

TURBO CHARGE YOUR TEAM

HELPING YOUR TEAM TO WIN

TEAM

DIAGNOSTIC TOOL:

WHY TEAMS DON'T PERFORM AND WHAT TO DO ABOUT IT

If You Want A Harvest In A Year, Grow A Crop...

If You Want A Harvest In Ten Years, Grow A Tree...

If You Want A Harvest That Will Last For A Life Time, Grow People.

- CHINESE PROVERB



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INTRODUCTION

You're on a team to do what you can't do alone

Today leaders are struggling with big questions such as:

- *How to attract, motivate and keep talented people?*
- *How to increase profitability, sustainability and be present to the needs of all stakeholders?*
- *How to increase innovation, creativity, productivity, quality and customer satisfaction?*
- *How to increase accountability, openness and trust?*
- *How to run more engaging and productive meetings?*
- *How to handle the inevitable disagreements and conflicts?*
- *How to improve co-operation between virtual teams spread across different locations and countries?*

There are no easy answers to these questions. Working in teams is here to stay, and for good reasons.

When you're part of a great team, it seems like anything is possible. You work hard, but it doesn't feel hard. Your days end on a high note. Unfortunately, a lot of things can interfere with a team's ability to stay on a roll.

Sometimes the problem is simply team dynamics: The team doesn't really feel like a team. Or collaboration takes more effort than it should. Or you spend precious hours dealing with conflict.

And sometimes the problem stems from the work itself: The day-to-day feels disconnected from a deeper purpose. Or the team is trying to do too many things at once. Or there's fuzziness about the plan.

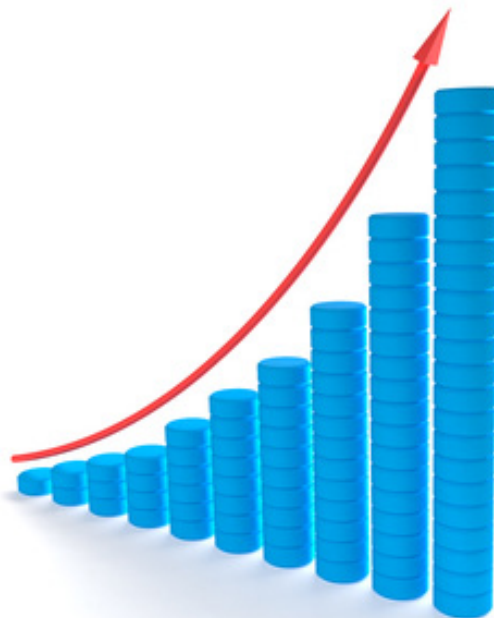
We have created this workbook and diagnostic tool to help you and your team go to new heights of performance. Throughout the e-book you will find tools that will help you navigate through the complex maze of teams and developing teams.

What is your vision for a connected and high performing team?



FINDING OUR WAY TO HIGH PERFORMANCE

Throughout this ebook, we are going to give you tools to navigate where you are, where you want to be and how to get there. Below is a model that helps you start to determine where you want to be. There are essentially two parts to good teams – positivity and productivity. There are a bunch of things that make people feel good, behave well and want to add value to each other. This creates a positive vibe amongst the team. Positivity essentially is a motivator so people are willing to put in discretionary effort. Productivity obviously is about the performance of the team. This is the ultimate assessment of whether a team development strategy has been successful.



DISCLAIMER

Let's start with a disclaimer. A good team will satisfy its internal or external clients, become stronger unit as time passes, and foster the learning and growth of its individual members. But even the best leader on the planet can't make a team do well. All anyone can do is increase the likelihood that a team will be great by putting into place the conditions that great teams possess (more on that in a minute). Also the leader still will have no guarantees that he or she will create a magical team. Teams create their own realities and control their own destinies to a greater extent, and far sooner in their existence, than most team leaders realize.

FACTORS INFLUENCING TEAM DEVELOPMENT AND SUCCESS



Some Background Concepts

Before we get into diagnosis it is important that you have some basic teamwork concepts. You may have heard about some of these concepts, but it is essential that you understand these (or reacquaint you with them).

WHAT MAKES A TEAM?

The word team has a positive connotation and gets thrown around a lot in workplaces, usually with good intentions. But just because a group of people have a good time at lunch or get along well at work doesn't make them a team, not even if some manager or executive calls them one.

Often people get confused concerning the difference between a group and a team. People who come together with different agendas and pull in different directions are a group not a team.

Definition: a team is a group of people organized to work together to accomplish a common purpose for which they share accountability.

As you can see in this definition, three essential factors define a team:

- Putting people together to do work. The left hand and right hand, as the expression goes, are meant to fit together.
- Having an overall common purpose. Team members all work to achieve the same end result.
- Being mutually accountable. That means that each team member is equally responsible with every other member for accomplishing the team's mission.



What distinguishes a team from another kind of work group is the way its members are organized to capitalize on the interdependence that exists among them when they're at work. In simple terms, they need to work together to get something done.

Sometimes you can see interdependence within a work group or even an entire department, yet the individual employee/s function in their specialized roles and focus on their own tasks and issues. Sorry, they aren't a team.

Teams definitely are forms of work groups, but not all work groups are necessarily teams. In fact, plain work groups are much more numerous than teams. Are you with me so far? To make sure, I'm going to talk about the differences between work groups that are teams and those that are not.

Work groups function on three levels:

- o Dependent level
- o Independent level
- o Interdependent level



TEAM

People working towards a common goal who coordinate their work amongst themselves



GROUP

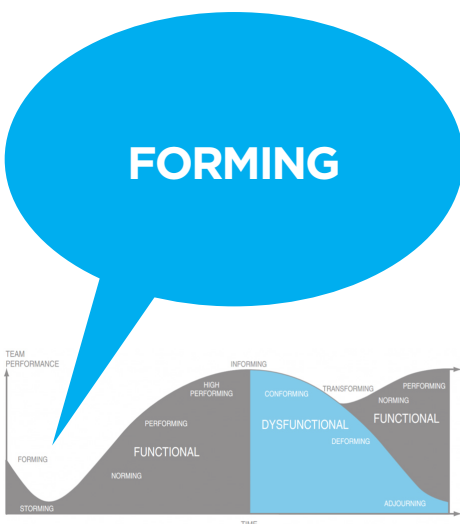
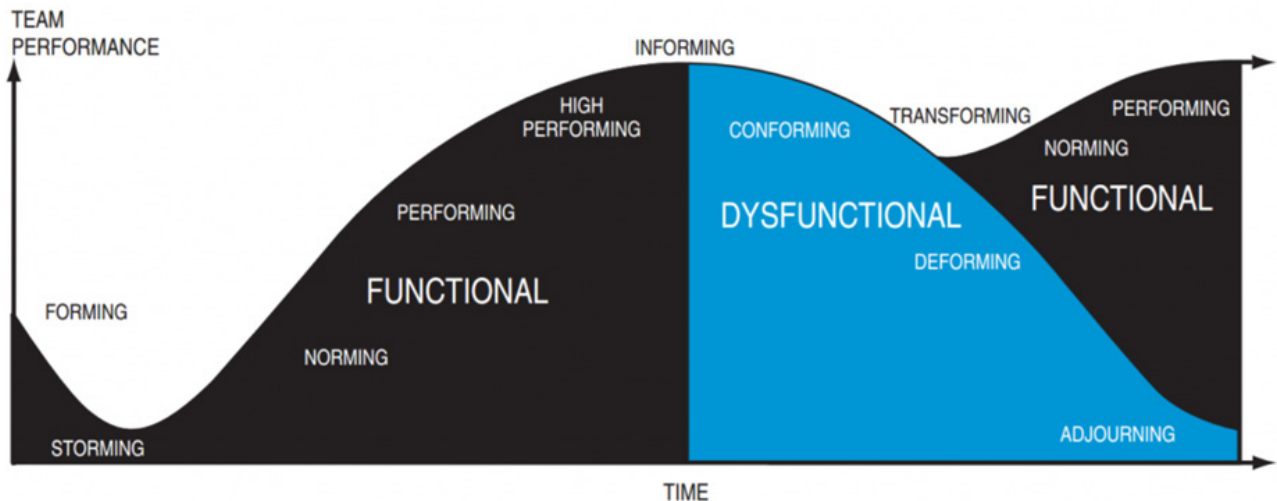
People working towards goal whose work is coordinated by someone else (e.g. a manager) for them

STAGES OF TEAM DEVELOPMENT

One of the most influential models of teamwork theory was first developed by Dr. Bruce Tuckman in 1965. Ten years later, he refined the model to include a fifth stage, Adjourning. Understanding its five stages can help you develop a high performing team.

The model shows that as a team develops, relationships between members becomes more stable and the team increases its ability to perform. The amount of time that a team spends in any one stage and the number of times they cycle back through the stages will vary depending on the make-up of the team, the environment and the leadership. Based on what stage of development the team is in, the leader will change their leadership approach to best meet the needs of the team.





STAGE #1 – FORMING

(The phase of orientation, testing and dependence)
Tuckman says that when people initially come together in groups, their first concern will be to orientate themselves within the team. This is primarily accomplished through testing, which identifies the boundaries for both interpersonal and task behaviours. In an environment where relationships are either non-existent, or at best, distant, individuals are more focused on their own objectives. Consequently, there is a tendency to strive for cordiality as the new team members hold their cards close to their chest while they suss out their colleagues .

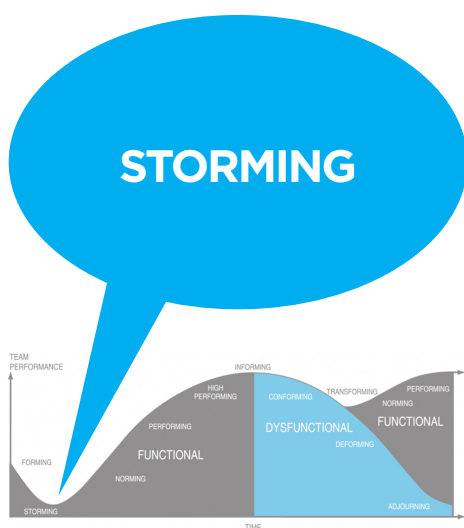
People are generally unsure, suspicious and nervous, and this is entirely to be expected. However, because of the task-oriented nature of teams, individuals also understand that they would have to quickly develop certain dependency relationships with their leader and other group members.

Here are some measures that leaders could adopt when in the forming phase of group development:

¹ Smith MK. Bruce W. Tuckman – forming, storming, norming and performing in groups. In: *The encyclopaedia of informal education*.

² Team Technology. Leadership: Using the Tuckman model. In: *Team technology. co.uk*. – Publishers of quality online articles and resources.

- Lay out the group's purpose and objectives, and set clear and high levels of expectations. Blanchard and Johnson, using the gaming analogy, say that performance problems sometimes arise because team members do not know where the goalposts are. Goal-setting research in the U.S., Canada, Europe, Japan, Australia and the Caribbean shows that people are generally predisposed to purposeful action, and performance levels tend to increase when higher goals are set because people will adjust their efforts according to the difficulty of the task assigned. Furthermore, as the team has just been constituted and relationships and structures are tentative, the leader's persuasion style ought to be a more affirmative one of telling and pushing
- Help individuals to understand how they fit into the team. Wetlaufer, citing Katzenbach in her article, argues that the 'rules of the road' must be very clear. While teams may have a good mix of skills and experience, they are new to one another. Hence, the leader must play a visible role in clarifying how team members are individually expected to contribute and work together, what they will work together on, as well as how team meetings will be conducted, among other issues. This goes back to the orientation and dependence-building process that Tuckman says is characteristic of the forming phase.



STAGE #2 – STORMING

(The phase of conflict) The second phase, also known as storming, is characterized by the loss of systematic resolve, the heightening of differences, and the polarization around interpersonal issues, facts, goals, methods, and values. Although fighting in the physical sense is unlikely, conflict may manifest itself in the form of emotional outbursts as team members talk at, rather than talk to, one another.

³ Blanchard K. Johnson S. (2003). *One minute manager*. New York: Harper Collins Publishers, Inc, 2003. p. 66.

⁴ Locke EA. Latham GP. Chapter 2 - Goal setting theory. In: H. F. O'Neil, Jr & M. Drillings (Eds.), *Motivation theory and research*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc, 1994. p. 17.

⁵ Wetlaufer S. *The team that wasn't*. In: *Ideas with impact: Harvard business review on negotiation and conflict resolution*. Boston, MA: Harvard Business School Press, 1994. pp. 37-38.

⁶ Schmidt WH. Tannenbaum R. *Management of differences*. In: *Ideas with impact: Harvard business review on negotiation and conflict resolution*. Boston, MA: Harvard Business School Press, 1960. p. 1-3.

It is important to understand that conflicts often develop insidiously and usually do not begin as outright disagreements. In this regard, leader should find Schmidt and Tannenbaum's explanation of the five stages of the 'conflict creep' phenomenon a useful reference⁶



- **Level 1** – Anticipation Individuals are aware of the presence of issues (e.g. proposals, plans, methods, and values) that may lead to differences of opinion within the team.

- **Level 2** – Conscious but unexpressed difference Polarization occurs as members start clustering among those they trust to discuss the issues. Facts are limited and assumptions are made. Tension builds and there is a sense of an impending dispute and trouble.

- **Level 3** – Discussion As the issues are brought out for discussion and facts begin to surface, differing opinions start to emerge openly. Undercurrents can be felt in the way the questions are phrased, as well as the body language and nonverbal expressions that are used.

- **Level 4** – Open dispute Arguments and counter-arguments begin to be articulated, and any differences in opinion that have so far been obliquely expressed are now stated more clearly and directly.

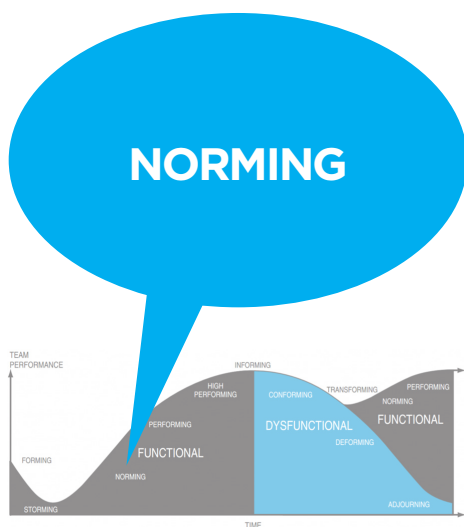
- **Level 5** – Open conflict Individuals are firmly committed to their positions, and they attempt to increase the effectiveness and power of their situation while seeking to minimize that of the others.

According to Schmidt and Tannenbaum⁶, the project leader's ability to intervene and mitigate the conflict is inversely related to the progression of the stages. The earlier he or she enters the picture, the better the chances to influence the conflict situation.

Some other intervention measures that could be adopted during the storming phase are:

- Focus group efforts toward building up trust and interaction. The project leader must continue to build bridges and relationships in the team by emphasizing his or her expectations and vision of how the team should work together. A highly visible leader using the sell and consult persuasive approach may be useful here 2

- Identify the protagonists and meet them out of the group setting. A key issue for the leaders is to establish control over the unofficial power nodes in the group and prevent the conflict from escalating beyond repair. It helps to meet the chief protagonists on an individual basis to understand their position on issues, and to solicit their identification on common goals and objectives. In the worst case, uncooperative or destructive individuals must be shipped off the team.
- Ensure differences of any sort are directed towards the idea and not the individual. Dignity must be preserved even in the midst of critiques, or open and constructive communication will collapse.



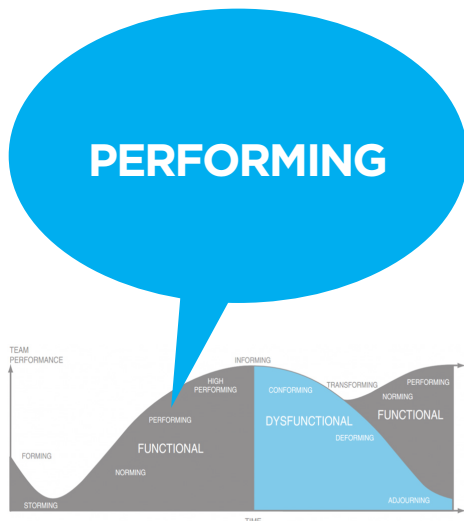
STAGE #3 – NORMING

(The phase of group cohesion)

Tuckman says that this phase occurs when resistance is replaced by an in-group feeling, and a sense of cohesion. This is also the time when group standards and processes evolve, and new roles are adopted. Norming essentially marks the birth of the realization of the project manager's vision for the group.

As a leader continues to facilitate the development of the team, some measures to consider:

- Focus on developing group processes and task interactions. Relationships at this stage are more stable but still mechanical, so project leaders should focus on encouraging the team members away from an individualistic approach to problem-solving, and into a cross-functional approach. Wetlaufer 5 believes this is critical in jarring people out of their individual or compartmentalized loyalties, and to develop a team-based big picture perspective. In other words, the leader needs to facilitate the building of partnerships in the team.
- Soften up on direct leading and allow team interaction to blossom. To facilitate the team's growth as a cohesive entity, and to move away from the single-leader approach, the project manager should adopt a light-touch approach towards leading if the group dynamics permit it. In addition, he or she should also take up a back-stage, advisory role instead.



STAGE #4 – PERFORMING

(The phase of functional role-relatedness)

This is the phase where roles become flexible and functional, and group energy is channeled into task completion⁵. The performing team is now a truly purpose-driven unit where members derive satisfaction from working together to overcome the challenges at hand.

Here are some issues for team leaders to consider as they continue to fine-tune their unit towards higher performances:

- Focus on team self-development and individual renewal. This calls for a continued departure from the single-leader approach, and towards the situation where group leadership is dependent on the individual who is in the best position to ensure performance⁵. The project leader should adopt a coaching role and provide his or her team members with help by the sidelines. The persuasive style should be one of close observation and support².
- Develop the dynamic grouping of the team. As with the norming phase of development, project leaders should continue to encourage and emphasize cross-functional problem-solving approaches. The principle here is the progressive integration of job enrichment opportunities into the tasks to expand on the challenges faced. This serves to drive the intrinsic motivation of individuals who demonstrate high levels of ability, and who desire to stretch their own limits and potential. This is a channel to improve the efficiency of the team, as well as to edge the team into a high-performing mode.

Dr Tom Edison, in his article *The Team development Life Cycle: A New Look* published in the May-June 2008 edition of the *Defence AT&L Journal*, argues for the need to look beyond the performing stage of the traditional the Tuckman model. It is important to understand the dysfunctional phases that teams may encounter, he says, in order to institute the necessary measures to keep the team at high-performing levels.

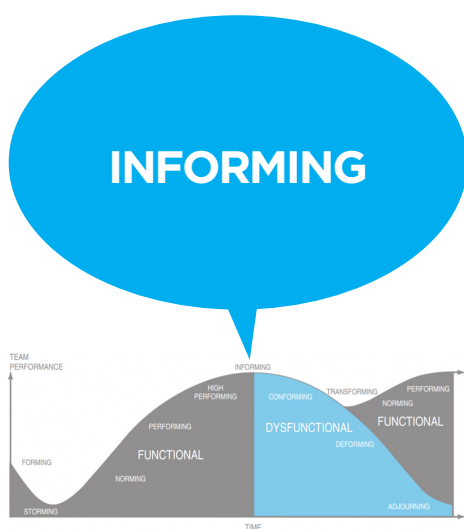
Edison's expansion of the Tuckman Model

⁵ NetMBA.com. Herzberg's motivation-hygiene theory (two-factor theory). In: NetMBA - Business knowledge center

Edison's thesis is that while the Tuckman model provides a general understanding of group development, teams may not always follow the four stages of growth. In addition, it may also give the erroneous impression that teams will end at the performing stage.

Edison labels Tuckman's four-stages as the functional side of the coin, and develops his insights by bringing in the informing, conforming and deforming stages – the latter two which he terms as the dysfunctional phases for teams.

If the four-step process of the Tuckman model is viewed as a linear journey, the three new phases shall be added to the original model as follows:



STAGE # 5 – INFORMING

(The calm before the storm) Edison⁹ calls the informing phase the proverbial mid-point of the group development journey. This is where the organization recognizes the achievements of the project team and gets it to document and inform others about its results, processes and conclusions. Citing a 2002 research by Dr Owen Gaden, he says that the informing phase is still part of the functional stage of group development as the organization tries to, as part of knowledge management, capture the processes and lessons learned by the project team to enable its replication by other groups.

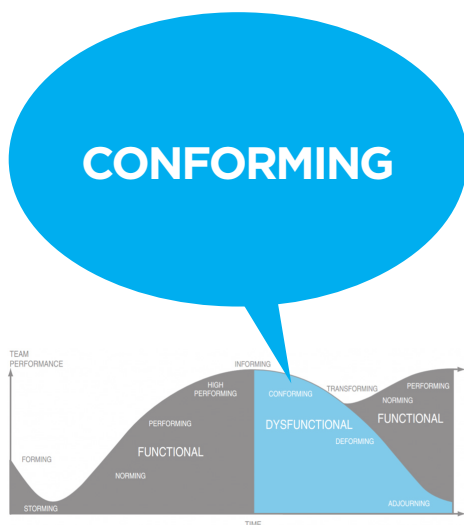
However, the informing stage is also the tipping point before a successful team begins its decline.

Below are some issues that leaders should consider:

- Realize the impending danger of team dysfunction. This point needs little elaboration. Once the leader or manager is made aware that the informing stage is also the precursor of the more dysfunctional states, they need to avoid lapsing into complacency. On the contrary, they must be acutely sensitive to the existing state of development of their teams, and what is needed to progress.

⁹ Edison T. The team development cycle: A new look. In: Defense AT&L

- Continue reviewing the team set-up and consider new blood. The team's composition must be continually examined to ensure that it has the right level of resources to survive and function. I would argue that the two main challenges for the project manager are: (1) the addition of new blood that may disrupt group stability, and (2) the prospect of dismantling what appears to be a successful set-up. There is no simple solution, but it does seem that unless there is an artificial yet constructive 'destabilization' of the seasoned team into jumping the curve and recreating new phases of storming and norming (what Edison calls the transformation process), the team and its stable of old guards may just slip into the first state of decline that is characterized by groupthink.



STAGE #6 – CONFORMING

(The start of the slip) The manifestation of groupthink is really the first clear sign that the team is heading downhill. The desire to conform threatens the team by subverting creativity, originality and innovation, according to Edison. He says about the stage of conformity, 'members have begun to think alike, and any of the unique yet appropriate ideas... from the team are lost or decreased because the team members are beginning to develop the characteristics of groupthink.'

The danger, as Drohn and Hamilton explain, is that sometimes, even experts may end up reinforcing each other's ideas and opinions due to the phenomena of self-censorship, mind guarding, and the illusion of unanimity, for example.

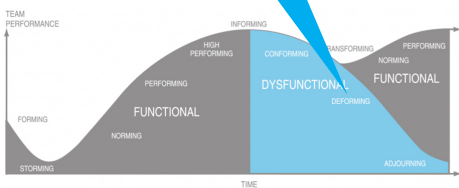
Hamilton makes some suggestions to counter groupthink that team leaders should consider as intervention when faced with conformity:

- Have outside voices with opinions different from that of the team. This suggestion of bringing outside experts into the group decision-making process to provide an alternative opinion actually validates the earlier measure discussed at the informing stage, which calls for the injection of new blood into the team to add new perspectives to the group dynamics. Edison describes this as the addition of more activation energy to energize the team.

¹⁰ Drohn J. *The dangers of group think*; Hamilton C. Chapter 9 – *Small-group communication and problem-solving*. In: *Communicating for results - A guide for business and the professions* (7th ed.) United States of America: Thomson learning, Inc, 2005. p. 212-213.

- Rotate the leadership of meetings. The incumbent leader should consider deliberately missing some meeting sessions, and to rotate the chairmanship to allow different members to lead and facilitate instead. This is primarily because their presence may be doing harm by inadvertently dominating the team processes. To add to this, I think that it is also necessary to critically review the quality of the decisions made in the leader's absence to test for signs of groupthink. Otherwise, conformity if unchecked will lead to the team's deformation, which is the next and final stage we will review.

DEFORMING



STAGE #7 - DEFORMING

(The deforming phase: the team in peril) According to Edison, when the team is caught in the mire of conformity, it will essentially start to decay as a functional unit. As more and more team members gradually lose the sense of gratification and motivation that initially characterized the group in the norming and performing stages, they may start to miss team meetings or even pull out altogether. The team in the deforming stage is devoid of spark, life and effectiveness. Theoretically, the intervention measures discussed in the previous two phases may still be applied to try and transform the team, but in reality, Edison says that any effort by this stage could be futile as the team may well be past the point of no recovery.

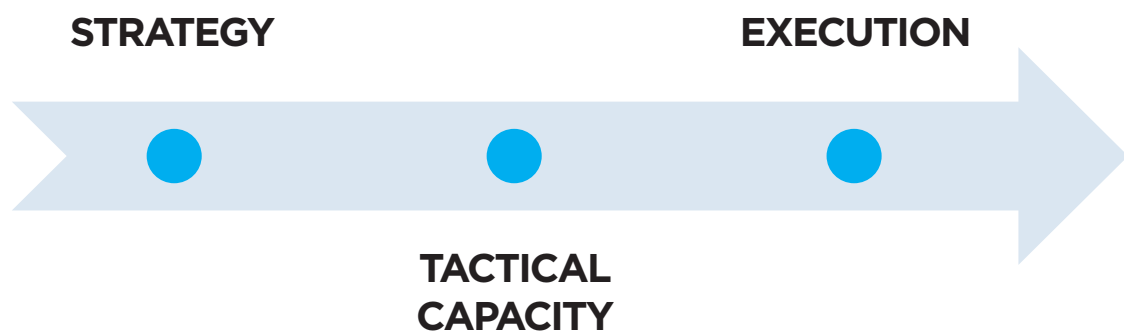


BUILDING BLOCKS FOR GREAT TEAMS



Effective teams are always aware of and responsive to both their internal and their external environment.

Teams need to get the balance between strategy and execution. What sits in the middle is tactical capacity.



TEAM DEVELOPMENT STRATEGY

The strategy aspect of teams is seen in the five key areas below:

PLANS	GOALS	<ul style="list-style-type: none"> • What the team aspires to achieve? • What is its purpose of the team? • What is its burning imperative? • Are there clear values for the team?
	PRIORITIES	<ul style="list-style-type: none"> • Is the leader keeping the priorities clear? • Are there clear measures of success? • Does the team celebrate success?
PEOPLE	ROLES	<ul style="list-style-type: none"> • How does each member help the team to achieve the goals? • Where do the roles start and stop? • What relational and process roles do people play?
	RELATIONSHIPS	<ul style="list-style-type: none"> • How the team members 'get along' with each other? • How emotionally intelligent are the members of the team? • Are they skilled at conflict, negotiations, decision-making and collaboration?
PRACTICES	LEADERSHIP	<ul style="list-style-type: none"> • How is the leader supporting the team to achieve results? • Is the leader coaching the team or dictating to the team? • Is the broader organisational leadership hierarchy and systems conducive to the teams performing? • Is the leader reinforcing the behavioural norms and culture?
	ENABLING STRUCTURES AND PROCEDURES	<ul style="list-style-type: none"> • What are the methods that help the team conduct its work together? • What are the process norms in how they do their work? • Do they have the right mix and number of people? • Are the rewards system, the information systems, the human resource systems effective?

DIAGNOSTIC PROCESS

STEP #1 – IDENTIFY YOUR EXPECTATIONS

Performance is what the team members actually achieve. Results (as measured by sales, customer satisfaction, percentage of repeat business and so on) are the outcome of high performance. For example, if your organisation is repeatedly suffering a poor sales performance you need to identify within the sales team where the problem lies. Could it be low call rates, team members not investing client's needs correctly, not establishing key relationships that achieve repeat business and recommendations or could it be that team members are not interacting or sharing key information?

Key Questions:

What are the goals/outcomes the team is expected to produce?

What is the frequency or percentage in which they are meeting their goals at the moment?

What evidence do you have that the goals and expectations you (or the organisation) has are realistic?

Action Step:

If the goals are fuzzy, then institute a process to collectively engage the team to create clarity about the goals – 3 year, 1 year, 90 days.

If your goals and expectations are unrealistic, revise them with the team



STEP #2 – MEASURE EXISTING TEAM CHARACTERISTICS TO PRODUCE A TEAM PROFILE

It is important to recognize that research demonstrates a clear link between the presence of positive team characteristics and team effectiveness. Therefore, leaders must find a mechanism to measure the degree to which relevant team characteristics currently exist in a given environment. Anderson and West argue that such information can be used to create team climate surveys, create team climate diagnosis, create team innovativeness, measure team development, and for the selection of new team members.

There are three traditional approaches to collecting this information;

- Paper-and pencil questionnaires or surveys,
- Direct observation, and
- Interviews.

We need to be careful with direct observation if we are enmeshed in the team system. We may have preconceived opinions and assumptions that clouds the data we collect – negatively or positively. That is why it is good to get someone from the outside of the environment to conduct observation.

To ensure that your observations are as accurate as they can be, ask the following questions:

Key Questions:

What would I see if a video camera had captured what is going on?
Is there another way to interpret the situation?

Below is a team survey you can use to assess your team effectiveness

Action Step:

TEAM HEALTH SURVEY

INSTRUCTIONS:

For each statement, tick in the column that best describes you (disagree through to agree) within the context of your current team. Please answer questions as you actually are (rather than how you think you should be).

	DISAGREE			AGREE	
	1	2	3	4	5
1. Each team member has a clear, articulated plan for at least the next 90 days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Team members are provided with a great deal of feedback regarding their performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Team members are encouraged to work for the common good of the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Everyone on the team can articulate clearly what its purpose is?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Team decisions are made collaboratively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The team feels supported by the leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. People are encouraged to build good relationships and actively participate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Team members are provided with adequate and appropriate development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Meetings are efficient and effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Team members are encouraged to commit to the team vision, and leaders help them understand how their role fits into the big picture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The team celebrate success well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. There clear behaviour values for the team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Team members are often given a chance to work on interesting tasks and stretch their knowledge and capabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	DISAGREE			AGREE	
	1	2	3	4	5
14. There are clear measures of success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The team has the right skill mix and number of people to be successful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Conflict and hostility between members is not a pervasive issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. People feel that good work is rewarded and they are sure what is expected of them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The team knows what it's purpose and burning imperative is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.The leader coaches the team for increased performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The team understands team priorities and roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. The team has the resources and systems needed to be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Morale is high on my team and complaints are low.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Team members balance their individual needs for autonomy with the benefits of mutual interdependence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The leader reinforcing the behavioural norms and a positive culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



SCORING:

Write down the corresponding score for each question

Goals	Priorities	Roles	Relationship	Leadership	Structures / Systems
4 =	1 =	3 =	5 =	2 =	8 =
10 =	11 =	13 =	7 =	6 =	9 =
12 =	14 =	17 =	16 =	19 =	15 =
18 =	20 =	23 =	22 =	24 =	21 =
Total	Total	Total	Total	Total	Total

SCORE INTERPRETATION:

Score	Comment
15-30	This is worrying. The good news is that you've got a great opportunity to improve your effectiveness as a team member, and the effectiveness of your team. (Read below to start.)
31-45	Your effectiveness as a team player and your team's effectiveness are patchy. You're good at some things, but there's room for improvement elsewhere. Focus on the serious issues below, and you'll most likely find that you and your team are soon achieving more.
46-75	You're a solid team member working well as part of an effective team. Lower scores in this range show that there is room for improvement, though. Read the following summaries of key teamwork functions and determine which of the tools will help you become a better team player and build a stronger team.

AM I DYSFUNCTIONAL?

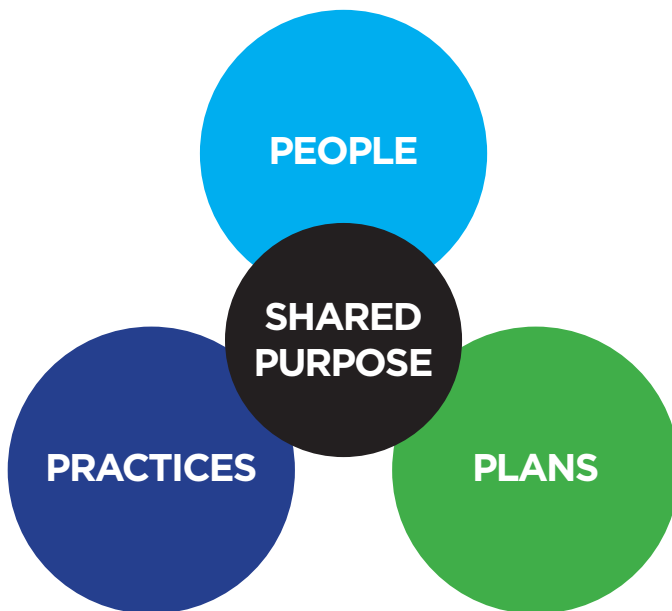
Liane Davey, an organizational psychologist and consultant in her book: *You First: Inspire Your Team to Grow Up, Get Along and Get Stuff Done*, explains that there are five kinds of toxic teams:

- The Crisis Junkie Team—stalled by unclear priorities and lack of role clarity, this team lurches along until a crisis forces it to unite around a common goal.
- The Bobble Head Team—homogenized by shared values and perspectives, this team maintains harmony at the cost of little innovation.
- The Spectator Team—fragmented by team members who have “checked out”, this team sinks into apathy.
- The Bleeding Back Team—plagued by underground conflict and personal histories, this team keeps the peace in public but fights in private.
- The Royal Rumble Team—scarred by attacks and emotional outbursts, this team swings back and forth without ever moving forward.

STEP #3 – CREATE A HOLISTIC TEAM DEVELOPMENT PLAN

Ensure you follow a team model that is holistic and not focused on one aspect of what high performing teams are, know and do. Many teams and leaders focus too narrowly. Most of us tend to favour what we are naturally good at or align too. It is not uncommon for people leading a team-building process to focus on a single aspect of team functioning. Often the emphasis will be on communication practices, to the exclusion of other elements that are critical to team success and effectiveness. A one-dimensional team building process may increase frustration and destroy the credibility of the process. In fact many times teams have been subjected to development initiatives that actually cause damage and cynicism within individuals.

Previously we have outlined the different elements of a holistic team model. Below is a diagram that might be helpful.



- Each member knows their and other people's roles
 - They play a positive role to help the team relationally
 - High emotional intelligence as a team
 - The leader supporting and coaching the team to achieve results
 - Skilled at conflict, negotiations, decision-making and collaboration
-
- Team purpose and vision is clear
 - Clear team behavioural values
 - Priorities are clear and measurable

Key Questions:

Is the broader organisational leadership hierarchy and systems are conducive to the teams performing?

Is The leader reinforcing the behavioural norms and culture?

Are team meetings regular and effective?

Does the team have the right 'tools' to be successful?

After you have got the team to fill in the questionnaire. Compare the results across the team. The best way to do this is.

Action Step:

TEAM ACTIVITY – START CREATING YOUR PLAYBOOK

STEP ONE

Write the 6 TEAM TASKS on large post-it notes and put up on wall.

STEP TWO

- Give each team member 6 large post-it notes.
- Have them write their score for each team task, one score for each task.

STEP THREE

- Tally up the totals, and divide by the number of people on the team to give you an average score.
- Calculate the spread of scores, difference between the highest and lowest.
- Write these two numbers on one post-it note for each team task.

STEP FOUR

Looking at the numbers have a discussion. Possible questions:

- What does this tell us about our current impressions of our team effectiveness?
- Where are our perceptions in agreement?
- Where are our perceptions in disagreement?
- Why are we doing well in the highest scoring team tasks?
- What would we agree we need to work on most?

STEP FIVE

- How can we improve on our lowest team task score?
- Brainstorm ways to improve – personally and as a team.
- Don't let everyone externalise the issue as if they have not had anything to do with it. Help everyone, including yourself to take responsibility for your part. You might not be actively destructive or disengaged all the time, maybe just from time to time.
- Pick no more than 3 strategies to implement.

STEP SIX

- How will we know when we have improved as a team....what is happening/not happening
- When will we review our progress?

HOW TO KNOW WHEN A TEAM NEEDS OUTSIDE ASSISTANCE?

I believe that teams often know what needs to be done. Often they come up with inventive and fantastic solutions. Sadly though there are times when teams get stuck within the situation. There are 5 reasons that teams need some outside assistance to become more productive

1. LIMITING BELIEFS ABOUT WHAT IS POSSIBLE

A limiting belief is something that you believe is a certainty that blocks you from seeing solutions. For instance, someone believes that because a situation has been difficult for a long time, or they believe that until the organisation or senior leaders change something, that change is doomed to fail. A limiting belief is always a story about why things are the way they are. They might seem reasonable, logical and historical. They are always a way of keeping the status quo. Teams that have a lot of 'reasons' why they are not performing need to take a good look at the stories they are telling themselves. "Be careful what you argue for, because you might just get it."

The solution is to help the individual get a different perspective. A search for 'divergent' or 'abnormal' results is required. You could ask the team:

- Are there any teams who are flourishing within the same environment we have?
- Are there any teams that you are aware of where the dynamics and/or performance positively changed after being negative for a long time?

My experience is that a leader's job is to not accept the limiting beliefs around them. It also tells me that most people are caught within the system and would benefit from having someone from outside give them a positive jolt towards solutions.



2. DON'T POSSESS THE KNOWLEDGE ABOUT TEAMS REQUIRED TO DEVISE SOME SOLUTIONS

To create plan for team improvement means that you need to understand the stages of team development and the key team tasks (as outlined in this report).

As you would imagine, there is only so much we can convey here. It might be the team dynamic or mix is too complex for the team.

3. DON'T POSSESS THE SKILLS TO IMPLEMENT THE SOLUTIONS

As a consultant with various organisations I have written many organisational and team development plans. One of the most frustrating aspects about spending hours diagnosing and then developing recommendations is that often there is no action to follow it. Often is not because they disagree or don't truly want to implement the changes. It is simply they don't have the skills yet.



What are some of the skills that may be missing?

I would break them down into 3 categories:

1. Planning skills – the team are not strategic enough. They are too tactical and operational.
2. People skills – the team do not have the relational or emotional intelligence skills to forge productive relationships
3. Practices – the team does not have the skills to develop efficient practices and tools to help them do the job. For instance some of the skills that teams might need to develop are:

- Collaboration
- Business systems
- Time management
- Collaboration
- Business systems
- Time management



4. VERY DIFFICULT OR DESTRUCTIVE PERSONALITIES

The reality is that it only takes one really difficult personality for the team to not function effectively. All of the time and attention of the leader (and often team) goes to manage one person. There are various types of difficult personality types. Below are seven characters and the traits they display for you to consider:

I - THE CHAMPION

Most managers love to have a Champion on their team. Driven by personal and organizational success, Champions constantly push themselves and others to complete projects on time and on quality, producing top results. But Champions can push themselves too far and burn out. They can also have trouble retaining staff, because only some people can tolerate the heavy workloads that Champions expect. To spot Heroes, look at your high achievers. They're often the first to arrive at the office, and the last to leave. The problem is not only burnout but judgmentalism. They can become very critical of everyone else who is not willing to sacrifice and work at the pace they are.

II - THE IDEALIST

Idealists believe that the best ideas stand on their own; and they don't instinctively understand why they should have to "sell" or reshape an idea to meet others' expectations. They loathe office politics, which is good, but as a result they're often poor negotiators, because they find it frustrating to get buy-in for their ideas. Idealists are usually hard working and intelligent, and they have a great deal of integrity. Despite this, their careers often stall. Their lack of political savvy overshadows their talent, meaning that others are promoted ahead of them. They may also be unwilling to sell their ideas to key stakeholders, restricting their own visibility within their organization. The real difficulty is that they are unyielding, black and white thinkers. They frustrate people on the team because their idealism means they very rarely happily go along with the team consensus.

III - THE BULL

Bulls accomplish their goals at all costs. However, they can intimidate and alienate others in pursuit of goals; their peers might even describe them as "mean." They distrust others, and, therefore, others don't trust them. On the other hand, Bulls are often effective, which is why they continue their behaviour. But, over time, this behaviour lowers team morale and decreases everyone's effectiveness. Bulls, like Champions, often have high staff turnover within their teams.

IV - THE PESSIMIST

Pessimists oppose any change; they are the naysayers who urge caution for even the smallest decisions. They're largely driven by fear. As a result, they work to avoid mistakes and failures, and, because of this, they can stifle not only their own creativity, but other people's as well.

V - THE SOLO ARTIST

Solo artists defy authority at every turn. They resent having to be part of a team. They often think they are smarter than others, that the rules don't apply to them. They may complain about company policies or management (yet do little about it), make cynical jokes about the company, or question change. You'll find that managing these people can be challenging: They may do useful work, but their attitude can undermine team morale. Their negativity can infect others, and they can even change an organization's culture, over time. The positive is that they recognize where change is needed, and they have the energy and passion to effect it if guided well.

VI - THE CONTROLLER

Some people seek to control others. They might do it with information, control over a key process or tool others need. They seek to be the centre of everything and are poor at delegating or participating in problem solving. The Controller often works very hard, and is a nice person when they are not in 'work' mode. If their power or control is crossed they often act very irrationally and impulsively. The Controller uses fear, intimidation, and even coercion to maintain control with others in the team. Over riding this is their belief that their way is THE only right way.

VII - THE EXTRA DIFFICULT

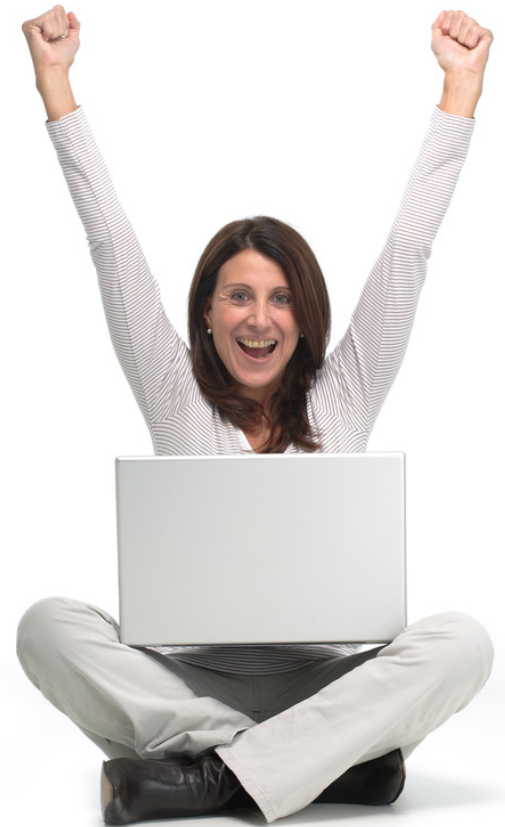
As hard as it is to say, there are some people have the signs of being mentally unwell. They might be paranoid, delusional, abusive, depressed, anxious or compulsive. There is a big difference between having a mental illness that is impacting on a team adversely and someone who is managing a mental illness (almost 1 in 5 people have a diagnosed mental illness in their lifetime). When a mental illness is being unrecognised or untreated it can wreak havoc on a team. It is critical that professional help and support is sort in appropriate ways.

5. A LEADER WHO ISN'T EFFECTIVE

The last way that a team needs some outside assistance is when a leader is not leading well. A team can support, encourage and suggest however there are some things that the leader needs to do. They set the culture, the vision, they have to hold people accountable for their performance. A leader who constantly avoids, blames, abuses, or belittles people is very destructive for a team.

The work to improve a team takes commitment and discipline. It takes time and energy and since every team and situation is unique, there are no single right answers to how the process will go or how quickly the benefits will start to emerge. There will undoubtedly be challenges and setbacks along the way but you need to have the commitment and tenacity to stay with it.

Lack of knowledge. Leaders and change agents may get stuck or may not even know how to start because they simply don't know how to facilitate the change. This book is designed to help get you started on the path but there are many other tools and resources available. If you get stuck you can always ask for help. Asking for external help may be the right answer. Asking your team members for help may be just what they were hoping for. Engaging the team in the design and execution of the change will create far greater engagement and the results will be far more beneficial. It takes courage to show vulnerability and ask for help. Leaders who are willing to admit they don't know often create new levels of respect and trust.



Lack of courage. It is said that organisations are perfectly designed to get the results they are getting. If you want new or better results then you need to have the courage to challenge the status quo and create something new. This means you have to have the courage to challenge the assumptions of the organisation, challenge each other and most importantly challenge your inner processes and your beliefs and behaviours. Organisational transformation starts with the personal transformation of the leaders. Reflecting on past experience can often help us to achieve greater success in the future. Failure is often a more powerful teacher than success.

In your experience of previous efforts to improve team culture and performance, what were the factors that created success or failure?

There are two ways in which this can be addressed. 1. Through their supervisor, 2. Through some type of leadership training and input. There are numerous options. There are many courses or external coaches that might be appropriate. Normally both these strategies are necessary to up-skill a leader to be more effective. Training needs to not just be around general leadership skills if you want the team to develop. They need to be more specific and practical.

Action Step:

TURBO CHARGE YOUR TEAM

SELF-STUDY COURSE

Aiming to empower team leaders with a practical toolkit to help them build teams and grow team cultures.

It is a do-it-yourself package to guide you through the framework, process and methodology of team development. It supports you to question the way you work, to examine the assumptions you behold and to build the connection you long for. The book is based on the belief that in most teams we have much more potential than we currently use, due to the way we organize and behave. It provides you with the possibilities to free more of that human potential by:

- Empowering you as a team leader, or team coach to connect your team members on a more subjective and emotional level.
- Helping you to see “the whole” journey in order to grow and create a more connected team, recognizing that it is not one or two events or workshops that make the difference, but rather the attention and respect you give your team by investing in time to connect and bond through dialogue around issues that are of individual and collective value to the team.
- Supporting you in planting and caring for something, in this case a group of human beings, that is continuously developing and growing, and inspiring you to take risks and go outside your own and your team’s “safety zones”, in order to explore and evolve together.

Your personal development is a critical foundation for your success in growing your team and culture. Not only do you need to do the work with your team, but also you need to carry the work and be the change you wish to see. As a team leader, you are the role model and must

FIND OUT MORE NOW



STEP #4 – START WORKING THE PLAN

Getting your people to work together is the key to ensuring you make progress. Too many teams believe that it is the leaders fault if their team isn't working well. They point the finger and absolve themselves of responsibility. Sadly many leaders fall into the trap of pointing their finger back the other way. They tell themselves that they are leading well, but if only.... They didn't have that difficult person or people would stop looking to the past or stop protecting their own turf.....then everything would be okay.

It is true, that whenever there is a problem in a team, a friendship, a marriage, it is never completely one-sided. It may look one-sided. Maybe someone did something problematic and dramatic but there are often equal, yet less obvious ways that the other-side contributed to the problem.

Action Step:

PLAYBOOK DEVELOPMENT

Ensuring that employees work together in a powerful way, taking personal responsibility for their own performance, as well as that of the overall business will instantly generate measurable improvement. The secret lies in making sure that everyone in your organisation has the right attitude and is taking the right actions to produce results, time after time.



The best way to do this is to agree on two things:

1. Behavioural values
2. Priorities for the next 90 days

You want to add to the playbook you have started earlier. Your playbook will have more things than just behavioural values and 90-day priorities. This is the next step to build momentum. You can do this with any style team, at any stage of development.

BEHAVIOURAL VALUES

When you develop behavioural values you want to encourage the team to own some behavioural norms. These are not fluffy words like... We are honest, We are professional, We are service orientated. These are meaningless.

What is meaningful is that you codify what the value means in practical and behavioural language. For instance, you might identify that one of your values is Being Professional. You want to them describe what is happening or not happening when the team is being professional. Not a long shopping list, but the key things.

Being Professional....we are on time for meetings, follow up on what we agreed to do and not bad mouthing anyone in the company.

The best outcome is when the team as a whole and not the leader alone who helps to hold people to account when they don't like up to your values. This process helps to increase the behavioural standards and overall buy-in of the team to an attitude that is helpful to build a positive team culture.

PRIORITIES FOR THE NEXT 90 DAYS

This seems so basic and easy. Yet do a survey. Ask each of your team members to outline within 1 minute their 90 day priorities and how that fits into the team's 90 day priorities. I think you will find that they may be able to articulate what they are working on, but not why and how it fits into the team goal.

Creating clarity is one of the main roles of a leader. I don't mean that they have to come up with the clarity but they have to keep pushing the team to be clear and stay clear. Sometimes that does mean setting the agenda, sometimes that means getting the team to set the agenda.



CASE STUDY:

The team leader in a not-for-profit company, John, prided himself on his ability to deal with people and build a good team. He was respected, very proficient and the team were being successful. John was arrived to a team meeting slightly behind the majority of the team. What he heard were two of the staff having a terse discussion. It continued to escalate with accusations and claims being made. Both of the employees finished the discussion obviously angry and giving each other the silent treatment. John asked what they were talking about but they were unwilling to engage. The rest of the team was silent and tense. John chose to start the meeting, trying to bring some positivity into the meeting and move on from this ugly discussion. All the employees participated professionally.

The working relationship deteriorated between those two employees from that day on. It got so bad that a professional mediator was called in, but this was unsuccessful in resolving the conflict.

- Who was at fault?
- The two employees did not discuss the issue well.
- The two employees did not resolve their differences appropriately.
- The rest of the team stayed silent and did not try to hold either of these people to the organisational values.
- John, the leader, avoided the conflict and tried to pretend it didn't occur by going on with the meeting.
- Maybe the meeting needed to occur, but he didn't revisit the issue.

STEP #5 – PLAY TO YOUR STRENGTH, MINIMISE YOUR WEAKNESSES

Remember each team is different. Each team has distinct strengths and weaknesses. Team building must build on these specific strengths and minimise weaknesses. Without knowing these the team building leader runs the risk of using a process that will be irrelevant.

Each person brings something to the team that, if nurtured and encouraged could be part of the team reaching new heights. Some of the strengths are technical skills or knowledge that will help the team accomplish your goals and tasks. Some of the strengths are more abstract like people who are creative thinkers, relational people, and consensus builders etc.

Action Step

- Ask each person to identify the skills they have from a predetermined list
- Ask each person to identify what they love to do – their passion – from a predetermined list
- Ask each person to identify the positive role they think they can or do play in the team

STEP #6 – ASSESS IMPROVEMENTS

Implementation is a critical component of any team-building intervention. It is the point at which analysis and planning become reality. Each intervention will have its own unique sequence of steps designed to bring it on line and obtain the desired improvement in the selected team characteristic.

You will need to review how the time, energy and attention has helped or hindered the team performance.

To do this you will need to benchmark the current reality beyond what is in this report.

Some likely data might come from current performance statistics, lost time - through sick days, injuries etc, grievance claims etc.

Next predetermine what will be acceptable improvement by when. How will you know that the team has improved? Will it be a feeling? Will it be the lack of something? Will it be that certain objectives are being met?

Key Questions

- How will you determine the team has improved (or not)? Will you determine that alone, with the team, with your supervisor?
- How will you celebrate improvement?
- How will you take the team to the next level?

SO HOW DID YOU AND YOUR TEAM GO?

As we said at the beginning of this ebook, leading a team well does not guarantee you will create a highly productive and performing team. All you can do is increase the Likelihood that the team will be great by putting into place what great teams possess. This ebook has given you some of the tools to increase that likelihood and we want to give you for FREE even more tools.

We are running a FREE Webinar on how to TURBOCHARGE YOUR TEAM. In this Free Webinar we will build upon the tools within this ebook and help you to further increase your effectiveness as a leader.



FIND OUT MORE HERE

