

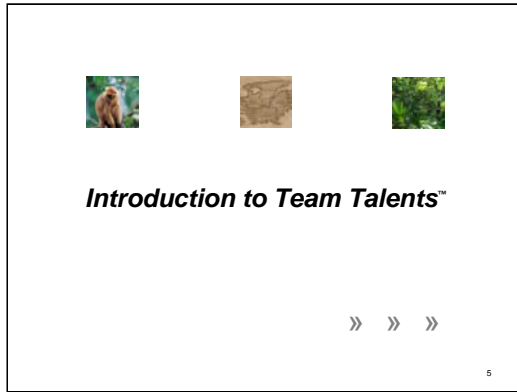


Collaborative Skills for Teams

Sample Leader's Guide

This Sample Leader's Guide contains selected portions.





Leader's Guide



Participant Workbook

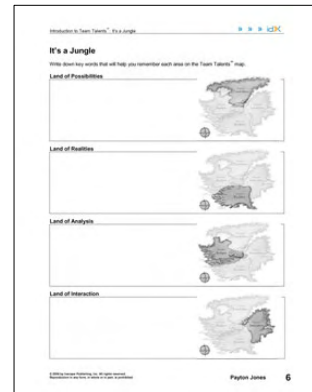
Introduction to Team Talents™ : It's a Jungle

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.
- As you are watching, write down key words on the next workbook page that describes the various Team Talents™ lands.



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[🎥] Video segment ***“It’s a Jungle.”***

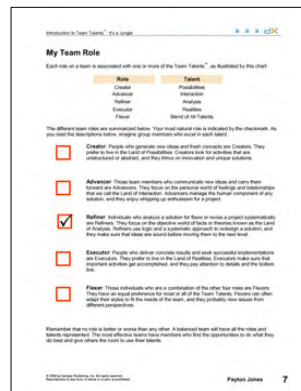
ASK:

[🎥] 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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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.

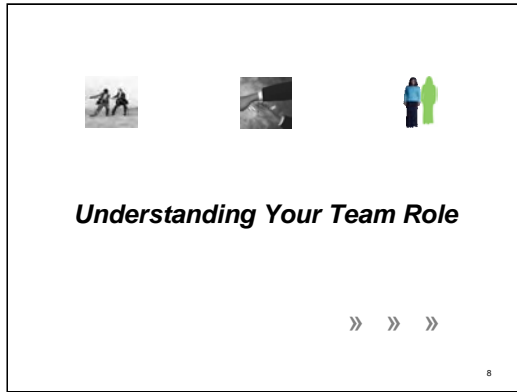
Allow participants a minute to find their team roles and read the descriptions.

SAY:

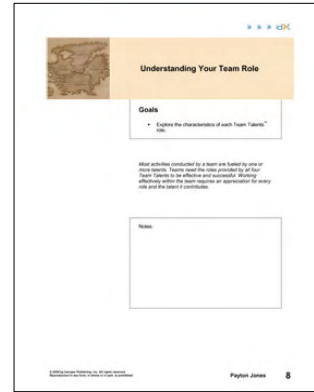
- As you have seen, there is an explanation for the differences we encounter when we work on teams.
- Recognizing our own talents and those of people we work with is the first step toward more effective and productive teams.

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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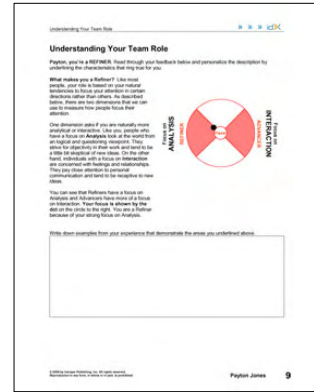
Understanding Your Team Role

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.



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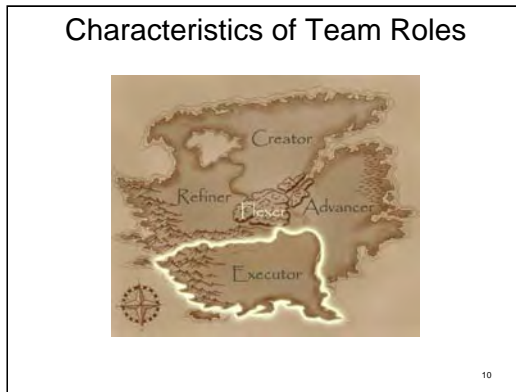


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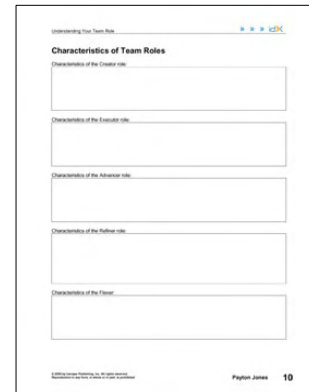
INSTRUCT:

- [🔗] Take a couple of minutes to read your individualized feedback about your primary team role and underline characteristics that ring true for you.
- Then, note on the bottom of your workbook page any examples from your experiences that demonstrate the characteristics you underlined.

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



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SAY:

- [🗨️] Now that you understand your primary team role a little better, let's hear about some of the characteristics of each of the Team Talents™ roles.
- [🗨️] For those whose talent is for Possibilities, what are some of the words or phrases you underlined that characterize your team role as Creator?

Listen for: appreciates imaginative or abstract activities, enjoys far-reaching discussions, seeks innovation, hashes out project's potential.

ASK:

[🗨️] For those whose talent is for Realities, what are some of the words or phrases you underlined that characterize your team role as Executor?

Listen for: appreciates practical or systematic activities and concrete results, prefers structured projects and detail-oriented work.

ASK:

[🗨️] For those whose talent is for Interaction, what are some of the words or phrases you underlined that characterize your team role as Advancer?

Listen for: concerned with feelings, values communication, receptive to new ideas.

ASK:

[🗨️] For those whose talent is for Analysis, what are some of the words or phrases you underlined that characterize your team role as Refiner?

Listen for: logical, questioning, strives for objectivity, skeptical of new ideas.

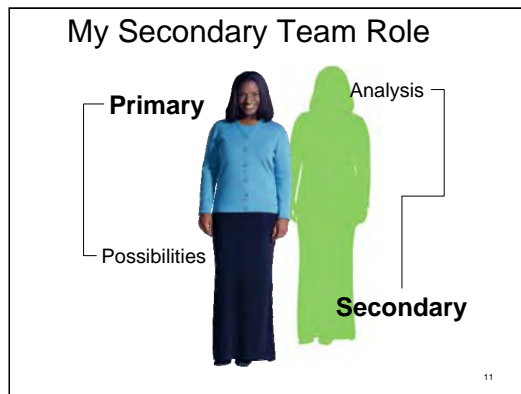
ASK:

[🗨️] Were there any Flexers in the group? What are some of the characteristics you underlined about the Flexer?

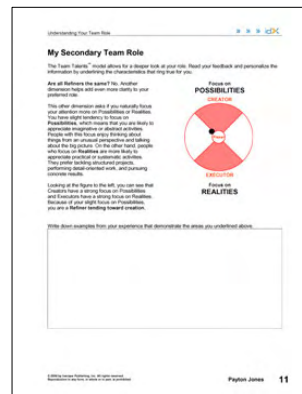
Listen for: prefers both practical, systematic tasks and imaginative, abstract tasks..

SAY:

- "Flexer" is not defined as a team role, but a combination of all four roles. Flexers may adjust themselves readily to most any role the team needs filled.
- Others on the team may also take on different roles based on their secondary focus. Let's take a look at what other talent you might bring to the team.



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SAY:

- [✓] The combination of our primary and secondary talents can help complete our understanding of the roles we prefer in our teams.

INSTRUCT:

- Take a couple minutes now to read about your secondary team role.
- Again, underline the characteristics that ring true for you and note examples from your experience where you have used the secondary talent or talents.

Allow participants two minutes to read and take notes.

ASK:

How do you think having a secondary team talent can benefit a team?

Listen for: allows for more flexibility, fosters more appreciation of others

ASK:

Who in the group found they had a balanced focus as their secondary team talent?

A balanced focus means you value the roles associated with both talents equally. How can this be a benefit?

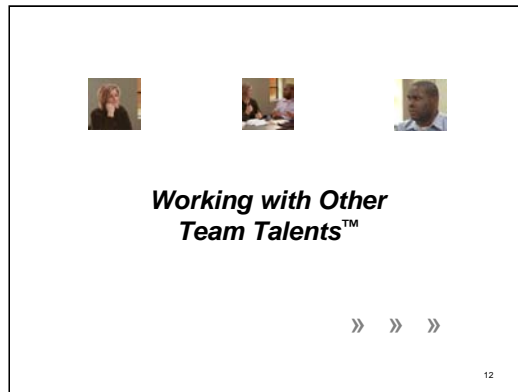
Listen for: I can be flexible enough to perform in multiple roles, I can help team members understand each others' perspectives.

EXPLAIN:

Working together effectively requires an appreciation for every role and its corresponding talents.

TRANSITION:

But appreciation can be difficult to achieve, especially when the priorities of the roles are so different. Let's explore these differences and how they affect team conflict.



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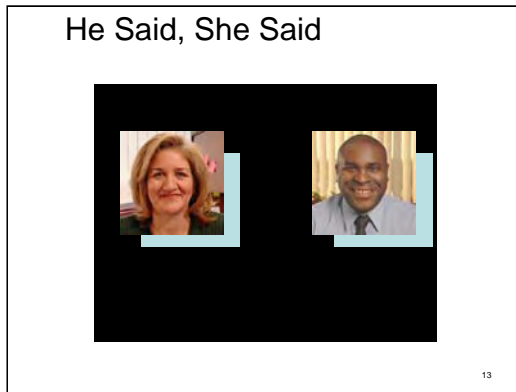
Working with Other Team Talents™: He Said, She Said

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.

INSTRUCT:

- Using the questions on the next page of your workbook, take notes on the interaction as you view this video segment.



Leader's Guide



Participant 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:

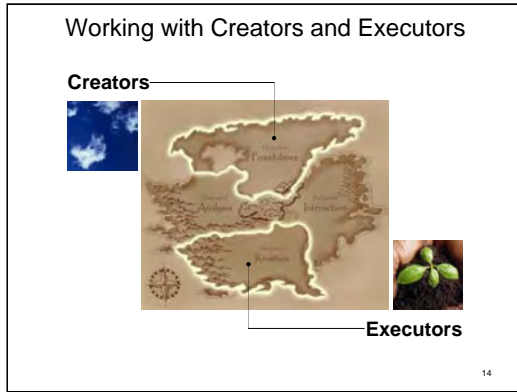
- What is he trying to achieve?
- What are his concerns?
- Who here has worked with people like Ainsley?
- How would you be likely to react to Ainsley?

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.



Leader's Guide



Participant Workbook

INSTRUCT:

- [📄] Your workbooks have your individualized feedback concerning how you work with Creators and Executors.
- Take a few minutes to read this information and underline statements that ring true to you.

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.



Leader's Guide



Participant Workbook

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.

[🗣️] Video segment "**Greta's Perception.**"

ASK:

[🗣️] What were Greta's perceptions of Ainsley?

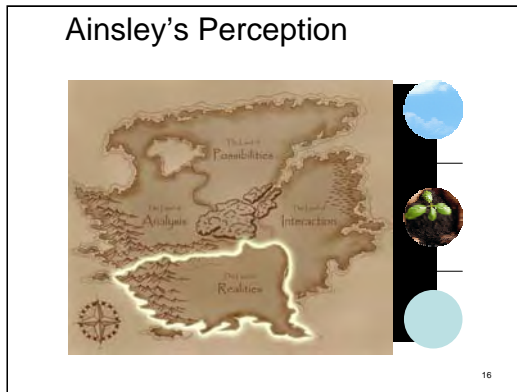
Why might she view him this way?

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?



Leader's Guide



Participant Workbook

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 was Ainsley's perception of Greta?

Why does 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?

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.



Leader's Guide



Participant Workbook

SAY:

[✓] Let's take a look at how similar challenges play out on the Analysis/Interaction dimension. Take notes using the questions provided on your worksheet.

[✓] Video segment "**Dan and Heidi.**"

ASK

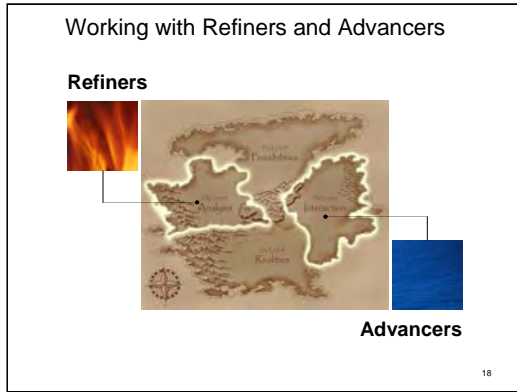
[✓] From Dan's point of view:

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

From Heidi's point of view:

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

Wait for answers and facilitate discussion.



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INSTRUCT:

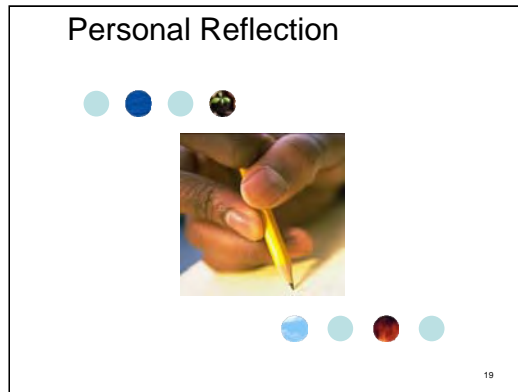
- [🕒] Now take a minute again to read your feedback about how you interact with Refiners and Advancers.
- Underline statements that ring true to you.

Give participants 2–3 minutes to read and record.

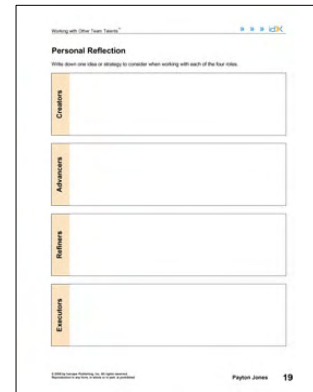
ASK:

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

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



Leader's Guide



Participant Workbook

INSTRUCT:

[🗣️] Now, based on what we have learned, write on your “Personal Reflection” workbook page one idea or strategy to consider when working with each of the four roles.

Allow 3–5 minutes for participants to complete their personal reflection.

SAY:

- It might seem that it would be more constructive to work only with people who share our own priorities, but in truth this would likely cause our teams to fail at what they are trying to achieve.
- If we are all focused on new ideas and exciting possibilities, we may never complete a project. If we are all focused on getting the job done, we might miss out on innovative ideas. An over-reliance on analyzing and refining might lead to stagnation, while always trusting gut-instinct and relationships might put us in danger of making illogical choices.
- Clearly, each role adds value and perspective that might otherwise be missing, so the strategies that we have discussed for working with others who have different priorities are key to effective team outcomes.

TRANSITION:

We understand now that working together in teams requires the effort involved in appreciating the different priorities of all the team roles. These differences can be seen very clearly when communication breaks down. Next, we'll explore the problems that arise from conflicting communication preferences.