

FEEDBACK REPORT

# Team Building Effectiveness

**ActionCOACH**  
business coaching

Sample Report  
7/22/2010



# INTRODUCTION

---

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

## **1. Overall summary chart**

The summary results chart provides a quick visual representation of your scores in seven competencies that make up the Teambuilding Effectiveness profile. The scores to concentrate on are those above 3.5 (strong) and below 2.75 (need further development). Please note that these competency scores are averages; individual question scores can be viewed by clicking on the individual competency link.

## **2. Category description pages**

This report contains three sections for each of the seven competencies. The first of these three sections explains the category, lists average scores, and then provides high and low score interpretation notes. The second section provides a graphical representation of individual question scores. The third section provides broadly-based improvement actions for those individuals wanting to develop their competencies.

## **3. 10/10 Report**

The "10/10" Report page provides the raw scores for the 10 highest scoring questions and the 10 lowest scoring questions out of the 84. It also identifies which competency each question is from.

## **4. Course and Reading suggestions**

Development suggestions for the two lowest scoring competencies, including training courses and specific books that may provide some useful additional information, are included here.

## **5. Development Plan**

The development plan aggregates the five lowest scoring questions and puts them into a one page template. Individuals can use this template to record actions they plan to take, as a result of their feedback, over the next twelve months. Individuals may draw upon the general guidance offered in their feedback report, or draw upon the "coaching tips" (see next section).

## **6. Coaching tips**

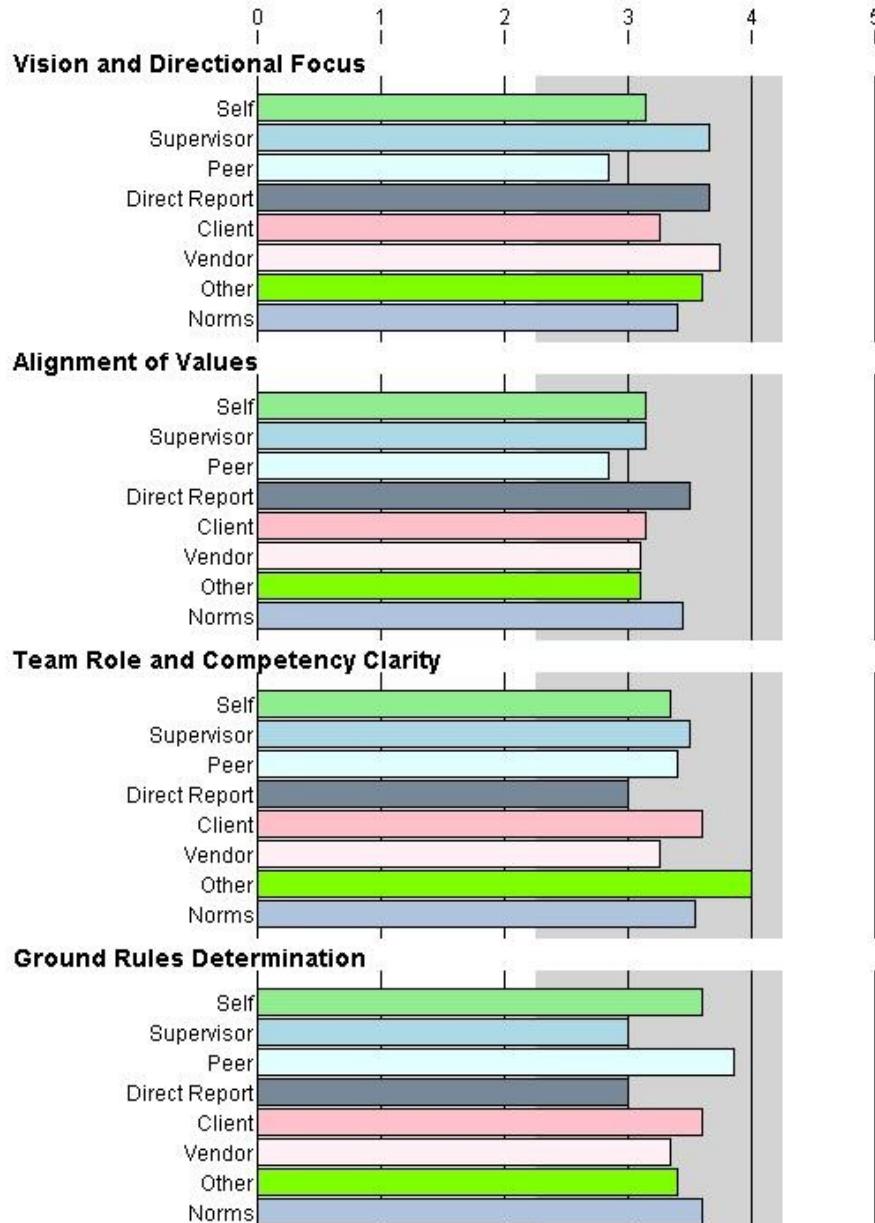
The overall output report includes detailed coaching tips for the five lowest scoring questions. These coaching tips provide not only information about the particular questions, but provide some specific advice on what individuals might do to improve their skills or learn new behaviors in the future.

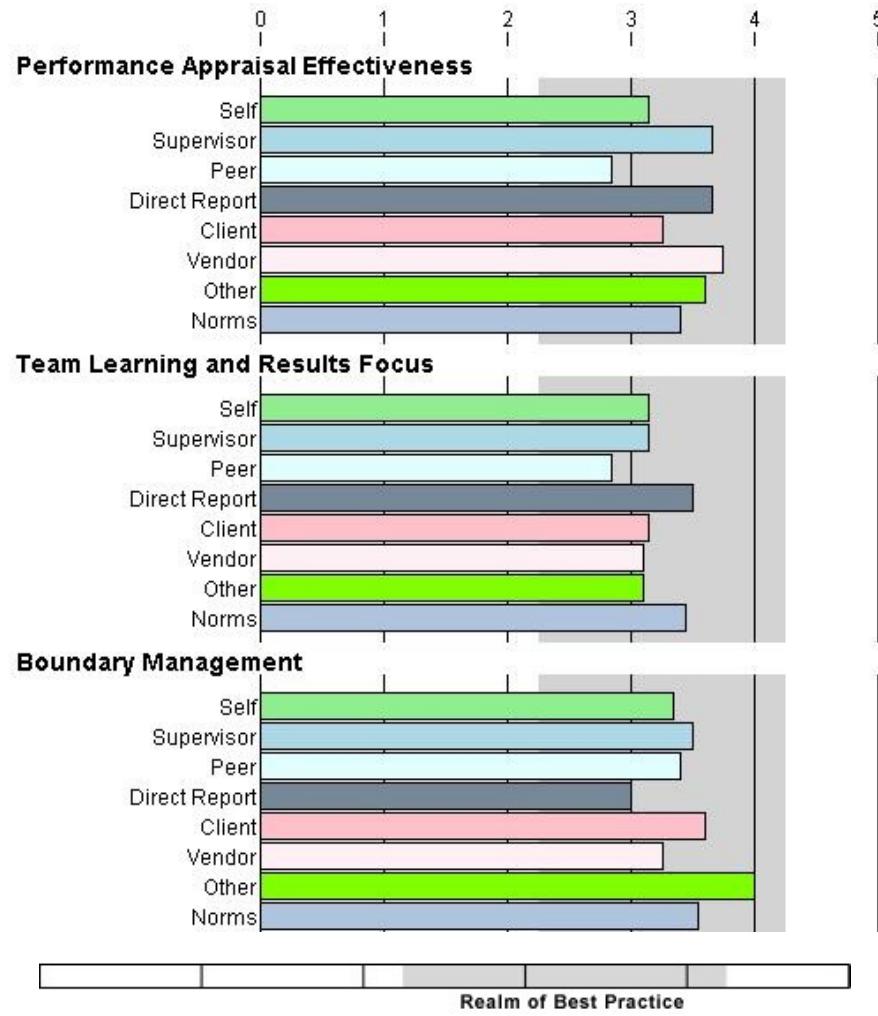
### **Note on 360 Degree Feedback**

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



## OVERALL SUMMARY





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



## VISION AND DIRECTIONAL FOCUS

Vision and Directional Focus looks at the extent to which individuals have clear and coherent ideas about where the team is heading, why, and what milestones exist along the way. It asks the question: "How well do you and the team understand your purpose and direction and how effectively is this knowledge used to set an appropriate course to reach relevant targets or goals?"



### Interpretation

#### LOW (less than 2.75)

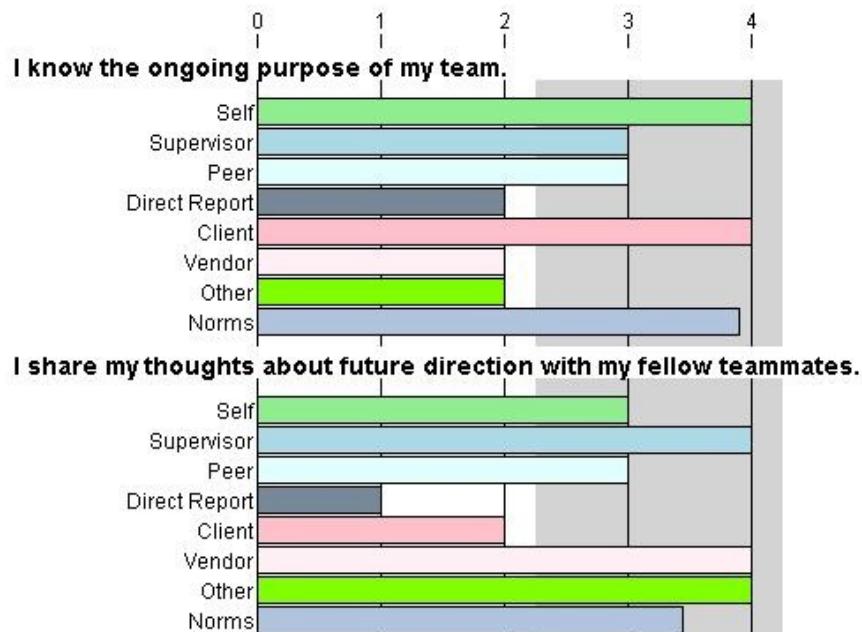
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that you either work individually or are capable of operating quite independently from other team members (intentionally or unintentionally). The vision is likely to play little or no part in shaping your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

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

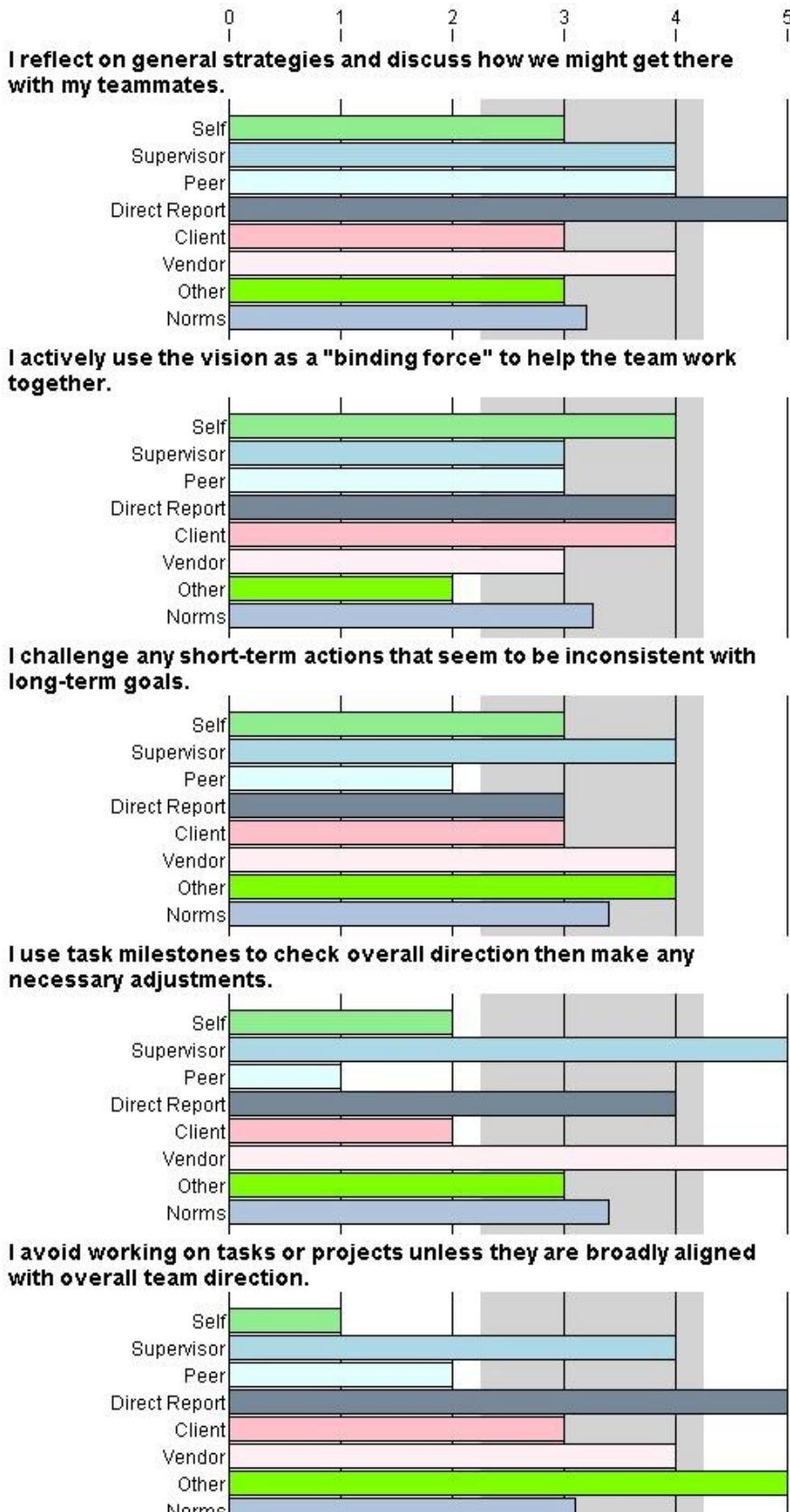
#### HIGH (greater than 3.5)

Scales predominantly in the fours and fives ("almost always" and "very frequently") are likely to mean that you have a clear view of your team's vision and overall direction, and use it as a guide for yourself and others in the team to work together purposefully. You also use the vision to set goals and appropriate milestones, and share these with team members to ensure consistency of effort.

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







**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)

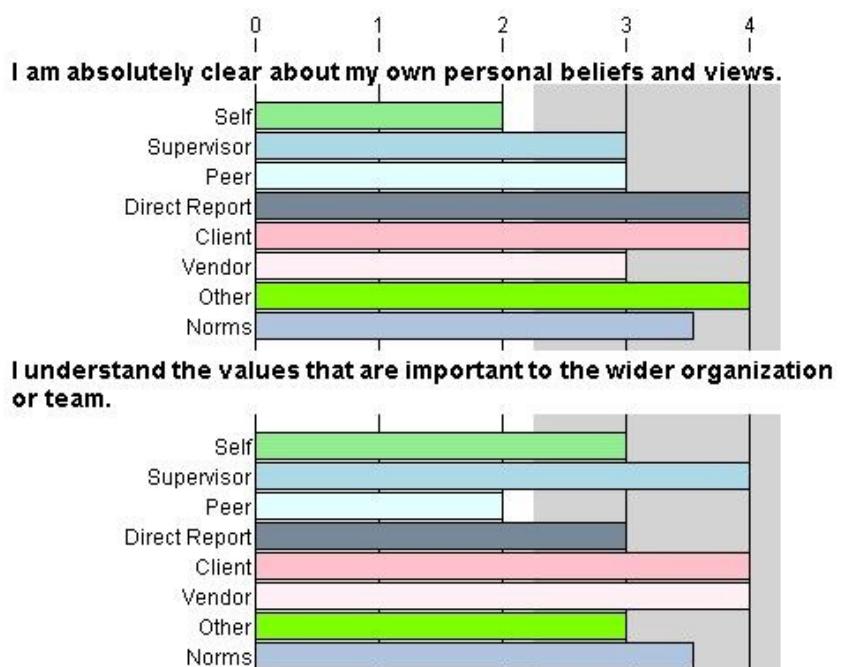
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that you are unclear or even confused about the values held dear by the organization or your work colleagues. In addition, you might either keep your personal beliefs to yourself and/or avoid spending any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

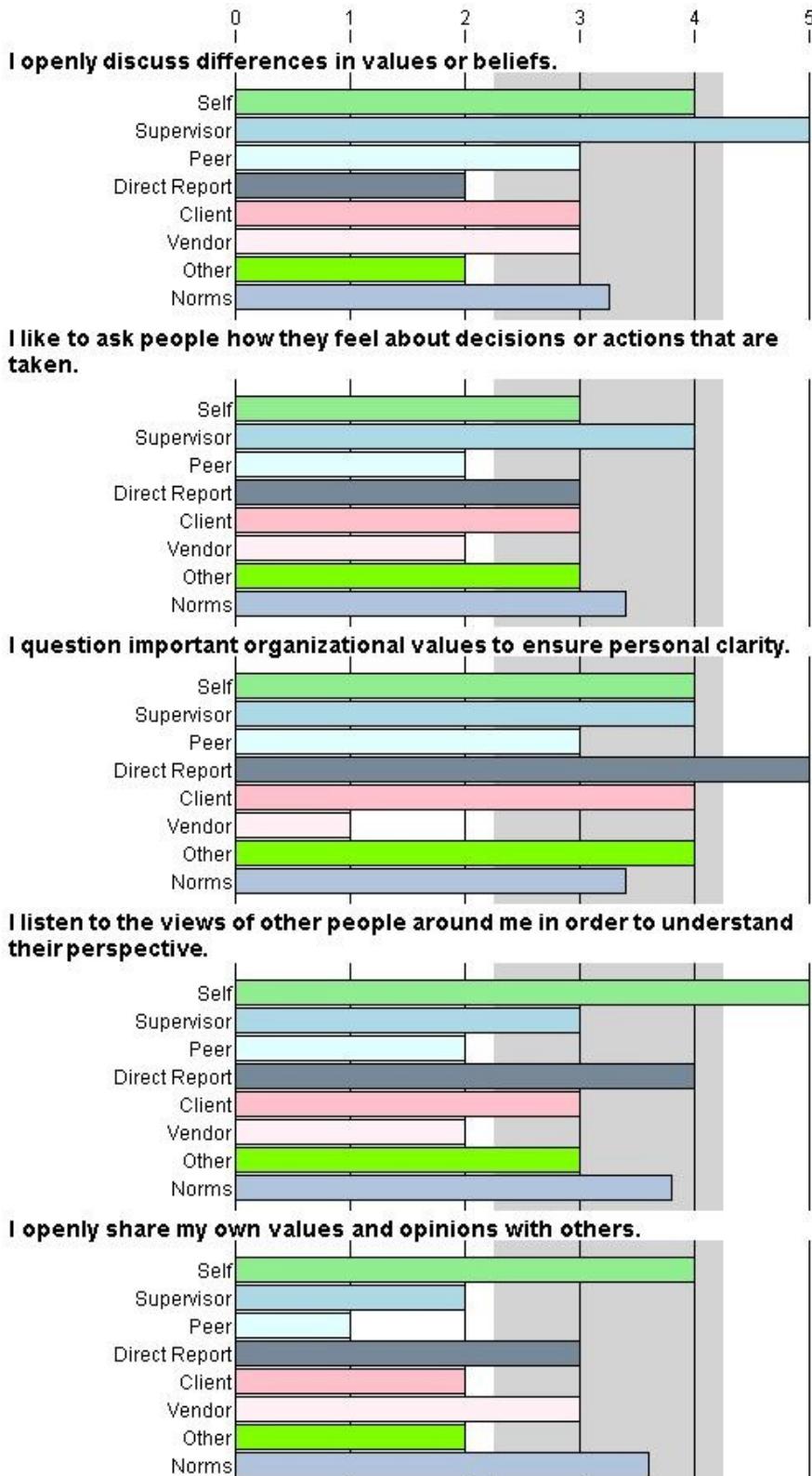
A low score person will be likely to see their personal attitudes, beliefs, and values as not to be shared or discussed in any way with others. In the same way, the collective values of the team or organization are either hidden from view or become known only accidentally. As a result, any misalignment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

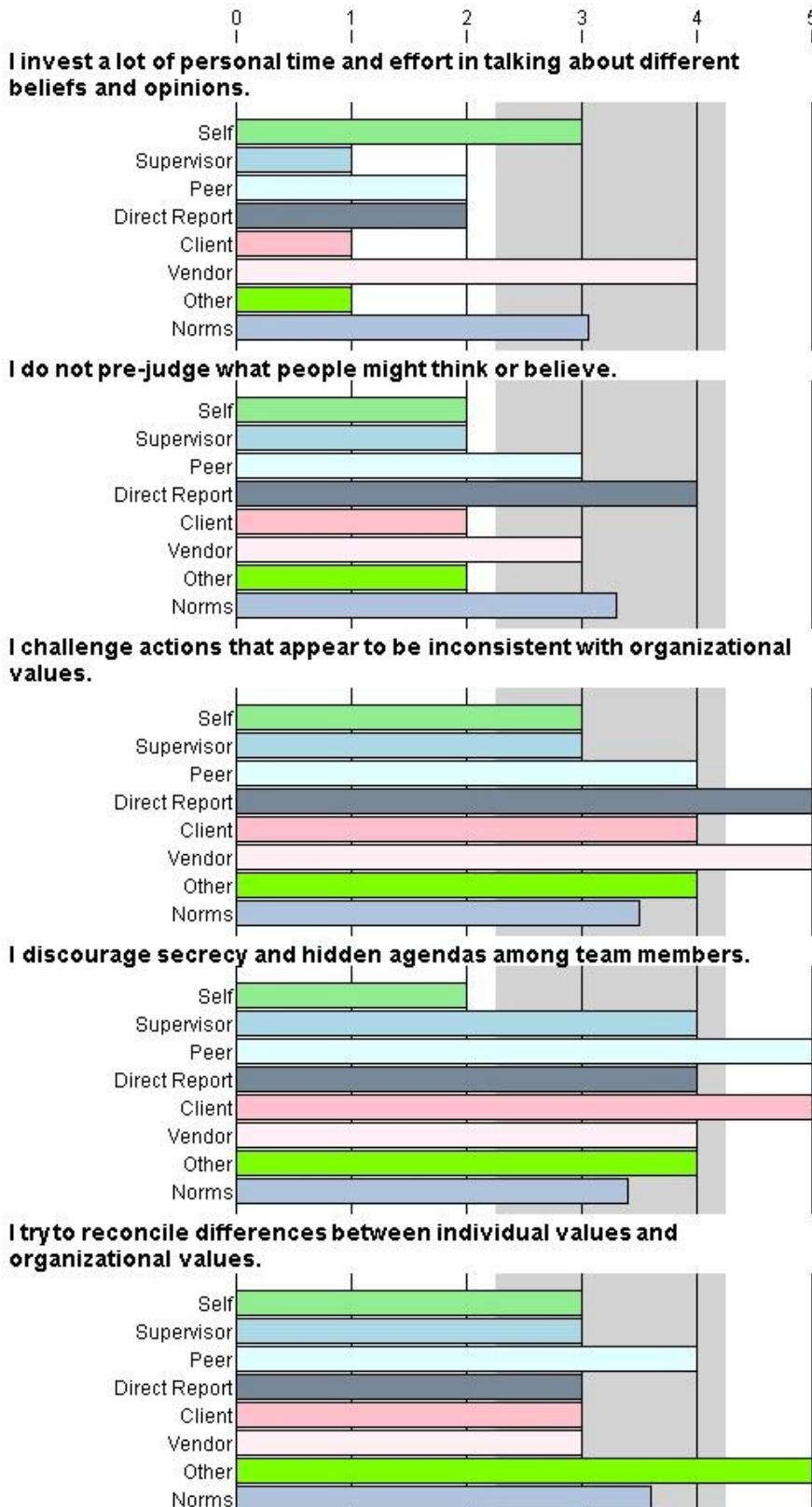
### HIGH (greater than 3.5)

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)

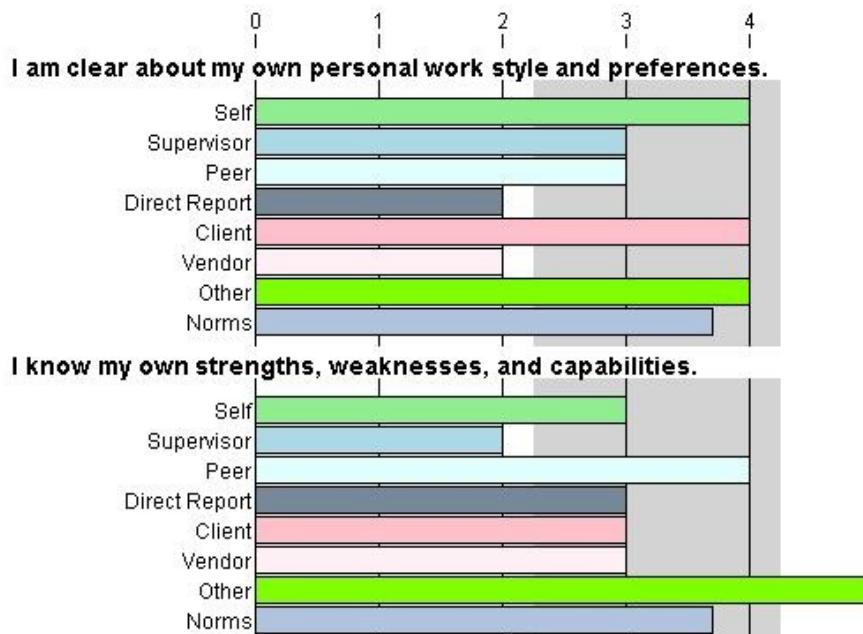
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that you are not entirely clear about the full responsibilities and potential skills of yourself and others around you, and have spent little or no time or effort in improving your knowledge. You will therefore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

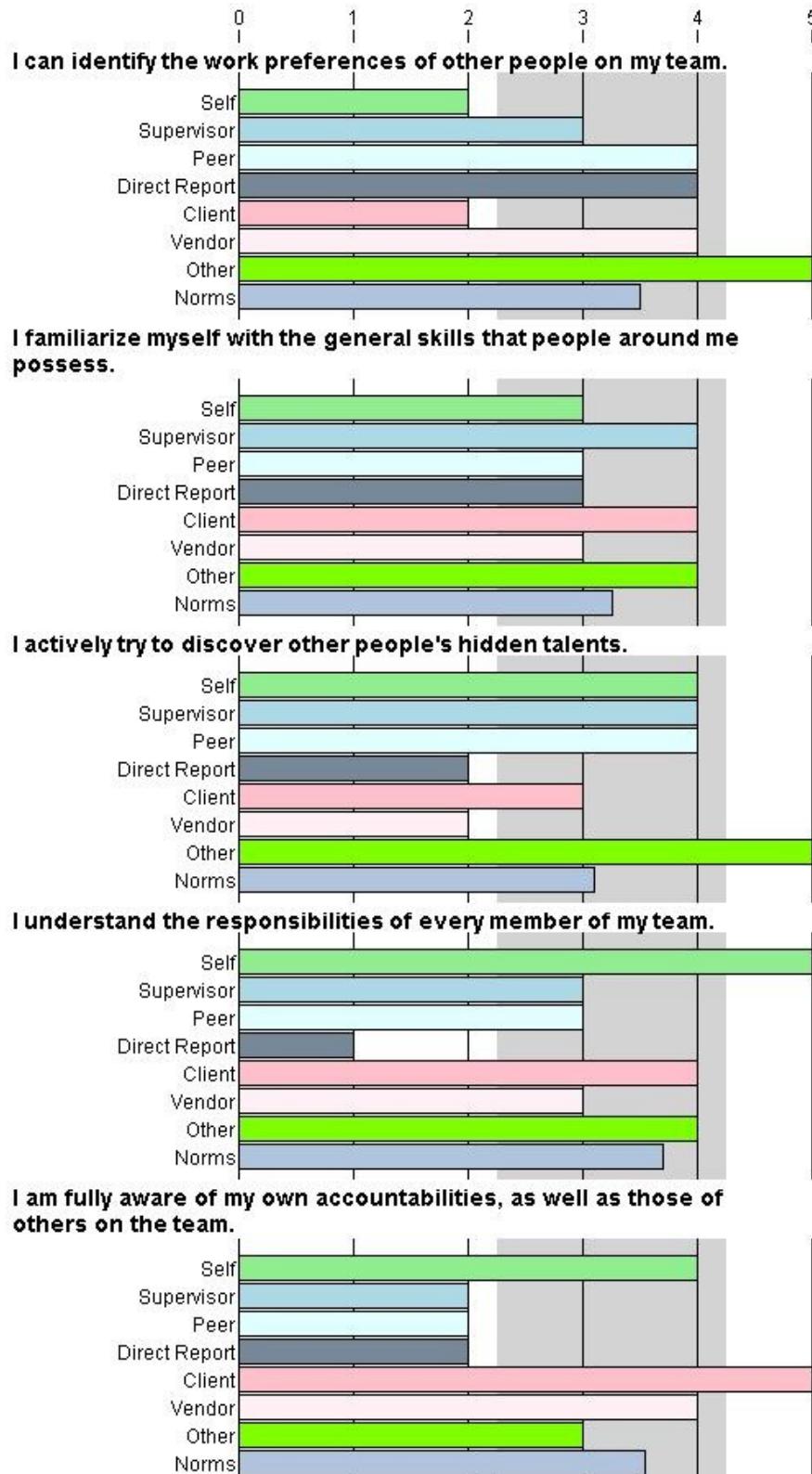
A low score person will be likely to have invested little time and effort in reviewing the skills and responsibilities of every team member (including themselves) and assessing whether tasks and people are well matched. They will also have few insights as to who might be in a position to perform new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

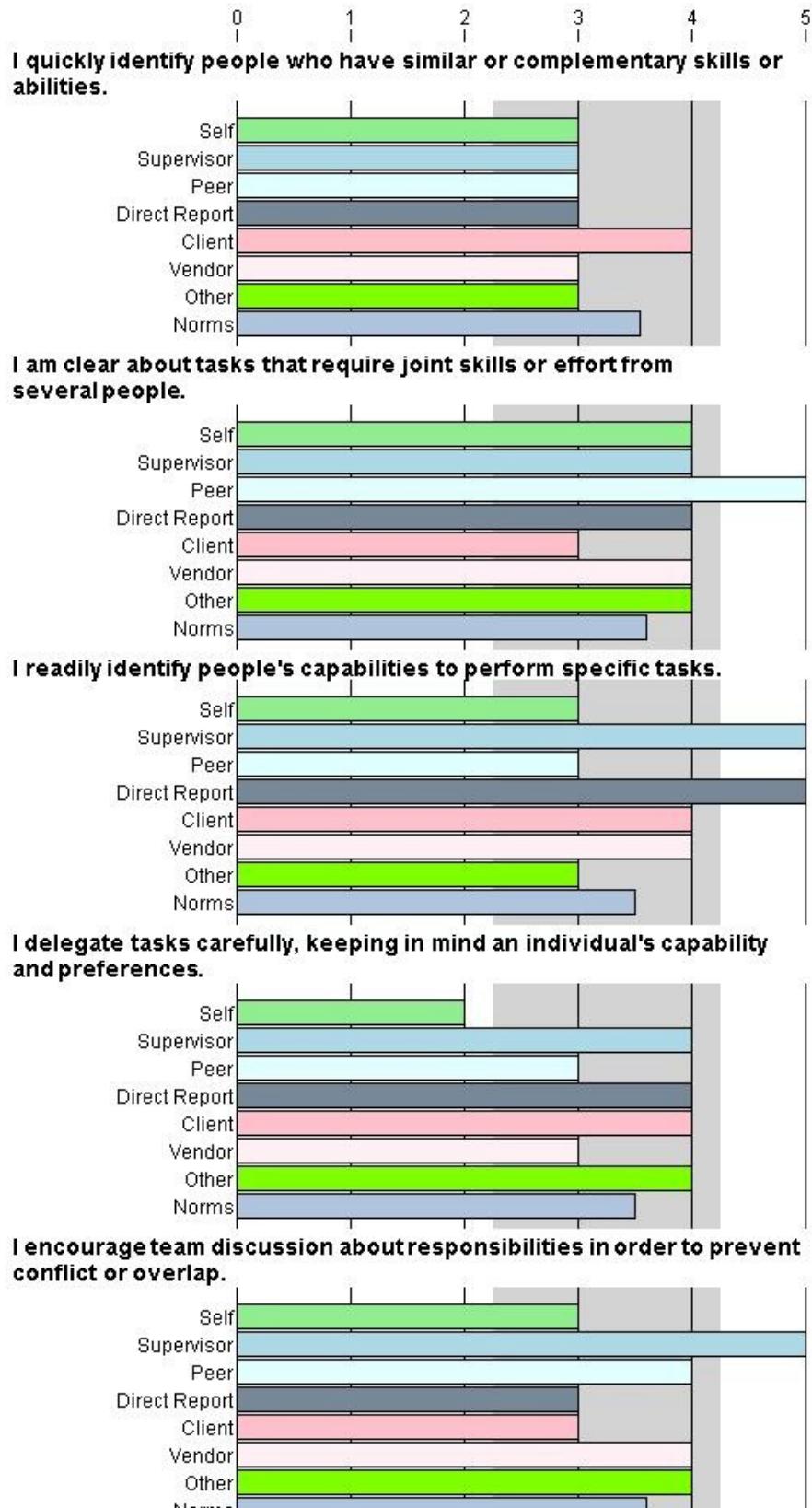
#### HIGH (greater than 3.5)

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)

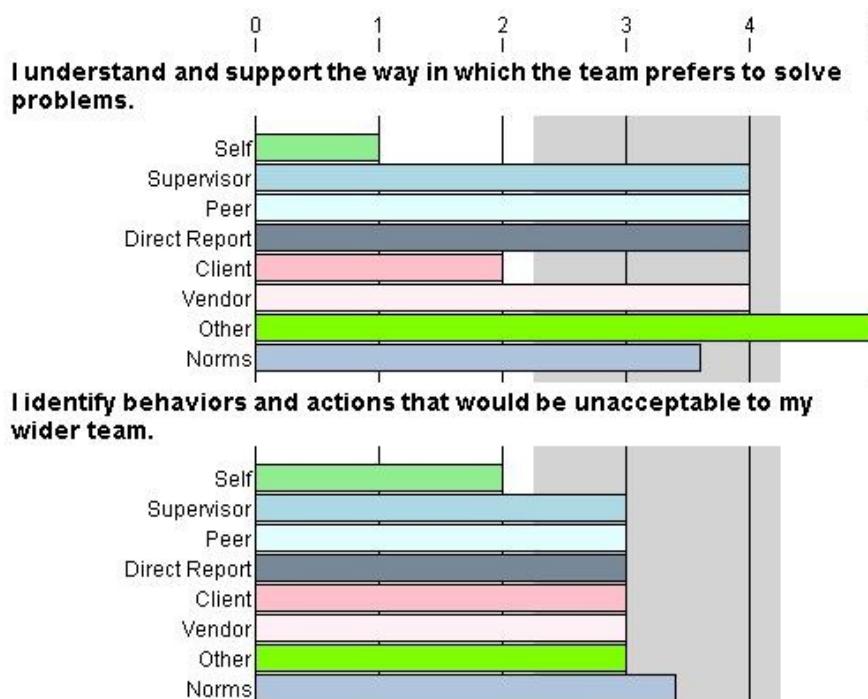
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that team ground rules are either not in existence or your knowledge and understanding about what they might be is low or even non-existent. In either case, you are likely to have an ineffective frame of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

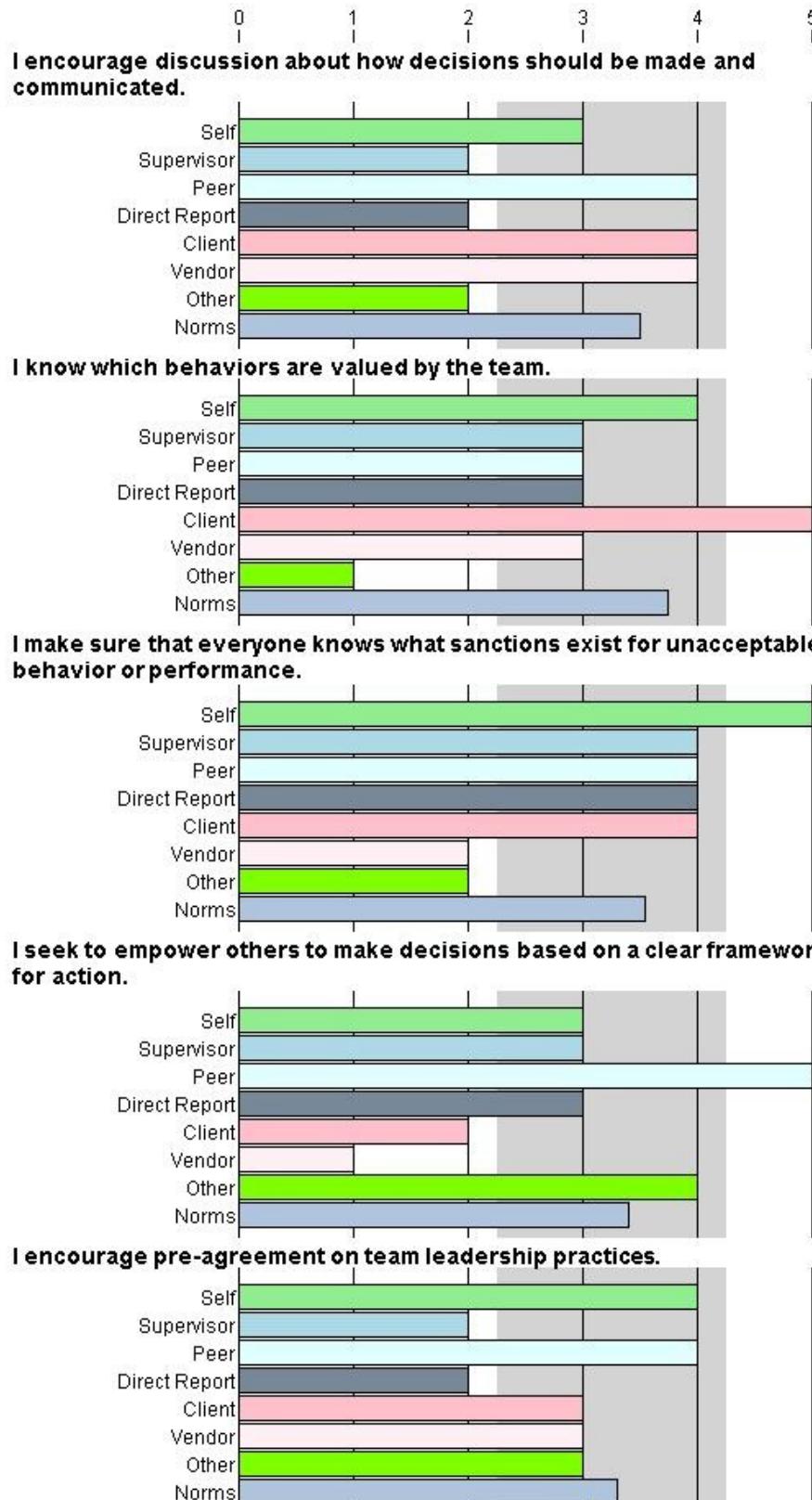
A low score person will be likely to look to solve problems in unique or different ways in each and every situation that they face, with little or no understanding of any agreed processes or approaches to make decisions or involve others when necessary. This can often lead to individuals making decisions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

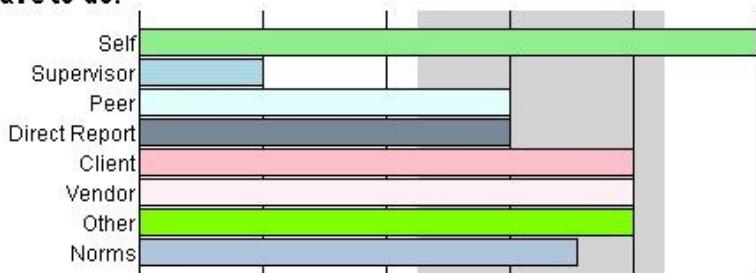
A high score person will be likely to seek behavioral standards and boundaries before engaging in major decision-making, and look to use these standards as a frame of reference for their future actions. Low scorers will also look to discuss better systems and methods that can aid individual and team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



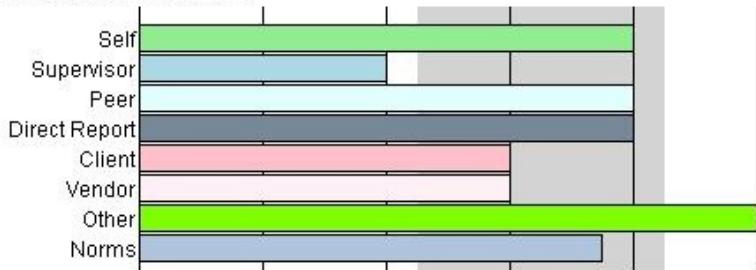




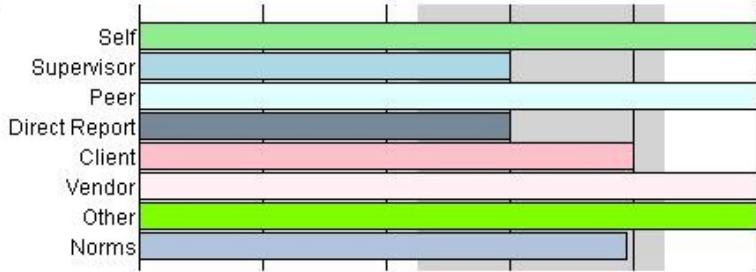
**When the pressure is on, I know exactly what I have to do and what others have to do.**



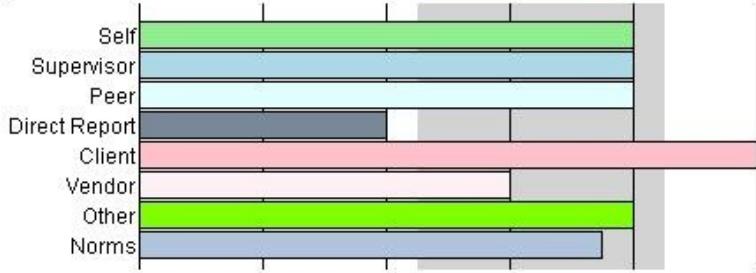
**I make sure that the rewards and recognition for individual effort and success on the team are fair.**



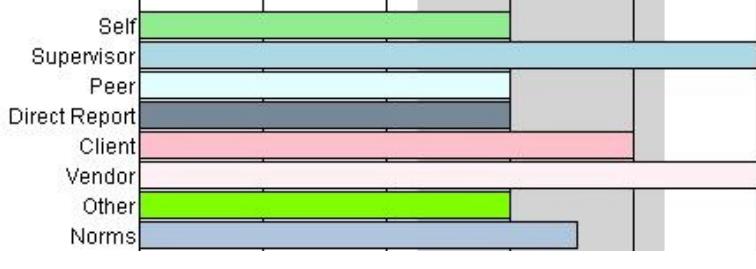
**I know when I need to take individual responsibility or ask for a team meeting.**



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



**I understand how the team's delegation processes work.**



**Ground Rules Determination** looks at the extent to which decision-making, problem-solving, and team action procedures and systems have been pre-agreed and are consistently and fairly deployed. It asks the question: "How well do you understand the behavioral standards and boundaries that should prevail when the team makes decisions or takes action in any given situation?"

### **Improvement actions**

Low scorers need to discover how the team collectively prefers to make decisions, solve problems, and generally work together to engage in a range of actions and to achieve their goals successfully. This will include more formal procedural or more system-oriented ground rules, as well as ground rules about what is seen to be helpful and positive behavior.

### **Ground Rules Determination**

- Write down your own personal list of team ground rules that you would like to see in operation to help guide actions and behavior (preferably in the rank order of those that are the most important to you).
- Use this list to talk to colleagues in the team and as a basis to agree on useful boundaries and standards that are common.
- Openly list all those behaviors that are unacceptable to the team and agree on the most appropriate actions to take in the event that they occur.
- Work out who is responsible for what, how, where, and when in the team, and look to minimize gaps and overlaps.
- Agree on ways in which the team will reward or recognize itself as a whole for good performance, as well as recognize individuals within it.



# PERFORMANCE APPRAISAL EFFECTIVENESS

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



## Interpretation

### LOW (less than 2.75)

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

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

### HIGH (greater than 3.5)

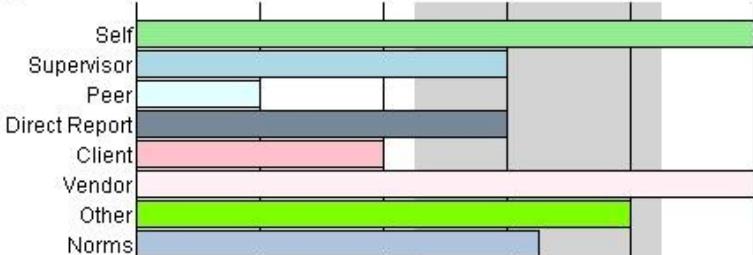
Scales predominantly in the fours and fives ("almost always" and "very frequently") are likely to mean that you recognize the importance of setting clear and realistic goals for yourself and others, and the importance of reviewing performance progressively to make sure that you remain on track. You will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

A high score person will be likely to be clear and focused about their own work objectives and take an interest in the progressive performance of both themselves and those of the team as a whole. They are also likely to quickly recognize personal or team shortfalls (and act to correct the situation) as well as show open support for performance successes, wherever they occur.

0      1      2      3      4      5  
I set clear, specific, and concise goals for myself and/or for others.



I establish appropriate milestone points when task progress will be discussed.

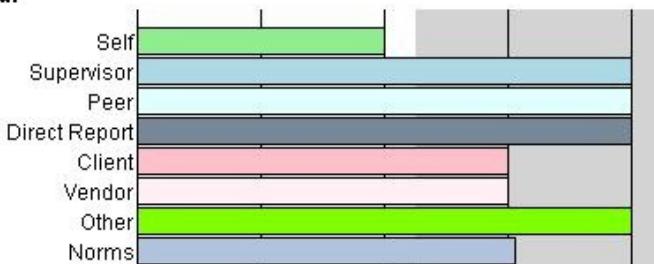




**I participate in periodic discussions about performance in order to prevent end-of-year surprises.**



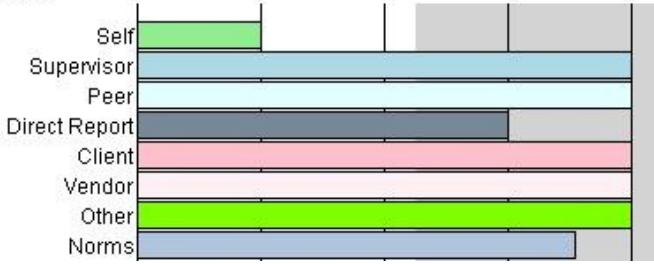
**I understand how my performance and the performance of others will be assessed.**

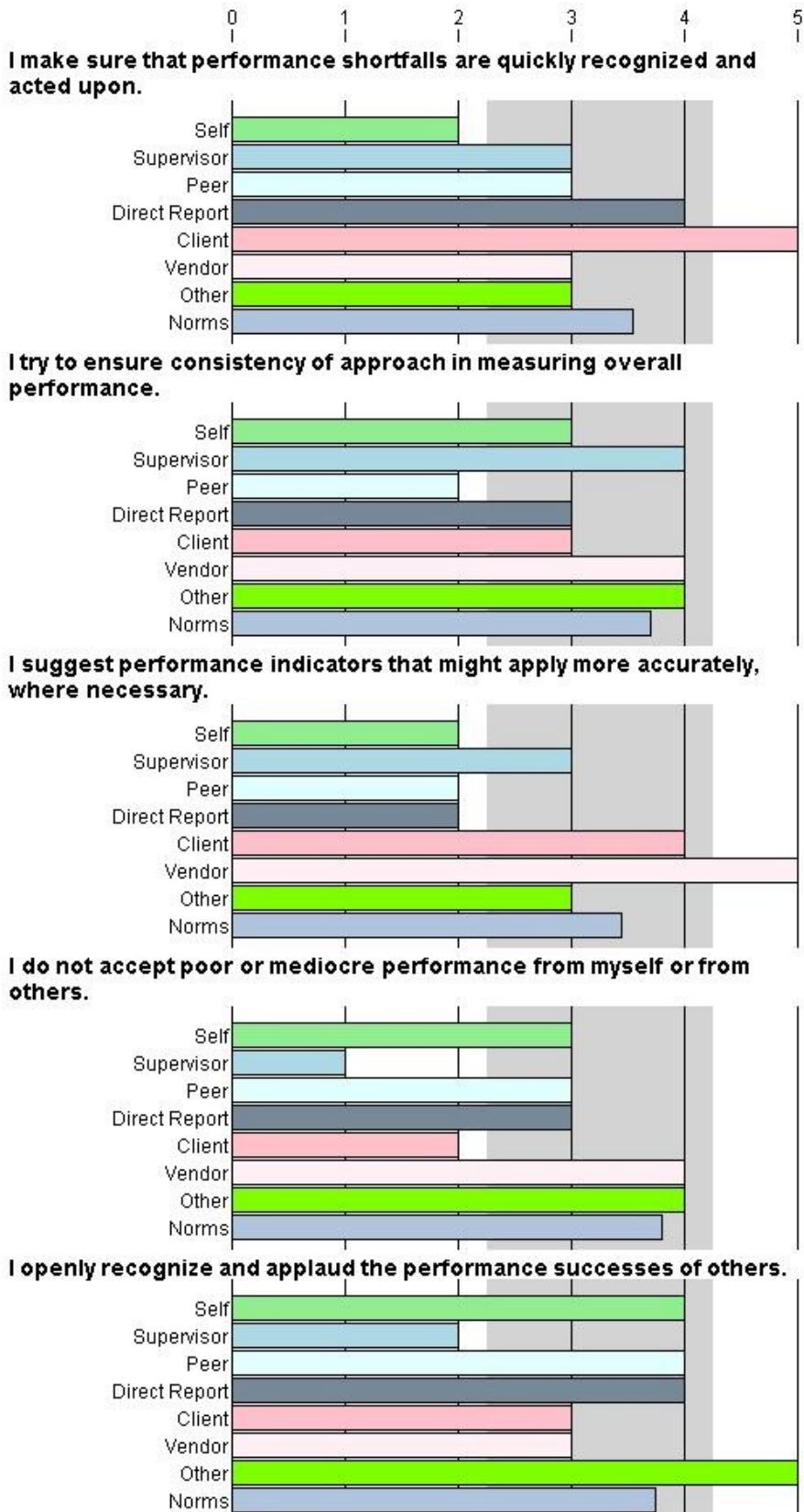


**Performance appraisal is honestly and fairly carried out on the team.**



**Outstanding individual/group performance is appreciated and recognized or rewarded.**





**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)

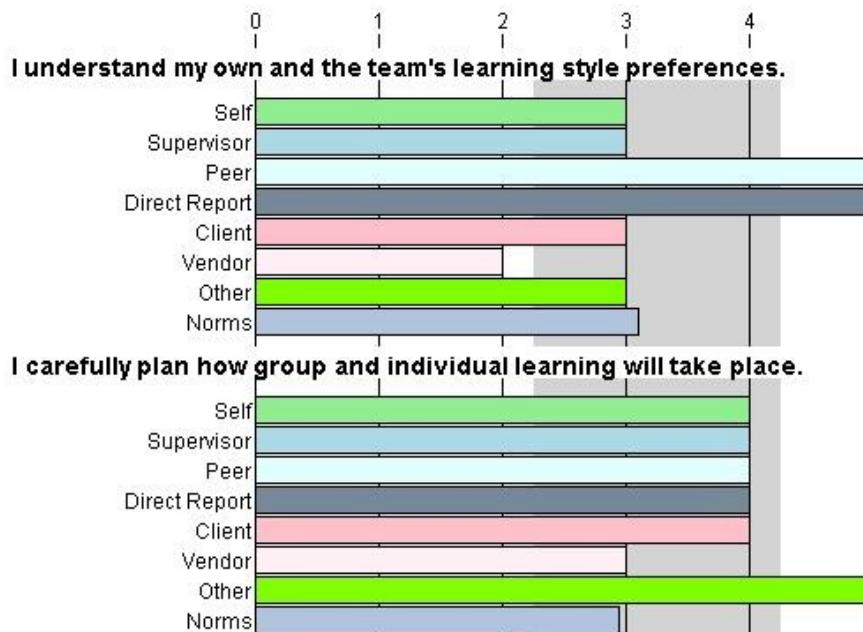
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that you might often miss the opportunity to learn from the past in order to make improvements for the future. As such, you might not involve yourself in post project brainstorming sessions or meetings, or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

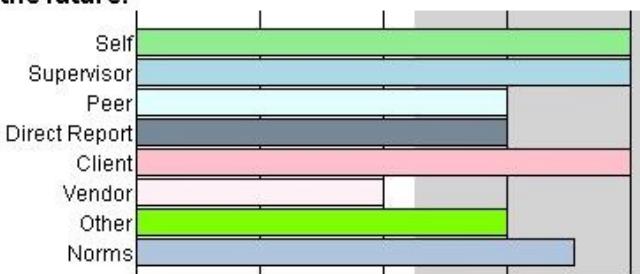
Scales predominantly in the fours and fives ("almost always" and "very frequently") are likely to mean that you see the ability of yourself and the team to learn from its successes and mistakes to be a critical skill that needs to be nurtured and developed. As such, you invite your colleagues to openly 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.

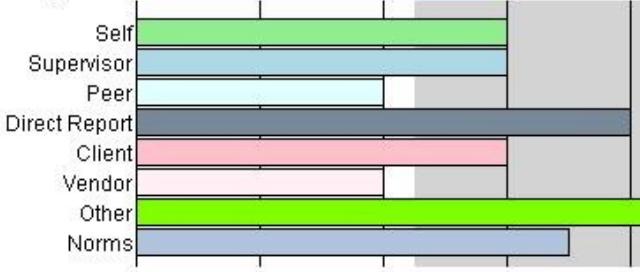




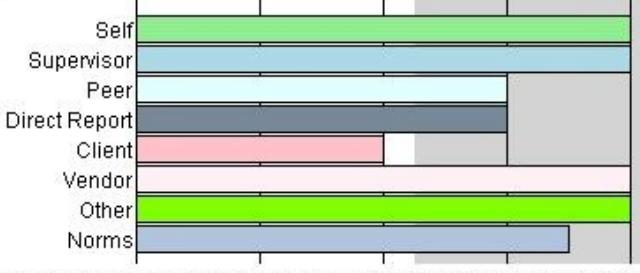
**I invite others to share their experiences in order to help us improve.**



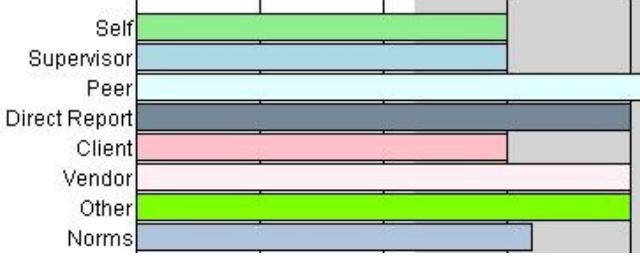
**I let people learn from their mistakes so they will get a better result in the future.**



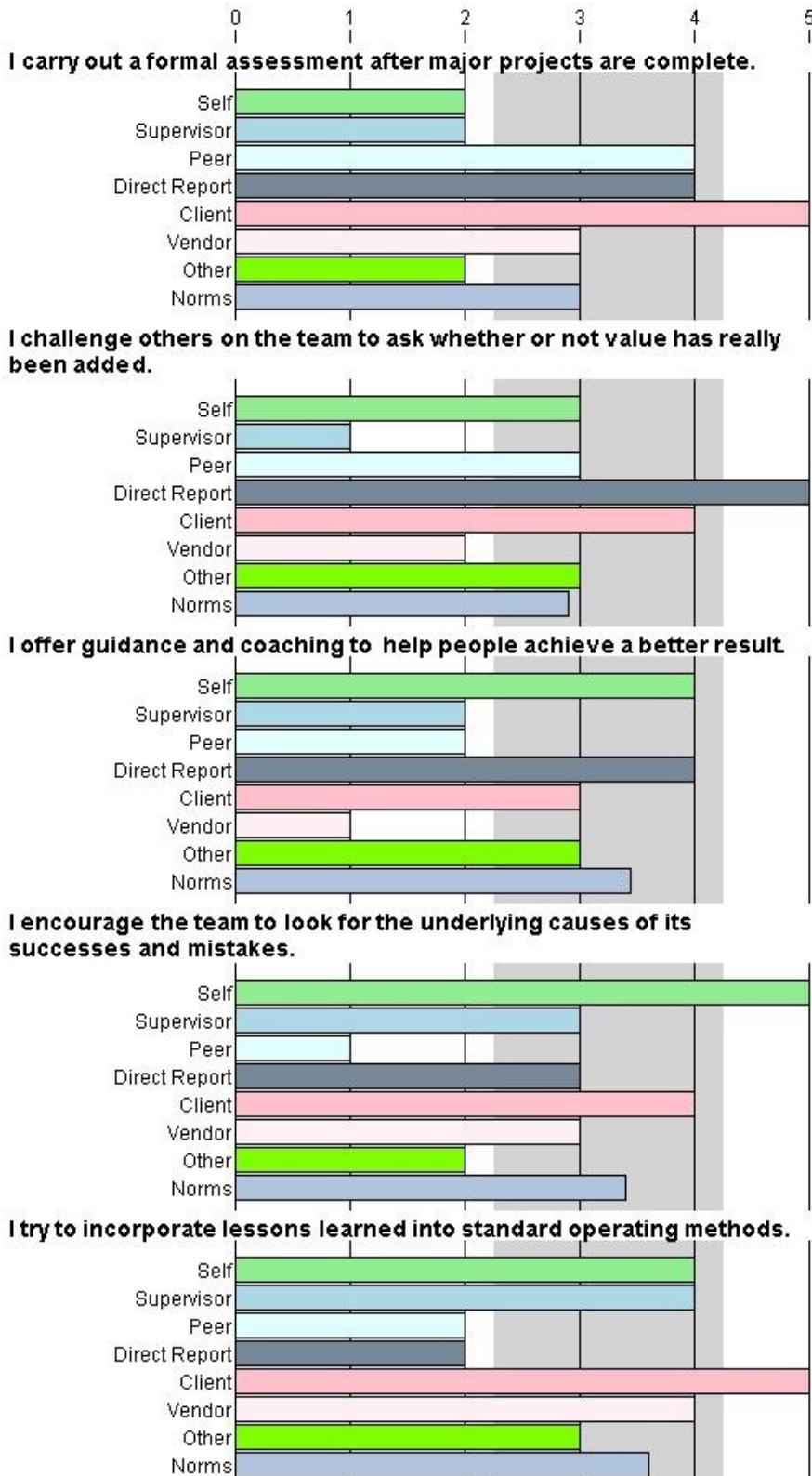
**I participate in debriefings, post-project focus groups, and brainstorming sessions.**



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



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



**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)

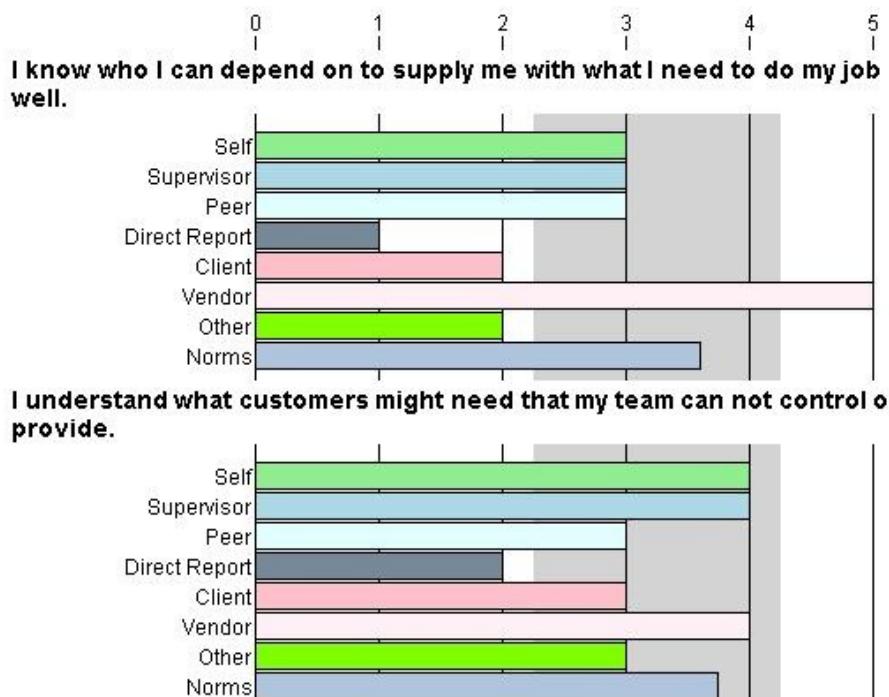
Scales predominantly in the ones and twos ("occasionally" and "almost never") are likely to mean that you have limited interest or involvement in how resources and/or information is fed to your team, or how your team's efforts are converted into value for the "downstream" customer. As a result, you might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

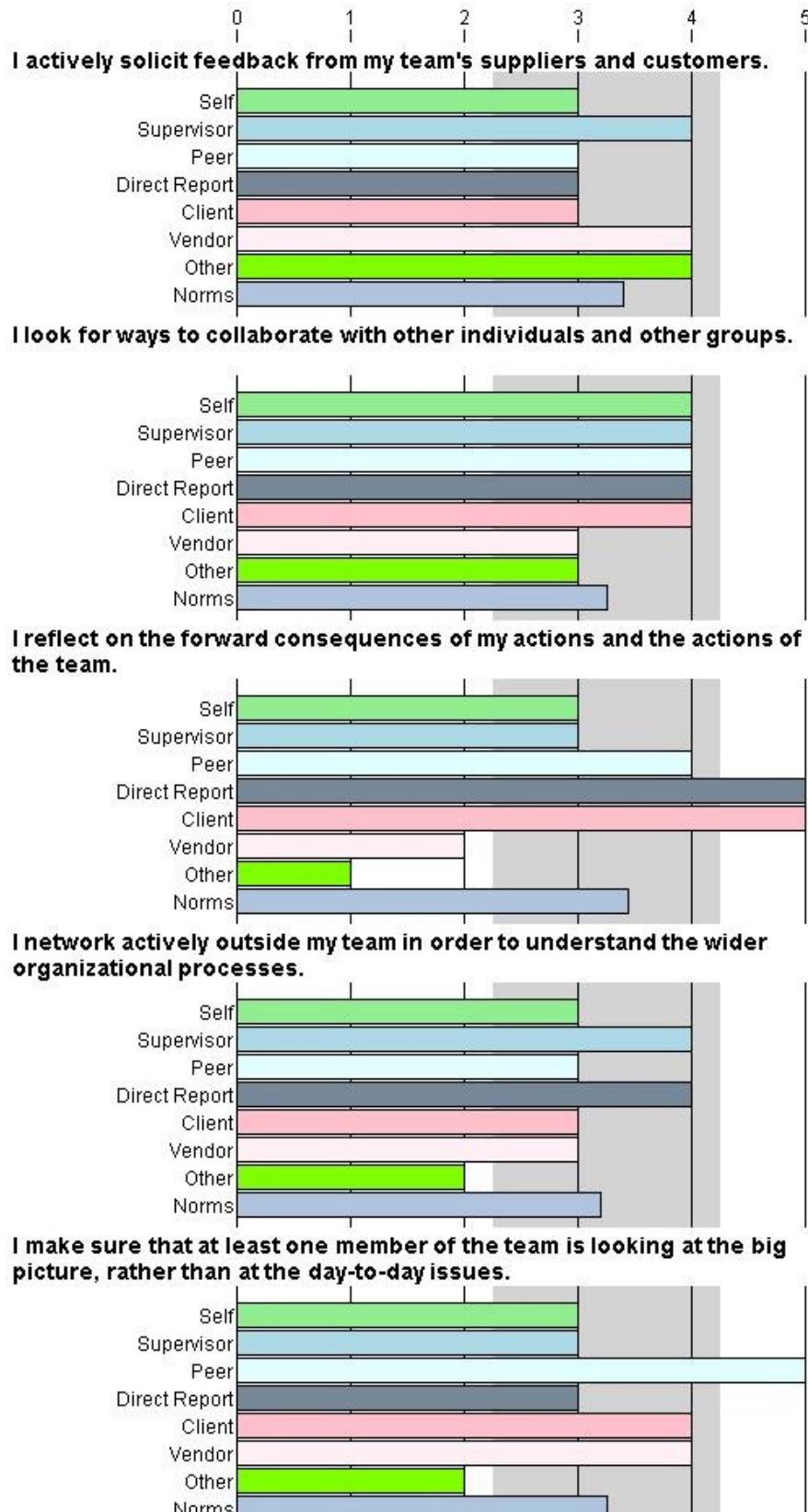
### HIGH (greater than 3.5)

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

### Ground Rules Determination

46 .I know when I need to take individual responsibility or ask for a team meeting. 4.29

### Team Learning and Results Focus

63 .I invite others to share their experiences in order to help us improve. 4.00

62 .I carefully plan how group and individual learning will take place. 4.00

### Team Role and Competency Clarity

33 .I am clear about tasks that require joint skills or effort from several people. 4.00

### Alignment of Values

23 .I discourage secrecy and hidden agendas among team members. 4.00

22 .I challenge actions that appear to be inconsistent with organizational values. 4.00

### Team Role and Competency Clarity

34 .I readily identify people's capabilities to perform specific tasks. 3.86

### Boundary Management

81 .I look for ways to collaborate with other individuals and other groups. 3.71

### Team Learning and Results Focus

67 .I actively engage people in debate about what would have created a better outcome. 3.71

### Ground Rules Determination

48 .I understand how the team's delegation processes work. 3.71

## Top 10 Development Needs

### Alignment of Values

20 .I invest a lot of personal time and effort in talking about different beliefs and opinions. 2.00

19 .I openly share my own values and opinions with others. 2.43

21 .I do not pre-judge what people might think or believe. 2.57

### Performance Appraisal Effectiveness

51 .I develop appropriately relevant and effective measures for each objective. 2.57

### Team Learning and Results Focus

70 .I offer guidance and coaching to help people achieve a better result. 2.71

### Boundary Management

73 .I know who I can depend on to supply me with what I need to do my job well. 2.71

### Vision and Directional Focus

1 .I know the ongoing purpose of my team. 2.86

### Alignment of Values

16 .I like to ask people how they feel about decisions or actions that are taken. 2.86

### Ground Rules Determination

38 .I identify behaviors and actions that would be unacceptable to my wider team. 2.86

### Performance Appraisal Effectiveness

52 .I participate in periodic discussions about performance in order to prevent end-of-year surprises. 2.86



## 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.

### 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 Kuczynski
- Leading Change: An Argument for Values Based Leadership. James O'Tool

### 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?"

#### Reading Suggestion

- How to Measure the Results of Work Teams. Jack Ziglar
- The Appraisal Checklist: How to Help Your Team Get the Results You Both Want. Brian Watling

#### Course Suggestion

- Appraising Performance
- Performance Measurement
- Developing Key Performance Indicators
- Goal/Objective Setting
- Performance Alignment

#### Other Suggestion

- Hold an open meeting to discuss how the performance of the team will be measured, and what indicators will be most effective.
- 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 Balanced Scorecard: Translating Strategy Into Action. Robert Kaplan and David Norton
- The Basics of Performance Measurement. Jerry Harbour
- Performance Measurement-Participant Workbook. Jon Warner
- Keeping Score-Using the Right Metrics to Drive World Class Performance. Mark Graham Brown



## 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 invest a lot of personal time and effort in talking about different beliefs and opinions.**

Score: 2.00

Action to Take:

**I openly share my own values and opinions with others.**

Score: 2.43

Action to Take:

**I do not pre-judge what people might think or believe.**

Score: 2.57

Action to Take:

**I develop appropriately relevant and effective measures for each objective.**

Score: 2.57

Action to Take:

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

Score: 2.71

Action to Take:

## AV-8

### Alignment of Values

#### I invest a lot of personal time and effort in talking about different beliefs and opinions.

Differences can often lead to conflict, and conflict can often lead to division and disruption. When this happens within a team, there is often a real decline in effectiveness, and indeed, there is a chance that the team will self-destruct. In these circumstances, differences can be a major liability. In other circumstances, however, differences can be an asset. They represent the wider gene pool of possibilities, and we would be most unwise to ignore those possibilities. Effective team members invest a lot of personal time and effort in talking about different beliefs and opinions, and that is time and effort well-spent. Consider the following to improve your overall effectiveness:

1. Complacency and a false sense of urgency often go together. People often say, for example: "We haven't got time to consider all that—just do it!" These are often famous last words. As the old maxim has it, fail to plan, and plan to fail. The essence of good planning is having the maximum amount of information at hand, and information is just another name for the maximum number of opinions. Make the smorgasbord of opinions as wide as possible, otherwise the meal might end up being very boring. Take time to find out what people really think, and don't be stampeded by those calling for immediate action. Immediate action makes sense if there is an impending crisis that threatens safety, but such situations happen much less frequently than activity addicts like to think.
2. Merely because we consider possibilities does not mean that we are then compelled to make them realities. Listening does not imply agreement, just as surely as an explanation is not the same as an excuse. Listen, and then reject or accept, but listen in the first instance. It is true, of course, that exposing ourselves to various options sometimes leads us to modify, or to expand, our original point of view—but that has to be a plus if it leads to more broadly based decisions.
3. Become comfortable with the concept of being uncomfortable. As an American judge once put it, "We accept the verdict of the past until the need for change cries out loudly enough to force upon us a choice between the comforts of further inertia and the irksomeness of action." In other words, we can get too far into our own comfort zone by surrounding ourselves with like-minded people, people who all agree with one another. Perpetual agreement can be a pleasant thing, but it may also mean that we have become disconnected from reality. At a more crude and threatening level, we should remember that when two people agree all the time, one of them is unnecessary.

## AV-7

### Alignment of Values

#### I share my own values and opinions openly with others.

We need to be careful about making too many assumptions when we communicate with others in the team. The old joke definition of the word "assume" is that it is something that makes an ass out of you and me. In other words, assuming that people know what we are talking about can be a big mistake because they might have a completely different impression, and thus we trigger a communication breakdown.

At times, it seems that we believe in mystical powers that just aren't there: we often presume to read the minds of others—assuming something without checking with them to get factual feedback—and we often presume that they can read our minds—making it necessary to explain anything. Both of these presumptions are, of course, wrong. In order to get your message across, you've got to say it, and say it again and again. Another type of distortion in communication occurs when you say one thing, but mean another. For example, we might say something that we think will be acceptable to others, but not say what we really think, because we think that such thoughts will not be acceptable to others. Nevertheless, within teams that are making important decisions, it pays to try to push the envelope on what we can say, and what we should say. After a crisis or disaster has happened, there is not much point saying that you had your doubts, but you thought you shouldn't say anything for one of a variety of reasons. Members of effective teams feel the need then to openly explain their own values and opinions to others. Here's how to do that:

1. Be prepared every now and then to go out on a limb—that is, be prepared to take some risks in expressing a point of view. Silence indicates consent, so if you are quiet on an issue, others will presume that you hold one opinion when in fact you hold another. Strictly speaking, in some settings, you might be held legally liable for things you did not say as well as for things that you did say. It's not a major problem to be considered, for example, "the conscience of the group." When you speak out on a number of issues, almost certainly others will speak out in a similar way—they were just

waiting for someone else to take the lead. Even when others still do not feel that they can speak out publicly on an issue, you might still find that they will approach you privately later and thank you for speaking out. Be grateful for their thanks, but encourage them to speak out too—there's no compelling reason why you always have to be the hero just because you are an opinion-leader by default.

**2.** It pays, of course, to look before you leap when you decide to speak out on matters of value and opinion. In fact, if you always speak out, and no one else does, then your thoughts might become discounted by others as being predictably adversary, and therefore meaningless ("Oh, s/he always has to jump in—pay no mind."). Watch the non-verbal communication or body language of others while issues are being discussed. By doing this, it might be possible to infer that others also harbor doubts about what is being discussed or proposed.

**3.** Be prepared to speak, rather than just speak off the top of your head. Wherever possible, minimize the hindsight effect: "Oh, no, what I should have said was...." If the team is yet to meet, infer what will be talked about. If there is an agenda, all the better. Take whatever documentation you need, or know where to get it while a meeting is still under way. When issues arise for which it would have been difficult to prepare, jot down in point form the salient ideas you need to get across, and refer to those points as you talk.

**4.** Try to be as honest as you practically can. Cynically considered, the more honest you are now, the less you have to lie later on when things go wrong because you weren't honest. Honesty is also less work than lying: as Abraham Lincoln said, "The difficulty with lying is that you have to have such a good memory." The more honest you are, the more chance you have of getting other team members to do the same.

## AV-9

### Alignment of Values

#### I do *not* pre-judge what people might think or believe.

We all eventually have to make judgments about others and their thoughts and beliefs, but it's all in the timing: better later rather than sooner; better a measured judgment than a snap one. First impressions are not always the most accurate impressions, even though our social mythology tells us that they are. If you think back to some of the less spectacular first impressions that you have made upon others, you might conclude that it would not be accurate to sum up as complex a person as yourself with such an atypical view. So let it be with others as well, even though it might go against the grain. Members of effective teams do not pre-judge what other people might think or believe, and that pays off in terms of better decision-making and problem-solving. Here's how to develop that knack:

**1.** Try not to be distracted by appearances, such as those created by a person's clothing, grooming, body language, gender, ethnicity, accent, or other characteristics. You might infer that a person displaying these characteristics was not particularly nice, intelligent, or competent—and you might be right—but the characteristics in and of themselves are not negative. Imagine yourself in a cultural or social setting where the people present might infer negative things from your personal characteristics—you wouldn't like it, and you would be justified in not liking it. You would want to be given a fair chance to demonstrate your competence and insight, and that's fair enough. It's also fair enough to extend that privilege to others.

**2.** Don't jump the gun by making judgments, and be careful about being inconsistent. We unconsciously tend to apply different standards to ourselves than we tend to apply to others. We often therefore judge others by their actions, but are content to judge ourselves on our intentions. These little hypocrisies and inconsistencies sometimes help us to preserve our own self-esteem, but they do not provide us with a good foundation for dealing with others, and they certainly do not help set a standard of behavior that we would like to see others copy. There will be ample time for judgments in the future: for the present, suspend judgment and hear people out. At the very least, you can let them have enough rope to hang themselves; at the very most, you might learn a great deal, and realize that you have just avoided making a great mistake about other human beings.

**3.** Be aware of any mind games that you might play with yourself when working with other team members. Don't get caught, for example, in circular or spiral thinking, when dealing with people. In such thinking, we can greatly dislike some people because we do not know them, and yet we will not know them because we have a negative view of them. Nobody wins that game, least of all you, because you have thereby set up a situation wherein you have forever excluded yourself from new experiences, information, and relationships that might well be important and desirable.

## PAE-3

### Performance Appraisal Effectiveness

### **I develop appropriately relevant and effective measures for each objective.**

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

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

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

**TLR-10**

## **Team Learning and Results Focus**

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

Team learning can be greatly accelerated if team members take on the role of guide and coach to others. This simply means imparting skills and knowledge to others in a manner that is supportive, non-authoritarian, structured, and problem-solving rather than punitive. When we look back over our own lives, it's interesting to consider what proportion of the learning we have undergone—structured and unstructured, formal and informal—would fit into that category. Sadly, for many of us, the proportion would be low rather than high. If that is the case for you, take a second or two now to feel the frustration and anger that such a perception might arouse, and then resolve not to let similar experiences occur to other team members. Effective team members then want to help, not hinder, team learning, and a good place to start helping is by offering guidance and coaching to people to help them achieve a better result. Here's how to do just that:

1. Give effective feedback to those learning. Some guidelines for giving effective feedback include:
  - **Accentuate the positive.** If the learner has done three things wrong, and one thing right, start by concentrating on the one right thing. It creates a more positive atmosphere and helps dissolve the anxiety the learner is probably feeling. It helps reinforce the learner's own sense of competence, which will help to soften the blow when you eventually move on to

looking at what didn't go so right.

- **Choose the time and place carefully.** If you do need to give negative feedback (when things don't go right), try and do it in private, rather than in public. Giving negative feedback to a learner when others are present might be an embarrassing and humiliating experience for the learner, and such feelings will tend to impair the learner's ability to concentrate on solutions. Don't blame—solve. Don't try to give feedback to the learner when s/he is obviously involved in a work process and needs to concentrate on that. Learn to wait.

- **Use repetition.** This simply means that you might need to say a thing, and then say it again in a different way, perhaps from a different perspective.

**2.** Find teachable moments, and praise. Accentuating the positive in feedback is a good start, but not a finish. Sometimes you need to not just wait for the learner to bring results to you, but you need to be with them, on the lookout for teachable moments. Teachable moments are simply opportunities that arise (and depart) on the spur of the moment, wherein the circumstances are good or ideal for getting a coaching point across. Teachable moments are often the same as problems or crises: see these not as annoyances and distractions from giving guidance and coaching but rather opportunities and resources for giving guidance and coaching.

**3.** Jointly problem-solve. Giving guidance and coaching is not simply a one-way process. Sometimes you as coach will learn as much, if not more, than the learner from the entire process. As the learner improves in competence and maturity, s/he might well have a lot to offer in terms of solutions and insights. In this way, the coach-learner relationship can move from a dependency status to a partnership status. This role shift is natural and to be welcomed.