

# **Teambuilding Effectiveness Feedback Report**

**Sample User**  
**11/16/2007 2:08:10 PM**

# Introduction

The following information is provided to help you navigate the information this is included in your Teambuilding Effectiveness report.

## **1. Overall summary chart**

The summary results chart provides a quick visual representation of your scores in seven competencies that make up the Teambuilding Effectiveness profile. The scores to concentrate on are those above 3.5 (strong) and below 2.75 (need further development). Please note that these competency scores are averages; individual question scores can be viewed by clicking on the individual competency link.

## **2. Category description pages**

This report contains three sections for each of the seven competencies. The first of these three sections explains the category, lists average scores, and then provides high and low score interpretation notes. The second section provides a graphical representation of individual question scores. The third section provides broadly-based improvement actions for those individuals wanting to develop their competencies.

## **3. 10/10 Report**

The "10/10" Report page provides the raw scores for the 10 highest scoring questions and the 10 lowest scoring questions out of the 84. It also identifies which competency each question is from.

## **4. Course and Reading suggestions**

Development suggestions for the two lowest scoring competencies, including training courses and specific books that may provide some useful additional information, are included here.

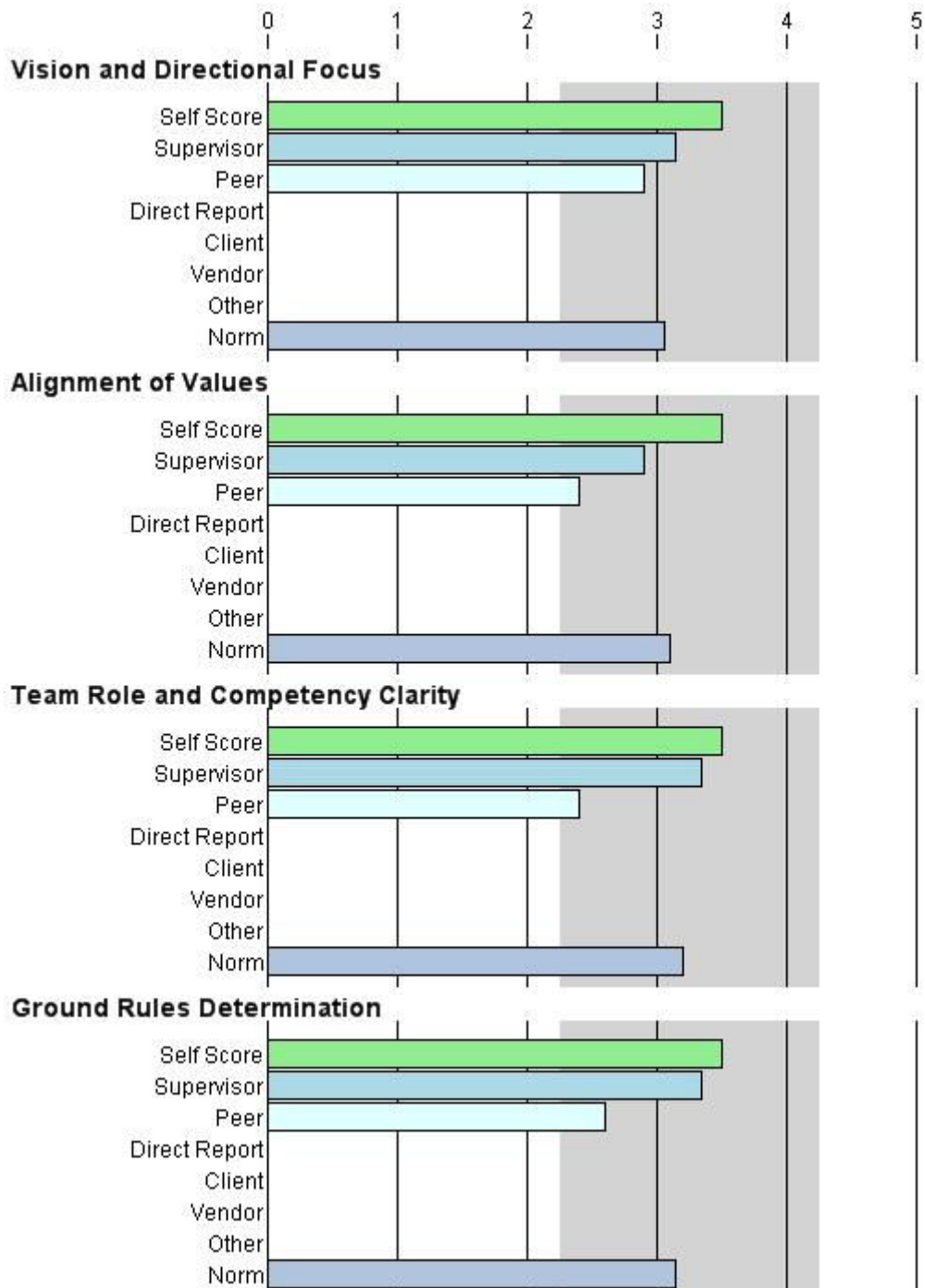
## **5. Development Plan**

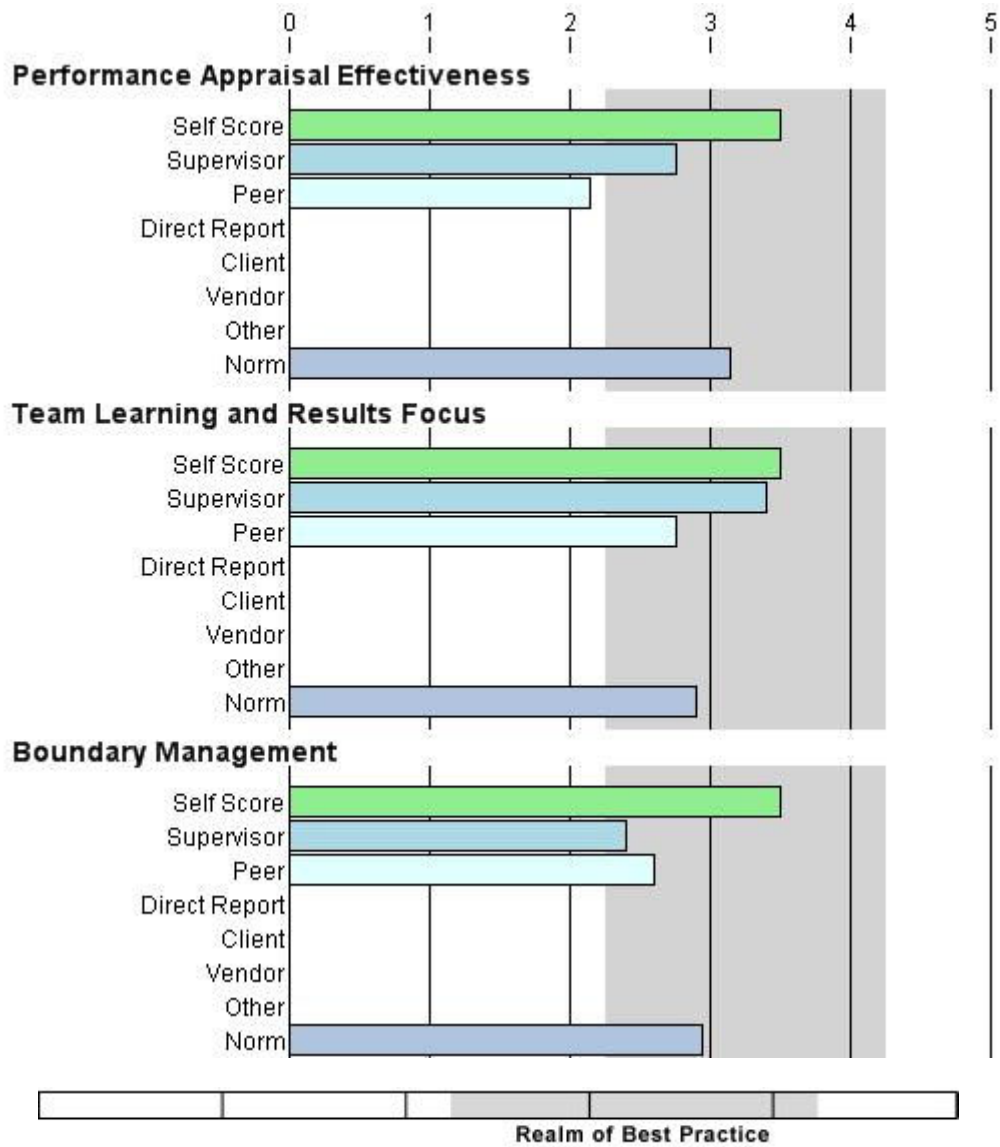
The development plan aggregates the five lowest scoring questions and puts them into a one page template. Individuals can use this template to record actions they plan to take, as a result of their feedback, over the next twelve months. Individuals may draw upon the general guidance offered in their feedback report, or draw upon the "coaching tips" (see next section).

## **6. Coaching tips**

The overall output report includes detailed coaching tips for the five lowest scoring questions. These coaching tips provide not only information about the particular questions, but provide some specific advice on what individuals might do to improve their skills or learn new behaviors in the future.

# OVERALL SUMMARY



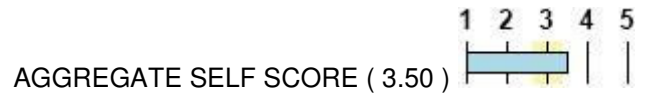


Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

# Teambuilding effectiveness Profile

## ALIGNMENT OF VALUES

**Alignment of Values** looks at the extent to which the values of individuals in the team and in the organization are understood, and effort has been made to ensure consistency. It asks the question: How much effort have you invested in the process of appreciating both what the wider organization (or team) and the individual team member values to ensure that as much alignment as possible is brought about?



### Interpretation

#### **LOW (less than 2.75)**

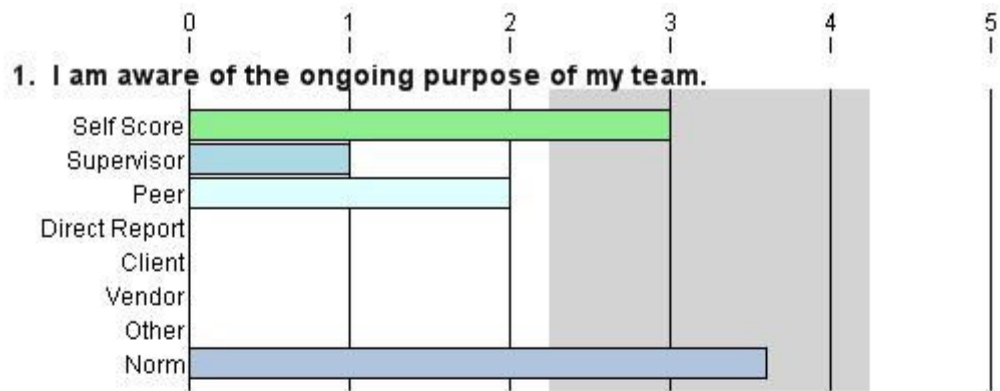
Scales predominantly in the ones and twos (occasionally and almost never) are likely to mean that you are unclear or even confused about the values held dear by the organization or your work colleagues. In addition, you might either keep your personal beliefs to yourself and/or avoid spending any time in discussing the values of others or intervening to help reconcile any obvious difference between people.

A low score person will be likely to see their personal attitudes, beliefs, and values as not to be shared or discussed in any way with others. In the same way, the collective values of the team or organization are either hidden from view or become known only accidentally. As a result, any misalignment of values is either accepted or potentially entirely ignored.

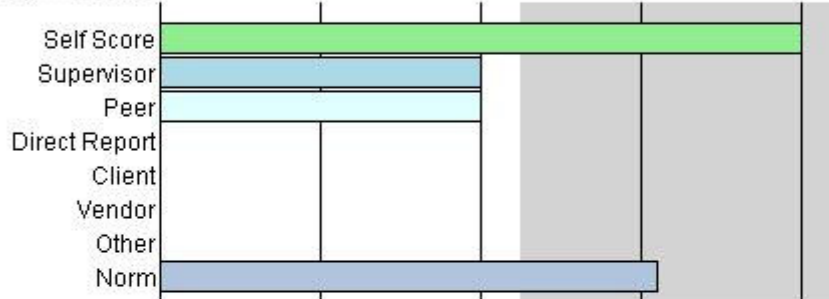
#### **HIGH (greater than 3.5)**

Scales predominantly in the fours and fives (almost always and very frequently) are likely to mean that you understand your personal values well and are prepared to discuss these with others openly. In addition, you look to discover the values of your colleagues and the wider organization as a whole. This is done in order to deal with any direct clashes in discussion and to align a set of values for the team wherever possible.

A high score person will be more likely to actively explore and develop an understanding of the relative consistency and alignment of their own values and those of the wider team or organization. Consequently, they are likely to encourage regular and open debate about values until broad clarity has been established.



**2. I share my thoughts about future direction with my fellow teammates.**



**3. My team pulls together in the same broad general direction.**



**4. I ask questions to clarify the goal if I do not understand or I am confused.**

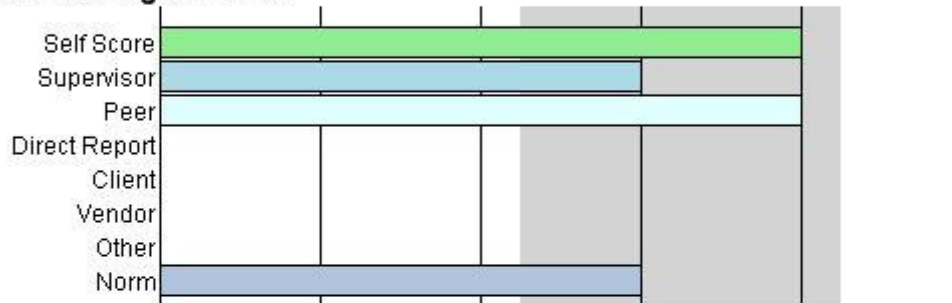


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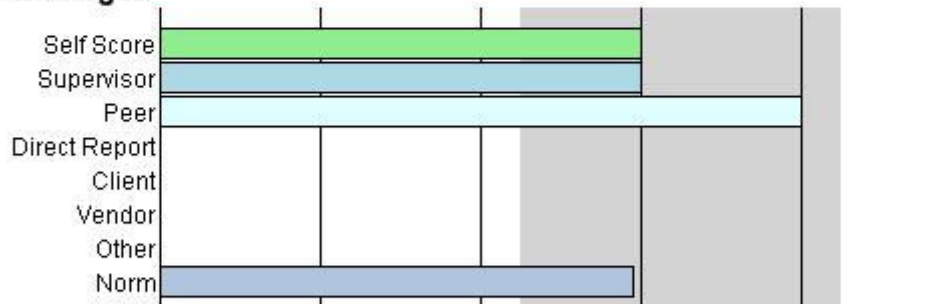
**5. I check that my personal goals are consistent with the team and the wider organization.**



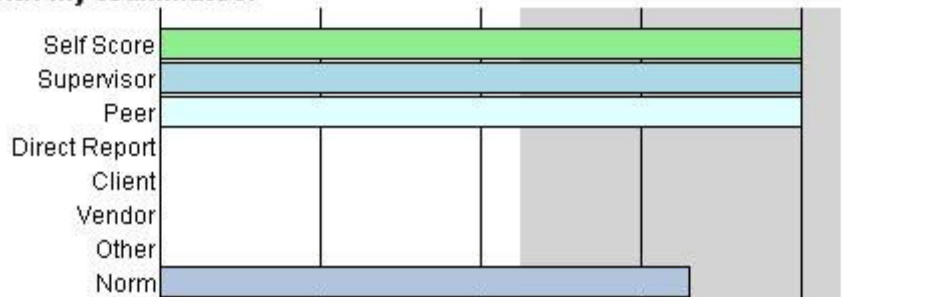
**6. I translate the overall vision of the organization into goals that are meaningful to me.**

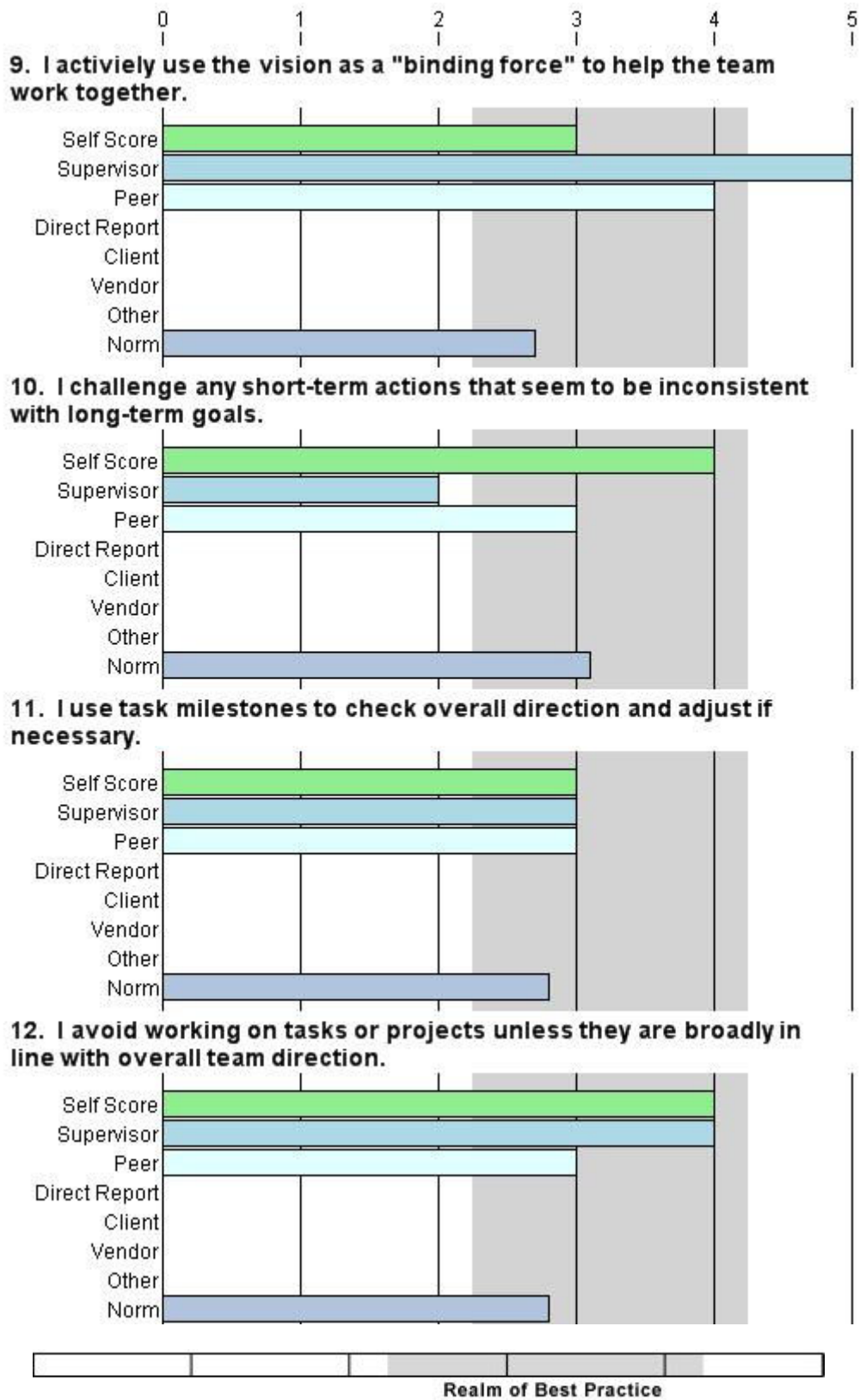


**7. I know exactly where the milestones are in trying to reach each team target.**



**8. I reflect on general strategies and discuss how we might get there with my teammates.**





Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

**Alignment of Values** looks at the extent to which the values of individuals in the team and in the organization are understood, and effort has been made to ensure consistency. It asks the question: How much effort have you invested in the process of appreciating both what the wider organization (or team) and the individual team member values to ensure that as much alignment as possible is brought about?

## **Improvement actions**

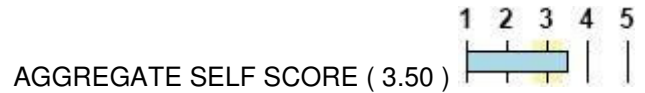
Low scorers need to reflect upon what they see to be important in terms of their beliefs, or what they personally value most, and look to see whether these beliefs and values are mirrored in the wider team or organization. Where different values exist, low scorers can look to discover more about why people or the team hold these views through more open discussion and debate.

## **Alignment of Values**

- Flush out hidden agendas or unnecessary secrecy by asking people to be open with one another.
- Spend time asking colleagues what they believe should happen in terms of work practices, and share your thoughts with them.
- Avoid pre-judging, whether you agree or disagree with individual or collective views, until you have fully understood why people hold these beliefs or values.
- Try to understand peoples stronger feelings or emotions about issues.
- Look for discrepancies between what you or others say, and what you (or others) do; talk about the issues openly.

## BOUNDARY MANAGEMENT

**Boundary Management looks at how well individuals recognize the on going presence of threats and opportunities at, or beyond, team boundaries, and how well the team understands its role in the supplier-to-customer chain. It asks the question: How well do you and the team understand the processes that lie at the edge of the teams normal boundaries that might have a significant and uncontrolled impact if not assessed and coordinated properly?**



### Interpretation

#### **LOW (less than 2.75)**

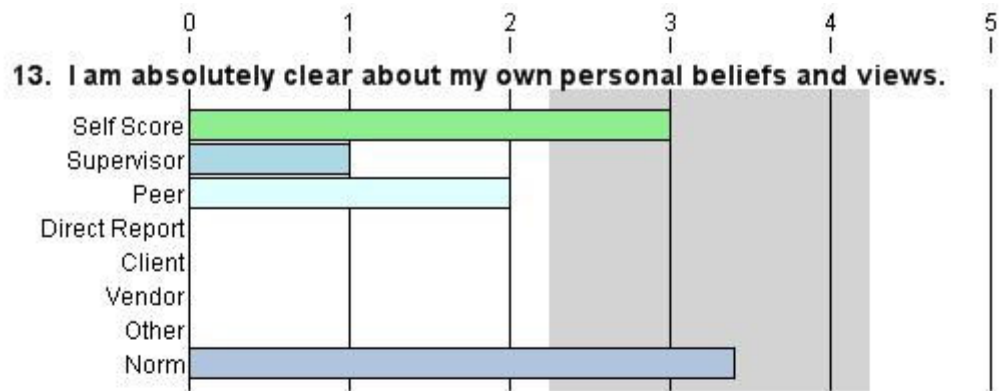
Scales predominantly in the ones and twos (occasionally and almost never) are likely to mean that you have limited interest or involvement in how resources and/or information is fed to your team, or how your teams efforts are converted into value for the downstream customer. As a result, you might focus only on the specific tasks for which your team is directly responsible and ignore wider organizational issues or processes.

A low score person will be likely to perform their job within a narrow perspective, largely oblivious to whom and how their suppliers operate, and/or with little interest or involvement in the needs or expectations of internal or external customers. They might therefore have to contend with unexpected events or issues more than necessary.

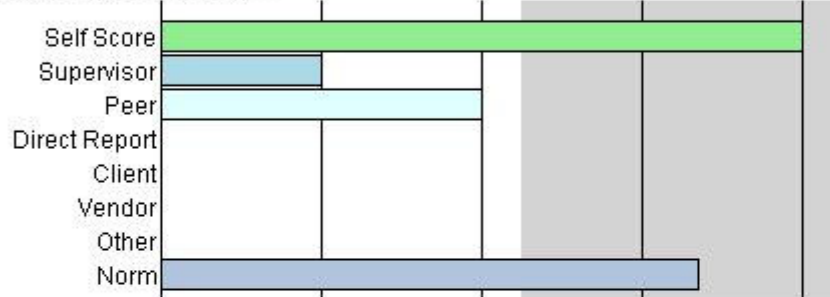
#### **HIGH (greater than 3.5)**

Scales predominantly in the fours and fives (almost always and very frequently) are likely to mean that you fully appreciate that the journey from supplier to final customer satisfaction is often a twisting one that might not be entirely controllable by the team or even an entire functional group in the organization. As such, you naturally take an interest in all indirect workplace events and activities (including threats and opportunities) at the edge or beyond team boundaries, in order to be informed and in control.

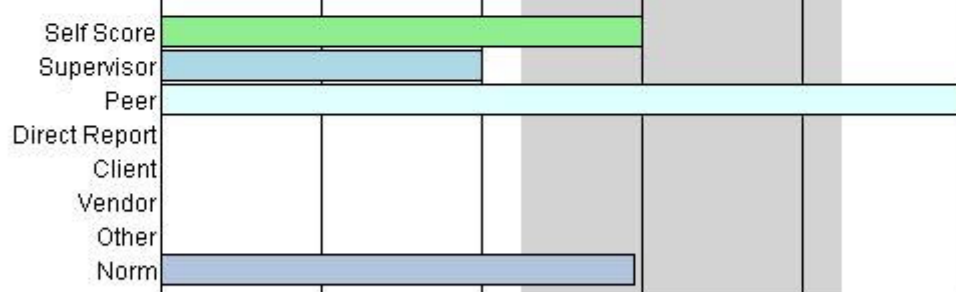
A high score person will be likely to spend quality time networking with other teams and people inside and outside the organization (including suppliers and customers) in order to gain early knowledge about possible threats or opportunities.



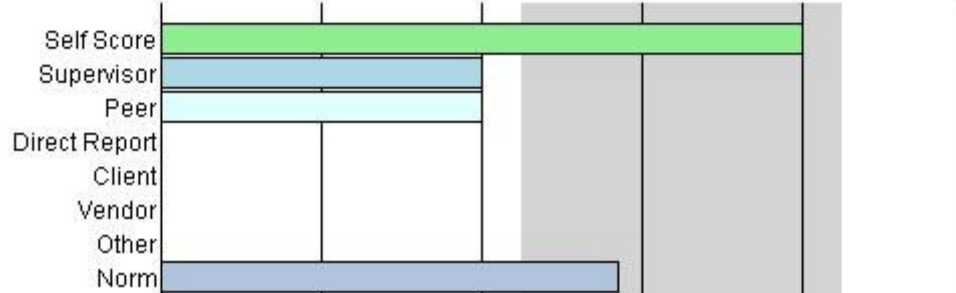
**14. I understand the values that are important to the wider organization or team.**



**15. I discuss differences in values or beliefs openly.**



**16. I like to ask people how they feel about decisions or actions that are taken.**

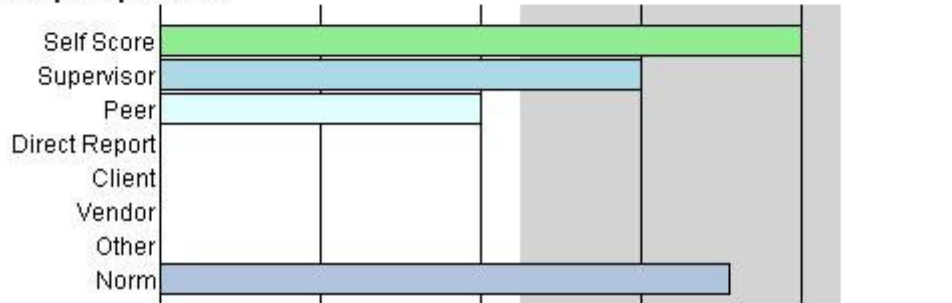


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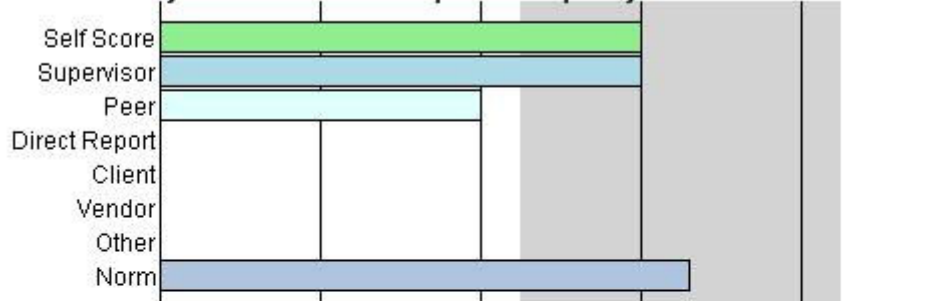
**17. I question important organizational values to ensure personal clarity.**



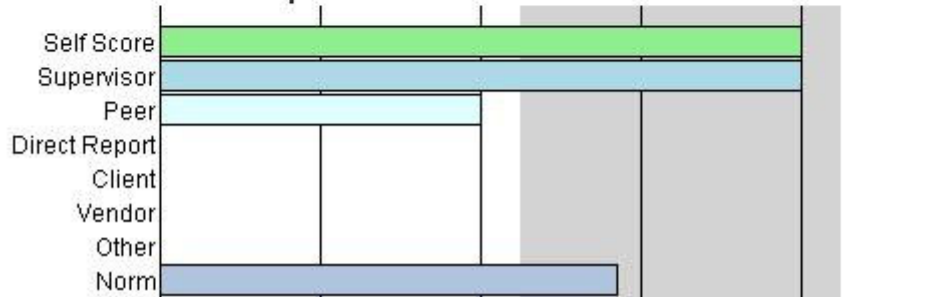
**18. I listen to the views of other people around me to appreciate their perspective.**

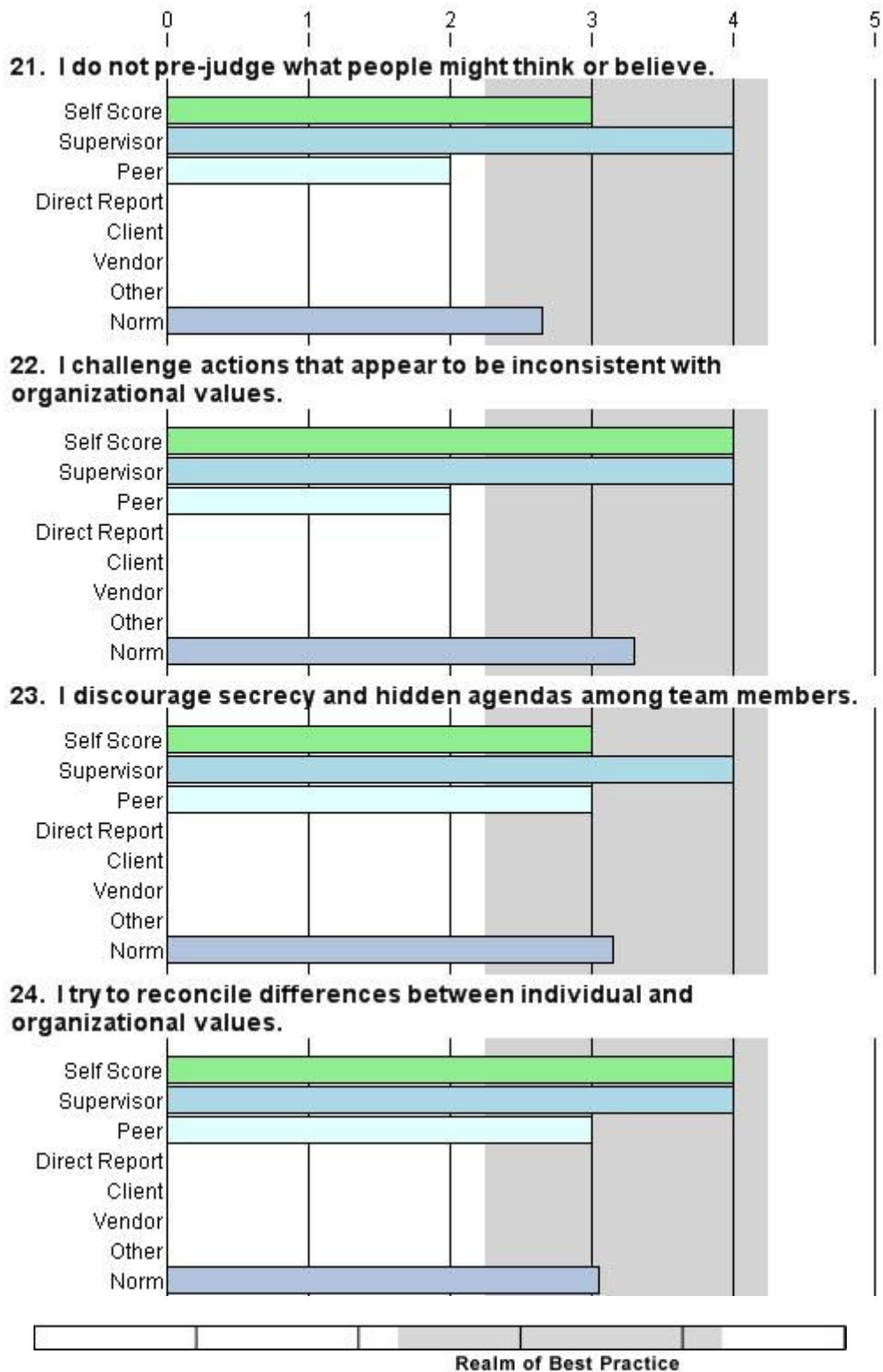


**19. I share my own values and opinions openly with others.**



**20. I invest a lot of personal time and effort in talking about different beliefs and opinions.**





Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

**Boundary Management looks at how well individuals recognize the on going presence of threats and opportunities at, or beyond, team boundaries, and how well the team understands its role in the supplier-to-customer chain. It asks the question: How well do you and the team understand the processes that lie at the edge of the teams normal boundaries that might have a significant and uncontrolled impact if not assessed and coordinated properly?**

## **Improvement actions**

Low scorers need to map the entire process chain or cycle for their part of the enterprise, from external and internal suppliers of information and/or resources to internal and external customers. An assessment should then be made of how much of the process flows the team can control or influence and what will require coordination by others.

## **Boundary Management**

- Develop an active and open interest in talking to other people in teams both inside and outside the organization (to better understand how processes to deliver products and services flow across the enterprise).
- Carefully note where potential problems or bottlenecks can occur (that might have an impact on the performance of your team, and need to be managed).
- Regularly invite the teams customers to comment on the performance they are getting.
- Review major processes that the team is accountable for managing, and build contingency plans to handle future problems that could arise.

## GROUND RULES DETERMINATION

Ground Rules Determination looks at the extent to which decision-making, problem-solving, and team action procedures and systems have been pre-agreed and are consistently and fairly deployed. It asks the question: How well do you understand the behavioral standards and boundaries that should prevail when the team makes decisions or takes action in any given situation?



### Interpretation

#### LOW (less than 2.75)

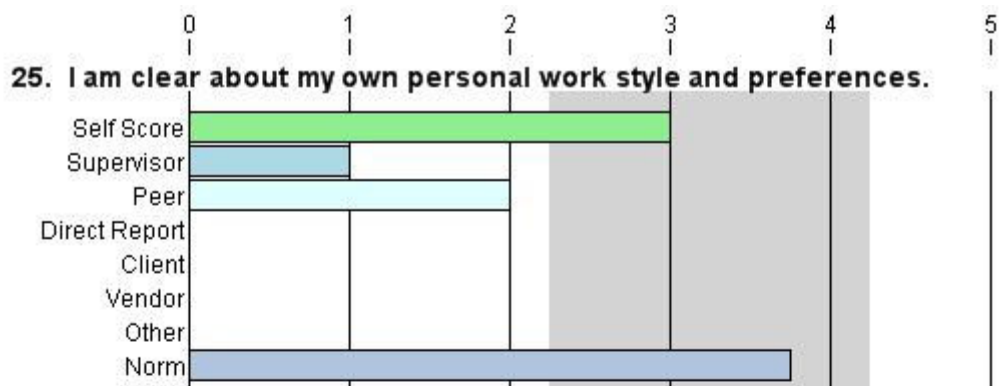
Scales predominantly in the ones and twos (occasionally and almost never) are likely to mean that team ground rules are either not in existence or your knowledge and understanding about what they might be is low or even non-existent. In either case, you are likely to have an ineffective frame of reference for many of your own actions and behaviors and those of your colleagues around you.

A low score person will be likely to look to solve problems in unique or different ways in each and every situation that they face, with little or no understanding of any agreed processes or approaches to make decisions or involve others when necessary. This can often lead to individuals making decisions that may not be in their long-term interests, or the interests of the team as a whole. These decisions can often have low levels of ownership by the team.

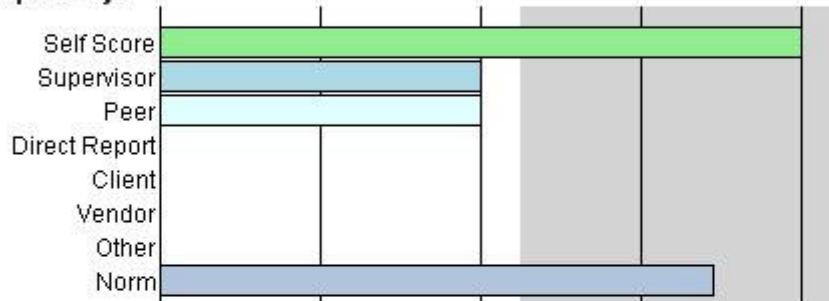
#### HIGH (greater than 3.5)

Scales predominantly in the fours and fives (almost always and very frequently) are likely to mean that you quickly look to discover the teams overall operating ground rules, or engage colleagues in discussion about procedures and systems that would help the team to run more efficiently and effectively. This will include ground rules for the whole range of major decisions that the team is likely to face.

A high score person will be likely to seek behavioral standards and boundaries before engaging in major decision-making, and look to use these standards as a frame of reference for their future actions. Low scorers will also look to discuss better systems and methods that can aid individual and team decision-making in the future.



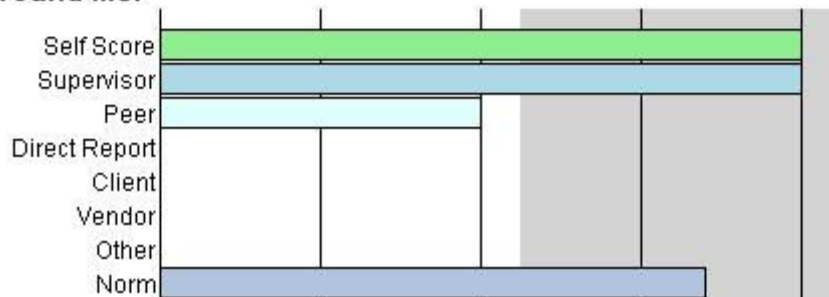
**26. I know my own strengths and weaknesses well in terms of capability.**

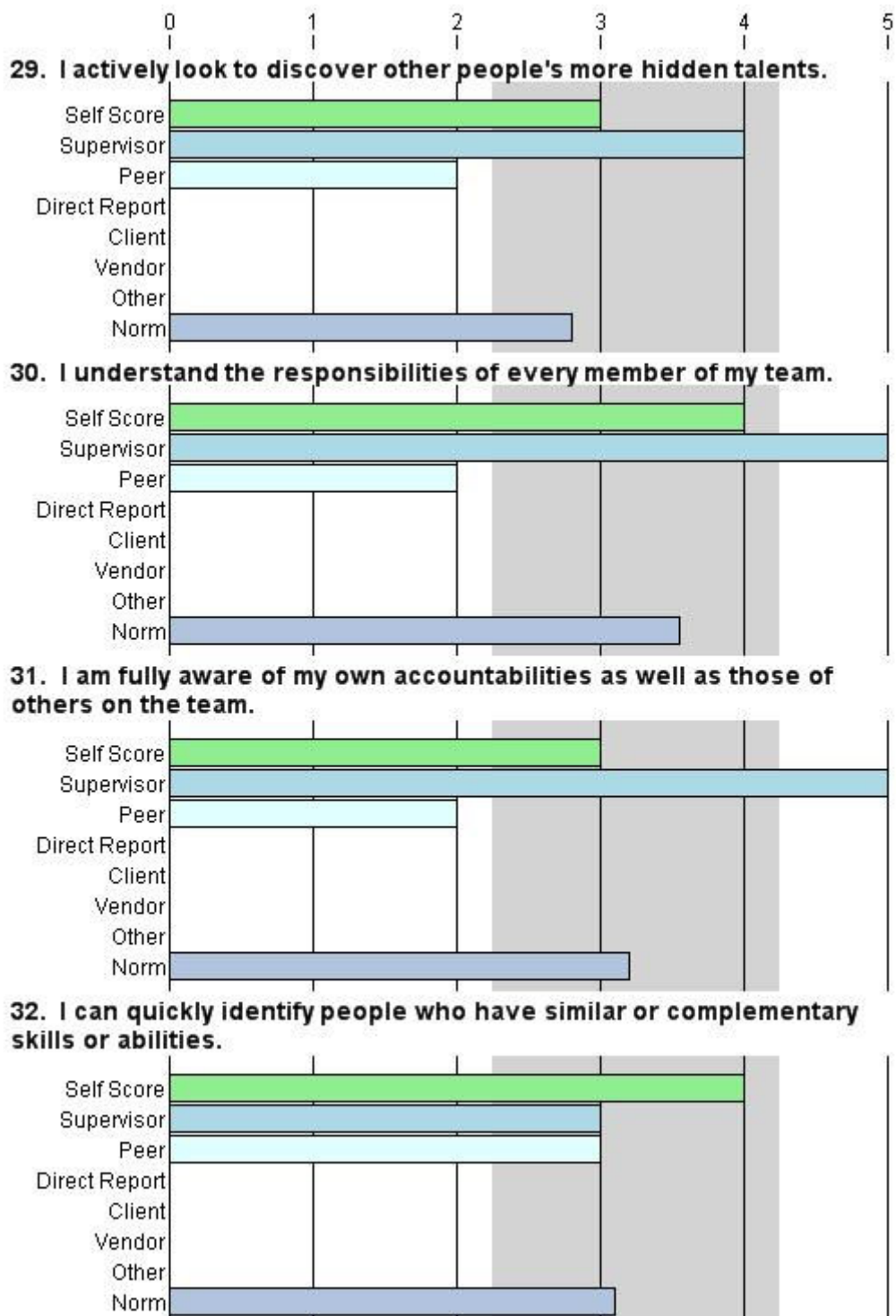


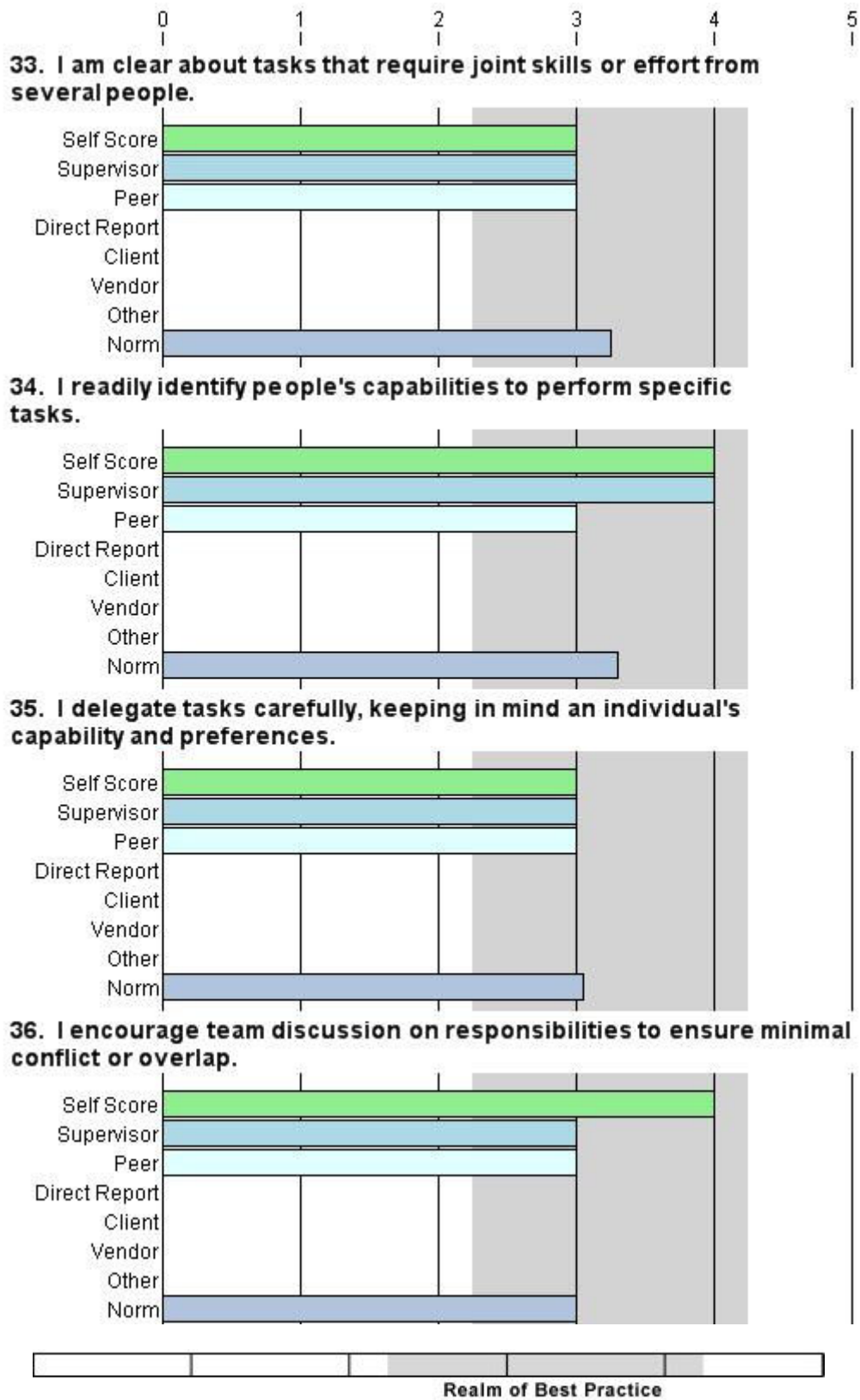
**27. I can identify the work preferences of other people in my team.**



**28. I familiarize myself with the general skills that others have around me.**







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**Ground Rules Determination** looks at the extent to which decision-making, problem-solving, and team action procedures and systems have been pre-agreed and are consistently and fairly deployed. It asks the question: How well do you understand the behavioral standards and boundaries that should prevail when the team makes decisions or takes action in any given situation?

## **Improvement actions**

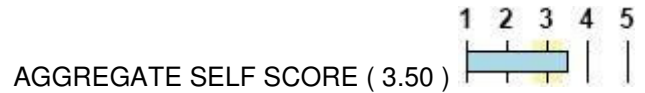
Low scorers need to discover how the team collectively prefers to make decisions, solve problems, and generally work together to engage in a range of actions and to achieve their goals successfully. This will include more formal procedural or more system-oriented ground rules, as well as ground rules about what is seen to be helpful and positive behavior.

## **Ground Rules Determination**

- Write down your own personal list of team ground rules that you would like to see in operation to help guide actions and behavior (preferably in the rank order of those that are the most important to you).
- Use this list to talk to colleagues in the team and as a basis to agree on useful boundaries and standards that are common.
- Openly list all those behaviors that are unacceptable to the team and agree on the most appropriate actions to take in the event that they occur.
- Work out who is responsible for what, how, where, and when in the team, and look to minimize gaps and overlaps.
- Agree on ways in which the team will reward or recognize itself as a whole for good performance, as well as recognize individuals within it.

## PERFORMANCE APPRAISAL EFFECTIVENESS

Performance Appraisal Effectiveness looks at the extent to which individuals and the team measure or track their own progress against objectives and both rewards and corrects performance according to appraisal feedback. It asks the question: How honestly, fairly, and consistently do you and the team assess individual and group performance and make the necessary adjustments quickly and straight forwardly?



### Interpretation

#### LOW (less than 2.75)

Scales predominantly in the ones and twos (occasionally and almost never) are likely to mean that you rarely concern yourself with carefully measuring or tracking your own performance or the performance of the team as a whole. Where performance changes are noticed (good or bad), you are likely to respond without consistency.

A low score person will be likely to set few goals, and even when they do, the goals will lack focus and clarity. As a result, general progress might be difficult to measure, and individual actions might have little alignment to the efforts of other team members. Low scorers might consequently operate independently from the team and might be surprised at any comments about performance at the end of any appraisal period.

#### HIGH (greater than 3.5)

Scales predominantly in the fours and fives (almost always and very frequently) are likely to mean that you recognize the importance of setting clear and realistic goals for yourself and others, and the importance of reviewing performance progressively to make sure that you remain on track. You will also be consistent in quickly addressing performance shortfalls and in celebrating any performance successes.

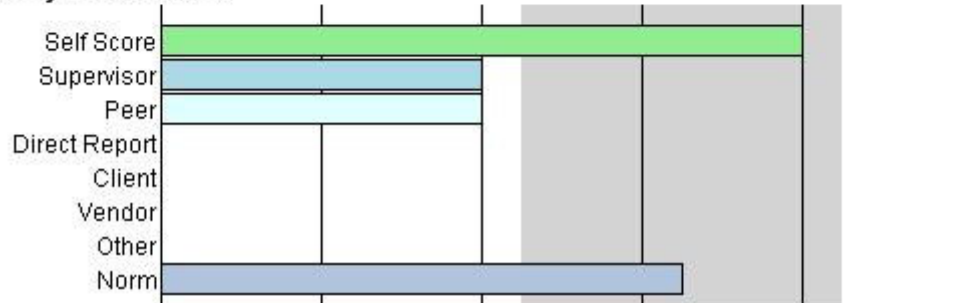
A high score person will be likely to be clear and focused about their own work objectives and take an interest in the progressive performance of both themselves and those of the team as a whole. They are also likely to quickly recognize personal or team shortfalls (and act to correct the situation) as well as show open support for performance successes, wherever they occur.

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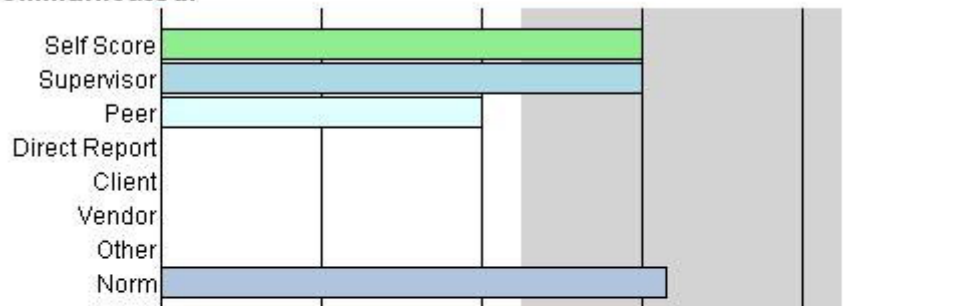
**37. I understand and support the way in which the team prefers to solve problems.**



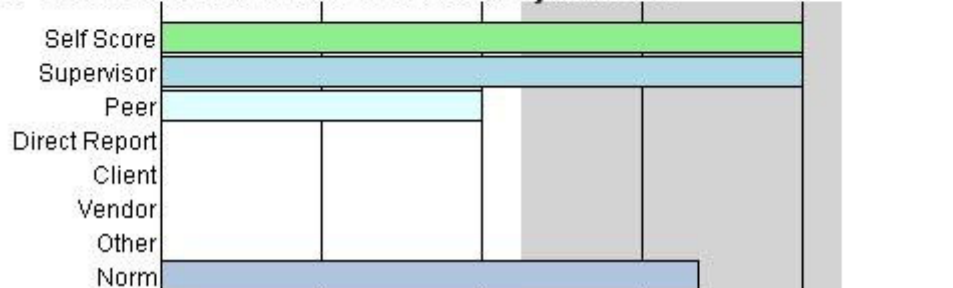
**38. I can identify behaviors and actions that would be unacceptable to my wider team.**



**39. I encourage discussion about how decisions should be made and communicated.**

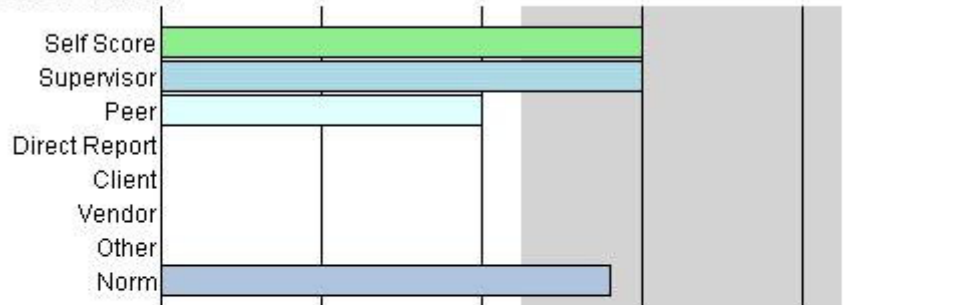


**40. I know what behaviors are valued by the team.**

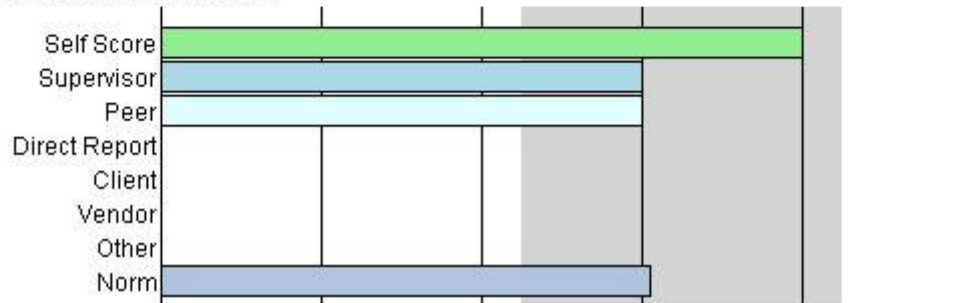


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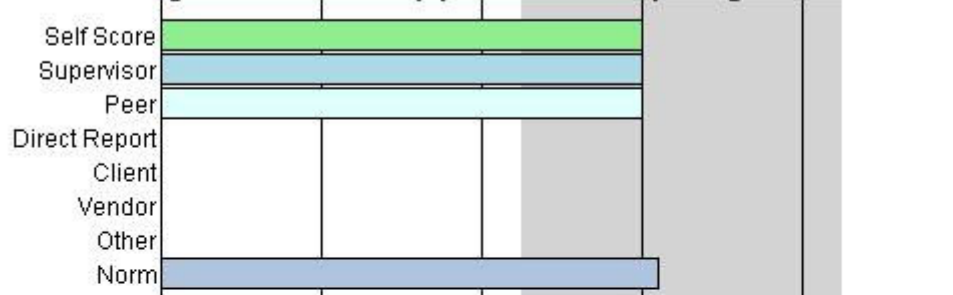
**41. Everyone knows what sanctions exist for unacceptable behavior or performance.**



**42. I seek to empower others to make decisions based on a clear framework for action.**

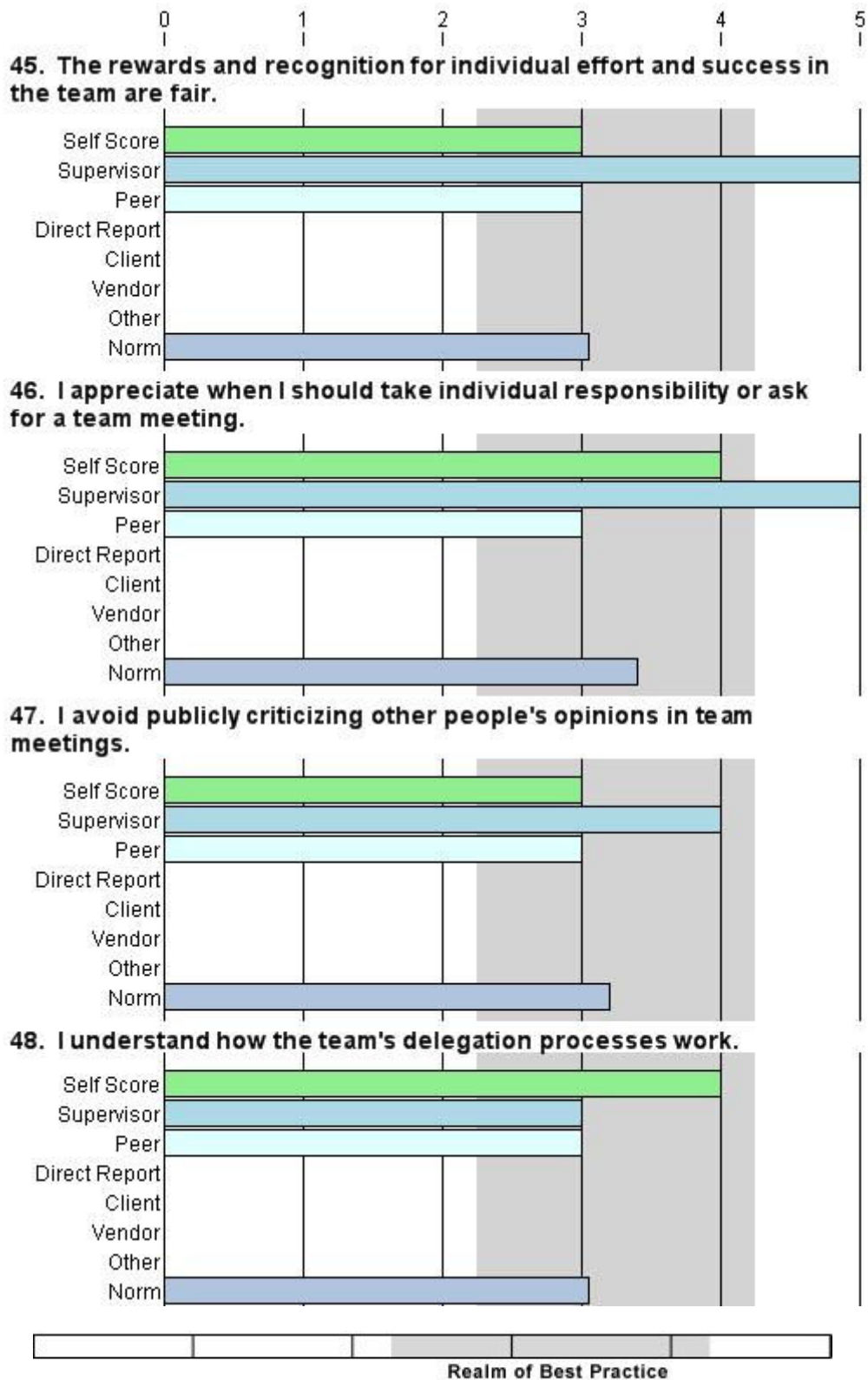


**43. I encourage team leadership practices to be pre-agreed.**



**44. When the pressure is on, I know exactly what myself and others have to do.**





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**Performance Appraisal Effectiveness** looks at the extent to which individuals and the team measure or track their own progress against objectives and both rewards and corrects performance according to appraisal feedback. It asks the question: How honestly, fairly, and consistently do you and the team assess individual and group performance and make the necessary adjustments quickly and straight forwardly?

## **Improvement actions**

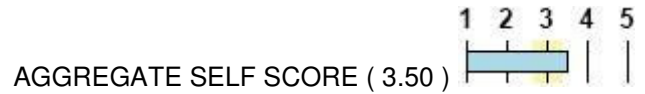
Low scorers need to seek out the overall goals of the organization and team before developing their own personal set of linked, clearly written, and measurable performance objectives. High scorers should also spend more time in tracking their overall team performance on a regular basis and respond to relative success and failure in positive ways on a shared basis.

## **Performance Appraisal Effectiveness**

- Review whether your goals are written in "SMART" language: Specific, Measurable, Action-oriented, Realistic, and Time Bound.
- Look to carefully align strategies fully with the overall goals and direction of the team.
- Review your own progress regularly and take an active interest in the performance of the team, both good and bad.
- Challenge mediocrity at every opportunity; avoid accepting second rate performance.
- Go out of your way to recognize outstanding performance, so as to encourage your colleagues to do something similar in the future.

## TEAM LEARNING AND RESULTS FOCUS

Team Learning and Results Focus looks at the extent to which the team engages in a planned process to capture on going learning and identifies the most optimal ways to achieve the outcomes it seeks. It asks the question: How efficiently do you and the team learn from your successes and mistakes in order to make tactical changes that help to achieve results more effectively?



### Interpretation

#### LOW (less than 2.75)

Scales predominantly in the ones and twos (occasionally and almost never) are likely to mean that you might often miss the opportunity to learn from the past in order to make improvements for the future. As such, you might not involve yourself in post project brainstorming sessions or meetings, or make any systematic effort to discover what actions were effective and ineffective in order to design a better method or an easier approach.

A low score person will be likely to spend little time reflecting on past experiences before they undertake a task or a project. As a result, they are likely to repeat previous mistakes or miss the opportunity to use past lessons learned to improve or to achieve a higher standard of performance.

#### HIGH (greater than 3.5)

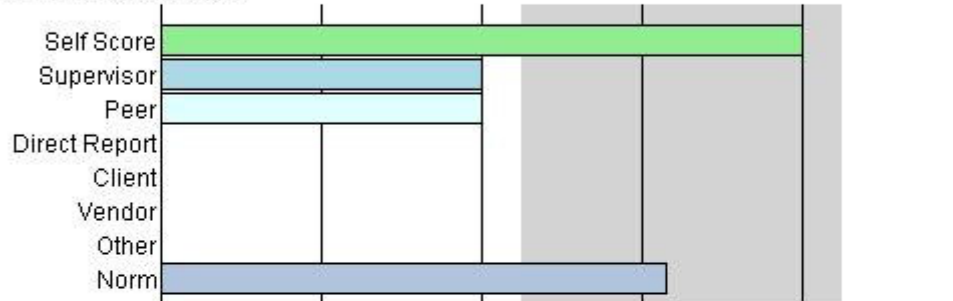
Scales predominantly in the fours and fives (almost always and very frequently) are likely to mean that you see the ability of yourself and the team to learn from its successes and mistakes to be a critical skill that needs to be nurtured and developed. As such, you invite your colleagues to openly discuss their experiences and agree where improvements could be planned for the future.

A high score person will be likely to capture the important lessons from their experience in a planned and systematic way, and encourage the whole team to discuss success and failure openly, in order to identify specific strategies to improve or lift the bar in the future.

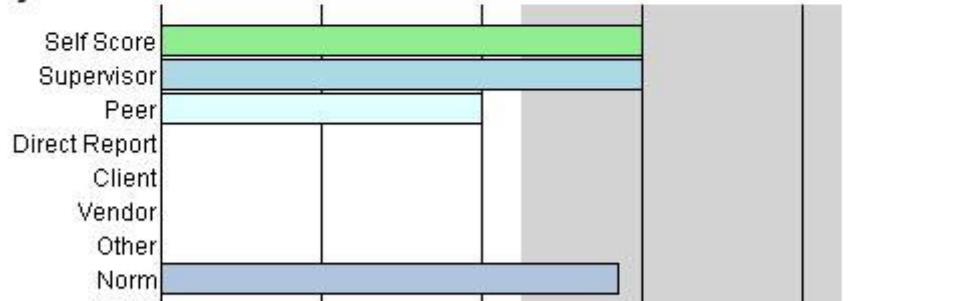
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**49. I set clear, specific, and concise goals for myself and/or others.**



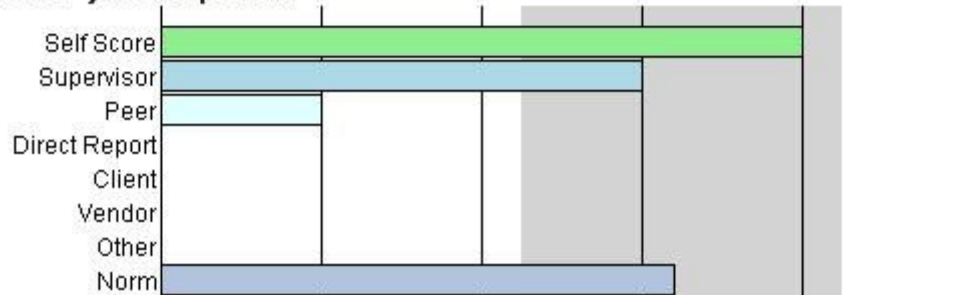
**50. I agree to appropriate milestone points at which task progress can be discussed.**



**51. I develop appropriately relevant and effective measures for each objective.**



**52. I regularly engage in progressive performance discussion to avoid end-of-year surprises.**

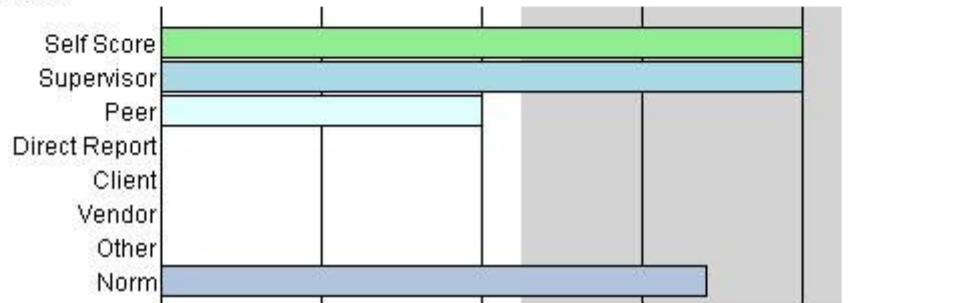


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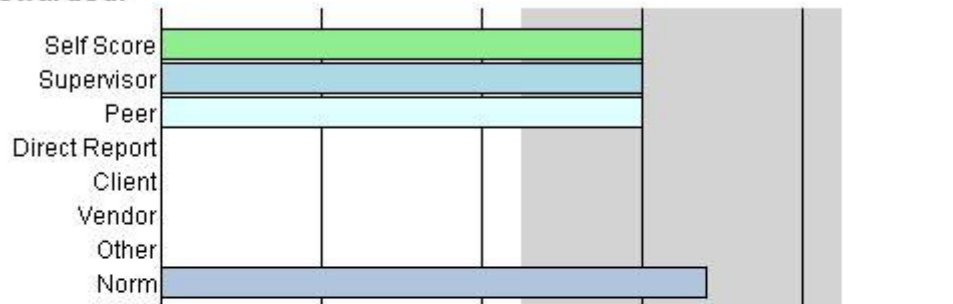
**53. I understand how my performance and the performance of others will be assessed.**



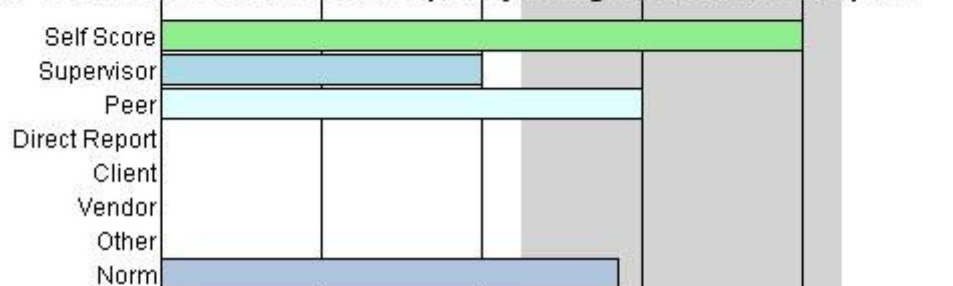
**54. Performance appraisal is honestly and fairly carried out in the team.**

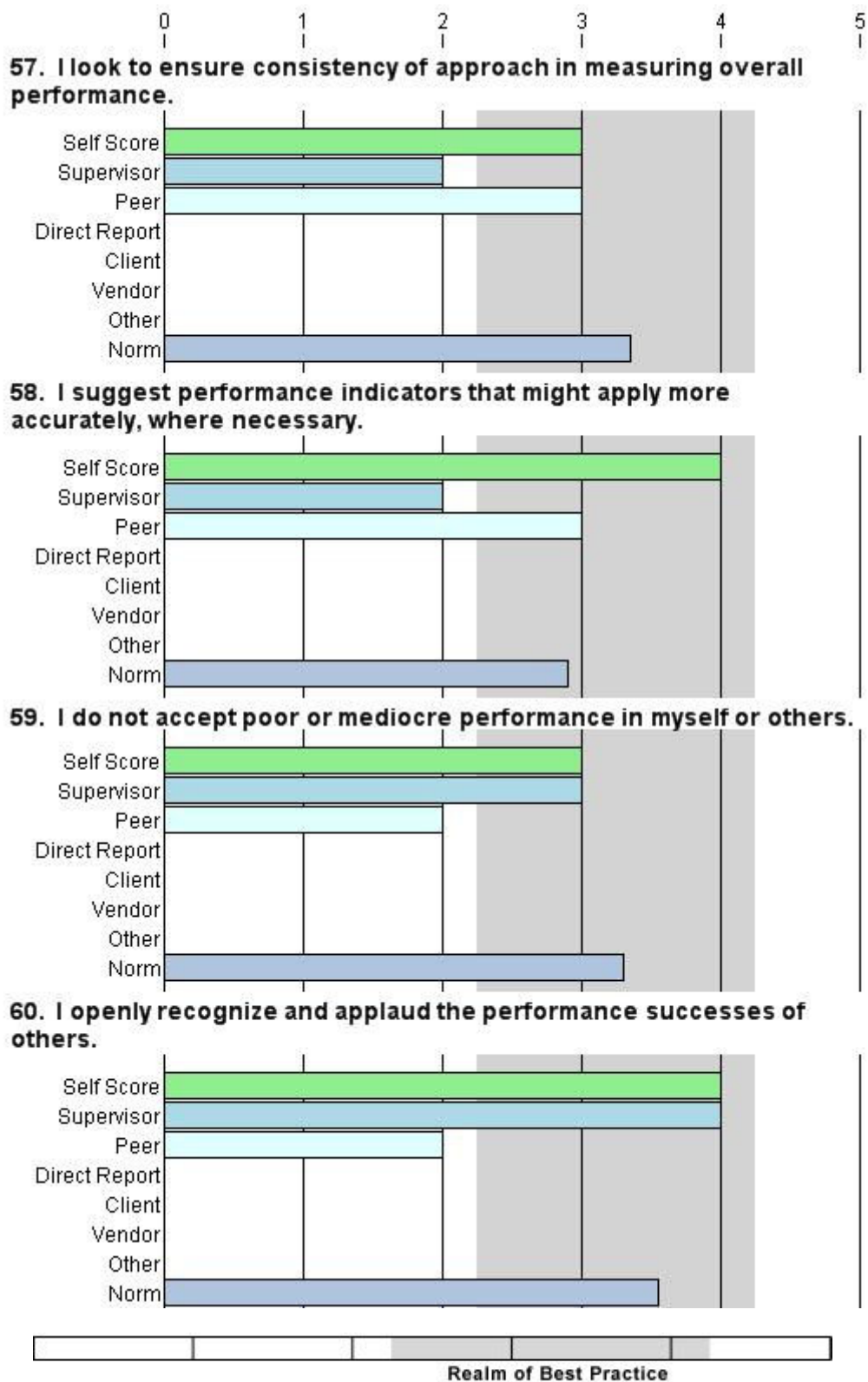


**55. Outstanding individual or group performance is appreciated and/or rewarded.**



**56. Performance shortfalls are quickly recognized and acted upon.**





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**Team Learning and Results Focus** looks at the extent to which the team engages in a planned process to capture ongoing learning and identifies the most optimal ways to achieve the outcomes it seeks. It asks the question: How efficiently do you and the team learn from your successes and mistakes in order to make tactical changes that help to achieve results more effectively?

## **Improvement actions**

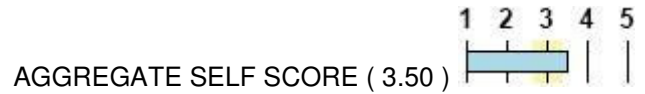
Low scorers need to allocate time for reflection and develop a more systematic approach to assessing their ongoing work activities or efforts, and those of the wider team. They also need to be clear and direct about what was successful and what could be improved upon. In addition, targets for improvement (based on post-auditing past experience) can be set to more often produce results that add high value for the team and the organization as a whole.

## **Team Learning and Results Focus**

- Think about and build a systematic process for all of your individual and team learning, both positive and negative. Then, this can be captured and analyzed.
- Look to ensure that mistakes are avoided as much as possible in the future, or improved approaches are planned.
- Get every individual in the team to learn how to add value to their own growth and development, and to the growth of the organization.
- Make sure that at least one person is accountable for recording all the useful lessons learned at every formal or informal meeting.
- Let people make mistakes, occasionally, and get them to analyze why.

## TEAM ROLE AND COMPETENCY CLARITY

Team Role and Competency Clarity looks at the extent to which the specific job roles and skills of individual team members are fully appreciated and effectively drawn upon. It asks the question: How clear are you about the job accountabilities and competencies of other team members to ensure that people are best matched to tasks and tasks are best matched to people?



### Interpretation

#### LOW (less than 2.75)

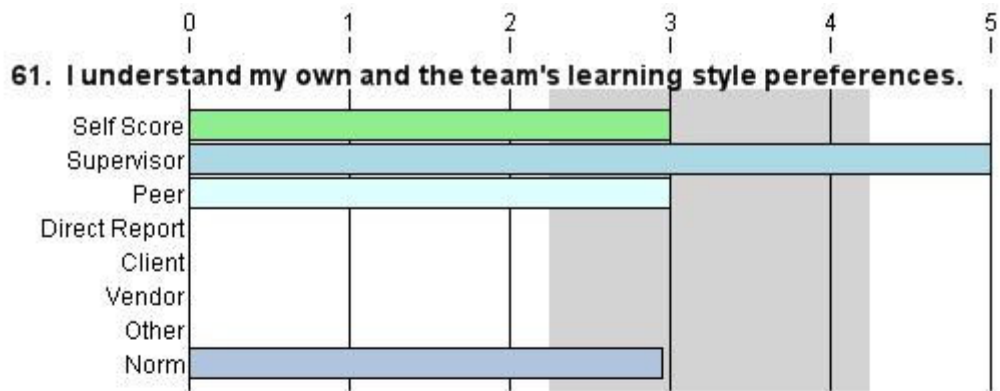
Scales predominantly in the ones and twos (occasionally and almost never) are likely to mean that you are not entirely clear about the full responsibilities and potential skills of yourself and others around you, and have spent little or no time or effort in improving your knowledge. You will therefore have little ability to recognize how different people in the team might share their skills or work together to achieve a goal or to achieve a better outcome.

A low score person will be likely to have invested little time and effort in reviewing the skills and responsibilities of every team member (including themselves) and assessing whether tasks and people are well matched. They will also have few insights as to who might be in a position to perform new or different tasks, or to work together in a complementary way.

#### HIGH (greater than 3.5)

Scales predominantly in the fours and fives (almost always and very frequently) are likely to mean that you invest time and effort in making sure that you understand the broad responsibilities and skills of other team members. You also clearly let them know what you do and what you are capable of doing. This often extends to probing colleagues to discover their less obvious talents and abilities.

A high score person will be likely to extensively communicate with every team member in order to discover individual responsibilities and skills, and then use this knowledge to help the team minimize wasted effort and overlaps. This includes offering suggestions about how different people might work together or collaborate successfully.



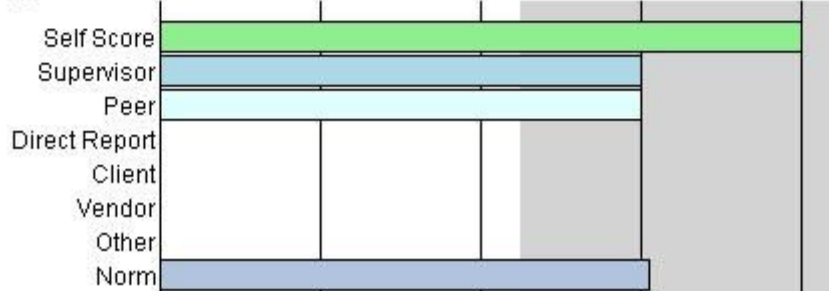
**62. I carefully plan how group and individual learning will take place.**



**63. I invite others to share their experiences to help us improve.**



**64. I support a culture of letting people learn from their mistakes to get a better result.**

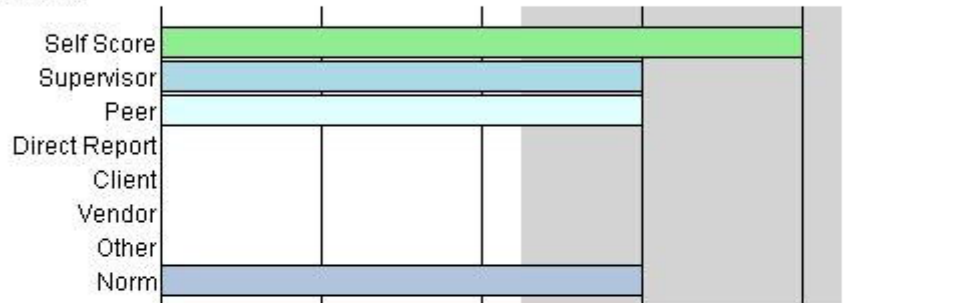


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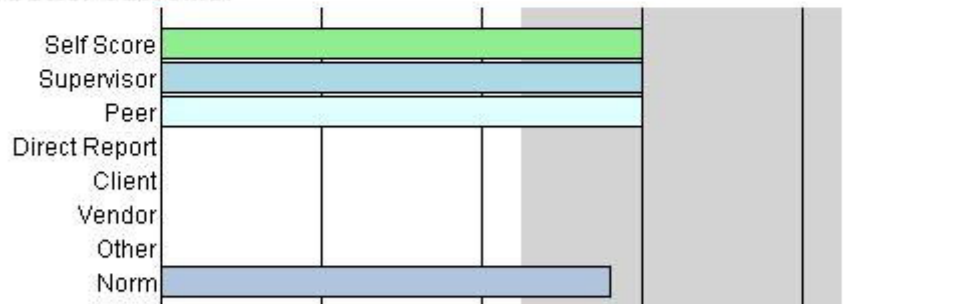
**65. I participate in debriefings and post project focus groups and brainstorming sessions.**



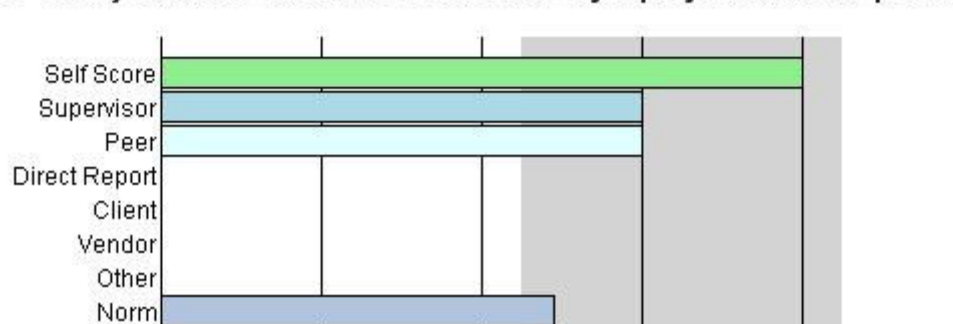
**66. I note down and share the lessons I learn from projects that I handle.**

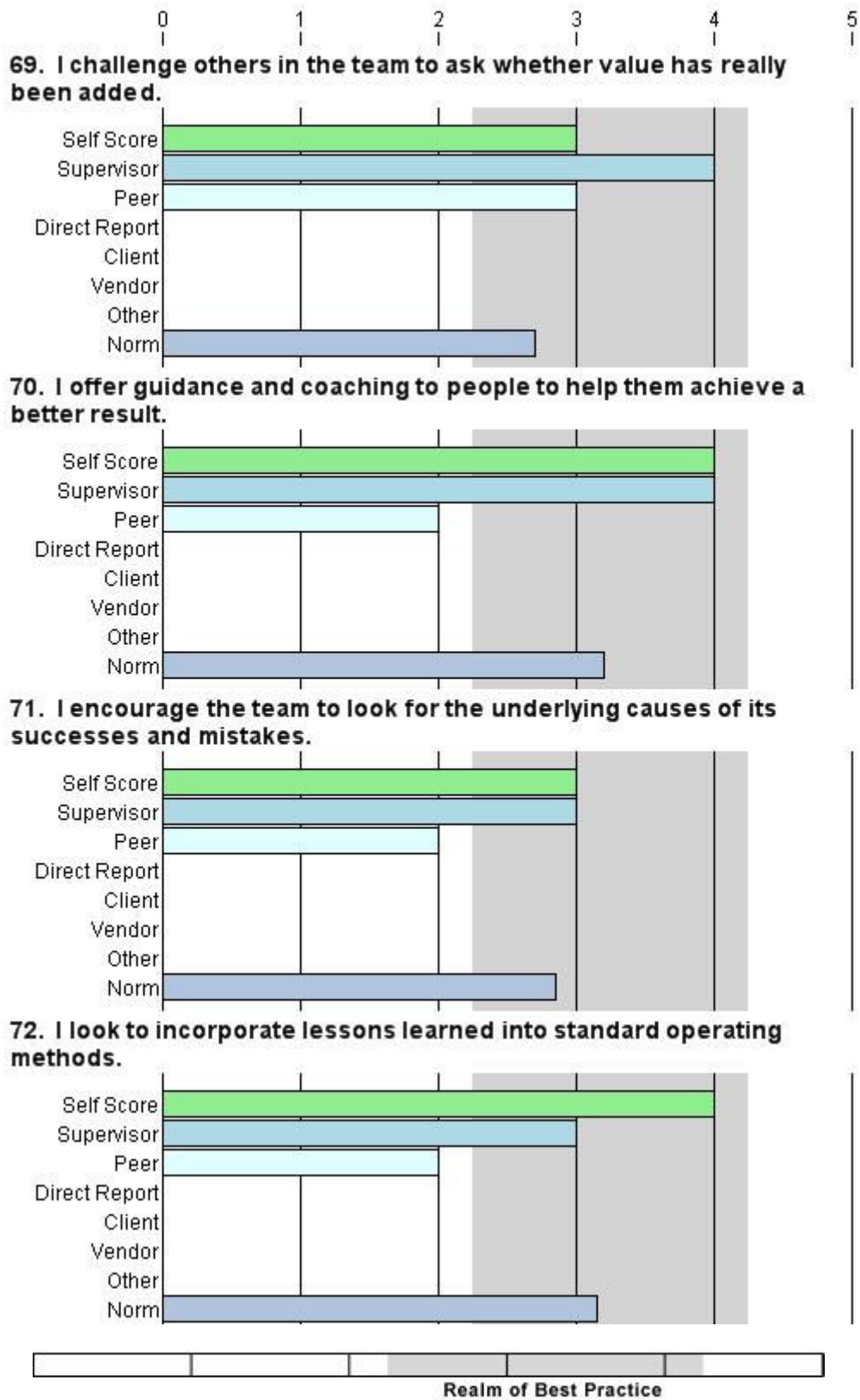


**67. I actively engage people in debate about what would have created a better outcome.**



**68. I carry out a formal assessment after major projects are complete.**





Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

**Team Role and Competency Clarity** looks at the extent to which the specific job roles and skills of individual team members are fully appreciated and effectively drawn upon. It asks the question: How clear are you about the job accountabilities and competencies of other team members to ensure that people are best matched to tasks and tasks are best matched to people?

## **Improvement actions**

Low scorers need to reflect carefully upon their own range of skills or competencies and to rank them in terms of both strength and relative enjoyment. This can be used as a basis to share with other team members and to help understand their skills and any gaps that might subsequently exist in performing overall team roles successfully.

## **Team Role and Competency Clarity**

- Write down your own strengths and weaknesses as realistically as you can, and check the accuracy with others whose judgment you trust.
- Take an interest in finding out more about what fellow team members are responsible for doing and achieving, and where their skills are strongest.
- Engage colleagues in debate about your own responsibilities, skills, and preferences.
- Try to discover what roles people may have outside the organization.
- Look to delegate to colleagues more frequently to better understand peoples real capabilities.

## VISION AND DIRECTIONAL FOCUS

Vision and Directional Focus looks at the extent to which individuals have clear and coherent ideas about where the team is heading, why, and what milestones exist along the way. It asks the question: How well do you and the team understand your purpose and direction and how effectively is this knowledge used to set an appropriate course to reach relevant targets or goals?



### Interpretation

#### LOW (less than 2.75)

Scales predominantly in the ones and twos (occasionally and almost never) are likely to mean that you either work individually or are capable of operating quite independently from other team members (intentionally or unintentionally). The vision is likely to play little or no part in shaping your personal goals, and you might therefore be pulling in a different direction than others, for at least some of the time.

A low score person will be likely to do what is asked or expected of them without concerning themselves with where this might be heading or whether they are working toward a particular goal or target. They might also spend little or no time in personal planning and organizing to ensure that their actions are coordinated with other team members, and their efforts.

#### HIGH (greater than 3.5)

Scales predominantly in the fours and fives (almost always and very frequently) are likely to mean that you have a clear view of your teams vision and overall direction, and use it as a guide for yourself and others in the team to work together purposefully. You also use the vision to set goals and appropriate milestones, and share these with team members to ensure consistency of effort.

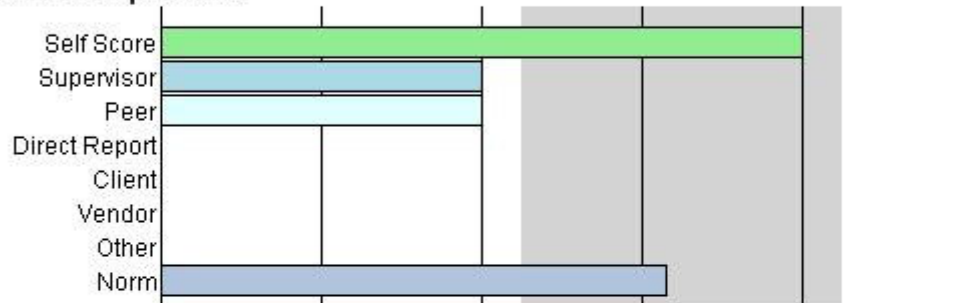
A high score person will be likely to engage other team members in conversation about the overall team vision or direction, and work together to plan their actions and the most appropriate milestones to stay on track. High scorers will tackle their tasks openly and regularly check to ensure that their actions are always taking the team forward positively.

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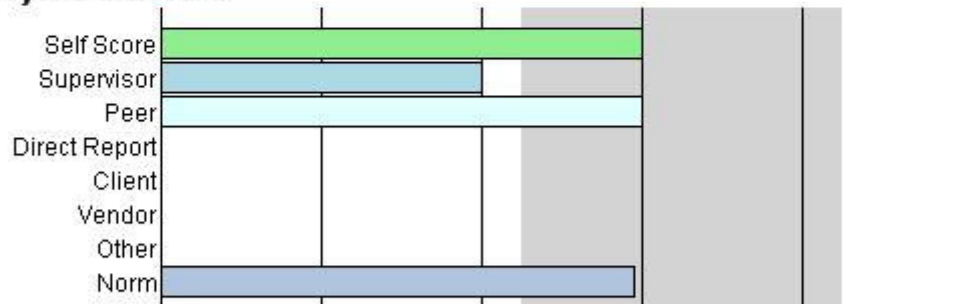
**73. I understand who I depend on to supply me with what I need to do my job well.**



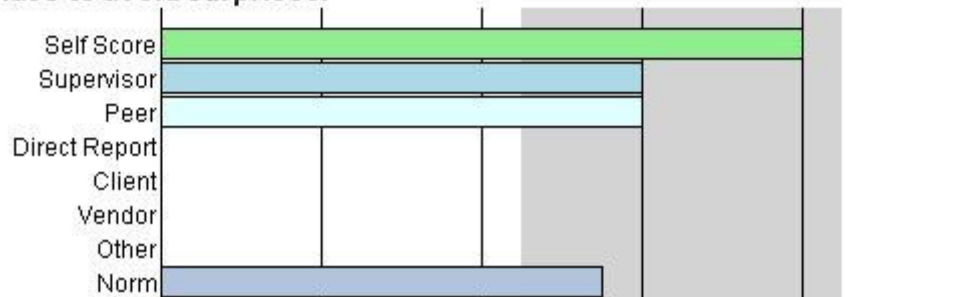
**74. I appreciate what customers may need beyond what my team can control or provide.**

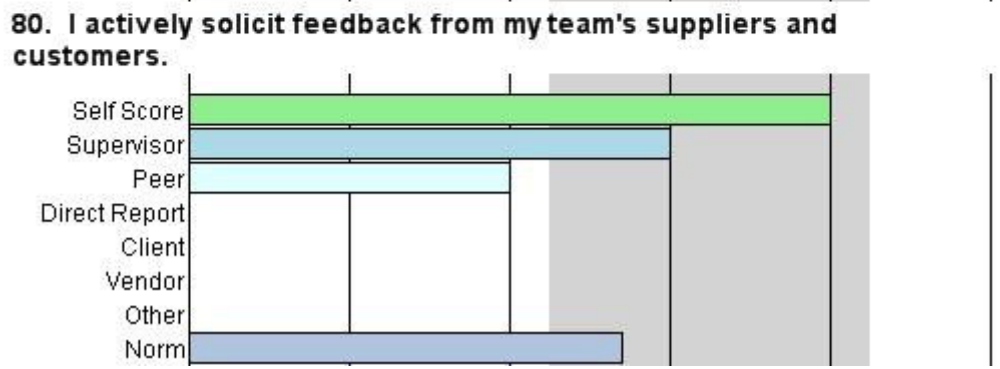
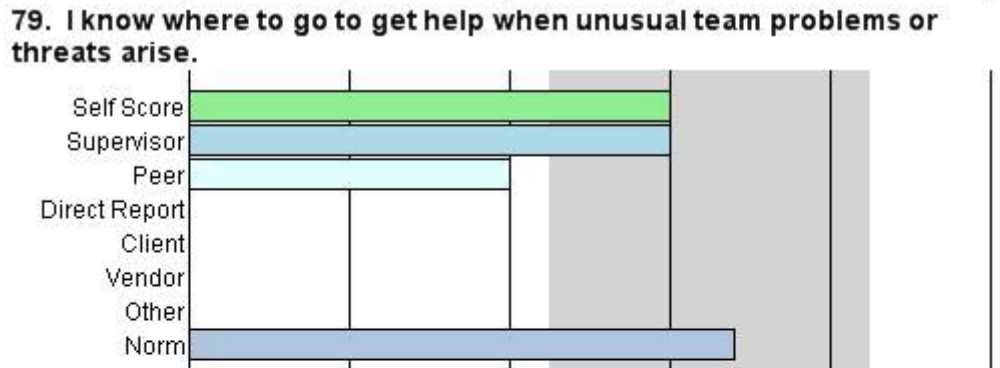
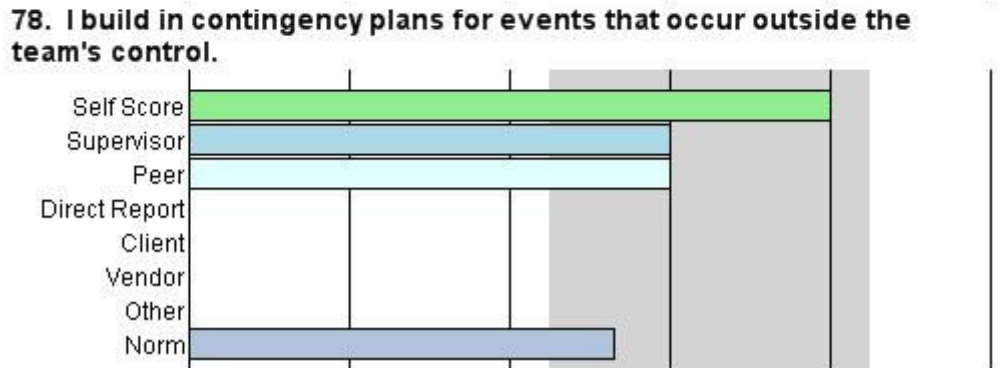


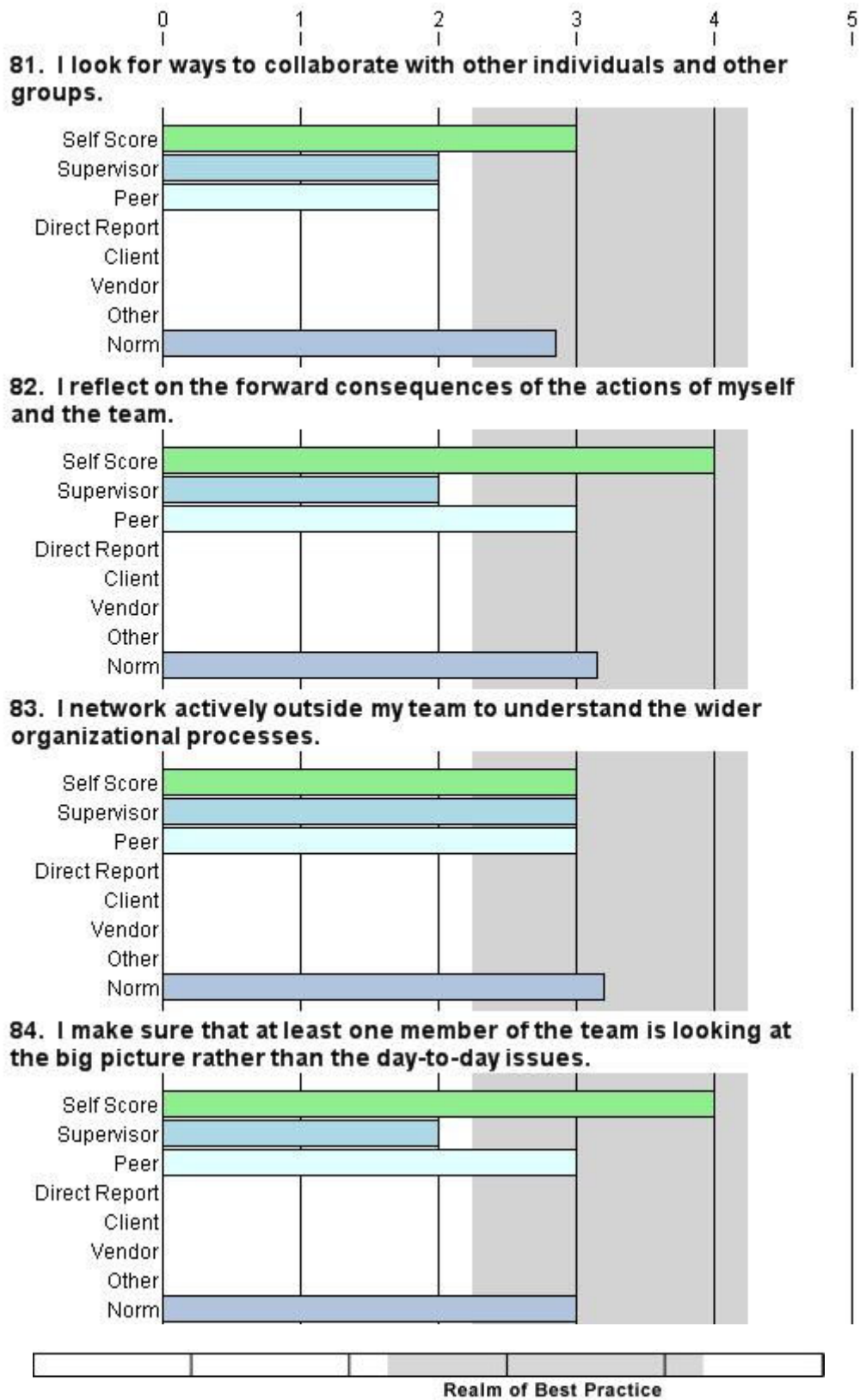
**75. I take an interest in what happens in processes when they pass beyond the team.**



**76. I actively discuss what "early warning" processes need to be in place to avoid surprises.**







Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

**Vision and Directional Focus looks at the extent to which individuals have clear and coherent ideas about where the team is heading, why, and what milestones exist along the way. It asks the question: How well do you and the team understand your purpose and direction and how effectively is this knowledge used to set an appropriate course to reach relevant targets or goals?**

## **Improvement actions**

Low scorers need to involve themselves more fully in understanding the teams overall purpose and direction and make sure that they set personal goals more in consultation with others. Any confusion about the vision should be addressed by talking to colleagues frequently and by regularly checking to make sure that progress is broadly consistent with team targets.

## **Vision and Direction Focus**

- Actively engage several teammates in discussion about the future, and overall direction in general.
- Add team member comments to your own quiet reflections about what the team could strive to achieve.
- Write down your goals according to your thoughts and share these with the team to ensure consistency and alignment.
- Organize special team "get togethers" away from the workplace, to allow people time to reflect.
- Invite team members to informally submit ideas about future direction in many different ways.

## THE 10/10 REPORT

### Top 10 Strengths

#### Vision and Directional Focus

8. I reflect on general strategies and discuss how we might get there with my teammates. 4.00  
9. I actively use the vision as a "binding force" to help the team work together. 4.00

#### Ground Rules Determination

46. I appreciate when I should take individual responsibility or ask for a team meeting. 4.00

#### Vision and Directional Focus

6. I translate the overall vision of the organization into goals that are meaningful to me. 3.67  
12. I avoid working on tasks or projects unless they are broadly in line with overall team direction. 3.67

#### Alignment of Values

24. I try to reconcile differences between individual and organizational values. 3.67

#### Team Role and Competency Clarity

30. I understand the responsibilities of every member of my team. 3.67  
34. I readily identify people's capabilities to perform specific tasks. 3.67

#### Ground Rules Determination

44. When the pressure is on, I know exactly what myself and others have to do. 3.67  
45. The rewards and recognition for individual effort and success in the team are fair. 3.67

### Top 10 Development Needs

#### Vision and Directional Focus

1. I am aware of the ongoing purpose of my team. 2.00

#### Alignment of Values

13. I am absolutely clear about my own personal beliefs and views. 2.00

#### Team Role and Competency Clarity

25. I am clear about my own personal work style and preferences. 2.00

#### Ground Rules Determination

37. I understand and support the way in which the team prefers to solve problems. 2.00

#### Performance Appraisal Effectiveness

49. I set clear, specific, and concise goals for myself and/or others. 2.00

#### Boundary Management

73. I understand who I depend on to supply me with what I need to do my job well. 2.00

#### Alignment of Values

14. I understand the values that are important to the wider organization or team. 2.33

#### Boundary Management

81. I look for ways to collaborate with other individuals and other groups. 2.33

#### Vision and Directional Focus

2. I share my thoughts about future direction with my fellow teammates. 2.67  
3. My team pulls together in the same broad general direction. 2.67

## COURSE AND READING SUGGESTIONS

The following are general reading and course suggestions that may help you to better understand the two categories in which your scores were the lowest and to assist you in writing your development plan.

### Performance Appraisal Effectiveness

Performance Appraisal Effectiveness looks at the extent to which individuals and the team measure or track their own progress against objectives and both rewards and corrects performance according to appraisal feedback. It asks the question: "How honestly, fairly, and consistently do you and the team assess individual and group performance and make the necessary adjustments quickly and straightforwardly?"

#### Reading Suggestion

- How to Measure the Results of Work Teams. Jack Zigon: 1994.
- The Appraisal Checklist: How to Help Your Team Get the Results You Both Want. Brian Watling: 1995.

#### Course Suggestion

- Appraising Performance
- Performance Measurement
- Developing Key Performance Indicators
- Goal/Objective Setting
- Performance Alignment

#### Other Suggestion

- Hold an open meeting to discuss how the performance of the team will be measured, and what indicators will be most effective.
- If you feel comfortable doing so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects, and other possible support they may be able to offer to improve your skills.

#### Reading Suggestion

- The Balanced Scorecard: Translating Strategy Into Action. Robert Kaplan and David Norton: 1996.
- The Basics of Performance Measurement. Jerry Harbour: 1997.
- Performance Measurement-Participant Workbook. Jon Warner: 1997.
- Keeping Score-Using the Right Metrics to Drive World Class Performance. Mark Graham Brown: 1996.

### Boundary Management

Boundary Management looks at how well individuals recognize the ongoing presence of threats and opportunities at, or beyond, team boundaries, and how well the team understands its role in the supplier-to-customer chain. It asks the question: "How well do you and the team understand the processes that lie at the edge of the team's 'normal' boundaries that might have a significant and uncontrolled impact if not assessed and coordinated properly?"

#### Course Suggestion

- Teambuilding
- Mentoring Skills
- Process Improvement
- Customer Needs Identification
- Supplier Partnering

#### Other Suggestion

- Get to know the teams that supply you with information or tangible products and services, and the teams that are nearer to the customer than you are.
- If you feel comfortable doing so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects, and other possible support they may be able to offer to improve your skills.

#### Reading Suggestion

- Maverick. Ricardo Semler: 1995

- Critical Chain. Eli Goldratt: 1997
- Introduction to Supply Chain Management. Bob Handfield and Ernest Nichols: 1998
- The Networking Pocketbook. Jon Warner: 2000
- Beyond the Team. Meredith Belbin: 2000

## DEVELOPMENT PLAN

Use the space below to write out your personal development plan for the next 12 months based on your results. Draw upon the general improvement actions in relevant areas of the report, and ideas that are suggested in the attached coaching tips.

1. I am aware of the ongoing purpose of my team.

Score: 2.00

**Action to Take:**

13. I am absolutely clear about my own personal beliefs and views.

Score: 2.00

**Action to Take:**

25. I am clear about my own personal work style and preferences.

Score: 2.00

**Action to Take:**

37. I understand and support the way in which the team prefers to solve problems.

Score: 2.00

**Action to Take:**

49. I set clear, specific, and concise goals for myself and/or others.

Score: 2.00

**Action to Take:**

## Vision and Directional Focus

### **I am aware of the ongoing purpose of my team.**

What is the point of the team? How does it fit into the grand scheme of things in the organization? Why does the team exist? What are we all doing here anyway? In effective organizations and teams, such big issues are no big deal: they have often been thought out and talked about for so long that they are part of the culture of the place.

With ineffective organizations and teams, however, things are not quite so happy: in such organizations and teams, it is all too common to hear words such as “Don’t ask me—I only work here.” Ineffective teams might perform surprisingly well in the short term, but ultimately they fail because, while they can know the what, the how, the when, and the where of their job, they do not know the why.

So what can team members do to share in the vision and focus to be aware of the ongoing purpose of the team? Here are some suggestions:

- 1.** Do an audit of the original purpose or mission of the team (and even the organization). Does the organization strategic plan describe the mission of each team? Is it available to look at? What are the specific goals and objectives that are mentioned? Ask where does such information on this subject live? In filing cabinets? In people’s heads? On clipboards? On display boards? On a web site? In the annual report to stockholders and/or stakeholders?
- 2.** Within the team, ask yourselves how the official goals and plans relate to the core purpose and reality of the job to be done. If there is a gap between the two, what is the nature of the gap, and how big is it? Why is there a gap? Is it embarrassing to someone to ask these questions? Is it dangerous for our own careers to ask these questions? If so, why?
- 3.** Consider how the team operates within the structure of the organization. What part does it play in the production of goods and/or services? What about “the neighbors”—other teams and staff specialists who operate around us? How can we get to know them better?
- 4.** Consider what opportunities present themselves to send these perceptions “up the line”—to management, to staff departments like human resources or training. Two prime tasks of management are to motivate and to give feedback about performance—and the two tasks are, of course, inter-linked. Requests for information about the context of the team’s goals and feedback about performance might be exactly what is required to trigger changes. There is considerable potential here also for training programs to fill in the vision and directional focus background. The very data from this questionnaire might help trigger change, so if the answer to this question is “almost never” or “occasionally,” then answer truthfully: if enough people feel this way, and answer truthfully, then alarm bells will start ringing about how overall purpose might have become invisible around the organization.

## Alignment of Values

### **I am absolutely clear about my own personal beliefs and views.**

Many of us never actually clarify just what our beliefs and values are. It's not uncommon, for example, for us to hold two beliefs at one time that in fact contradict each other. Nevertheless, it makes sense for us to put in some time and thinking effort to work out just what it is that we believe in. Otherwise, at the very least, we might find down the road that a crisis or a situation occurs that suddenly reveals that we have been mistaken about something for a long time. In extreme situations, this might mean that we realize with a shock that we have been living a lie, or laboring under a delusion, and that as a result, we have lost opportunities and have lost years of more meaningful living. These are big issues and heavy thoughts, but sometimes it takes an extreme perspective to shine a light on the mundane and routine parts of our lives. Even if we choose to walk away from the truth, we at least have an idea that we are walking away from something. Within work situations, we need to be aware of just what we believe in so that our career is as "shock-free" and lacking in regrets as possible, and that also might involve some uncomfortable self-examination. Nevertheless, it's generally a worthwhile exercise. Here's how to go about doing this:

- 1.** Ask yourself what is most important to you in a job. Is it security, pay, job satisfaction, being involved in achieving something worthwhile, honesty, fairness, or all or some of the above? Would you be willing to forgo one of these in your current job, or if you were contemplating shifting to another job? Do you in fact already forgo one or some of these?
- 2.** Ask yourself what you would want to do and not want to do in a job. In other words, what would be ethical behavior in your job, and what would be unethical behavior? For example, if a supervisor or manager asked you to do something in the course of carrying out your duties that you were uneasy about, what would you do? How far could you be pushed before you would say "no" or even lay your job on the line. For example, what if you were placed in a position where someone required you to commit actions that could lead to a person being deceived, compromised, or harmed?
- 3.** What if the impetus to behave unethically came not from without, but from within? That is, what if you yourself were contemplating behaving in an unethical manner? How would you know that it was unethical? Under what circumstances would you go ahead and do it anyway? Under what circumstances would you decide not to do it?
- 4.** To what extent do the values of your personal life harmonize with or conflict with the values of you in your work role? Are you the same person at work as you are in your personal life? Whatever the answer, is that a problem?

## Team Role and Competency Clarity

### **I am clear about my own personal work style and preferences.**

“Know thyself” is an ancient piece of advice, but many of us today could benefit from taking it. In relation to working in a team, it is vital to know just what we are good at, and what we are not so good at, and why. Each of us, for example, has his or her own personal work style and preferences, and this will pre-dispose us to see reality or tackle tasks in a particular way. It will also pre-dispose us to interact with others in a particular way, depending on whether others have the same personal work style and preferences, or whether they have personal work styles and preferences that are slightly or radically different. Here’s how to know thyself a bit more accurately:

- 1.** Determine your approach to the world of facts and data. Do you see facts and data as merely means to an end, or as ends in themselves? Are you good with details, or do you often overlook details because you are concentrating on “bigger, wider, and more important” issues? Are you patient and systematic in working through the tedium of the small stuff, or does such stuff make you impatient, champing at the bit to get on with things? You might find that your approach to such things is quite different from that of other people. There are no right or wrong styles or approaches, just different ones.
- 2.** Do you derive more satisfaction from finishing off a project, or starting a new one? Do you track, document, and store your work in a methodical fashion, or do you have difficulty locating work at short notice? For example, is your desk tidy and paperwork organized? Are your paper files up to date and computer files meticulously organized and backed up? No? Well that’s OK if things aren’t like that, so long as you actually produce masterpieces from chaos, or at least good work from slight disorganization. Indeed, there is no guarantee that good organization is a precursor of good creative work, but obviously a little organization is going to help to a certain extent.
- 3.** Do you find that you do your best work on your own, or do you work better with others? Do you get lonely working on your own, and find that you have to generate some form of interaction with others, for example by telephoning people, getting out and walking around and talking to others, tuning into media? Do you find that you can brainstorm well with others so that your ideas can stimulate interchange with others? Often the trick of working with others is reconciling task factors—the objective nature of the job—with people factors—the interpersonal chemistry (or lack thereof) that occurs when people get together. By knowing more about your own approach to all of the issues broached here and by answering the questions posed, you will be able to make better decisions about working with others, the effectiveness of your combined approach, the likelihood of meeting deadlines and milestones, and the root causes of any potential conflicts within the work team.

## Ground Rules Determination

### **I understand and support the way in which the team prefers to solve problems.**

After a team has been together for a while, it develops a style of problem-solving. This becomes “the way we do things around here,” and it can help speed up the way in which the team comes to terms with the endless flow of problem situations that are part and parcel of any workplace. If a team member is to understand and help reinforce the ground rules of a situation, s/he needs to understand this style aspect of functioning and do whatever is needed to work within that style. Here’s how to do that:

- 1. Determine whether the team is made up of foxes, hedgehogs, or both.** Foxes know many small things, while hedgehogs know one big thing. Foxes tend to solve problems incrementally, or bit by bit; they favor intuition and tend to be skeptical about rational planning and grand theories. Hedgehogs tend to solve problems by looking at fundamentals and throwing the rule book out when they think it’s necessary: they tend to rely heavily on facts and extensive planning, and tend to be skeptical about intuition and attempting things one piece at a time. An ideal team might have both foxes and hedgehogs on it, with both types being tolerant of the other and being willing to concede that their own approach is not necessarily the most effective one.
- 2. Understand the team’s approach to risk.** Taking chances can be risky, so it makes sense to attempt to minimize, or at least attempt to control, the risks inherent in any situation. Being risk-averse, however, can be risky also. Sometimes risks have to be taken, and being overly cautious in fact can be counter-productive. Care needs to be taken, for example, with the idea of being a “team player.” Being a team player is fine so long as it means pooling energy and creativity with others to produce exceptional outcomes. It is not so fine, though, when being a team player means being a mindless conformist—someone who is not even willing to rock the boat by pointing out things that are threatening, but nonetheless true. Within this latter definition of team player, lemmings are the best team players of all as they go over the cliff, but there’s not much future in that. Teams have to work out a way of solving problems that makes it OK to voice doubts and reservations, without being overtly or subtly coerced into conforming. This applies not only to situations where the team appears to be risk-averse—too frightened or out-of-touch to consider taking any risks at all—but also to being risk-prone: sometimes group members indulge in what is called “risky shift” behavior, whereby the group takes risks that each individual member would not normally take (each member thinks that everyone else thinks that a course of action is OK, and therefore says nothing).
- 3. Be ready to rebel.** It’s good to fit in and understand and support the way in which the team prefers to solve problems, but—what if that way is wrong? The team needs to be thriving in a creative zone, not wallowing in a comfort zone. What worked last week will not necessarily work next week, and each team member needs to keep a watching brief on how we are all going. If the get up and go has got up and gone, then some fundamental re-thinking of ground rules is needed. No one needs to feel threatened by this: if the ground rules are robust enough, then they will demonstrate their validity no matter how much circumstances change; if the ground rules are no longer relevant because the game has changed, then the ground rules must be changed.

## Performance Appraisal Effectiveness

### I set clear, specific, and concise goals for myself and/or others.

Goals need to be set, but unless goals are set realistically, then goal-setting becomes just another tired cliché, evoking a cynical response from team members who are tired of flavor-of-the-month fads. Goals that are realistically set, however, can help enormously to clarify exactly what it is that the team does, and the manner in which the team is integrated into the bigger picture of the total organization. It takes time to set goals, but this is usually time well spent. Effective team members set clear, specific, and concise goals for themselves and/or others. Here's how to build your long-term effectiveness in this area:

**1.** Try to quantify goals as much as you can. Look at the work flow in your team, and analyze what happens from the time that work comes in (input) to the time that work goes out (output). Goals can be quantified, but they don't have to be precise. That sounds absurd, but such quantifiable/imprecise goals are often the best to work with:

- Control expenditures so that they are within  $\pm 5$  percent of agreed-upon budget figures.
- Train so that 90 percent of the class will be able to distinguish between good and poor quality in the new product line next month.
- Reduce scrap levels by at least 14 percent compared to those of last quarter.
- Improve turnaround of written responses to customer inquiries from web site by at least six hours.

**2.** Try not to over-quantify. Quantifiable goals can be very useful for cutting through the vagueness and lack of accountability evident in some work areas, but it is possible to become obsessed by numbers and breaking complex tasks down into piecemeal tasks, the incremental achievement of which can lead to members becoming mired in "the activity trap."

**3.** Work together to check that written goals are always clear and concise in their language so that others can easily recognize when they are achieved.

**4.** Don't be enslaved by goals. Sometimes circumstances change, and it becomes necessary to modify goals to meet those changes. This becomes difficult when goals have become ends in themselves in the minds of some team members, rather than being seen as means to the end of achieving wider organizational strategies. Flexibility in this regard should not, of course, be confused with slackness and failure to meet any kind of goals whatsoever.