

FEEDBACK REPORT



Team Building Effectiveness



Sample Report
3/28/2011



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

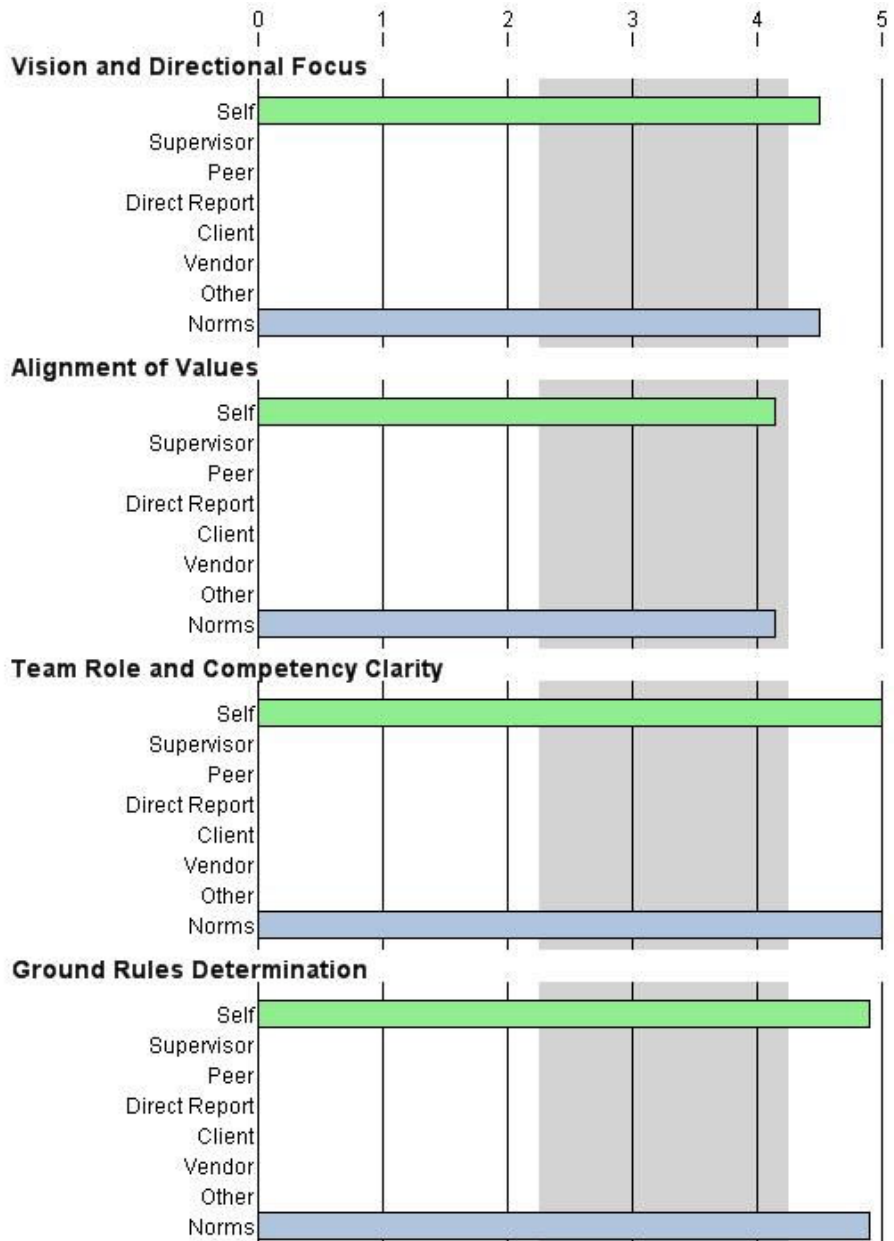
The overall output report includes detailed coaching tips for the five lowest scoring questions. These coaching tips provide not only information about the particular questions, but provide some specific advice on what individuals might do to improve their skills or learn new behaviors in the future.

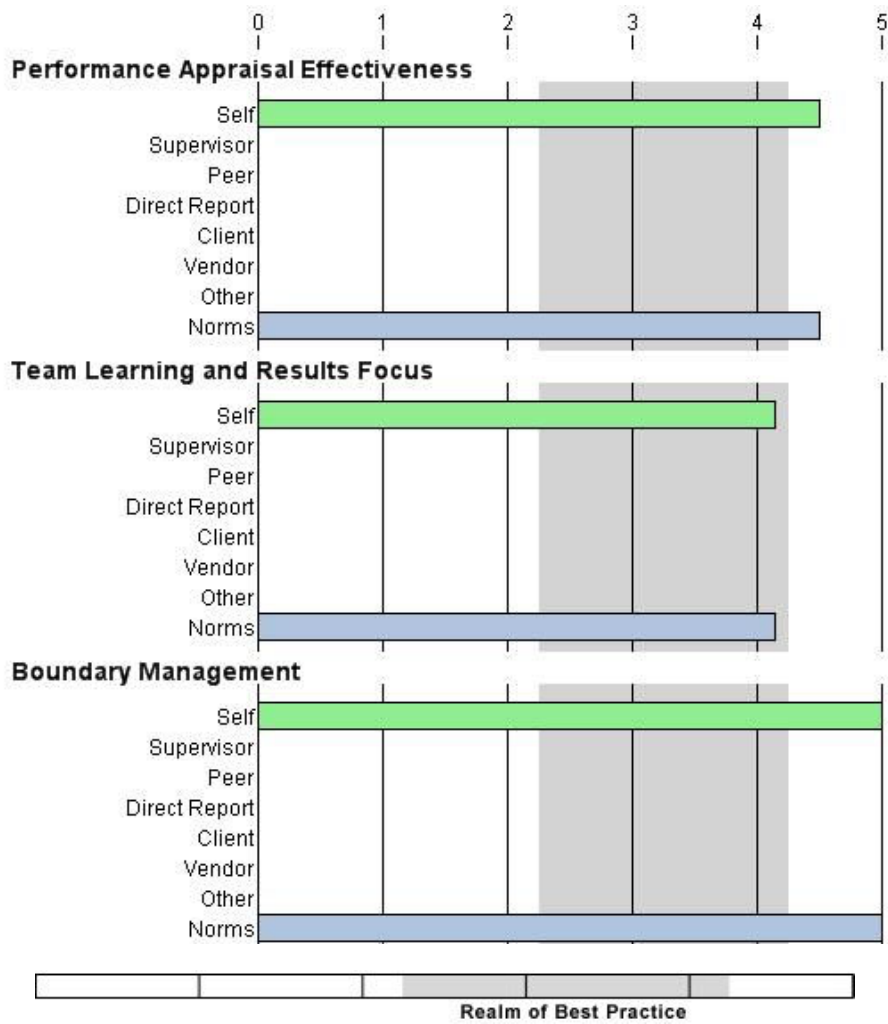
Note on 360 Degree Feedback

If you received feedback from your supervisor, direct reports or peers using this assessment, please note the following: Ratings responses from all persons who completed the assessment are averaged to produce the results in the 10/10 Report, Course and Reading Suggestions, Development Plan, and Coaching Tips.



OVERALL SUMMARY



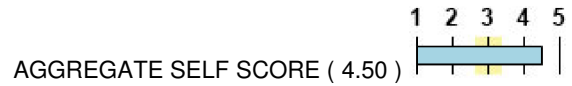


Norm bars shown on all graphs in this report are the progressive average scores of all individuals rating themselves on this questionnaire.



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)

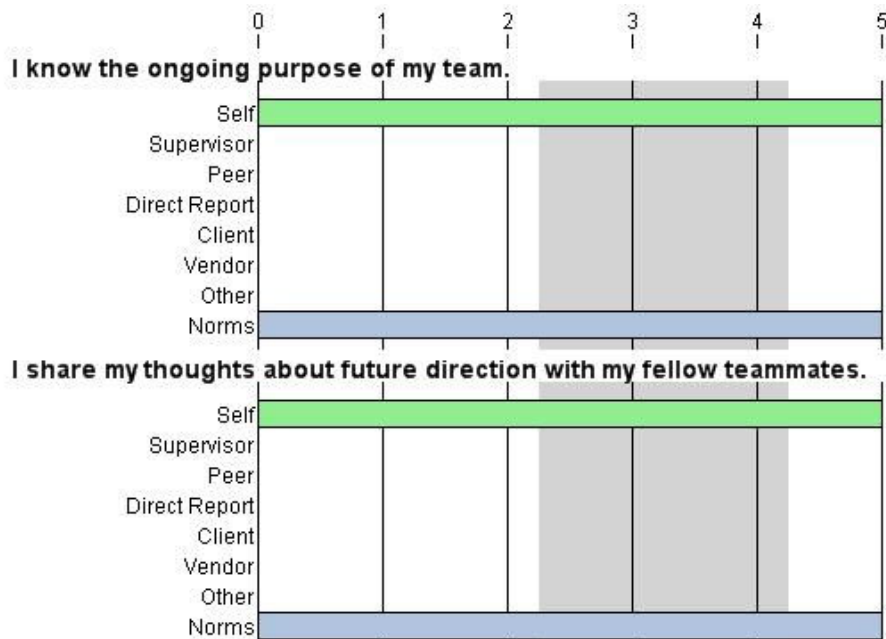
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that you either work individually or are capable of operating quite independently from other team members (intentionally or unintentionally). The vision is likely to play little or no part in shaping your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

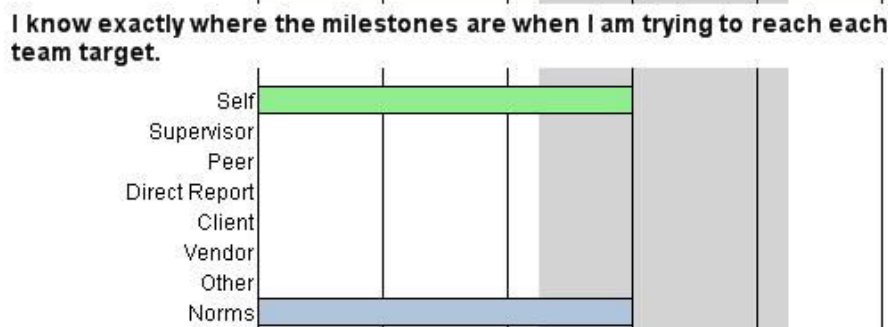
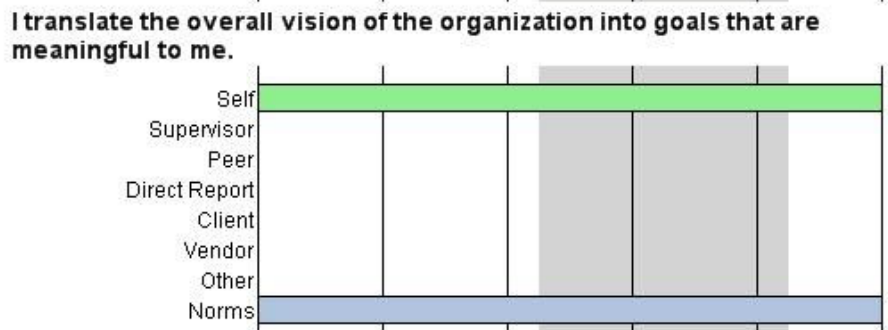
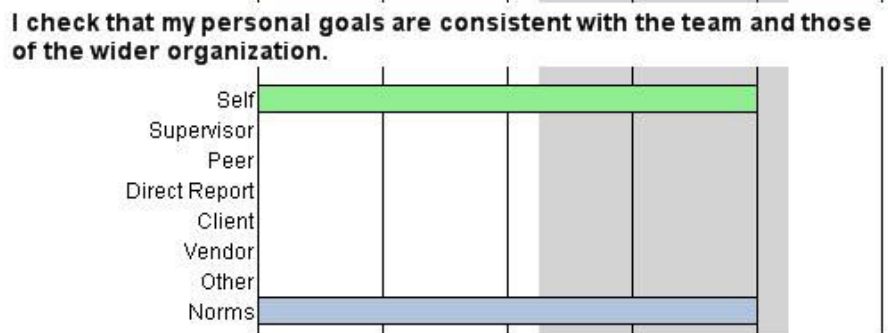
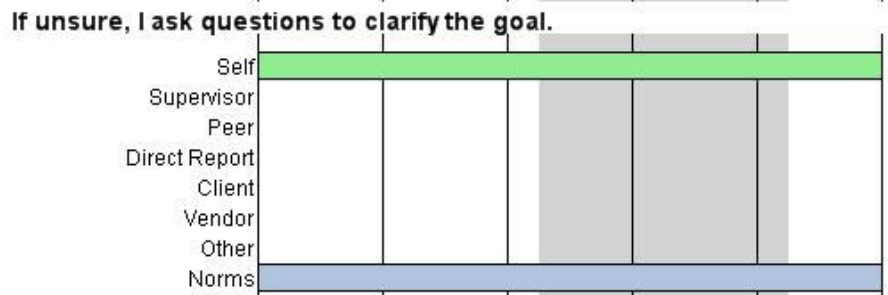
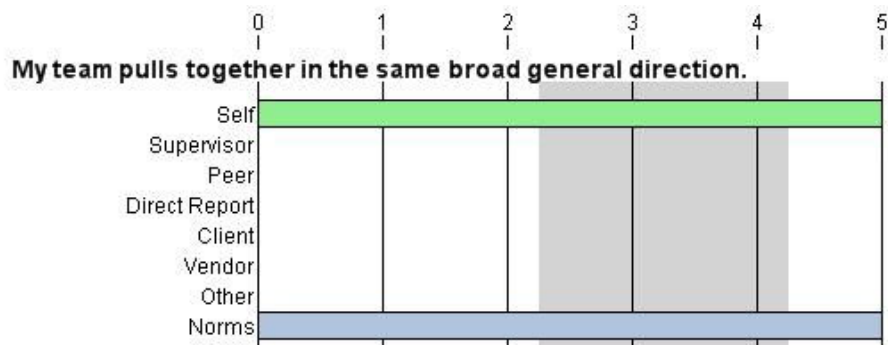
A low score person will be likely to do what is asked or expected of them without concerning themselves with where this might be heading or whether they are working toward a particular goal or target. They might also spend little or no time in personal planning and organizing to ensure that their actions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

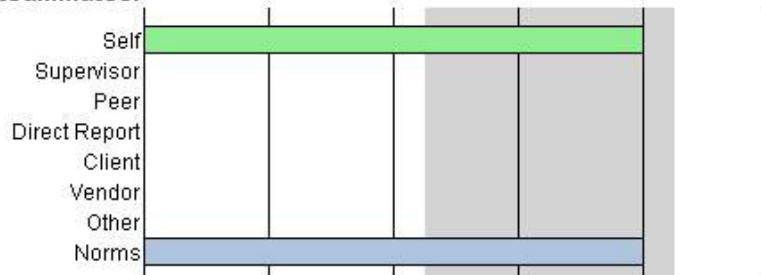
A high score person will be likely to engage other team members in conversation about the overall team vision or direction, and work together to plan their actions and the most appropriate milestones to stay on track. High scorers will tackle their tasks openly and regularly check to ensure that their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



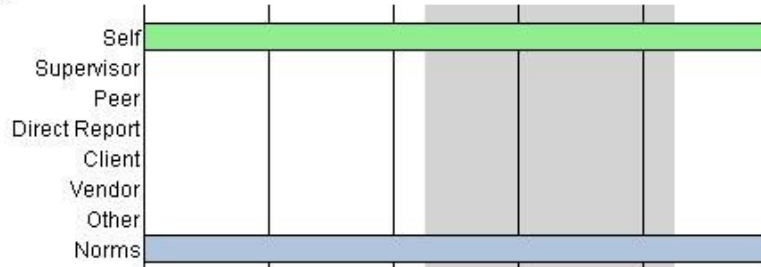


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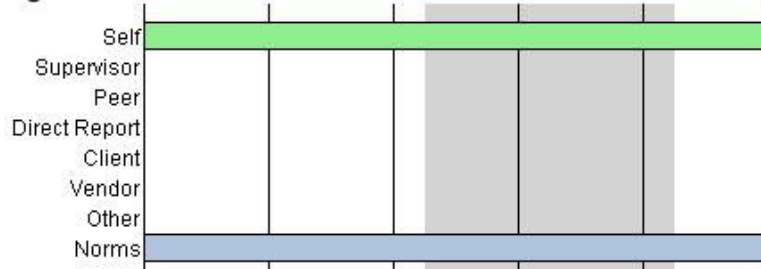
I reflect on general strategies and discuss how we might get there with my teammates.



I actively use the vision as a "binding force" to help the team work together.



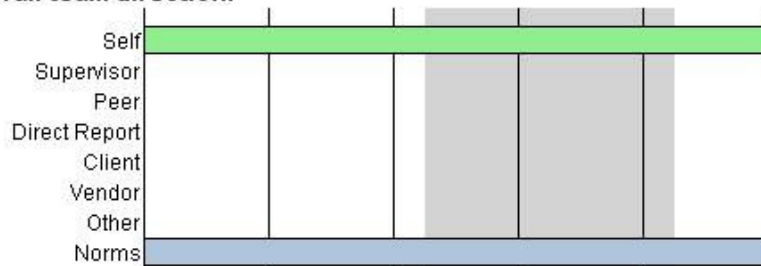
I challenge any short-term actions that seem to be inconsistent with long-term goals.



I use task milestones to check overall direction then make any necessary adjustments.



I avoid working on tasks or projects unless they are broadly aligned with overall team direction.



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 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 frequently and by regularly checking to make sure that progress is broadly consistent with team targets.

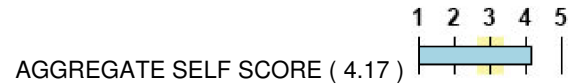
Vision and Direction Focus

- 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.



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)

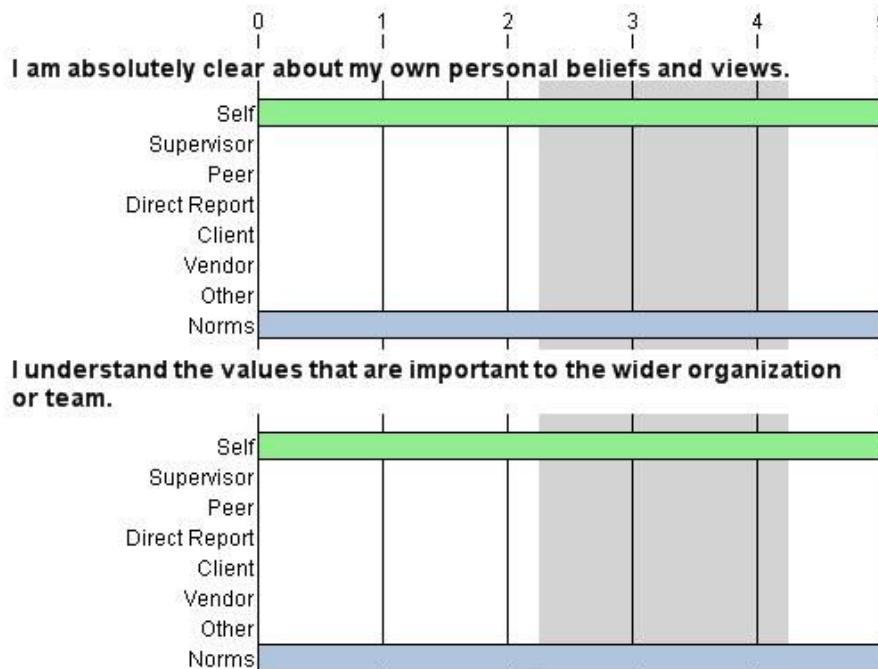
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that you are unclear or even confused about the values held dear by the organization or your work colleagues. In addition, you might either keep your personal beliefs to yourself and/or avoid spending any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

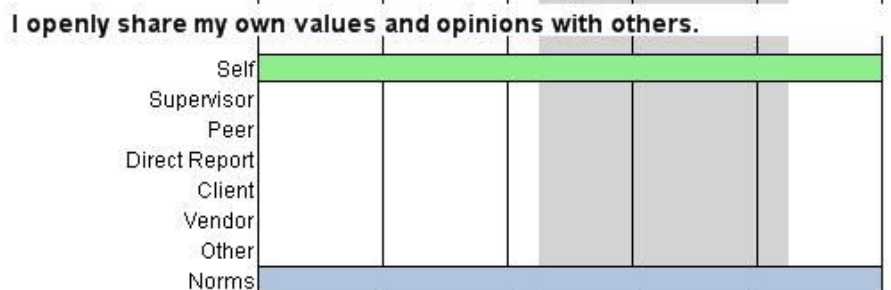
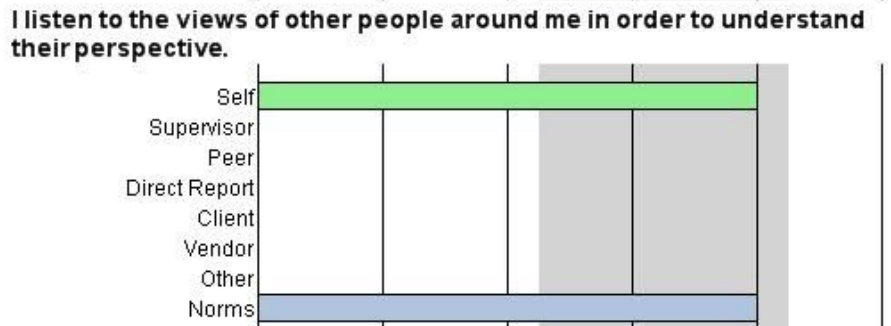
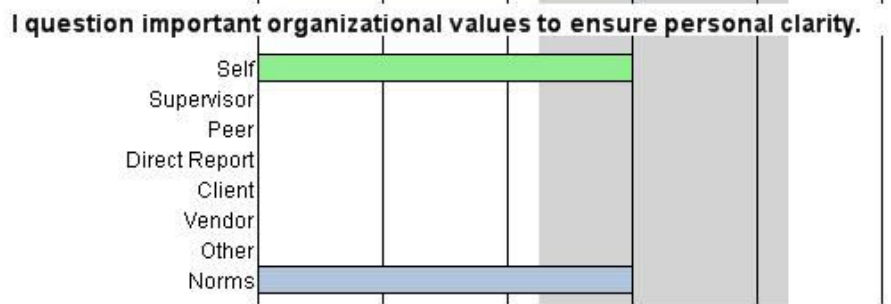
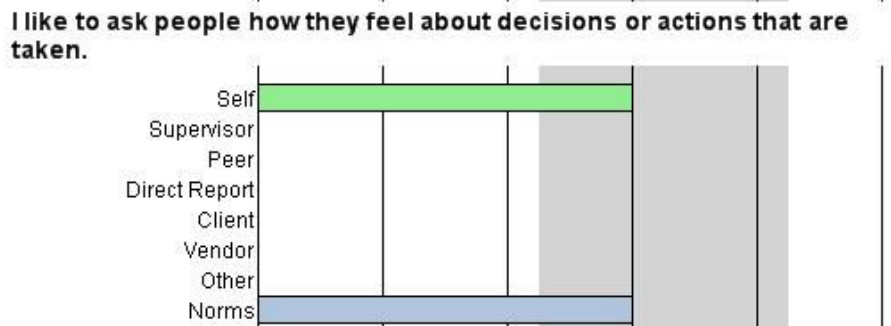
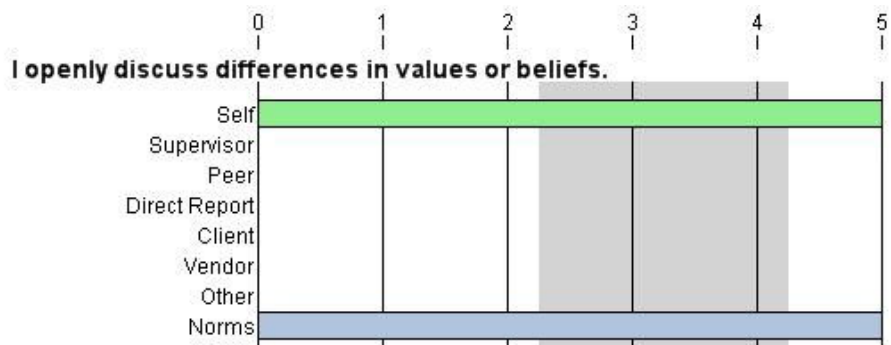
A low score person will be likely to see their personal attitudes, beliefs, and values as not to be shared or discussed in any way with others. In the same way, the collective values of the team or organization are either hidden from view or become known only accidentally. As a result, any misalignment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

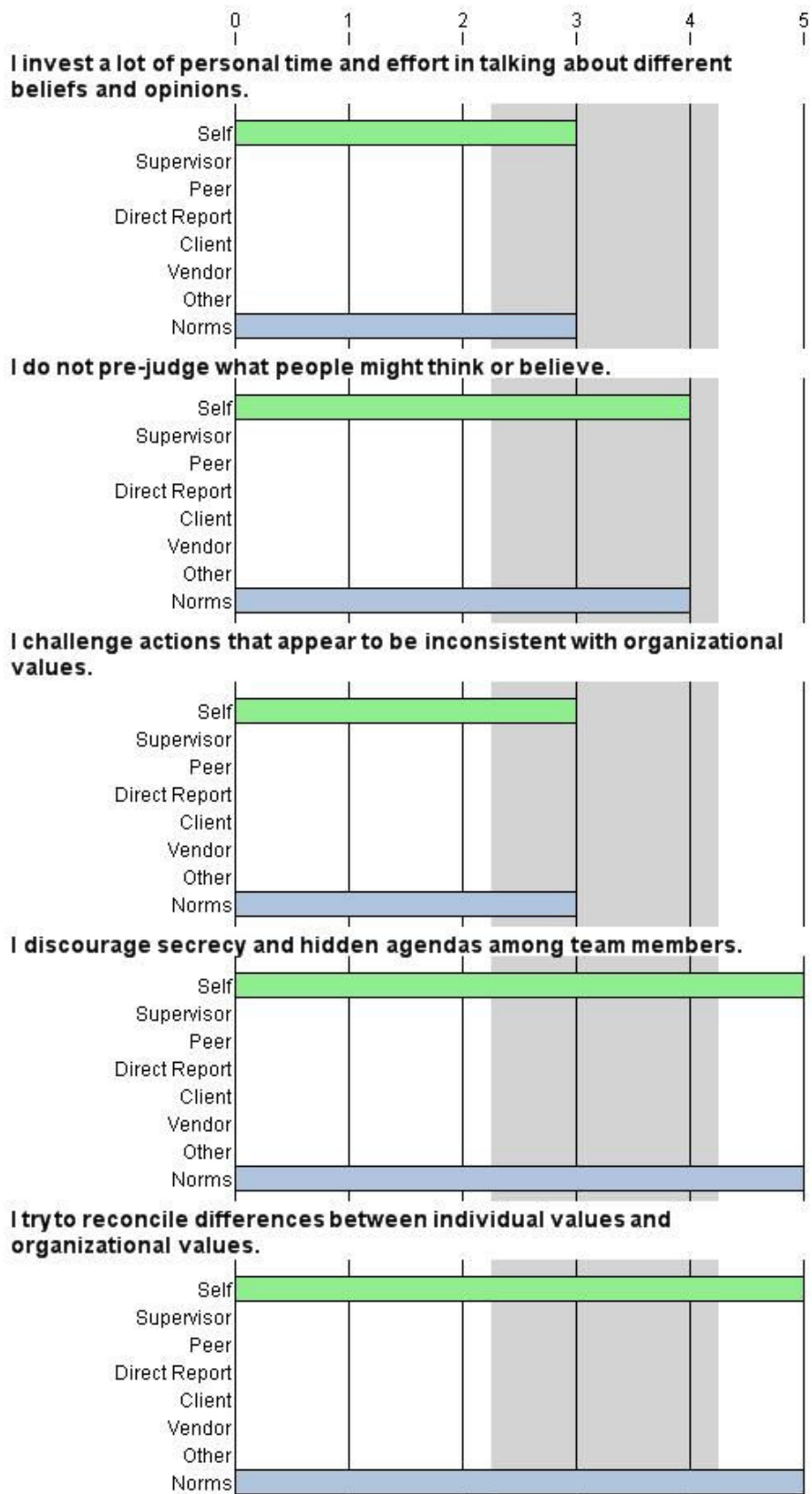
HIGH (greater than 3.5)

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.







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.

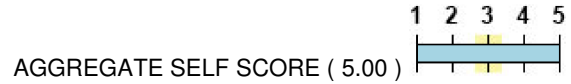
Alignment of Values

- 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 people's 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.



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)

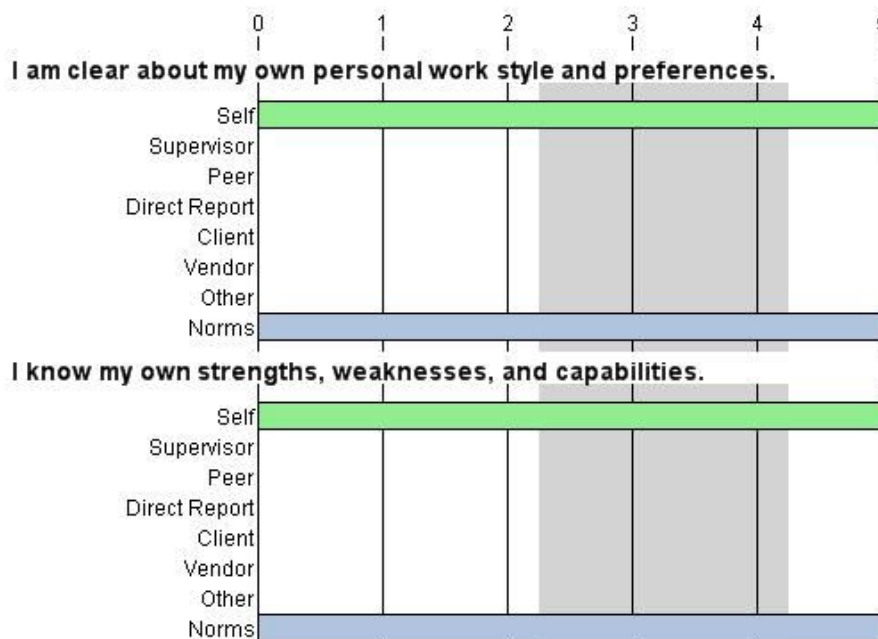
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that you are not entirely clear about the full responsibilities and potential skills of yourself and others around you, and have spent little or no time or effort in improving your knowledge. You will therefore 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.

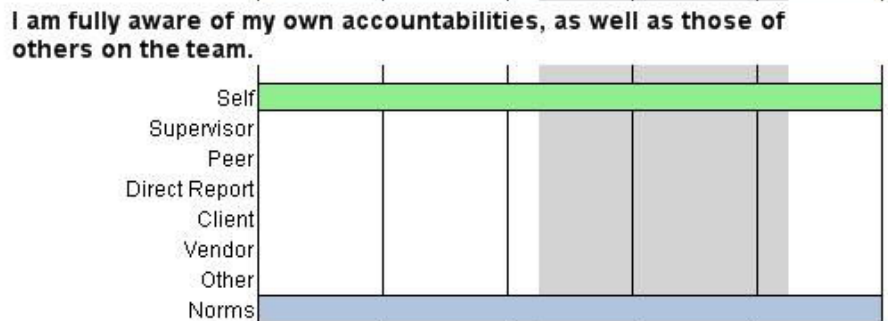
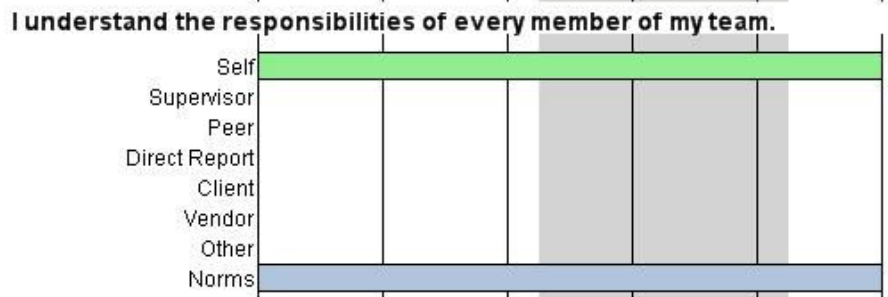
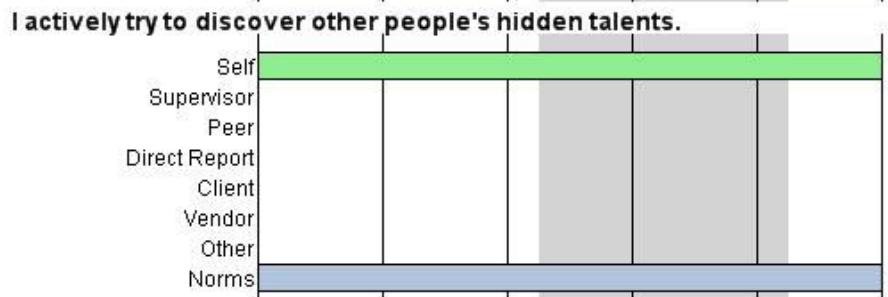
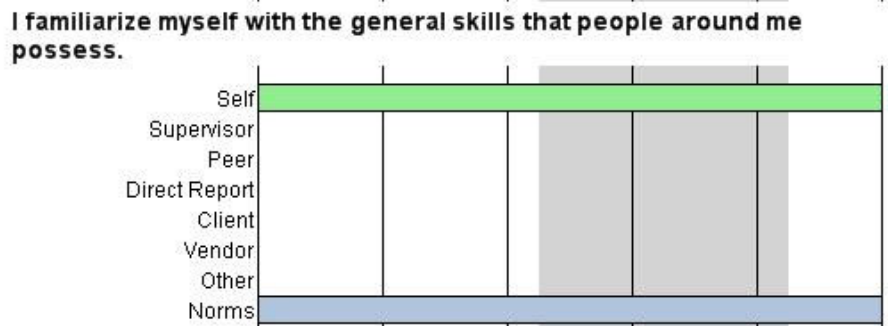
A low score person will be likely to have invested little time and effort in reviewing the skills and responsibilities of every team member (including themselves) and assessing whether tasks and people are well matched. They will also have few insights as to who might be in a position to perform new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

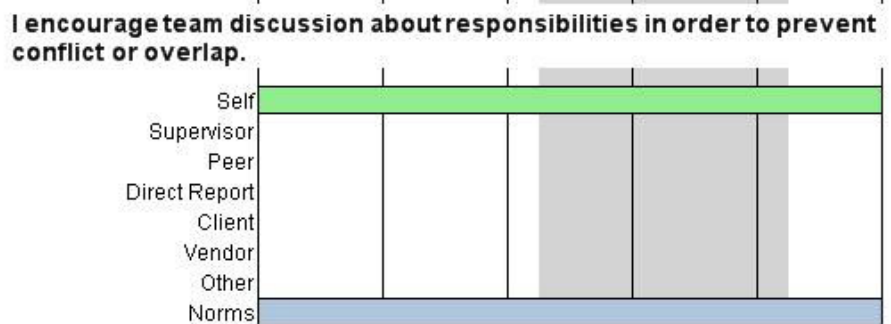
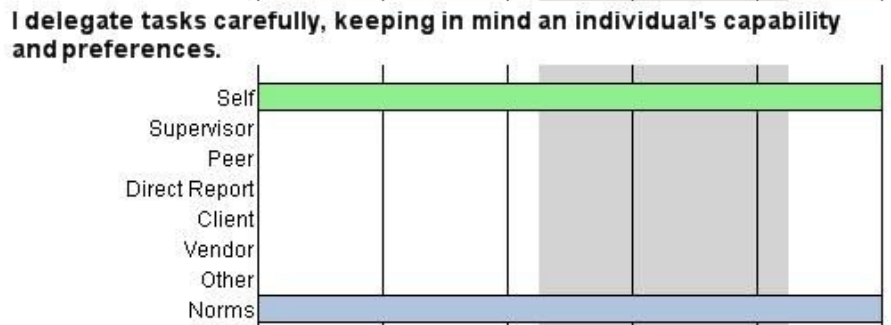
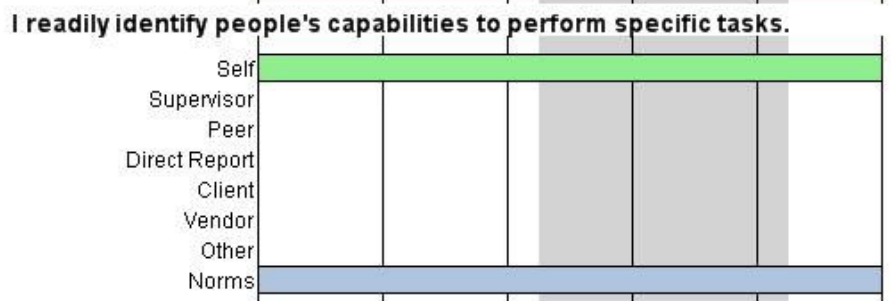
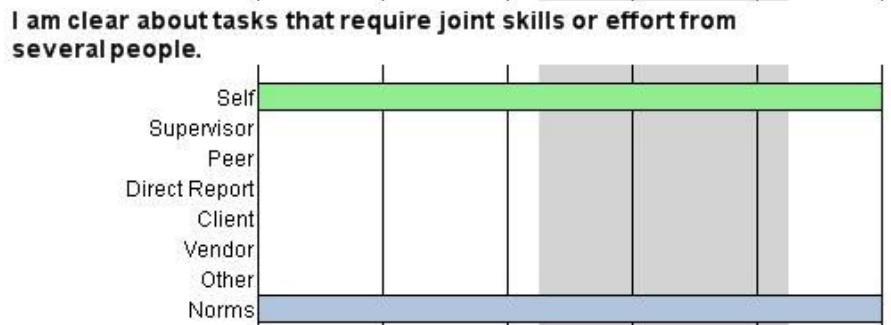
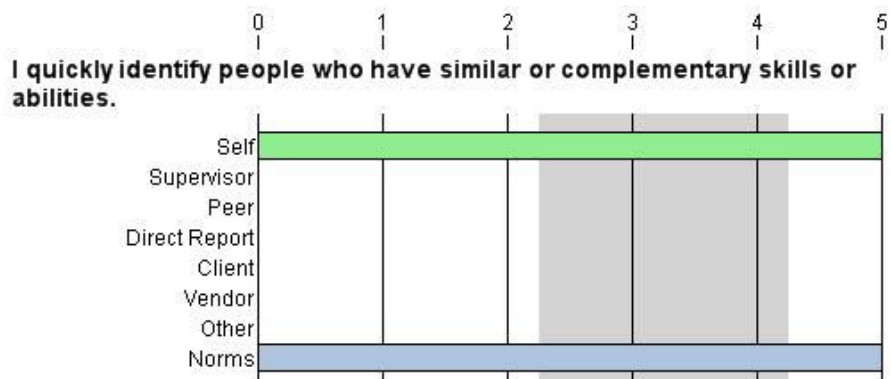
HIGH (greater than 3.5)

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.







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.

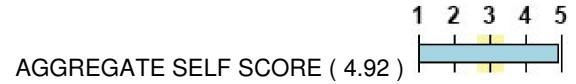
Team Role and Competency Clarity

- 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 people's real capabilities.



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)

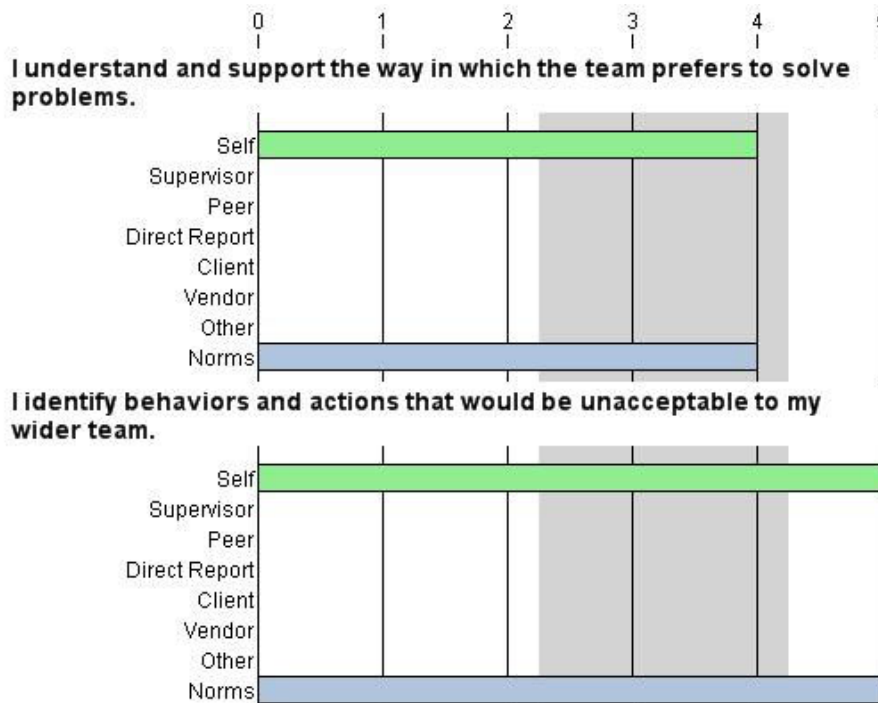
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that team ground rules are either not in existence or your knowledge and understanding about what they might be is low or even non-existent. In either case, you are likely to have an ineffective frame of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

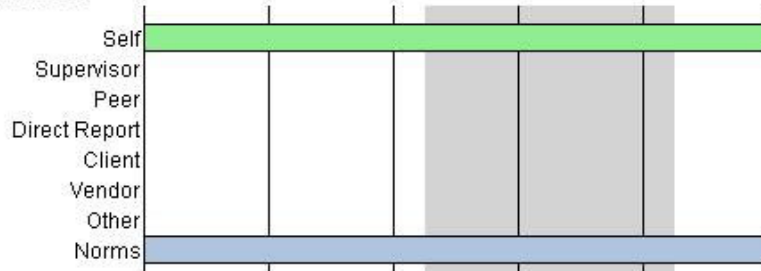
HIGH (greater than 3.5)

Scales predominantly in the fours and fives ("almost always" and "very frequently") are likely to mean that you quickly look to discover the team's 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.

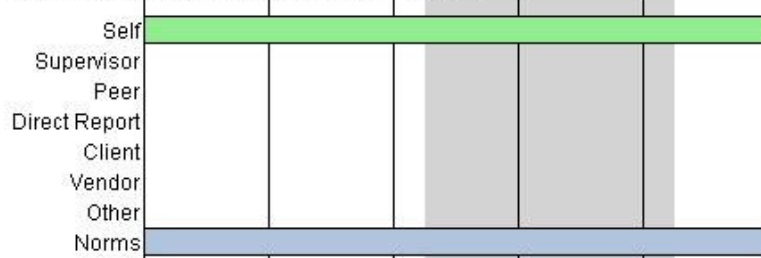
A high score person will be likely to seek behavioral standards and boundaries before engaging in major decision-making, and look to use these standards as a frame of reference for their future actions. Low scorers will also look to discuss better systems and methods that can aid individual and team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



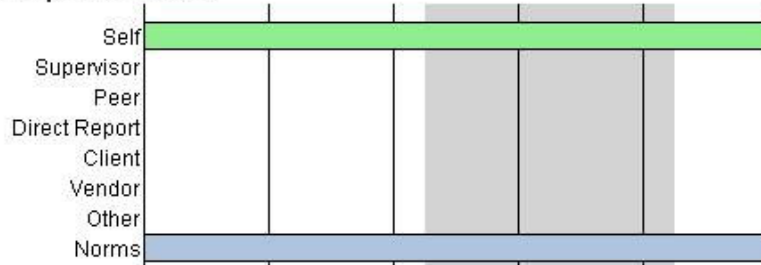
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I encourage discussion about how decisions should be made and communicated.



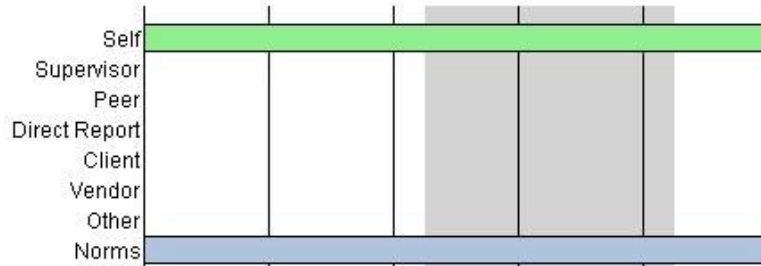
I know which behaviors are valued by the team.



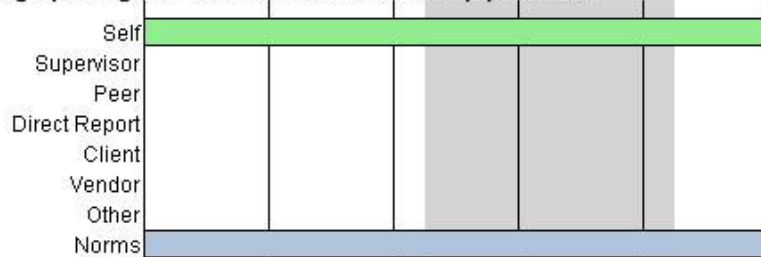
I make sure that everyone knows what sanctions exist for unacceptable behavior or performance.



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

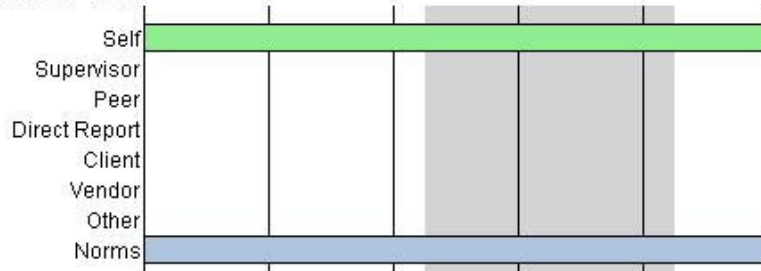


I encourage pre-agreement on team leadership practices.

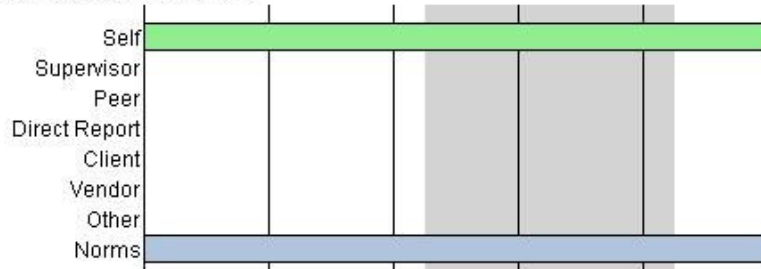


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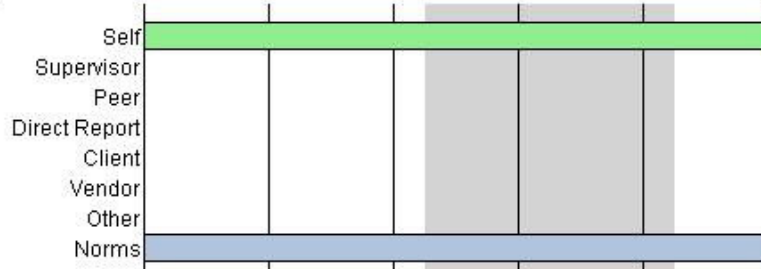
When the pressure is on, I know exactly what I have to do and what others have to do.



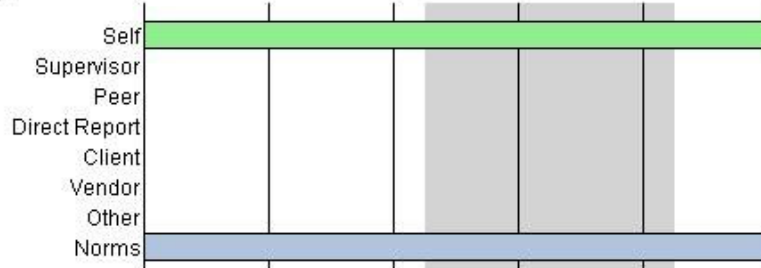
I make sure that the rewards and recognition for individual effort and success on the team are fair.



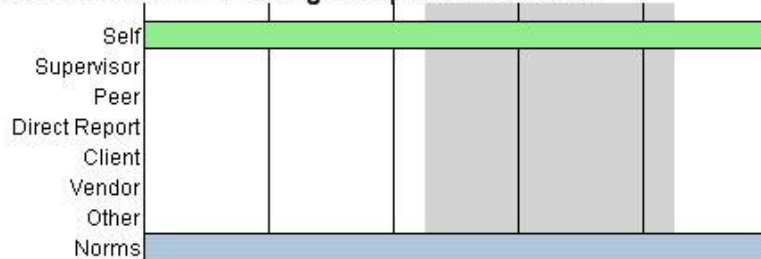
I know when I need to take individual responsibility or ask for a team meeting.



I avoid publicly criticizing other people's opinions during team meetings.



I understand how the team's delegation processes work.



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)

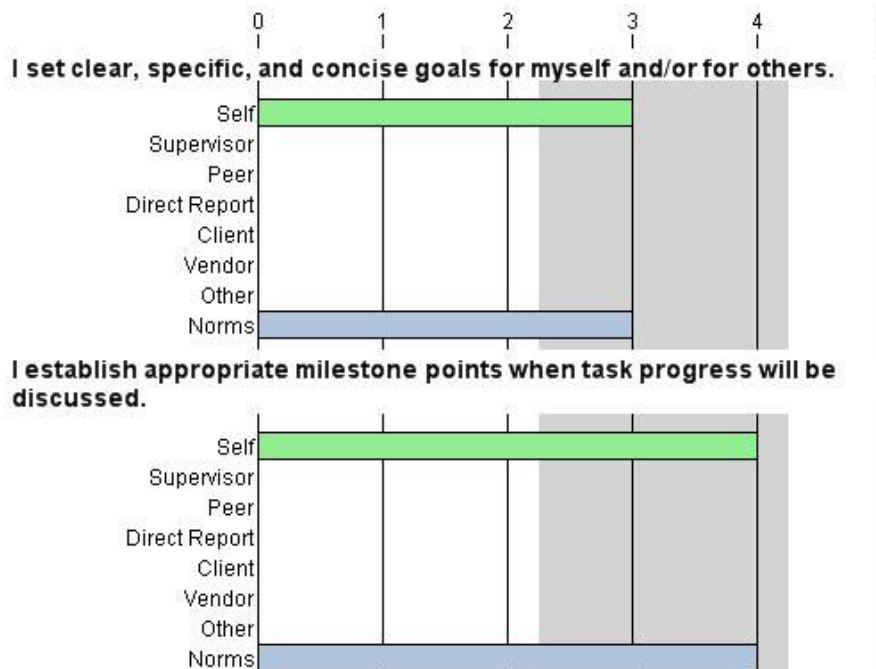
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that you rarely concern yourself with carefully measuring or tracking your own performance or the performance of the team as a whole. Where performance changes are noticed (good or bad), you are likely to 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)

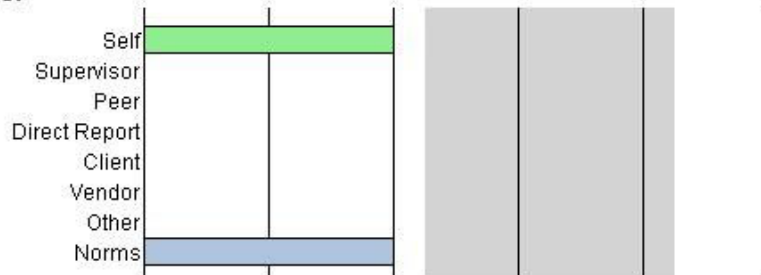
Scales predominantly in the fours and fives ("almost always" and "very frequently") are likely to mean that you recognize the importance of setting clear and realistic goals for yourself and others, and the importance of reviewing performance progressively to make sure that you remain on track. You will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

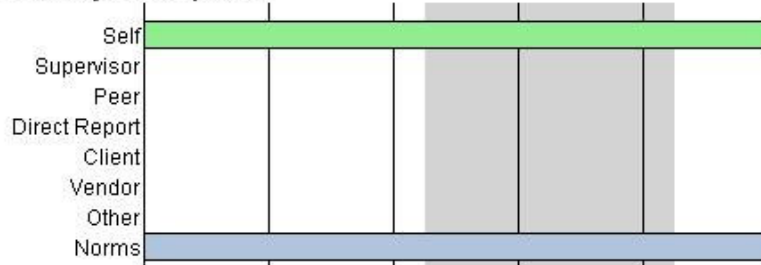


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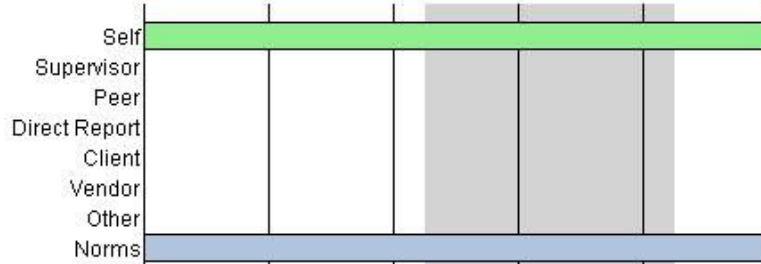
I develop appropriately relevant and effective measures for each objective.



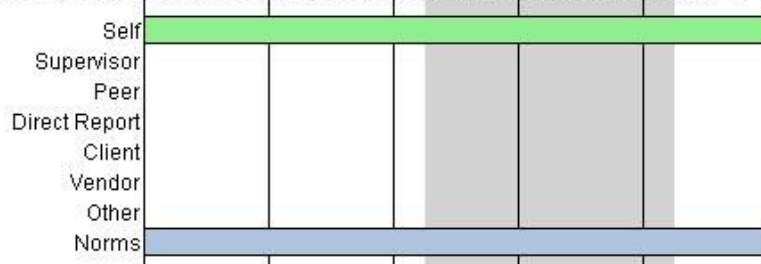
I participate in periodic discussions about performance in order to prevent end-of-year surprises.



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



Performance appraisal is honestly and fairly carried out on the team.

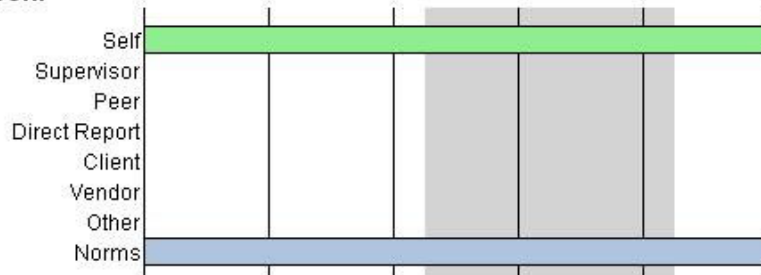


Outstanding individual/group performance is appreciated and recognize or rewarded.



0 1 2 3 4 5

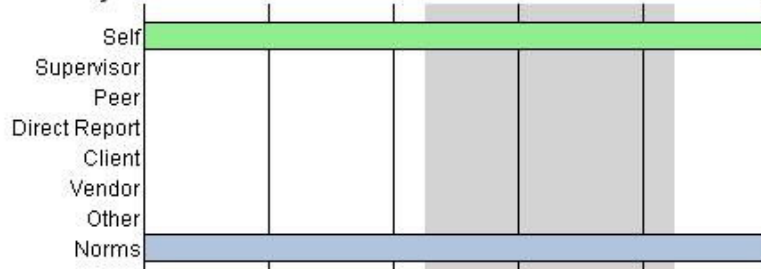
I make sure that performance shortfalls are quickly recognized and acted upon.



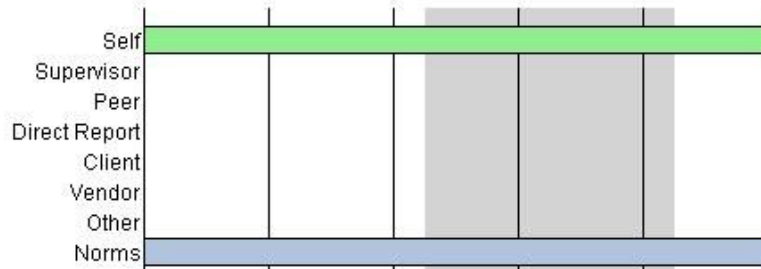
I try to ensure consistency of approach in measuring overall performance.



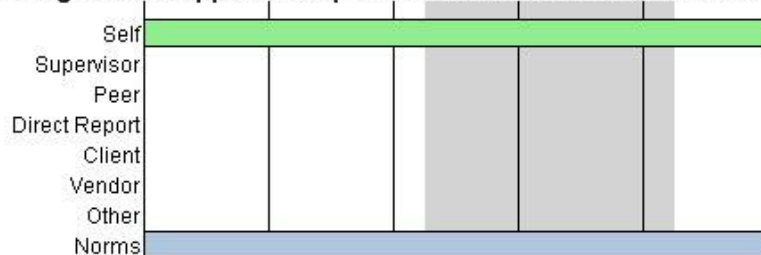
I suggest performance indicators that might apply more accurately, where necessary.



I do not accept poor or mediocre performance from myself or from others.



I openly recognize and applaud the performance successes of others.



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.

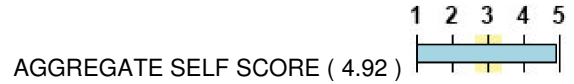
Performance Appraisal Effectiveness

- 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)

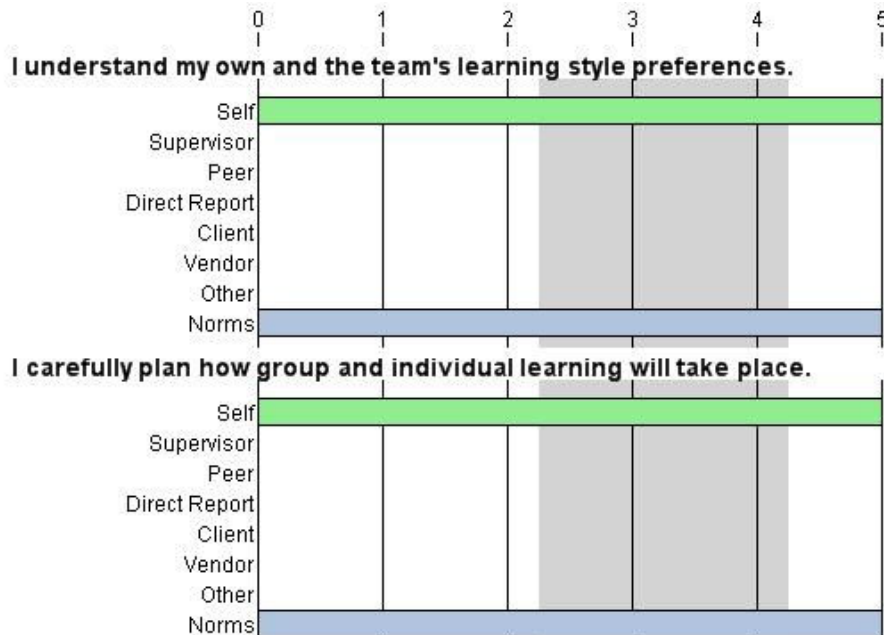
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that you might often miss the opportunity to learn from the past in order to make improvements for the future. As such, you might not involve yourself in post project brainstorming sessions or meetings, or 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.

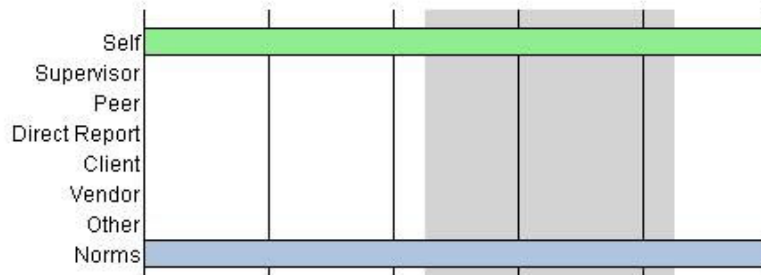
HIGH (greater than 3.5)

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.

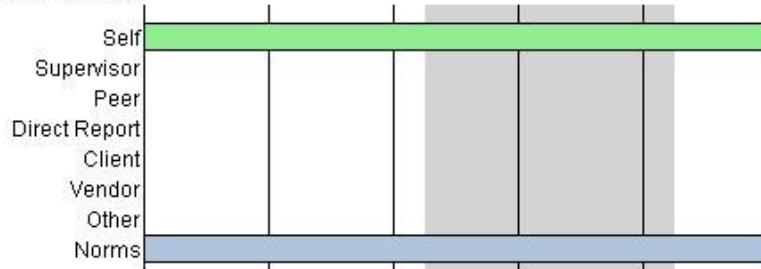
A high score person will be likely to capture the important lessons from their experience in a planned and systematic way, and encourage the whole team to discuss success and failure openly, in order to identify specific strategies to improve or "lift the bar" in the future.



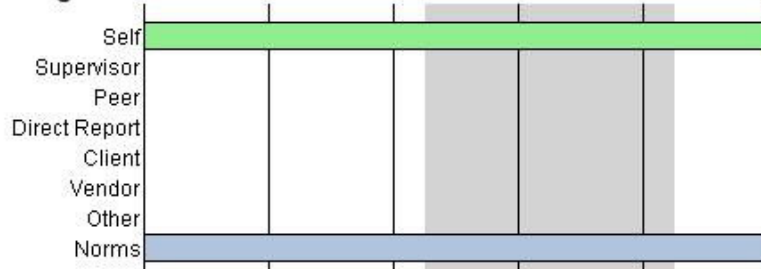
0 1 2 3 4 5
I invite others to share their experiences in order to help us improve.



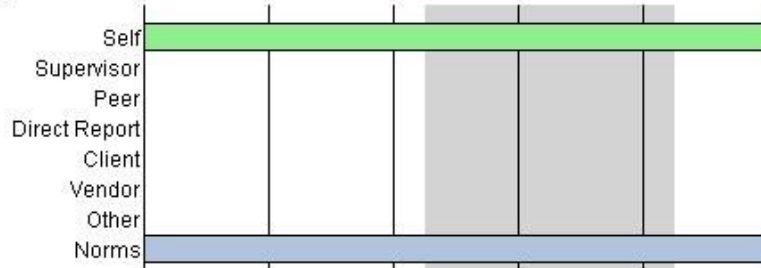
I let people learn from their mistakes so they will get a better result in the future.



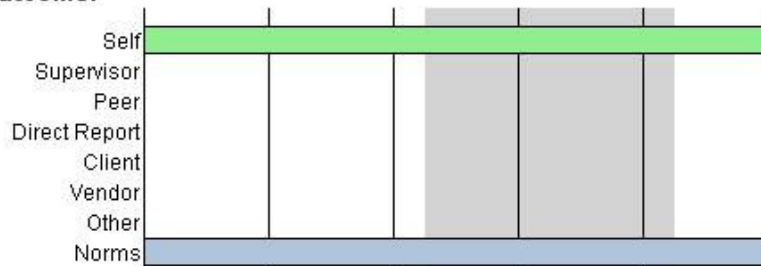
I participate in debriefings, post-project focus groups, and brainstorming sessions.

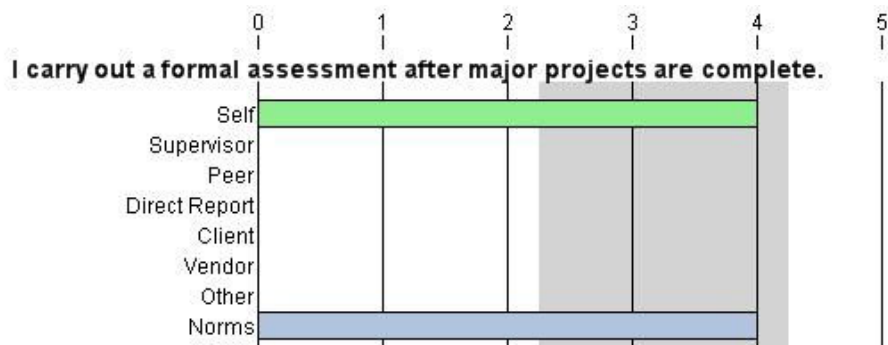


I record and share with the team the lessons I learn from individual projects.

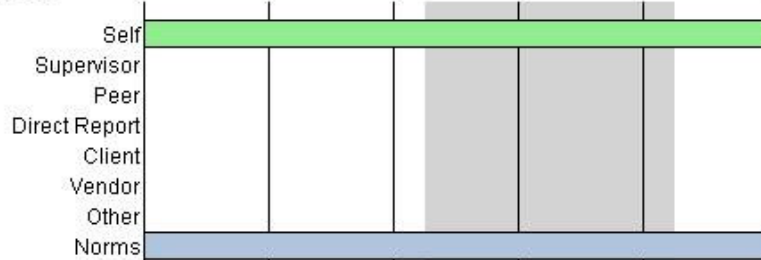


I actively engage people in debate about what would have created a better outcome.

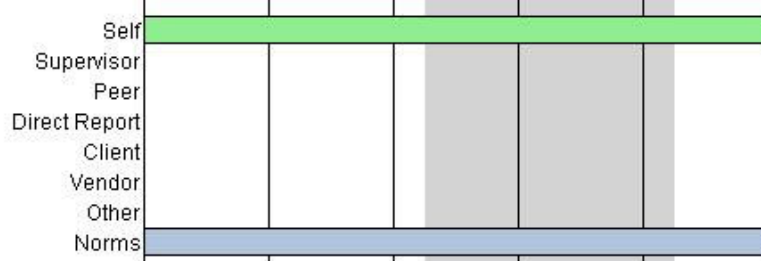




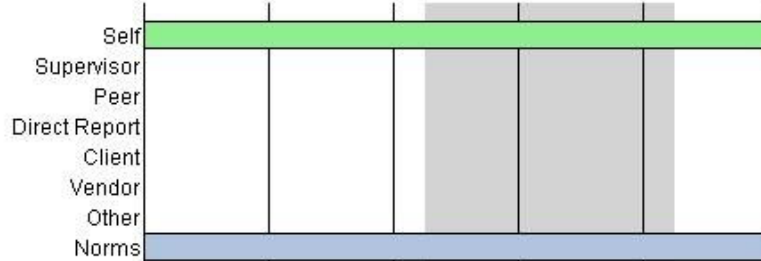
I challenge others on the team to ask whether or not value has really been added.



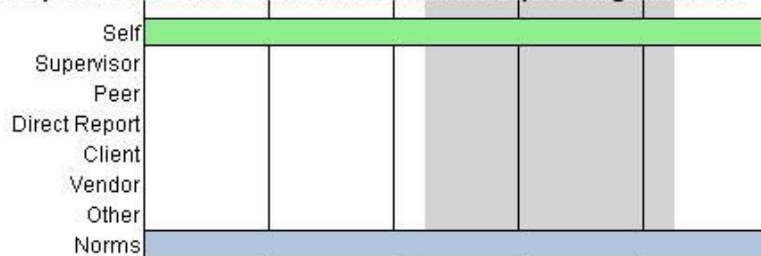
I offer guidance and coaching to help people achieve a better result.



I encourage the team to look for the underlying causes of its successes and mistakes.



I try to incorporate lessons learned into standard operating methods.



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.



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 team's 'normal' boundaries that might have a significant and uncontrolled impact if not assessed and coordinated properly?"



Interpretation

LOW (less than 2.75)

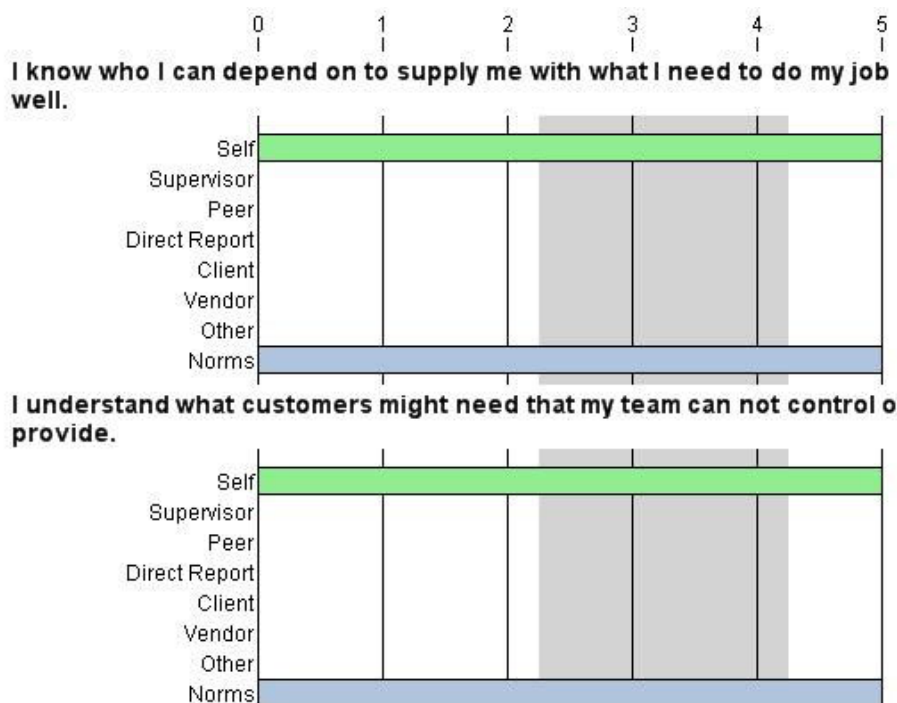
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that you have limited interest or involvement in how resources and/or information is fed to your team, or how your team's efforts are converted into value for the "downstream" customer. As a result, you might 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.

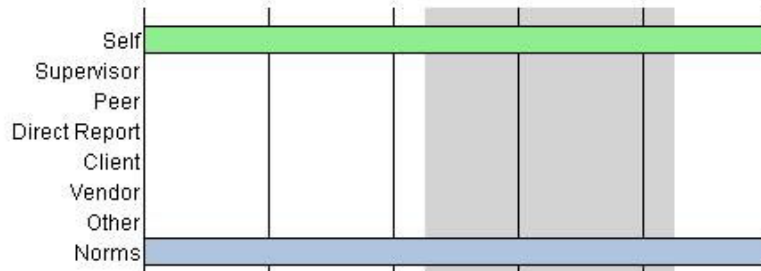
HIGH (greater than 3.5)

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.

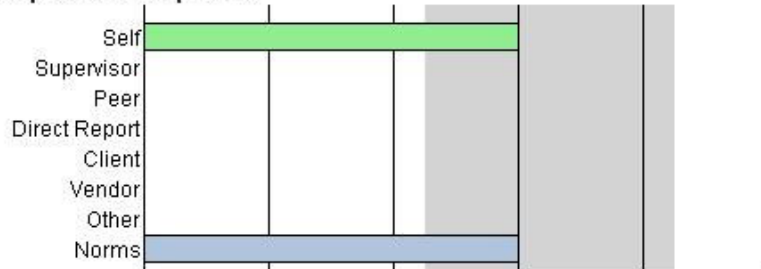
A high score person will be likely to spend quality time networking with other teams and people inside and outside the organization (including suppliers and customers) in order to gain early knowledge about possible threats or opportunities.



0 1 2 3 4 5
I take an interest in the next steps in a process after the team does its part.



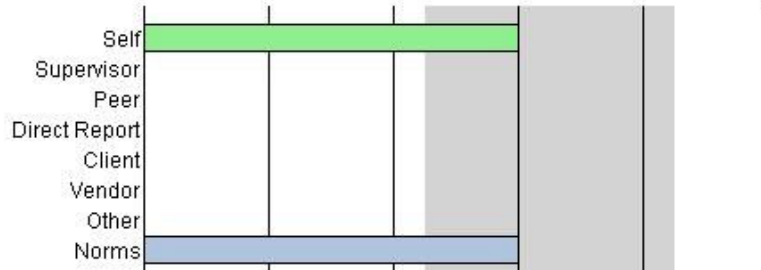
I actively discuss what "early warning" processes need to be in place in order to prevent surprises.



The team and I are well prepared to handle the unexpected.

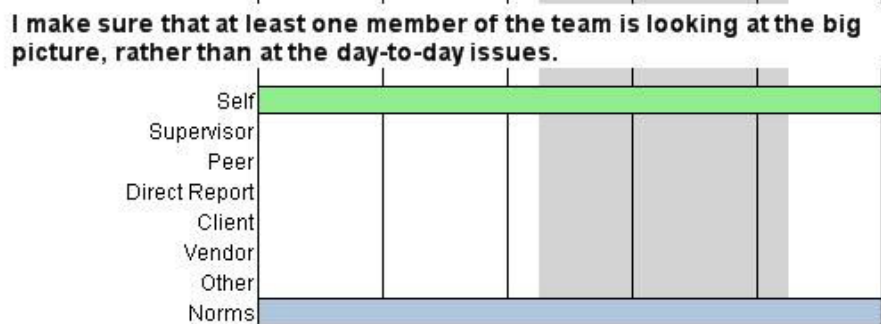
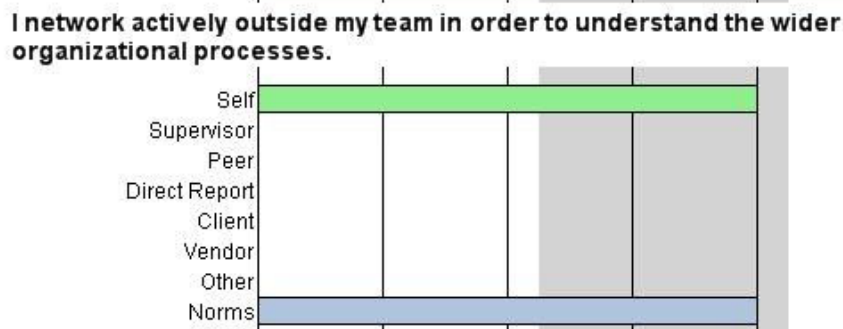
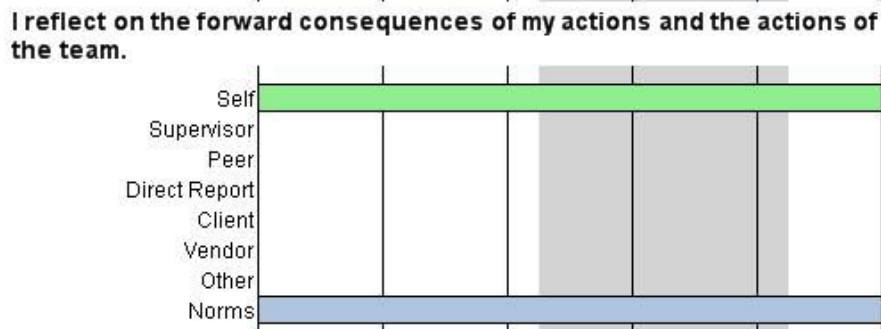
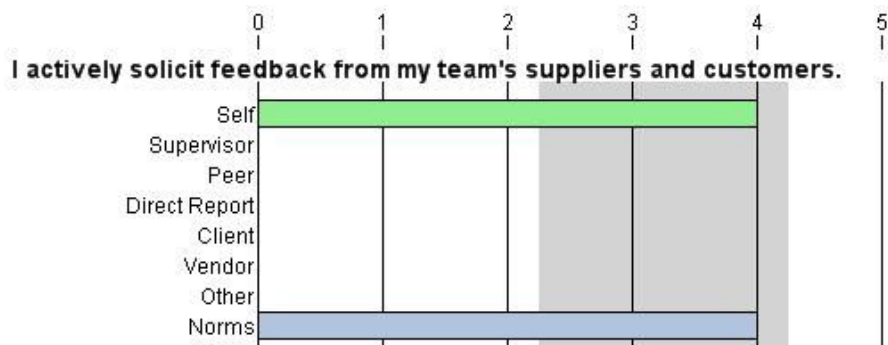


I build in contingency plans for events that occur outside the team's control.



I know where to go to get help when unusual team problems or threats arise.





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 team's '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 team's 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.



THE 10 / 10 REPORT

Top 10 Strengths

Boundary Management

- 84 .I make sure that at least one member of the team is looking at the big picture, rather than at the day-to-day issues. 5.00
- 82 .I reflect on the forward consequences of my actions and the actions of the team. 5.00
- 75 .I take an interest in the next steps in a process after the team does its part. 5.00
- 74 .I understand what customers might need that my team can not control or provide. 5.00
- 73 .I know who I can depend on to supply me with what I need to do my job well. 5.00

Team Learning and Results Focus

- 72 .I try to incorporate lessons learned into standard operating methods. 5.00
- 71 .I encourage the team to look for the underlying causes of its successes and mistakes. 5.00
- 70 .I offer guidance and coaching to help people achieve a better result. 5.00
- 69 .I challenge others on the team to ask whether or not value has really been added. 5.00
- 67 .I actively engage people in debate about what would have created a better outcome. 5.00

Top 10 Development Needs

Performance Appraisal Effectiveness

- 51 .I develop appropriately relevant and effective measures for each objective. 2.00

Vision and Directional Focus

- 7 .I know exactly where the milestones are when I am trying to reach each team target. 3.00
- 11 .I use task milestones to check overall direction then make any necessary adjustments. 3.00

Alignment of Values

- 16 .I like to ask people how they feel about decisions or actions that are taken. 3.00
- 17 .I question important organizational values to ensure personal clarity. 3.00
- 20 .I invest a lot of personal time and effort in talking about different beliefs and opinions. 3.00
- 22 .I challenge actions that appear to be inconsistent with organizational values. 3.00

Performance Appraisal Effectiveness

- 49 .I set clear, specific, and concise goals for myself and/or for others. 3.00

Boundary Management

- 76 .I actively discuss what "early warning" processes need to be in place in order to prevent surprises. 3.00
- 77 .The team and I are well prepared to handle the unexpected. 3.00



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.

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

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?"

Course Suggestion

- Emotional Intelligence
- Building Empathy
- Discovering Values
- Building Trust
- Organizational Alignment

Other Suggestion

- Develop a written list of your own values and those you see to be important to the organization. Are there any direct clashes that need to be resolved?
- 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

- Managing by Values. Ken Blanchard and Mike O'Connor
- Dream-Makers: Putting Vision and Values to Work. Michelle Hunt
- The ABC's of Successful Leadership: Proven Practical Attributes and Concepts Based on Core Values. Ray Wenderlich
- Values Based Leadership. Sue and Tom Kuczmarski
- Leading Change: An Argument for Values Based Leadership. James O' Tool



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.

I develop appropriately relevant and effective measures for each objective. Score: 2.00
Action to Take:

I know exactly where the milestones are when I am trying to reach each team target. Score: 3.00
Action to Take:

I use task milestones to check overall direction then make any necessary adjustments. Score: 3.00
Action to Take:

I like to ask people how they feel about decisions or actions that are taken. Score: 3.00
Action to Take:

I question important organizational values to ensure personal clarity. Score: 3.00
Action to Take:

Performance Appraisal Effectiveness

I develop appropriately relevant and effective measures for each objective.

Objectives are sometimes not as objective as they should be. The whole point of objectives is that they should at least be measurable, and to the extent that it is difficult to measure certain things, they should at least be understandable, meaningful, and achievable. There are millions of objectives written each year, and it's clear that not all of them would meet these criteria. Effective team members make it their business to develop appropriately relevant and effective measures for each objective set for the team. Here's how to do it:

1. Work backward, not forward. Don't start to set objectives by working with the given: what resources we have, what constraints we operate under, etc. There is no doubt that all of these things are quite real; the difficulty with this approach is that it tends to lead to a focus on problems, rather than solutions, and might lead to more excuses than celebrations. Start from the other end of the process: the end-point, or the customer or client. What do they want? What are the deliverables here? What are the customers' standards? What are their expectations? How can we meet and then exceed their expectations? What strategies can we adopt to under-promise and over-deliver, rather than over-promise and under-deliver? Once we have set these end-points up, then we can develop a strategy. And as any general or private knows, tactics are no good without strategy (just as strategies are no good without tactics). In other words, once the big picture is clear, we can then get to work on the details, and that means the objectives that serve that strategy.
2. Flowing from this, work to see that the team's goals and objectives are integrated with those goals and objectives of those teams and units that are upstream and downstream of us. There is no point constructing masterpieces in a vacuum, and there is no point in developing timetables and schedules and deploying resources with no reference points connecting with those around us. What is the point, for example, in delivering our phase of operations so far ahead of schedule that our internal customers cannot take our output—their input—for some time, and there is no effective means of storing that output/input?
3. In setting goals, we need to ask some hard questions, such as:
 - How much is too much?
 - How much is not enough?
 - How much is just right?

How do we know, for example, that objectives set are so unrealistically high that we are setting ourselves up for defeat, and possibly also stress, injury, burnout, and poor quality? How do we know, for example, that objectives are set so unrealistically low that we are setting ourselves up for apathy, disillusionment, cynicism, and slackness? Unrealistically high goals are killers of motivation, and sometimes of actual people. Set objectives realistically. We make our external customers happy by under-promising and over-delivering; we need to take the same approach with our internal customers, and with ourselves within the team. This doesn't mean that we should set our sights so low that we will be happy with mediocrity. In fact, goals and objectives that are too easy demotivate, not motivate: they do not engage our sense of professional pride and challenge, and they erode our sense of self-esteem. Try to set stretch goals and objectives: those that are achievable, but not too easily so.

Vision and Directional Focus

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

Each team target needs to be seen in terms of specific milestones. In an ideal world, each team and each team member would be aware of all such milestones, but this does not always occur in the real world. There are reasons for this—communication breakdowns, misunderstandings, unforeseen events, poor planning techniques. All of these can be overcome and need to be overcome if the team is to actually achieve anything. Here are some suggestions about how to make that happen:

1. Each team member has to, every now and then, go through the exercise of asking fundamental questions: What am I doing? How I have done it? When do I do it? How does it relate to what other team members are doing? Don't take anything for granted. Don't be guilty of "mind-reading"—presuming that "everyone else knows what they are doing, so if I don't, I'd better shut up." This can be a big mistake.
2. Never underestimate the power of simple systems, such as wall planners, project charts, calendars, schedules, and diaries, or the electronic/software versions of the same. Such systems not only have the power to inform team members of the progress of a situation, but also have the power to motivate: when the vague becomes visible, when the amorphous becomes measurable, team members feel that things are more in control, and a sense of control is one of the great motivators.
3. Remember that task management, and indeed most interaction with human beings, is only partly about rational planning—the rest is about human motivation, which can be surprisingly rational in its "irrationality." Understand the human needs for recognition and celebration. When a milestone has been reached, don't simply ignore the significance of it: make a big deal of it, or at least a medium-sized deal. Congratulate those who made it happen. Give praise, recognition, feedback. Don't go over the top, because that will embarrass them and make them feel somewhat cynical about your approach. But don't remain silent, either. You can always tell when a workplace is in trouble: that's when people often say things like "You can do wonders around here, and they'll ignore it, but make one little mistake, and they're down on you like a ton of bricks." In such situations, it is apparent that it's too easy to punish, and too hard to reward.
4. Sometimes you need to go beyond praise. How about celebration? When a significant milestone has been achieved, celebrate: run a social event, or break out the champagne, or tell everyone else about what has been achieved. Consider how else rewards can be created: time off, profit sharing, gifts. Remember, if you think rewarding people is expensive, try punishing them, and see what real expense is.

Vision and Directional Focus

I use task milestones to check overall direction and adjust if necessary.

Even in this increasingly metric age, pre-metric concepts like “milestones” still have resonance. When we are on a journey, milestones or markers by the side of the road help us to pace ourselves, chopping the enormous and unthinkable up into the measurable and manageable. Time management experts, trying to help people come to terms with their procrastination behavior, will often quote the old Chinese maxim, “The journey of a thousand miles starts with a single step.” In other words, you will always be overwhelmed by a task if you consider it only as an undifferentiated totality, but if you re-imagine it as a series or chain of component parts, then it then becomes achievable. Project milestones, then, can act both as rational planning tools and as motivators for teams. Milestones are pointers only, however, and not straitjackets. The key is to be flexible. Here’s how to achieve this:

1. Make sure everyone is briefed on just what the milestones are and what that means specifically to individuals performing specific roles. Merely because everything is obvious to you does not mean that it is to everyone else. Communicate, communicate, communicate. You need to put the same message out at least three or four times, using a mix of spoken, non-verbal, written, and pictorial communication. Discuss it, demonstrate it, put it in memo and email form, put it on a notice board, or put it in some type of display format. How do we get from here to there? What feedback is there from the process itself? Show and tell, tell and show. Do everything that you can to avoid hearing those terrible words, “Well nobody told us.”
2. Always keep checking to see how realistic the milestones are. There is an old saying in project planning: the first 90 percent of the job takes 90 percent of the time, and the last 10 percent takes the other 90 percent. In other words, time slippage and deadline blowouts are all too common. Monitor progress to see whether milestones are being observed, or are they too much of a stretch? If it seems unlikely that milestones will not be met, then they might have to be readjusted—especially when our output is someone else’s input. This more flexible approach should not, of course, be seen as an indulgent approach, a coded way of saying it’s OK to be slack.
3. Don’t invest the milestones with a voodoo significance that they just don’t have. Rules and indicators are made by human beings, so that can be unmade by human beings if circumstances change—or should that be *when* circumstances change? Observe the spirit rather than just the letter, and trust the mature judgment of team members to use their experience to plot other courses to reach the same objective, to re-negotiate reality. Don’t take chances with safety or legality, but beyond that, be open to re-thinking and re-prioritizing. It might make some team members more secure to be playing it by the book, and in fact such a conservative approach might make sense if management is rigid and cursed with tunnel-vision: but everyone should remember that “playing it by the book” 500 years ago meant “knowing” that the world was flat. You wouldn’t travel with an out-of-date road map: sometimes the book needs to be re-written.

Alignment of Values

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

Effective team members are genuinely interested in getting opinions from other team members, particularly when decisions or actions are taken. Asking others how they feel about decisions or actions that are taken is not merely a form of pulse-taking, it helps to build real empathy between team members. Here's how to do it, and why:

1. Ask others how they feel about decision or action outcomes. Not “What do you think about ... ?” but “How do you feel about ... ?” They are different questions, and they get different responses. In such circumstances, you want to know more about feelings than facts. This is particularly true if the person being asked feels defeated in some way by what has been decided. At the very least, they need a shoulder to cry on; more than that, they still have something to offer in terms of insight into processes, and that should be listened to. You need to make a judgment as to whether it is better to ask such questions in a group setting (for example, a team meeting), or whether it is better to ask when there are not so many others around. It all depends on what you are trying to achieve.
2. Don't just pay attention to the official, verbal style of communication of the person you are asking. Pay attention to the non-verbal communication or body language as well. This means the gestures, posture, eye contact (or lack thereof), and voice inflection are important. For example, if the person says “I suppose that it will be OK,” but sighs, shakes his/her head, shrugs, is slumped over, and speaks in a depressive tone, you would be most unwise to place greater value on the words spoken than on the manner in which the words were spoken.
3. Effective decisions are usually based on the maximum amount of input. The best way to do this is to make sure that everyone gets a chance to pipe up and contribute. The quality of what people have to say can vary considerably, but sometimes quantity is quality if it means that people will be more committed to a decision they at least had a say in.
4. Effective decisions are also sometimes those that have gone through a second-chance or second-thoughts phase. This simply means that decision-making groups will—if there is time (and effective groups usually make sure that there is always enough time)—not put a decision into action right away, but will defer the decision, and reconsider it at a later stage. A critical part of second-chance decision-making is getting new perspectives from those in the decision-making group. Sometimes, new perspectives don't emerge until some time has passed, circumstances have changed, and participants have actually articulated what it is that they believe. Second-chance processes like this are obviously open to abuse, especially if good ideas keep getting stalled and vetoed by inveterate nay-sayers. Nevertheless, if the process is robust, new input and perspectives can be gleaned by sensitive questioning of team members by other team members, and that can't be a bad thing.

Alignment of Values

1 question important organizational values to ensure personal clarity.

Our values are always an interesting mix of the changing and the unchanging. The unchanging parts often relate to extremely old ethical and moral precepts, such as “the golden rule,” “Do unto others as you would have them do unto you.” The more cynical among us might, however, say that the “new” golden rule is “Do unto others before they do unto you,” or perhaps “Whoever has the gold makes the rules.”

The changing parts often relate to the ways in which organizations respond to social change, such as making commitments to environmental responsibility/ recycling/energy effectiveness/sustainability, gender and ethnic diversity, accountability to shareholders, accountability to other stakeholders, such as the local community, and so on. Yet we need to be aware of just which organization we are thinking of when we think of the entity that employs us. For example, the official organization is what appears on an organization chart and in the internal telephone directory, but the unofficial or informal organization, or grapevine, is still just as real, even though it is not officially acknowledged or depicted anywhere. Similarly, there are the values formally professed by the organization, and there are the values that are really held to by some or all the people within the organization. For example, there might be a formal commitment to environmental responsibility, but a practical lack of concern for the environment in day-to-day operations. There might be lip service paid to equal opportunity, but in fact there might be an unofficial coalition of people in positions of power who effectively veto any change in such areas. Alternatively, there might be an official industrial relations policy that pays scant attention to matters of workplace injuries and welfare, but this might be offset by a network of managers who are quite sympathetic to staff with health or safety problems.

From time to time, you need to stand back and check out the values of the organization you are in to clarify just what the situation is. Here’s how to do this:

1. Consider to what extent the official and unofficial values of the organization have changed within the time you have been there, and the time that others have been there. Has there been substantial change? Has the status quo remained, unmoved? Has the situation moved—depending on your point of view and value system—backward?
2. Consider who the “value leaders” are in the organization—the people who are the role models, the opinion leaders, the influentials. How do their words and deeds help create the values of the organization? How acceptable would their values have been 10 and 20 years ago? How acceptable might their values be 10 and 20 years from now?
3. What might it take to bring about a substantial change of values within the organization? Is gradual change possible, or would only a crisis or externally induced shock create change? If the values are in fact quite strong, robust, and sustainable, how is it possible to project those values beyond the boundaries of the organization? To what extent do the values of the organization determine the image of the organization held by the rest of the community?