

Building the Best Team Series



1



Tracy Nelson, SPHR, CPTD
President/Chief Talent Officer
Aspire Talent Group

We use data and a scientific approach to talent optimization to help individuals, teams, and organizations **achieve more.**



Leadership Development
Coaching/Consulting
Assessments/Diagnostics
Teambuilding/Team Development



ASPIRE TALENT
GROUP LLC

2



Building the Best Team Series

Part 1: Live Virtual Session

- Team Insights and Discovery: Understanding Our Individual & Team Profiles

Part 2: Four on-demand recorded sessions (complete 1 per week)

- Learn the stages of team development and how you can best leverage this to understand your current team dynamics
- Understand the essentials for creating a culture of trust and respect for the value all members bring to the team
- Gain insights into daily behaviors and practices to enhance communication and collaboration
- Discover key enablement factors that must be in place for optimal team performance

Part 3: Live classroom learning application sessions facilitated by Intek training team

- Applying our learning from Part 1 and 2 in facilitated learning exercises and discussions

3



Building the Best Team:

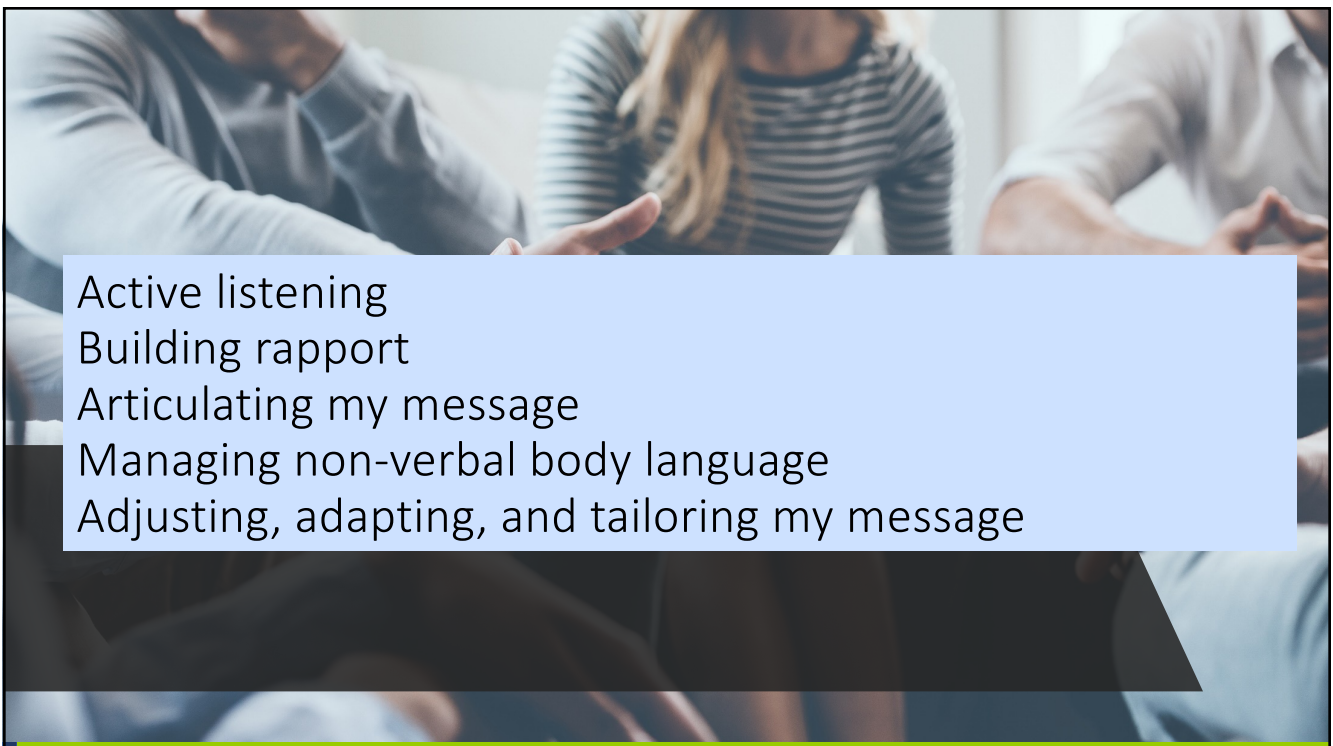
Enhancing communication
& collaboration

4



You can't have a functional team without functional and effective team communication...

5



- Active listening
- Building rapport
- Articulating my message
- Managing non-verbal body language
- Adjusting, adapting, and tailoring my message

6




ASPIRE TALENT
 GROUP LLC

Interpersonal skills research says...

- Hard Skills = technical/role/business expertise and knowledge
- Numerous research studies have found "hard skills" contribute to approximately 15% to one's success, whereas 85% of personal/professional success is due to interpersonal skills

Klaus, 2010; Moes, Weldy, & Icenogel, 1997; Mitchell et al., 2010; Nealy, 2005; Smith, 2007; Watts & Watts, 2008, as cited in John, 2009

7

Relationship Management Skills...



Your ability to effectively navigate interpersonal relationships with those around you by:

- Being curious and interested in other viewpoints and opinions
- Being approachable--making it feel safe to speak honestly and openly communication
- Cultivating trust, authenticity
- Adapting to communication style preferences and needs

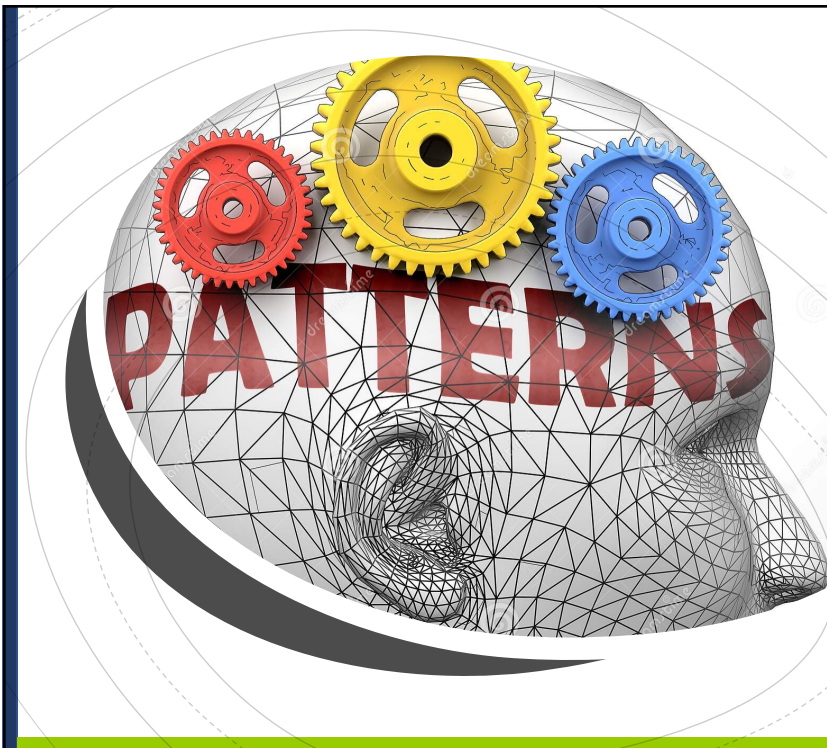

ASPIRE TALENT
 GROUP LLC

8



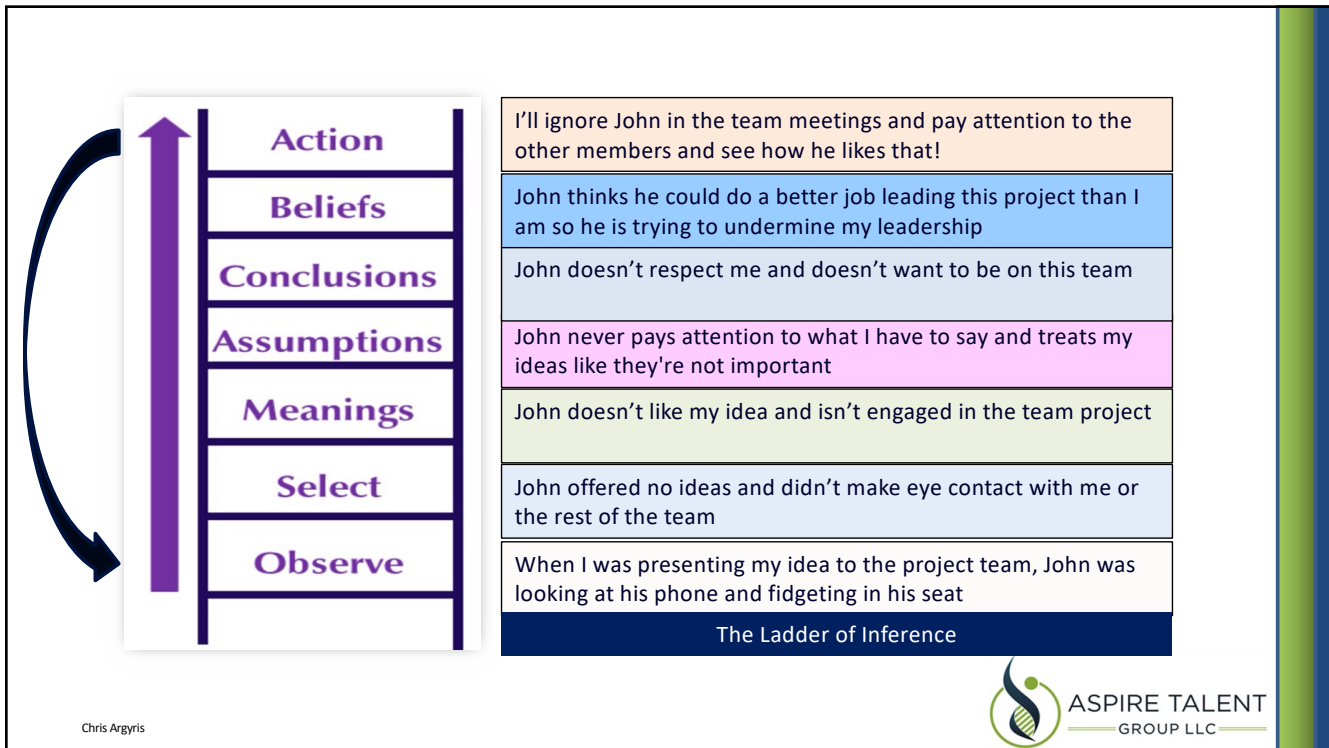
What gets in
our way?

9

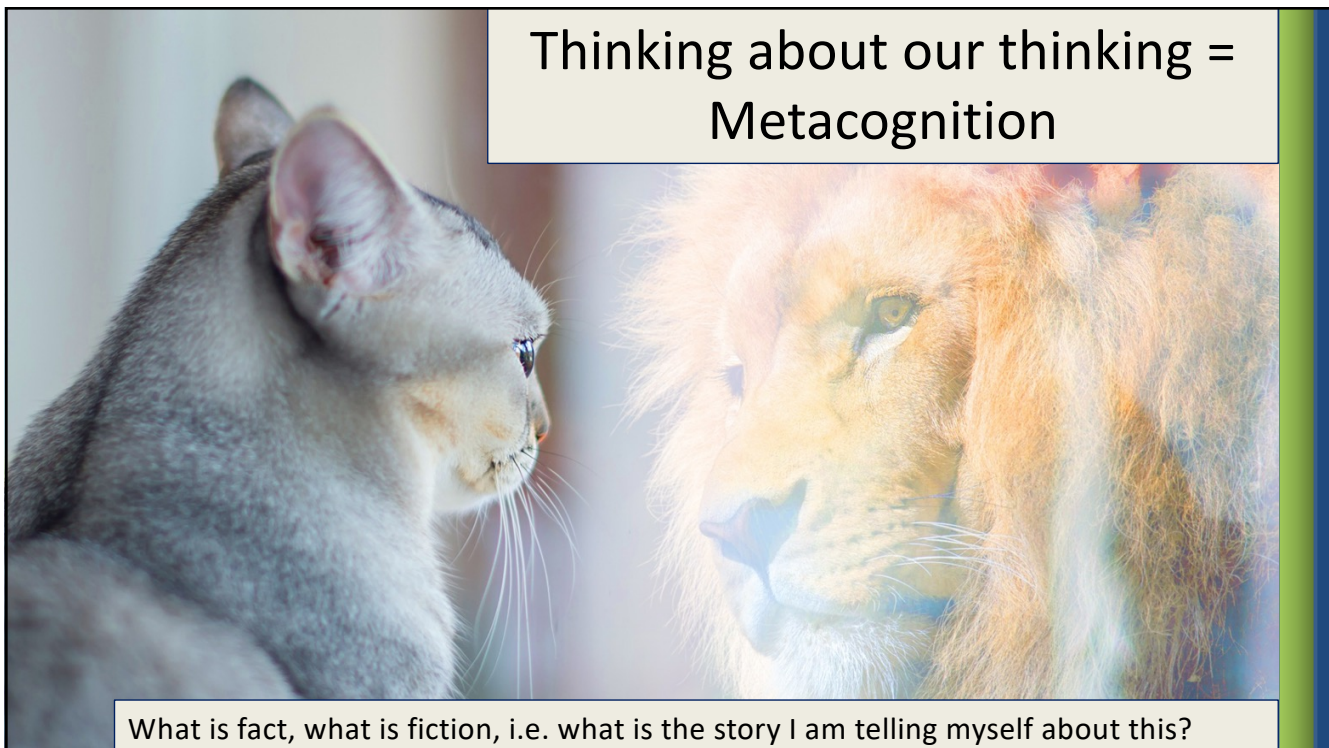


Thinking patterns,
mental models,
triggers, and
more....

10



11



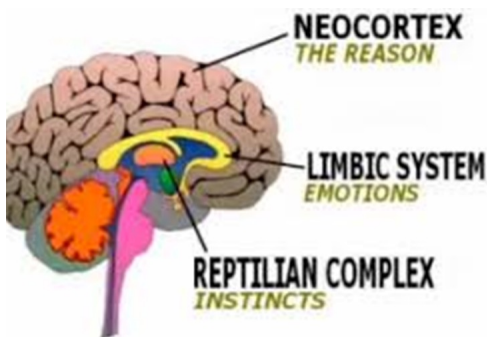
12

Recognizing Our Patterns and Triggers

- Situations that cause us to respond with our emotional self rather than our rational self
- The first step in managing emotions is to *identify* the situations that trigger you
 - *Who are the people or what are the situations that tend to trigger me?*
 - *How can I tell when I've been triggered, i.e. what somatic sensations do I experience?*



13

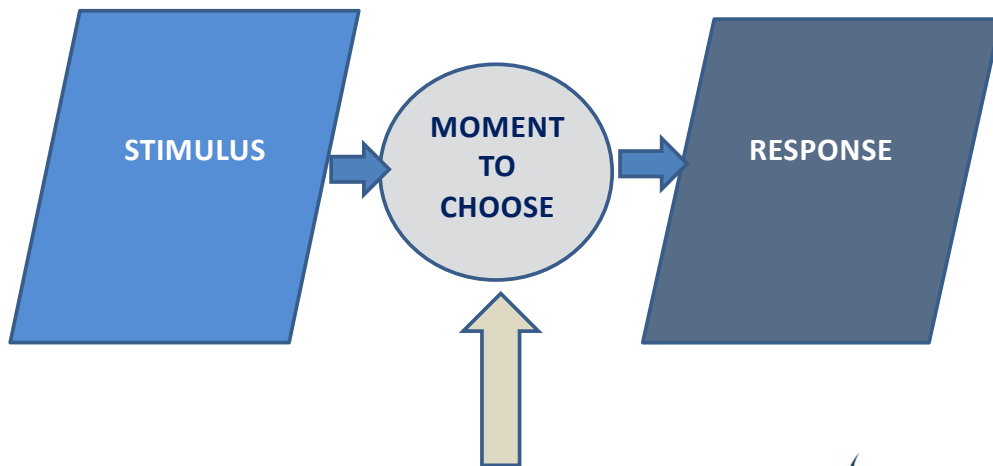


Amygdala Hijack = Physical Responses that Inhibit Our Ability to Interact Effectively

- Stored sugar, fats, and adrenaline pour into bloodstream
- Heart rate and breathing increases to oxygenate the muscles
- Digestion ceases to divert blood to muscles
- Perspiration and salivation increases, pupils dilate
- Our ability to apply reason and logic can drop by 75%
- It can take nearly 20 minutes to recover from an emotional encounter

14

Self Management: Stop a Trigger in its Tracks



15



Common Reactions to Receiving Difficult Feedback

- Hurt
- Denial
- Defensiveness and justification for our actions
- Desire to “attack the messenger”
- Explanations or rationalizations
- Criticism of the manner of feedback delivery, i.e. why did he have to say that now, or say that here, or say that in that way....

16



Common Mistakes When Delivering Difficult Feedback

- The feedback judges the individual person vs. their actions or “psychoanalyzes” the motives behind behavior
- The feedback is too vague and unspecific to know what to do with it
- Negative feedback gets “sugarcoated” and the real message is lost or unclear
- The feedback is exaggerated with generalities.
- The feedback goes on too long

17



Softening the Message: Using “I” vs. “You” Statements

- An “I” statement focuses on how I see it or would like to see it rather than what they should or shouldn’t do
 - Example: *Instead of “You shouldn’t do your expense reports like that, they are too vague!” “I would like to see more detailed descriptions in this section of your expense reports”*

18

Be a good receiver of feedback...



- Be open to feedback and not picky about who or how it is delivered
- They may “mangle” the delivery, but assume they mean well
- Pause after receiving feedback to allow the crazy defensive thoughts to subside (amygdala hijack)
- Always look for the “nugget of truth”
- Extend “grace”
- Restate/rephrase: If I understood you correctly, you’re saying....
- Two appropriate responses to feedback. Thank you for letting me know, or thank you, tell me more....



19

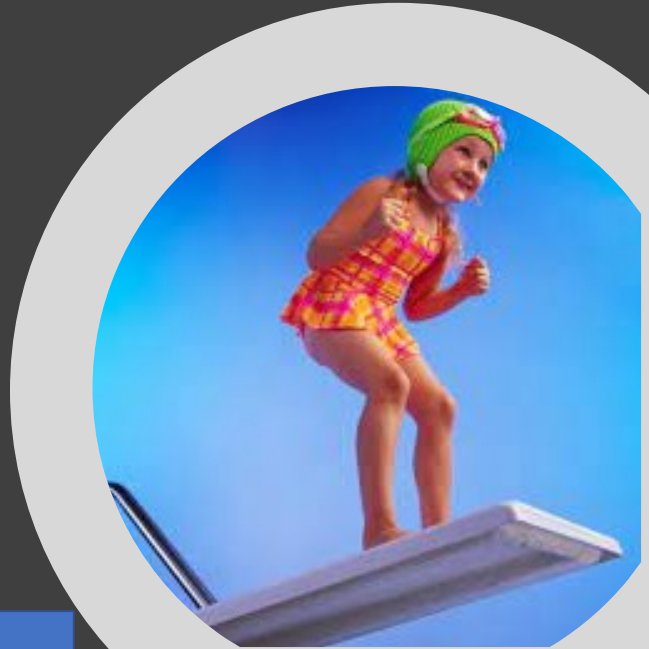
Reflection Question: How do I prefer to receive feedback?

If someone needed to give me difficult feedback, how could they do it in a way that I would receive it well? What advice can you give your colleagues on how you want to receive difficult feedback?



20

How to Find Our Courage!



21

Managing Your Fear, Cultivating Courage & Candor



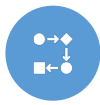
Holding it back or delaying the conversation can cause increased stress and anxiety



Leaving important feedback unsaid can cause resentment to build



We have a great deal of control over how a difficult conversations goes



We can fully manage our half of it!



We can anticipate and plan for the other half to increase the likelihood of having a respectful and constructive conversation



“There is no way out but through” — deep breath and dive in!



While the words we choose are important, our body language and intent matter too, and those are often easier to control



This is a skill we can grow and master!

22



Preparing for a Difficult Conversation



- I need to be candid with who about what?
- What is the specific change I need to happen? What is the outcome I need from the conversation?
- The facts I currently have are X and the facts I need to get are y:
- The interpretations I am making (stories I am telling myself) are:
- The reactions I am expecting from the other person are:
- What are my personal communication style tendencies? (Think criteria profile)
- What are my mental models around this situation, i.e., the “shoulds and shouldn’ts,” opinions, biases, and perspectives I’m bringing to the situation?
- The things that could trigger high emotion in me in this conversation are:
- I will manage any triggers by:
- If I were in the other parties’ shoes, what would their perspective/opinion be?
- What do I know about the other parties’ communication style preferences (criteria profile), i.e., details and context, short but direct, etc.?
- How can I create feelings of trust and safety in my approach?

23

RESOURCE:

TEMPLATE: Planning for a Difficult Conversation

I need to be candid with who about what?
What is the specific change I need to happen? What is the outcome I need from the conversation?
The facts I currently have are:
The facts I need to get are:
The interpretations I am making are (or stories I’m telling myself about the situation, i.e. ladder of inference):
The reactions I am expecting from the other person are:
What are my personal communication style tendencies? How will they help/hinder me in the difficult conversation I need to have? How can I leverage, manage, and/or mitigate them?

45



24

Having a Difficult Conversation



State Good Intent



Situation
Behavior
Impact
Desire

Re-state Good Intent

25

Begin with an opening high-level purpose and intent statement

- "I'd like to talk with you about our project team meetings so we can make sure they are as effective as possible (or get on the same page, come to agreement on next steps, figure out the best way forward, etc.) My intent is to ensure we are working together as effectively as possible and getting all possible great ideas on the table."

Describe the situation using facts (vs your interpretations)

- "As you know, our project team has weekly meetings and we invite all the stakeholders so we can gather input from all the areas involved."

Describe the behavior or issue

- "I've noticed it seems like you had your phone out during the last meeting, and we didn't hear your input on the project."

State the impact/consequences

- "It is an important project so I worry we may miss something if we don't get your thoughts as we move forward."

State desire, i.e. what you want to see more of (vs focusing only on what you want the person to stop)

- "I know you have some great experience and valuable input, so I feel you have a lot to offer this team. I'd love to see you participate with us and contribute your ideas when we discuss options and make decisions during each meeting."

Restate overall intent

- "Again, I just want to reiterate that my intent is to make sure we're working together as effectively as possible and getting all perspectives on the table to ensure we're considering everyone's needs."

Invite their perspective, ask questions

- "I'd love to hear your thoughts on this."

26

RESOURCE:

TEMPLATE: Planning What to Say to Address a Difficult Conversation-Behavioral Issue

Begin with an opening high-level purpose and intent statement
Describe the situation using facts (vs your interpretations)
Describe the behavior or issue
State the impact/consequences
State what you want to see more of expressing confidence in them (vs focusing only on what you want the person to stop)
Restate overall intent
Invite their perspective, ask questions

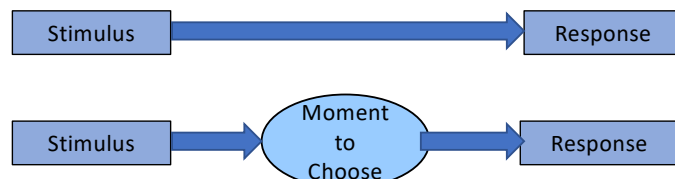
47



27

So what do I do if they blow up at me?

- Pause, take a moment to choose a response vs. react
- Keep your voice and body language calm and neutral – “face of grace”
- Use “broken record” technique – focus on sharing your good intent to work well together and the desired behavior you would like to see
- Realize they may be in amygdala hijack– take a pause if needed



28

Anger tends to be a secondary emotion...



29



Individual Learning Actions

- Reflect on your own mental models and thinking patterns. How are they impacting how you communicate on your team?
- What types of situations tend to trigger you? What do you physically feel when you've been triggered? What self management strategies could you put in place next time you sense you've been triggered?
- Reflect on the common mistakes we covered when delivering feedback. How could you improve the way you are providing feedback on your team? How could you demonstrate being more open to feedback? How do you prefer to receive feedback?
- Reflect on your ability to have difficult conversations. How could you improve? How could you use the resources provided or the SBID model to better communicate during difficult conversations?
- Identify an unproductive interpersonal communication habit you would like to change. Reflect on the impact of this habit on your relationships to date. How is the habit serving as a barrier to your success? What would you like to change? What does success look like? What action can you take to form a new habit?

30

Team Learning Actions

- Reflect on and discuss how effective your team is at giving each other feedback. What gets in the way?
- How could you cultivate an environment where giving and receiving feedback feels safe and welcomed?
- Reflect on how your team communicates and collaborates together. What communication patterns are healthy and constructive, and what patterns are limiting your team effectiveness? How could you improve them?



31

Keys to optimal team performance

**TEAM
SUCCESS**

32



Building the Best Team Series

