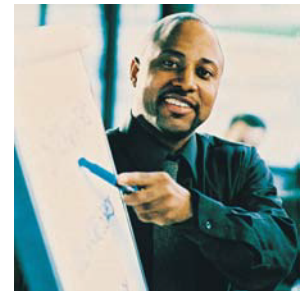




Condensed  
Sample Version

# Capitalizing on Team Talents™ Leader's Guide



**Session Goal and Process**



- Uncover each person's **talents**
- Explore areas of **discomfort** and **stress**
- Discover how to **capitalize** on **strengths**

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**Leader's Guide**

Capitalizing on Team Talents™

**Session Goal and Process**

Our main objective is to create an engaged, high-functioning team where:

- People just seem to “get” each other.
- Projects make real progress.
- Everyone is glad to be on the team.

My personal goals for this session:



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

- Uncover each person's talents.
- Explore areas of discomfort and stress.
- Discover how to capitalize on each team member's strengths.

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**SAY:**

[☺] Have you ever worked on a team where everyone is doing what they enjoy and making the very best use of their talents? Where

- People just seem to “get” each other.
- Projects make real progress.
- Everyone is glad to be on the team.

**SAY:**

- The goal of this program is [☺] to help you create this kind of engaged, high-functioning 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:**

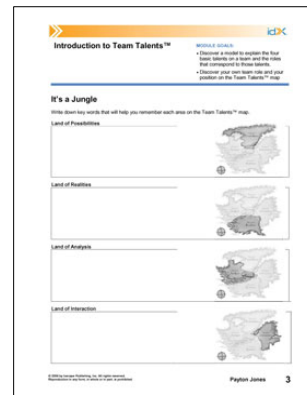
- After we are introduced to this model, it will inform each step of today's process.
- [☺] First, we'll spend time looking at the talents that each person brings to the team.
- [☺] Next, we'll explore the areas that aren't as comfortable or natural for each of us.
- [☺] Finally, we'll pull all of this together and look at ways that the team can use each person's talents to their fullest.

**TRANSITION:**

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



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## Introduction to Team Talents™

### 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 the way that 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 watch, write down key words that describe the various Team Talents™ lands.

[🗣️] *Video segment "It's a Jungle."*

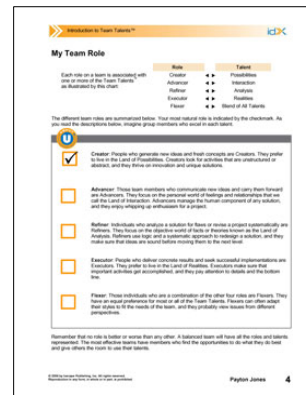
### ASK:

[🗣️] Did anyone recognize any similar "creatures" to those 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.

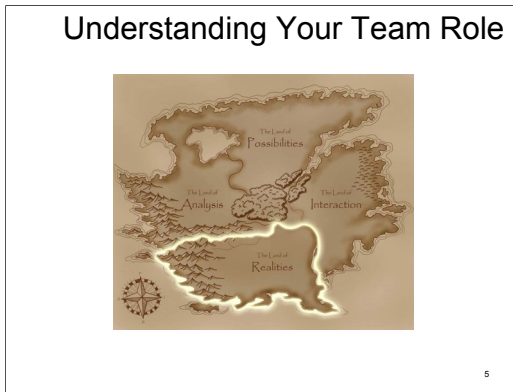
*Allow participants a minute to find their team roles and read the descriptions.*

**SAY:**

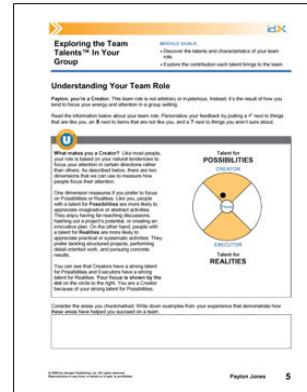
- As you have seen, there is an explanation for the differences we encounter when we work on teams.
- Recognizing our own talents and those of people we work with is the first step toward more effective and productive teams.

**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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## Exploring the Team Talents™ in Your Group: Tug of War

### 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 prefer. 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 on a team.

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



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## Understanding Your Discomfort Zone

### SAY:

- [✓] 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.
- 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.

[✓] 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: Greta 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*

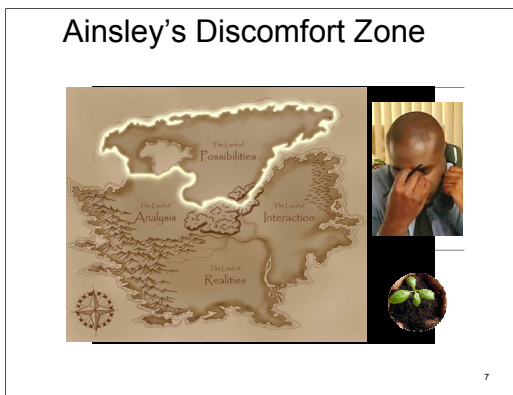
### INSTRUCT:

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

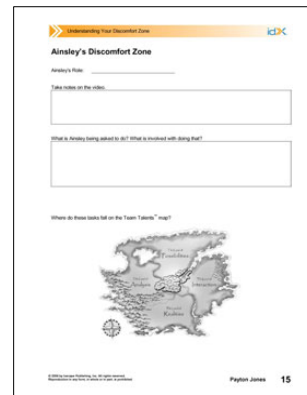
*Allow participants to mark Greta's position on the map.*

### SAY:

Now let's watch another segment showing Ainsley, an Executor, being asked to enter 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.*



**Review**

**Collaboration**

- Reduce stress
- Benefit the team
- Allocate activities based on strengths



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**Leader's Guide**

**Conclusion to Capitalizing on Team Talents™**

**Review**

**Team Talents™ Learning Model**

**Team Roles**

- Creator
- Refiner
- Advancer
- Executor

**Strengths**

Identify your strengths for one or more of these team roles.

**Discomfort and Stress**

Circle when working on tasks or activities that fall outside or outside your roles.

**Intensity of Talent Preference**

**Flexibility** – Ability to adapt to other team roles. High flexibility to adapt to other roles.

**Focus** – Strong preference for one team role. High focus on one role.

**Collaboration**

**Remember:**

Activities that come naturally to some can be incredibly stressful to others.

**By allocating activities based on strengths, team members:**

- Can enjoy their work more
- Are less stressed
- Have a greater appreciation for their teammates' contributions.

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## Conclusion to *Capitalizing on Team Talents*™

**SAY:**

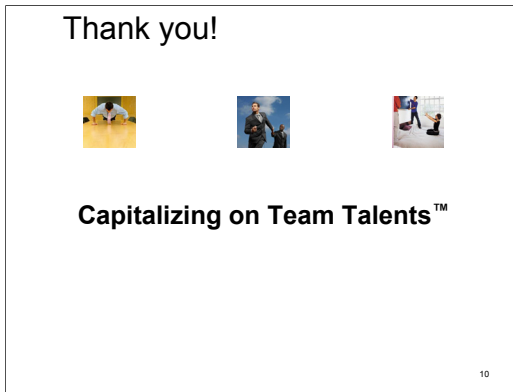
- [👂] Our goal today was to help you create an engaged, high-functioning team. Let's review what we've learned that will help us do that.
- [👂] First, we used the Team Talents™ model to understand how our strengths stem from our preferences for one or more of four team talents.
- [👂] Out of these talents come four team roles: Refiner, Advancer, Executor, and Creator. The Flexer is usually able to operate in all four of the team roles.
- High-functioning teams need the roles provided by all four talents.

**SAY:**

- [👂] We also explored our discomfort zones – tasks and activities that don't come naturally to us.
- [👂] Our stress often comes from working outside our preferred team roles. Sometimes we don't realize just how much energy these activities drain from us.
- We discovered how far outside our preferred roles we are able to move comfortably. We learned that a [👂] strong preference for our talents translates into a strong focus or expertise in our roles, whereas a [👂] slight preference for our talents denotes greater flexibility to adapt to other roles.
- A team needs both focus and flexibility to be innovative and productive.

**SAY:**

- [👂] Finally, we applied what we learned from the Team Talents™ model to understand how collaboration could reduce stress and benefit the team.
- By allocating activities based on strengths, team members can enjoy their work more with less stress, while experiencing a greater appreciation for their teammates' contributions.



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**SAY:**

- [~] Capitalizing on each team member's strengths requires that we determine if the roles they are expected to perform align with their talents.
- By focusing first on the collection of strengths in a team, then on what needs to be accomplished, team members will be better able to use their natural talents to propel the entire team to greater success.
- Thank you for an energetic and compelling session.