

# How To Communicate in Ways That Build Teams, Achieve Results and Influence People

THE CRUCIBLE EXPERIENCE



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**Chris DeSantis**

with help from Warren Bennis, Robert Thomas, Daniel Goleman,  
Peter Drucker and Richard Haas



# The Function of Leadership

- Warren Bennis' definition of leadership is focused on the individual capability of the leader: "Leadership is a function of **knowing yourself**, having a vision that is **well communicated**, building **trust** among colleagues, and **taking effective action** to realize your own leadership potential."
- Peter Drucker sums up leadership as: "The only definition of a leader is someone who has followers." To gain followers requires **influence**.

# Storytellers

- Skip Lohmeyer
- Tracy Elmblad
- Mary Abraham



# Crucible Experience Activity

- Sit back and listen to three stories about leading others.
- Note the traits, characteristics and behaviors from the speaker's role in the story.
- After all three stories, share with others at your table the commonality of traits in the stories
- Create a list of three traits all the leaders share.
- After approx. 10 minutes, we will reconvene to share your lists.

# Leadership Competencies

- Adaptive Capacity
- Engaging others by creating Shared Meaning
- Voice
- Integrity

# Adaptive Capacity

- Hardiness
- First-class noticer
- Learning learning
- Proactively seizing opportunities
- Creativity, from problem to opportunity

# Engaging others by Creating Shared Meaning

- Encourage dissent
- Empathy
- Obsessive communication



# Integrity

- Ambition
- Competence
- Moral compass

# Voice

- Purpose
- EQ

# Emotional Intelligence

- ◆ The capacity for recognizing your own feelings and those of others, for motivating yourself, and for managing emotions well in yourself and in your relationships

# Emotional Intelligence

- Is not the same as “being nice”
- Is not operating at the feeling level all the time
- Is largely learned (as opposed to IQ)
- Distinguishes star performers, especially at the highest levels of organizations
- Critical to successful change initiatives

# The Components of EQ

- **Self Awareness:** the ability to recognize your moods and the impact they have on others
- **Self Regulation:** the ability to control or redirect disruptive impulses or moods, to think before acting
- **Empathy:** to understand the emotional make up of others and to act accordingly
- **Social Skills:** proficiency in managing and building relationships as well build rapport and find common ground
- **Motivation:** a passion for work beyond status and money and pursuing it with energy and persistence

# COMPARING LEADERSHIP TO MANAGEMENT

# Leading and Managing in Action

## TRANSFORMATIONAL

- ⑩ Establishing self as a role model
- ⑩ Delineate future goals
- ⑩ Communicate purpose, vision and values
- ⑩ Explain reasons
- ⑩ Examine new perspectives for problem solving
- ⑩ Focus on developing and mentoring

## TRANSACTIONAL

- ⑩ Appeal to subordinate's self interest
- ⑩ Clarify responsibilities and create rewards and consequences
- ⑩ Active Management by Exception: Attend to mistakes and failures to meet standards

# Teams vs. Groups

A group is a collection of people with common objectives. A team is a group that is focused on a narrow set of objectives. Teams share a stronger sense of identification and are more likely to work interdependently. Teamwork requires more monitoring of self and other members.

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# Generational Groupings

Traditionalist

1922-1943

Boomers

1944-1964

Gen X

1965-1981

Millennials

1982-2002

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# Stages of Team Development

- ⑩ Forming
- ⑩ Storming
- ⑩ Norming
- ⑩ Performing
- ⑩ Mourning

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# The Difficult Conversation

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# Difficult Conversation: The Critical 60

- **Name the issue**
  - Briefly state the topic of the conversation.
  - Find the core issue if there are several.
- **Give a specific example** - Focus on behaviors you have seen.
- **Relate your emotions** - Find the right feeling word (e.g., frustrated, worried, concerned, angry).
- **Describe potential consequences** -
  - If nothing changes, what might happen?
  - What is at stake for the individual, for you, for others, or for the department?
- **Own your role in the issue**
  - What have you done (or not done) to contribute to the situation (e.g., not bring this up sooner)?
  - Indicate your willingness to work toward a resolution or solution.
- **Ask for input and listen to it** - Focus on understanding the other person's point of view.

# Appreciative Inquiry

- Creating shared interpretations from narratives and looking for the common themes expressed in the service of learning.

# Thanks for listening and Join me on LinkedIn

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