

# Teambuilding effectiveness Self feedback report



**Mary Sample**

**Wednesday, August 08, 2007**

# Introduction

The following information is provided to help you to navigate the extensive information that is included in this Teambuilding effectiveness output report.

## 1. Overall summary chart

The summary results chart provides a quick visual representation of your scores in seven categories that make up the Teambuilding effectiveness profile. Scores upon which to most concentrate are above 3.5, which are considered to be strong and scores below 2.75, which may be in need of further development. Please note that these category scores are averages. Individual question scores can be viewed by clicking on the category label hyperlink.

## 2. Category description pages

This report contains three output pages for each of the seven categories. The first of these three pages explains the category, list average scores and then provides high and low score interpretation notes. The second page provides a graphical representation of individual question scores. The third page in the set provides broadly based improvement actions for those individuals wanting to develop their competencies in the overall category.

## 3. 10/10 Report

The 10/10 Report page provides the raw scores for the top 10 highest scoring questions and the bottom 10 lowest scoring questions out of the 84. It also identifies the categories to which these questions belong.

## 4. Course and Reading suggestions

This output report includes development suggestions for the two lowest scoring categories out of the seven. These suggestions include training courses that may prove helpful, as well as specific books that may provide some useful additional information.

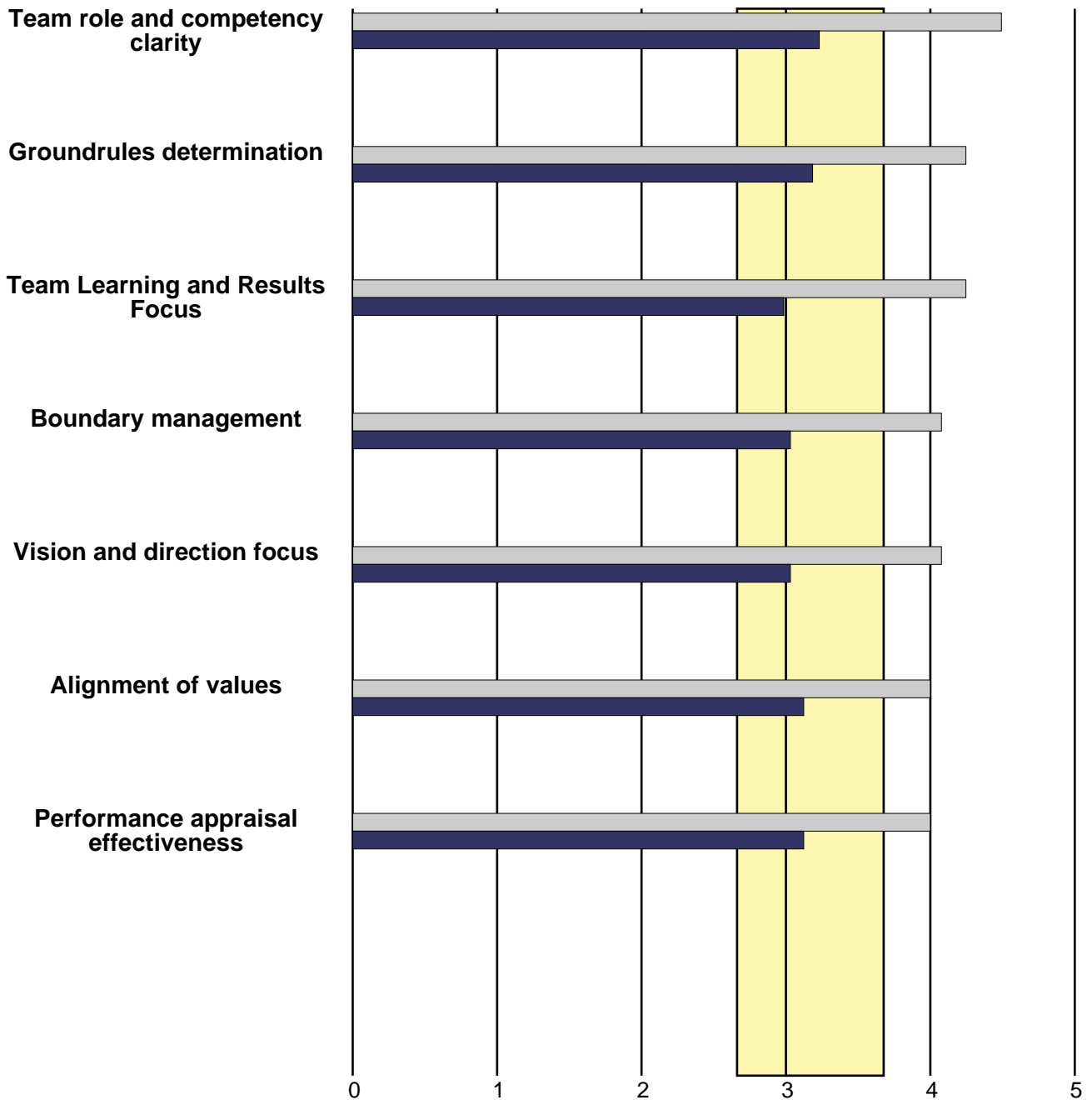
## 5. Development Plan

The development plan takes the five lowest scoring questions on aggregate and puts them into a single page template for individuals to record the specific actions that they plan to take as a result of their feedback during the forthcoming twelve month period. Individuals may draw upon any of the general guidance offered in their feedback report, or perhaps more usefully, draw upon the coaching tips ideas that are also included (see next section)

## 6. Coaching tips

The overall output report includes detailed coaching tips for the five lowest scoring questions on aggregate (consistent with the one page development plan). These coaching tips provide not only elaborative 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.

## OVERALL SUMMARY



Self
  Norm

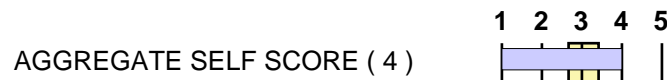
The above chart is sorted in descending order of summary scores. Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

## Teambuilding effectiveness Profile

### 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. This category 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?"

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual is unclear or even confused about the values held dear by the organization or their fellow work colleagues. In addition, they may either keep their personal beliefs to themselves and/or not seek to spend any time in discussing the values of others or intervening to help reconcile any obvious difference between people.

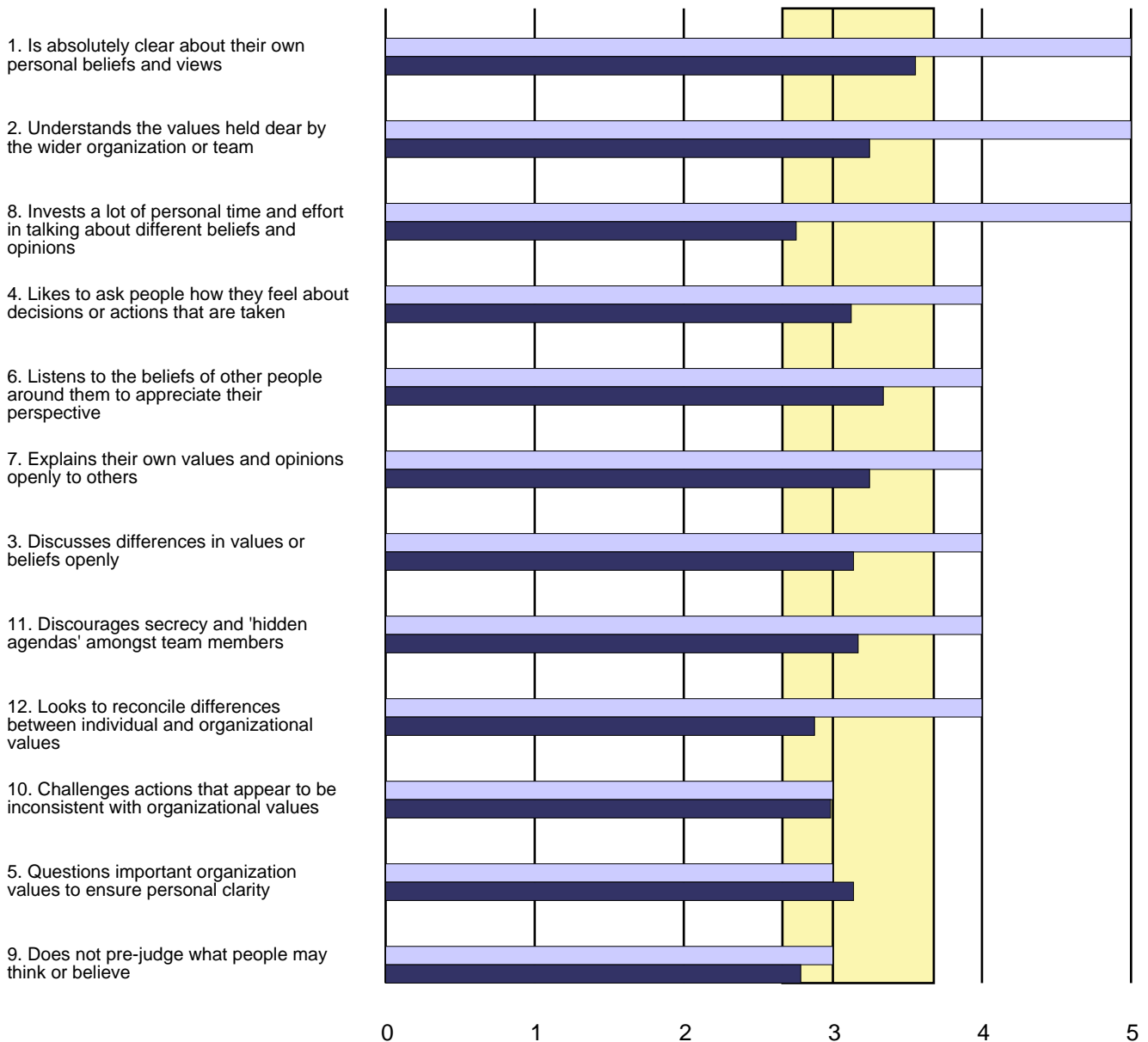
A low score person will be likely to see their personal attitudes, beliefs and values as not to be shared or discussed in any way with others. In the same way, the collective values of the team or organization are either hidden from view or become known only accidentally. As a result, any misalignment 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 this individual well understands their personal values and are prepared to discuss these with others openly. In addition, they look to discover the values of their 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 likely to remain positively uncomfortable until they understand 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."

## Teambuilding effectiveness Profile ALIGNMENT OF VALUES



Self Norm

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## Teambuilding effectiveness Profile

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### 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 holds these views through more open discussion and debate.

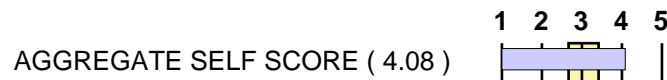
<b>Alignment of values</b>	<ul style="list-style-type: none"><li>- 'Flush' out hidden agendas or unnecessary secrecy by asking people to be open with one another.</li><li>- Spend time asking colleagues what they believe should happen in terms of work practices and share your thoughts with them.</li><li>- 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.</li><li>- Try to understand people's stronger feelings or emotions about issues.</li><li>- Look for discrepancies between what you or others say and what you (or others) do-talk about the issues openly.</li></ul>
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## Teambuilding effectiveness Profile

### BOUNDARY MANAGEMENT

Boundary management looks at the extent to which individuals recognize the on-going presence of threats and opportunities at, or beyond team boundaries, and how well the team understands its overall role in the supplier to customer chain. This category 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 have a significant and uncontrolled impact if not assessed and coordinated properly?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual has little or no interest or involvement in how resources and/or information is fed to their team, or how their team's efforts are converted into value for the 'downstream' customer. As a result, they may focus only on the specific tasks for which their team is directly responsible, and ignore wider organizational issues or processes.

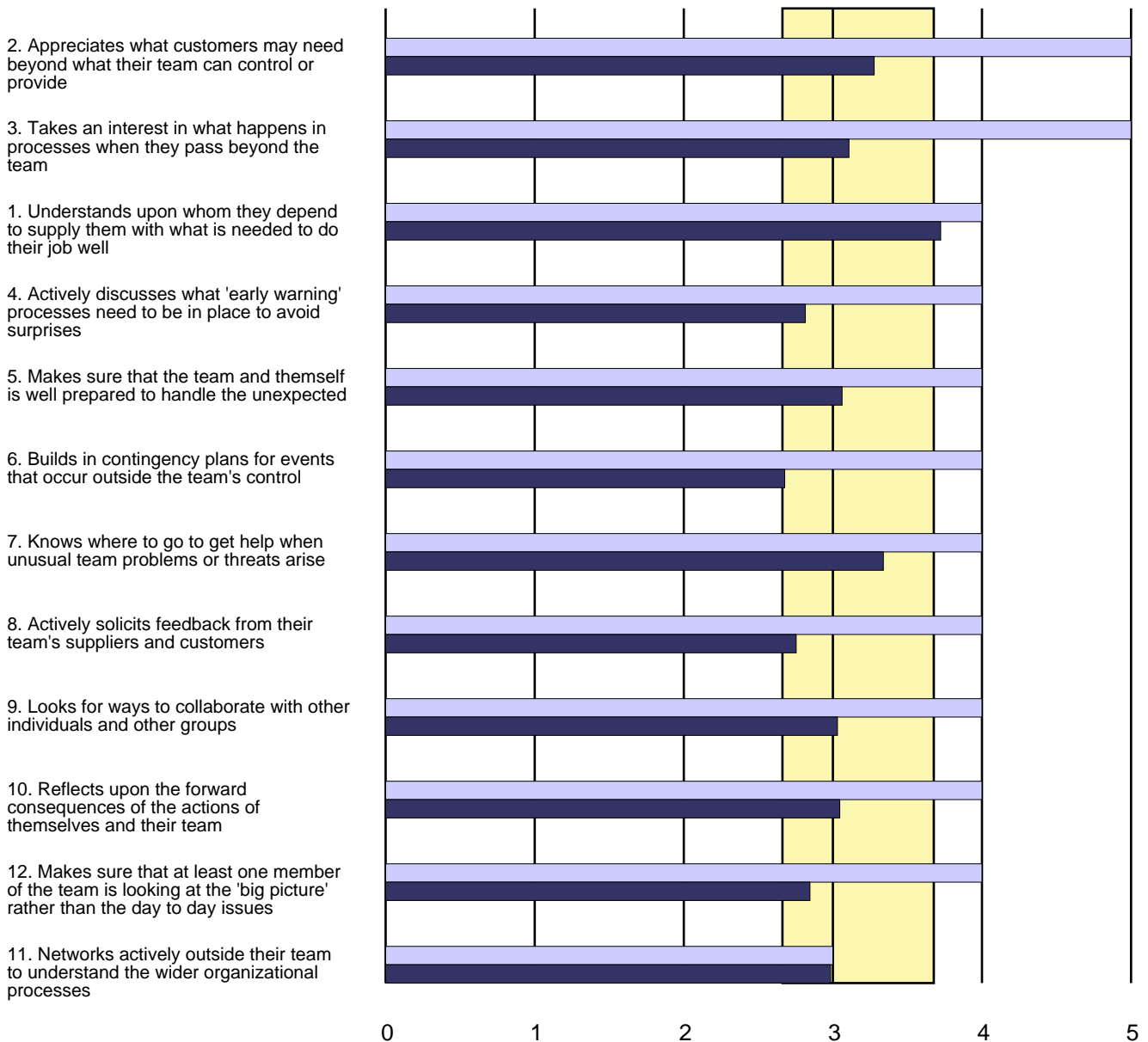
A low score person will be likely to perform their job with a narrow perspective, being largely oblivious to who and how their suppliers operate, and/or little interest or involvement in the needs or expectations of internal or external customers. They may therefore have to contend with unexpected events or issues rather more than they need to do so.

#### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual fully appreciated that the journey from supplier to final customer satisfaction is often a twisting one that may not be entirely controllable by the team or even an entire functional group in the organization. As such, they naturally take an interest in all indirect workplace events and activities (including threats and opportunities) at the edge of beyond team boundaries, in order to be informed and in control as they can.

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.

## Teambuilding effectiveness Profile BOUNDARY MANAGEMENT



Self Norm

The above chart is sorted in descending order of summary scores.

Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

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### 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.

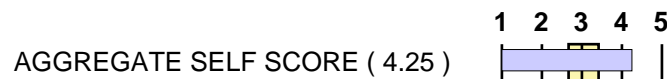
<b>Boundary management</b>	<ul style="list-style-type: none"><li>-Develop an active and open interest in talking to other people in teams both inside and organisation (to better understand how processes to deliver products and services flow across the enterprise).</li><li>-Carefully note where potential problems or bottlenecks can occur (that might have an impact on the performance of your team, and need to be managed)</li><li>-Regularly invite the team's customers to comment on the performance they are getting</li><li>-Review major processes that the team is accountable for managing and build contingency plans to handle future problems that could arise.</li></ul>
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## Teambuilding effectiveness Profile

### GROUNDRULES DETERMINATION

Groundrules 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. This category 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?"

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

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

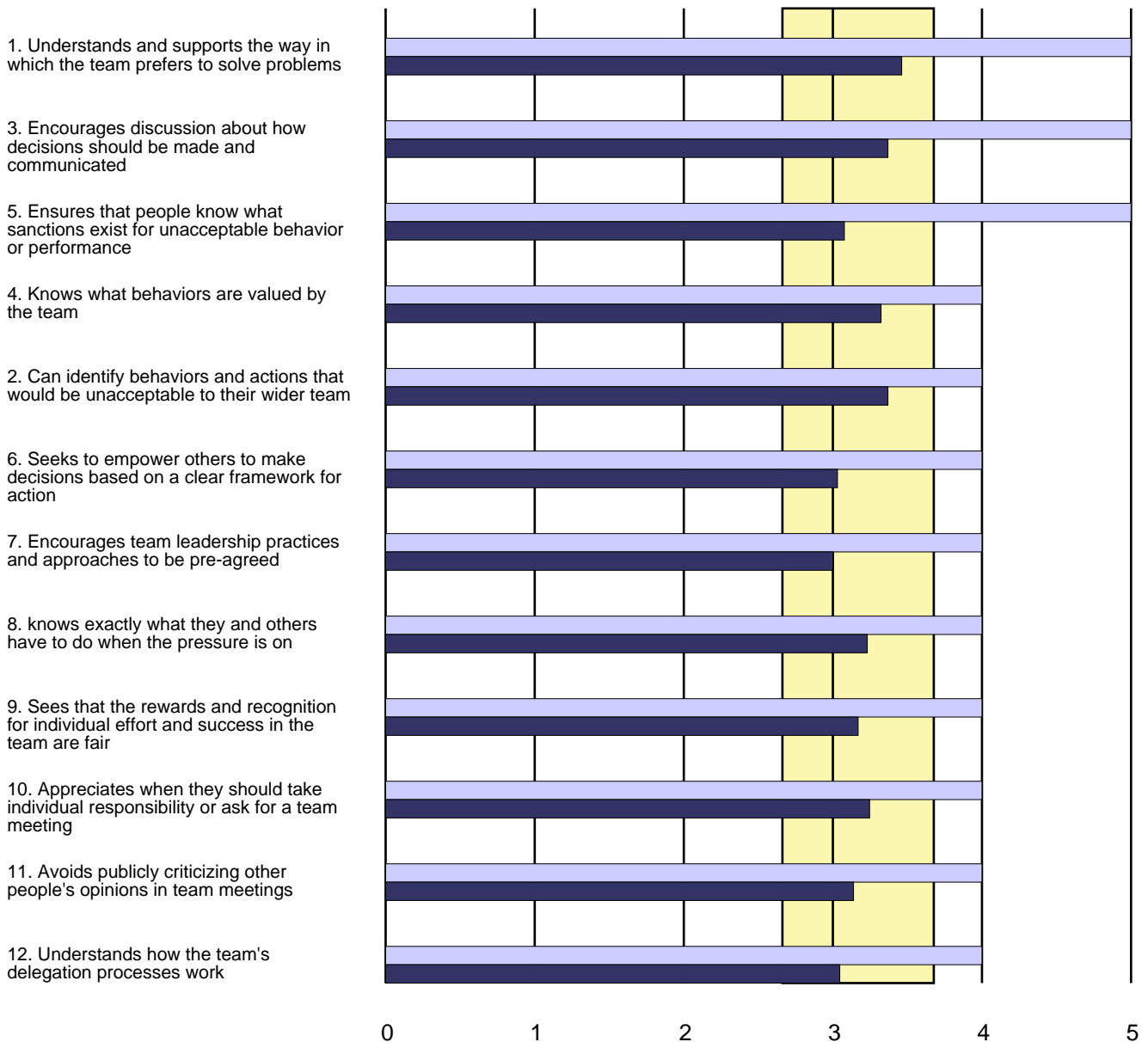
A low score person will be likely to look to solve problems in unique or different ways in each and every situation that they face, with little or no understanding of any agreed processes or approaches to make decisions or involve others when necessary. This can often lead to individuals in making decisions that may not be in their long-term interests, or the interests of the team as a whole.

##### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual quickly looks to discover the team's overall operating groundrules, or engage colleagues in discussion about procedures and systems that would help the team to run more efficiently and effectively. This will include groundrules 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. High scorers will also look to discuss better systems and methods that can aid individual and team decision-making in the future.

## Teambuilding effectiveness Profile GROUND RULES DETERMINATION



Self Norm

The above chart is sorted in descending order of summary scores.

Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

## Teambuilding effectiveness Profile

### GROUNDRULES DETERMINATION

Groundrules 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. This category 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 orientated groundrules, as well as groundrules about what is seen to be helpful and positive behavior.

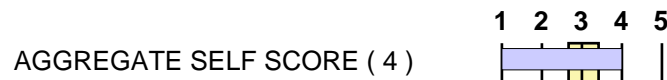
<b>Groundrules determination</b>	<ul style="list-style-type: none"><li>-Write down your own personal list of team groundrules that you would like to see in operation to help guide actions and behavior (preferably in the rank order of those that are the most important to you).</li><li>-Use this list to talk to colleagues in the team and as a basis to agree useful boundaries and standards that are common.</li><li>-Openly list all those behaviors that are unacceptable to the team and agree the most appropriate actions to take in the event that they occur.</li><li>-Work out who is responsible for what, how, where and when in the team and look to minimize gaps and overlaps.</li><li>-Agree ways in which the team will reward or recognize itself as a whole for good performance as well as recognize individuals within it.</li></ul>
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## Teambuilding effectiveness Profile

### PERFORMANCE APPRAISAL EFFECTIVENESS

Performance appraisal effectiveness looks at the extent to which individuals and the team measures or tracks their own progress against objectives and both rewards and corrects performance according to appraisal feedback. This category 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?"

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual rarely concerns themselves to rigorously measure or track their own performance or the performance of the team as a whole. Where performance changes are noticed (good or bad), they are likely to respond without consistency.

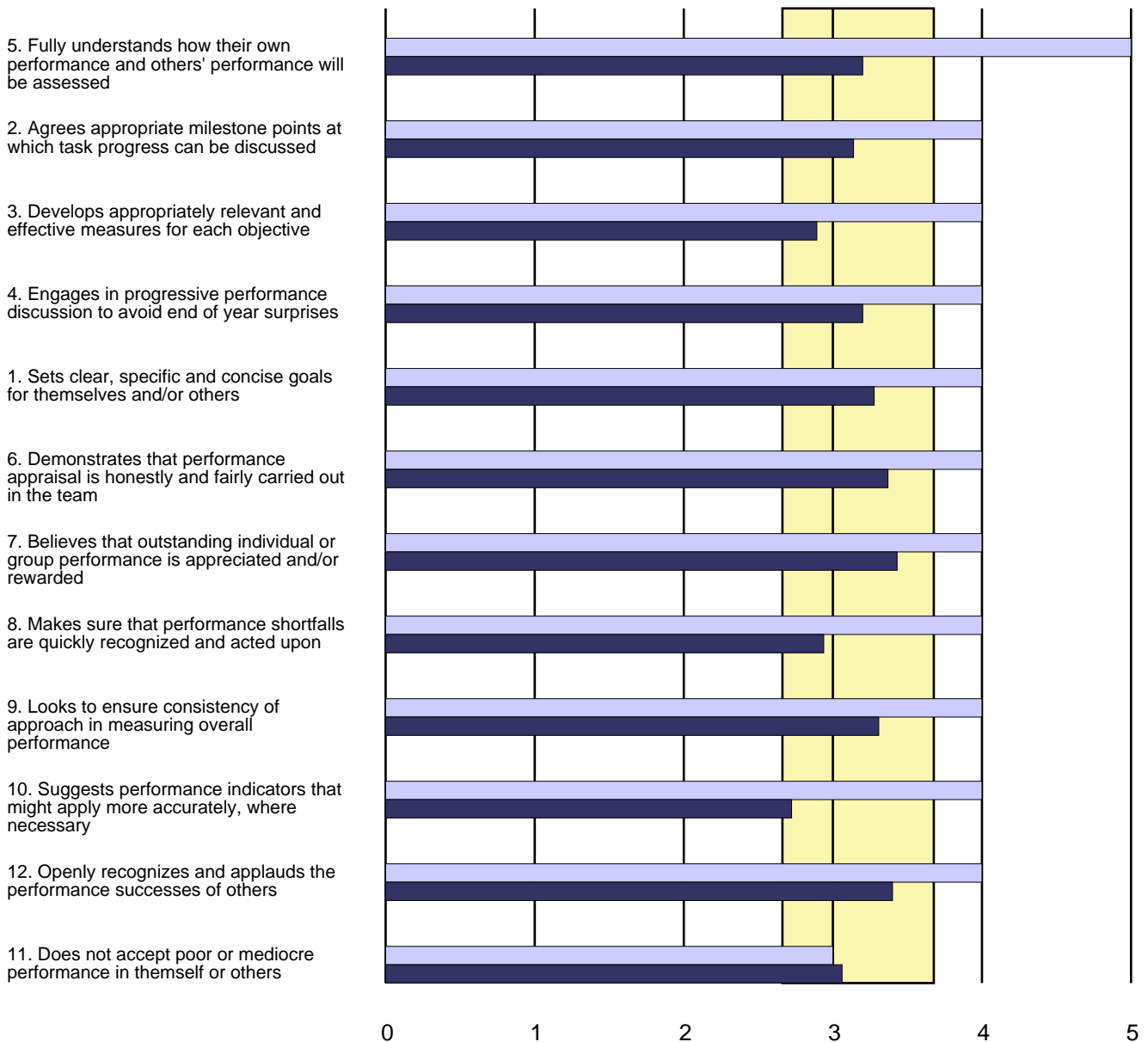
A low score person will be likely to set few goals, and even when they do, lack focus and clarity. As a result, general progress may be difficult to measure, and individual actions may be sporadic and divorced from the efforts of other team members. Low scorers may consequently operate quite independently in the team and be caught by surprise 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 this individual recognizes the importance of setting clear and unequivocal goals for themselves and others, and the criticality of reviewing performance progressively to make sure that they remain on track. They will also seek to be consistent in quickly addressing performance shortfalls and in celebrating 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 applaud performance successes, wherever they occur."

## Teambuilding effectiveness Profile PERFORMANCE APPRAISAL EFFECTIVENESS



Self Norm

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## Teambuilding effectiveness Profile

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### 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. Low 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.

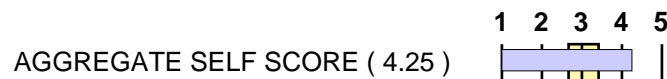
<b>Performance appraisal effectiveness</b>	<ul style="list-style-type: none"><li>-Review whether your goals are written in "SMART" language (Specific, Measurable, Action oriented, Realistic and Time Bound)</li><li>-Look to carefully align strategies fully with the overall goals and direction of the team.</li><li>-Review your own progress regularly and take an active interest in the performance of the team (both good and bad)</li><li>-Challenge mediocrity at every opportunity-avoid accepting second rate performance</li><li>-Go out of your way to recognize outstanding performance so as to encourage the individual and other colleagues to do something similar in the future.</li></ul>
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## Teambuilding effectiveness Profile

### 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. This category 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?"

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual may often miss the opportunity to learn from the past in order to make improvements for the future. As such, they may not involve themselves 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.

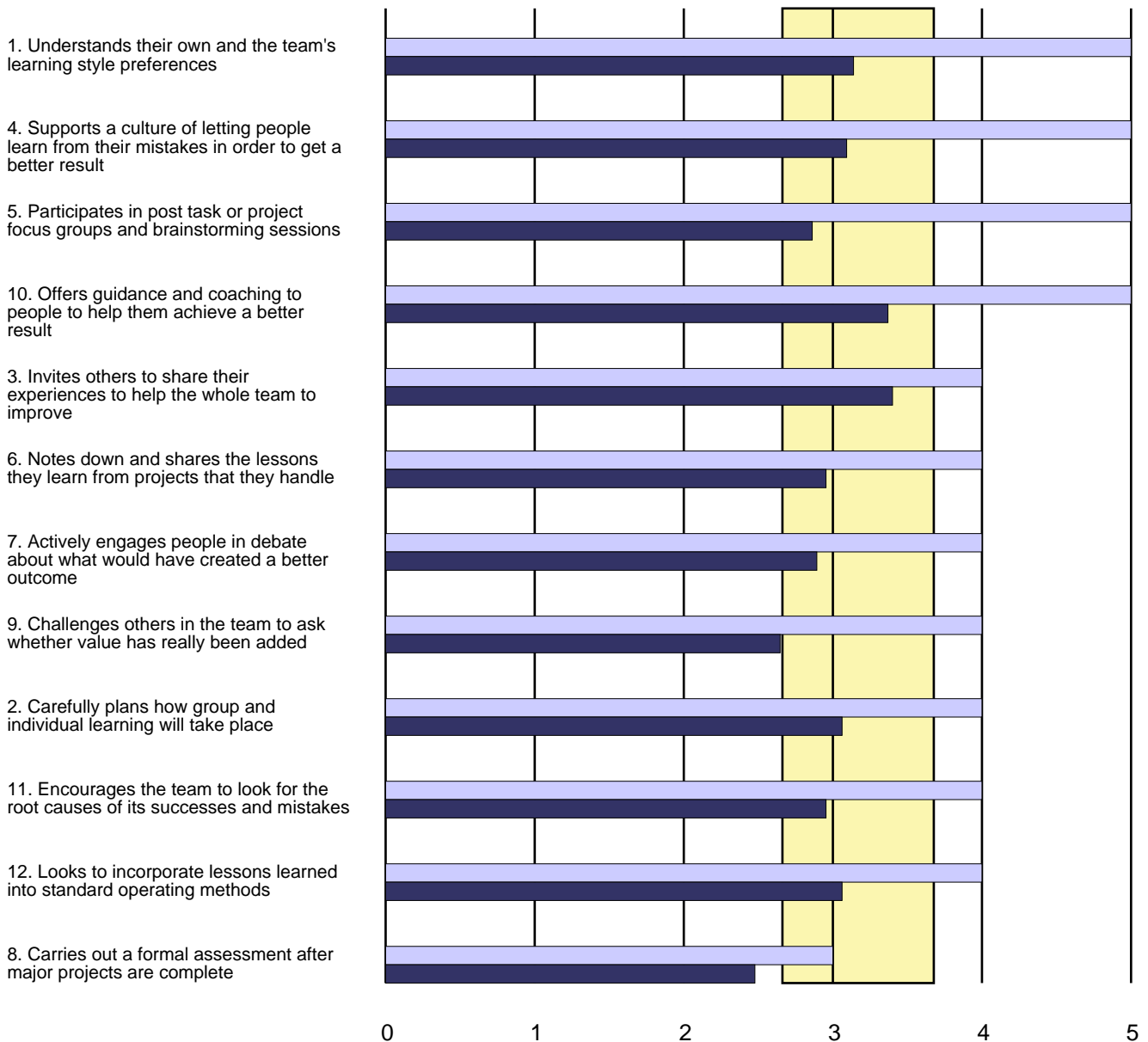
A low score person will be likely to spend little time on reflecting upon the experience of the past before they undertake a task or a project. As a result, they are likely to repeat previous mistakes or miss the opportunity to use past lessons learned to improve or to achieve a higher standard of performance."

##### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual sees the ability of everyone in the team to learn from its successes and mistakes to be a critical skills that needs to be nurtured and developed. As such, they invite their 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."

## Teambuilding effectiveness Profile TEAM LEARNING AND RESULTS FOCUS



Self Norm

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#### Improvement actions

Low scorers need to develop a more systematic approach to assessing their on-going work activities or efforts, and those of the wider team, and 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 lead to results that add high value for the team and the organization as a whole.

<b>Team Learning and Results Focus</b>	<ul style="list-style-type: none"><li>-Think about and build a systematic process for all of your individual and team learning (both positive and negative) can be simply captured and analyzed</li><li>-Look to ensure that mistakes are avoided as much as possible in the future, or improved approaches are planned.</li><li>-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</li><li>-Make sure that at least one person is accountable for recording all the useful lessons learned at every formal or informal meeting</li><li>-Let people make mistakes occasionally and get them to analyze why</li></ul>
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## Teambuilding effectiveness Profile

### 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 drawn upon to best effect. This category asks the question "How clear are you about the job accountabilities and competencies of other team members, so as to ensure that people are best matched to tasks and tasks are best matched to people?"

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual is not entirely clear about the full responsibilities and potential skills of themselves and/or others around them, and has spent little or no time or effort in improving their knowledge. They 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.

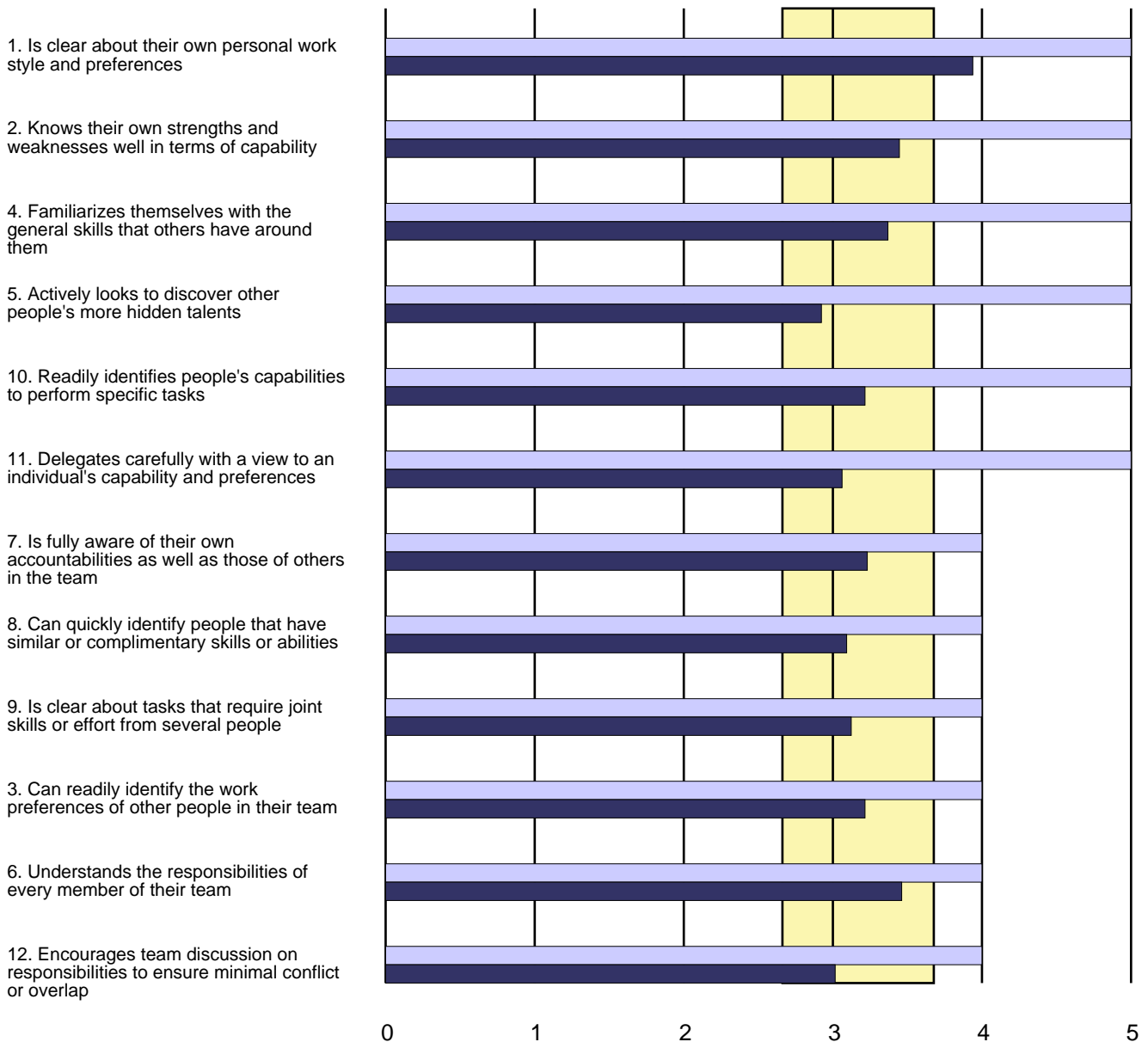
A low score person will be likely to have invested little time and effort in reviewing the skills and responsibilities of every team member (including themselves) and assessing whether tasks and people are well matched. They will also have few insights as to who may be in a position to perform new or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

##### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual invests time and effort in making sure that they understand the broad responsibilities and skills of other team members. They also clearly let them know what they do, and what they 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 to minimize wasted effort. And overlaps. This includes offering suggestions about how different people might work together or collaborate successfully."

## Teambuilding effectiveness Profile TEAM ROLE AND COMPETENCY CLARITY



Self Norm

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#### 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 may subsequently exist in performing overall team roles successfully.

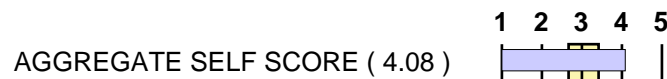
<b>Team role and competency clarity</b>	<ul style="list-style-type: none"><li>-Write down your own strengths and weaknesses as realistically as you can and check its accuracy with others whose judgement you trust.</li><li>-Take an interest in finding out more about what fellow team members are responsible for doing and achieving and where their skills are strongest.</li><li>-Engage colleagues in debate about your own responsibilities, skills and preferences</li><li>-Try to discover what roles people may have outside the organization.</li><li>-Look to delegate to colleagues more frequently to better understand people's real capabilities</li></ul>
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## Teambuilding effectiveness Profile

### VISION AND DIRECTION FOCUS

Vision and direction 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. This category 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?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

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

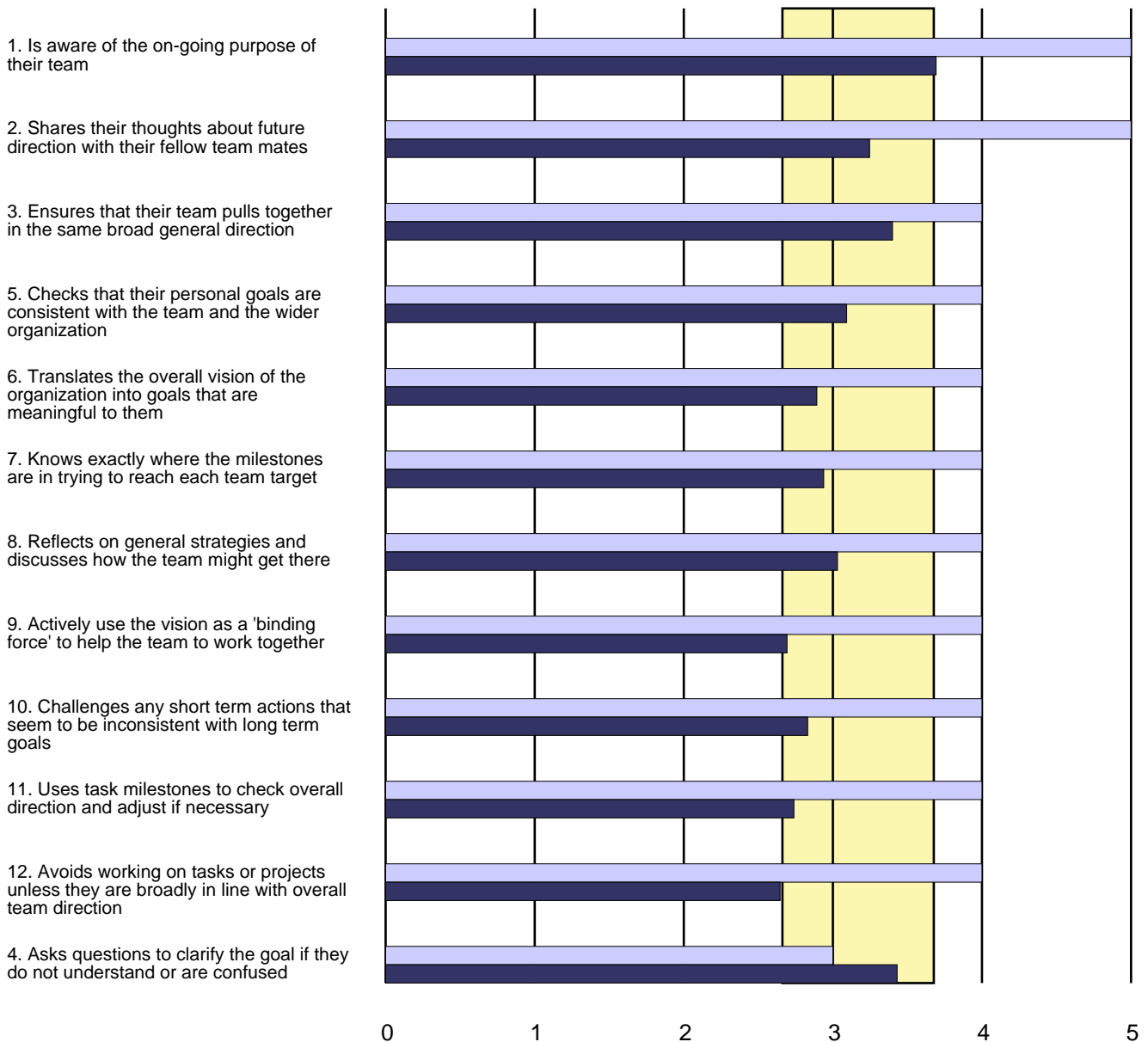
A low score person will be likely to do what is asked or expected of them without concerning themselves with where this might be heading or whether they are working towards a particular goal or target. They may also spend little or no time in personal planning and organizing to ensure that their actions 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 this individual has a clear view of their team's vision and overall direction, and uses it as a guide for themselves and others in the team to work together purposefully. They 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."

## Teambuilding effectiveness Profile VISION AND DIRECTION FOCUS



Self Norm

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## Teambuilding effectiveness Profile

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

<b>Vision and direction focus</b>	<ul style="list-style-type: none"><li>-Actively engage several teammates in discussion about the future and overall direction in general</li><li>-Add team member comments to your own quiet reflections about what the team could strive to achieve.</li><li>-Write down your goals according to your thoughts and share these with the team to ensure consistency and alignment</li><li>-Organise special team 'get togethers' away from the workplace to allow people time to reflect</li><li>-Invite team members to informally submit ideas about future direction in many different ways</li></ul>
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# THE '10/10' REPORT

## Top 10 development needs

		scores
Alignment of values	5. Questions important organization values to ensure personal clarity	3.0
Alignment of values	9. Does not pre-judge what people may think or believe	3.0
Alignment of values	10. Challenges actions that appear to be inconsistent with organizational values	3.0
Boundary management	11. Networks actively outside their team to understand the wider organizational processes	3.0
Performance appraisal effectiveness	11. Does not accept poor or mediocre performance in themselves or others	3.0
Team Learning and Results Focus	8. Carries out a formal assessment after major projects are complete	3.0
Vision and direction focus	4. Asks questions to clarify the goal if they do not understand or are confused	3.0
Vision and direction focus	5. Checks that their personal goals are consistent with the team and the wider organization	4.0
Vision and direction focus	6. Translates the overall vision of the organization into goals that are meaningful to them	4.0
Vision and direction focus	7. Knows exactly where the milestones are in trying to reach each team target	4.0

## Top 10 strengths

Boundary management	2. Appreciates what customers may need beyond what their team can control or provide	5.0
Alignment of values	1. Is absolutely clear about their own personal beliefs and views	5.0
Alignment of values	2. Understands the values held dear by the wider organization or team	5.0
Alignment of values	8. Invests a lot of personal time and effort in talking about different beliefs and opinions	5.0
Boundary management	3. Takes an interest in what happens in processes when they pass beyond the team	5.0
Groundrules determination	5. Ensures that people know what sanctions exist for unacceptable behavior or performance	5.0
Groundrules determination	1. Understands and supports the way in which the team prefers to solve problems	5.0
Performance appraisal effectiveness	5. Fully understands how their own performance and others' performance will be assessed	5.0
Groundrules determination	3. Encourages discussion about how decisions should be made and communicated	5.0
Team Learning and Results Focus	4. Supports a culture of letting people learn from their mistakes in order to get a better result	5.0

## **COURSE AND READING SUGGESTIONS**

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

### **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. This category 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 Suggestions**

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

#### **Reading Suggestions**

- Managing by Values, Ken Blanchard and Mike o connor, 1997
- Dream-makers: Putting vision and values to work, Michelle Hunt, 1998
- The ABC's of successful leadership: Proven practical attributes and concepts based on core values, Ray Wenderlich, 1997
- Values based leadership, Sue and Tom Kuczmarski, 1994
- Leading change: an argument for values based leadership, James O' Tool, 1996

#### **Other Suggestions**

- 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 to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

## **COURSE AND READING SUGGESTIONS**

### **Performance appraisal effectiveness**

Performance appraisal effectiveness looks at the extent to which individuals and the team measures or tracks their own progress against objectives and both rewards and corrects performance according to appraisal feedback. This category 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?"

#### **Course Suggestions**

- Appraising performance
- Performance measurement
- Developing key performance indicators
- Goal/Objective setting
- Performance alignment

#### **Reading Suggestions**

- The Balanced Scorecard: Translating strategy into action, Robert Kaplan and David Norton, 1996
- The basics of performance measurement, Jerry Harbour, 1997
- Performance measurement-participant workbook, Jon Warner, 1997
- Keeping score-using the right metrics to drive world class performance, Mark Graham Brown, 1996
- How to measure the results of work teams, Jack Zigon, 1994
- The appraisal checklist: How to help your team get the results you both want, Brian Watling, 1995

#### **Other Suggestions**

- 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 to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

## 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.

<b>Development Area: Questions important organization values to ensure personal clarity</b>		3.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Does not pre-judge what people may think or believe</b>		3.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Challenges actions that appear to be inconsistent with organizational values</b>		3.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Networks actively outside their team to understand the wider organizational processes</b>		3.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Does not accept poor or mediocre performance in themself or others</b>		3.0	N/A	N/A
Action to Take:	Target Date:			