



Team Building Effectiveness

Feedback Report

Personalized Report For: Sample Report

Completed: 3/1/2017



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

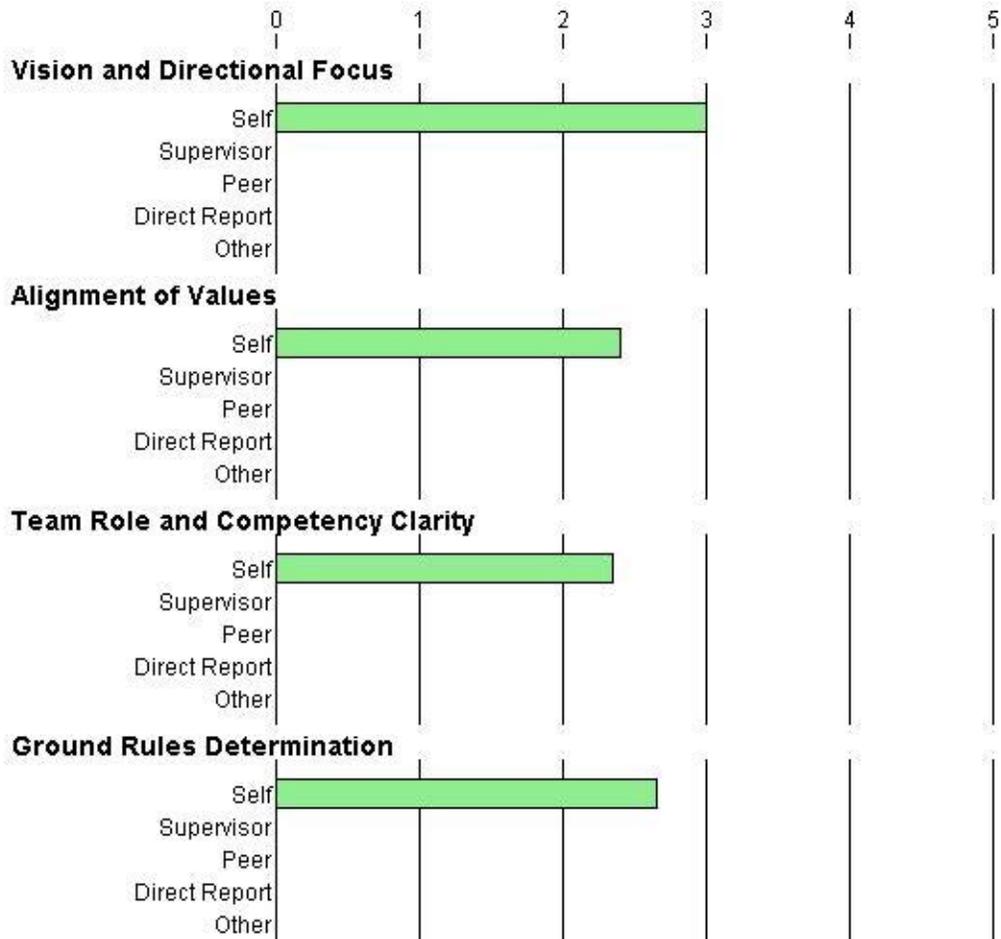
The overall output report includes detailed coaching tips for the five lowest scoring questions. These coaching tips provide not only information about the particular questions, but provide some specific advice on what individuals might do to improve their skills or learn new behaviors in the future.

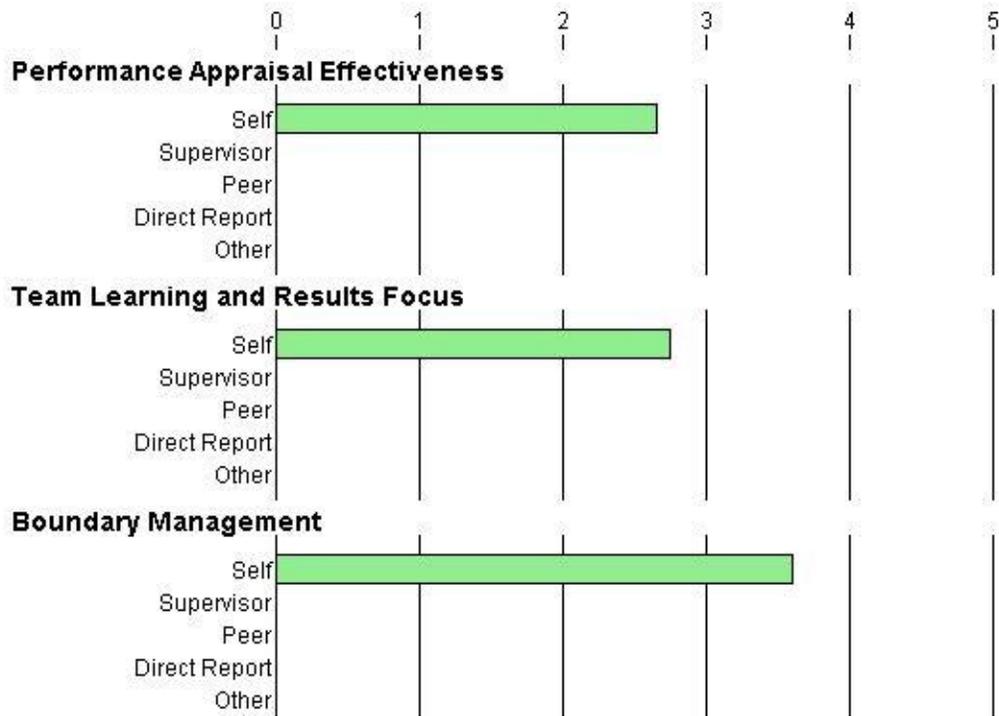
Note on 360 Degree Feedback

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







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.

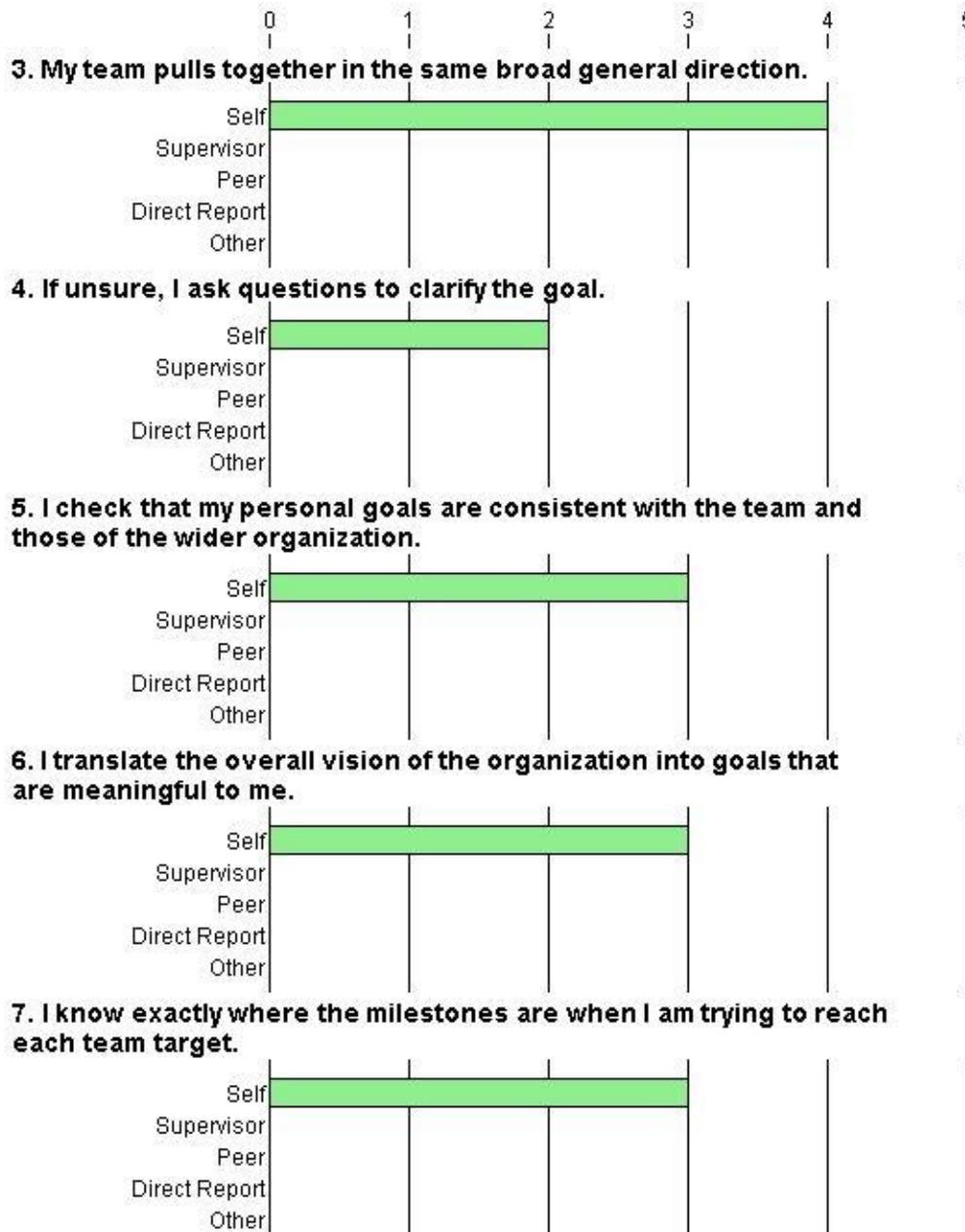
A low score person will be likely to do what is asked or expected of them without concerning themselves with where this might be heading or whether they are working toward a particular goal or target. They might also spend little or no time in personal planning and organizing to ensure that their actions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

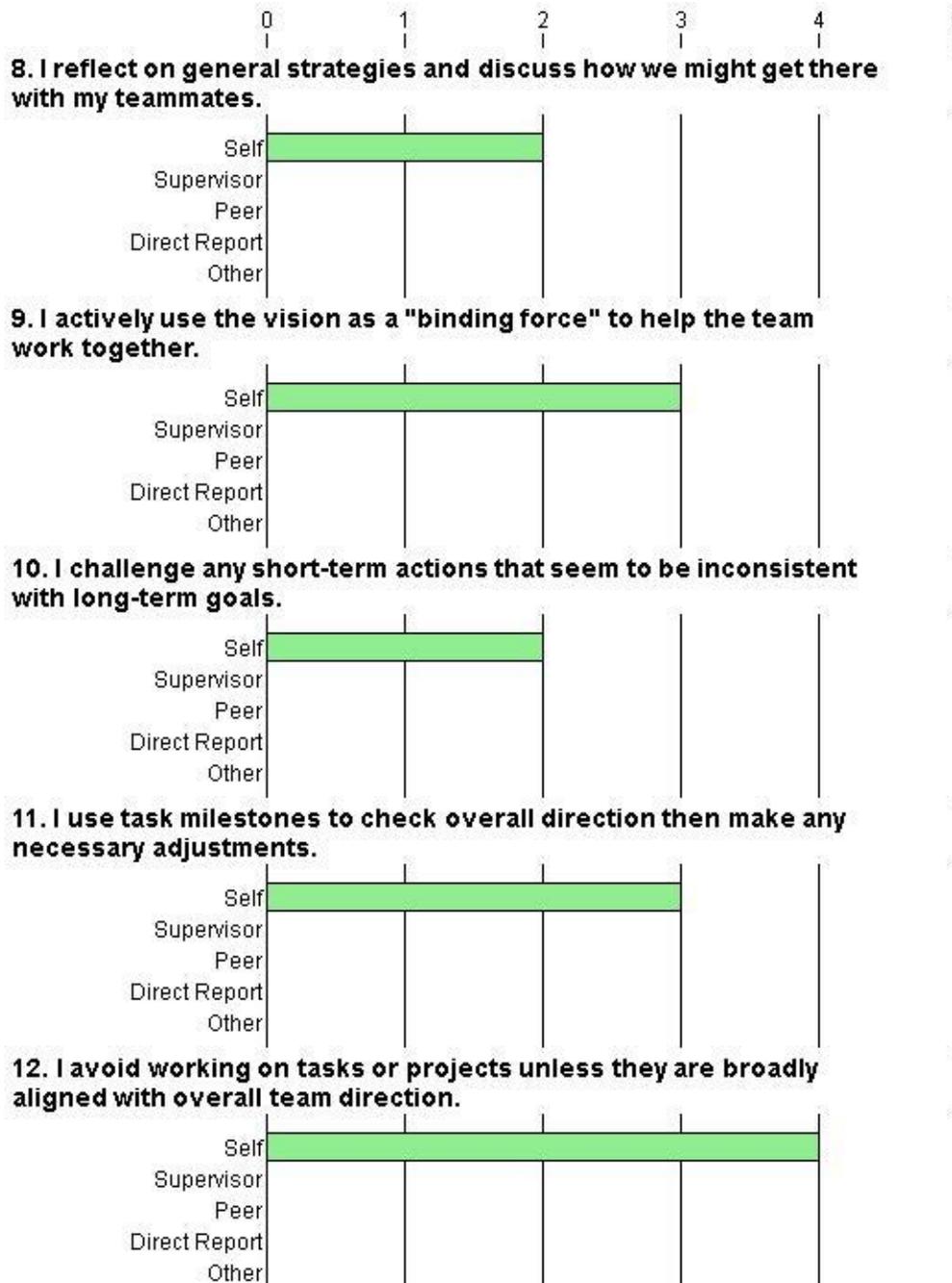
HIGH (greater than 3.5)

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.







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)

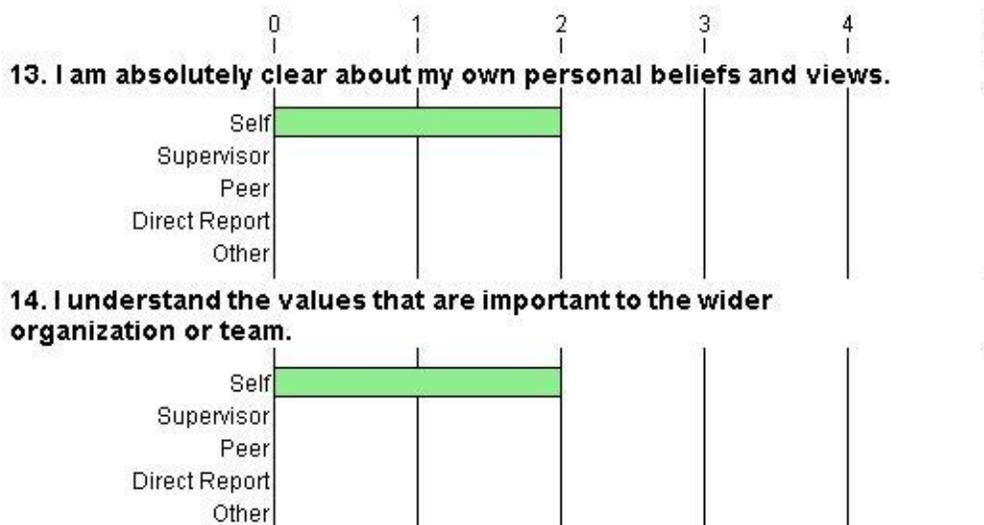
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that you are unclear or even confused about the values held dear by the organization or your work colleagues. In addition, you might either keep your personal beliefs to yourself and/or avoid spending any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

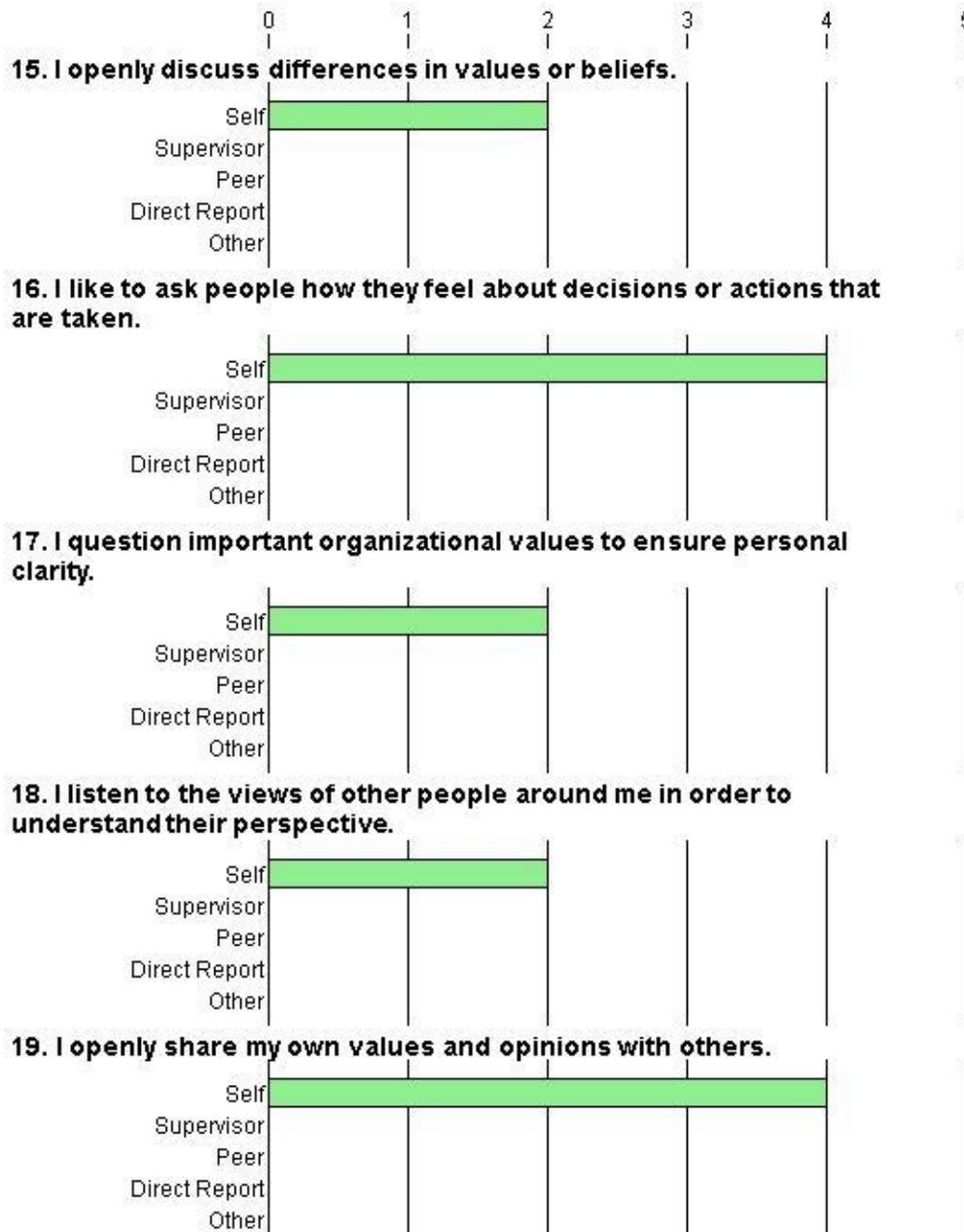
A low score person will be likely to see their personal attitudes, beliefs, and values as not to be shared or discussed in any way with others. In the same way, the collective values of the team or organization are either hidden from view or become known only accidentally. As a result, any misalignment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

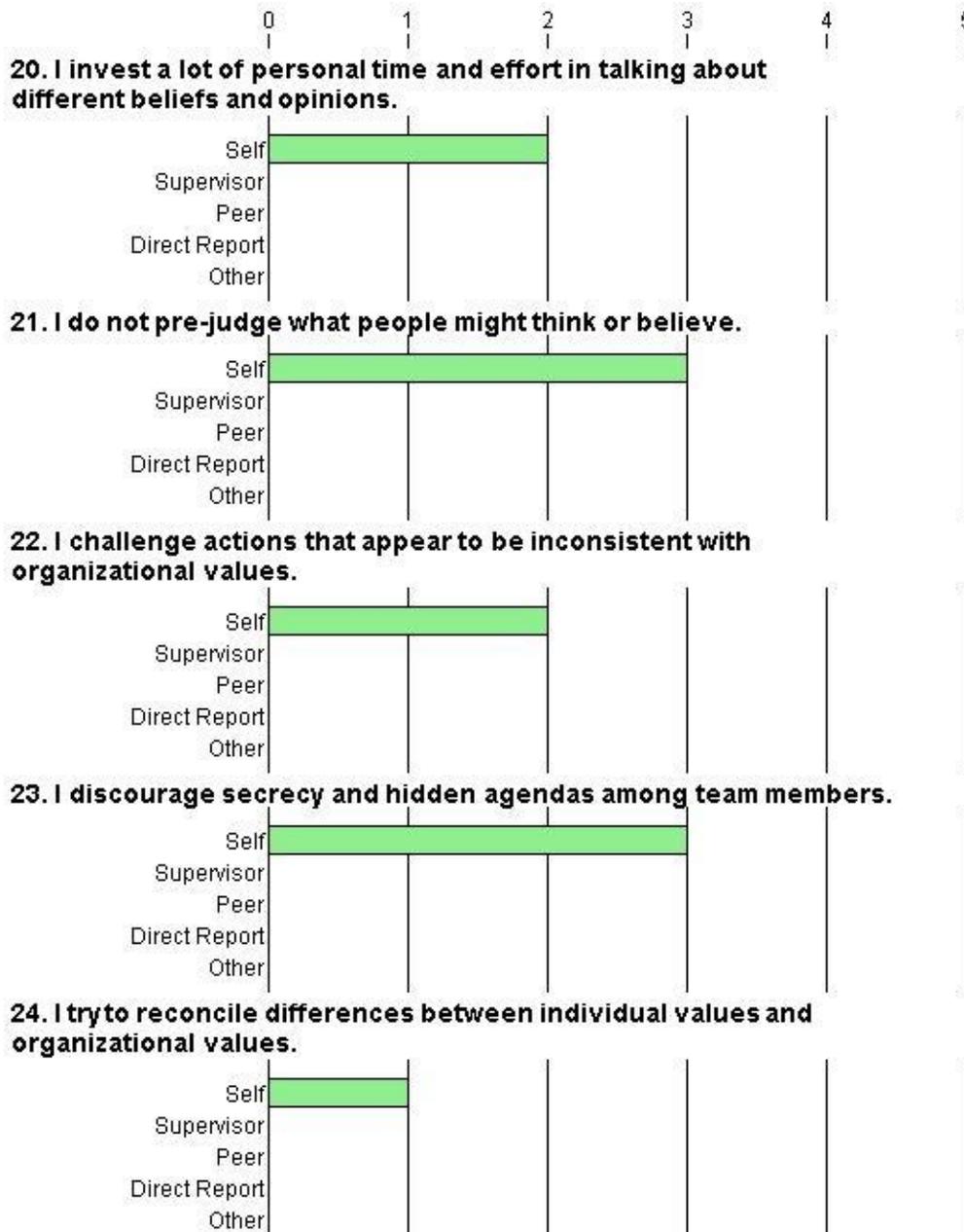
HIGH (greater than 3.5)

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.

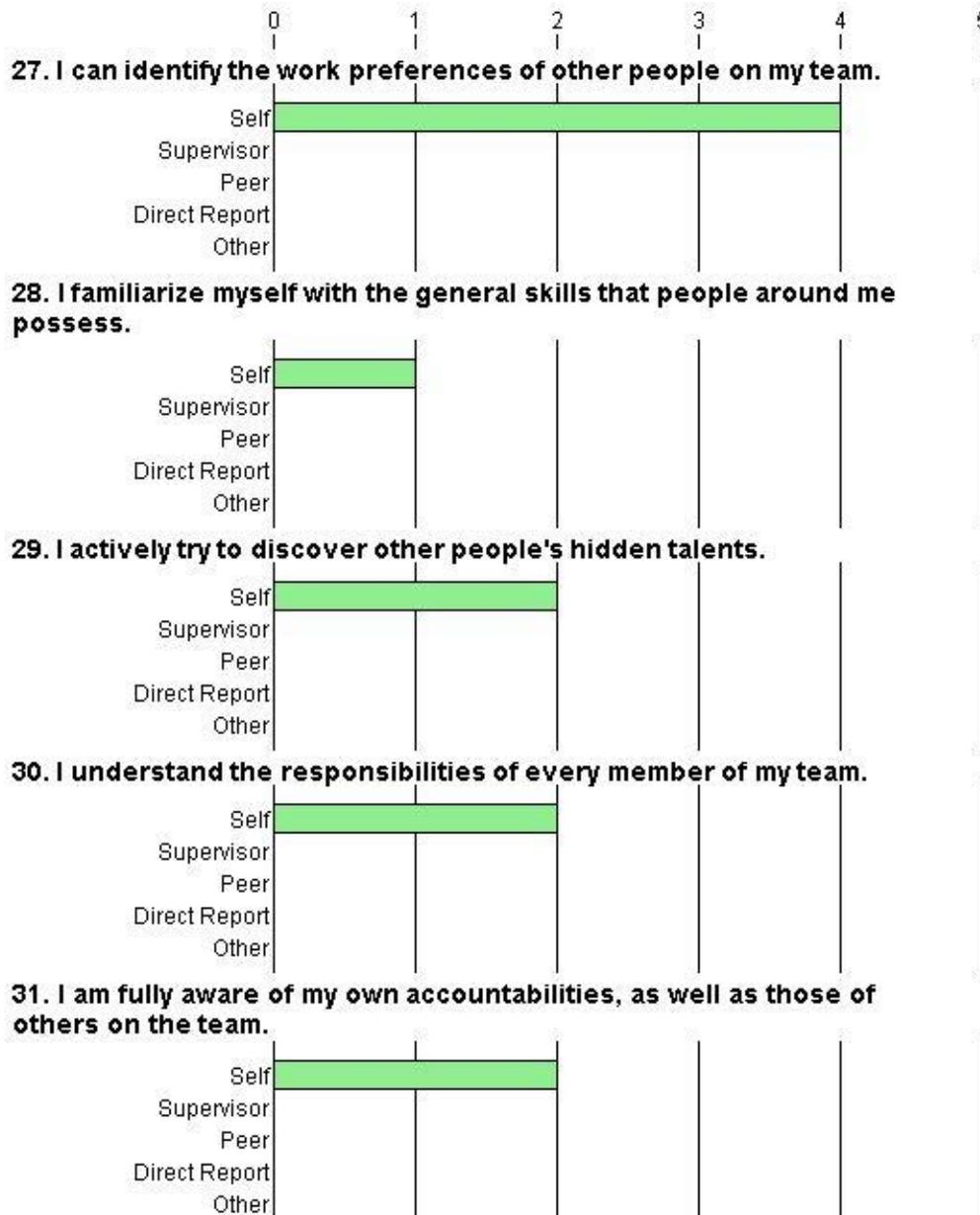
A low score person will be likely to have invested little time and effort in reviewing the skills and responsibilities of every team member (including themselves) and assessing whether tasks and people are well matched. They will also have few insights as to who might be in a position to perform new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

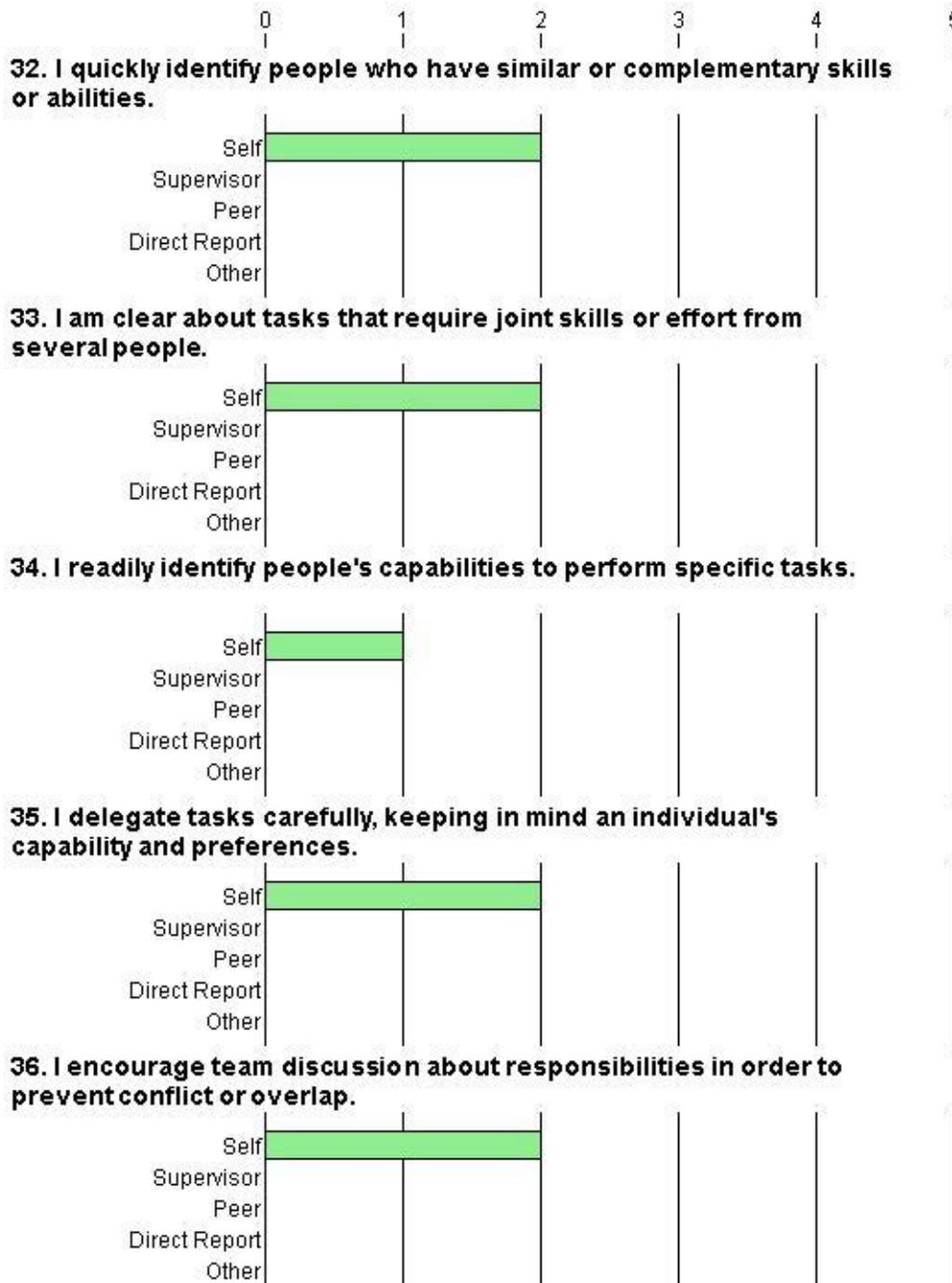
HIGH (greater than 3.5)

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)

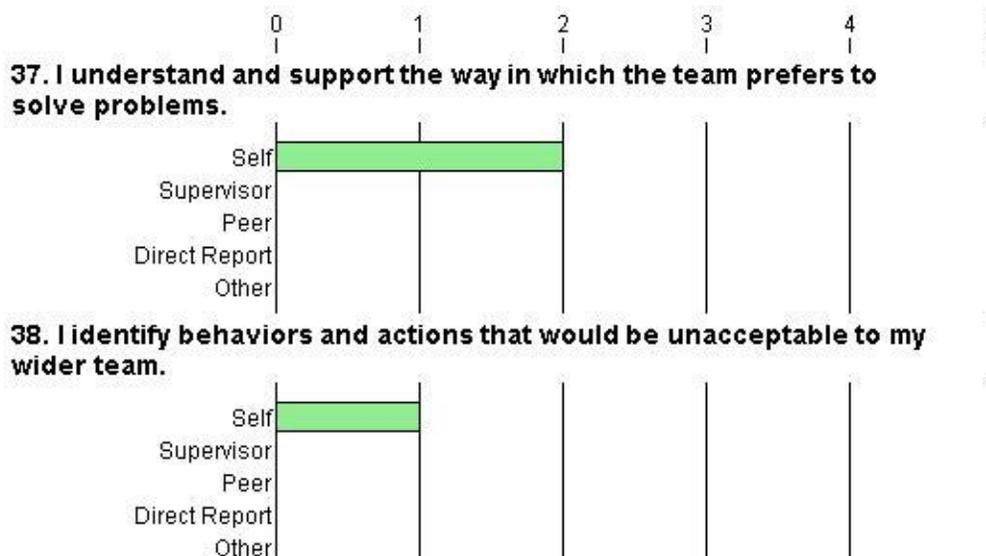
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that team ground rules are either not in existence or your knowledge and understanding about what they might be is low or even non-existent. In either case, you are likely to have an ineffective frame of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

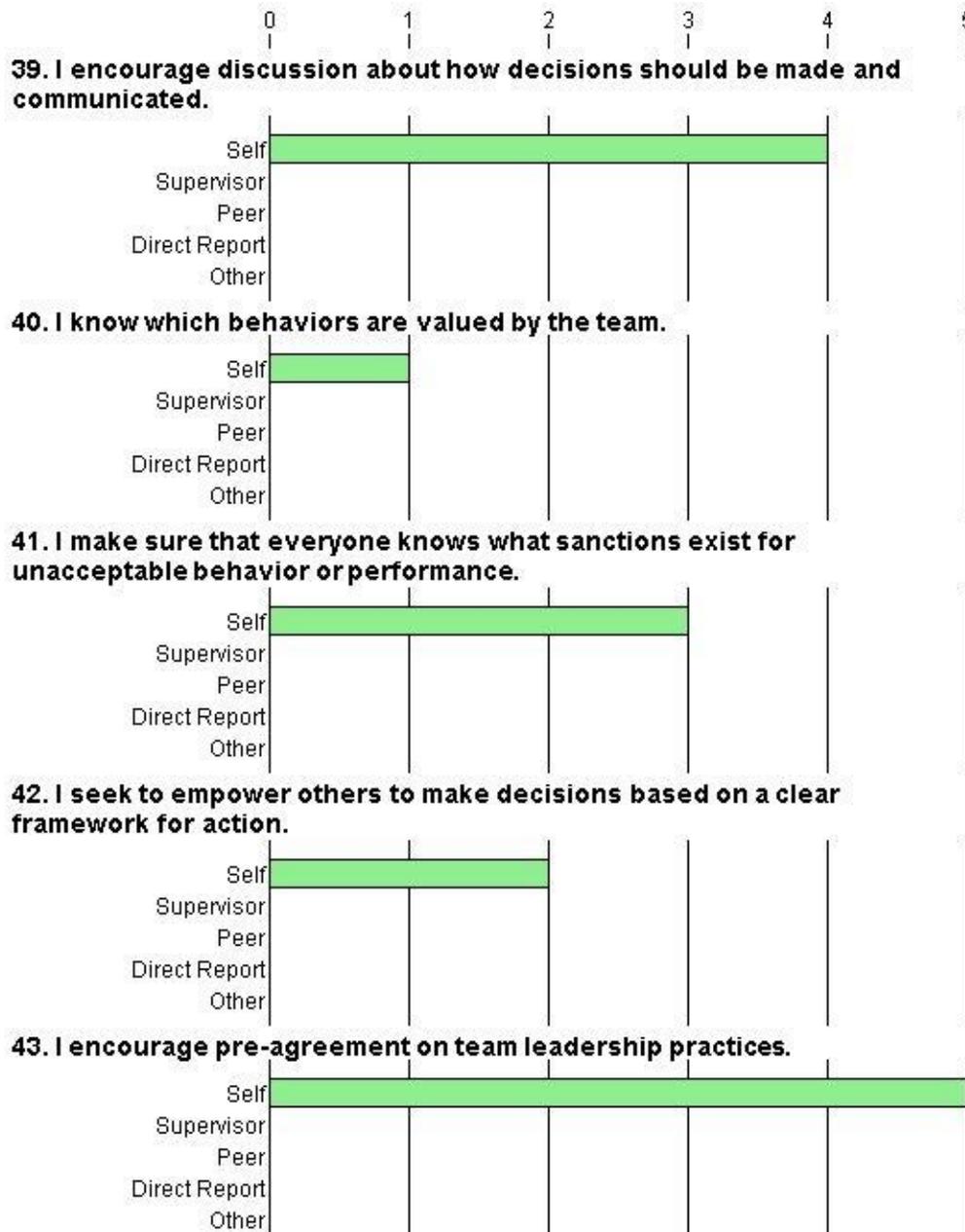
A low score person will be likely to look to solve problems in unique or different ways in each and every situation that they face, with little or no understanding of any agreed processes or approaches to make decisions or involve others when necessary. This can often lead to individuals making decisions 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.

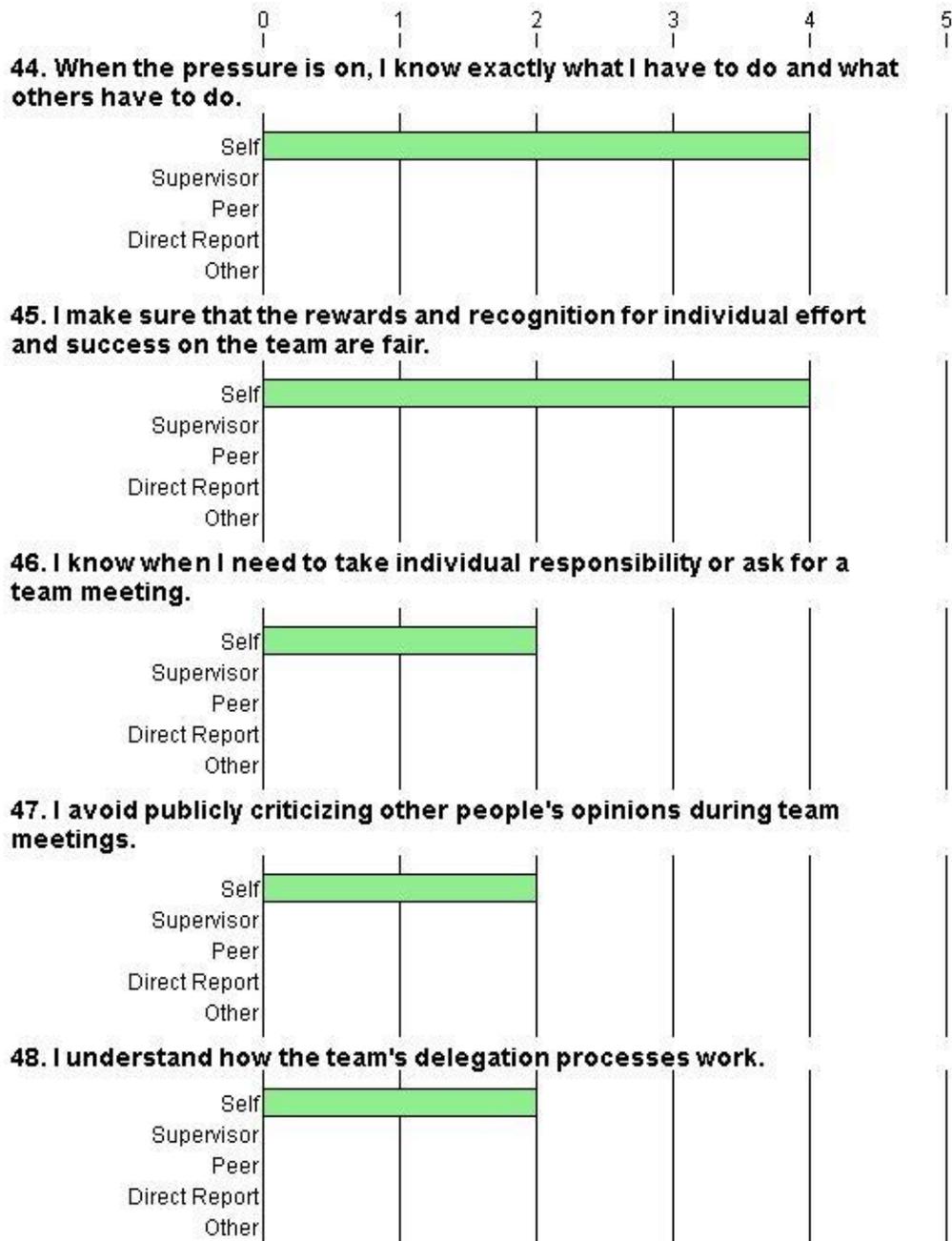
HIGH (greater than 3.5)

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.







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)

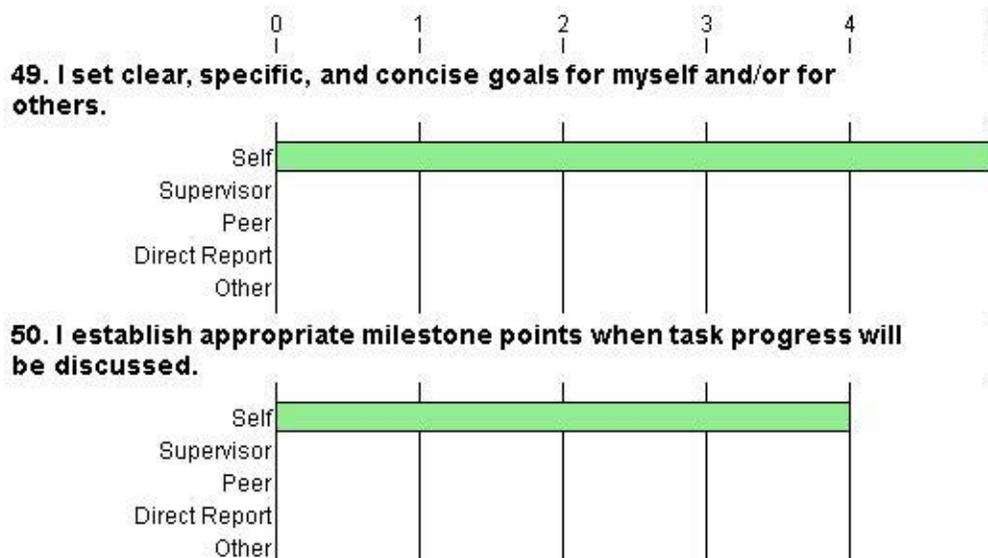
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that you rarely concern yourself with carefully measuring or tracking your own performance or the performance of the team as a whole. Where performance changes are noticed (good or bad), you are likely to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

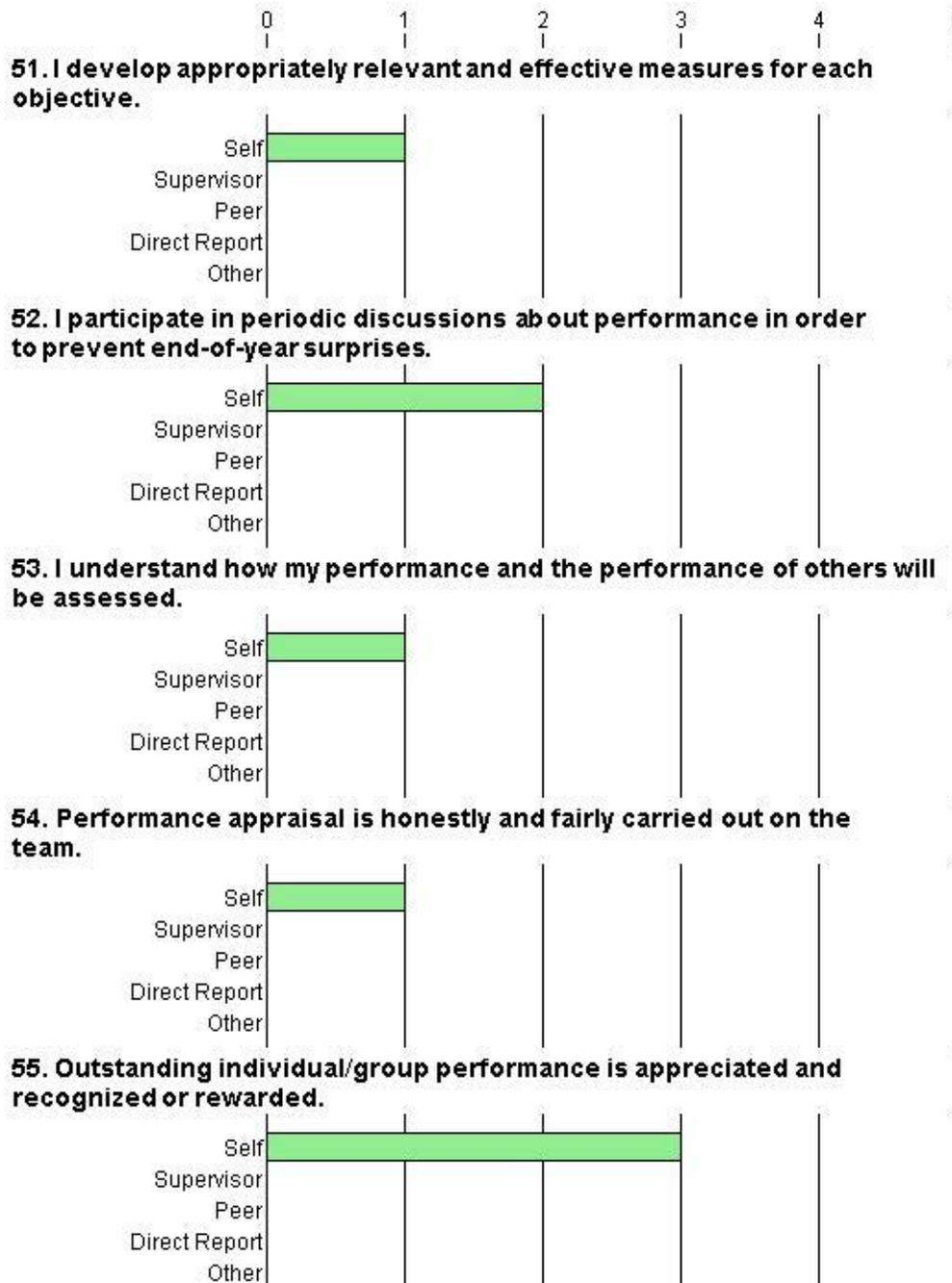
A low score person will be likely to set few goals, and even when they do, the goals will lack focus and clarity. As a result, general progress might be difficult to measure, and individual actions might have little alignment to the efforts of other team members. Low scorers might consequently operate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

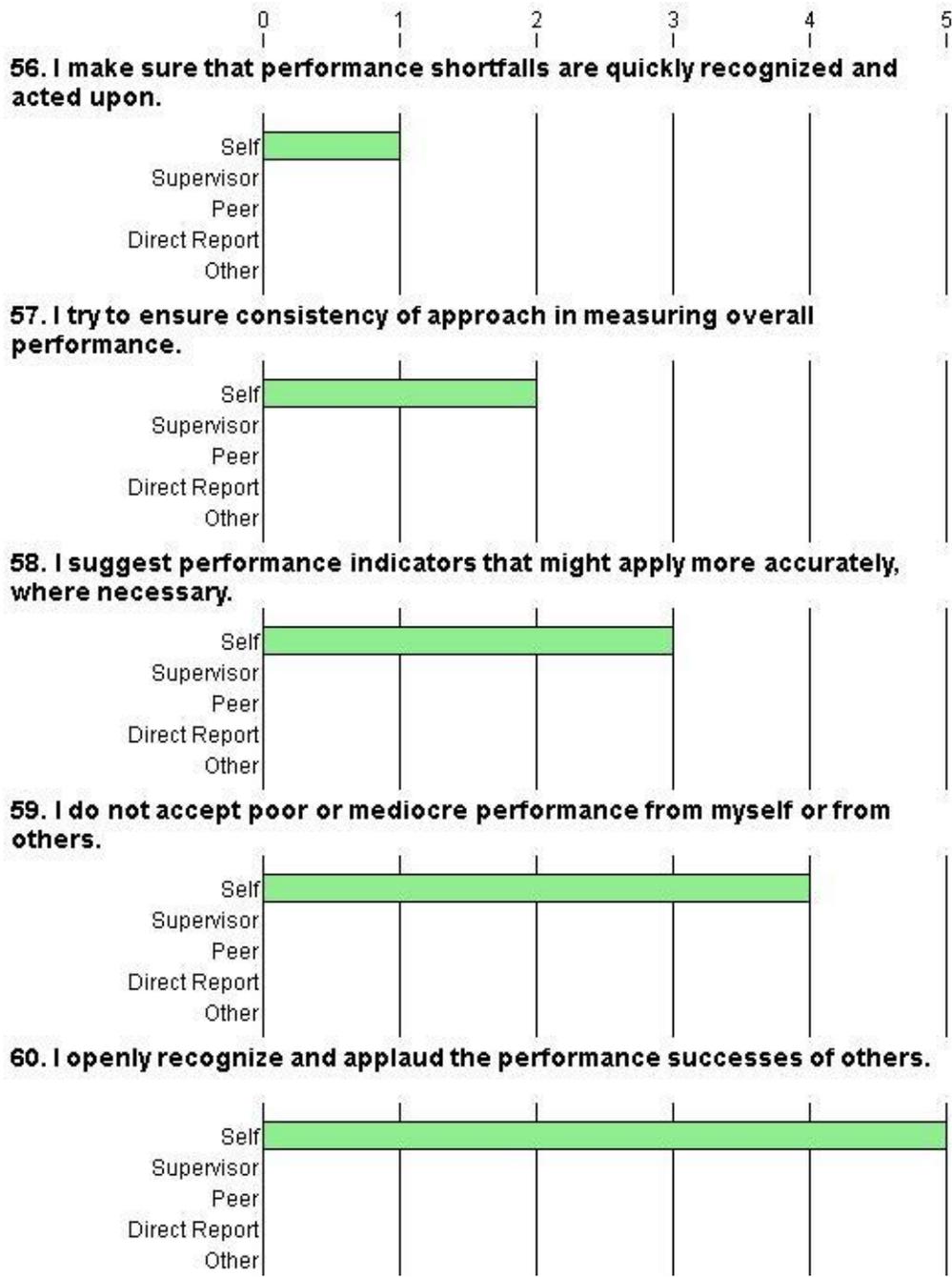
HIGH (greater than 3.5)

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.







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)

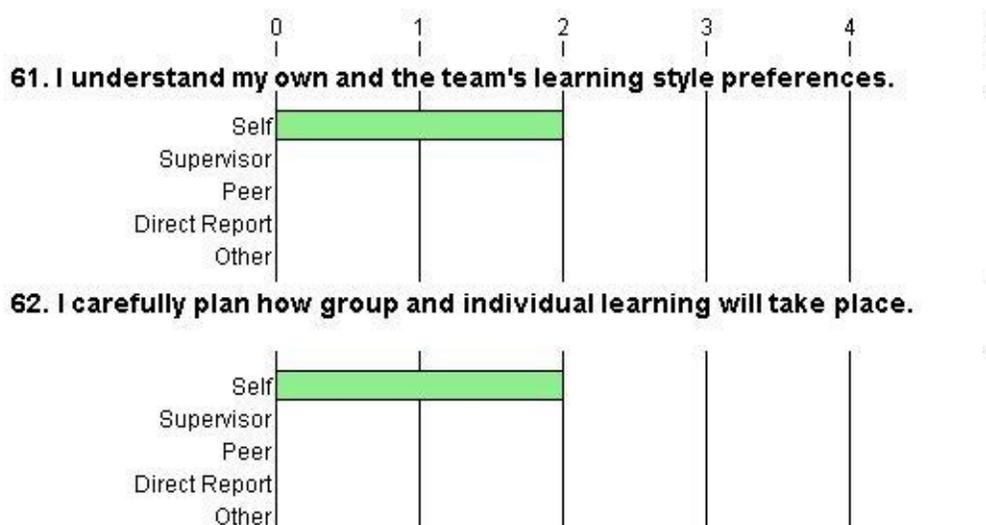
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that you might often miss the opportunity to learn from the past in order to make improvements for the future. As such, you might not involve yourself in post project brainstorming sessions or meetings, or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

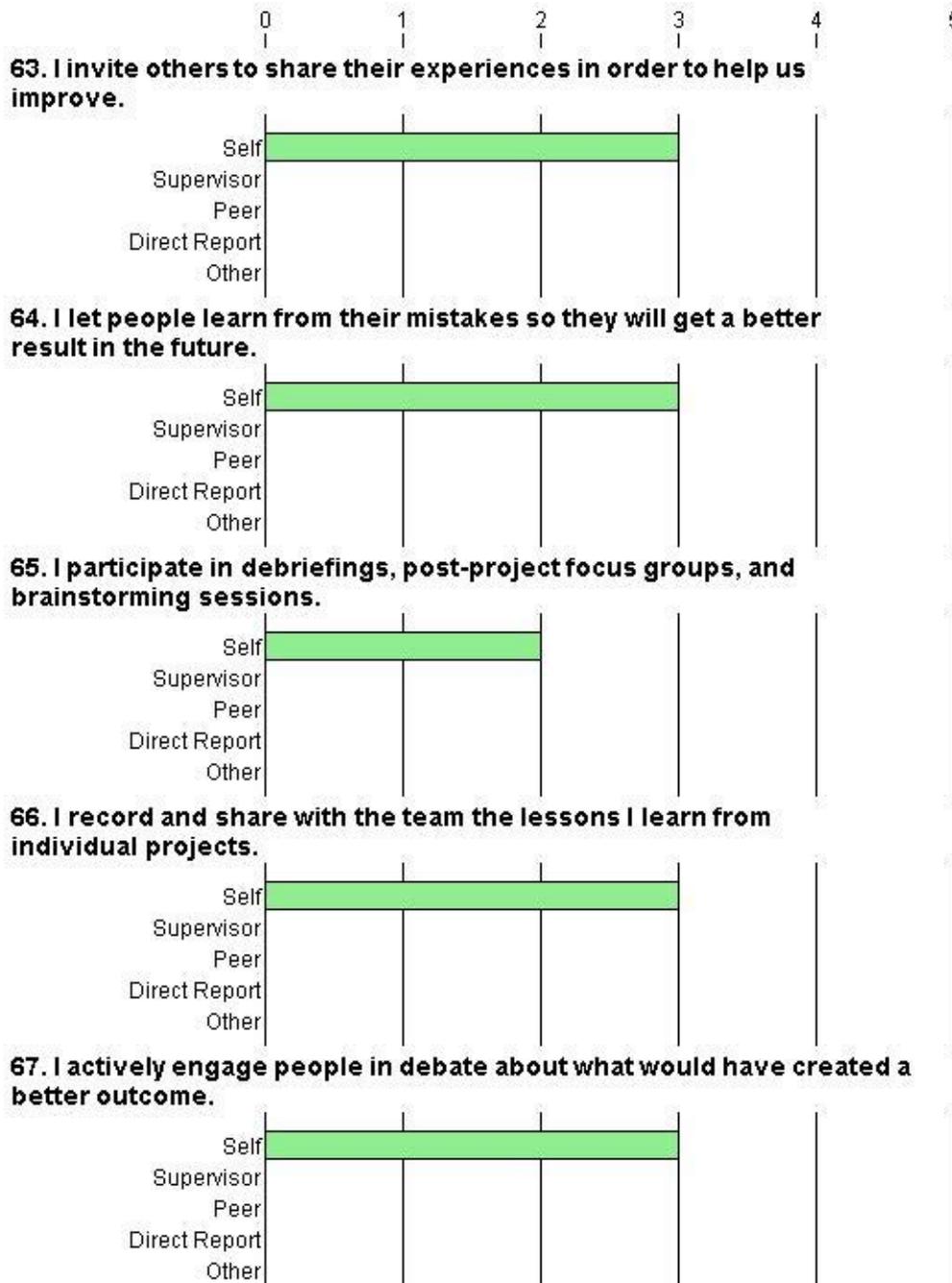
A low score person will be likely to spend little time reflecting on past experiences before they undertake a task or a project. As a result, they are likely to repeat previous mistakes or miss the opportunity to use past lessons learned to improve or to achieve a higher standard of performance.

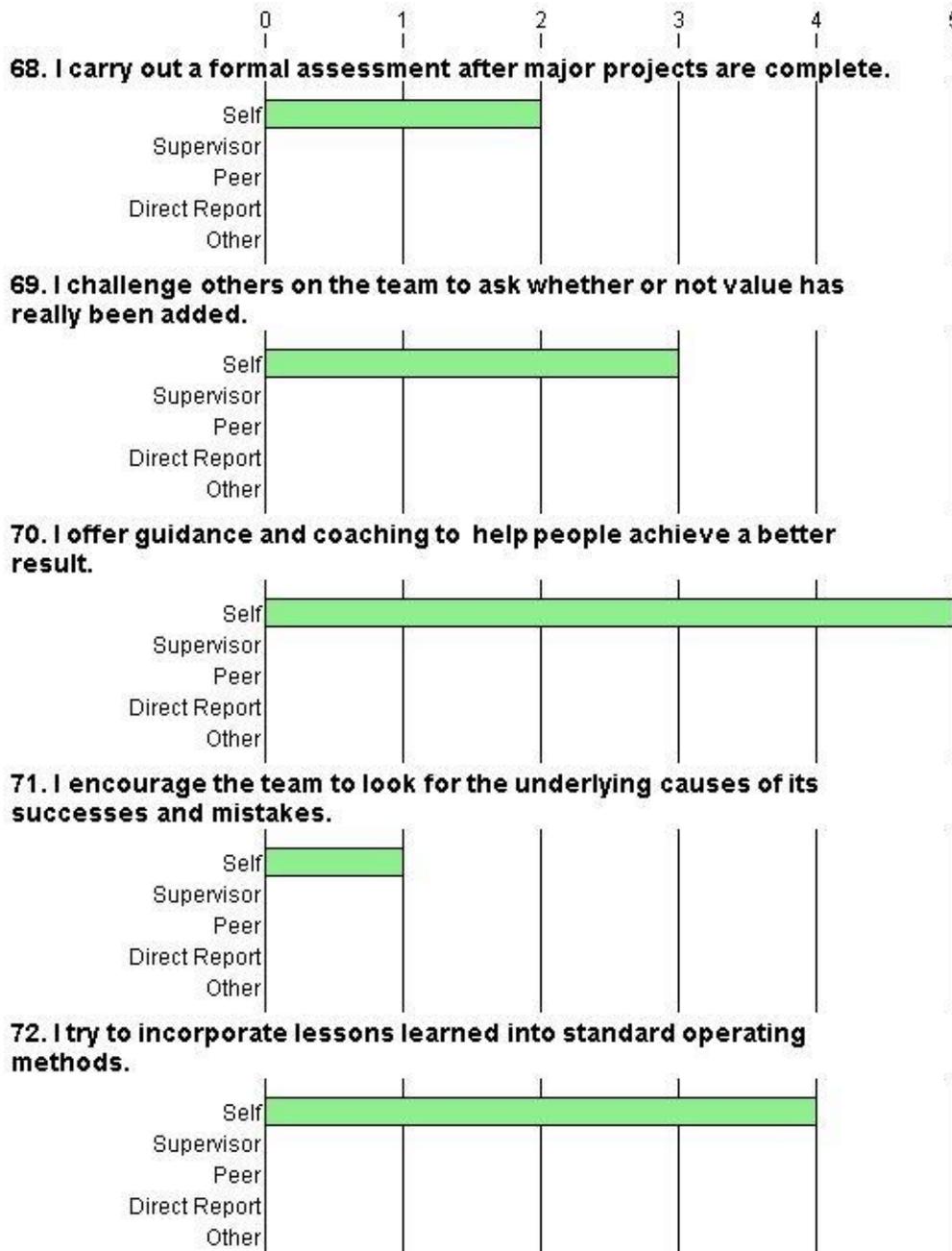
HIGH (greater than 3.5)

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.







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)

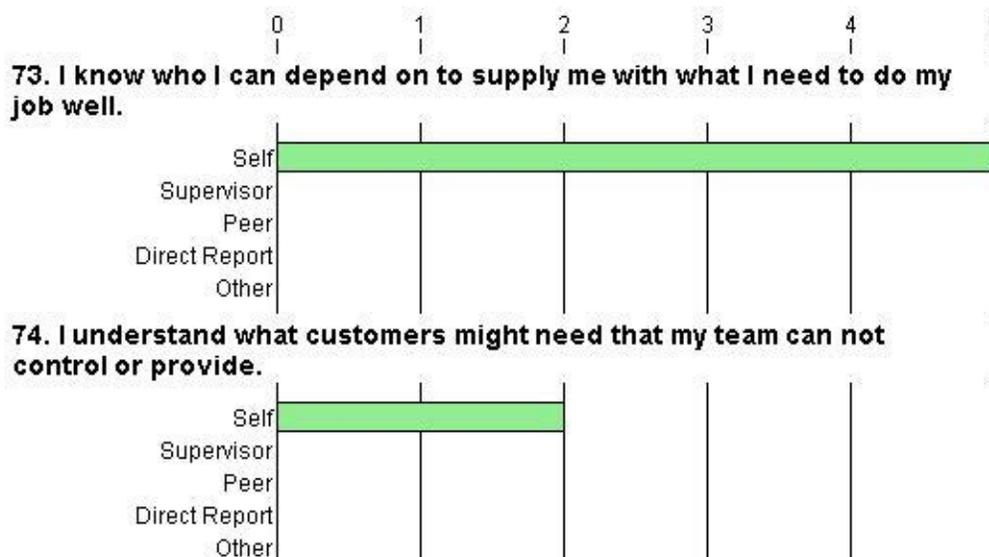
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that you have limited interest or involvement in how resources and/or information is fed to your team, or how your team's efforts are converted into value for the "downstream" customer. As a result, you might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

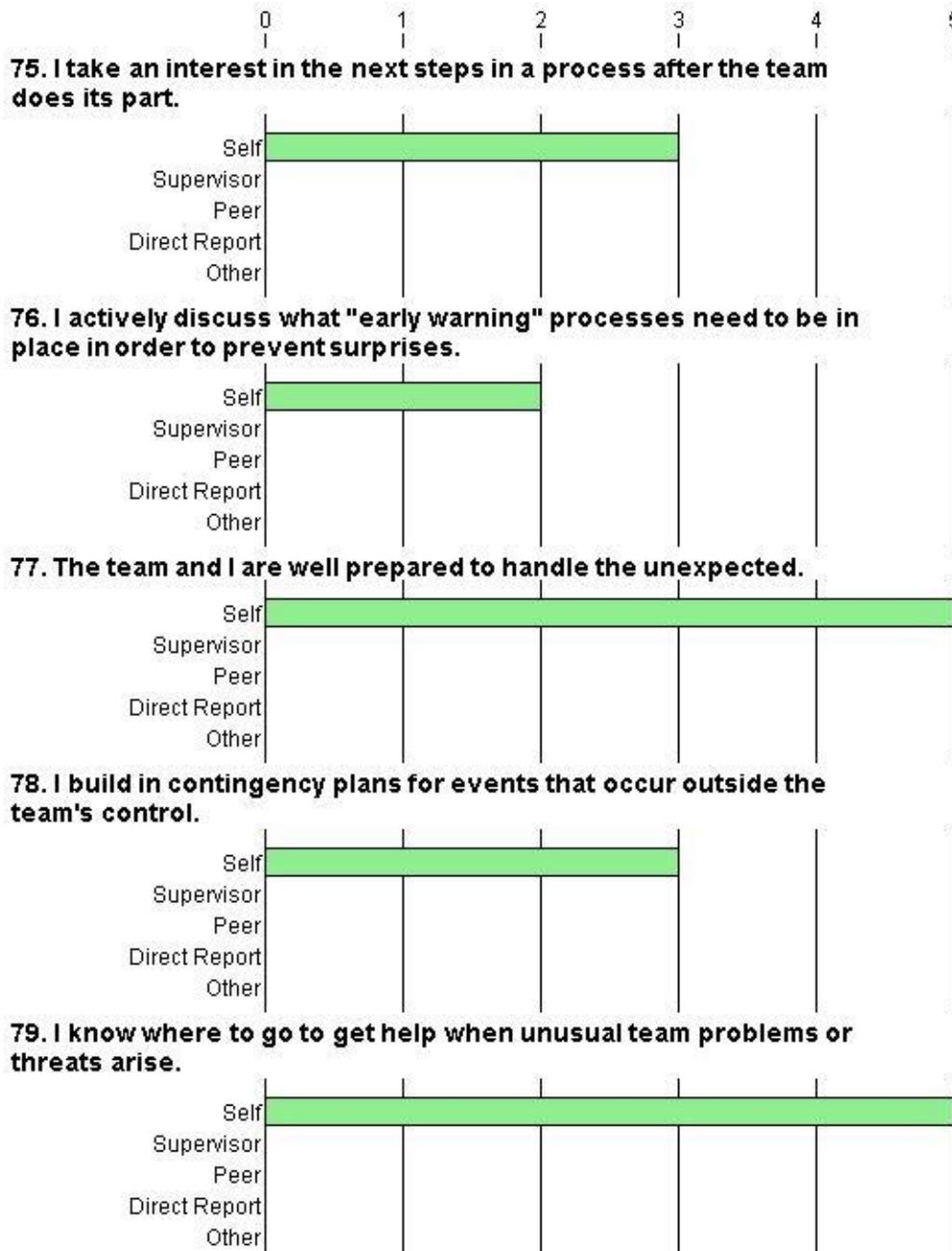
A low score person will be likely to perform their job within a narrow perspective, largely oblivious to whom and how their suppliers operate, and/or with little interest or involvement in the needs or expectations of internal or external customers. They might therefore have to contend with unexpected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

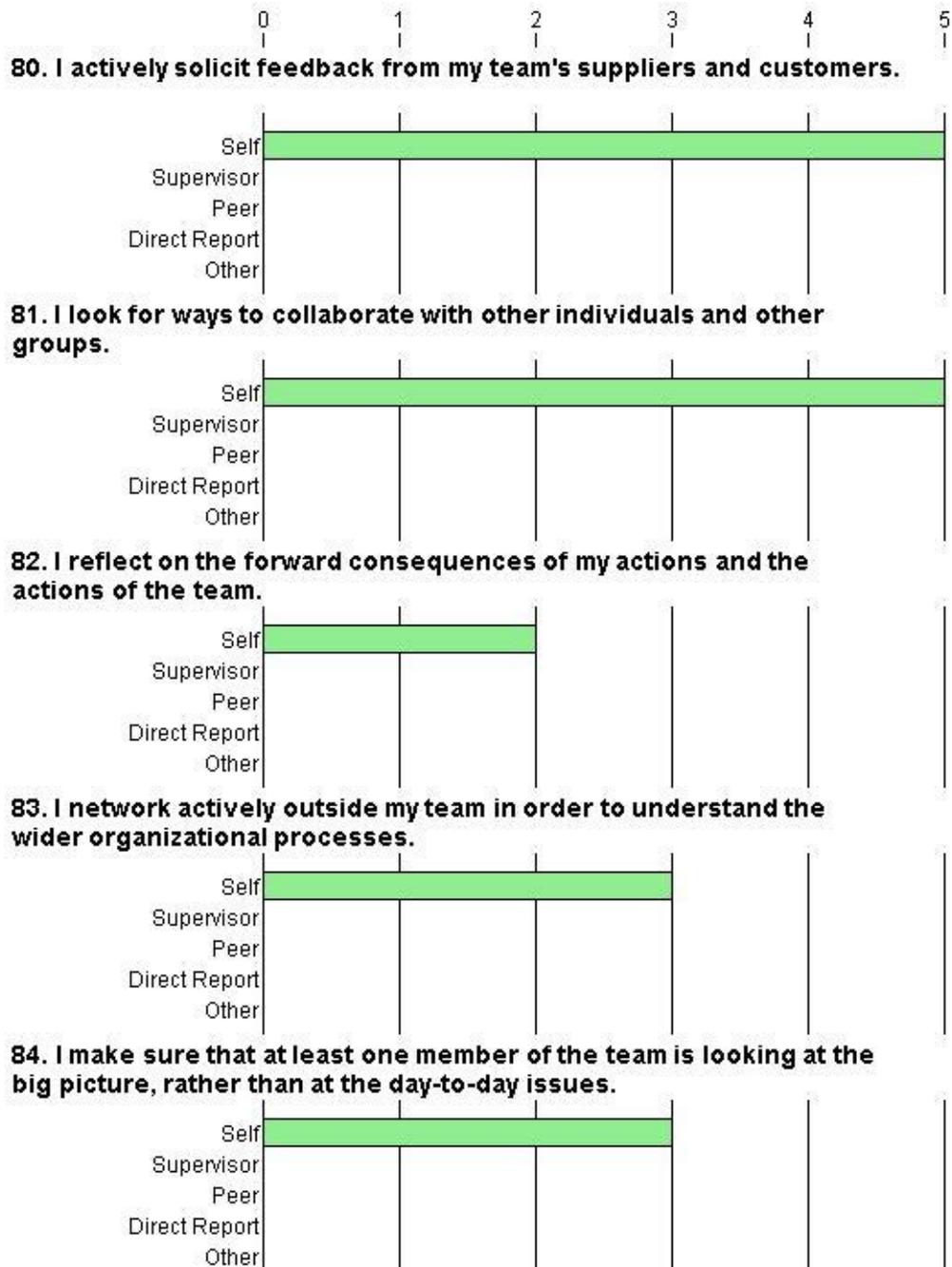
HIGH (greater than 3.5)

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.







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

- | | |
|---|------|
| 81. I look for ways to collaborate with other individuals and other groups. | 5.00 |
| 80. I actively solicit feedback from my team's suppliers and customers. | 5.00 |
| 79. I know where to go to get help when unusual team problems or threats arise. | 5.00 |
| 77. The team and I are well prepared to handle the unexpected. | 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

- | | |
|---|------|
| 70. I offer guidance and coaching to help people achieve a better result. | 5.00 |
|---|------|

Performance Appraisal Effectiveness

- | | |
|--|------|
| 60. I openly recognize and applaud the performance successes of others. | 5.00 |
| 49. I set clear, specific, and concise goals for myself and/or for others. | 5.00 |

Ground Rules Determination

- | | |
|---|------|
| 43. I encourage pre-agreement on team leadership practices. | 5.00 |
|---|------|

Team Learning and Results Focus

- | | |
|---|------|
| 72. I try to incorporate lessons learned into standard operating methods. | 4.00 |
|---|------|

Top 10 Development Needs

Alignment of Values

- | | |
|---|------|
| 24. I try to reconcile differences between individual values and organizational values. | 1.00 |
|---|------|

Team Role and Competency Clarity

- | | |
|---|------|
| 28. I familiarize myself with the general skills that people around me possess. | 1.00 |
| 34. I readily identify people's capabilities to perform specific tasks. | 1.00 |

Ground Rules Determination

- | | |
|---|------|
| 38. I identify behaviors and actions that would be unacceptable to my wider team. | 1.00 |
| 40. I know which behaviors are valued by the team. | 1.00 |

Performance Appraisal Effectiveness

- | | |
|---|------|
| 51. I develop appropriately relevant and effective measures for each objective. | 1.00 |
| 53. I understand how my performance and the performance of others will be assessed. | 1.00 |
| 54. Performance appraisal is honestly and fairly carried out on the team. | 1.00 |
| 56. I make sure that performance shortfalls are quickly recognized and acted upon. | 1.00 |

Team Learning and Results Focus

- | | |
|---|------|
| 71. I encourage the team to look for the underlying causes of its successes and mistakes. | 1.00 |
|---|------|



COURSE AND READING SUGGESTIONS

Here is a link to a 12 page workbook that can help you further
<http://assessments24x7.com/rsb/RSBtb.pdf>

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

Team Role and Competency Clarity

Team Role and Competency Clarity looks at the extent to which the specific job roles and skills of individual team members are fully appreciated and 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?"

Course Suggestion

- Determining Individual Competencies
- Designing Job and Task Roles
- Delegation Skills
- Interviewing Skills
- Selecting the Right People

Other Suggestion

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

Reading Suggestion

- The Competency Case Book. David Dubois
- Competence at Work. Lyle Spencer
- Building Robust Competencies. Paul Green
- The Art and Science of Competency Models. Antoinette Lucia and Richard Lepsinger
- The Basics of Competence. Fred Evers, James Rush and Iris Berdrow
- Core Competency Based Strategy. Andrew Campbell and Kathleen Summers Luch

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 try to reconcile differences between individual values and organizational values. Score: 1.00
Action to Take:

I familiarize myself with the general skills that people around me possess. Score: 1.00
Action to Take:

I readily identify people's capabilities to perform specific tasks. Score: 1.00
Action to Take:

I identify behaviors and actions that would be unacceptable to my wider team. Score: 1.00
Action to Take:

I know which behaviors are valued by the team. Score: 1.00
Action to Take:

Alignment of Values

I try to reconcile differences between individual and organizational values.

There is often conflict, or at least tension, between the individual and the organization, just as surely as there is conflict and tension between the individual and the state, between the individual and the family, the individual and the group or team. Such conflicts and tensions go with the territory, and in fact, can often be productive. It often makes sense, however, to try to build bridges instead of walls, to try to detect underlying similarities and to reconcile differences. Here's some suggestions on how to do this:

1. Sometimes there has to be compromise on both sides. Each side—the individual and the organization—has to try to give as well as take. Think, for example, of the conflicting pulls between our work load, which comes from our professional role within the organization, and the pull of our personal life, which comes from our private or intimate role within a family or network of “off-stage” relationships. On whose terms is this conflict resolved and is the solution an enduring one, or an unstable, unsatisfactory one? With compromise, there is a 50-50 split: the individual gets something (but not everything), and the organization gets something (but not everything). Compromises are often not satisfactory, but at least a 50-50 split is better than a 30-70 or 10-90 split, which can happen when there is power imbalance, bullying, or unfairness.
2. In leading discussions on differences in values and beliefs, it doesn't pay to only stress the distance between people. Sometimes compromises can be struck; sometimes there are some interesting similarities between two sets of beliefs that appear to be—at first glance—diametrically opposed (sometimes even sworn enemies end up being strange bedfellows on some issues). In other words, don't try to paper over real differences just to maintain an illusion of harmony, but by the same token, strive to find points of similarity and synergy when team members are hammering out their differences. For example, are the disagreements over ends, or over means? Are the disagreements over short-term or long-term factors? Are factual and personality issues becoming confused? Watch, listen, analyze, synthesize. Sometimes the clash of disagreement will trigger a sequence of insights that is quite revolutionary, a sequence that would never have been revealed had everyone remained super-polite and sat on their strongest feelings.
3. Respect the differences between yourself and others, but try not to over-emphasize them. Sometimes differences are not as great as first impressions and surface aspects might suggest. As the French writer Montaigne put it, “There is as much difference between us and ourselves as between us and others.” In other words, it is not exceptional to find, and probably desirable to see, that each of us carries a whole range of mutually contradictory thoughts and beliefs in our heads at the one time: from that flux and ferment often comes a whole range of new thoughts. Philosophers sometimes speak of ideas as being created in a sequence: thesis, antithesis, synthesis. In other words, the statement of an idea is often met with a statement of its opposite, and from the tension between those two ideas, a new, third idea emerges. Does that new, third idea remain forever, an eternal truth? No. Usually, there are problems with that third idea that emerges over time, and that then triggers a whole new sequence, beginning with a new antithesis, and so on. Get used to it: the only thing that is permanent is change.

TRC-4

Team Role and Competency Clarity

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

Effective team members make a point of familiarizing themselves with the general skills that others have around them. Such familiarization is a part of an ongoing sensitization process that helps build up a picture of the totality of human resources within the team. The more tools you have at your disposal, the better you will be equipped to handle the variety of challenges that the team and the wider organization will encounter, and skills can be seen as just another type of tool. Here's how to conduct that process of familiarization:

- 1.** Look, listen and reflect. See what others do well—that is, see what output not only appears to be high quality, but is recognized as such by the market-place, by customers (external and internal), by peers, and even by critics and enemies. What objective criteria—free of prejudice and ill-informed comment—can be applied to their output? What industry standards are there that can be used as a benchmark?
- 2.** Work out how their skills are similar to or dissimilar from your own. Are they decisive? Is that decisiveness bought at the cost of being inflexible and unreceptive to new information and new circumstances? Are they logical? Is that logic bought at the cost of not understanding emotional patterns of motivation? Are they capable of strongly focusing on and detecting subtle cause-and-effect patterns? Is that approach bought at the cost of being impatient with or confused by ambiguity? All of these questions can help you gain insight into the work preferences of other team members (and indeed of your own).
- 3.** Check to see whether they feel comfortable with the recognition they get (or perhaps don't get) for their expertise, or do they perhaps hanker to try something new, to stretch themselves, to create a new career trajectory? If so, what can be done to foster skills growth, growth that will probably not only benefit themselves, but the team as well?

Team Role and Competency Clarity

I readily identify people's capabilities to perform specific tasks.

Everyone is good at something, and in fact, everyone is often good at more than one thing. Effective team members are well aware of the full range of actual and potential abilities of their colleagues, although this is perhaps easier said than done. We all need to be completely clear about everyone's role within the team, and the suite or set of skills and knowledge that each individual brings to tasks we are currently struggling with, tasks we know are on the horizon, and tasks that are just over the horizon (which, by definition, we cannot know about, but are none the less real for all that). Here's how to readily identify people's capabilities to perform specific tasks:

1. Economics is all about supply and demand, and good team management is all about matching the demands of the job with the supply of the skills available. But how good is our knowledge of just what is available? Effective team members make it their business to know just what abilities others have. Ability is measured by paper qualifications: there is no point trying to downplay or demean the real achievements of people who have undergone rigorous formal training and have the certificates, diplomas, and degrees to prove it. But there are other types of learning and knowledge, which comes under the heading of experience and understanding. This is more difficult to quantify, or at least recognize, but "difficult" is not code for "impossible." Effective team members observe other members in action and listen to what they say: these processes reveal much about the "unofficial" learning that has been acquired, and in some circumstances, such learning can be as important, or more important, than learning that has been formally proven. If this observation process is systematic, then it becomes more straightforward to match the demands of particular tasks with the unique skill sets possessed by any one team member or combination of members. There are many different shapes of pegs and holes, not just round and square ones, and effective team members are perceptive enough to see that full range of shapes.
2. In identifying people's capabilities to perform specific tasks, it is commonplace to distinguish between actual and potential capability. If you believe that a person has potential ability, as distinct from actual ability, be ready to back them when they fail. Sometimes a person is not quite ready to tackle a particular task, but it is clear that they might be able to, and they might well have the motivation to give it a try. In other words, there is a gap between what is currently available and what is required. But it is foolhardy to set a person up for failure, let alone willfully ignore the damage that they can do. If there is no chance that the gap can be bridged, then that is foolhardiness, not to mention also being irresponsible and culpable. Sometimes the gap is not dramatically wide, and there is the chance that it can be bridged. This is a "stretch goal," and sometimes people stretch when they are given the chance.
3. Make a judgment about the nature of the gap or stretch, give the person the resources and back-up, and then stand back. Be ready with congratulations, but not blame. Be able to absorb their failure into the system, and if failure cannot be absorbed—because the stakes are too high—then don't place them and yourselves in such a risky situation. It has been remarked of mistakes that at least they show that someone shut up long enough to at least do something, and in a broad range of circumstances, the maxim nothing ventured, nothing gained holds true. If the person bridges the gap, then they have grown professionally. Both they and you took the risk, and it paid off.

GRD-2

Ground Rules Determination

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

Any team is bound together by a subtle network of behaviors and actions. Tuning in to the behavioral climate of a team is all part of being socialized into that group. What is permitted? What is not? What will win applause? What will win the equivalent of cat-calls and boos? What needs to be spoken? What does not need to be spoken? More to the point, how might a new member of a team become aware of the subtle network before committing a blunder and disrupting that network? Effective team members can identify behaviors and actions that would be unacceptable to their wider team. Here's how to acquire and use those identifying skills:

1. Think worst-case. Always try to imagine the consequences of any behavior or action, consequences both benign and malign. The imagined benign consequences will give us an insight into what we should do; the imagined malign consequences will give us an insight into what we should not do. When in doubt, imagine that you might need to defend your actions in a court of law, with a particularly nasty lawyer trying to build a case against you. This is not advice to never do anything. It is, however, advice to look before you leap. This leads to a modification of the golden rule ("Do unto others as you would have them do unto you"): "Don't do anything that another team member wouldn't do, or that you couldn't easily and guiltlessly explain to other team members."
 2. Try to lead by example, and initiate discussion about what is and what is not acceptable within the team. This is easy enough to do: take stories that involve ethical dilemmas and chat about them with team members; this type of discussion easily leads into more general discussion about what team members would and wouldn't do in a variety of settings and scenarios. We sometimes rationalize away our reticence to do this by collectively thinking "everyone knows what's right in all situations." But until telepathy is invented, this is not an effective way of operating. There needs to be ongoing discussion: what is acceptable within the team? Within the organization? Within society? Are there any tensions between these different levels? If so, what mechanisms exist to resolve those tensions?
 3. People will sometimes spell out what is acceptable and unacceptable—they will tell you. But sometimes they will not tell you in so many words: this is either because
 - (a) They are consciously aware of their beliefs, but prefer not to speak of them for reasons of modesty or embarrassment, or because they presume—correctly or otherwise—that everyone should know of such belief;
 - (b) They are not consciously aware of their beliefs, but nevertheless hold such beliefs sub-consciously. In either case, it is sometimes possible that other people will still be able to communicate their beliefs to you, or, more likely, communicate approval or disapproval of your actions and behavior. How? By using non-verbal communication, or body language.
- Be on the lookout for various types of non-verbal communication, indicating
- (a) Approval: smiling, head-nodding, friendly "grunts" (mmm ... mmmm), relaxed posture, lowered shoulders
 - (b) Disapproval: frowning, hostile gaze, head-shaking, furrowed brow, tense posture, raised shoulders, aggressive gestures and mannerisms (pointing, drumming of fingers, tapping of toes, jiggling of legs, heavily and rapidly annotating documents)

GRD-4

Ground Rules Determination

I know what behaviors are valued by the team.

What is it that holds a team together? How do team members want other team members to behave? These are fundamental questions, but they are so fundamental that they are often overlooked. This is a mistake. In personal and professional relationships, it is sometimes wise not to probe too far in the pursuit of absolute truth, but at the very least, in both types of relationships, there has to be a framework of understandings about what is and what is not permitted, what is to be encouraged, and what is to be discouraged. We do this all the time, of course, when we say things like “I was really pleased when you ...” or “I was surprised/shocked when you....” Effective team members try to define this framework of understandings and expectations so that everyone understands what goes and what doesn’t. Here are some ways in which you can build your general effectiveness:

- 1.** In order to understand what behaviors are valued by the team, we need to ask the following questions: What is the team trying to achieve? What are its goals? Goals are as various as teams themselves, but the processes or means are usually the same. In order to achieve goals, teams have to comprise members whose behavior is predictable and whose performance is better rather than worse than average. Behaviors that make this more rather than less likely are trust, reliability, and loyalty. Team members need to be able to trust each other, otherwise little or nothing is possible. People need to be reliable and predictable, otherwise other members will not be motivated, let alone willing to take risks. Loyalty to the team is also important: it’s not a healthy situation if members perceive that another member is betraying confidences to people outside the team, or if that member has divided allegiances.
- 2.** Other behaviors that are often valued by effective teams are honesty and transparency. This simply means being what you are, and not what you pretend to be. Again, these qualities mean that reality becomes more predictable for other team members and that there are no nasty surprises. These qualities can be shown by team members who consciously and deliberately refuse to lie, prevaricate, play silly mind-games, have hidden agendas, or form cliques or sub-groups.
- 3.** Still other behaviors that would be valued by effective teams relate to skills in professional performance. Expertise is vital for good performance, but more is needed: effective team members deploy their expertise, but do not show off their skills and expect applause and adulation. Similarly, it’s not good when members use individual expertise to confuse and dominate others. Members need to be able to reveal, not conceal, how individual skill sets contribute to the overall workings of the team.
- 4.** Individuals need to deploy their skills in such a way that such skills blend in with the skills of others, producing excellent outcomes. Coordination and synergy—rather than disorganization and the whole being less than the sum of the parts—are what is required if teams are to be effective.