

## **Team Effectiveness, Effective Interpersonal Communication, Influencing Others & Principles of Motivation**

### **Course Summary**

#### **Description**

Participants in Module 1 of this course are taught the practical skills and best practices of working together as a team through understanding personality style similarities and differences using the Everything DiSC Workplace Personality Inventory, together with how to apply simple Emotional Intelligence principles to help teams work together more effectively using Patrick Lencioni's framework of 5 Behaviours of Effective Teams.

Module 2 expands on the self-awareness and E.Q. principles and concepts covered in Module 1 to explore and understand individual communication style preferences, and how to flex style preferences to the end of using communication skills to build rapport, better manage expectations, and better influence others across the organization.

Influencing and Motivating others is the theme of Module 3, where participants bring together the topics covered in Modules 1 & 2 and learn how to focus on being more influential. This module leverages the "knowledge of self" gained from the first module, and principles of effective communication to build effective relationships from module 2 to maximize effective communication skills and better influence and motivate others.

Between modules, participants are assigned application exercises designed to further their understanding of the topics covered, prepare them for the upcoming topics and to build relationships with each other based on the emotional intelligence concepts and principles covered in module 1. The course duration is three non-contiguous days of instructor led classroom interactive lecture and workshop with practical application.

#### **Objectives**

At the end of this course, students will:

- Have greater self-awareness i.e. know more information about themselves and their work priorities and personality style preferences, including:
  - Knowing their workplace motivators and stressors,
  - Knowing how their work style preferences typically interact with other DiSC personality styles – both positively, and where there are opportunities for improvement.
- Have developed actionable strategies for improving interpersonal effectiveness with colleagues, e.g. strategies for building trust, commitment to common goals, improving accountability and resolving conflict.
- Be able to communicate with others more effectively, including:
  - Knowing how to structure a message in a clear and concise, audience focused manner,
  - Understanding their preferred communication style preferences and how to adapt their preferred communication style based on their audience in order to be more effective,
  - Knowing how to tailor their message for different audiences to achieve different outcomes,
  - Being able to apply the 4 rules of effective communication in the context of communicating effectively i.e.
    1. Know Your Audience
    2. Know What Your Audience Wants to Know
    3. Know What You Want to Communicate
    4. Separate "Nice to Know" from "Need to Know" Information
  - Being able to apply the principles of active listening to the end of influencing others,
  - Being able ask effective questions to the end of influencing and persuading others.
- Be able to apply key principles of influence and persuasion when communicating.

## **Team Effectiveness, Effective Interpersonal Communication, Influencing Others & Principles of Motivation**

### **Course Summary (cont'd)**

- Be able to apply the principles of motivation to be able to create an environment that motivates others and encourages increased commitment to their team and the organization as a whole.

#### **Topics**

- Introduction to the Workshop
- Working Together – The Everything DiSC Workplace 4 Quadrant Personality Self-Assessment Debrief & Discussion
- Working Together as a Team
- Emotional Intelligence – E.Q.
- Effective Communication – Defining Success
- Technology & Communication
- The Communication Mechanism
- Communicating Up
- Attributes of Communication
- Structuring Your Communication & Managing Expectations - The Key Message
- Courageous Communication
- Best Practices for Communicating Effectively
- Influence, Motivation & Emotional Intelligence
- Influencing Others
- Seven Sources of Influence Power
- Ten Influencing Tactics
- Motivation

#### **Audience**

Anyone who wants to improve their interpersonal effectiveness skills to work more effectively as a team, get their ideas across to others more effectively, build more impactful relationships, and work more effectively through influencing and motivating others. This course is especially impactful when working teams take the course together as an "intact team".

Note: Limiting this class to 16 participants ensures maximum opportunity for participants to interact and apply their learning in the application exercises.

#### **Prerequisites**

There are no prerequisites for this class.

#### **Duration**

Three days

## Team Effectiveness, Effective Interpersonal Communication, Influencing Others & Principles of Motivation

### Course Outline

#### I. Introduction to the Workshop

Participants are introduced to the topic and discuss the importance of, and benefit to themselves and their audience of, working effectively as a team, communicating effectively as a team, being able to influence others effectively, and understanding the mechanisms of motivation.

Participants also receive an introduction to what will be covered in the course and information about how the course will be conducted. Participants also describe their learning goals.

#### II. Working Together – The Everything DiSC Workplace 4 Quadrant Personality Self-Assessment Debrief & Discussion

Participants are introduced to the Everything DiSC 4 Quadrant Personality Self Assessment model and are debriefed as a group. Note: The Everything DiSC Workplace assessment is completed by participants prior to attending the class, and participants are responsible for downloading and printing a copy of the report to bring with them to the class for reference in all three modules.

#### III. Working Together as a Team

Working Together as a Team – participants explore the implications of working with different DiSC styles and how teams need all DiSC styles to be effective.

Flexing My DiSC Style – participants discuss the importance of being emotionally intelligent and being able to “flex” their preferred DiSC style to be more effective in working with others (this concept is further referenced and reinforced in the subsequent communication, influence and motivation modules)

Participants are also introduced to the broad “Five Behaviours of a Cohesive Team”, team effectiveness model based on the work of Patrick Lencioni, and participants explore their role and responsibilities in fostering a cohesive team, and identify ways they can encourage these behaviours in their teams.

The Five Behaviours of Effective Teams covers the importance of, and how to demonstrate: Trust, Conflict (Resolution), (Achieving) Commitment, Accountability, (Achieving) Results using Patrick Lencioni’s definitions. This discussion includes a discussion about how to positively approach conflict

resolution and examines the importance of always having to be “right”.

Practical Application: Participants are given an in-class exercise where they try to identify different DiSC styles based on behaviors, and are also encouraged to share their styles with the larger group – creating a “who’s in the group” map. This discussion also includes a discussion about prevalence of each DiSC style in the general population and in technical fields of work, and about not using DiSC personality styles to label or limit understanding of others.

#### IV. Emotional Intelligence – E.Q.

Participants explore and discuss the concept of emotional intelligence and what being emotionally intelligent means e.g. being self-aware, being socially aware, being aware of one’s effect on others, demonstrating flexibility, considering others’ feelings, cultural/international differences, and working with “difficult” people. The concept that fear is often driving negative behaviour is also discussed.

#### V. Application Assignment – to be completed in the time between Module 1 and Module 2

Participants work together in small groups, ideally based on DiSC type differences, to research and present their findings about how personality style preferences and emotional intelligence can affect problem-solving and decision-making in the workplace.

#### VI. Application Assignment

Participants quickly present their application assignment to their peers and receive feed-back and comments from their peers and the instructor. Allotted time is 10 minutes per group.

#### VII. Effective Communication – Defining Success

Participants discuss in groups and present their conclusions that define effective communication (written and verbal) when communicating, and identify barriers to effective communication together with strategies to overcome the identified barriers. Specifically, participants:

- A. Define effective communication (includes concept that communication is a two-way-street and that both/all parties have responsibilities in communicating)

## Team Effectiveness, Effective Interpersonal Communication, Influencing Others & Principles of Motivation

### Course Outline (cont'd)

- B. Identify specific barriers to effective communication, together with strategies and tactics to overcome these barriers
- C. Define the term "know your audience" in the context of communicating with senior executives, managers, peers and direct reports.
- D. Define the term "know what you want to say" and "know what you want your audience to know" in the context of communicating up and across.

These principles are tied back to the DiSC behavioural style preferences covered in Module 1, and participants learn how to identify their individual communication style preferences and how and when to adapt their style preferences to be more effective with their audience when communicating with others. Participants are introduced to the audience analysis model that allows them to predict and adapt to the audience, whether an individual or a group. This section includes a discussion on being strategic with communication – i.e. communicating beyond the immediate audience.

This section concludes with a discussion about the importance of, and how to use effective communication skills to build, effective interpersonal relationships.

#### VIII. Technology & Communication

Participants discuss and explore how technology helps or hinders effective message delivery and comprehension, and how to best use technology to communicate effectively and achieve desired outcomes.

#### IX. The Communication Mechanism

Participants are introduced to the process of communication formulation that we call the communication mechanism. Participants discuss the implications of the communication mechanism in terms of preparing their communication, and in how others perceive their communication.

#### X. Communicating Up

Participants discuss what specific messages must be communicated up to senior executives, how to tailor their message appropriately, and how to

communicate strategically to ensure maximum comprehension of their message.

#### XI. Attributes of Communication

Participants discuss and explore the importance of tone, body language, emotionality, using a positive communication style and tone, and the use of "hot" words, etc. in getting an idea across. Participants learn techniques to manage getting their messages heard and creating a sense of progress and movement in their communication, and how this affects how they are perceived by others.

#### XII. Structuring Your Communication & Managing Expectations - The Key Message

Participants learn and practice an effective way to structure their communication and manage expectations with senior executives, peers and direct reports to the end of being clear and concise. Includes a discussion about the subtext of a key message – communicating competence and ability to a senior executive, and tailoring your key message to DiSC style.

In Class Application Exercise: Participants practice formulating a key message and this is reviewed by the instructor.

#### XIII. Courageous Communication

Participants discuss the importance of being able to have a courageous conversation i.e. a conversation with high potential for negative emotional reaction, and identify the best way to deliver unexpected negative news to others. Includes a discussion about strategies to manage the emotional reaction to unexpected negative news, and how to refocus the audience on moving forward.

#### XIV. Best Practices for Communicating Effectively

Participants discuss and identify how to apply key best practices to communicating effectively:

- A. Be Proactive in All Communication
- B. Structure the message correctly and using the rule of threes/power of threes
- C. Use Simple Language
- D. Use active and visual language
- E. Listen Actively

## Team Effectiveness, Effective Interpersonal Communication, Influencing Others & Principles of Motivation

### Course Outline (cont'd)

- F. Ask Effective Questions
- G. Communicate Constantly & Meaningfully

#### **XV. Case Study & Application Assignment – Begins at the End of the Day in the Class**

Participants are tasked to prepare a short presentation based on a simple case study about around giving advice to someone making a decision. The presentation covers how to get to know your audience, how to determine what your audience wants to know, how to organize your information effectively and separate need to know from nice to know.

Participants are also asked to reflect on, and report back to the group about, the benefits of being optimistic and positive in communicating with others.

#### **XVI. Application Assignment Review**

Participants begin by making their short 5-10 minute presentations to the class, and get feedback from their peers and the instructor.

#### **XVII. Influence, Motivation & Emotional Intelligence**

Participants explore the broad connections between influence, motivation and emotional intelligence and how emotional intelligence drives an ability to effectively influence and motivate others. This discussion sets the stage for subsequent topics and serves to remind participants of the key principles covered in Modules 1 & 2.

#### **XVIII. Influencing Others**

Participants define influence and distinguish the difference between persuading someone versus influencing someone, and explore the four pillars of influence: Trust, Empathy, Reciprocation, and Shared Values together with understanding the underlying dynamics of each of the pillars, how each pillar interacts with other pillars, and discuss real-life examples of each pillar. Included is a discussion about positive behaviours and examples, together with negative behaviours and examples, of each of the four pillars.

#### **XIX. Seven Sources of Influence Power**

Participants explore and discuss the seven sources of power each person can use when seeking to influence others. Included is a discussion about what each source of power is, and how each is used effectively in influencing others. Participants also have the opportunity to reflect on their individual sources of power and identify their strengths and opportunities for development to become more effective at influencing others.

#### **XX. Ten Influencing Tactics**

Participants explore and discuss the ten most important influencing tactics, the interpersonal dynamics underlying each tactic, as well as clear examples of each tactic. Participants also explore when and why to use one tactic over another, e.g. to influence a favourable change in attitude, versus getting a task done; and examine which tactics they typically prefer to use, which tactics they might overuse, and which tactics they might want to consider using in the future. Includes a discussion about managing difficult people and difficult situations and tactics to use to effectively influence difficult people.

In Class Application Assignment: Participants attempt to influence others using only one random influencing tactic, and measure the outcome of their efforts.

#### **XXI. Motivation**

Participants discuss the principles and dynamics of motivation, and the role of leader in motivating both the team and individual. This component also includes a discussion on motivation and DiSC style – how your own DiSC style approaches motivating others and what motivates / demotivates others.

#### **XXII. Application Assignment**

Participants are paired with accountability partners and asked to commit to practicing strategies for influencing others or motivating others, and reporting back to each other within a set period of time.