

# **BUILDING STRONG RELATIONSHIPS:**

## **TUNING UP TEAM WORK TO SUPPORT THE SYMPHONY**

Kellie Sullivan, CTRS

# PERSONALITIES AND IDENTITIES:



**Outer Ring = Given Identity.**

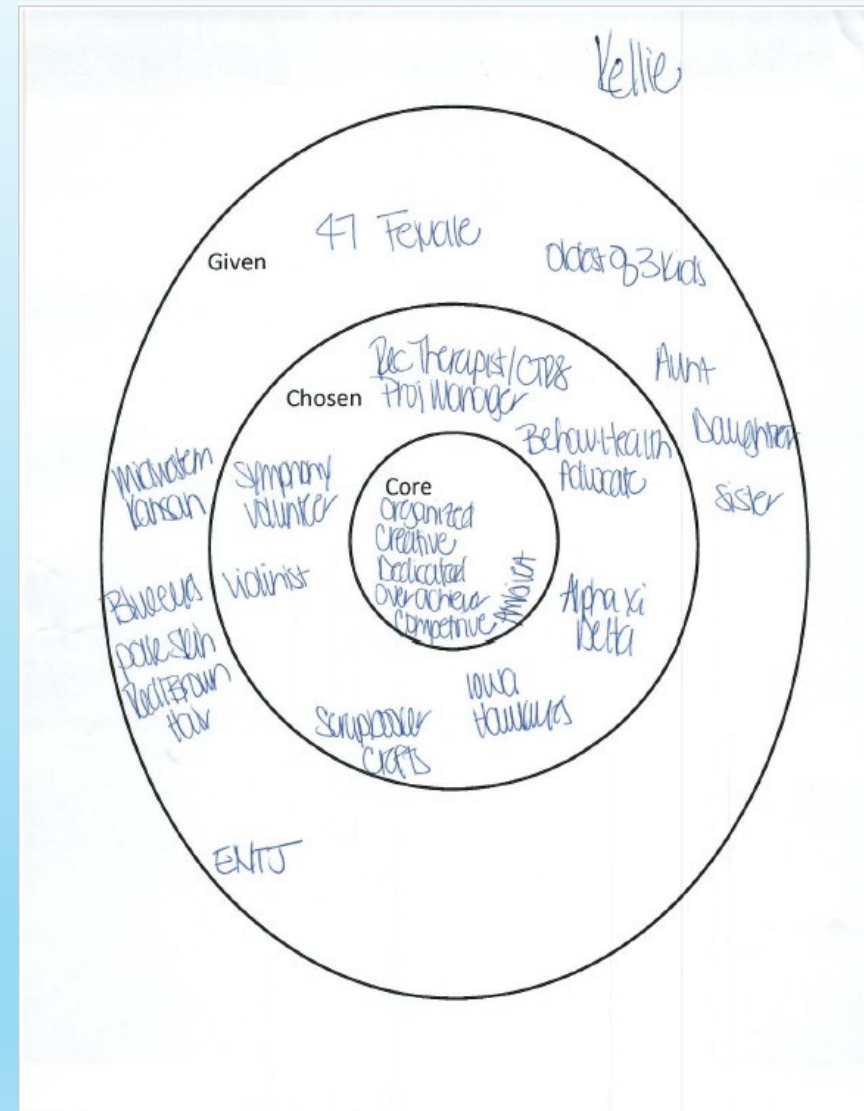
Things you had no choice about such as your nationality, age, gender, physical characteristics, family roles, religion ect.

**Middle Ring = Chosen Identity**

Things you have selected such as occupation, hobbies, politics, where you live, groups you belong to

**Inner Ring = Core Attributes**

Your traits, behaviors, beliefs, values, skills and characteristics that make you unique.



# PERSONALITY TYPES

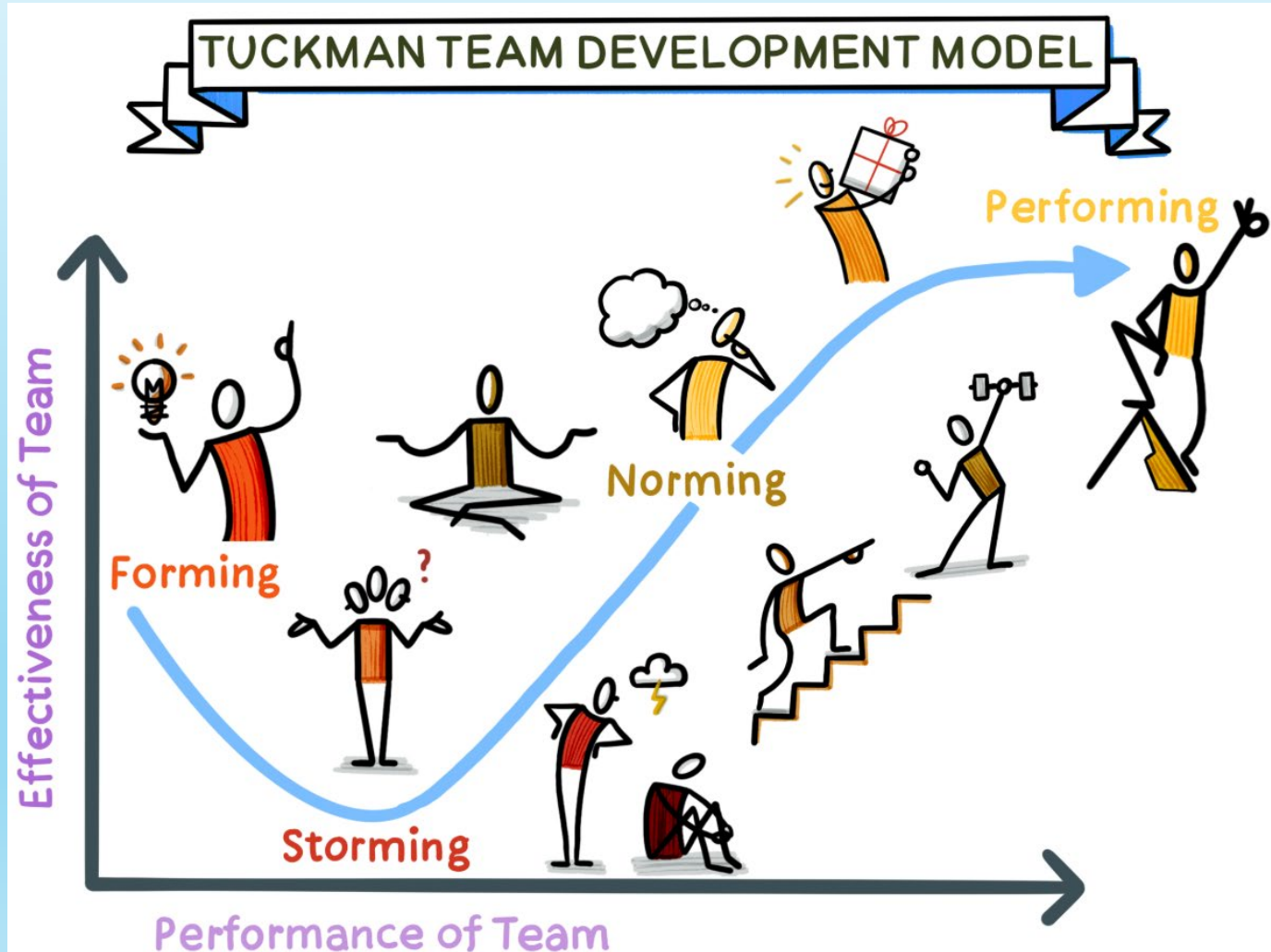


- Myers Briggs
- Enneagram
- Strengthscope
- StrengthsFinder
  
- What dog Breed are you?
- Which Friends Character are you?

# CHANGE STYLE INDICATOR:



# TUCKMAN'S MODEL OF TEAM BUILDING



# TUCKMAN'S MODEL OF TEAM BUILDING:

	Relationship	Task
Forming	Pattern Behaviors, Fear, Anxiety, Anticipation	Need for Orientation, Leader Driven, Definition and Exploration of tasks.
Storming	Competition, Conflict, Disunity	Roles emerge, Desire for Structure, Conflict Over How to Approach the Task.
Norming	Cohesion, Openness, Acceptance of Membership, Potential Group Think, Resistance to Change	Roles are Defined, Decision Process in Place, Exploring of Actions, Higher Creativity
Performing	Intuitive Communication, Acceptance of Each Other's Strengths and Weaknesses, Satisfaction, Attached to the team.	Extraordinary High Productivity, Emphasis on Achievement, Steady Problem Solving Mode, Focus on team needs over individual needs
Adjourning	People are moving on, Different Stages of Readiness, Emotions resemble Grief Process	Purpose is fulfilled, Project complete, Review Lessons Learned.

The **strength** of the

**Team**

is each individual  
**member.**

The **strength** of each  
individual member  
is **The Team.**





HAS THIS HAPPENED TO YOU?

Thanks a *bunch*!



# SBI METHOD OF FEEDBACK

**SITUATION**



Describe the  
context



**BEHAVIOR**



Explain the  
specific behavior



**IMPACT**



Share the  
effect it had