

MultiChoice Work Readiness Programme

High Performance Teams Workbook

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**Section 1:**

**‘HIGH PERFORMANCE’ TEAM ASSESSMENT**

*(Schermerhorn (2005); Stuart-Kotze (2006); BSKYB; RBS Toolkit; updated 2019)*

Complete the following assessment in order to familiarize yourself with the factors that contribute to and support high performance within a team environment.

The data collected will provide you with insights on the current state within the team and information on the areas that may need to be addressed to improve the effectiveness of the team (and the manner in which you manage the team).

**Instructions**

Using the scale detailed below, circle the number that corresponds with your assessment of the extent to which each statement is **TRUE** about your team.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Not True** | **Occasionally True** | **Often True** | **Always True for us** |
| 1 | All team members know, understand & can describe exactly why the team exists and why it does what it does. | **0** | **1** | **2** | **3** |
| 2 | The team leader communicates with members around what they should be doing and why they should be doing it | **0** | **1** | **2** | **3** |
| 3 | The team has created clear performance measure with clear goals. | **0** | **1** | **2** | **3** |
| 4 | Communication within the team is open, honest, timely & constructive. | **0** | **1** | **2** | **3** |
| 5 | Members can step into different roles and functions as needed. | **0** | **1** | **2** | **3** |
| 6 | Members feel a personal and collective desire to see individuals and the team succeed. | **0** | **1** | **2** | **3** |
| 7 | Differences of opinion are managed constructively. | **0** | **1** | **2** | **3** |
| 8 | Everyone on the team knows & understands the team goals and objectives. | **0** | **1** | **2** | **3** |
| 9 | If the team doesn’t reach a goal, the team leader seeks to find out ‘why’; learning from mistakes is encouraged. | **0** | **1** | **2** | **3** |
| 10 | The team regularly questions what the customer ‘wants’ and takes actions to ensure that customer ‘wants’ are fulfilled. | **0** | **1** | **2** | **3** |
| 11 | The team works together resolve conflicts rather than ignoring them. | **0** | **1** | **2** | **3** |
| 12 | Members share responsibility for team objectives. | **0** | **1** | **2** | **3** |
| 13 | Mutual respect and willingness to help each other is evident. | **0** | **1** | **2** | **3** |
| 14 | Participative problem solving and decision making takes place with all team members actively involved. | **0** | **1** | **2** | **3** |
| 15 | The team understands how it’s objectives fit into & contributes to the organization strategy | **0** | **1** | **2** | **3** |
| 16 | The team leader provides the resources/support the team needs to meet customer expectations. | **0** | **1** | **2** | **3** |
| 17 | Each team member has clear accountabilities & responsibilities and drives to ensure that these are fulfilled. | **0** | **1** | **2** | **3** |
| 18 | The team leader encourages all to be open & honest, even if it means sharing information that goes against what the team leader wants to hear. | **0** | **1** | **2** | **3** |
| 19 | Members are adaptable to changing demands | **0** | **1** | **2** | **3** |
| 20 | There is a strong sense of cohesion and team spirit. | **0** | **1** | **2** | **3** |
| 21 | Team members hold each other accountable for the team’s success. | **0** | **1** | **2** | **3** |
| 22 | Team members understand each other’s strengths. | **0** | **1** | **2** | **3** |
| 23 | The team leader encourages the team to question/challenge/push back. | **0** | **1** | **2** | **3** |
| 24 | Individual contributions are recognized and appreciated/rewarded. | **0** | **1** | **2** | **3** |
| 25 | Trust between team members is high. | **0** | **1** | **2** | **3** |
| 26 | Team adapts quickly and easily to changing circumstances | **0** | **1** | **2** | **3** |
| 27 | The team has so much ownership of the work that staying late to finish a job or support another team member is not a problem. | **0** | **1** | **2** | **3** |
| 28 | Time is well managed within the team and the time of ‘others’ is respected. | **0** | **1** | **2** | **3** |
| 29 | Morale between team members is high. | **0** | **1** | **2** | **3** |
| 30 | The team leader demonstrates high levels of self awareness and regularly seeks feedback in order to further develop. | **0** | **1** | **2** | **3** |
| 31 | Team accomplishments are recognized by the members. | **0** | **1** | **2** | **3** |
| 32 | Diversity between team members is identified, welcomed and appreciated. | **0** | **1** | **2** | **3** |
| 33 | A willingness to take on new tasks is evident with team members. | **0** | **1** | **2** | **3** |
| 34 | Cooperation and support between team members is evident. | **0** | **1** | **2** | **3** |
| 35 | Team members share knowledge on a regular basis. | **0** | **1** | **2** | **3** |

**Calculating the Scores**

* Complete the ‘**Your Score’ column** (below) for Purpose & Vision by adding your ‘score’ for Statement 1 to your ‘score’ for Statement 8, to your ‘score for Statement 15… and then Statement 22 and then Statement 29.
* Do the same for each dimension e.g. for Leadership add your scores for Statements 2, 9, 16, 23 and 30 and so on
* Once you have completed calculating Your Scores, calculate the team’s average score for each area by adding the individual scores and dividing by the number of team members **(Team Average column)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Areas** | | **Questions** | **Your Score** | **Team Average** |
| **DIRECTION** | Purpose & Vision | **1+8+15+22+29** | **11** | **12.25** |
| Leadership | **2+9+16+23+30** | **13** | **11.25** |
| Results Focus | **3+10+17+24+31** | **13** | **12.75** |
| **PEOPLE** | Relationships & Communication | **4+11+18+25+32** | **12** | **13** |
| Flexibility | **5+12+19+26+33** | **13** | **13.5** |
| Shared Responsibility | **6+13+20+27+34** | **16** | **13.5** |
| **PROCESSES** | Team Processes | **7+14+21+28+35** | **14** | **13.5** |

**Interpretation of the Team Average Scores**

|  |  |  |
| --- | --- | --- |
| **Team Average Score** | **Classification** | **Interpretation** |
| **0 – 7** | **Red** | The team is not demonstrating the behaviours of a high performance team. The team is in ‘Red’; crisis, significant challenges and tea frustrations are likely. These issues will need to be addressed urgently. |
| **8 – 11** | **Amber** | The team is partially, to some extent, demonstrating the behaviours of a high performance team. The team is in ‘Amber’ and should focus on what they are doing well and identify where changes in behaviour are required. |
| **12 - 15** | **Green** | The team is ‘Green’ and is demonstrating the behaviours of a high performance team. The team should explore what needs to be done to continue/maintain this. |

**Exploring the Findings**

* What are the critical areas that need to be addressed (the low scores or areas where there are high differences in the scores)?
* Ask the team what actions can be undertaken to address these issues?
* Note any differences between your assessment & that of the team. Where possible, ask team members for feedback/examples
* What is the team doing well? How can this be maintained?

**Section 2:**

STAGES OF TEAM DEVELOPMENT ASSESSMENT

(based on Tuckman's Group Development Model, 1965)

Complete the following questionnaire by reading the statement, deciding whether it does (T) true or does not (F) false describe your team. Tick the appropriate column. For it to be true it must apply to 90% of your team members (absolutely true).

|  |  |  |
| --- | --- | --- |
|  | **T** | **F** |
| 1. All members participate in team activities, freely and enthusiastically. | X |  |
| 1. Team members are extra polite towards each other and not always 100% honest about how they are feeling. |  | X |
| 1. Team members are not committed to the team’s goal, so they tend to think about themselves and their own needs first. |  | X |
| 1. Members will argue with each other, even when they agree on the basic points. |  |  |
| 1. Members are working positively towards team and individual outputs. |  |  |
| 1. Members form cliques (alliances/subgroups), which then argue with each other. |  |  |
| 1. Members are developing a sense of trust based on their experiences with each other. |  |  |
| 1. Members are more concerned about status than achievement. |  |  |
| 1. There is a desire for the team to move forward and find solutions. |  |  |
| 1. Members pass snide/sarcastic comments about each other, the team and the business. |  |  |
| 1. Members seem to compete with each other. |  |  |
| 1. Members are more committed to their cliques (alliances/subgroups) than to the team as a whole. |  |  |
| 1. Meetings are tolerated with very little sense of achievement at the end. |  |  |
| 1. Members are unsure, anxious and suspicious about the purpose of the team. |  |  |
| 1. Cliques/alliances/subgroups, which were in place earlier, have now dissolved. |  |  |
| 1. It is more important to follow the agenda than to have a meaningful discussion. |  |  |
| 1. Members feel empowered. They take initiative without needing the leader’s permission. |  |  |
| 1. Members are open and willing to meet almost any challenge coming the team’s way. |  |  |
| 1. Members are hesitant to speak their minds. |  |  |
| 1. Members are just beginning to joke easily with one another. |  |  |
| 1. More time is spent discussing where, for example, to have tea, than on the team’s outputs. |  |  |
| 1. The confidence and creativity of the team is beginning to grow. |  |  |
| 1. Leadership is constructively shared between different members of the team. |  |  |
| 1. Team members make excuses all the time to miss meetings. |  |  |
| 1. Members take a ‘wait and see’ approach with tasks. |  |  |

## Scoring the Team Development Questionnaire

Colour in the ‘slice of the pie’ that corresponds to the statement number, if you answered (T) **true** to a statement.

# Interpretation & Discussion

If most of your answers lie in one area then, in terms of your perception, that is the phase that your team is in. If they overlap in two areas, then your team is probably moving from one stage to the next. However, if you have shadings all round the circle the chances are that you have a confused team which needs strong direction.

* What does your ‘picture’ look like
* How are your team members experiencing the team?
* What areas do share & have in common with your team members?
* In which areas do you differ? Explore these differences. What do you see happening that they do not see?
* What actions can be taken to move the team to the performing state (or keep the team performing)?

**Section 3:**

###### ‘WHAT IS MY ROLE WITHIN THE TEAM’ ASSESSMENT

*(adapted from the Belbin Team Inventory, Belbin, 1981)*

The Self Perception Inventory offers an opportunity for you to determine which role(s) you are likely to adopt in a team situation.

**Instructions:**

For each Question, review each of the statements and determine which **3 best describe or resonate with you**. Tick these 3 statements only. Then, **distribute a total of ten points among the 3 statements** that you have selected.

Give the highest score to the statement that is ‘absolutely’ like you; second highest to the statement that is ‘most’ like you and the third score to the statement that is ‘like’ you.

For example: in Question 1, I have selected Statements ‘b’; ‘f’ & ‘g’. For Statement ‘b’, I give 6 points; Statement ‘f’, I give 3 points and Statement ‘g’, I give 1 point. The total should not exceed 10.

|  |  |  |
| --- | --- | --- |
| 1. **I enjoy………** | | |
| a. | New opportunities |  |
| b. | Working with people |  |
| c. | New ideas |  |
| d. | Drawing people out |  |
| e. | Following through on tasks |  |
| f. | Focusing on results |  |
| g. | Spotting what is likely to work in a situation |  |
| h. | Offering alternative courses of action |  |
| **Total** | | **10** |

|  |  |  |
| --- | --- | --- |
| 1. **I do NOT enjoy….** | | |
| a. | Unstructured and poorly controlled meetings |  |
| b. | Ignoring others who have a valid viewpoint |  |
| c. | Sitting quiet when there are new ideas |  |
| d. | Being enthusiastic when I don’t agree with something |  |
| e. | Sitting back if there is a need to get something done |  |
| f. | Leading from the front |  |
| g. | Being constrained when I get caught up in new ideas |  |
| h. | Ignoring detail and things that may go wrong |  |
| **Total** | | **10** |

|  |  |  |
| --- | --- | --- |
| 1. **It is important for me……** | | |
| a. | To influence people without pressurizing them |  |
| b. | To prevent careless mistakes |  |
| c. | To keep focus so that time is not wasted |  |
| d. | To contribute something original |  |
| e. | To back a good suggestion |  |
| f. | To look for the latest in new ideas and developments |  |
| g. | To have cool judgement |  |
| h. | To see that all essential work is organized |  |
| **Total** | | **10** |

|  |  |  |
| --- | --- | --- |
| 1. **I take pleasure in……** | | |
| a. | Getting to know colleagues better |  |
| b. | Challenging the views of others |  |
| c. | Finding arguments to refute unsound propositions |  |
| d. | Making things work out |  |
| e. | Coming out with the unexpected |  |
| f. | Bringing a touch of perfectionism to work |  |
| g. | Making use of contacts outside the group itself |  |
| h. | Making up my mind once a decision has to be made |  |
| **Total** | | **10** |

|  |  |  |
| --- | --- | --- |
| 1. **I am satisfied when I can……** | | |
| a. | Analyse situations and possible choices |  |
| b. | Find practical solutions to problems |  |
| c. | Foster good working relationships |  |
| d. | Influence decisions |  |
| e. | Meet people who may have something new to offer |  |
| f. | Get people to agree on a necessary course of action |  |
| g. | Give a task my full attention |  |
| h. | Stretch my imagination |  |
| **Total** | | **10** |

|  |  |  |
| --- | --- | --- |
| 1. **In a difficult or unfamiliar situation I would……** | | |
| a. | Withdraw to think about a way out of the situation |  |
| b. | Be ready to work with the person who shows the most positive approach |  |
| c. | Find a way of managing the task by establishing what different individuals might best contribute |  |
| d. | Focus on what action needs to be taken |  |
| e. | Keep cool and think straight |  |
| f. | Retain a steadiness of purpose in spite of the pressures |  |
| g. | Take a positive lead if I felt the group was making no progress |  |
| h. | Open up discussions to stimulate new thoughts |  |
| **Total** | | **10** |

|  |  |  |
| --- | --- | --- |
| 1. **When it comes to resolving problems I…….** | | |
| a. | Show my impatience with those who are ‘slow’ |  |
| b. | Can be too analytical |  |
| c. | Focus on doing the work properly |  |
| d. | Get bored rather easily and need others to give me ideas |  |
| e. | Find it difficult to get started |  |
| f. | Can be poor at explaining and clarifying points that occur to me |  |
| g. | Can be demanding of others |  |
| h. | Hesitate when I run up against real opposition |  |
| **Total** | | **10** |

Scoring

Enter the scores section by section in the table below by inserting your score against the ‘letter’ that you have selected.

For example, in Question 1, I gave 6 points to for Statement ‘b’ so I look for ‘b’ and write 6 in the column next to it. Do this for all 3 statements that you have selected (for each question).

Then add up the points in each column to give a total team-role distribution score (Total at the bottom).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Question | **CW** | | **CH** | | **SH** | | **PL** | | **RI** | | **ME** | | **TW** | | **CF** | |
| I | g |  | d |  | f |  | c |  | a |  | h |  | b |  | e |  |
| 2 | a |  | b |  | e |  | g |  | c |  | d |  | f |  | h |  |
| 3 | h |  | a |  | c |  | d |  | f |  | g |  | e |  | b |  |
| 4 | d |  | h |  | b |  | e |  | g |  | c |  | a |  | f |  |
| 5 | b |  | f |  | d |  | h |  | e |  | a |  | c |  | g |  |
| 6 | f |  | c |  | g |  | a |  | h |  | e |  | b |  | d |  |
| 7 | e |  | g |  | a |  | f |  | d |  | b |  | h |  | c |  |
| **Total** |  | |  | |  | |  | |  | |  | |  | |  | |

**Interpreting the Results**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type** | **Symbol** | **Typical Features** | **Positive Qualities** | **Allowable Weaknesses** |
| Company  Worker  (Implementer) | CW | Conservative, dutiful, predictable. | Organizing ability, practical common sense, hard-working, self-disciplined. Turns concepts and ideas into practical working procedures; carries out agreed plans systematically and efficiently. | Lack of flexibility, unresponsiveness to unproven ideas. Slow to respond to new possibilities. |
| Chairperson  (Co-ordinator) | CH | Calm, self-confident, controlled | A capacity for treating and welcoming all potential contributors on their merits and without prejudice. A strong sense of objectives. Mature, confident, good chairperson; clarifies goals; promotes decision making; delegates well; recognises where team's strengths and weaknesses lie and ensures best use is made of each member's potential. | No more than ordinary in terms of intellect or creative ability. Can be seen as manipulative; offloads personal work. |
| Shaper | SH | Highly strung, outgoing dynamic | Drive and a readiness to challenge inertia, ineffectiveness, complacency or self-deception. Dynamic, thrives on pressure; drive and courage to overcome obstacles; shapes way in which team effort is applied, directing attention generally to objectives and priorities; seeks to impose some shape or pattern on group discussion and on outcome of group activities. | Proneness to provocation, irritation and impatience. Can offend peoples' feelings. |
| Plant | PL | Individualistic, serious-minded, unorthodox. | Genius, imagination, intellect, knowledge, unorthodox; solves difficult problems; redefines problems; advances new ideas and strategies with special attention to major issues and possible breaks in approach to group problem. | Up in the clouds, inclined to disregard practical details or protocol. Ignores incidentals; too preoccupied to communicate effectively. |
| Resource  Investigator | RI | Extroverted, enthusiastic, curious, communicative. | A capacity for contacting people and exploring anything new. An ability to respond to challenge. Extrovert, enthusiastic, communicative; explores opportunities, develops contacts; explores and reports on ideas, developments and resources outside group; creates external contacts that may be useful to team; conducts negotiations. | Liable to lose interest once the initial fascination has passed. Over-optimistic. |
| Monitor-  Evaluator | ME | Sober, unemotional, prudent. | Judgement, discretion, hard-headedness; sober, strategic, discerning; sees all options; judges accurately; analyses problems; evaluates ideas and suggestions so team is better placed to take balanced decisions. | Lacks inspiration or the ability to motivate others. |
| Team  Worker | TW | Socially orientated, rather mild, sensitive. | An ability to respond to people and to situations, and to promote team spirit. Supports members in their strengths; e.g. building on suggestions, underpinning members in their shortcomings, improving communications between members and fostering team spirit generally. | Indecisiveness at moments of crisis. |
| Completer-  Finisher | CF | Painstaking, orderly, conscientious, anxious. | A capacity for follow-through, perfectionism. Ensures team is protected as far as possible from mistakes of both commission and omission; actively searches for aspects of work that need a more than usual degree of attention; maintains sense of urgency within team. | A tendency to worry about small things. A reluctance to "let go".  Inclined to worry unduly. Slow to respond to new possibilities. |