, I want you to imagine you've been traveling and have lost your way. You find yourself stranded on a remote island. The journey has taken a lot out of you, and you can only use two of your strengths, represented by the bullets on the previous page.
- Which two strengths would you choose, and why would they give you the best chance of surviving?
- Record the two strengths and your reasons for choosing them on your worksheet.

Give participants 2–3 minutes to choose two strengths and record their ideas.

INSTRUCT:

Now, find a partner and share the strengths you chose and the reasons why they would help you survive.

Allow 3–5 minutes for partner discussions.

While the participants discuss, prepare the Team Situation cards for the next activity.



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SAY:

- [✓] You now have an idea of the value of your strengths in an extreme situation.
- Let's explore how your strengths can help in the more ordinary circumstances that occur every day on the job.

INSTRUCT:

- I'm going to read some cards describing common activities and tasks that might arise in your work on a team. Some of them would benefit from your strengths, while others might be better suited to those with different talents.
- As I read each card, review your bulleted list of strengths again and note which of them could contribute to the activity. Write the activity and your contributing strength on your worksheet.

Begin reading Team Situation cards one at a time. Allow participants to review their strength lists after you read each card and note any relevant strengths.

ASK: (after reading each card)

Who wrote down a strength for this activity? What was it?

Continue reading Team Situation cards and asking who has the appropriate strengths for each until all four team talents have been showcased.

SAY:

- It looks like we all have different talents to contribute to the work that needs to get done each day.
- The more you are able to use your natural strengths on the job, the better you will contribute to your team and the more satisfied you will be with your work.
- Let's take a look at how often you currently use your strengths.



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INSTRUCT:

- [☺] On your worksheet, you will see a bulleted list of your strengths.
- You will also see three areas labeled Frequently, Occasionally, and Seldom. Write each strength into the appropriate area on your worksheet, based on how often you use it on the job.

Allow two minutes for participants to categorize their strengths.

INSTRUCT:

- Now, for each strength you listed in the Occasionally and Seldom columns, consider how you can use it more often.
- If possible, next to each of these underutilized strengths, write down a current project, task, or activity where you may be able to use your natural strengths.

Allow three minutes for participants to complete this activity.

INSTRUCT:

- Now, return to the partner you had earlier and share the strengths you designated as Occasionally and Seldom used.
- Discuss the contribution opportunities you've come up with, and get feedback from your partner on ways to take action that you may not have considered.

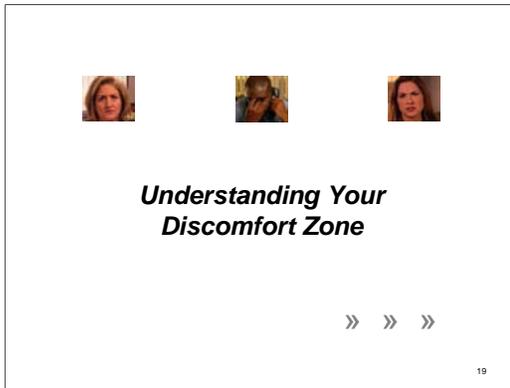
Allow 3–5 minutes for participants to discuss.

SAY:

- Be sure to keep these projects, tasks, and activities in mind, and set a goal to use your natural strengths in at least one of these areas soon.

TRANSITION:

It stands to reason that if we have strengths unique to our team roles, there are specific things that challenge us as well and can get in the way of team effectiveness. Let's explore the flip side now.



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Understanding Your Discomfort Zone

SAY:

- [🗣️] As much as we'd all like to be good at everything, each of us has encountered activities and tasks that make us uncomfortable or that we don't feel we can do effectively.
- Building stronger teams requires that we recognize the kinds of things that don't come naturally to us.

INSTRUCT:

- Let's start by watching a video showing Greta, a Creator, who is being put into a role that is not natural for her.
- Take notes on your worksheet about her situation.



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[🎧] Video segment **"Greta's Discomfort Zone."**

ASK:

[🎧] As a Creator, where does Greta live on the Team Talents™ map?

What is Greta being asked to do?

What's involved with doing that?

Listen for:

- *She lives in the land of Possibilities.*
- *She is being asked to collate, which involves skills like being detail oriented, maintaining order, being organized, following guidelines, being OK with routine.*

ASK:

Where do these tasks and skills fall on the Team Talents map?

Listen for

- [🎧] *Realities*

SAY:

On your worksheet, mark Greta's discomfort zone in the Land of Realities.

Allow participants to mark Greta's position on the map.

SAY:

OK. Let's watch another segment showing Heidi, a Refiner, being asked to enter her discomfort zone.



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[🎧] Video segment **“Heidi’s Discomfort Zone.”**

ASK:

[🎧] As a Refiner, where does Heidi live on the Team Talents™ map?

What is Heidi being asked to do?

What’s involved with doing that?

Listen for:

- Heidi lives in the land of Analysis.
- She is being asked to entertain some clients, which involves skills like building relationships, networking, talking with strangers.

ASK:

Where do these tasks and skills fall on the Team Talents map?

Listen for:

- [🎧] Interaction

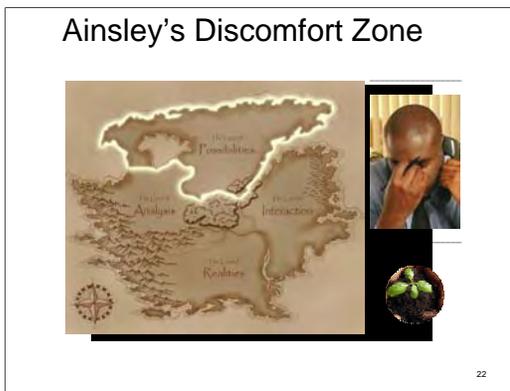
SAY:

On your worksheet, mark Heidi’s discomfort zone as the Land of Interaction.

Allow participants to mark Heidi’s position on the map.

SAY:

Let’s watch what happens when Ainsley, an Executor, is asked to function in his discomfort zone.



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[🎧] Video segment “**Ainsley’s Discomfort Zone.**”

ASK:

[🎧] As an Executor, where does Ainsley live on the Team Talents™ map?

What is Ainsley being asked to do?

What’s involved with doing that?

Listen for:

- *Ainsley lives in the land of Realities.*
- *He is being asked to come up with new ideas quickly, which involves skills like having to be spontaneously creative, brainstorming, working with vague goals.*

ASK:

Where do these tasks and skills fall on the Team Talents map?

Listen for:

- [🎧] *Possibilities*

SAY:

On your worksheet, mark Ainsley’s discomfort zone as the Land of Possibilities.

Allow participants to mark Ainsley’s position on the map.

SAY:

OK, now let’s take a look at Dan’s discomfort zone. He is an Advancer.



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[🎥] Video segment **“Dan’s Discomfort Zone.”**

ASK:

[🎥] As an Advancer, where does Dan live on the Team Talents™ map?

What is Dan being asked to do?

What’s involved with doing that?

Listen for:

- *Dan lives in the land of Interaction.*
- *He is being asked to analyze data, which involves skills like having to work alone for long periods of time, analyze, think critically, and evaluate.*

ASK:

Where do these tasks and skills fall on the Team Talents map?

Listen for

- [🎧] *Analysis*

SAY:

On your worksheet, mark Dan’s discomfort zone in the Land of Analysis.

Allow participants to mark Dan’s position on the map.

SAY:

- The challenges of one role are very different in nature than those of another.
- I’m sure most of us can identify with at least one of these team members.
- So where’s your discomfort zone?
- Your Team Talents individualized feedback gives you insight into these challenges.



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INSTRUCT:

- [☺] Take a couple of minutes to read about your own discomfort zone.
- Underline or highlight statements that seem to describe you well.

Give participants 2–3 minutes to read and make notes.

While they read, prepare a Discomfort Zone map on the flipchart by writing “Possibilities” at the top, “Realities” at the bottom, “Analysis” on the left side, and “Interaction” on the right. Be sure there are Post-It notes on each table.

ASK:

Who discovered something that they had not considered a challenge before?

Encourage as many responses as are unique.

INSTRUCT:

- Using the bullets at the bottom of the page, determine your discomfort zone.
- Record this on your worksheet, and then write your name on a Post-It note.
- Bring your Post-It up to the Discomfort Zone map that I have created on the flipchart, and place it in the region of the map that is your discomfort zone.

Give participants 1–2 minutes to read and post their discomfort zone.

SAY:

- This map shows that some of us are challenged by one thing, while others are challenged by something else.
- By identifying and accepting our discomfort zones, we can work together to allow team members to work where they are most comfortable and effective.

TRANSITION:

Our strengths and challenges influence our preference for team activities. Let's explore how these preferences define our willingness and ability to be flexible.



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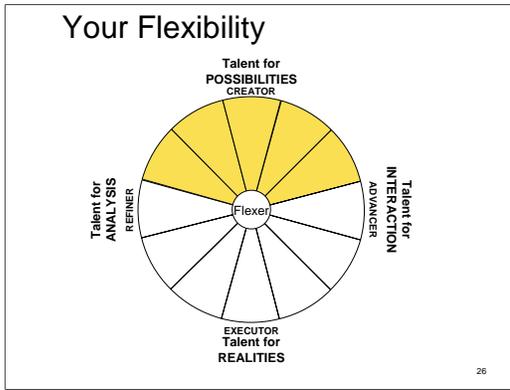


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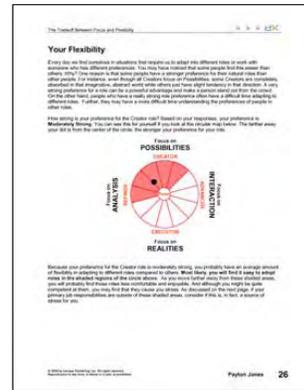
The Tradeoff Between Focus and Flexibility

SAY:

- [✓] Today's working environments often view flexibility as a highly desirable trait.
- Working with others often does require a certain degree of flexibility.
- And our level of flexibility is influenced by how strongly we prefer a particular role.
- Flexibility, however, has its own tradeoffs, and often comes at the expense of a more focused area of strength.



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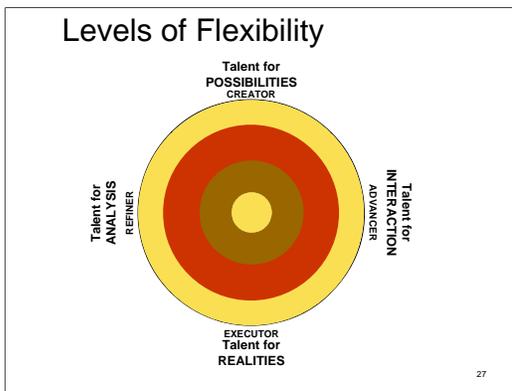


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INSTRUCT:

[🔊] I'd like you to take a few minutes to read your individualized feedback about your level of flexibility.

Give participants 2–3 minutes to read.



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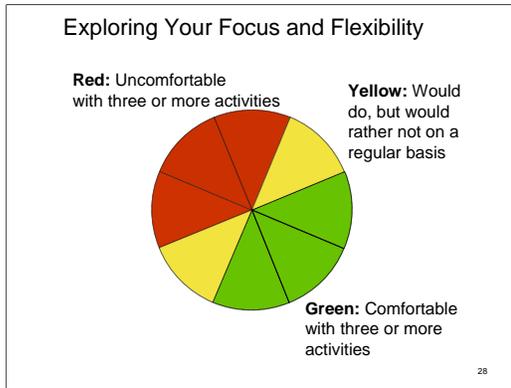
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EXPLAIN:

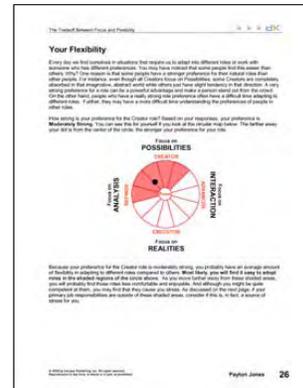
- [✓] What you just read describes your level of flexibility based upon your responses to the Team Talents™ assessment.
- This picture defines the different intensity bands that are used to determine your level of flexibility.
- [✓] Those of you whose dot appears in the outer band of the circle have a very strong preference for your role. You probably tend to be most focused in your role and least flexible.
- [✓] Those of you whose dot is in the center band have a moderately strong preference for your role with some flexibility toward other roles.
- [✓] Those of you whose dot is in the innermost band have only a slight preference for your role and therefore are very flexible about taking on other roles.
- [✓] And those of you whose dot is in the bull's-eye of the circle are Flexers, with no discernable preference for one role over another. You tend to be the most flexible and adapt to other roles easily as situations demand.

SAY:

[✓] Now you will have the opportunity to further assess your focus and flexibility by pinpointing your comfort and discomfort with different activities.



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INSTRUCT:

- [✓] On your worksheet is a circle divided into wedges. Bulleted lists of activities are plotted around the circle, and each corresponds to one of the circle's wedges.
- At your tables, you will find green, yellow, and red markers.
- Take five minutes to read the activities.
- [✓] With a green marker, color the wedges that correspond with a list that includes three or more activities you are very comfortable doing.
- [✓] With a red marker, color the wedges that correspond with a list that includes three or more activities you are uncomfortable doing or that drain your energy.
- [✓] Color in yellow the wedges that fall between green and red. These are activities you may be willing to do, but would rather not on a regular basis.
- Be honest with yourselves. There are no right and wrong answers here. When you are finished, total the number of wedges for each color and write it in the boxes at the bottom of your worksheet.

Give participants five minutes to read and color their circles. While they are completing this task, create a Focus and Flexibility poster on a piece of flipchart paper, similar to the previous PowerPoint slide, by drawing the team circle with the Flexer bull's-eye in the middle and the three intensity bands around it.

ASK:

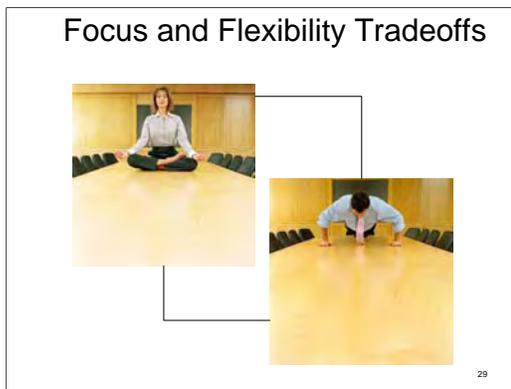
Based on your flexibility feedback, who had a very strong preference for their role? How many wedges did each of you color green?

Write down the number of green wedges on the flipchart in the outer band reported by each person.

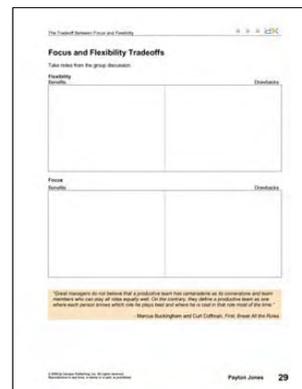
ASK:

Who had a moderately strong preference? How many green wedges do you have?

Write down the number of green wedges on the flipchart in the middle band reported by each person. Repeat for the "slight preference" group and the Flexer group.



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ASK:

[✓] What are some benefits to the team that arise from higher flexibility?

What are the drawbacks?

What are some benefits that arise from more focus?

What are the drawbacks?

Wait for responses and facilitate a discussion.

SAY:

Individuals can't be both focused and flexible. But luckily teams need some of both attributes to be successful. Too often, organizations focus on "well-rounded" individuals at the expense of more focused expertise.

[✓] As the Gallup Organization found in the study of 80,000 managers for *First, Break All the Rules*,

"Great managers do not believe that a productive team has camaraderie as its cornerstone and team members who can play all roles equally well. On the contrary, they define a productive team as one where each person knows which role he plays best and where he is cast in that role most of the time."

SAY:

Teams need both those with focus and those with flexibility to be successful.

TRANSITION:

Let's now take what we've learned about our team-role strengths, challenges, focus, and flexibility and apply it to understanding how we can tap into our team to reduce the stress that occurs at work.