

Session Goal and Process





Discover **differing priorities** among team members

Explore causes of **miscommunication** and **conflict**

Understand how we manage **time, meetings,** and **projects**

Create an **action plan** for better **collaboration**

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Leader's Guide

Collaborative Skills for Teams


Session Goal and Process

Our goal is to reconcile differences and create an engaged, collaborative team where:

- People have learned to embrace their differences.
- Conflict and miscommunication are reduced.
- Meetings have a purpose and time is managed efficiently.

My personal goals for this session:



The Team Talents™ model will inform each step of today's process. We will:

- Discover differing priorities among team members.
- Explore causes of miscommunication and conflict.
- Understand how we manage time, meetings, and projects.
- Create an action plan for better collaboration.

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NOTE TO FACILITATOR:

Begin the session by introducing yourself and addressing session logistics such as bathroom locations, respectful operating practices, break times, and parking lot for questions.

SAY:

- [✓] More than likely, we've all had to work with people who were quite different than us. Sometimes it's frustrating. But have you ever worked on a team where
 - [✓] People have learned to embrace their differences.
 - [✓] Conflict and miscommunication are reduced.
 - [✓] Meetings have a purpose and time is managed efficiently.
- The goal of this program is [✓] to reconcile the inherent differences of team members to help you create an engaged, collaborative team.
- Of course, there are different ways to do this, but we're going to be using a proven method called the Team Talents™ Learning Model

SAY:

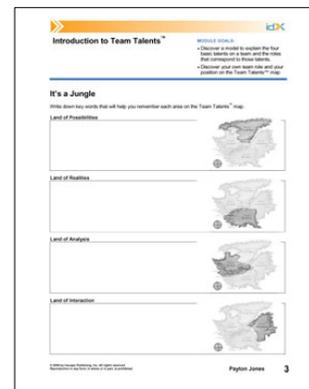
- After we are introduced to this model, it will inform each step of today's process.
- [✓] We'll discover the differences between team members' priorities and how they affect our ability to work together effectively.
- [✓] Next, we'll explore the causes of miscommunication and conflict.
- [✓] We'll also understand how our differences affect how we manage time, meetings, and projects.
- [✓] Finally, we'll create an action plan for better collaboration based on what we have learned.

TRANSITION:

So let's get started with an introduction to the Team Talents™ model.



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Introduction to Team Talents™: It's a Jungle

SAY:

- [🗣️] Sometimes we might be surprised at the variety of people we encounter when working on teams. While some might be similar to us in how they approach work, others are so different that they might seem like they come from another species altogether.
- Let's watch a video that shows the kinds of people you are likely to find when working on a team.
- Write down key words that describe the various Team Talents™ lands.

[🗣️] *Video segment "It's a Jungle."*

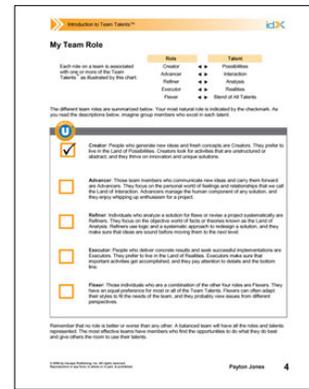
ASK:

[🗣️] Did anyone recognize any similar "creatures" to those that you have encountered on your work teams?

Wait for responses and facilitate discussion.

My Team Role		
Roles		Talents
Creator		Possibilities
Advancer		Interaction
Refiner		Analysis
Executor		Realities
Flexer		Blend of all Talents

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The screenshot shows a page titled "My Team Role" with a table of roles and talents. Below the table, there are five checkboxes, each followed by a description of a role: Creator, Advancer, Refiner, Executor, and Flexer. The "Creator" checkbox is checked.

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SAY:

- [✓] Now, let's take a look at the roles that relate to the Team Talents™.
- As you can see from the chart, each of the Team Talents corresponds to a particular team role.
- In addition, the Flexer role represents an equal preference for each of the talents.

INSTRUCT:

- Find the checkmark that identifies your primary team role, based on the prework. Read the description and underline any words that seem to describe you well.
- Then read the descriptions of the other roles, and picture your own team members who demonstrate these roles and talents.

Allow participants a minute to find their team roles and read the descriptions.

SAY:

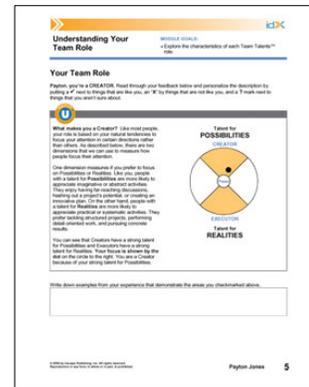
- Clearly, there is an explanation for the differences we encounter when we work on teams.
- Recognizing our own talents and those of people we work with is the first step toward more effective and productive teams.

TRANSITION:

Now that we have identified our own roles and talents, let's spend some time understanding how they contribute to the team.



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Understanding Your Team Role

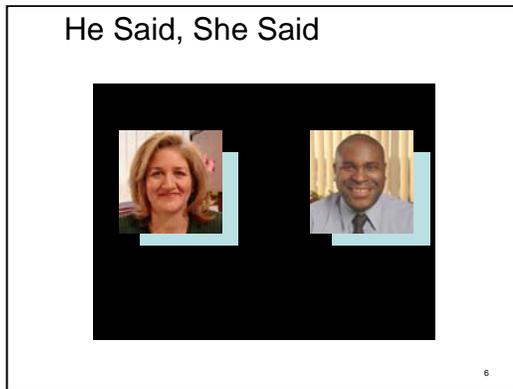
SAY:

- [☺] Most activities conducted by a team are fueled by one or more of the Team Talents™.
- [☺] As we have seen, your specific role in a team will depend on which talent you give your focus. Let's take a few minutes to dig deeper into your primary role and the talent that drives it.

INSTRUCT:

- Take a minute to read the feedback about your primary team role
- Personalize the description by putting a checkmark next to things that are like you, an "X" by things that are not like you, and a question mark next to things that you aren't sure about.
- Then, consider the areas you checkmarked. Write down examples from your experience that demonstrate how these areas have helped you succeed in a team.

Allow 2–3 minutes for participants to read and take notes.



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Working with Other Team Talents™

SAY:

- [👂] Interpersonal differences affect teams every day.
- We all have different priorities and needs, which can make working together challenging.
- Let's take a look at an interaction between Greta and Ainsley that illustrates the conflicting priorities of Creators and Executors.
- Take notes on the interaction using the questions provided in your workbook.

[👂] Video segment **"He Said, She Said."**

ASK: (Quickly debrief)

[👂] From Greta's point of view:

- What is she trying to achieve?
- What are her concerns?
- Who here has worked with people like Greta?
- How would you be likely to react to Greta?

[👂] From Ainsley's point of view:

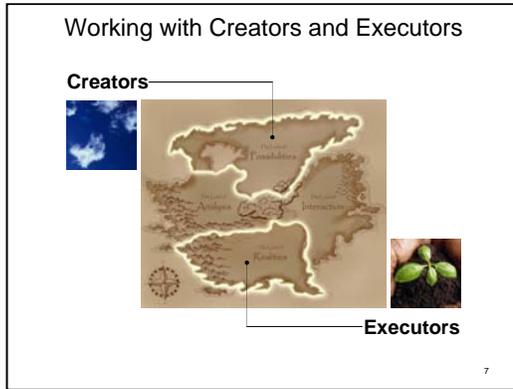
- What is he trying to achieve?
- What are his concerns?
- Who here has worked with people like Ainsley?
- How would you be likely to react to Ainsley?

Would you agree that they have conflicting priorities in this situation?

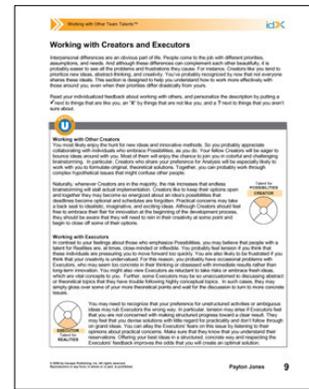
Wait for answers and facilitate discussion.

SAY:

Let's consider what it might be like for you to work with Greta and Ainsley.



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INSTRUCT:

- [✓] Read your individualized feedback concerning how you work with Creators and Executors.
- As before, personalize the description with checkmarks, “X’s”, and question marks.

Give participants 2–3 minutes to read and record.

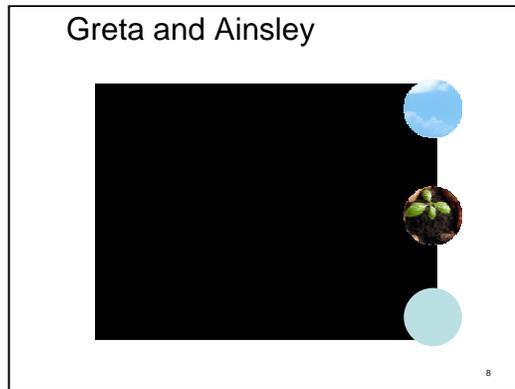
ASK:

What are some of the things you noted about working with Executors or Creators? Let's hear from the Refiners first.

Solicit answers, asking for input from participants of each role.

SAY:

Now let's take a look at what someone like Greta, who lives way out in the land of Possibilities, might imagine it is like to deal with Ainsley.



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[🎧] Video segment **“Greta’s Perception.”**

ASK:

[🎧] What were Greta’s perceptions of Ainsley? Why might she view him this way?

Listen for:

- *He doesn’t want to try anything new.*
- *He doesn’t respond positively to any of Greta’s ideas.*

ASK:

Can anyone identify with Greta’s perception of our Executor in action?

Get a show of hands.

SAY:

[🎧] Now let’s take a look at what Ainsley, who hails from deep within the land of Realities, might imagine it is like to deal with Greta.

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

ASK:

[🎧] What were Ainsley’s perceptions of Greta? Why might he view her this way?

Listen for:

- *She’s not being sensitive to the parameters that have been placed on them.*
- *Her ideas seem too outlandish.*

ASK:

Can anyone identify with Ainsley’s perception of the Creator in action?

Get a show of hands.

SAY:

We perceive others differently based on our needs, needs that are characterized by the talent that drives us — Possibilities vs. Realities or Analysis vs. Interaction. We’ve just seen an example of the Possibilities/Realities dimension.

Time Management by Team Role

- Read about your role's **time-management practices**

How does the role's time-management **priorities** affect you?

- Make a poster: **"A Day in the Life of _____"**



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Understanding How You Manage Time

Time Management by Team Role

As you read, consider each of the four characteristics to see different priorities in time management. Teams often have an ability to understand all of these perspectives, but may have found one or two. Your team might be a Creator or Advancer in the different areas or you may identify groups with a Creator and one Refiner from the video.

An excellent strategy to create your poster is to write notes in the margins around the circle about how each role's time-management priorities and practices affect you.



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INSTRUCT:

- [✓] In your groups, read the information about your time-management practices.
- Using the characteristics from the workbook, what you saw in the video, and your own ideas, [✓] create a poster called "A Day in the Life of _____" your team role.
- You may use pictures or words to describe a typical day, highlighting how you use and organize your time.

Give participants 10–15 minutes to complete their posters.

INSTRUCT:

- [✓] As each group presents its Day in the Life poster, consider how the group's time-management priorities and practices affect you.
- Write your thoughts in the margins around the circle in your workbook page. Let's start with the Creators.

Allow the Creator group to present its poster.

ASK:

- Executors, how do the priorities of the Creator group affect you?
- Refiners and Advancers, what are your reactions to the Creators' priorities?
- Creators, any surprises on the reactions of the other roles?

Wait for responses after each question and facilitate a discussion. Allow each of the other three roles to present, facilitating a similar discussion after each presentation starting with the role that is opposite of the presenter group's role.

SAY:

- [✓] While time management seems like a personal preference, the way we use time affects others, especially those who work closely with us.
- A clearer understanding of how different people manage time can help us become more aware of how we might be helping and hindering the efforts of our teams.

TRANSITION:

The same differences in priorities that define time management manifest themselves in the meetings that are so important to team progress. Let's take a look at team meetings to better understand how to get the alignment we need for effective collaboration.



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Aligning Priorities in Meetings

SAY:

- [~] Meetings are where much of the work of a company happens.
- Although team meetings can be productive, they can also be a source of frustration, especially when people have different priorities.
- Let's explore how team role priorities can affect meetings.

Deal out the deck of Team Priority Cards — three cards to each participant.

INSTRUCT:

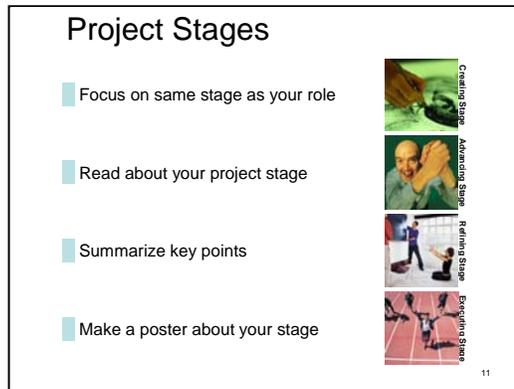
- [~] I've given you each three priority cards.
- Walk around the room and trade cards with others until you have three cards that best describe your priorities when in meetings.
- When you have your three priorities, return to your seats and record your priorities in your workbook.

Allow five minutes for participants to trade cards, providing a warning when one minute remains.

INSTRUCT:

- Time is up for those still trading.
- Return to your seats and record your priorities in your workbook.

Give participants a minute to record.



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Understanding Team Project Stages

SAY:

- [✓] Usually, when a team works on a project, it moves through a series of stages — Creating, Advancing, Refining, and Executing.
- Each stage has different activities and priorities associated with it, and it is important for teams to understand the goals and requirements of each stage to assure successful projects.
- We will start by working in same-role groups.

Arrange participants in same-role groups if they are not already there. If there are Flexers in the group, ask them to join the role group that is most comfortable for them. Direct each group to where there is flipchart paper and markers for them.

INSTRUCT:

- [✓] Each group will focus on the team project stage associated with its role.
- [✓] First, find the description of your corresponding project stage on one of the next four pages of your workbook. Read this information in your group.
- As your group reads about your stage consider:
 - Primary goals of the stage
 - Activities that are involved in the stage
 - Expectations that should be agreed upon for the stage
 - Strategies for success in the stage.
- [✓] Use this information to summarize your stage in four to six key points.
- [✓] Once you have agreed upon the key points, make a poster on your flipchart paper about your stage to present to the rest of the group.

Give participants 10 minutes to read, discuss, and make their posters.



Leader's Guide
Conclusion to Collaborative Skills for Teams



Participant Workbook

SAY:

- [Facilitator] Our goal today was to help you create [Participant] engaged, collaborative teams where people embrace their differences and real progress is made.
- [Facilitator] We used the Team Talents™ Learning Model to understand that our preferences for certain talents explain important differences between team members.
- [Facilitator] As a result of these different talents, we take on different team roles and act on different priorities.

SAY:

- [Facilitator] We explored how our differences can lead to miscommunication and conflict.
- [Facilitator] With an awareness of our differences, we can prevent misunderstandings and appreciate the variety that exists when we undertake activities such as managing time and conducting meetings.

SAY:

- [Facilitator] Finally, we looked at the stages that correspond to the Team Talent roles.
- While each stage will be most natural for one of the roles, we are all able to contribute our unique perspectives to make every stage more productive.



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SAY:

- [☺] Building collaborative teams requires that we not only put up with the differences we encounter, but that we embrace the variety of strengths that these differences allow.
- Encouraging the contributions of all the team roles helps ensure that our teams become more energized and effective.
- Thank you for a dynamic and engaging session.