

## Collaborative Skills for Teams

<b>PROGRAM LENGTH:</b>	3½ - 4½ hours
<b>PROGRAM DESCRIPTION:</b>	<p>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 deal with their differences? Where 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.</p> <p>After participants are introduced to the Team Talents™ Learning Model, it will inform each step of the process.</p> <ul style="list-style-type: none"> <li>▪ First, participants will look at the differences between team members' priorities and how they affect their ability to work together effectively.</li> <li>▪ Next, they will explore how these differences can lead to miscommunication and conflict.</li> <li>▪ Then they'll discover how their priorities affect team responsibilities such as managing time, conducting meetings, and guiding projects.</li> <li>▪ Finally, participants will take a step back and create an action plan for better collaboration based on what they've learned.</li> </ul>
<b>PROGRAM DETAILS:</b>  <b>Length:</b> 5 - 10 minutes <b>Activity:</b> Introduction <b>Materials:</b> None	<p><b>WELCOME TO COLLABORATIVE SKILLS FOR TEAMS</b></p> <p><b>Goals:</b></p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>▪ Discover the goals and plan of the session.</li> </ul> <p><b>Activity Description:</b></p> <p>Participants are introduced to the trainer and learn the goals and plan of the session.</p>
<b>Length:</b> 15 - 20 minutes <b>Video:</b> 8 minutes <b>Activity:</b> Individual & Large Group <b>Materials:</b> None	<p><b>INTRODUCTION TO TEAM TALENTS™: IT'S A JUNGLE</b></p> <p><b>Goals:</b></p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>▪ Discover their positions on the Team Talents™ map.</li> <li>▪ Explore the contribution each talent brings to the team.</li> </ul> <p><b>Activity Description:</b></p> <p>Participants watch a video that introduces the Team Talents map with its four different lands: Possibilities, Realities, Analysis, and Interaction. The characters in the video help participants understand the four talents that drive all team activities and the team roles that arise from these talents. Participants then read individualized feedback based on their responses to the session prework to discover their own team roles.</p>

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<p><b>Length:</b> 20 - 25 minutes  <b>Activity:</b> Individual &amp; Large Group  <b>Materials:</b> None</p>	<p><b>UNDERSTANDING YOUR TEAM ROLE</b></p> <p><b>Goals:</b>  Participants will:</p> <ul style="list-style-type: none"> <li>▪ Explore the characteristics of each Team Talents™ role.</li> </ul> <p><b>Activity Description:</b>  Participants read their individualized feedback to learn about their primary team roles. Volunteers from each team role share characteristics about their role with the large group. They return to their feedback to learn about their secondary team roles and discuss how this secondary perspective benefits the team.</p>
<p><b>Length:</b> 35 - 40 minutes  <b>Video:</b> 3.5 minutes  <b>Activity:</b> Individual &amp; Large Group  <b>Materials:</b> None</p>	<p><b>WORKING WITH OTHER TEAM TALENTS™: HE SAID, SHE SAID</b></p> <p><b>Goals:</b>  Participants will:</p> <ul style="list-style-type: none"> <li>▪ Understand the challenges they may face when working with others who have different priorities, roles, and talents.</li> </ul> <p><b>Activity Description:</b>  Participants watch a video showing an interaction between a Creator and an Executor. They discuss the conflicting priorities that seem to be causing tension in the situation, then read their individualized feedback to find out more about how they likely interact with these two roles. Participants then watch video segments that show the same interaction as imagined by each of the two characters, emphasizing the distorted perception that might occur because of the differences between their perspectives. Participants then watch an interaction between a Refiner and Advancer, and read their individualized feedback about how they might interact with these two roles. Finally, participants consider what they have learned and write down ideas and strategies they need to consider when working with each of the four team roles.</p>
<p><b>Length:</b> 35 - 40 minutes  <b>Video:</b> 2 minutes  <b>Activity:</b> Individual, Large &amp; Small Group  <b>Materials:</b> None</p>	<p><b>UNDERSTANDING COMMUNICATION DIFFERENCES: FAILURE TO COMMUNICATE</b></p> <p><b>Goals:</b>  Participants will:</p> <ul style="list-style-type: none"> <li>▪ Recognize that communication breakdowns can be based upon the different priorities and preferences of team members.</li> <li>▪ Understand communication priorities and preferences of the four team roles and how they have contributed to past communication breakdowns.</li> <li>▪ Discover key points to consider when listening and talking to each of the roles.</li> </ul> <p><b>Activity Description:</b>  Participants consider specific team communication breakdowns that have occurred. They read individualized feedback to explore what might have gone wrong in these situations. In small groups, they choose one situation to explore in-depth and determine what could have been done differently. Each group thinks of key concepts to consider when communicating with each of the team roles, and shares these with the large group. Participants view a video illustrating a communication breakdown and analyze what went wrong. Finally, they create personal team-communication action plans.</p>

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**Length:** 20 - 30 minutes  
**Video:** 1.5 minutes  
**Activity:** Large & Small Group  
**Materials:** None

## UNDERSTANDING DIFFERENCES IN TEAM TALENTS™ AS A SOURCE OF CONFLICT: STUCK IN THE PACKETS

### Goals:

Participants will:

- Understand how differences in Team Talents™ can lead to conflict.
- Explore ways to resolve conflict with team members.

### Activity Description:

Participants watch a video showing a conflict between two team members. They consider the role of the opposing talents of Analysis and Interaction in this conflict, then view it again considering the Possibilities/Realities dimension. Participants then break into mixed-role groups to discuss possible resolutions to the conflict based on their new understanding of these fundamental differences.

**Length:** 15 - 25 minutes  
**Video:** 2 minutes  
**Activity:** Large & Small Group  
**Materials:** Flipchart paper, markers

## UNDERSTANDING HOW YOU MANAGE TIME: A DAY IN THE LIFE

### Goals:

Participants will:

- Understand their time-management preferences based on their team roles.
- Discover how their preferences might affect people of different roles.

### Activity Description:

Participants watch a video illustrating how team members with different roles use time. They then get together with others who have the same team roles, read a section of their individualized feedback about how they tend to manage time, and create a poster called “A Day in the Life” to present to the large group. After each group presents, those from other role groups are asked how the time-management priorities of the presenting group might affect them. Participants then complete a personal reflection on how they manage time and how this affects others.

**Length:** 20 - 25 minutes  
**Video:** 1.5 minutes  
**Activity:** Individual & Large Group  
**Materials:** Team Priority Cards

## ALIGNING PRIORITIES IN MEETINGS: SHOULD WE EVEN BE HAVING THIS MEETING?

### Goals:

Participants will:

- Assess how to manage their priorities when they don't match the meeting priority.
- Understand that everyone needs to reach consensus up front about what a meeting is meant to accomplish.

### Activity Description:

Participants get a sense for their meeting priorities by trading Team Priority cards with others. They then watch a video of a meeting and pick out the character whose meeting priorities seem to match their own. They discuss strategies for managing priority differences that might have helped in the meeting they witnessed. Participants then read their feedback to discover more about their own meeting priorities, then reflect on how they could manage themselves better when their natural priorities are not the focus of the meeting.

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<p><b>Length:</b> 20 - 30 minutes  <b>Activity:</b> Large &amp; Small Group  <b>Materials:</b> Flipchart paper, markers</p>	<p><b>UNDERSTANDING TEAM PROJECT STAGES</b></p> <p><b>Goals:</b></p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>▪ Understand the activities and priorities associated with the four stages of team projects.</li> <li>▪ Discover how they contribute to each stage.</li> <li>▪ Recognize the challenges they might face in stages that do not correspond to their team role.</li> </ul> <p><b>Activity Description:</b></p> <p>Participants divide into groups according to their team roles. Each role group reads about the team project stage associated with its role that is provided in their feedback, noting key points about that stage. The groups present these key points to the large group, then the other role groups discuss their potential contributions and challenges in each stage.</p>
<p><b>Length:</b> 20 - 25 minutes  <b>Activity:</b> Individual &amp; Large Group  <b>Materials:</b> None</p>	<p><b>ACTION PLAN FOR BETTER COLLABORATION</b></p> <p><b>Goals:</b></p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>▪ Create a focus for moving toward a more collaborative team.</li> </ul> <p><b>Activity Description:</b></p> <p>Participants review their notes and personal reflections from throughout the session. They choose two ideas they would like to act upon and create detailed action plans for implementing these steps.</p>
<p><b>Length:</b> 5 minutes  <b>Activity:</b> Large group</p>	<p><b>CONCLUSION TO COLLABORATIVE SKILLS FOR TEAMS</b></p> <p><b>Goals:</b></p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>▪ Review the session goals and key concepts explored in the session.</li> </ul> <p><b>Activity Description:</b></p> <p>Participants review the key concepts concerning how team role preferences and priorities influence team members in how they:</p> <ul style="list-style-type: none"> <li>▪ Communicate with each other and approach conflict.</li> <li>▪ Approach basic team tasks such as time management, conducting meetings, and guiding projects.</li> </ul>