

Executive Summary

Understand Your Interpersonal Style

Introduction: The purpose of this module is to help participants understand that interpersonal style has a tremendous impact on the ability to communicate effectively with others. Style awareness helps people understand that they have a responsibility to become versatile in how they interact with the world around them, particularly their co-workers. Expanding talents outside of their natural tendencies is critical.

Process: This session involves use of the DISC interpersonal style profile, analysis of the profile and application to workplace situations involving individuals with different styles. A focus on strengthening the ability to be versatile is a key application in this module.

Payoff: Upon completion of this session, participants will...

- Have an understanding of what their natural style tendencies are
- Learn to identify the styles of the people around them
- Gain an understanding of the tendencies of others
- Learn how to work effectively with people who are different

The DISC Model: For simplicity, the DISC model divides the population into four basic interpersonal styles. Using a four-quadrant model, the vertical axis divides people according to active/direct (louder, faster, interruptive, talkers) or inactive/indirect (slower paced, quieter, good listeners) tendencies.

The horizontal axis divides people according to those who come to work to do a job (period), or those who consider people and relationships WHILE doing the work.

The Four Styles:

Though **Dominant Drivers** are not highly relationship focused,

- They drive toward results and get things done.
- They are efficient and to the point.
- They take risks and move quickly.

Tips for dealing with them:

- Do not chit chat unnecessarily.
- Be brief - bottom line your thoughts!
- Bring them options and likelihood for success.

Though **Influencing Expressives** sometimes talk too much and go off on tangents,

- They are creative and high energy.
- They are good team players and bring fun to the workplace.
- They are visionaries.

Tips for dealing with them:

- Take a few moments to chat.
- Listen to their ideas.
- Don't bog them down with details.

Though **Steady Amiables** may work a bit too slowly or calmly for some,

- They are good listeners.
- They help minimize conflict.
- They work steadily toward results.

Tips for dealing with them:

- Show interest in them personally.
- Present your case in a non-threatening manner.
- Involve them and their opinions.

Though **Compliant Analyticals** may be too tied to details and take longer than you'd like,

- They are thorough and accurate.
- They provide details others may be too impatient to provide.
- They minimize risk of error.

Tips for dealing with them:

- Give them a reasonable amount of time.
- Push them in a respectful way.
- Do not be impulsive or disorganized.

Summary: This session is an opportunity for employees to understand their predictable behavioral tendencies. As well, they are introduced to the other 75% of the population, who happen to be different, but not wrong. The most critical takeaway from this session needs to be the ability to understand this last part and then show a willingness to interact with others, who are different, in a way that is respectful to them.

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Communicate by Design:

A Feedback Process for Employees

Introduction: All employees at one time or another encounter a difficult situation with one of their co-workers – a situation where the employee needs to give feedback. Yet in such situations, most employees tend either to avoid dealing directly with the situation, or if they do, they don't handle it as well as they could. The purpose of this workshop is to equip employees with a framework for addressing feedback situations.

Payoff: Participants will be familiar with:

- Their tendencies as a communicator when faced with a difficult conversation
- How to set up their co-workers for success
- Fundamental elements of workplace interactions
- A four-step process for giving feedback

Four-Step Communication Process

1. Ask Permission to Address the Situation
2. State the Facts
3. Ask and Listen
4. Affirm and Gain Agreement

1. Ask Permission to Address the Situation

- *Mike, is it OK if I ask you about something?*
- *Mike, there's something I'd like to discuss with you. Is now a good time?*

2. State the Facts

- *I noticed that I haven't received a response to the email I sent you about our project that's due this week.*
- *I've noticed that when I ask you questions, you sometimes walk away and refuse to answer.*
- *I noticed you cut me off three times when I was talking during our project meetings.*

3. Ask and Listen

- *What are your thoughts about this?*
- *What's been going on?*
- *What happened?*

4. Affirm and Gain Agreement

- *It sounds like you have a lot going on right now that is making it difficult to respond to my emails. Based on our discussion, my understanding is...you'll respond to my project email before lunch today. Thank you for that.*
- *I appreciate that sometimes our training conversations leave you feeling overwhelmed. Thanks for sharing that. Based on our discussion, my understanding is...you'll let me know when you're feeling overwhelmed and want to table a discussion for later.*
- *I can relate to the need to get your ideas out while they're fresh. Based on our discussion, my understanding is...you'll pay more attention to letting other people finish talking during our project meetings. I really appreciate that!*

Summary: For challenging or difficult situations, employees benefit greatly by using the proactive, respectful approach outlined in the four-step process. The goal, ultimately, is to create greater candor and better communication in the workplace by empowering employees to provide feedback to their co-workers in an effective way.

Cope with Change

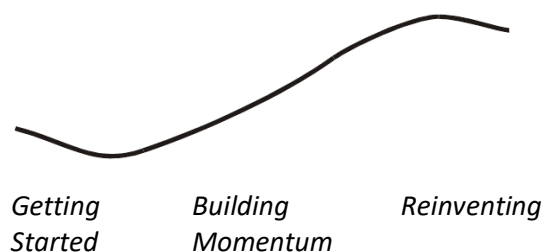
Introduction: Change is constant. Rationally, it makes sense: organizations are either changing or dying. Fundamentally, employees get it. So why is it so difficult to deal with the actual changes?

In this session, we help employees understand the difficulties of change on an individual and an organizational level. This understanding helps them more effectively navigate and support change within the organization.

Payoff: After completing this workshop, employees will be able to:

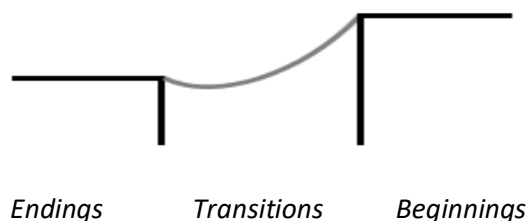
- Explain the business case for change and why organizational change is necessary.
- Identify current change-related challenges affecting them and their teams.
- Outline the predictable human dynamics of change.
- Identify the behavioral signs of emotional resistance to change in themselves and others.
- Explain their own personal reactions and strategies for dealing with change.

Rational Change Model: This model shows how an organization evolves.



An organization gets started, then builds momentum, then reinvents. If it doesn't reinvent, it will eventually die. Participants have an opportunity to talk about organizations (or industries) that did not reinvent soon enough and others that have proactively reinvented their way of doing business.

Emotional Change Model:



When something changes, individuals who are onboard with the change, who support it and are excited about it have crossed the bridge; they're in the beginnings stage. Others hold on to the past – the comfort of what they've known, of what feels "right." They become entrenched in what we call the endings stage, unable to move forward. A third group is in the transitions stage, on the bridge between endings and beginnings. They may need more support or more information to fully make it across the bridge. The key is that they are working on it.

Predictable Emotions

People who are in the endings or transitions stages tend to resist change because it moves them away from their comfort zone. They typically respond with one of four emotional reactions:

ANGER – "They can't do this to me!"

SADNESS – "Why is this happening to me?"

FEAR – "This will not be good for me."

SELF-DOUBT – "I used to be somebody! Now I don't know where I fit."

Summary: During the workshop, we talk about what individuals need to help them begin or continue crossing the bridge. Participants also have an opportunity to work through a personal case study that relates to their own struggles with navigating and coping with change.

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Serve Others in the Workplace

Introduction: The purpose of this workshop is to help employees explore the relationship between leading and serving and to discover new ways to increase their level of service to others within the workplace. To create a service mindset, the workshop asks participants to examine models and strategies to help them create new ways of thinking about and delivering service to others.

Payoff: Participants will explore:

- The relationship between leading and serving
- The concept of shifting from ‘self-centered’ to ‘other-centered’ thinking
- Key models for serving others
- The importance of emotional intelligence
- The role of professional standards
- The impact of our behavior on others
- The important ‘serving’ skills of asking questions and listening
- How to handle a difficult ‘serving others’ situation

Serving Others in the Workplace centers upon the need to shift our mindset about serving others and understand the importance and positive impact that a service mindset can have on our ability to lead and influence others. To accomplish this aim, the workshop focuses on six “other-centered” models and skills.

The Box of Life is a model that reminds us that everyone comes from a different place; everyone’s “box of life” is different. A key point is that our own expectations, based upon life experiences (our box of life), shape how we see situations and may lead us to judge others. Such judgment restricts our willingness and ability to serve. We need to stop and think before we judge.

Integrity Circles. This model reminds us that our values ultimately drive our actions and behaviors. Yet sometimes we do things that are out of alignment with what we say we value. Such behaviors can have a negative impact on others and interfere with our ability to serve them effectively.

Emotional Intelligence is the ability to manage our feelings so that they are expressed appropriately and effectively, enabling people to work together toward common goals. It has been estimated that 79-96% of success in life and work comes from Emotional Intelligence.

Professional Standards are behaviors people hold themselves accountable to, behaviors that represent their values.

Habitual and Planned Response to Others’

Behaviors. This model examines two ways we can respond to frustrating events that occur between ourselves and others in the workplace. When a frustrating event occurs, a common human response is to react negatively – interrupt, get angry, walk away, yell. On the other hand, we can choose to be more “planful” about our responses to such events.

The “Serving” Skills of Asking and Listening. While many skills are important as we go about our days interacting with others and serving the needs of the people around us, the ability to ask questions and listen forms a critical foundation for everything we do. If we don’t understand and listen to the needs of those we serve, how can we serve them?

The remaining portion of the workshop provides opportunities for application and reflection relative to these models and skills. Participants engage in a variety of activities that enable them to examine the needs and expectations of their internal and external customers. They also apply what they’ve learned to their own case study of a real-time “difficult service situation”; this case study gives them strategies to practice following the workshop.

Summary: Our ability to be successful – whether it’s success as individuals or as an organization – rests on our ability to serve others. As Zig Ziglar once said: *“You will get all you want in life if you help enough other people get what they want.”*

Introduction: Working in an organization involves two crucial skills – solving problems and making decisions. Yet, employees often struggle with how to become better at these crucial skills.

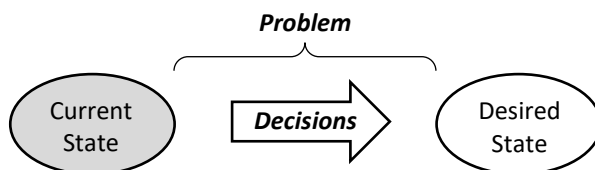
In this workshop, we explore strategies, problem-solving methods and a complete problem-solving process that employees can use to build their problem-solving and decision-making capabilities.

Payoff: Participants will be able to:

- Explain the relationship between problem solving and decision making
- Use new strategies for becoming a better problem solver and decision maker
- Employ a five-step process for problem solving and decision making
- Demonstrate new methods for brainstorming, creative thinking and decision making

A “problem” is the gap between the current state and a desired state.

A “decision” is a commitment to a course of action to close the gap.



CIDER: A 5-Step Process for Problem Solving and Decision Making

1. **Clarify the problem** – focus on understanding the problem fully; define the desired state
2. **Identify ideas and possibilities** – brainstorm ideas and alternative solutions
3. **Decide on actions** – weigh the ideas and determine a course of action
4. **Execute the plan** – put the decisions and actions into play
5. **Review and evaluate outcomes** – gauge results against the desired state; return to earlier steps as necessary

CIDER Worksheet Questions

The CIDER process is operationalized through a set of questions provided on a worksheet. Leaders can use this worksheet for solving problems on their own, with individuals or in groups. The worksheet also works as a tool that leaders can use to teach problem solving and decision making to others.

Step 1: Clarify the problem

- What's the Current State (problem statement)?
- What's the Desired State (goal statement)?
- What do we already know about the problem?
(List everything we know to completely and objectively unpack the situation.)

Sample Questions

What are the known facts?
When/where did this happen?
What have we tried?
What happened from those attempts?
What obstacles are in the way?
What will happen if we don't solve it?
Who needs to be consulted or informed?
What don't we know about the problem?

Step 2: Identify ideas and possibilities

- What are all the ideas and possible solutions/actions we might consider?
Brainstorm freely
Involve everyone's perspectives and ideas
Don't analyze or criticize

Step 3: Decide on actions

- What are the pros and cons of the ideas and possibilities?
- Who will be impacted, and how? Who needs to be informed and/or consulted as a result?
- Which ideas will we try?

Step 4: Execute the plan

- Who will do what and by when?
- Who is the final decision maker?

Step 5: Review and evaluate outcomes

- What's our follow-up plan?

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Strategies for Terrific Teamwork

Introduction: The purpose of this workshop is to provide team members with tools and techniques needed for team effectiveness. Participants first discuss team effectiveness in general and then identify ways they can help ensure effectiveness when working in teams in the future.

Payoff: Participants will:

- Discuss the current state of teamwork within their organizations.
- Describe the benefits that effective teams can bring to an organization.
- Identify characteristics of effective teams.
- Explore key elements of team dynamics.
- Develop competency in three strategies for fostering better teamwork.
- Create an action plan for being a more effective, accountable team member.

11 Characteristics of an Effective Team:

1. Clear purpose
2. Trust
3. Constructive conflict
4. Clear roles and responsibilities
5. Equal participation
6. Sense of belonging
7. Honest communication
8. Shared leadership
9. Ability to self-correct
10. Clear decision-making criteria
11. Interpersonal effectiveness

Stages of Team Development:

- Forming
- Storming
- Norming
- Performing

"Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilization work."

– Vince Lombardi

Three Strategies for Terrific Teamwork:

Everyone on a team is responsible for team effectiveness. What a team member says and does impacts the team. Question is: Will the team member choose behaviors that detract from team effectiveness or that enhance team effectiveness?

1. Build and Maintain Trust

Team members need to keep their "trust towers" strong and stable with other team members. The goal is to add bricks whenever possible by practicing these kinds of things:

- Courtesy
- Kindness
- Respect
- Keeping commitments
- Telling the truth
- Admitting mistakes

2. Communicate with Courage

To communicate with courage is to practice assertive communication (and avoid passive or aggressive communication). Aspects of assertive communication include:

- Being open to others' ideas and opinions.
- Advocating for self and for others.
- Remaining objective in difficult situations.
- Being self-confident.
- Focusing more on "we" (and less on "you" and "they").
- Acknowledging one's own rights, and allowing others to have their rights.
- Going for win/win.

3. Demonstrate Personal Accountability

Team members who demonstrate personal accountability do these types of things: Follow through. Offer to help. Go the extra mile. Ask what people need, then deliver. See something that needs to be done and do it. Ask for feedback. Share information. Show appreciation for others' contributions.