

Teambuilding Effectiveness Profile

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Introduction and Instructions

Success in any organization today rests heavily upon how well we perform as a team. Most people will accept that a champion team will beat a team of individual champions—but how do you create a champion team? Unfortunately, effective teams never just happen; they have to be built. Usually this building process has to be done extremely carefully and has to be customized to the particular needs of each team.

Well before any attempt has been made to build the team, it is critical to understand the stages through which a typical team will travel over time. A considerable amount of research has been done on the stages of team growth. This suggests that teams go through four distinct phases—these are:

- | | |
|-------------------|---|
| Forming | When any team comes together, or forms, its members continuously explore the boundaries of acceptable behavior within the group. For most teams, this is usually an exciting, if somewhat nervous, time for team members. Emotions such as anticipation, optimism, pride, and hope all mix with emotions such as suspicion, fear, and anxiety—all at the same time. This needs to be slowly but effectively reconciled. |
| Storming | Having tested the water several times with their toes, every individual now immerses themselves and tries to “swim.” However, the skills to swim <i>together</i> are not yet fully developed, and the water is deeper and the tide stronger than may have been thought. As a result, a certain amount of concern may set in. The team is often too immature for collaboration, experiences some value clashes and the group often operates less as a team than it did in the “honeymoon” phase. |
| Norming | Here the team works out the basic operational ground rules within the group and learns how to swim in the water by learning to cooperate. Although the team maintains much of its critical questioning of the way forward, the new ground rules make this criticism more constructive and positive. At this stage, team collaboration and confidence grows, and the team develops a sense of identity. |
| Performing | For those teams that make it, the performance phase is the “pay off” time. Relationships have stabilized, and group problem-solving is now crisp and effective. Strengths and weaknesses of the team are now well understood and cooperation occurs naturally according to needs. The team is now a cohesive, well-oiled unit, capable of achieving high levels of output and growth. |

Within these four phases, seven competencies of teambuilding can be derived. These are:

- **Vision and directional focus** (FORMING)
- **Alignment of values** (FORMING)
- **Team role and competency clarity** (STORMING)
- **Ground rules determination** (NORMING)
- **Performance appraisal effectiveness** (NORMING)
- **Team learning and results focus** (PERFORMING)
- **Boundary management** (PERFORMING)

This questionnaire has been designed to be a self-scoring Teambuilding assessment instrument to help individuals understand more about their relative skills in this critical area. Ideally, these competencies should be viewed as individual pieces in an overall “Teambuilding jigsaw.” Although no one piece makes for effective Teambuilding by itself, each piece does work in combination with the others to reveal a fully integrated model. By aspiring to improve our performance in all of these competencies, it is consequently suggested that we can improve our capacity to play our part in building a successful team. Each of the above seven competencies is explained briefly in the paragraph under each respective heading.

Completing this Booklet

Completing this booklet is simple. Starting on the next page, read the introductory paragraph to help you understand the competency, and then shade in all the boxes to the score you select from 1 to 5. Always select a full score (1, 2, 3, 4 or 5), not a half score. For example, if you score the question “My team pulls together in the same broad general direction,” as a 2 (meaning “very frequently”) shade in only the first two boxes on the left. If you score it 5 (meaning “almost never”) shade in the first five boxes from the left. By continuing to do this, you will build up a bar graph or “histogram,” to give you a quick visual reference of your scores.

Example: Score = 3

1	2	3	4	5

Because the scores are always 1 to 5 and invariably go from “almost always” or 1 on the left to “almost never” or 5 on the right, once all 12 statements in the competency have been answered, you can quickly see your scores in an overall pictorial sense. As “1” is generally effective Team-building and “5” is generally ineffective Teambuilding, the longer the bars, the more your profile suggests that you might do more to become a more effective builder of a strong team.

As a final step, add up all your scores and divide them by 12 (the total number of statements) and shade in the aggregate score box in the same way (this time you will get an exact score like 3.7 so that you can estimate this point and shade in part of a box).

Having shaded the question boxes, you can now look at the competency interpretation notes at the bottom of the same page. These notes will also show you the likely impact of certain scores and possible actions for the high scorers. Continue to do this for all seven competencies (one competency on each page).

After you have completed and read the interpretation notes for all seven competencies, on page 10 you can plot your competency scores on the “spider” diagram shown. Once you have connected all of these points, you will create an overall Teambuilding effectiveness profile. In addition, by adding up all the aggregate scores from all the competencies and dividing by seven, you can calculate and enter your total “Teambuilding effectiveness” score in the box provided.

Page 10 also provides some further general notes on action that can be taken, for your higher scoring competencies.

Finally, a personal action plan template is provided on page 11 for individuals to develop a written plan to address some of the items and issues identified. Individuals might like to copy this page, give it to a friend or family member, and ask them to check (after three months or so) whether you have implemented/are implementing your improvement plan.

This booklet is yours to complete and keep as a reference document to use in the future. Don't forget, your overall profile is likely to change over time and what you fill in about yourself today might not apply in three, six, or twelve months. However, if you are honest with yourself, this questionnaire will give an accurate picture of your overall ability to build teams more effectively and where you might want to concentrate your efforts in improving in the future. You can fill out another booklet in the future to see how well you might be progressing.

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?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to build teams more effectively (if you feel this represents an accurate picture). The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I am aware of the ongoing purpose of my team.					
2. I share my thoughts about future direction with my fellow teammates.					
3. My team pulls together in the same broad general direction.					
4. I ask questions to clarify the goal if I do not understand or I am confused.					
5. I check that my personal goals are consistent with the team and the wider organization.					
6. I translate the overall vision of the organization into goals that are meaningful to me.					
7. I know exactly where the milestones are in trying to reach each team target.					
8. I reflect on general strategies and discuss how we might get there with my teammates.					
9. I actively use the vision as a “binding force” to help the team work together.					
10. I challenge any short-term actions that seem to be inconsistent with long-term goals.					
11. I use task milestones to check overall direction and adjust if necessary.					
12. I avoid working on tasks or projects unless they are broadly in line with overall team direction.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

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INTERPRETATION

Scales predominantly in the ones and twos (“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.

Scales predominantly in the fours and fives (“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.

IMPACT

A high 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.

A low 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. Low scorers will tackle their tasks openly and regularly check to ensure that their actions are always taking the team forward positively.

ACTION FOR HIGH SCORERS

High 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.

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?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to build teams more effectively (if you feel this represents an accurate picture). The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I am absolutely clear about my own personal beliefs and views.					
2. I understand the values that are important to the wider organization or team.					
3. I discuss differences in values or beliefs openly.					
4. I like to ask people how they feel about decisions or actions that are taken.					
5. I question important organizational values to ensure personal clarity.					
6. I listen to the views of other people around me to appreciate their perspective.					
7. I share my own values and opinions openly with others.					
8. I invest a lot of personal time and effort in talking about different beliefs and opinions.					
9. I do not pre-judge what people might think or believe.					
10. I challenge actions that appear to be inconsistent with organizational values.					
11. I discourage secrecy and hidden agendas among team members.					
12. I try to reconcile differences between individual and organizational values.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos (“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.

Scales predominantly in the fours and fives (“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.

IMPACT

A high 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.

A low 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.

ACTION FOR HIGH SCORERS

High 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, high scorers can look to discover more about why people or the team hold these views through more open discussion and debate.

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?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to build teams more effectively (if you feel this represents an accurate picture). The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I am clear about my own personal work style and preferences.					
2. I know my own strengths and weaknesses well in terms of capability.					
3. I can identify the work preferences of other people in my team.					
4. I familiarize myself with the general skills that others have around me.					
5. I actively look to discover other people's more hidden talents.					
6. I understand the responsibilities of every member of my team.					
7. I am fully aware of my own accountabilities as well as those of others on the team.					
8. I can quickly identify people who have similar or complementary skills or abilities.					
9. I am clear about tasks that require joint skills or effort from several people.					
10. I readily identify people's capabilities to perform specific tasks.					
11. I delegate tasks carefully, keeping in mind an individual's capability and preferences.					
12. I encourage team discussion on responsibilities to ensure minimal conflict or overlap.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos (“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.

Scales predominantly in the fours and fives (“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.

IMPACT

A high 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.

A low 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.

ACTION FOR HIGH SCORERS

High 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.

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?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to build teams more effectively (if you feel this represents an accurate picture). The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I understand and support the way in which the team prefers to solve problems.					
2. I can identify behaviors and actions that would be unacceptable to my wider team.					
3. I encourage discussion about how decisions should be made and communicated.					
4. I know what behaviors are valued by the team.					
5. Everyone knows what sanctions exist for unacceptable behavior or performance.					
6. I seek to empower others to make decisions based on a clear framework for action.					
7. I encourage team leadership practices to be pre-agreed.					
8. When the pressure is on, I know exactly what myself and others have to do.					
9. The rewards and recognition for individual effort and success in the team are fair.					
10. I appreciate when I should take individual responsibility or ask for a team meeting.					
11. I avoid publicly criticizing other people's opinions in team meetings.					
12. I understand how the team's delegation processes work.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos (“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.

Scales predominantly in the fours and fives (“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.

IMPACT

A high 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.

A low 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.

ACTION FOR HIGH SCORERS

High 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.

Performance Appraisal Effectiveness

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

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to build teams more effectively (if you feel this represents an accurate picture). The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I set clear, specific, and concise goals for myself and/or others.					
2. I agree to appropriate milestone points at which task progress can be discussed.					
3. I develop appropriately relevant and effective measures for each objective.					
4. I regularly engage in progressive performance discussion to avoid end-of-year surprises.					
5. I understand how my performance and the performance of others will be assessed.					
6. Performance appraisal is honestly and fairly carried out in the team.					
7. Outstanding individual or group performance is appreciated and/or rewarded.					
8. Performance shortfalls are quickly recognized and acted upon.					
9. I look to ensure consistency of approach in measuring overall performance.					
10. I suggest performance indicators that might apply more accurately, where necessary.					
11. I do not accept poor or mediocre performance in myself or others.					
12. I openly recognize and applaud the performance successes of others.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos (“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.

Scales predominantly in the fours and fives (“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.

IMPACT

A high 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. High scorers might consequently operate independently from the team and might be surprised at any comments about performance at the end of any appraisal period.

A low 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.

ACTION FOR HIGH SCORERS

High 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.

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 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?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to build teams more effectively (if you feel this represents an accurate picture). The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I understand my own and the team's learning style preferences.					
2. I carefully plan how group and individual learning will take place.					
3. I invite others to share their experiences to help us improve.					
4. I support a culture of letting people learn from their mistakes to get a better result.					
5. I participate in debriefings and post project focus groups and brainstorming sessions.					
6. I note down and share the lessons I learn from projects that I handle.					
7. I actively engage people in debate about what would have created a better outcome.					
8. I carry out a formal assessment after major projects are complete.					
9. I challenge others in the team to ask whether value has really been added.					
10. I offer guidance and coaching to people to help them achieve a better result.					
11. I encourage the team to look for the underlying causes of its successes and mistakes.					
12. I look to incorporate lessons learned into standard operating methods.					
(Add up all the column scores and divide by 12)			AGGREGATE SCORE		

INTERPRETATION

Scales predominantly in the ones and twos (“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.

Scales predominantly in the fours and fives (“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.

IMPACT

A high 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.

A low 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.

ACTION FOR HIGH SCORERS

High 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 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.

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?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to build teams more effectively (if you feel this represents an accurate picture). The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I understand who I depend on to supply me with what I need to do my job well.					
2. I appreciate what customers may need beyond what my team can control or provide.					
3. I take an interest in what happens in processes when they pass beyond the team.					
4. I actively discuss what “early warning” processes need to be in place to avoid surprises.					
5. The team and I are well prepared to handle the unexpected.					
6. I build in contingency plans for events that occur outside the team’s control.					
7. I know where to go to get help when unusual team problems or threats arise.					
8. I actively solicit feedback from my team’s suppliers and customers.					
9. I look for ways to collaborate with other individuals and other groups.					
10. I reflect on the forward consequences of the actions of myself and the team.					
11. I network actively outside my team to understand the wider organizational processes.					
12. I make sure that at least one member of the team is looking at the big picture rather than the day-to-day issues.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

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INTERPRETATION

Scales predominantly in the ones and twos (“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.

Scales predominantly in the fours and fives (“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.

IMPACT

A high 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.

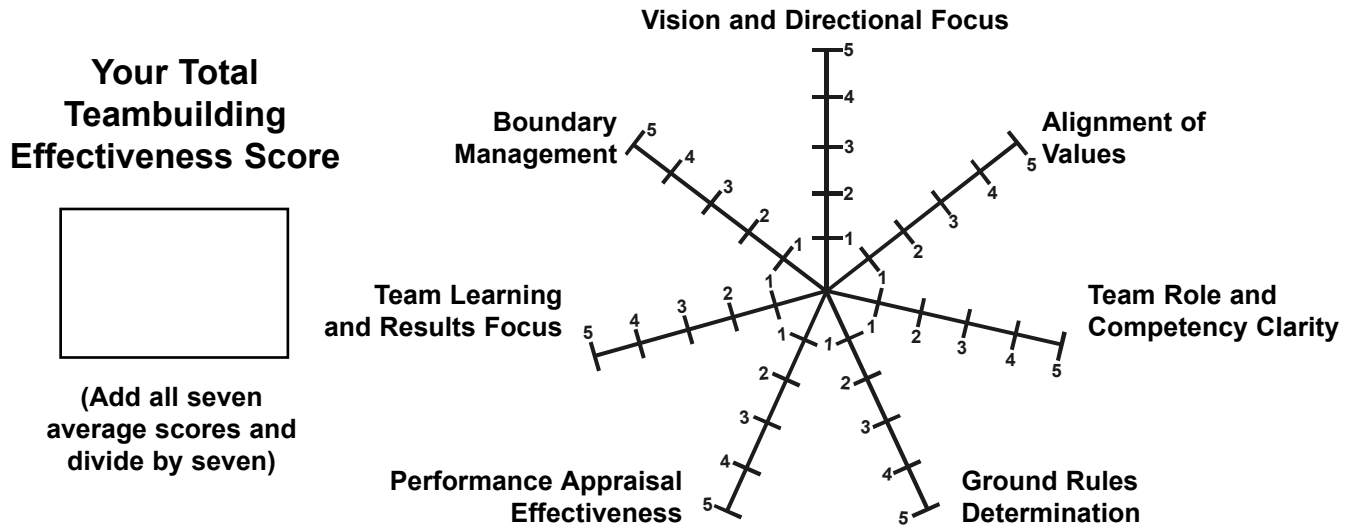
A low score person will be likely to spend quality time networking with other teams and people inside and outside the organization (including suppliers and customers) in order to gain early knowledge about possible threats or opportunities.

ACTION FOR HIGH SCORERS

High 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.

General Interpretation

Each of the seven competencies on the previous pages will create a small histogram when the blocks are shaded in with the composite score at the bottom of each competency being the average of the twelve scores (total scores in the competency divided by 12). Averages of 2 or less in each competency are “good,” scores of 2 to 4 should “bear further thought and reflection,” and scores of more than 4 are “in need of attention” and might need some immediate focus. In an overall sense, while each competency is a self-contained mini questionnaire in its own right, your average scores for all seven competencies can be plotted along side one another on the chart below.



By plotting your average score in each competency on each corresponding axis and by connecting your crosses, you create a quick diagrammatic view of your overall Teambuilding profile. The closer your scores are to the center, the better. Efforts to start improving your Teambuilding efforts can be concentrated where scores are highest (and generally greater than 3). Although there is no prescriptive strategy that can be recommended for everyone (you must develop your own personal plan), general actions to be taken in each competency (if it is your highest overall score of the seven) are as follows:

Vision and Directional Focus	Actively engage teammates in discussion about the future and overall direction in general, and add this 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.
Alignment of Values	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.
Team Role and Competency Clarity	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 and try to discover what roles people might have outside the organization.
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 to useful boundaries and standards that are common.
Performance Appraisal Effectiveness	Review whether your goals are written in “SMART” language (Specific, Measurable, Action-oriented, Realistic, and Time Bound) and look to align them 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).
Team Learning and Results Focus	Think about and build a systematic process for all of your individual and team learning (both positive and negative) to be simply captured and analyzed to ensure that mistakes are avoided as much as possible in the future, or improved approaches can be planned.
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 and where potential problems or bottlenecks may occur that might have an impact on the performance of your team (and need to be managed).

Personal Action Plan

**My overall
score is**

Date of Action Plan: _____

The areas most in need of attention (in priority order) and their aggregate scores are:

	SCORE	COMPETENCY
1.	<input type="text"/>	_____
2.	<input type="text"/>	_____
3.	<input type="text"/>	_____

My specific plans for becoming more effective in Competency 1 are:

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

My specific plans for becoming more effective in Competency 2 are:

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

My specific plans for becoming more effective in Competency 3 are:

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

In overall terms, I will stop doing or reduce my involvement in:

1. _____
2. _____
3. _____

Signature _____ **Date** _____

Action Notes

Now that you have plotted your scores and read the associated descriptions for each competency, use the space below to make a number of action notes for yourself. Ideally, you should focus on areas where the scores are high (weak areas).

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ABOUT THE AUTHOR

Jon Warner is a professional manager with over 20 years' experience working with multinational companies in the United Kingdom, Europe, the United States, and Australia. He has been the senior staff member in human resources departments, and has held several professional leadership positions with responsibility for large groups of employees. Jon has in recent years been involved in wide-ranging organizational consultancy work and the pursuit of best-practices leadership for such major organizations as Mobil Oil, Qantas, United Energy, Dow Corning, Coca Cola, Barclays Bank, National Bank, Honda, BTR, Gas and Fuel, Air Products and Chemicals, and Caltex.

Jon is managing director of Team Publications PTY Limited, an international training and publishing company committed to bringing practical and fun-to-use learning material to the worldwide training market, such as the One Page Coach® storyboard-based integrated training packages. He holds a master's degree in Business Administration and a Ph.D. in organizational change and learning, and lives and works on Australia's Gold Coast.

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