

**Joe Sample**  
**Teambuilding Effectiveness**  
**self feedback report**

**Thursday, May 13, 2004**

# Introduction

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

## 1. Overall summary chart

The summary results chart provides a quick visual representation of your scores in seven categories that make up the Teambuilding Effectiveness profile. Scores upon which to most concentrate are above 3.5, which are considered to be strong and scores below 2.75, which may be in need of further development. Please note that these category scores are averages. Individual question scores can be viewed by clicking on the category label hyperlink.

## 2. Category description pages

This report contains three output pages for each of the seven categories. The first of these three pages explains the category, list average scores and then provides high and low score interpretation notes. The second page provides a graphical representation of individual question scores. The third page in the set provides broadly based improvement actions for those individuals wanting to develop their competencies in the overall category.

## 3. 10/10 Report

The 10/10 Report page provides the raw scores for the top 10 highest scoring questions and the bottom 10 lowest scoring questions out of the 84. It also identifies the categories to which these questions belong.

## 4. Course and Reading suggestions

This output report includes development suggestions for the two lowest scoring categories out of the seven. These suggestions include training courses that may prove helpful, as well as specific books that may provide some useful additional information.

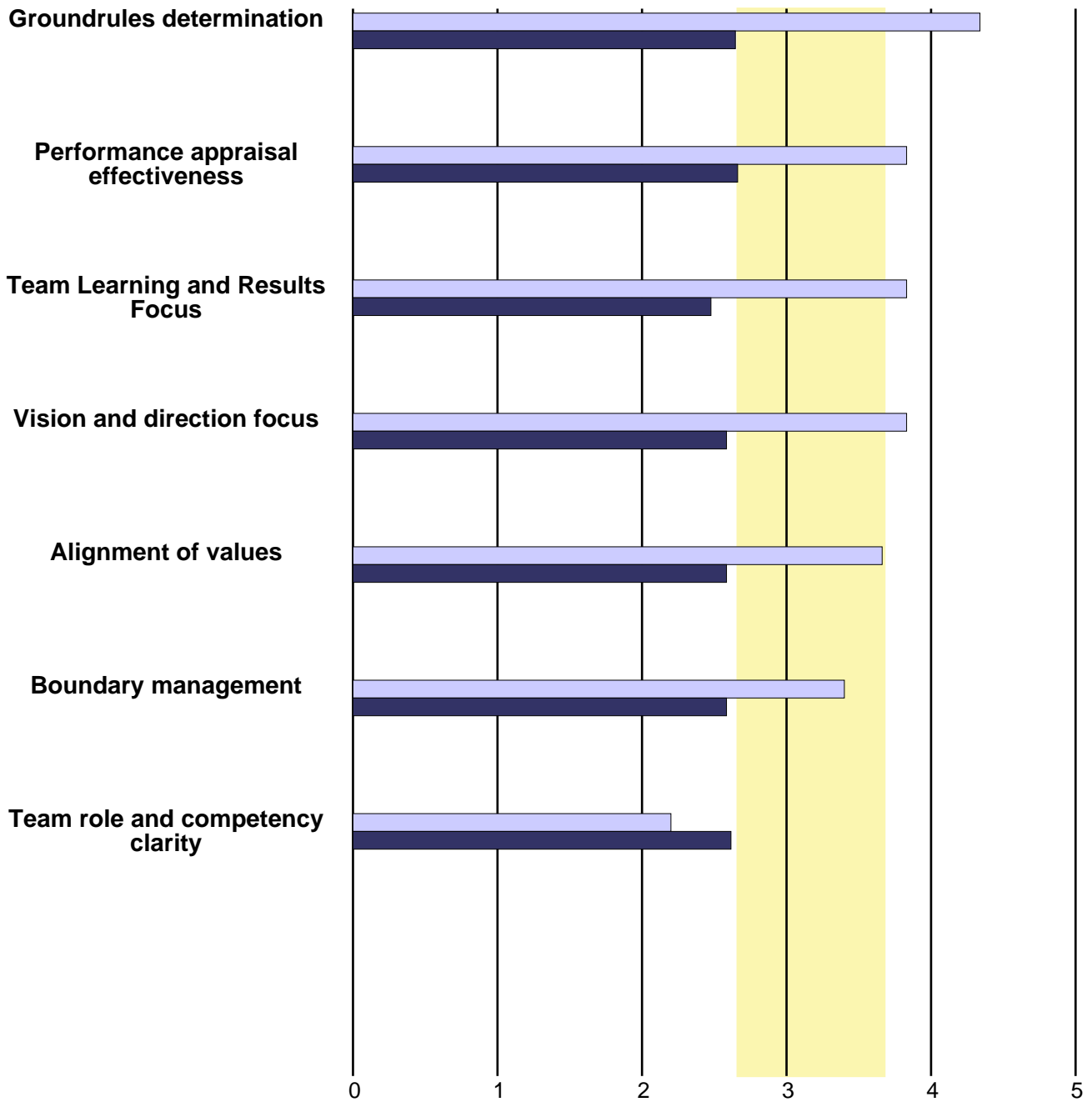
## 5. Development Plan

The development plan takes the five lowest scoring questions on aggregate and puts them into a single page template for individuals to record the specific actions that they plan to take as a result of their feedback during the forthcoming twelve month period. Individuals may draw upon any of the general guidance offered in their feedback report, or perhaps more usefully, draw upon the coaching tips ideas that are also included (see next section)

## 6. Coaching tips

The overall output report includes detailed coaching tips for the five lowest scoring questions on aggregate (consistent with the one page development plan). These coaching tips provide not only elaborative 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



Self Norm

The above chart is sorted in descending order of summary scores.

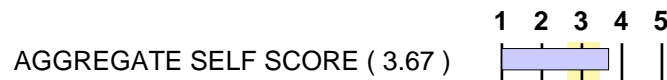
Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

## 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. This category 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?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual is unclear or even confused about the values held dear by the organization or their fellow work colleagues. In addition, they may either keep their personal beliefs to themselves and/or not seek to spend any time in discussing the values of others or intervening to help reconcile any obvious difference between people.

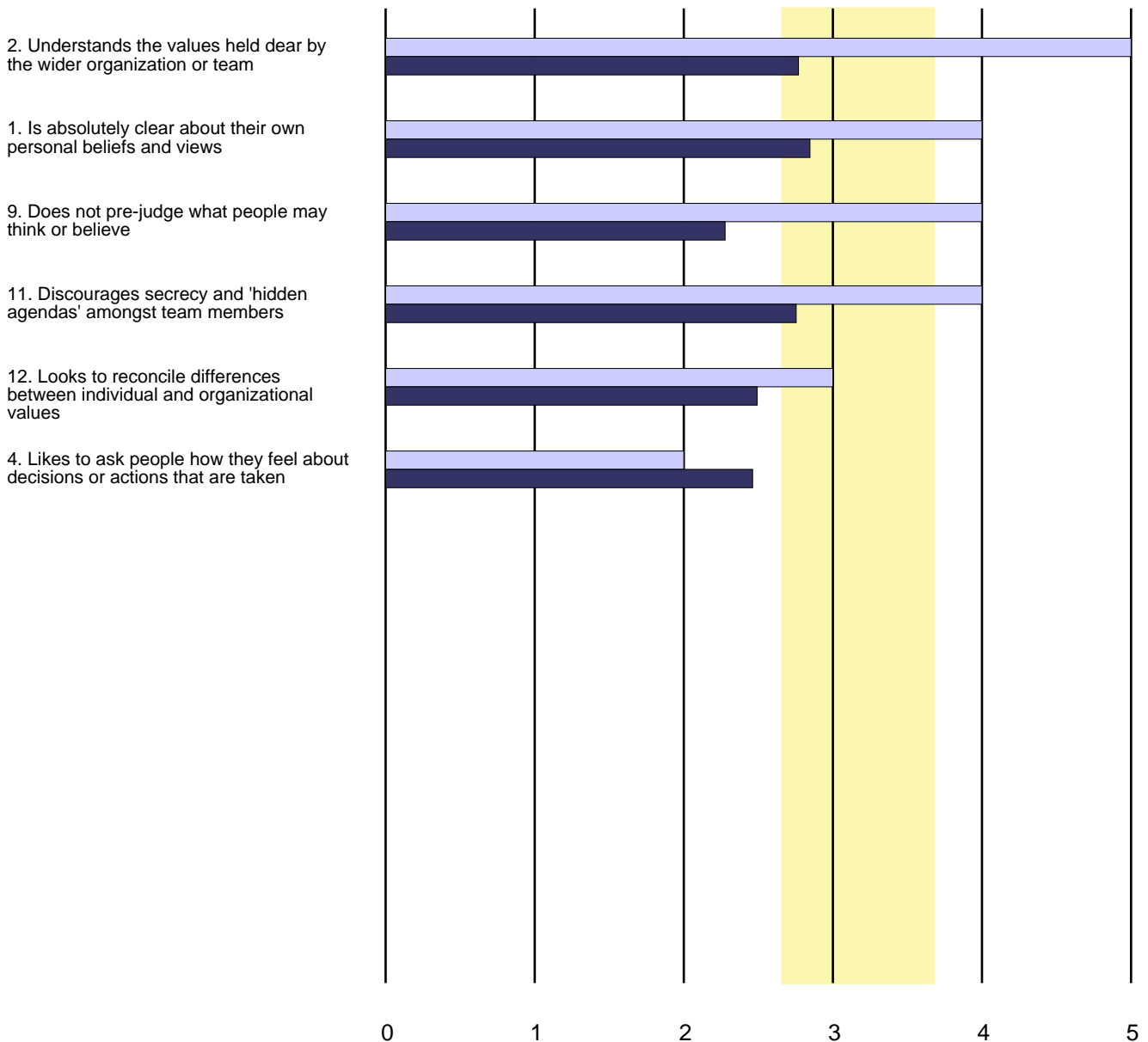
A low score person will be likely to see their personal attitudes, beliefs and values as not to be shared or discussed in any way with others. In the same way, the collective values of the team or organization are either hidden from view or become known only accidentally. As a result, any misalignment 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 this individual well understands their personal values and are prepared to discuss these with others openly. In addition, they look to discover the values of their 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 likely to remain positively uncomfortable until they understand 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."

## Teambuilding effectiveness Profile ALIGNMENT OF VALUES



Self
  Norm

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## Teambuilding effectiveness Profile

### ALIGNMENT OF VALUES

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### 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 holds these views through more open discussion and debate.

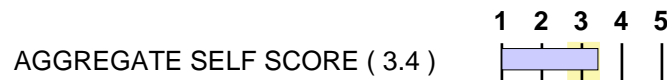
<b>Alignment of values</b>	<ul style="list-style-type: none"><li>- 'Flush' out hidden agendas or unnecessary secrecy by asking people to be open with one another.</li><li>- Spend time asking colleagues what they believe should happen in terms of work practices and share your thoughts with them.</li><li>- 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.</li><li>- Try to understand people's stronger feelings or emotions about issues.</li><li>- Look for discrepancies between what you or others say and what you (or others) do-talk about the issues openly.</li></ul>
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## Teambuilding effectiveness Profile

### BOUNDARY MANAGEMENT

Boundary management looks at the extent to which individuals recognize the on-going presence of threats and opportunities at, or beyond team boundaries, and how well the team understands its overall role in the supplier to customer chain. This category 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 have a significant and uncontrolled impact if not assessed and coordinated properly?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual has little or no interest or involvement in how resources and/or information is fed to their team, or how their team's efforts are converted into value for the 'downstream' customer. As a result, they may focus only on the specific tasks for which their team is directly responsible, and ignore wider organizational issues or processes.

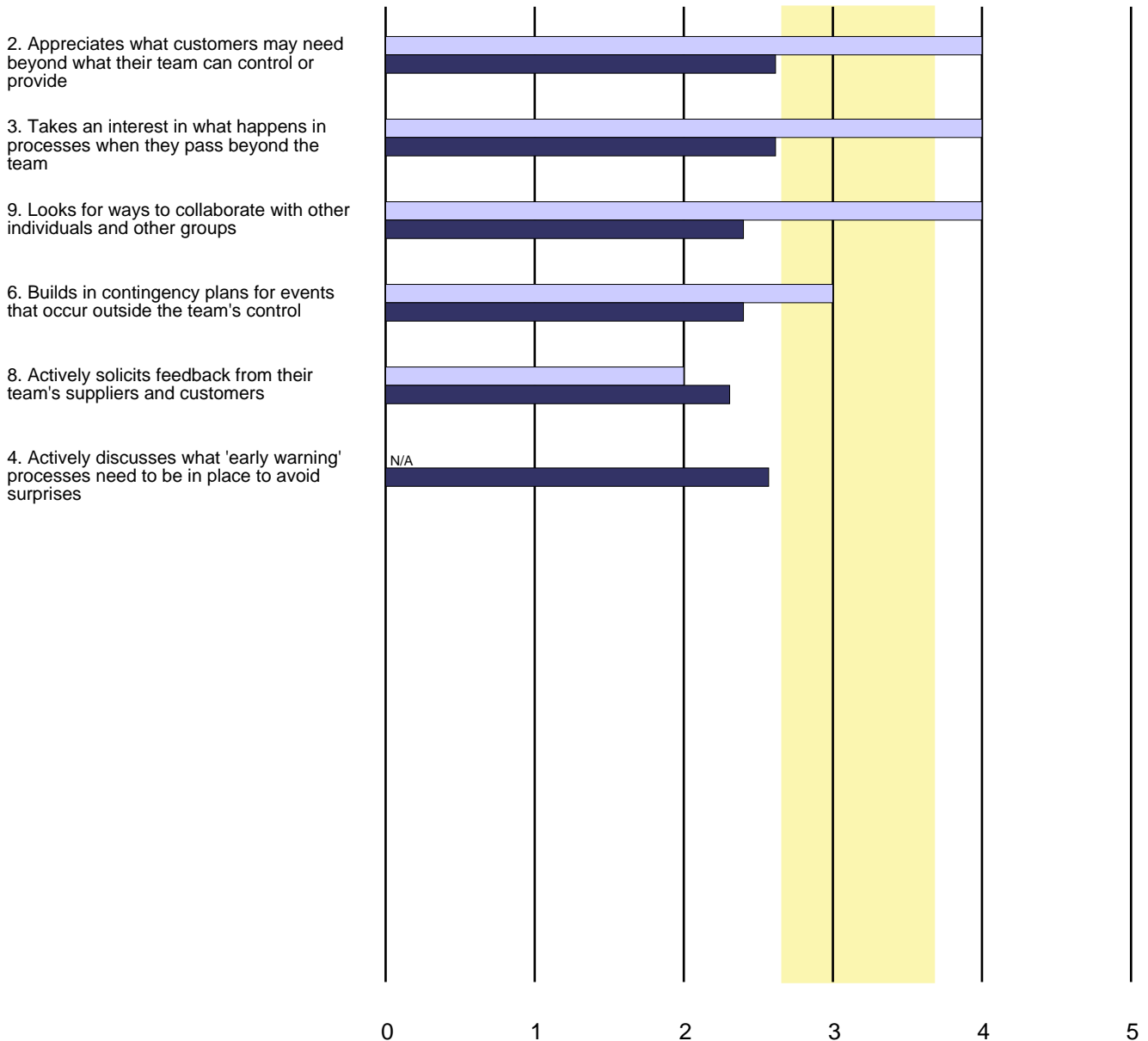
A low score person will be likely to perform their job with a narrow perspective, being largely oblivious to who and how their suppliers operate, and/or little interest or involvement in the needs or expectations of internal or external customers. They may therefore have to contend with unexpected events or issues rather more than they need to do so.

#### HIGH (greater than 3.5)

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

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.

## Teambuilding effectiveness Profile BOUNDARY MANAGEMENT



Self
  Norm

The above chart is sorted in descending order of summary scores.

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

## Teambuilding effectiveness Profile

### BOUNDARY MANAGEMENT

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### 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.

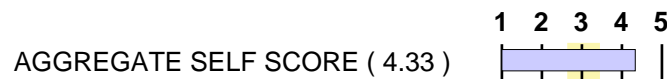
<b>Boundary management</b>	<ul style="list-style-type: none"><li>-Develop an active and open interest in talking to other people in teams both inside and organisation (to better understand how processes to deliver products and services flow across the enterprise).</li><li>-Carefully note where potential problems or bottlenecks can occur (that might have an impact on the performance of your team, and need to be managed)</li><li>-Regularly invite the team's customers to comment on the performance they are getting</li><li>-Review major processes that the team is accountable for managing and build contingency plans to handle future problems that could arise.</li></ul>
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## Teambuilding effectiveness Profile

### GROUNDRULES DETERMINATION

Groundrules 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. This category 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?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

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

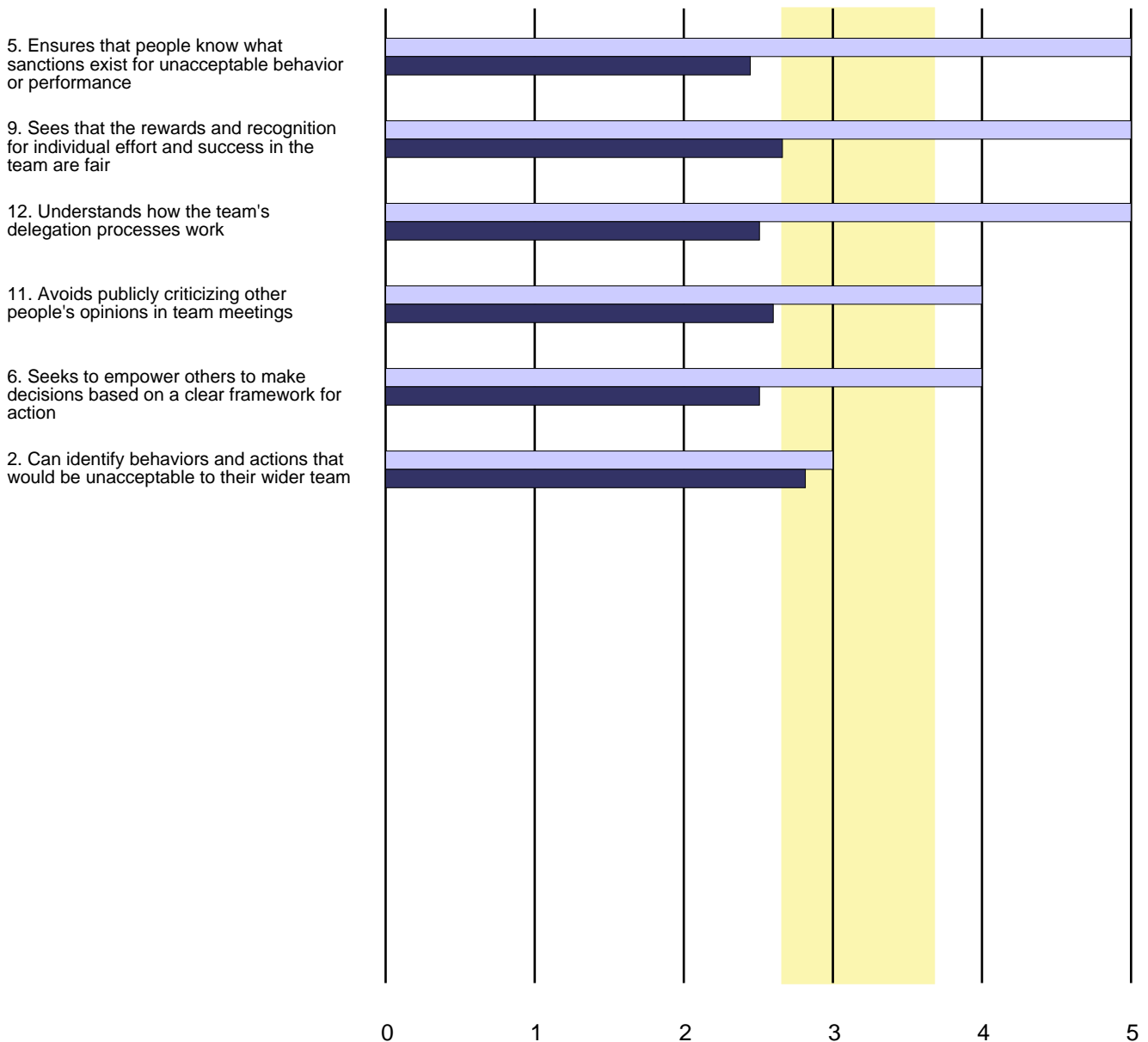
A low score person will be likely to look to solve problems in unique or different ways in each and every situation that they face, with little or no understanding of any agreed processes or approaches to make decisions or involve others when necessary. This can often lead to individuals in making decisions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

#### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual quickly looks to discover the team's overall operating groundrules, or engage colleagues in discussion about procedures and systems that would help the team to run more efficiently and effectively. This will include groundrules 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. High scorers will also look to discuss better systems and methods that can aid individual and team decision-making in the future.

## Teambuilding effectiveness Profile GROUND RULES DETERMINATION



Self
  Norm

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## Teambuilding effectiveness Profile

### GROUNDRULES DETERMINATION

Groundrules 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. This category 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 orientated groundrules, as well as groundrules about what is seen to be helpful and positive behavior.

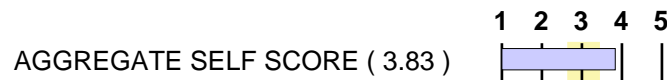
<b>Groundrules determination</b>	<ul style="list-style-type: none"><li>-Write down your own personal list of team groundrules that you would like to see in operation to help guide actions and behavior (preferably in the rank order of those that are the most important to you).</li><li>-Use this list to talk to colleagues in the team and as a basis to agree useful boundaries and standards that are common.</li><li>-Openly list all those behaviors that are unacceptable to the team and agree the most appropriate actions to take in the event that they occur.</li><li>-Work out who is responsible for what, how, where and when in the team and look to minimize gaps and overlaps.</li><li>-Agree ways in which the team will reward or recognize itself as a whole for good performance as well as recognize individuals within it.</li></ul>
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## Teambuilding effectiveness Profile

### PERFORMANCE APPRAISAL EFFECTIVENESS

Performance appraisal effectiveness looks at the extent to which individuals and the team measures or tracks their own progress against objectives and both rewards and corrects performance according to appraisal feedback. This category 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?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual rarely concerns themselves to rigorously measure or track their own performance or the performance of the team as a whole. Where performance changes are noticed (good or bad), they are likely to respond without consistency.

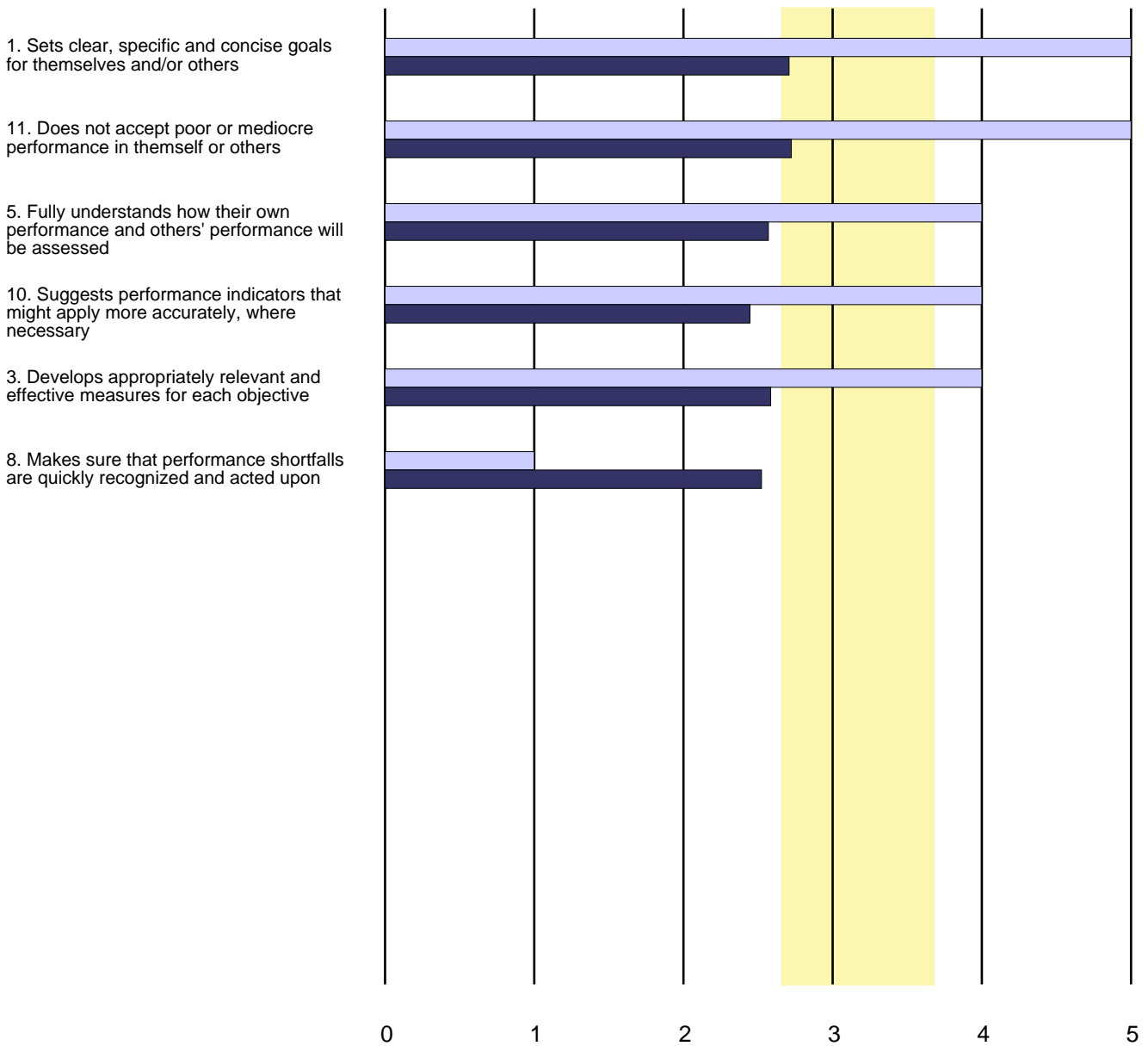
A low score person will be likely to set few goals, and even when they do, lack focus and clarity. As a result, general progress may be difficult to measure, and individual actions may be sporadic and divorced from the efforts of other team members. Low scorers may consequently operate quite independently in the team and be caught by surprise 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 this individual recognizes the importance of setting clear and unequivocal goals for themselves and others, and the criticality of reviewing performance progressively to make sure that they remain on track. They will also seek to be consistent in quickly addressing performance shortfalls and in celebrating 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 applaud performance successes, wherever they occur."

## Teambuilding effectiveness Profile PERFORMANCE APPRAISAL EFFECTIVENESS



Self
  Norm

The above chart is sorted in descending order of summary scores.

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## Teambuilding effectiveness Profile

# PERFORMANCE APPRAISAL EFFECTIVENESS

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### 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. Low 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.

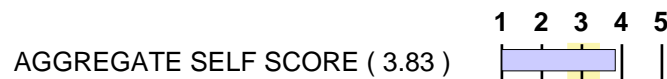
<b>Performance appraisal effectiveness</b>	<ul style="list-style-type: none"><li>-Review whether your goals are written in "SMART" language (Specific, Measurable, Action oriented, Realistic and Time Bound)</li><li>-Look to carefully align strategies fully with the overall goals and direction of the team.</li><li>-Review your own progress regularly and take an active interest in the performance of the team (both good and bad)</li><li>-Challenge mediocrity at every opportunity-avoid accepting second rate performance</li><li>-Go out of your way to recognize outstanding performance so as to encourage the individual and other colleagues to do something similar in the future.</li></ul>
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## Teambuilding effectiveness Profile

### 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. This category 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?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual may often miss the opportunity to learn from the past in order to make improvements for the future. As such, they may not involve themselves 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.

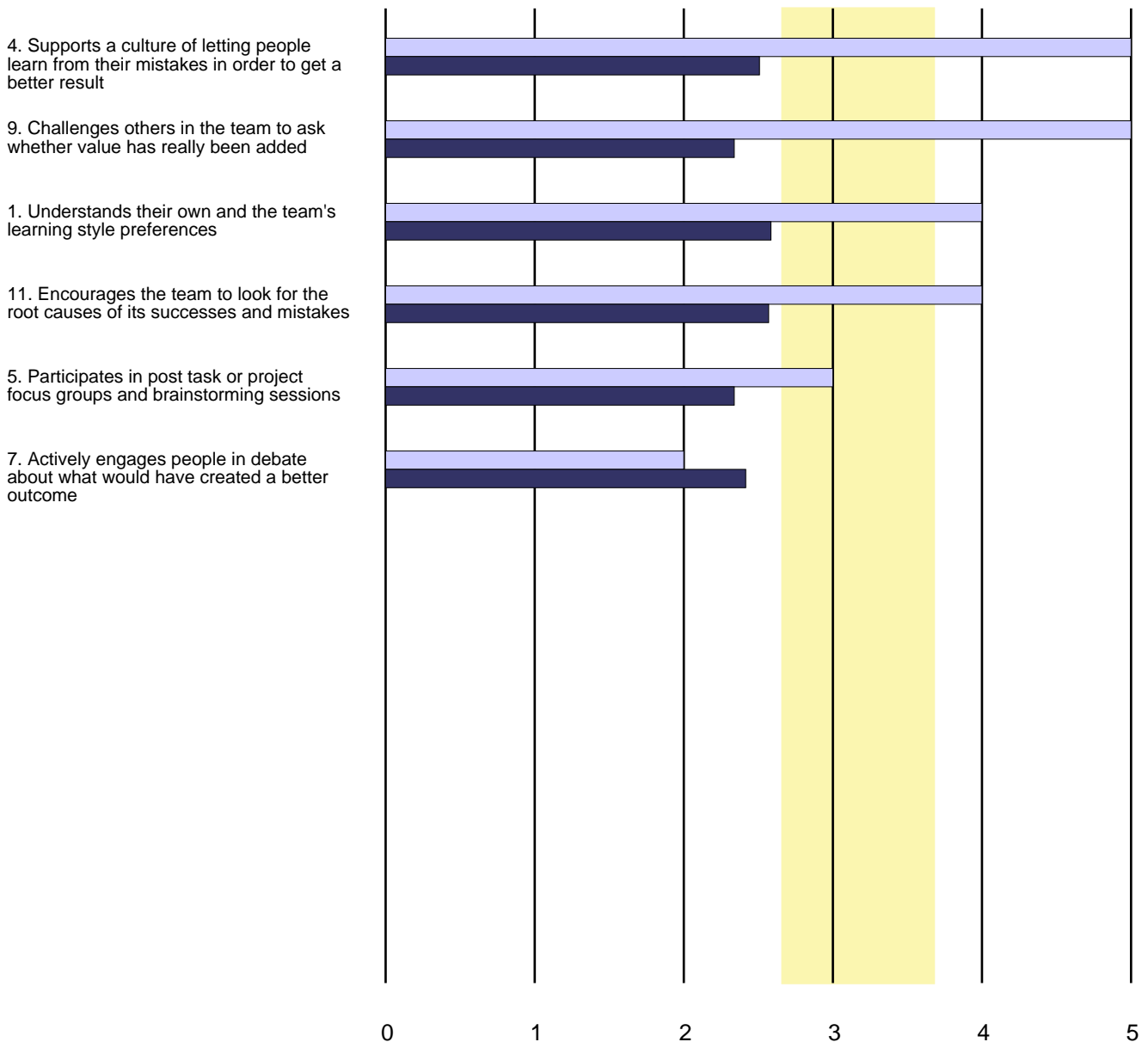
A low score person will be likely to spend little time on reflecting upon the experience of the past before they undertake a task or a project. As a result, they are likely to repeat previous mistakes or miss the opportunity to use past lessons learned to improve or to achieve a higher standard of performance."

#### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual sees the ability of everyone in the team to learn from its successes and mistakes to be a critical skills that needs to be nurtured and developed. As such, they invite their 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."

## Teambuilding effectiveness Profile TEAM LEARNING AND RESULTS FOCUS



Self
  Norm

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## Teambuilding effectiveness Profile

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#### Improvement actions

Low scorers need to develop a more systematic approach to assessing their on-going work activities or efforts, and those of the wider team, and 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 lead to results that add high value for the team and the organization as a whole.

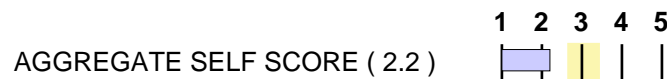
<b>Team Learning and Results Focus</b>	<ul style="list-style-type: none"><li>-Think about and build a systematic process for all of your individual and team learning (both positive and negative) can be simply captured and analyzed</li><li>-Look to ensure that mistakes are avoided as much as possible in the future, or improved approaches are planned.</li><li>-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</li><li>-Make sure that at least one person is accountable for recording all the useful lessons learned at every formal or informal meeting</li><li>-Let people make mistakes occasionally and get them to analyze why</li></ul>
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## Teambuilding effectiveness Profile

### 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 drawn upon to best effect. This category asks the question "How clear are you about the job accountabilities and competencies of other team members, so as to ensure that people are best matched to tasks and tasks are best matched to people?"

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual is not entirely clear about the full responsibilities and potential skills of themselves and/or others around them, and has spent little or no time or effort in improving their knowledge. They 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.

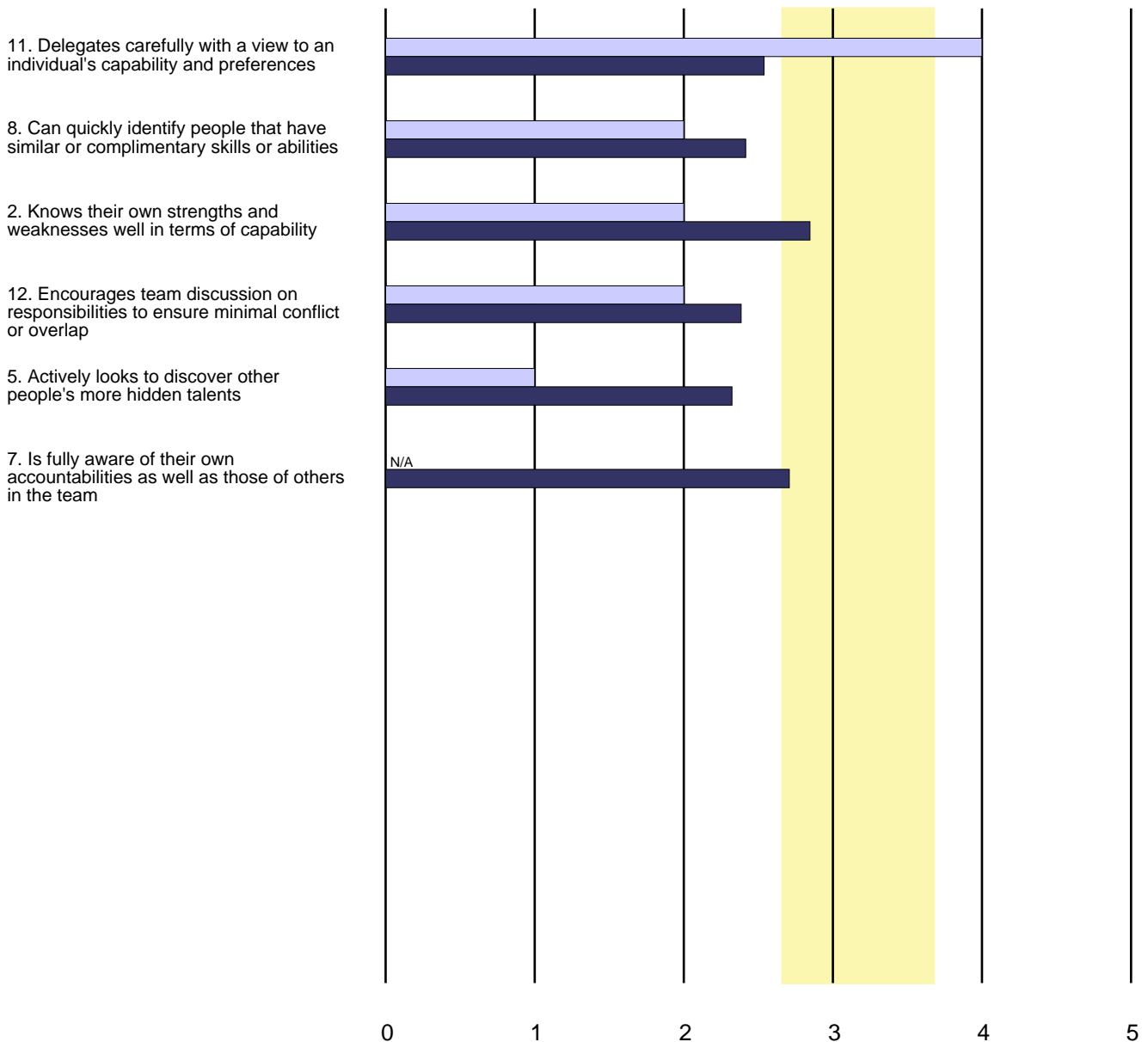
A low score person will be likely to have invested little time and effort in reviewing the skills and responsibilities of every team member (including themselves) and assessing whether tasks and people are well matched. They will also have few insights as to who may be in a position to perform new or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

##### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual invests time and effort in making sure that they understand the broad responsibilities and skills of other team members. They also clearly let them know what they do, and what they 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 to minimize wasted effort. And overlaps. This includes offering suggestions about how different people might work together or collaborate successfully."

## Teambuilding effectiveness Profile TEAM ROLE AND COMPETENCY CLARITY



Self
  Norm

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#### 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 may subsequently exist in performing overall team roles successfully.

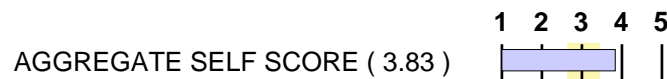
<b>Team role and competency clarity</b>	<ul style="list-style-type: none"><li>-Write down your own strengths and weaknesses as realistically as you can and check its accuracy with others whose judgement you trust.</li><li>-Take an interest in finding out more about what fellow team members are responsible for doing and achieving and where their skills are strongest.</li><li>-Engage colleagues in debate about your own responsibilities, skills and preferences</li><li>-Try to discover what roles people may have outside the organization.</li><li>-Look to delegate to colleagues more frequently to better understand people's real capabilities</li></ul>
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## Teambuilding effectiveness Profile

### VISION AND DIRECTION FOCUS

Vision and direction 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. This category 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?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual either works individually or is capable of operating quite independently from other team members (intentionally or unintentionally). The overall vision is likely to play little or no part in shaping their personal goals, and they may therefore be 'pulling' in a different direction to others, for at least some of the time.

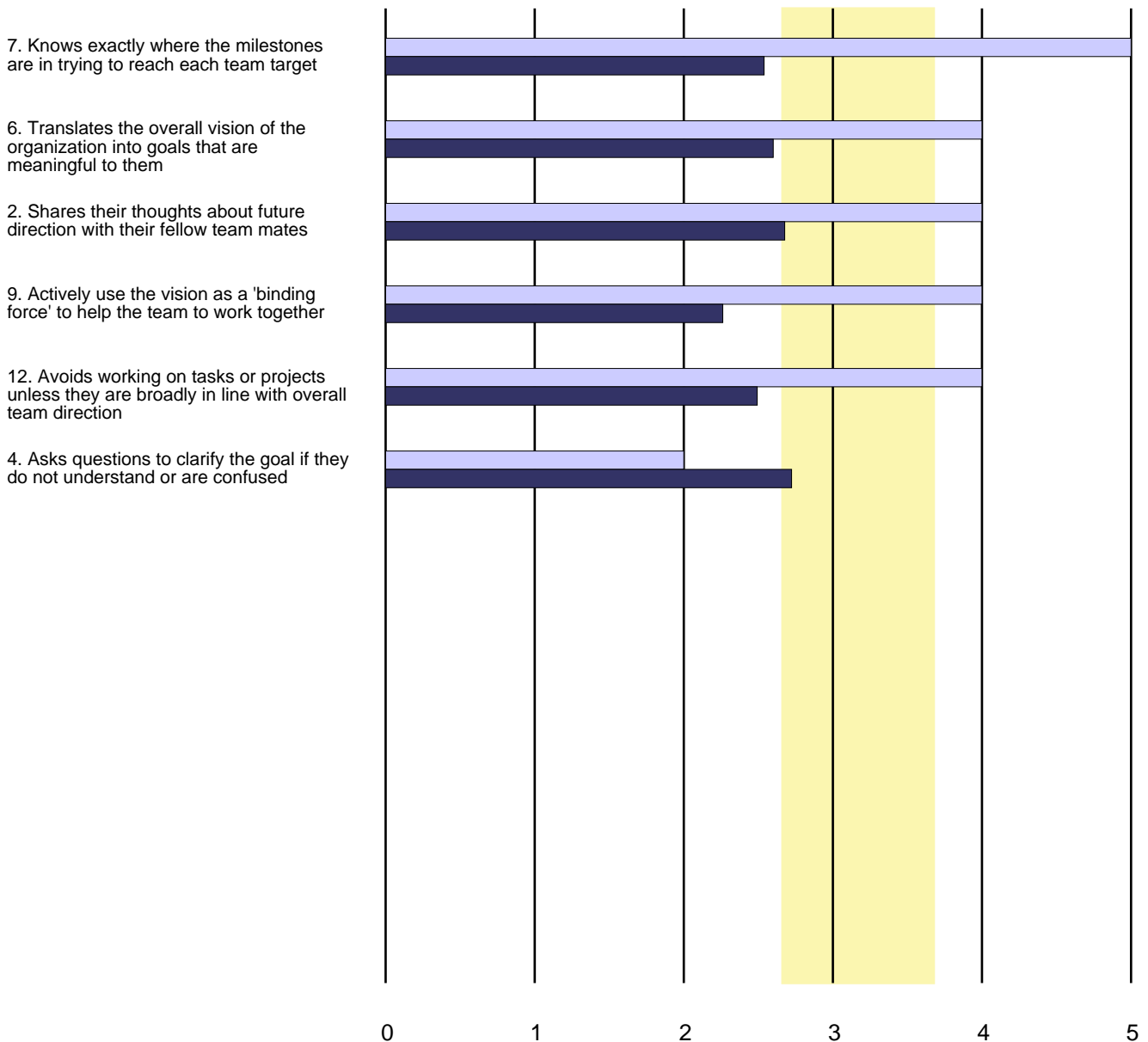
A low score person will be likely to do what is asked or expected of them without concerning themselves with where this might be heading or whether they are working towards a particular goal or target. They may also spend little or no time in personal planning and organizing to ensure that their actions 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 this individual has a clear view of their team's vision and overall direction, and uses it as a guide for themselves and others in the team to work together purposefully. They 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."

## Teambuilding effectiveness Profile VISION AND DIRECTION FOCUS



Self
  Norm

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## Teambuilding effectiveness Profile

### VISION AND DIRECTION FOCUS

Vision and direction 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. This category 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 team's 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 and frequent and by regularly checking to make sure that progress is broadly consistent with team targets.

<b>Vision and direction focus</b>	<ul style="list-style-type: none"><li>-Actively engage several teammates in discussion about the future and overall direction in general</li><li>-Add team member comments to your own quiet reflections about what the team could strive to achieve.</li><li>-Write down your goals according to your thoughts and share these with the team to ensure consistency and alignment</li><li>-Organise special team 'get togethers' away from the workplace to allow people time to reflect</li><li>-Invite team members to informally submit ideas about future direction in many different ways</li></ul>
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# THE '10/10' REPORT

## Top 10 development needs

		scores
Team role and competency clarity	5. Actively looks to discover other people's more hidden talents	1.0
Performance appraisal effectiveness	8. Makes sure that performance shortfalls are quickly recognized and acted upon	1.0
Boundary management	8. Actively solicits feedback from their team's suppliers and customers	2.0
Team role and competency clarity	8. Can quickly identify people that have similar or complimentary skills or abilities	2.0
Team role and competency clarity	12. Encourages team discussion on responsibilities to ensure minimal conflict or overlap	2.0
Team role and competency clarity	2. Knows their own strengths and weaknesses well in terms of capability	2.0
Vision and direction focus	4. Asks questions to clarify the goal if they do not understand or are confused	2.0
Alignment of values	4. Likes to ask people how they feel about decisions or actions that are taken	2.0
Team Learning and Results Focus	7. Actively engages people in debate about what would have created a better outcome	2.0
Alignment of values	12. Looks to reconcile differences between individual and organizational values	3.0

## Top 10 strengths

Alignment of values	2. Understands the values held dear by the wider organization or team	5.0
Vision and direction focus	7. Knows exactly where the milestones are in trying to reach each team target	5.0
Groundrules determination	5. Ensures that people know what sanctions exist for unacceptable behavior or performance	5.0
Groundrules determination	12. Understands how the team's delegation processes work	5.0
Performance appraisal effectiveness	1. Sets clear, specific and concise goals for themselves and/or others	5.0
Groundrules determination	9. Sees that the rewards and recognition for individual effort and success in the team are fair	5.0
Performance appraisal effectiveness	11. Does not accept poor or mediocre performance in themselves or others	5.0
Team Learning and Results Focus	4. Supports a culture of letting people learn from their mistakes in order to get a better result	5.0
Team Learning and Results Focus	9. Challenges others in the team to ask whether value has really been added	5.0
Team Learning and Results Focus	1. Understands their own and the team's learning style preferences	4.0

## **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.

### **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 drawn upon to best effect. This category asks the question "How clear are you about the job accountabilities and competencies of other team members, so as to ensure that people are best matched to tasks and tasks are best matched to people?"**

#### **Course Suggestions**

- Determining individual competencies
- Designing job and task roles
- Delegation skills
- Interviewing skills
- Selecting the right people

#### **Reading Suggestions**

- The competency case book, David Dubois, 1998
- Competence at work, Lyle Spencer, 1993
- Building robust competencies, Paul Green, 1999
- The art and science of compency models, Antoinette Lucia and Richard Lepsinger, 1999
- The basics of competence, Fred Evers, James Rush and Iris Berdrow, 1998
- Core competency based strategy, Andrew Campbell and Kathleen Summers Luch, 1998

#### **Other Suggestions**

- Audit the skills of yourself and yiour team and assess where there are gaps and overlaps that need addressing
- If you feel comfortable to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

## **COURSE AND READING SUGGESTIONS**

### **Boundary management**

Boundary management looks at the extent to which individuals recognize the on-going presence of threats and opportunities at, or beyond team boundaries, and how well the team understands its overall role in the supplier to customer chain. This category 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 have a significant and uncontrolled impact if not assessed and coordinated properly?"

#### **Course Suggestions**

- Teambuilding
- Mentoring skills
- Process improvement
- Customer needs identification
- Supplier partnering

#### **Reading Suggestions**

- 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

#### **Other Suggestions**

- 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 to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

## 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.

<b>Development Area: Actively looks to discover other people's more hidden talents</b>		1.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Makes sure that performance shortfalls are quickly recognized and acted upon</b>		1.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Actively solicits feedback from their team's suppliers and customers</b>		2.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Can quickly identify people that have similar or complimentary skills or abilities</b>		2.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Encourages team discussion on responsibilities to ensure minimal conflict or overlap</b>		2.0	N/A	N/A
Action to Take:	Target Date:			

# 3 Team Role and Competency Clarity

## Actively looks to discover other people's more hidden talents

Forget about the hidden talents of others for a moment. Consider your own hidden talents. Do you think that others would benefit from knowing about such talents? Do you think that your talents would make a considerable difference in one or a variety of professional and personal situations? The answers to these questions are almost certainly “yes” and “yes.” Consider another question: do you suspect that you might have talents that are hidden even from yourself? The answer to this question may well be “yes” also. If this is the situation for you, then it probably is the same for other people as well (even though our ego may suggest that they couldn't possibly be as talented as ourselves). The bonfires of wasted talent could light the world, and that applies to yours as well as to those of others. Why then not try to tap those talents, particularly the hidden ones? Here's some clues on how to do just that:

1. Actively encourage team members to talk about their ambitions, interests, and even personal hobbies. This is not so that you can invade their privacy – it's up to them as to how much they divulge – but so that you and others can get a better appreciation of the complete person in all of us, rather than just one limited aspect. The more we know about such ambitions, interests and hobbies, the more we can see what potential for development any single individual might have. A person might mention in passing that they speak another language, which might help the team or the organization to communicate more effectively with actual and potential customers. Another person might spend a lot of personal time playing around with computer software, and be able to offer good advice to a person at work struggling with aspects of that same package. A person might have a personal network of connections which can supply information not otherwise available through “official channels.”
2. Make more structured training and upgrading available to everyone. If people with skills and knowledge want to go further, efforts should be made to make it that much easier to develop their hidden talents. At a practical level, this might mean that an organization publishes details of all training programs conducted in-house and externally, and does not simply send details of “only those programs deemed relevant” to specific areas or teams. This should not be an excuse for everyone to jump on a skills gravy train, but instead should be a serious effort to multiskill as many people as possible. It's important not to think just of the workforce now, but of the force in, say, five years' time: the organization would benefit greatly by having a large number of people scattered around the organization who have worked in multiple jobs and roles, and thus have acquired a global or cosmopolitan view of the way the whole show work. Even though this may mean that the team as currently constituted may partly or completely break up, it may pay off for team members, the team and the organization to make hidden talents visible and to develop partially-developed skills.
3. Don't fall for the trap of pigeonholing or over-categorizing people. If you presume that a member of the team is doing a particular job so well that they are, for all practical purposes, indispensable, then you may be unconsciously holding them back. There is no more certain way of blocking off potential, of condemning hidden talents to stay hidden permanently. The best way to manage your own career is not to think of yourself as frozen in a permanent present, but as someone always at the threshold of a new career path – perhaps even multiple career paths – extending into the indefinite future. Take off your blinkers and accord the same privilege to others. Where might they be in one, two or five years from now? What suite of skills might they acquire which would complement the ones they have now, and the range of skills present throughout the entire team?



# 5 Performance Appraisal Effectiveness

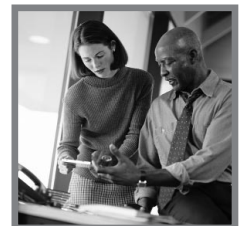
## Makes sure that performance shortfalls are quickly recognized and acted upon

One of the most spine-chilling words that can be uttered in workplaces is “Oops!” Effective teams tend to not hear it very often at all, and when it is heard, such teams have a repertoire of back-up strategies and Plan B's to minimize the impact of the Oops. You might think that recognizing performance shortfalls would be easy, and acting upon such shortfalls would be the hard bit. But it's not as simple as that: less-than-effective teams sometimes even have difficulty recognizing that something has gone wrong in the first place. This difficulty experienced is sometimes a subjective problem of perception, and sometimes an objective problem of work practices that are so lacking in transparency that it is almost impossible to see what is going on, let alone whether the practices are succeeding or failing. Effective teams not only ensure that performance shortfalls are quickly recognized, but are also quickly acted upon. Here's how it's done:

1. Make sure that there is a tight feedback cycle in what you do. In plain English, that simply means that you need to ensure that
  - (a) there are quality controls built in at frequent intervals, and
  - (b) every person in the team makes it their business to keep their eyes peeled for anything out of the ordinary.

This does not mean that everyone is watching so much that no-one is doing anything, nor does it mean that everyone plays at being everyone else's back-seat driver, nanny, Big Brother and second-guesser all rolled up into one. However, it does mean that – to a certain extent – everyone should take to heart the title of a book written by Andy Grove, CEO of Intel Microprocessors: *Only the Paranoid Survive*.

2. Set up procedures for random checks and sampling. Make sure that you build your customers and end-users of your deliverables into this loop. Don't let oversights only appear in hindsight: get those antennae working on foresight. Be proactive and carrying the prize, not reactive and carrying the mop and bucket.
3. Know your blind spots. Don't fantasize that they don't exist – they do, and they are causing you damage. Ask your friends what's happening, and ask your enemies as well. In some respects, your enemies will be better value than your friends: enemies may exaggerate some things (why wouldn't they?), but they won't be too scared or too embarrassed or too considerate to tell you to your face.
4. Actively solicit good news and bad news. Be big enough to hear the bad news: if you shoot messengers bringing bad news, you may find that there are fewer messengers arriving with bad news – and if you believe that this is an indication that all is well in the world, then you are seriously out of touch.
5. Plug into the grapevine. The rumor mill is often wrong, but it is often right. If one per cent of the scuttlebutt pays off for you by acting as an early warning system, then it was a good use of your time to trawl through the other ninety-nine per cent of trivia, falsehood, slander and dirt.



# 7 Boundary Management

## Actively solicits feedback from their team's suppliers and customers

The organization is the central link in the supplier to customer chain. It's really important to be taking on as much feedback – good, bad or indifferent – from the parts of the chain outside the organization as possible. Asking for or soliciting feedback is something we should all do, but for a variety of reasons, we do not do it as often as we should, and when we do it, perhaps we do not do it as well as we should. And yet feedback is essential. Positive feedback tells us what we are doing right. If we know what we are doing right, then we can concentrate more of our attention and our resources on those things. Positive feedback from the outside world can also be a great motivator: a gram of praise is more effective in the long run in stimulating us to work harder than a ton of threats and coercion. Positive feedback from the outside world also lets us know that our goals are fundamentally sound.

Negative feedback, by contrast, tells us what we are doing wrong. No one likes to hear criticism, but honest criticism is worth far more to us than dishonest praise. Feedback is the information lifeblood of any organization and any team. So how do we get it? Here's how:

1. There is no point in sitting in the bunker and expecting the world to come to you: "If they want something, they'll ask for it." Not true: many customers and suppliers may want a whole range of things, or may need critical information, or be puzzled about something vital – but they won't necessarily ask. They're too busy, or they feel too embarrassed to ask (because they feel the questions would be seen as too basic or obvious), or they have had such a bad time in the past that they feel that asking questions won't do any good. In fact, in some cases, some customers and suppliers don't even know that they want something – a design modification on a standard product, a new procedure that would speed up transactions, or whatever – and they will not know what they want unless you take the time to talk to them to find out what their true situation is. You have to get out of the bunker and do some MBWA – management by walking around. Stop sitting down, staying put and waiting, and instead get up, get out and ask.
2. Establish formal feedback mechanisms. Such mechanisms entail paper and pencil or on-line questionnaires, telephone or face to interviews, and meetings. Be aware of the standard problems of this kind of sampling (respondents may be atypically complimentary or hostile; angry and resentful people may not respond at all). Use the data from these mechanisms to build a data base of opinions and observations, and track these opinions and observations over time.
3. Establish informal feedback mechanisms. Develop relationships with suppliers and customers so that interpersonal rapport and trust are high, and suppliers and customers feel comfortable with making "off the record" comments. In other words, develop an external "grapevine" or rumor mill that will allow you to plug into what people really think.
4. Whether using formal or informal feedback mechanisms, show that you are big enough to hear the bad news. Don't shoot the messenger – that is, don't explode with anger, make aggressive statements of "the way things really are," and give elaborate and defensive rationalizations of why things have gone wrong.



# 3 Team Role and Competency Clarity

## Can quickly identify people that have similar or complimentary skills or abilities

There is a famous story concerning Robert Townsend, who was Chief Executive Officer at Avis, the car rental company, in the 1960s and 1970s. His predecessor visited one day, and was impressed at how efficient and effective the company had become since he last worked there. “This is really good – it’s a good thing you got rid of all those deadbeats I was saddled with,” he said to Townsend. “Actually, I haven’t fired anyone,” said Townsend. “The people you see here are the people who have always been here.” The story is interesting because it shows how virtually everyone can have considerable potential and skills – it just depends on how you interact with them, and how intent you are on bringing those skills to the fore. Effective team members can quickly identify people that have similar or complementary skills or abilities, thus ensuring that skills aren’t wasted, that human potential is maximized, wheels don’t need to be re-invented, and team effectiveness is maximized. Here’s how to do it:

1. Recognizing people with skills and abilities similar to our own is usually easy. We can recognize the techniques they use, and we can see what experience they bring to bear upon the task in hand. We can engage in quite meaningful shop talk with them, and exchange anecdotes and resources. Specialists in the same area will rarely agree completely about the correct way to do everything, but it is important to try and build bridges rather than walls in circumstances like these. The first step to doing this is not to be too threatened by the other person’s abilities, and in fact to take the reverse perspective: to see the presence of another competent person as a pleasant experience, a challenge to be enjoyed, and in fact presenting opportunities for cooperation and combining of forces. In other words, channel the natural energy of potential rivalry into a united force that can take on the world. Masters can still learn something from other masters.
2. Sometimes we don’t recognize that other people have skills and abilities, which are similar to our own. We sometimes make the mistake of criticizing others for some shortcoming, but we are too blind to see that we in fact have the same shortcoming – the kettle calls the pot black, and sometimes does the calling in the most pompous and patronizing manner possible. Similarly, we are sometimes blind to the fact that others have the strengths that we have. Maybe we are too close to a problem or set of circumstances. Maybe we simply haven’t paid enough attention to the fact that the other person has gradually been acquiring skills, and we are retaining an image of them which is out of date. Maybe we are threatened by their abilities, and we are simply denying to ourselves what the true situation is. Whatever the motivation, we need to look at the situation again, with new eyes, unfettered by prejudice and preoccupation: there may be hidden treasures under our very feet, and we shouldn’t waste such treasures. Think right now: could any of your team colleagues surprise you with just how much ability they have in your own area of expertise? How sure are you of your view?
3. Identifying skills and abilities in others which are complementary to your own skills and abilities is probably a good deal harder than identifying skills and abilities which are similar to your own. For a start, you may simply be unfamiliar with the technical ins and outs of other skills sets – in fact it would be surprising if you did, beyond a general level. Our views of other areas of specialization, of other professions, is sometimes tainted by prejudice and misunderstanding, and that’s a great pity. Perform a “to achieve X, I need help from Y” – type analysis. What must be done, but cannot be achieved by you alone? Take time to talk to others in your team, and outside the team, to find out just what it is they do, and what skill sets they deploy to get their tasks done. If you genuinely listen, then you may just be providing them with the first real audience they have ever had.



# 3 Team Role and Competency Clarity

## Encourages team discussion on responsibilities to ensure minimal conflict or overlap

Territorial behavior is quite common in the animal world, and it is not unknown in the world of teams. Boundaries and demarcation have the potential to cause substantial conflict unless managed with tact and understanding on the part of all team members. By the same token, wastage and redundancy, rather than conflict, can occur when tasks overlap, and team members discover that their individual paths are crossing over the paths of others – all, of course, completely unnecessary, and all extraordinarily expensive in terms of the scarce resources of the team and the organization. One of the best ways to minimize such conflict and waste is to maximize communication, so that there is a maximum degree of information present within the team about just who is doing what. Here's some ideas on how you might do it:

1. Have structured meetings and ensure that the content and process of those meetings provides the maximum degree of briefing information given by all members for all members. This means that all members should not only be required to brief others on major, project-related matters, but also on apparently tedious 'housekeeping' type matters. Be aware of the territories, interests and concerns of others, and step on as few toes as possible. Minimize the "nobody told us" syndrome by – if necessary – taxing the patience of the team with the triviality of the information you give out: you may think that it is trivial, but others may not. Be careful about pushing this too far: if everyone else becomes so bored that they tune out the trivia, then they will tune out the real stuff as well.
2. Let the left hand know what the right hand is doing. Make a point of going to the desk or work area of other team members to personally brief them on matters which they may find of interest. Keep it brief and to the point.
3. Put it in writing. Send out memos on paper or via computer, either for the direct attention of some team members, or for information purposes only.
4. Be aware of the history of a project or process. Who has an interest in it? Who will be miffed if you go ahead and do something that has negative impacts for some?
5. Look before you leap. If you commit resources – money, time, patience, raw materials – to something, and then find out that someone else is already on that patch, it will cost you, as well as the other person. Are resources so abundant that you can afford to take immediate action without checking with others with vested interests in the area? Overlaps are expensive, and unnecessary.

