

STRENGTHS
X
PRODUCTIVE
HABITS

Strengthscope
Team™
Accreditation

Strengthscope
Team™



**PRE-SESSION
SUPPORT**

Why are strengths important in teams?

- ⦿ Builds clarity around team purpose, priorities and roles
- ⦿ Helps everyone to contribute the best of who they are
- ⦿ Enables people to work in a complementary way
- ⦿ Encourages more open, authentic communication
- ⦿ Encourages a positive, energised team environment
- ⦿ Builds genuine appreciation of diversity
- ⦿ Improves confidence, resilience and resourcefulness
- ⦿ Enables teams to manage performance risks in a positive way
- ⦿ Improves team productivity and results

What do you need to consider when designing a team intervention based around strengths?

- ⦿ Team maturity; level of team development
- ⦿ Size of team
- ⦿ Team culture, incl. receptivity to strengths-focused approach
- ⦿ Team leadership
- ⦿ History of previous team development activities
- ⦿ Organisation's strategy, structure and culture
- ⦿ Sponsor and key stakeholder expectations
- ⦿ Evaluation

How can you evaluate the impact of your team session?

- ⦿ StrengthscopeEngage™
- ⦿ Company metrics
- ⦿ Happy sheets
- ⦿ HR System (e.g. data capturing turnover)
- ⦿ Engagement survey or regular pulses
- ⦿ StrengthscopeTeam™ report

Timeline checklist:

STAGE ONE

- Confirm date of event
- Measures of success (to be evaluated)
- Positioning and context to the team / and or business
- Decide how you will be measuring the impact of intervention
- Set up and send out profiles (Strengthscope / 360 / team / engage)

STAGE TWO

- Profile reminders
- Send out individual reports 48 hours before 121 debriefs
- 121 debriefs / webinar (if relevant)
- Gather additional team data / stakeholder interviews (if relevant)

STAGE THREE

- Download team report and design
- Leader debrief on team report and test design
- Design edits (if relevant)

STAGE FOUR

- Event / programme launch
- Post event feedback on measures of success

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QUESTIONNAIRE

Pre-session questionnaire

- 1 What is the purpose of the team? Main priorities? How do these link to the organisation's objectives (i.e. how does the team's success link to the organisation's success?)
- 2 What is the team's size and structure?
- 3 What is the level of team maturity—how long has the team been operating, how 'developed' is the team?
- 4 What is the team's culture, its experience of team development and how receptive/welcoming is the team to such approaches?
- 5 Any comments on the team's leadership?
- 6 What are the main external trends and factors impacting team performance? How would you rate the team's performance currently on a scale of 1–10?
- 7 Who are the team's key stakeholders/customers? Quality of relationships? External perceptions of the team – positive and negative?

Pre-session questionnaire *(continued)*

- 8 What are your expectations for the intervention? What would success look like for you?
- 9 What's working well? What have been some of the successes? What are the team's strengths?
- 10 What are the current performance risks/challenges for the team? What, if anything, is likely to change for the team in the next 6–12 months?
- 11 Are there any underlying tensions ('elephants') that should be discussed or surfaced?
- 12 What role would you like to assume during the event?
- 13 How would you like to evaluate the effectiveness of the team intervention?
- 14 What are the practical arrangements:
 - Arrival and start time? Venue? Room layout, etc.?

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ENERGISERS



QUICK



ANY



GLASS JAR AND
POST-IT NOTES

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ENERGISERS

How well do we know each other?

- ⦿ Get team members to write on a post-it note something about themselves that team members are less likely to know about them
- ⦿ Place all post-its in the jar and take it in turns to read them out and guess the owner of the post-it



QUICK



ANY



NONE

Team line up

- ⦿ Get the team to line up from left to right in any category you see relevant for the session, some examples could be:
 - In order of experience in the field
 - In order of time in the business
 - In order of time in the team
- ⦿ Great opportunity for teams to learn about each other and the systems and context that they work in



QUICK



ANY



POST-IT NOTES

3 Question mingle

- ⦿ Each participant writes down three questions, each on one post-it (3 post-its total). These questions should be open questions that you would be curious to ask other members of the group to better get to know them. Give participants a few examples, such as: What skill would you most like to develop? Who in your life do you really look up to? When was the hardest you've ever laughed? Encourage participants to be thoughtful, curious and creative with their questions
- ⦿ Mingle. Once all participants have written questions, they begin to mingle. Participants meet one-on-one, for one minute per meeting, and ask each other one of the questions they are holding. After asking a question and listening to the answer, they hand over that question. Thus, in each one-on-one meeting, participants will swap one question each
- ⦿ Continue to meet everyone
- ⦿ Then capture all post-its on wall
- ⦿ Builds relationships and engagement for the team or group



MEDIUM



ANY



PAPER AND PENS

Paper plane

- Everyone makes a paper airplane and writes their name and two questions to ask someone else
- On cue, everyone throws their airplane around the room, picks up others' airplanes, and keeps throwing them
- The leader says stop after one or two minutes
- Everyone must have one paper airplane
- They must find the owner of the airplane they have and answer the questions on the airplane
- Each person then introduces the owner of the airplane they have to the group
- Getting to know each other and introducing each other to the group



QUICK



ANY



NONE

Sync claps

- ⦿ This circle exercise is simple, but challenging and very effective for generating focus and alignment in a group. Participants stand in a circle and send a clap around the circle. Each clap involves two members of the group clapping their hands at the same time. The group tries to move the clap around the circle faster and faster with as much synchronisation as possible
- ⦿ The exercise gets even more challenging when the “double clap” is introduced and the clap can change direction
- ⦿ One person starts (person A). They turn to the person next to them (person B) and the two clap at same time, while making eye contact, as synced as possible. Person B then turns to person C and they clap at the same time. The clap continues like this around the circle. The group should try to pass the clap more and more quickly with as many perfectly synchronised claps as possible
- ⦿ When the group has mastered the above, introduce the double clap. When a pair claps twice, the direction of the clap reverses. This presents a challenge, as pairs must non-verbally agree whether to clap once or twice. The group must be highly focused and attentive to each other for the clap to continue smoothly around the circle in this step



MEDIUM



2+



SELECTION OF PICTURES/
PEN AND PAPER

Back to back drawing

- ⦿ Divide everyone into groups of two
- ⦿ Have the two individuals sitting back-to-back. Give one person the pen and paper and the other person the picture
- ⦿ The person with the picture describes the picture to their teammate without actually saying what it is. For example, if the image is a worm in an apple, do not say, "Draw an apple with a worm in it." The person with the pen and paper draws what they think the picture depicts, based on the verbal description. Set a time limit for 10–15 minutes
- ⦿ This is an activity that focuses on interpretation and communication. Once the drawing is finished, it's always interesting to see how the drawer interprets their partner's description
- ⦿ This can be repeated in the same pairs or pairs can be mixed up for round two

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**TEAM
SIMULATIONS**



30 MINS



ANY



PAPER WITH ACTIVITY
DETAILS/SUITABLE FOR
VIRTUAL ENVIRONMENT

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TEAM SIMULATIONS

Desert survival challenge For the delegates:

Having boarded a flight in June for Strengths Island you're excited to have 2 weeks to rest and reflect on your year ahead, your aspirations and your life's work. However, after several hours into the flight you hear a loud blast and the plane nosedives, minutes in you realize that the cabin is losing pressure. When you look outside the windows, you notice that the desert below is growing larger as the plane rapidly descends toward the ground. The pilot comes on to let you know that the plane has blown an engine and is therefore, going to crash so all on board should prepare for a crash landing. Within minutes the plane crashes and smoke and flames fill the cabin. All surviving passengers and crew members scramble to exit the plane before it explodes. A few minutes after the crash, the plane explodes in a fiery ball that reduces it to rubble.

With the exception of the airplane's captain and one crew member, you and your teammates are the only survivors. Now you must decide how to work together to survive the desert climate and terrain, get help, and hopefully make it out of the desert alive.

Item details:

Luckily everyone managed to salvage something from the plane on their way out, so let's have a look at what you have?

1x Red and white parachute

1x Rain poncho

1x 1 litre water bottle per person

1x Pair of sunglasses

1x Pocket mirror

1x 2 litre bottle of vodka

1x Roll of bandages

1x Compass

1x Book entitled edible uses for the desert wild bounty

1x Handgun

1x Sectional air map of the area

1x Pocketknife

1x Torch with 4 batteries

Task: Rank your items in order of importance... 13 being most important,
1 being least important

Rank order	Items	Answer	Score (Difference between your answer and the guru answers)
EXAMPLE 1 (delegate answer)	Parachute – shelter from the sun	8 (desert survival guru order)	13 (delegate answer) 8 (desert survival guru answer) Score = 13-8=5
13			
12			
12			
10			
9			
8			

Rank order	Items	Answer	Score (Difference between your answer and the guru answers)
7			
6			
5			
4			
3			
2			
1			
		TOTAL	

Facilitator briefing: Facilitator briefing:

Having boarded a flight in June for Strengths Island you're excited to have 2 weeks to rest and reflect on your year ahead, your aspirations and your life's work. However, after several hours into the flight you hear a loud blast and the plane nosedives, minutes in you realize that the cabin is losing pressure. When you look outside the windows, you notice that the desert below is growing larger as the plane rapidly descends toward the ground. The pilot comes on to let you know that the plane has blown an engine and is therefore, going to crash so all on board should prepare for a crash landing. Within minutes the plane crashes and smoke and flames fill the cabin. All surviving passengers and crew members scramble to exit the plane before it explodes. A few minutes after the crash, the plane explodes in a fiery ball that reduces it to rubble.

With the exception of the airplane's captain and one crew member, you and your teammates are the only survivors. Now you must decide how to work together to survive the desert climate and terrain, get help, and hopefully make it out of the desert alive.

Luckily everyone managed to salvage something from the plane on their way out, so let's have a look at what you have?

For the facilitator: Item details:

<ul style="list-style-type: none"> 1x Red and white parachute 1x Rain poncho 1x 1 litre water bottle per person 1x Pair of sunglasses 1x Pocket mirror 1x 2 litre bottle of vodka 1x Roll of bandages 	<ul style="list-style-type: none"> 1x Compass 1x Book entitled edible uses for the desert wild bounty 1x Handgun 1x Sectional air map of the area 1x Pocketknife 1x Torch with 4 batteries
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Task: Rank your items in order of importance... 13 being most important, 1 being least important.

Rank order	Items	Answer	Score (Difference between your answer and the guru answers)
EXAMPLE 1 (delegate answer)	Parachute – shelter from the sun	8 (desert survival guru order)	13 (delegate answer) 8 (desert survival guru answer) Score = 13-8=5

Answer sheet for facilitator:

SCORES KEY:

0–25	EXCELLENT	You demonstrated great survival skills. Rescued!
26–32	GOOD	Above average results. Good survival skills. Rescued!
33–45	AVERAGE	Dehydrated but alive. Rescued!
46–55	FAIR	Dehydrated and barely alive. It was tough, but rescued!
56–70	POOR	Rescued, but only just in time!
71+	VERY POOR	Oh dear, the search was called off.

Answers:

Desert survival guru order	Items	Explanation
13	Pocket mirror	<p>Most powerful tool for communicating your presence In sunlight a simple mirror can generate 5 to 7 million candles power of light. The reflected sunbeam can even be seen beyond the horizon.</p> <p>If you had no other item you would still have a better than 80% chance of being spotted and picked up within the first 24 hours.</p>
12	Plastic raincoat	<p>By digging a hole and placing the raincoat over it the temperature differential will extract moisture from the sand. By placing a small stone in the centre of the plastic it creates an inverted cone causing moisture to funnel into the centre. Place the torch container below UP to a litre of water per day can be obtained this way.</p> <p>Dig at night to avoid using up energy and water in sunlight.</p>
11	1 litre bottle p/p	<p>You can survive the first 3 days with just the first 2 items. Although this water would not significantly extend the survival time it would hold off effects of dehydration.</p> <p>Rationing this is essential.</p>
10	Torch (with 4 batteries)	<p>Quick reliable night signally device, with this and the mirror there is 24-hour signalling capability. During the day the battery container can be used to dig and collect water and the reflector lens can be use as another signalling devise or as a fire starter.</p>

Answers:

Desert survival guru order	Items	Explanation
9	Pocket knife	Can be used for making a shelter, cutting up cactus or vegetation, and numerous other uses gives it a high ranking.
8	Parachute	Can serve as both a shelter and signalling devise. Creating a shade cover using cactus or trees as poles. By doubling the fabric over itself it can reduce the temperature by as much as 30%.
7	Loaded gun	By the end of day 2 speech will be impaired and you may not be able to walk due to dehydration. The gun can be used as a signalling device (2-3mile distance) and bullets as a fire starter. Butt of the gun to be used as a hammer.
6	1 pair of sunglasses	The intense sunlight could cause serious problems, however the shade of the parachute will reduce the problem as would darkening the area around the eyes using soot from the airplane explosion. One pair of sunglasses is nice but will only help one person.
5	First aid bandages	Due to low desert humidity it is considered the least infectious place in the world, and the blood thickens with dehydration there is little danger from bleeding unless a vein is severed. The bandages might be useful as rope, or to wrap faces as protection from the sun.

Answers

Desert survival guru order	Items	Explanation
4	Compass	Aside from the option of using the reflective surface of the compass for signal the compass is of little use.
3	Sectional air map of the area	The map might be useful to start a fire with or shade your head. But worthless as a map without navigation equipment.
2	A book entitled edible uses for the desert wild bounty	The problem facing the group is dehydration not starvation. Any intake of protein increases dehydration because much of it is needed in the digestion process. The rule of thumb is if you have lots of water, eat, otherwise don't consume anything but water.
1	2 litres of vodka	Alcohol absorbs water and the body loses enormous amounts of water trying to digest it. Vodka is flammable and may be used as fire starting fluid. And the bottle used to collect water.



1 HOUR
40 MINS



ANY



FACE TO FACE
ENVIRONMENT ACTIVITY

Magic stones and crocodiles

10 minutes for the facilitator to set up the session and explain (steps 1 – 3)

10

MINS SET UP

30

MINS ACTIVITY

15

MINS REFLECTION

45

MINS IN TOTAL

Step one

- ⦿ Space for this exercise
- ⦿ You need space to recreate a river and banks either side, bearing in mind if the group is big you'll need space for the whole group to spread out across the river.

Materials

- ⦿ **Wooden' planks**

(Cardboard planks), 1 per participant (about 20x10cm and a thickness of about 2-3 cm – to be magic stones).

- ⦿ **Two ropes (to mark the banks of the river)**

- ⦿ **A roll of tape, tennis ball or other similar-sized object** (to be used as an oxygen mask for advanced players)

Prepare the challenge by putting out the ropes marking the banks of the river. Pile the wooden planks on one of the banks. There should be as many planks as participants, minus one.

Step two

Assemble all participants on the bank where the planks are. Tell them that they may not yet touch the planks. Explain that they are about to undertake a challenge and must listen closely to the instructions.

Step three

GIVE THE FOLLOWING INSTRUCTIONS:

For this challenge you are a team on an expedition deep in the jungle, when suddenly there is a big forest fire.

Trying to escape the fire, you have reached a wide river that you must cross with the whole team in order to survive.

In the river there are very aggressive crocodiles. Get too close and you're finished. But fortunately you have discovered a set of magic stones laying on the bank. This is the only support you can use in order to cross from one side to the other.

The magic stones float on the water as long as there is constant body contact. As soon as body contact is lost, when a stone is in the water, it sinks and disappears. If someone puts a hand in the water, the crocodiles will immediately bite it off – the same with feet.

Demonstrate by putting a stone in the water and put your fingers on the stone and put your foot on the stone and then take away the fingers. Show that when a stone has no body contact, it sinks. Show that if a hand or foot touches the ground, it gets bitten off and must be held behind the back.

Step three continued

If someone falls in the water the person is eaten and the challenge is over. If this happens quite early in the challenge you can ask the group if they want another try). Your task is solved successfully when everyone is on the other side of the river alive. Any questions before you start?

This is their final chance to get clarification. Ensure that the rules are clear but do not answer any questions about how the challenged should be solved. Once the explanation is over, the facilitator(s) become the crocodile. Move around the space watching the group closely.

- ⦿ When a stone is left without body contact, remove it from play (it has “sunk.”)
- ⦿ When participants accidentally touch the ground with hands or feet, tell them that the limb has been “bitten off” and that they must continue without using it.



30 MINUTES FOR THE GROUPS TO ATTEMPT THE CHALLENGE

Step four

The group will somehow establish a plan and then begin moving across the river. Different groups take different approaches ranging from highly structured to extremely chaotic.

If the group seems to be succeeding at the challenge relatively easily, **consider introducing the “oxygen mask”**.

Tell the group that the big fire is getting closer and there is a lack of oxygen. All participants both in the water and standing on the bank need to breath through the “oxygen mask” (a roll of tape, or tennis ball etc) at least every minute. Thus, they must pass the mask constantly, ensuring that each member gets it. This pushes the group to include everyone and get out on the water as a full team. It can also be used as a mechanism to raise the stress level in the group.

Step five

Let the group continue until they succeed in getting all members to the other side. If a member falls into the water then the group fails and must start over from the beginning.

Step six 15 MINUTE GROUP REFLECTIONS

Once the group has completed the challenge, debrief by reflecting on how the group worked together:

- ⦿ How did we work as a group?
- ⦿ What strengths did we see in action?
- ⦿ Did we see any strengths in overdrive?
- ⦿ What did I learn about myself?
- ⦿ What did I learn about this group?



30 MINS



ANY



PEN, PAPER, ACTIVITY
SUPPORTING MATERIALS

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TEAM SIMULATIONS

Schlopps and Zlocks

FOR DELEGATES: briefing

- ⦿ You are all on an adventure through a mystical forest in a magical world, and you need to drive from abode A through to borough B and community C to district D
- ⦿ In this magical world
 - Schlopp and Zamps represent a new way of measuring distance
 - Grimble, zlocks and sneedles represent a new way of measuring time
- ⦿ Your mission is for your group to reach a consensus on how many zlocks the entire trip takes so you can prepare fellow adventurous for the treacherous journey
- ⦿ Please reference the table below for clues on how to solve the challenge



YOU HAVE THIRTY MINUTES TO COMPLETE THE TASK

	Question	Answer
1	What is a zlock?	<i>A zlock is 5 sneedles</i>
2	How fast have you driven from the Abode A to the Borough B?	<i>You have driven from the Abode A to Borough B at the rate of 24 Schlopps per zlock</i>
3	How many sneedles an in an hour?	<i>There are 2 sneedles in an hour</i>
4	How far is it from the Abode A to the Borough B?	<i>The Abode A is 4 Schlopps from the Borough B</i>
5	What is a Schlopp?	<i>A Schlopp is 10 Zamps</i>
6	How many Zamps in a mile?	<i>There are 2 zamps in a mile</i>
7	How fast have you driven from the Borough B to the Community C?	<i>You have driven from the Borough B to the Community C at the rate of 30 Schlopps per zlock</i>
8	What is a zamp?	<i>A zamp is a way of measuring distance</i>
9	How far is it from the Borough B to the Community C?	<i>The Borough B is 8 Schlopps from the Community C</i>
10	How fast have you driven from the Community C to the District D?	<i>You have driven from the Community C to the District D at the rate of 30 Schlopps per zlock</i>
11	What is a grimble?	<i>A grimble is 10 zlocks</i>
12	What is a sneedle?	<i>A sneedle is a way of measuring time</i>
13	How far is it from the Community C to the District D?	<i>The Community C is 10 Schlopps from the District D</i>

Group answer:

Distance	Answer in decimal form (2 decimal points)	Points
From A to B	Decimal form -	/10
From B to C	Decimal form -	/10
From C to D	Decimal form -	/10
The entire trip took us	Total decimal form -	/10
TOTAL POINTS		/50

For the facilitator:

BRIEFING:

- ⦿ You are all on an adventure through a mystical forest in a magical world, and you need to drive from abode A through to borough B and community C to district D
- ⦿ In this magical world
 - Schlopp and Zamps represent a new way of measuring distance
 - Grimble, zlocks and sneedles represent a new way of measuring time
- ⦿ Your mission is for your group to reach a consensus on how many zlocks the entire trip takes so you can prepare fellow adventurous for the treacherous journey
- ⦿ Please reference the table below for clues on how to solve the challenge



YOU HAVE THIRTY MINUTES TO COMPLETE THE TASK

Facilitator notes:

The clues in orange referring to grimbles, sneedles and zamps are not relevant to the solution

	Question	Answer
1	What is a zlock?	A zlock is 5 sneedles
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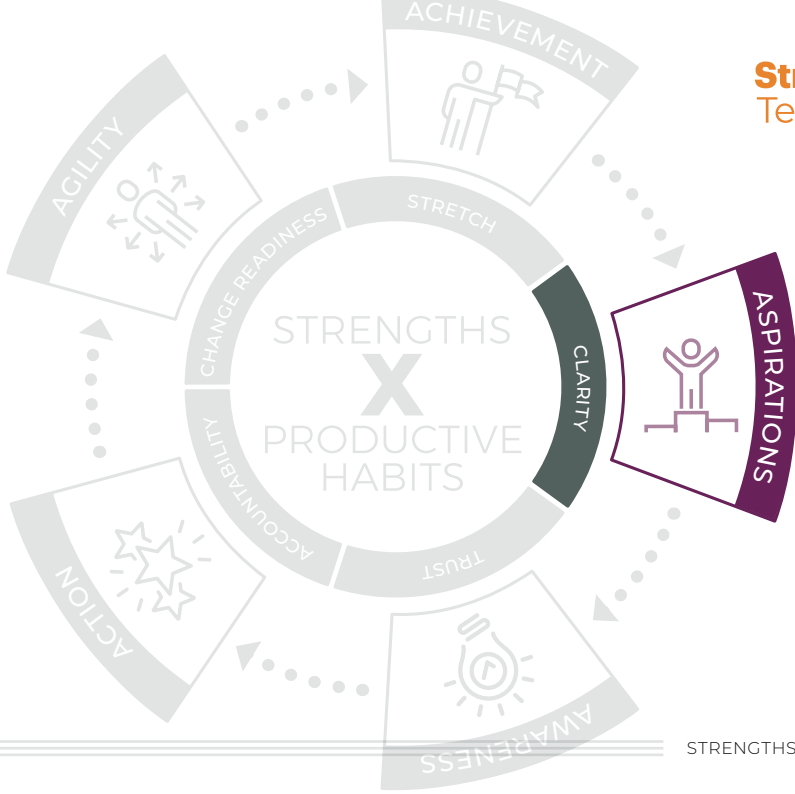
Group answer:

Answers can be in fractions or decimals but to simplify we've suggested the answers be in decimals to avoid time spent on simplifying fractions

Distance	Answer in decimal form (2 decimal points)	Points
From A to B	Biggest fraction - $\frac{4}{24}$ Decimal form - 0.17 Abode – Borough = 4 Schlopps At 24 schlopps per zlock It takes $\frac{4}{24}$ or $\frac{1}{6}$ zlock or 0.17 to drive from A to B	10 / 10 For any correct answer (either fraction or decimal)
From B to C	Biggest fraction – $\frac{8}{30}$ Decimal form - 0.27 Borough – Community = 8 schlopps At 30 schlopps per zlock. It takes $\frac{8}{30}$ or $\frac{4}{15}$ or 0.27 zlocks to drive from B to C	10 / 10 For any correct answer (either fraction or decimal)
From C to D	Biggest fraction – $\frac{10}{30}$ Decimal form - 0.33 Community – District = 10 schlopps At 30 schlopps per zlock It takes $\frac{10}{30}$ or $\frac{1}{3}$ or 0.33 zlocks to drive from C – D	10 / 10 For any correct answer (either fraction or decimal)
The entire trip took us	Biggest fraction – $\frac{23}{30}$ Decimal form – 0.77	20 / 20 For any correct answer (either fraction or decimal)
TOTAL POINTS		50 / 50

Group reflections

- ⦿ How did we work as a group?
- ⦿ What strengths did we see in action?
- ⦿ Did we see any strengths in overdrive?
- ⦿ What did I learn about myself?
- ⦿ What did I learn about this group?





30 MINS -
1 HOUR



ANY



FLIP CHART PAPER/
POST-ITS/PENS

Purpose and objectives

- ⦿ Get the group to consider both their team purpose and team objectives, have individuals reflect on this for a few moments first
- ⦿ Have 2 flip chart sheets on tables
- ⦿ 1st flip: Write down '**Team objectives**' at the bottom of the paper. Next to it a question: '**List up to 3 team objectives that are important for us to deliver our team purpose**'
- ⦿ 2nd flip: Write down '**Team purpose**' at the bottom. Next to it write a question: '**What do I understand our team purpose to be?**'

Purpose and objectives (continued)

- ⦿ Ask team leaders to be the first ones providing their answers on each flip sheet. Each team leader starts from the top of the paper and tries to write everything in 1-2 lines. Once the team leader finishes, they fold their answers so that no one can see what they wrote and the rest of the group can continue providing their answers/thoughts (each person has to fold the paper to ensure no one can see their answer). This is about perception gaps and different perceptions of the same objectives; there are no wrong or right answers just an opportunity for discussion
- ⦿ After everyone completes this on for both sheets, reveal the answers and go through the responses starting from purpose, moving to objectives and then individual role. Facilitate a discussion on each topic (flip sheet), looking into consistencies or inconsistencies in people's responses. Based on the responses, facilitate a discussion with the aim to come up with a clear team purpose and agree on team objectives (3 maximum)
- ⦿ Write down the team purpose and objectives on a separate flip chart so that everyone can refer to it as you go through the rest of the workshop

Note: alternative (logistically) is that everyone writes down their points on post it notes and places on the flip sheets to make it quicker and easier to cluster themes.



1 HOUR



ANY

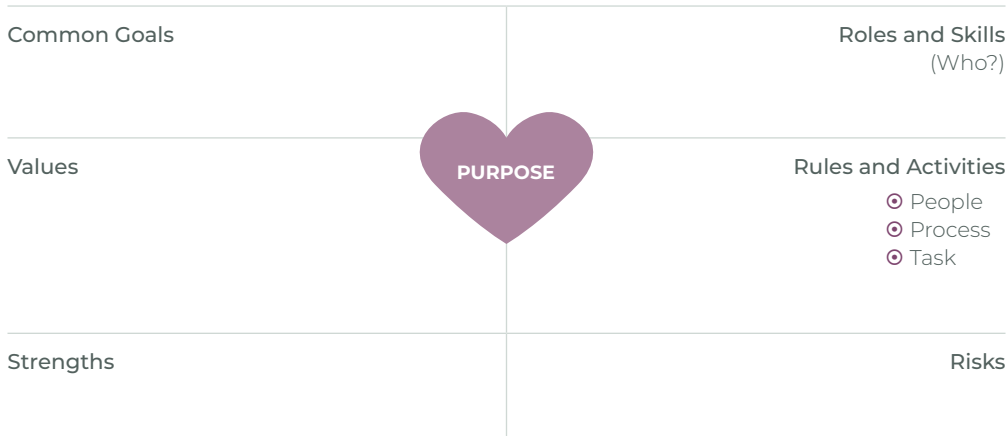


FLIP CHART PAPER/
POST-ITS/PENS

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ASPIRATIONS

Team Charter Lite

⦿ Fill in the diagram, can be drawn on one flip or separated into separate flips





30 MINS



ANY

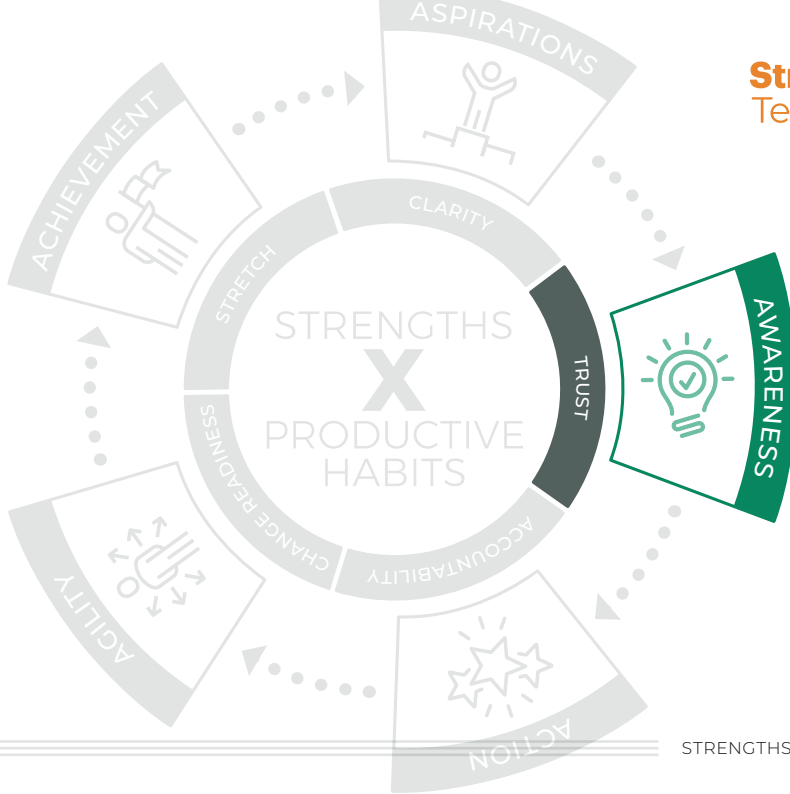


FLIP CHART PAPER/PENS

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ASPIRATIONS

Team Charter #2

- ⦿ Best team (habits)
- ⦿ What do we want our team to sign up to for people/process and task
- ⦿ Committing to 5 principles/behaviours that we as a team will follow our team mantras to reach our objectives





30 MINS -
1 HOUR



ANY



STRENGTHSCOPE TEAM
REPORT/FLIP CHART
PAPER/ POST-ITS/PENS

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A W A R E N E S S

Strengths and Risks

- Firstly explain the wheel, clear strengths and risks (potential weaker areas PLUS strengths in overdrive). Then run a quick plenary on the teams initial observations from their team wheel
- Then split the group into two with 2 separate flip charts. One group will focus on team strengths and one will focus on team risks





30 MINS -
1 HOUR



ANY



FLIP CHART PAPER/
POST-ITS/PENS

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A W A R E N E S S

Maximising my contribution

- ⦿ From your Significant 7, choose 1-2 of your most important strengths that could contribute in achieving team purpose and objectives
- ⦿ Identify which cluster is this strength in and position yourself at the relevant cluster area (mark out areas in the room)
- ⦿ Share your chosen strength with others explaining:
 - Why you chose this strength (in relation to team purpose and objectives)
 - How this strength could help others in achieving team purpose and objectives, the value it'll bring
 - Ask 'who would like to borrow this strength, why and when?'



30 MINS -
1 HOUR



ANY



FLIP CHART PAPER/
POST-ITS/PENS

Strengthscope
Team™
.....
A W A R E N E S S

Maximising my contribution (continued)

The strengths group should explore:

What the team's key strengths are. How these strengths help them in delivering their purpose and objectives. They then need to consider 1-2 strategies for application. How can they use these strengths to reach their team goals?

The risks group should explore:

What are the team's key risks (overdrive or energy drainers) What might prevent them from achieving their purpose and objectives. They then need to consider 1-2 strategies for application. How can they mitigate these risks? (Use other strengths/call on individuals in this team/other teams/put new practises or processes in place/bring in new skills etc etc).

Bring the two groups together to share strengths and risks and strategies and agree actions and next steps.

This approach can also be taken to explore the team habits section of the report

Maximising my contribution (continued)

Name	Strengths I want to offer	Value these will bring to the team	Who wants to borrow these?
Gill	Empathy and Strategic mindedness	Really understanding our customers	Malcolm



2-3
HOURS



ANY



FLIP CHART PAPER/
POST-ITS/PENS

Strengthscope
Team™
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A W A R E N E S S

Maximising contribution and minimising risk

Part 1.

- ⦿ From your Significant 7, choose 1-2 of your most important strengths that could contribute in achieving team purpose and objectives
- ⦿ Identify which cluster is this strength in and position yourself at the relevant cluster area (mark out areas in the room)
- ⦿ Share your chosen strength with others explaining:
 - Why you chose this strength (in relation to team purpose and objectives)
 - How this strength could help others in achieving team purpose and objectives, the value it'll bring
 - Ask 'who would like to borrow this strength, why and when?'

Part 2.

- ⦿ Now select the 1-2 strengths that might be a risk to you or the team in achieving the teams purpose and objectives

Maximising contribution & minimising risk (continued)

- ⦿ Identify which cluster is this strength in and position yourself at the relevant cluster area (mark out areas in the room)
- ⦿ Share your chosen risks with others explaining:
- ⦿ Why you chose this strength (in relation to team purpose and objectives)
- ⦿ How this strength could be a risk in achieving the team purpose and objectives
- ⦿ Ask 'who could support in this?'

Part 3.

- ⦿ Invite general feedback from the group on strengths and risks

Name	Strengths I want to offer	Value these will bring to the team	Who wants to borrow these?	My risks that could impact this team	Feedback on risks/who could support	General strengths and risks feedback
Gill	Empathy and Strategic mindedness	Really understanding our customers	Malcolm	Detail orientation



30 MINS -
1 HOUR



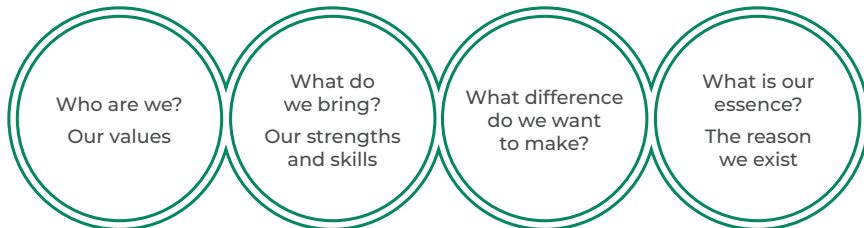
ANY

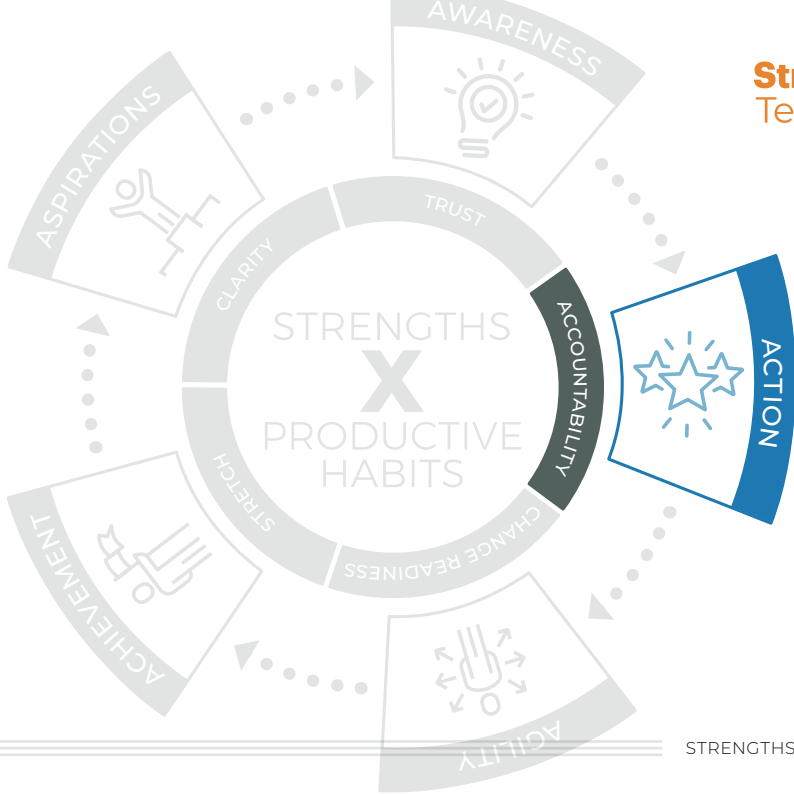


FLIP CHART PAPER/
POST-ITS/PENS

Team brand

- ⦿ Get teams to consider the four points in the diagram
- ⦿ They can visualise and represent the data anyway they like
- ⦿ This can be run on one flip or on 4 flips in 4 groups (world café style)
- ⦿ Perhaps at the end get the group to do a sculpt that best represents the group essence for them







30 MINS -
1 HOUR



ANY



FLIP CHART PAPER/
POST-ITS/PENS

Strengthscope
Team™

ACTION

Team Charter Check-in

- Fill in the diagram, this can be draw on one flip or separated into separate flips for People, Process and Task

Rules and Activities	What great looks like	Strategies to strengthen
People (How do we want to treat people)		
Process (How will we stay organised)		
Task (What are we delivering)		



30 MINS -
1 HOUR



ANY



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FLIP CHART PAPER/
POST-ITS/PENS

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Team™

ACTION

SPROT

- Support the team to complete the following chart (Strengths, Performance Risks, Opportunities, Threats)
- 'Performance Risks' and includes: Strengths in overdrive; Limiting weaknesses (but not allowable ones); and internal and external blockers (beliefs and environmental factors)

Internal	External
Strengths Things we do better than others?	Opportunities Future changes?
Performance Risks Things we do worse than others?	Threats External performance blockers?



30 MINS -
1 HOUR



ANY



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FLIP CHART PAPER/
POST-ITS/PENS

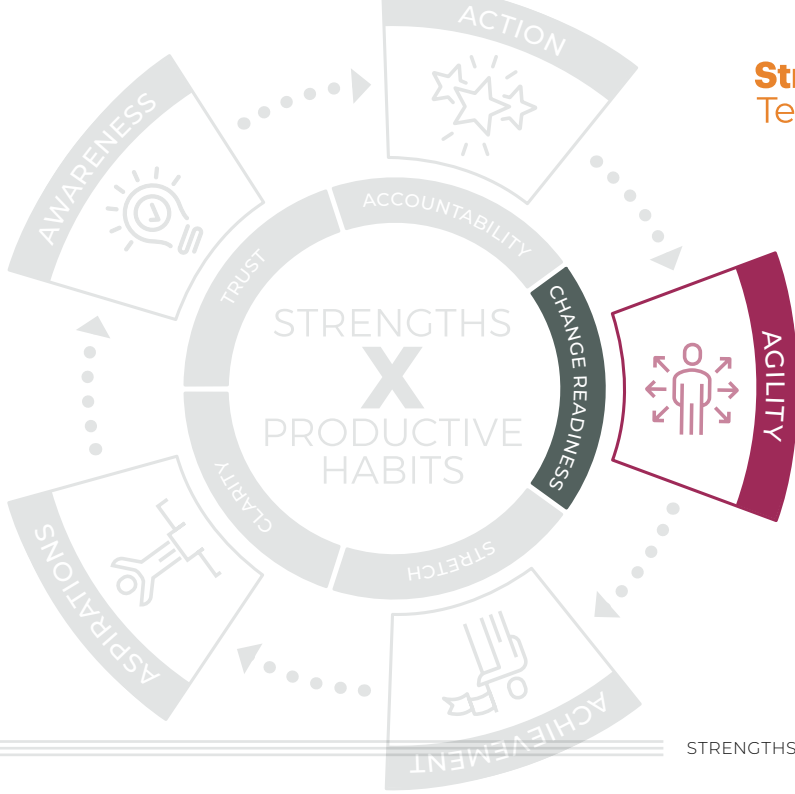
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ACTION

Strengths and habits in action

- ⦿ What are the teams strengths?
- ⦿ What are the skills that support this?
- ⦿ Anything that needs to be dialled up or down?
- ⦿ Any upskilling required?
- ⦿ What top 1-3 actions can be taken on the back of our team habits?







30 MINS -
1 HOUR



ANY



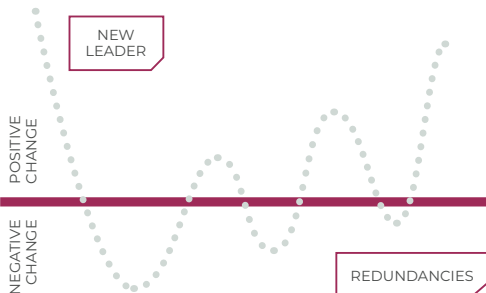
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POST-ITS/PENS

Strengthscope
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AGILITY

Team change timeline

- Get the group to map the changes they have gone through as a team over a time period that makes sense
- Drawing the positive change and negative changes
- Ask them to annotate along the map
- How they dealt with the changes?
At each point, the strategies they took and the strengths they used
- What learning are they taking for future changes?





30 MINS -
1 HOUR



ANY



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AGILITY

Personal change journey

- Get individuals in the team to consider how they personally deal with change, get them to reflect on the past few changes they've been through. And get them to consider the points on the chart
- Then run this session with the whole team presenting back to each other and offering support

How I manage change/ my approach	Strengths that help me to manage change /what I'd like to offer the team	Support I'd like to ask for	Who would like to borrow/ support me
Takes time for me to manage but usually turn to friends for support...	Empathy, flexibility	Emotional control and seeing the logic in the emotions	Emily would like to borrow Kim will support me



30 MINS -
1 HOUR



ANY



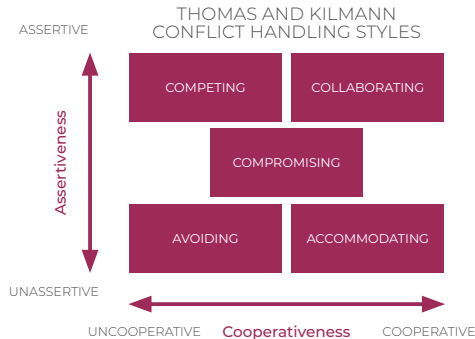
POST-ITS/PENS

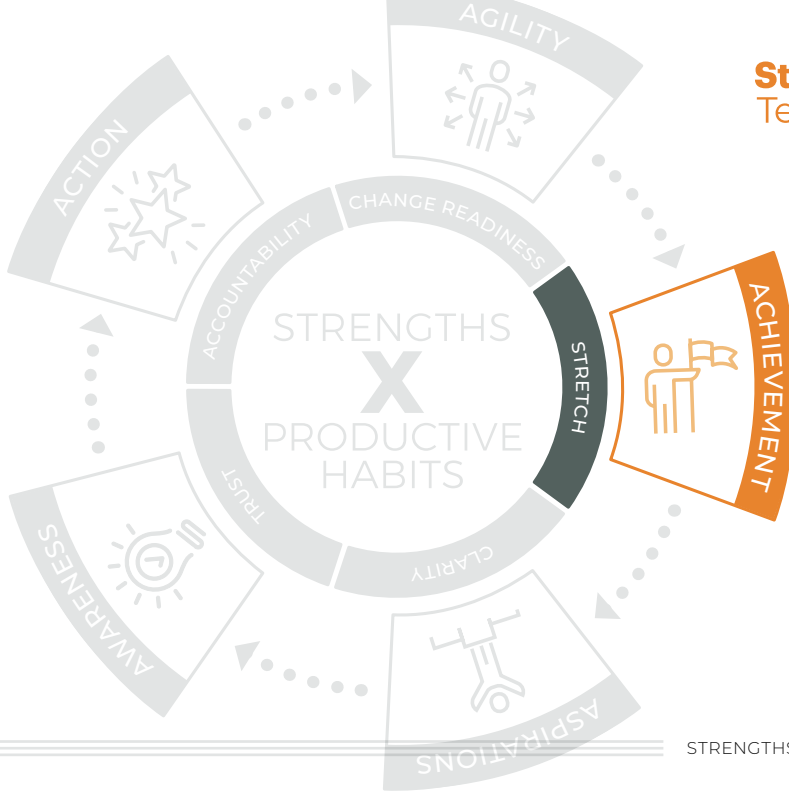
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AGILITY

Conflict Response

- Get the team to personally reflect on how they have dealt with conflict **in the team** in the past.
- Consider the following:
 - Write all the conflicts you've experienced – one per post-it note
 - Consider how you handled each one (1=well; 2=so so; 3=poorly)
 - Introduce the Thomas Kilmann model and ask which approach they took for each conflict remembered
 - What ideas could they take from this to how they manage conflict going forwards?







30 MINS -
1 HOUR



ANY



POST-ITS/PENS

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ACHIEVEMENT

Feedback game

- ⦿ Give each team member a card and get them to complete the card for one team member ensuring that each person completes for everyone?
- ⦿ And then pass the card to their team member
- ⦿ Alternatively get the team to line up in two lines facing each other and give them 30 secs to share appreciative feedback and swap over and then get one line to move down

To:

What I appreciate about you is:

The input you always give into our team meetings, the way you challenge my own thinking and offer alternative solutions to the team

What I would like to see more from you is:

Reflecting on some of the details we send prior to meetings and getting you to provide more content before sessions to support your ideas during meetings

From: Peter



30 MINS -
1 HOUR



ANY



NONE

Strengthscope
Team™
.....
ACHIEVEMENT

Hidden heroes

- ⦿ Ask participants to come along to a team build follow-up or meeting with a story about a “hidden hero” within the team that deserves recognition. Their story should explain what the person has contributed to the team that is noteworthy as well as the positive qualities/strengths they used to achieve this



30 MINS



ANY



NONE

Successes and learning

- Reflect on top team successes and top learning from last year
 - Take time to high five or appropriate celebration for each success
 - What learning are we taking from the successes and learnings
- What 3 things can we do for the next period – to reach goals objective



15 - 30
MINS



ANY



NONE

Check out

- ⦿ Some suggested close out questions to end the session as a group
 - How am I feeling after today?
 - What's my biggest learning or insight from today?
 - What do I choose to do differently as a result of today?
 - What has been my highest high and lowest low?