

USER'S GUIDE

TEAMview360[®]

*consulting*tools[®]
360° FEEDBACK

TeamView360

A Team Effectiveness Profiling System

User's Guide
Version 4.2
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TeamView360 Preface

Welcome to TeamView360, a performance appraisal system that helps you to evaluate and review the effectiveness of your managers in seven major areas:

1. Problem solving
2. Planning
3. Controlling
4. Managing self
5. Managing relationships
6. Leading
7. Communicating

TeamView360 consists of the TeamView360 program and an Individual Behavior Questionnaire (IBQ). Actually, there are two IBQs – one for the manager to complete (a self rating) and one for each of the manager's co-workers to complete. All questionnaires are kept confidential. The responses to the questions are entered into the TeamView360 program along with demographic data about the manager. TeamView360 processes the data creating a profile for the manager. Based on the results of processing the responses (critical management behaviors) against statistical information, you staff can locate strengths and weaknesses in the manager's effectiveness. From this data, your Human Resources Development representative can create or tailor a training program for your manager, building self confidence and providing the tools to become a leader.

About this Guide

This guide is an introduction to using TeamView360. It describes some basic concepts of TeamView360, how to enter IBQ information, how to review and analyze the results, and how to compare your manager's results against a national database provided by Advanced Teamware Publishing, Inc. within TeamView360. This guide assumes that you have some knowledge of management training and organization development.

What this manual contains

This guide is arranged in three parts – Part I provides a background and history of TeamView360. It also includes suggestions for managing the TeamView360 process and describes the concept behind the IBQ. Part II teaches you how to use the TeamView360 software, from entering data from the IBQ to displaying and printing results. You'll also learn how to compare your manager's profile against a nationwide database of managers with similar demographic characteristics.

Part II also includes an explanation of setting up and using the Response file for entering IBQ data online over a network; how to recover data in damaged files; how to send your company's data to Advanced Teamware Publishing, Inc. to increase the information in the TeamView360 database; and how to use the Combine function to combine several files to get company-wide analysis of performance rather than individual department analysis.

Part III provides information for interpreting results and how to give followup and feedback for your respondents. It also explains how to prepare the Personal Effectiveness Plan (PEP). We strongly recommend that you read Part I and Part III thoroughly to obtain maximum results.

Conventions

This manual uses the following conventions:

Ellipsis

An ellipsis (...) following a selection indicates that additional information is available after you make the selection. You make selections from another menu or add data to complete the task.

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TeamView360 History

The Individual Behavior Questionnaire (IBQ) was first designed by Michael Perrault and Kenneth Brousseau in early 1988 and used as part of a senior executive management development seminar being conducted by Decision Dynamics Corporation of Santa Monica, California. The week-long seminar was developed to help senior managers who had been identified by their companies as high potential leaders. These were the all-stars who would someday lead their company. Also in attendance were several senior managers who at one time had been on similar lists in their organizations but whose career's had gone awry. Their employers wanted to get them back on-track.

In addition to several paper and pencil self assessments, participants were put through a number of video-taped group problem solving exercises. Prior to the course, seminar leaders sent the IBQ to co-workers of the participants who were asked to evaluate the participant's effectiveness on 31 critical individual behaviors.

During the seminar participants received extensive individual feedback and counseling from the seminar leaders. Typically, some students questioned the validity of the assessment results. Some students challenged their behavior as captured on the video tape. They argued that the setting was artificial and their behaviors were not truly representative of how they acted in the work place. They rationalized that they behaved differently back in their offices.

However, during the discussion of the IBQ scores it became increasingly difficult for these managers to contest the evaluations of their co-workers. The IBQ data were, after all, only the perceptions of co-workers. Seminar leaders suggested that perception is all anybody really has to operate on when working with others; in other words, perception is reality, whether you like it or not.

Following the seminar, several participants called to let us know that the IBQ feedback provided the most powerful insights that they had gained about themselves during the seminar. Their reaction supports internationally recognized statistician Anne Anastasi's comments about the validity of peer ratings.

According to Anne Anastasi:

'When checked against a variety of practical criteria dependent on interpersonal relations such ratings have been found to have good predictive validity. These findings are understandable when we consider some of the features of peer ratings:

- the number of raters is large, including all group members*
- an individual's peers are often in a particularly favorable position to observe typical behavior*
- the opinions of group members, right or wrong influence their actions and hence partly determine the nature of the individual's subsequent interactions with the group...'*

In the ensuing months, in very different settings, the IBQ was used as a means to study the quality of relationships between and among members of work teams. In addition to producing individual effectiveness profiles, the aggregate of the responses of all other evaluations generates a unique picture of the strengths and weaknesses of the team. The IBQ gave us both individual effectiveness profiles for each member of the team as well as a team management effectiveness profile. We developed increasing confidence in the results.

Team Building and the TeamView360 Process

When you introduce TeamView360 to an organization, you need to focus on practical applications that build individual team member skills, meet the specific needs of the team, and at the same time develop interpersonal relationships among team members.

TeamView360 is an ideal diagnostic instrument. It is the participant's view of himself and his team-mates. What can be more accurate than your own perceptions? The data are undeniable; after all, who did the ratings? TeamView360 identifies precisely, in the view of the participants themselves, the weaknesses the team must overcome in order to be a maximally effective team. Similarly, it clearly highlights the team's strengths, and the behaviors it can build upon to increase its competency.

The primary focus of the IBQ and TeamView360 is team-building. Because it scores the input and produces results immediately, TeamView360 is a real-time diagnostic. Use the results as quickly after capturing the data as possible.

There are a number of techniques, methods, and processes to consider when using TeamView360 in an organization. Much of your decision will rest on your role in the organization:

- an external consultant working in the organization
- an employee in the organization
- a Human Resources Development Manager
- an internal OD consultant.

Your relationship with the client team will influence the approach you choose to use.

CONFIDENTIALITY AND ANONYMITY

Whatever your role in the organization, the most important consideration when using TeamView360 is confidentiality and anonymity. To achieve accurate results, the participants must be assured that their evaluations and their Profile are protected. These guarantees are explicitly made in the IBQ (Other rating form). They must be upheld. By guaranteeing the privacy of data, you will get more accurate information.

Individual Behavior Questionnaires

The Individual Behavior Questionnaire (IBQ) consists of 31 items used to rate an individual manager and for the manager's co-workers (employees, other managers, people from other departments, or persons from outside the company) to rate the manager. The responses are rated on a scale from 1 (needs considerable development) to 5 (very effective). These are the perceptions of your manager's effectiveness in very specific areas.

The 31 items fall into seven major performance dimensions or factors.

Problem Solving	These factors show a strong cognitive flavor	Recognizing trends Generating new ideas Evaluating and acting on new ideas
Planning		Planning for the future Adapting to change
Controlling		Organizing and orchestrating events Monitoring and controlling performance Meeting schedules and deadlines Producing high quality work Maintaining high productivity Meeting commitments
Managing Self		Handling pressure Coping with own frustration Developing own capabilities Responding to feedback
Managing Relationships	These factors show a social or interpersonal theme	Initiating relationships Co-operating with others Sizing up people Maintaining relationships Resolving conflicts Responding to others' needs
Leading		Delegating responsibility Facilitating meetings Motivating and inspiring others Developing other people Giving recognition to others
Communicating		Articulating ideas and information Listening to others Keeping other people informed Giving performance feedback Communicating expectations

The IBQ helps to measure the quality of relationships among team-mates; team-mates being both the manager and others with whom the manager is associated. Profiles developed from the responses to these questions clearly highlight individual talents of the group; they explicitly identify for each person the behavior that demands immediate attention and personal development.

These profiles allow you to identify the real issues that are deterring a team or an individual from achieving success. Aggregate team ratings tell much about the team as a whole; it makes evident where the team's perceived strengths and weaknesses lie. Aggregate responses of all others evaluations generate a unique picture of the strengths and weaknesses of a team.

Others ratings generally prove to be one of the most dependable rating techniques. When checked against a variety of practical criteria dependent on interpersonal relations, such ratings have had good predictive validity. Others are in a good position to observe and judge typical behavior of the individual. The opinions of the group partly determine the nature of the individual's subsequent interactions with the group. It's a known fact that feedback from others is extremely difficult to contest; "perception is reality".

TeamView360 groups performance ratings into seven categories and present the results graphically as line charts. The first chart summarizes the person's results across all seven categories. Other graphs show the individual's results in each of the seven respective categories. The categories covered in these graphs are the same as in the table on the previous page.

Expanded Definitions of the TeamView360 Questions

1. *Articulating ideas and information* - Speaks clearly and expresses ideas so that others understand what is meant.
2. *Planning for the future* - Develops clear priorities, objectives and steps to be accomplished in future work.
3. *Organizing and orchestrating events* - Lays the foundation for work by bringing together resources, tools, schedules and people as needed.
4. *Listening to others* - Gives careful attention to what others have to say. Plays back information to make sure that others' messages are understood.
5. *Recognizing trends* - Sees patterns in otherwise disorganized information. Identifies problems before day occur. Puts "two and two" together and draws accurate conclusions.
6. *Handling pressure* - Stays calm under pressure. Appears to not let pressure interfere with thinking capabilities and ability to exercise judgment.
7. *Initiating new relationships* - Makes acquaintances quickly. Reaches out to people without waiting for others to make the first move.
8. *Generating new ideas* - Produces new ideas quickly. Seldom seems at a loss for an idea about a new way of doing work or for overcoming obstacles.
9. *Monitoring and controlling performance* - Stays on top of what's happening. Knows the status of work underway. Ensures that work is being done within guidelines.
10. *Cooperating with others* - Readily modifies plans to accommodate others' work and needs. Finds ways to keep own objectives in line with others' plans and needs.
11. *Meetings schedules and deadlines* - Follows schedules and gets work done on time as per previous plans and agreements.

12. *Coping with own frustrations* - Handles difficulties, obstacles and frustrations well would out becoming angry or irritated, and without upsetting or irritating others.
13. *Keeping other people informed* - Keeps others up-to-date on new information, plans, and developments. Does not wait for others to ask for information.
14. *Sizing-up people* - Perceives other people's capabilities, preferences, and talents accurately. Understands how individual people differ.
15. *Producing high quality work* - Produces work that is complete, accurate, neat, thorough, and in full compliance with all standards.
16. *Delegating responsibility* - Lets others handle tasks within their capabilities; permits others to assuming responsibility for planning and executing tasks. Does not try to perform all work by oneself without assistance.
17. *Giving performance feedback* - Gives others information about their performance. Identifies clearly where performance exceeds, meets, or falls short of objectives, standards, or other's expectations and needs.
18. *Facilitating meetings* - In formal or informal gatherings, acts to bring focus to the meeting. Brings out information from others and helps the exchange of information, ideas, and plans.
19. *Maintaining high productivity* - Gets things done. Accomplishes a lot of work. Stays active and efficient. Helps to make sure that own and others' time is used efficiently.
20. *Developing own capabilities* - Acts to improve and expand own capabilities. Shows interest and openness to learning and improvement.
21. *Motivating and inspiring others* - Builds energy and enthusiasm in others. Helps others to stay productive and active through their own motivation, interests, and commitments.
22. *Maintaining relationships* - Keeps up contacts with people. Takes the initiative to stay in touch and in communication.

23. *Developing other people* - Helps others to expand on and improve their capabilities. Looks for ways to help other people learn and develop. Coaches and shares knowledge with others.
24. *Adapting to change* - Modifies plans and objectives readily according to changing circumstances and situations.
25. *Meeting commitments* - Performs according to agreements. Follows through according to plans.
26. *Resolving conflicts* - Takes action to assist in settling disputes and reaching agreements. Resolves differences with other people effectively, and helps others to resolve their differences.
27. *Responding to feedback* - Takes feedback from others easily and uses the feedback to adjust own behavior or performance.
28. *Giving recognition to others* - Openly shows appreciation for others' contributions and efforts. Gives credit to others.
29. *Communicating expectations* - Lets others know clearly what is expected or needed from them. Does not wait until after the fact to communicate expectations.
30. *Evaluating and acting upon new ideas* - Shows openness to new ideas and input from others. Evaluates new ideas objectively based on their merits, regardless of who generated the ideas.
31. *Responding to others needs* - Responds helpfully to other's requests and takes the initiative to offer assistance and support. Is sensitive to what other's want and need.

Overview

TeamView360 is a process and a software program for Human Resources Development professionals and Organization Development consultants that was designed for improving individual performance by evaluating individual and team effectiveness.

You can use TeamView360 in one of two ways:

- The **Team Approach** develops a team effectiveness profile by aggregating the responses of all team members. After evaluating results, your Human Resources Development professionals can design a management development training program specifically for that team.
- The **Individual Approach** provides an individual effectiveness profile for people based on ratings from others. The profile quickly pinpoints areas of strengths and weaknesses allowing that person to improve personal management skills.

While its primary focus is on team building, it is very effective in developing individual performance in managers who have been identified by their company as potential leaders.

Through TeamView360, you can develop a profile for people using their own input, information from others; co-workers, employees, other managers, people from other departments, and data from persons outside the company.

The information is gathered from responses entered on Individual Behavior Questionnaires (IBQs), specially designed and developed for TeamView360. The responses, 31 in all, are grouped into seven performance factors that reflect a person's personal and professional philosophy as evidenced by these behaviors. These performance factors have a direct relationship with the way in which the person interacts with staff, superiors, and outside contacts. They have a bearing on decisions that must be made, how creative the person is, and how well they listen to others and develop ideas.

In addition to building a profile of self-rated and other-rated responses, you can also set specific demographic criteria for each person, such as the industry in which the person works, area of responsibility, age, gender, ethnicity, geography, and level of education. After entering this data, you can then compare IBQ scores and demographic data against the international TeamView360 database.

The TeamView360 database contains over 8,000 IBQs collected over a period of time by Advanced Teamware Publishing, Inc. including about 3,000 IBQs collected in Europe. Comparing your peoples' profiles against this database from any region of the country can give you valuable information about how well your people rate in relation to other managers with similar backgrounds.

A framework for Briefing Participants

1. Introductions
2. 360° Feedback
 - What is it?
 - What is it for?
 - How does it work?
3. TeamView/360™
4. Links with other events e.g. Appraisal
5. Ground Rules
 - Voluntary
 - Positive
 - Anonymous ratings
 - Confidential feedback
 - Sharing feedback
 - Data holding
6. Instructions on completion of questionnaires
7. Deadlines
8. Chasing late questionnaires
9. The feedback process

From the results of the profiles, which are charted and graphed by TeamView/360™, you will be able to identify strengths and weaknesses of each team and each person, which you will use to facilitate the team's and individuals' specific action plans.

The TeamView360 program is easy to use and gives instantaneous results. Your interpretation of the results will, of course, provide the critical feedback needed to focus on the real and current issues facing the team and each individual in the team.

Understanding TeamView360 Scores

Standardized scores show you immediately how a person's self-ratings compare to the average self-rating in the TeamView360 data base, and how a person's other ratings compare to the average other-rating in the TeamView360 data base.

- Self-rating scores show how the person rated himself or herself in a performance category compared to how the average person in our TeamView360 data base rate themselves.
- Other-rating scores show how others rate him or her compared to how the average person in our TeamView360 data base is rated.

For example, a self-rating score of 0.0 in Managing Relationships means that the person rated his or her effectiveness the same as other people in our database.

If, however, a person's self-rating score in Managing Relationships is 2.0, this means that the person sees his or her own effectiveness as much more effective than the people in our database see their own effectiveness in this category. More specifically, a score of 2.0 puts that person's score a full two standard deviations above the average or mean self-rating in Managing Relationships. Two standard deviations above the mean translates roughly to the 98th percentile; in other words, 98 % of the people in the database score below this person.

Conversely, a self-rating of -2.0 puts the person's score two standard deviations below the average self-rating in the Managing Relationships category at around the second percentile; in other words, 98% of the people in the database score themselves above this person.

The same logic holds for other ratings. A score of 0.0 means that the person was rated by others as average in performance effectiveness compared to how people in our database on the average have been rated by others. Positive scores show that the person rates above average; negative scores show that the person rates below average, compared to the average person in our data base.

This comparative rating system is a central ingredient in the power of the TeamView360 system. If a person's raw score in a category (before being normalized against scores in our data base) is 4.5 on a scale ranging from 1 to 5, it may seem that the person is a superstar

in that category. However, if it turns out that people on the average in our database rate at 4.2, a more accurate interpretation would be that the person is performing just above average in that category.

Interpreting Self Ratings

A good place to start looking for patterns when interpreting TeamView360 results is to look at a person's self ratings. Many patterns are possible, but there are several important things to look for.

First, how do the person's self-evaluations compare to the self ratings of other people in the TeamView360 database? You will find that some people evaluate themselves as much more effective across the board than the average person. That is, all of the person's ratings on the seven major performance factors fall above the 0.0 line on the graph. Others rate themselves as less effective across the board.

Bear in mind, that when people rate themselves, they do not know whether they are rating themselves higher or lower than anyone else. They merely assign themselves a performance effectiveness rating on a five-point scale. However, when the person's ratings are plotted on a TeamView360 graph it shows directly how the person's ratings compare to those of others.

Generally, it is more important to know whether a person's self-evaluation is high or low compared to the average self-evaluation than it is to know that a person's score is 4.2 on a five-point scale. Although such a score is on the high side on the five-point scale, the important thing to know is whether that self rating is higher or lower than others' self ratings on that same factor.

Even though a score of 4.2 is on the high side of the five-point scale, it could be lower than the average self rating. If that is the case, it is misleading to conclude that the person sees himself or herself as particularly effective on that performance factor.

Height of Self-Rating Profile

In interpreting self-ratings, most profiles can be sorted into one of the following categories:

1. **Superior across the board.** All of the person's self-ratings fall above the 0.0 line on the graph. The person sees himself or herself as more effective in all respects than other people view themselves.

2. **Inferior across the board.** This pattern is the reverse of the one above in that all of the person's scores fall below the 0.0 line on the chart. On the whole, the person sees herself or himself as less effective than others in all aspects of performance.
3. **Strong in some areas; weak in others.** This is the most common profile. The person rates his or her performance more highly in several categories than other people rate themselves, but lower in other categories than other people rate themselves on the average.

Looking at the overall height of the person's self-evaluation profile quickly tells you whether the person sees herself or himself as a high performer in general, a low performer in general, or as a person with some strengths and some weaknesses.

Shape of Self-Rating Profile

The next step is to look at the shape of the profile. What are the performance factors that individuals see as their strong suits and what are the factors that they see as being their weak suits? There are a number of distinctive patterns that you should look for.

A Jagged Self-Rating Profile

In most instances, TeamView360 profiles are somewhat jagged. Ratings are higher on some factors than on others. Even when individuals view themselves as highly effective across the board, they see themselves as more effective in some areas of performance than in others.

Figure 23 shows an example of a smooth TeamView360 self-rating profile for Mike Golken. Mike's profile shows that he sees himself as quite effective in four categories of performance: Managing Self, Managing Relationships, Leading, and Communicating. However, his ratings in Problem-solving, Planning, and Controlling are below average.

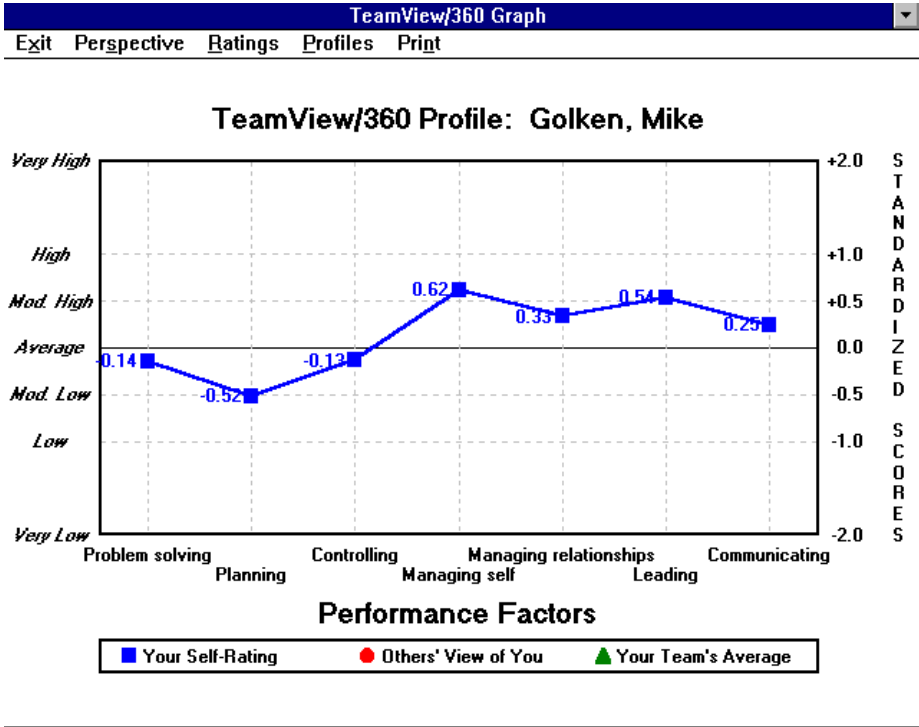


Figure 23

One of the most important messages conveyed by this self-rating pattern is that Mike views his strengths in the area of interpersonal skills. In other words, Mike appears to view himself as a more

competent “people person” than as a “thinker” or “doer.” In particular, Mike sees himself as quite competent in Managing Self.

There is a fairly consistent theme to Mike's self-ratings. He seems to be saying that he feels more in his element when he is dealing with people than when he is dealing with things or with data and intellectual tasks.

Not all self-rating profiles convey so clear a message. Figure 24 shows an example of another jagged self-rating profile which, unlike Mike's, shows no clear theme differentiating self-perceived strengths from self-perceived weaknesses.

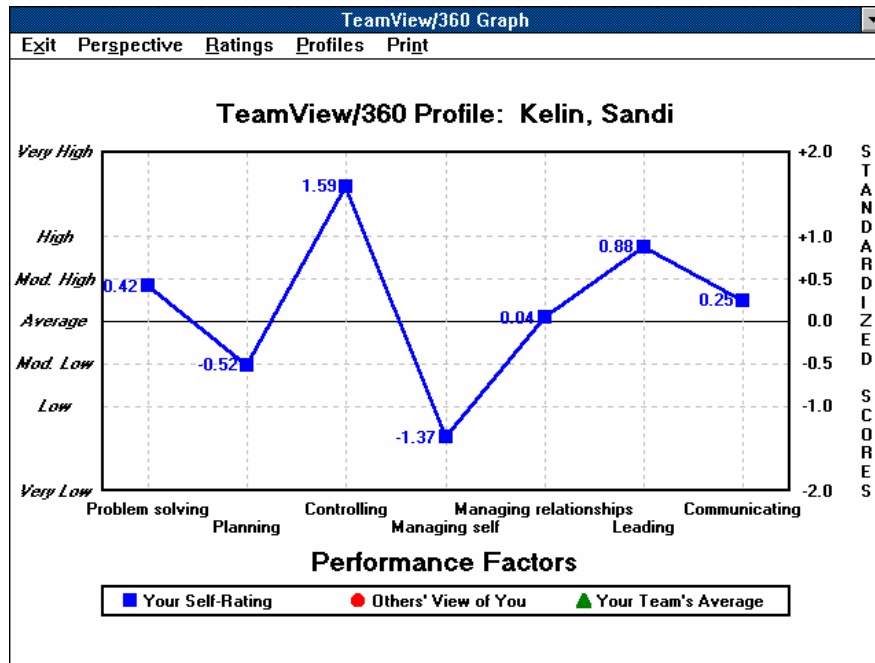


Figure 24 - Profile for Sandi Kelin

This inconsistent, jagged, “sawtooth” pattern may be an indication that the person’s own self-perception is inconsistent and lacking in structure.

At this level there is little about Sandi’s profile that you would be safe to conclude with confidence. Before concluding anything, you should dig in further, and in particular look at the relationship between the person’s self-ratings and ratings from others.

A Flat Self-Rating Profile

Whether high or low, a flat self-rating profile says that a person sees no particular area of his or her performance that stands out as superior or inferior to any other. Such a profile might be accurate in depicting the person’s self-perception, but the chances are that it differs greatly from how the person is perceived by other people. (You will see this when you examine the person’s other ratings.)

Alternatively, a flat profile could mean that the person merely filled out the instrument in a perfunctory way rather than making any real attempt at self- description.

The flat pattern at least should alert you to the possibility that you may be dealing with a person who lacks a clear self-perception.

More than telling you anything about what special strengths or weakness there may be in a person's performance, a flat self-rating profile may be a warning that the person is not very discriminating when it comes to self-perception. His or her self-perception may be colored by an overwhelming halo-effect, positive or negative or in-between, as indicated by the distance of the profile from the average, 0.0 line.

One-Pointed Self-Rating Profile

Occasionally, you will see self-rating profiles like the one for Jeff, shown in Figure 25 overleaf. The profile is relatively unexceptional except for one very noteworthy factor that deviates markedly from the rest of the profile. We call this pattern a "one-pointed" profile.

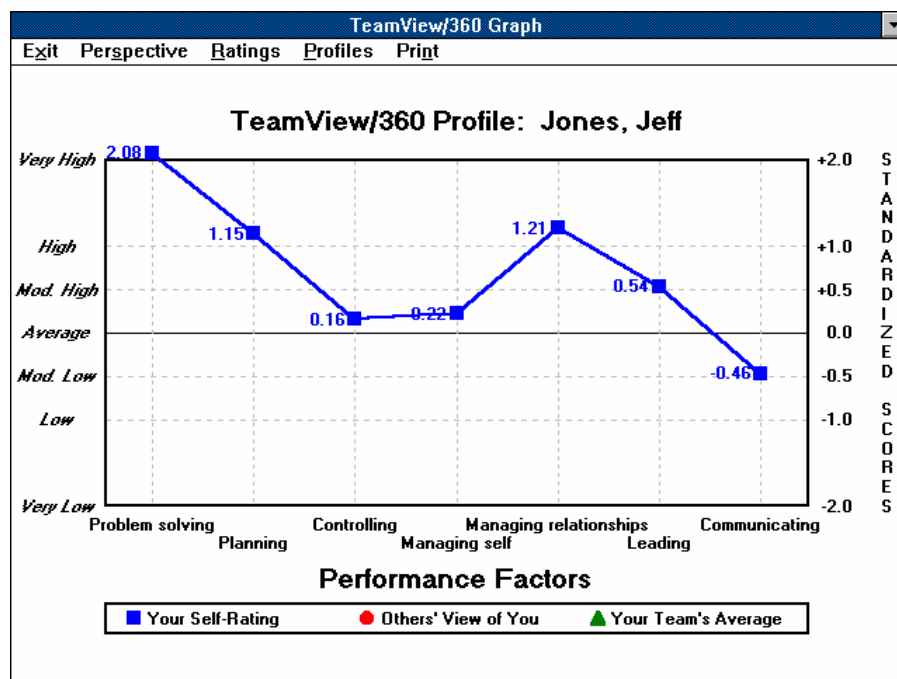
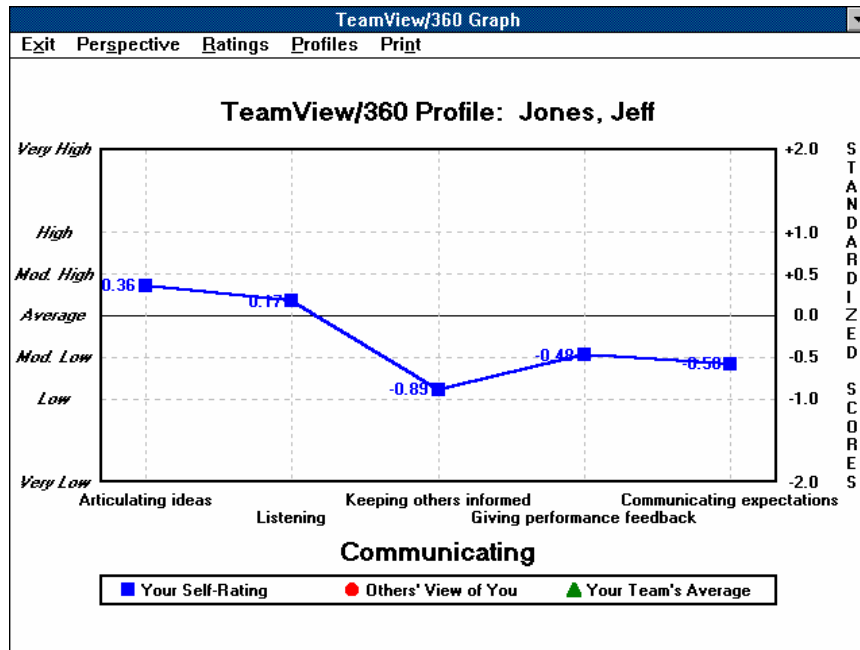


Figure 25 - Performance Factors Plot Line for Jeff Jones

In Jeff's case, his self rating on the Communicating factor dips dramatically below the rest of his profile.

This type of pattern should pique your curiosity about what's going on with Jeff to pull his self-evaluation down so markedly in this one area.

Chances are good that you can satisfy your curiosity at least in part by examining the Communicating factor graph showing how Jeff rated himself on each of the five behaviors that compose the Communicating factor, as shown in Figure 26 overleaf. Recall that the five sub-factors of communicating are randomly distributed



throughout the IBQ (as are all sub-factors) and thus, Jeff is not just rating himself on one group of behaviors called Communicating.

Figure 26 - Five Behaviors of the Communicating Factor for Jeff Jones

The pattern shows clearly that Jeff's low opinion of his communication capabilities is limited mainly to keeping others informed which is pulling the entire Communicating factor down. Obviously, Jeff doesn't think much of his capabilities of keeping others informed. Very likely, Jeff is the recent recipient of some pointedly negative feedback from one or more others about his ability to keep others informed.

The real significance in Jeff's pattern is not so much that he doesn't see himself as keeping others informed, but rather that Jeff seems to be so focused on one aspect of his performance that he may not be seeing clearly how he behaves in other areas.

Moreover, the fact that he gives himself so much lower a rating in keeping others informed than in any other area suggests that Jeff does not fully understand how this can affect other aspects of performance such as responding to others' needs (Managing

Relationships), and responding to feedback (Managing Self), or evaluating and acting on ideas (Problem Solving).

With one-pointed profiles, such as Jeff's, we often find that people have become so focused on, or sensitive to, one facet of their performance (either as a strength or as a weakness) that they have become virtually blind to other aspects of their own performance. Alerting such people to the interplay between different facets of performance often can help them develop a more well-rounded and balanced self-image.

Interpreting Other Ratings

Your examination of self ratings will give you in-sights into how a person views his or her own performance effectiveness. Now the question becomes: "How is this person seen by other people?" At this point, you are ready to look at the person's other ratings profile.

Keep in mind that when we refer to "other" ratings, we mean the ratings of other members of the team.

Before getting into the details of other ratings profiles, you should get a feel for the overall pattern of the profile, just as you do in examining self ratings.

Many patterns of profiles are possible, but here again there are certain things to look for to obtain a sense of the overall pattern. Here are some basic questions:

- What is the height of the profile? Overall is it low, high, or in-between? How far does it deviate from the norm (the 0.0 line)? Is more of it above the norm than below? In other words, how effective (in general) is the person as seen by others?
- What is the shape of the profile? Is it jagged, with noteworthy highs and lows showing perceived strengths and weaknesses? Or, is it flat?
- How does the profile compare with the person's self-ratings profile? Are the person's other ratings better or worse on the average than the person's self ratings? Does the other ratings profile follow the same shape as the self ratings profile? Or, do the two profiles appear to describe two very different people rather than the same individual?

Let's look at two examples, in Figures 27 below and Figure 28 overleaf, with quite different patterns. Figure 27 shows other ratings and self ratings for Rob; while Figure 28 overleaf graph shows the same ratings for Jack.

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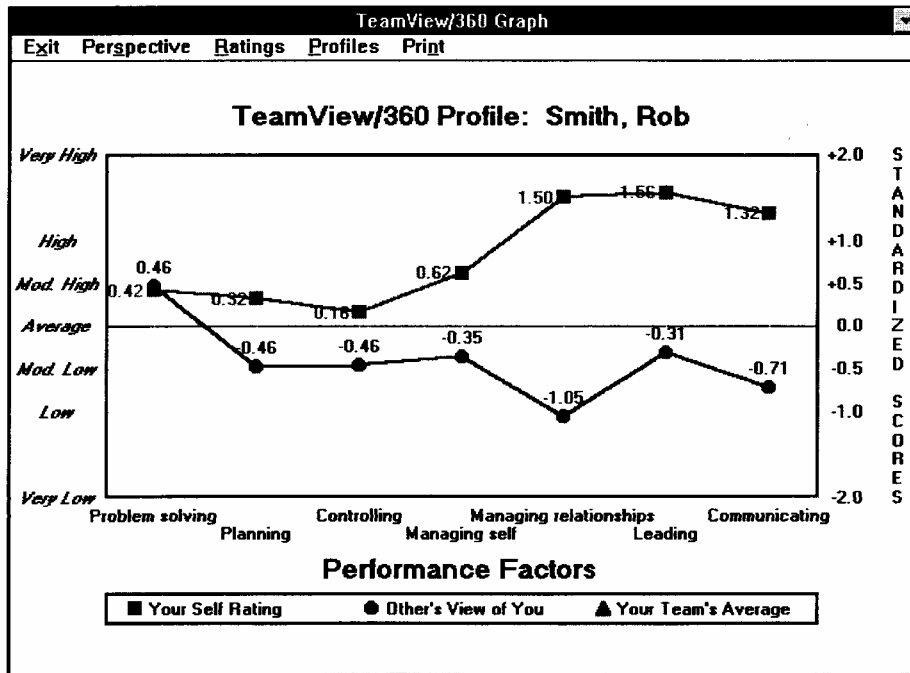


Figure 27 - Self Ratings and Other's View of Self for Rob Smith

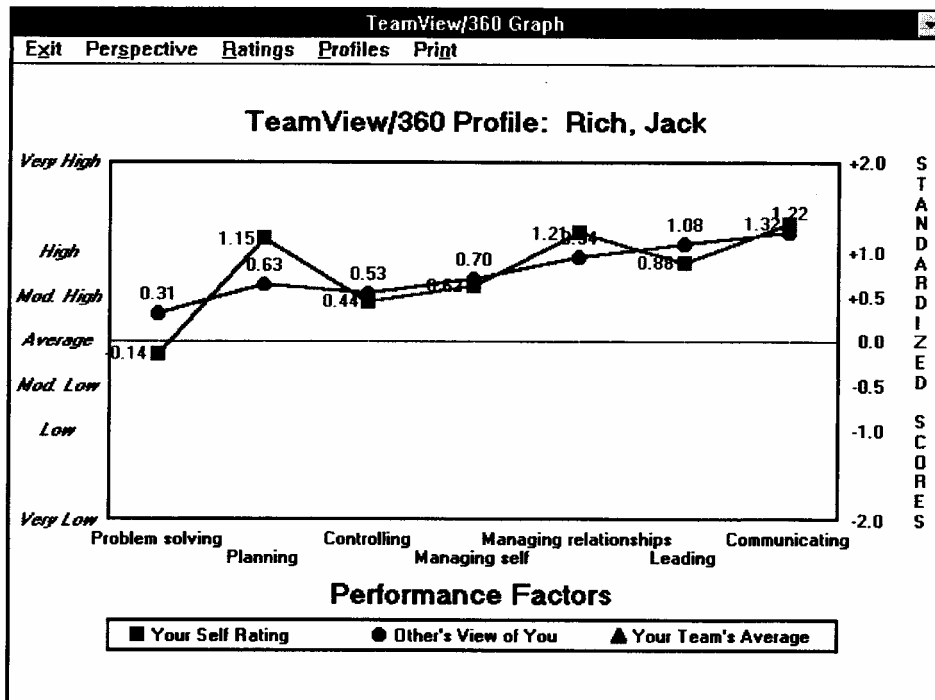


Figure 28 - Self Rating and Other's View of Jack Rich

Looking at the two graphs, we can see some similarities. Both individuals rated themselves in very similar ways. Each sees himself as strong in the interpersonal areas, Managing Relationships, Leadership, and Communications, and as somewhat less effective in

the more intellectual or cognitive areas, Problem Solving, Planning, and Controlling. Jack rates himself highest in the Planning factor.

However, looking just at other ratings, we can see very different patterns for Rob and Jack. In terms of overall height, most of Jack's profile is above average and in the case of several factors, his ratings are far above average.

Most of Rob's profile, however, is below the average, 0.0 line. Several factors are rated far below the average performer in the TeamView360 database, as in the case of Managing Relationships.

Clearly, Jack is seen as the superior performer of the two. In fact, with the exception of Problem Solving, Jack is viewed as an overall, outstanding performer.

Rob's ratings, on the other hand, show that others see him as a rather low performer, with the exception of Problem Solving.

In terms of shape, the profiles also tell different stories. Rob's profile is somewhat more jagged than Jack's profile. He appears to be seen as a person of extremes of performance. Jack, on the other hand, is seen as more consistent in his performance across the board.

Rob's profile shows that his main strengths tend to be intellectual in nature, as reflected in his moderately high rating as a Problem Solver. His interpersonal talents are viewed as needing significant improvement.

Jack, on the other hand, even though he is seen as a consistent high performer, is seen first and foremost as an effective "people person," as indicated by his high ratings in Leading and Communicating. Intellectual skills do not appear to be his strongest suit, even though his ratings are close to or slightly above average in Problem Solving and Planning.

Comparisons of self ratings with other ratings for the two people tell very different stories. As you can see, both individuals rate themselves similarly, as average to good performers, with strengths showing up in the interpersonal areas, and signs of self-doubts in the intellectual areas. However, the similarities end abruptly here.

Rob gets his highest ratings from others in Problem Solving, an area in which he rated his own performance as his third weakest. And, Managing Relationships, the factor on which Rob's other ratings are

lowest is the area in which he gave himself the second highest ratings.

As you can see, Rob's self ratings and other ratings could hardly be more different. Clearly, Rob sees himself as being a very different person from the way his others see him.

Jack's self ratings, however, follow a track almost identical to his other ratings. The factors that he rates highest are pretty much those that are viewed as his strongest suits by the others, and those that he rates lowest are rated also lowest by the others. The main difference between Jack's self ratings and the other ratings is that he tends to rate himself as closer to average than others rate him.

Where Rob's self-evaluations seem inflated, Jack's self-evaluations appear to be a bit on the conservative side.

The more you study the results for Rob and Jack the more you will develop an image of the person behind the numbers.

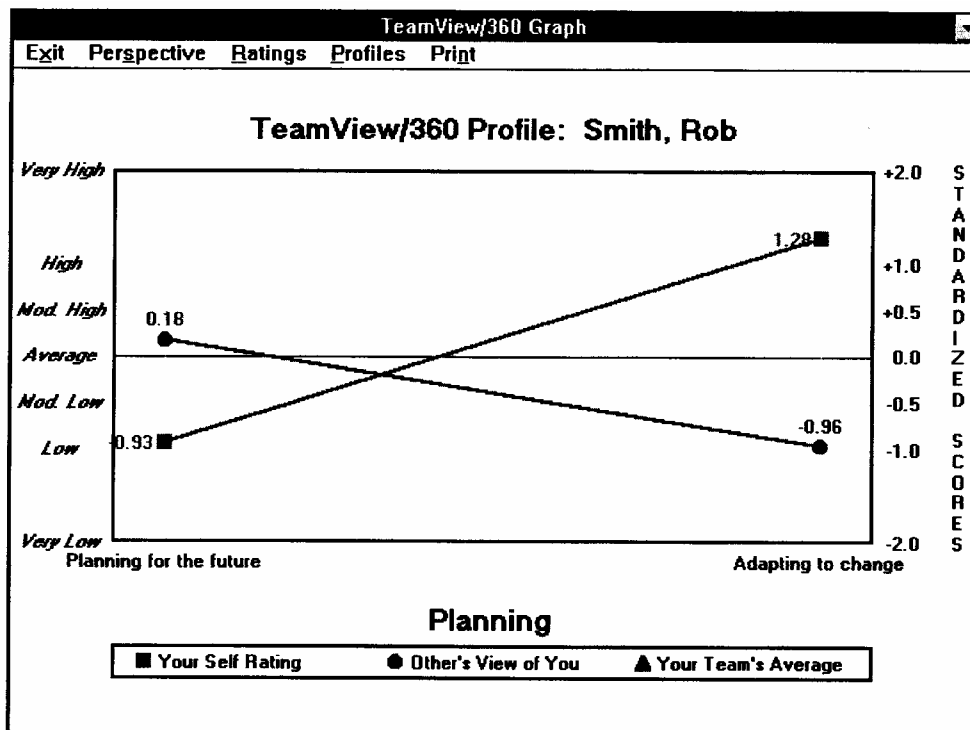


Figure 29 – Planning Factor for Rob Smith

One of the graphs that tells a great deal about the differences between the two people is Planning, shown in Figure 29 above, and Figure 30 overleaf.

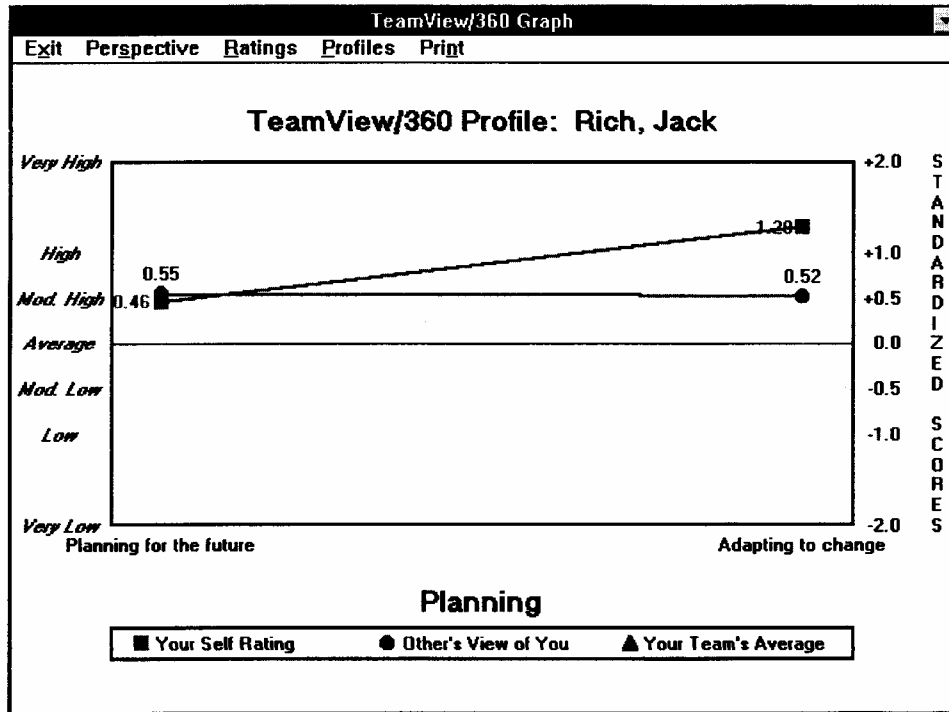


Figure 30 - Planning Factor for Jack Rich

The Planning factor consists of very different aspects of planning:

- **Planning for the future and adapting to change**

Both Rob and Jack view themselves as better adapters than as architects of plans for the future. The others in Jack's team basically agree with Jack, but the others in Rob's team see things differently. They see him as a very capable developer of future plans but as a poor adapter. Putting this together with the rest of Rob's results, it seems that Rob is viewed as an intellectually capable person, but as an individual who finds adapting and changing quite difficult once he makes up his mind. In other words, Rob becomes stubborn once he decides on a course of action.

Figure 31 overleaf, which represents Rob's results on the Managing Relationships factor, shows further evidence indicating Rob's stubbornness in the particularly low ratings he gets from others for Cooperating and for Responding to other's needs. Both of these behaviors require some adaptability, which apparently is Rob's

'Achille's Heel' and the factor that is pulling the ratings from others down.

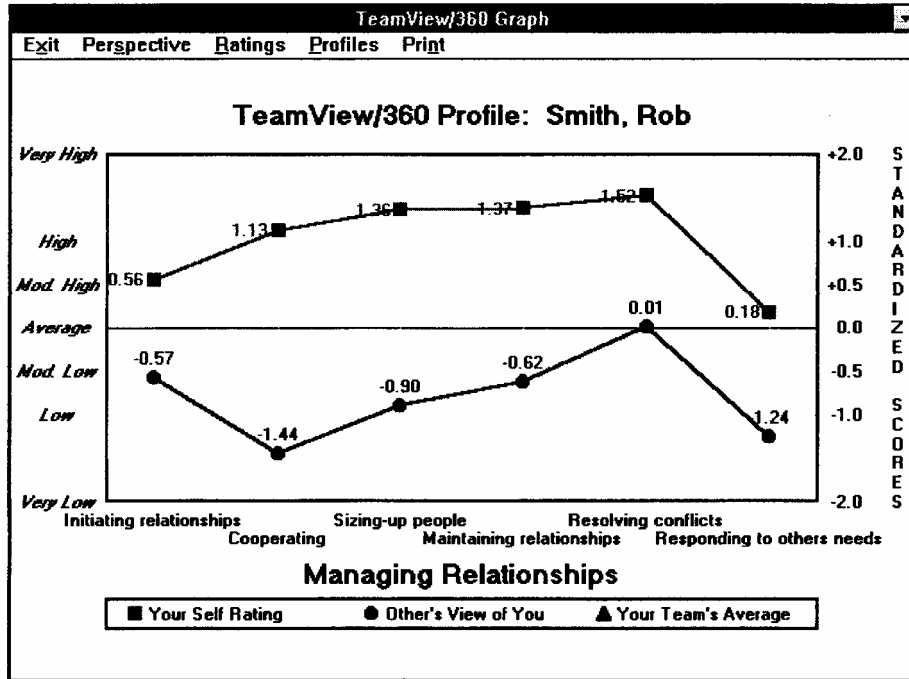


Figure 31- Managing Relationships Factor

There are indications that Rob's ability to read the behavior and feelings of others is also weak, as indicated by the other ratings on Sizing-up others and, more broadly and impressively, by the almost total disconnect between his own evaluations and the other ratings throughout his TeamView360 ratings.

This same picture of Rob can be seen in the Summary Report section of the TeamView360 Report that highlights his highest and lowest other-rated behaviors, as shown here. This summary report is an excellent tool for getting a feeling for the particular factors that are most responsible for a person's other ratings profile.

Highest Rated	Lowest Rated
<ul style="list-style-type: none"> Recognizing trends Planning for the future Generating ideas 	<ul style="list-style-type: none"> Adapting to change Co-operating with others Responding to others' needs
<ul style="list-style-type: none"> Maintaining high productivity Monitoring performance 	<ul style="list-style-type: none"> Sizing up others Listening

As this picture of Rob begins to take shape, you should be able to see what developmental tasks he faces. Clearly, to improve his image and effectiveness in the eyes of other people he must be much more attentive to the impact he is having on people around him, particularly in terms of being more adaptable and accommodating.

Jack's summary report shows his highest and lowest other-rated behaviors focus on the same themes that appeared in the TeamView360 graphs. As you can see in the summary report below, Jack gets his best marks in the more interpersonally demanding areas. Comparatively, the lowest rated behaviors tend to concentrate in the intellectual areas. But, note that one of Jack's highest rated qualities is his ability to articulate ideas (a Communications sub-factor).

This suggests that Jack is seen as bright and articulate. Perhaps what Jack needs to do is to articulate his own thoughts more often, so that others can see more clearly the quality of his thinking. Clearly, he has enough credits interpersonally with others to warrant taking a chance in this respect.

Highest Rated	Lowest Rated
<ul style="list-style-type: none"> • Listening • Motivating others • Sizing up people • Giving recognition • Articulating ideas 	<ul style="list-style-type: none"> • Recognizing Trends • Meeting Deadlines • Planning for future • Generating ideas • Monitoring performance

At this point, if you could get each of these individuals to see and understand these patterns, you would have given each of them a firm foundation of self-insight on which to increase their performance capabilities.

This clearly is the case for Rob, whose self-insights seem very limited now. But, it applies also to Jack. Even though he already is seen as highly effective, he may be only achieving a fraction of his actual potential. Even for high performers, room for improvement usually is in abundant supply.

Giving TeamView360 Feedback

The scenario in 3.3 presented widely diverse profiles for Rob and Jack. Using these examples, how would you go about helping these two individuals reach useful in-sights based on their TeamView360 results? The information you need is on paper or on the computer monitor. As you probably realize, the process of giving feedback involves much more than simply pointing to points on a series of graphs.

It is important to keep in mind that TeamView360 ratings are evaluative. There are definite good-bad connotations to the feedback that can and probably will evoke emotional responses from the person to whom you are giving feedback.

The first step is to be sure you know what the TeamView360 results have to say about the person. The process of interpretation described earlier is the first step in preparing for a feedback session. Interpretation is definitely not something you should do “on-the-fly.” The TeamView360 results should hold no surprises for you by the time you sit down to give a person feedback.

Specifically, you should know what the pattern of results says about the person’s overall evaluation and about specific strengths and weaknesses. And, you should be prepared to offer suggestions about actions the person might take developmentally in response to the feedback.

Most importantly, bear in mind that the feedback process is much more than an intellectual process. The emotional responses that are likely to emerge during the feedback can act to either enhance or suppress self-insight and learning. So, before giving feedback, make every effort to anticipate how the person is likely to react emotionally to the information that he or she is about to receive.

This does not mean that you are to protect that person from any negative emotional reaction to the results. It would definitely be poor strategy to soft- peddle, or explain away a set of poor TeamView360 ratings.

TeamView360 ratings provide valuable information and offer a unique opportunity for personal growth. Your job is to prevent negative emotional reactions from blocking positive self-insight.

Your Role in Giving Feedback

In the process of giving feedback to someone else, be cognizant of dominating the feedback process which may create a one-way flow of information. This one-way communication may hamper the very purpose of the feedback process.

Self-insight means that the *self* must be involved. If you control the talking during the feedback process, the other person may merely become a passive bystander a non-participant in the feedback.

Your role is to facilitate the learning process by engaging the other person's active participation and involvement.

Ideally, the process is one in which the person sees all the patterns and fully recognizes the implications of the feedback. When this occurs, you know that the feedback process works.

Most people, however, need to see and understand TeamView360 patterns and to accept the information constructively. Show the person how to search the TeamView360 results for patterns. You can do that by asking questions and drawing attention to the relationship between different behaviors. The person will have to relate the information to his or her own experience or to actual situations. In some cases, that person may have to overcome tendencies to protect and preserve a pre-established self-image (good or bad) despite what the TeamView360 results say.

Breaking the Ice

The feedback process can evoke tension in the person receiving the feedback and in yourself in giving it, and this of course, blocks communications. The more you can ease the tension, the better the flow of the feedback process.

A good technique for easing tension and breaking the ice is to spend some time talking about the person's background education, work history, places lived. Even if you already know the person well, this is a useful activity. It frequently reveals information that you may not have known, thereby shedding some light on the TeamView360 results. Later in the feedback session, it may give you something concrete to refer to in an effort to link the TeamView360 results to actual behavior and situations.

Most important, it requires active involvement and participation from the person receiving feedback. As tensions ease, you can now begin active listening, establishing your role as the facilitator rather than the “talker” and “teller.”

Getting into the Results

Ease into an explanation of the TeamView360 results by talking about the TeamView360 factors and their components, making sure that the person understands the behaviors on which he or she will receive feedback.

The printed TeamView360 results contain a section that discusses the TeamView360 factors and components. You may want to walk through this section with the respondent by reading the results. This keeps the communication process active between the two of you.

Next, to start the actual process of introspection, ask the person to reflect on any earlier feedback he or she has received concerning work behavior and performance. In what areas has the feedback been positive? In what areas of performance has the feedback been unfavorable, whether through casual comments or through formal performance appraisals.

Don't be surprised if this troubles some people. Many people have never had a useful and informative performance review; some have never had any kind of performance evaluation. Often, co-workers are reluctant to criticize each others' performance. Consequently, some people work throughout their entire careers with little input about their strengths and weaknesses.

However, despite this, most people form an impression of their own capabilities. Even when others are reluctant to give feedback, they often receive some feedback from the work itself, simply by performing their jobs and observing results and reactions.

Once the person starts talking about his or her strengths and weaknesses, ask how others (co-workers who filled out the IBQ) view his performance. Presumably, the TeamView360 self-raters give their own impressions of their performance. But what about the impressions of others?

Sometimes, it helps to simply jot down the TeamView360 factors on a piece of paper and ask the person to sketch a picture of how his or her profile might look.

This can be a critical part of the feedback session. Even if your examination of the person's self ratings and other ratings already indicate that the person may not have much self-insight, you may be able to push that person gently towards greater self-awareness.

The ideal outcome is for the participant to accurately anticipate what his or her other-ratings will look like. Then the two of you can concentrate on the developmental activities most warranted on the basis of the TeamView360 results.

Emphasis on Perceptions

Let's suppose that you are starting a feedback session with Rob Smith, whose profile was discussed in "Interpreting TeamView360 Profiles."

Getting Rob to accept his results as useful, and as a good basis for establishing developmental goals could be a real challenge. Rob's results indicate that he may have little self-insight and that he views his capabilities quite differently from how he is perceived by others. There is a real chance that Rob will react defensively, perhaps angrily, and want to dismiss other ratings as wrong and mistaken.

It is just in this type of situation that it becomes supremely important to stress that the TeamView360 results show perceptions, and that reality may not be the same as what people perceive. In fact, reality usually does vary from what people perceive to some degree.

So, getting back to Rob, the TeamView360 results simply show how Rob perceives himself and how Rob is perceived by others. Their perceptions obviously differ markedly. Who is right? Rob or the others? Don't allow yourself to get into a debate about this.

There is no useful answer and it diverts attention away from this important fact:

"Perception may not be reality, but it often becomes reality."

The point here is that despite whether people perceive things accurately, in this case, the behavior of another person, they usually act as though their perceptions are 100 percent accurate.

So, in this case, the others in Rob's group might be completely unfair when they describe him as a poor listener. In fact, the reality may be that Rob never misses anything that anyone around him says. Nonetheless, others do not see that about Rob. Instead, they think that he listens poorly.

What influences other people's behavior toward Rob? The fact that he actually does listen well or the fact that they perceive him as not listening?

After some discussion about perceptions and reality, most people will see that despite whatever they perceive to be real and true, if other people perceive things differently, they will act on their own perceptions.

This discussion of the independent nature of perceptions and reality can go a very long way to taking the sting out of other ratings such as Rob's.

Encouraging Action

If things go right, Rob will not walk away from the feedback feeling hurt and defensive. Instead, he will be motivated to take action to change the perceptions.

In some cases, all you need to motivate change in another is the realization that other people's perceptions, whether accurate or not, determine how those people behave towards one another. However, in some cases, more than this realization is required. What is important is the realization that even when others' perceptions of a person are inaccurate, that person plays a central role in creating those perceptions.

Most perceptions of a person arise out of something that person does. Or, in some cases, the perception is generated by something that a person does not do.

Let's return to Rob and his poor rating on listening. Let's suppose that despite the perception that Rob does not listen well, the reality is that he tracks and retains most of what people around him say. But, how are the other people to know this?

This is an instance where a perception is generated by something that a person does not do. In this case, what is not done is to demonstrate to others that they have been heard. If Rob does not

respond directly to the words of others, or overtly show that he heard and understood them, they cannot be sure that he listened to them. There is evidence all around us that many people do not listen well. Why should anyone think that Rob is listening, unless he shows that he is?

If you could show Rob that it's not unreasonable for others to doubt his listening unless he takes definite action to show them that he is, you will have convinced him that he can and should change his overt listening behavior.

Basically, to make changes in response to TeamView360 feedback, people need to:

- Recognize that others' perceptions determine how they behave towards the individual (therefore, perceptions are important).
- Realize that the individual plays a central role in creating others' perceptions of himself or herself (right or wrong) through his or her own actions or in-actions.
- Realize that because the individual creates others' perceptions of himself or herself, he or she also has the power to change others' perceptions.

The Individual Feedback Session

The following notes are based on several hundred feedback interviews and conversations with Facilitators.

1. Preparation

Before any feedback session you should read the report(s), identified any problems or difficulties and prepared a strategy for dealing with them.

2. Purpose of feedback

Be clear on why you are conducting this session. Is it for individual development, part of performance appraisal, etc.? The nature of the purpose will govern your approach and will influence the sorts of response which the Participant will give to the feedback.

3. Explain who you are

Explain what your role is in this session e.g. to help the person understand their results and begin action planning. Your purpose will very rarely be to justify the results.

4. Explain the purpose of the session

This can vary from merely understanding the results as Step One in the process, to working on an action plan.

5. Cover confidentiality

The purposes for which a 360° feedback appraisal is used will govern the confidentiality of the information. Typically, though, Participants will want to know who else has seen the report, what will happen to it, what communication there will be/has been to Respondents, etc. (This should ideally be covered in the briefing session, so this *should* be a re-cap only).

6. Agree a timescale

Our experience is that an initial session of about an hour to an hour and a half is sufficient. This may be followed by later sessions. A characteristic of 360° feedback data is the unexpected views which get expressed and the amount of detail available.

7. Explain the rules for interpretation

Remind the Participant of the original questionnaire. Then take them through the rules for understanding the sections of the feedback report.

8. Introductory discussions

A good way to start is to ask the Participant what they thought of the questionnaire and the whole process. Remember, the discussion you are about to have should be at the very least a 50:50 conversation; if possible the Participant should do even more of the talking, so this is a good way to get them started.

9. Whose responsibility is it anyway?

360° feedback appraisal puts the onus for action and change fairly and squarely on the shoulders of the Participant. This is their information. The report is only about them. They may be the only person within the organization to see it. Your role is to help them develop their own understanding and their own agenda for change.

10. Giving advice

Advice comes in many forms. It can mean explaining parts of the report, helping the Participant to identify patterns, or particular problem areas, or to plan action. However, the best advice is that which comes from within. Try, therefore, not to be put in the position of providing all the answers. Don't try to tell the person what to do. It is better to use questions to draw out from them what they should do.

11. Giving examples

A good way to clarify a problem situation is to ask the Participant "Can you think of an example of what you do that is causing this problem with this Respondent group?" Often they are able to do this. If they cannot, then try suggesting some, possibly from your own experience.

12. Avoid generalities

A feature of 360° feedback data is that it is specific and detailed. Very often the nature of the questions themselves makes it clear to the Participant what they need to do. There is therefore little justification for a Participant to go away from the session with the vague idea that his/her "communication skills need improving". It is unlikely that the Participant needed a 360° feedback exercise to tell them that! Instead, try to help them to go away with definite and precise actions. For example, here are two actions resulting from a low score on this question:

"To what extent does this person allow people to finish what they have to say?"

1. Improve my listening skills
2. The next time this person speaks i will allow a little extra time to listen to them

Which is a better action plan?

13. Explore reasons

If there is a piece of good news or bad news that you are looking at with the Participant, try to get them to think of WHY people have responded the way they have. This may give a clue for corrective action. However, watch for rationalization and "explaining something away".

14. Focus on action

360° feedback appraisal can be time-consuming. To make it worthwhile there needs to be some demonstrable change in the Participant's behavior. You therefore need to prevent the counseling session descending into "good intentions". The main questions to ask (and keep asking) are:

"What can you do about it?" or "How will you put that into practice?" or "How will you translate that into action?"

15. Focus on priorities

Some 360° feedback data appears in great detail. It is usually of intense personal interest to the Participant; however, we suggest that any person engaging in a personal improvement program probably cannot cope with more than 4-6 actions to take, at one time. The Facilitator therefore needs to help the Participant home in on the key activities that will make a difference. These will usually be the ones that are rated of high importance, and where performance is low when compared to expectations or to the norm group.

16. The Domino effect

Often, taking action on one development need will automatically result in an improvement in another. For example, action taken to improve "letting people know what is expected of them" will also help to take care of needs in the following areas, if they exist:

- Objective-setting
- Delegation

- Measuring performance
- Motivation.

17. Seeking clarification

Despite the very specific nature of 360° feedback data it is often necessary for the Participant to seek clarification of what Respondent groups are saying. This is quite in order, provided the rules of confidentiality for the Respondents are not broken. For example, the Boss's feedback is often identified individually and there should be no problem if the Participant then wished to obtain further information from him/her.

Dealing with other groups, however, should be tackled with more care and it is the responsibility of the Facilitator to advise the Participant on how this might be done. You should therefore talk with the Participant about how they will approach people and what they will say. Individuals should not as a rule be approached (unless the Participant has convinced you that he/she has a particularly open and trusting relationship with the particular Respondent). A better approach is to discuss when the Participant is likely to be meeting these people (particularly, subordinates or peers) as a group and what he/she might ask to gain clarification. Respondents might need coaching in this to draw the proper line between embarrassing Respondents and approaching the issue too obliquely. If in doubt about a Participant's ability to do this tactfully, then suggest that they gain clarification through careful observation of people's reactions to their behavior.

18. Don't forget the good news

In most reports there is a mixture of strengths and needs for development. It is easy for Participants to become obsessed with their perceived weaknesses and to ignore their strong points. It is the Facilitator's job to make sure that the balance is kept.

19. Handling conflict

Inevitably, some of the news in a feedback report will be unwelcome or unpalatable. Elsewhere in these notes we have identified the most common ways in which people try to rationalize or avoid the bad news. The list grows daily!

However, the Facilitator's role is to help people face the information, not to run away from it. Here are some tips on how to handle difficult situations:

- Balance bad news with good
- Look at what the person does rather than "bad points"
- If they wish to rationalize, let them get it out of their system. Then explain that good or bad, accurate or inaccurate, justified or not, this is what people actually think. Then try to explore the reasons for their views

- Do not identify with the report. You are not the originator of the information, so don't get put on the defensive. Try to look at the data with the Participant rather than as an opponent or critic

- Do not get pushed into providing answers. What's important is what the Participant thinks, not what you think. Your role is to ask the questions, not answer them

- If you don't know - say so.

20. Know when to stop

No-one can solve all their performance problems in one session. People need time, sometimes lots of it, to come to terms with, internalize, priorities and plan action on 360° feedback information. For many people, it will be the first time that they have found out in detail what others think of them. Much of the information will be favorable but some will not. You will reach a point in most one-to-one sessions where you realize that nothing will be gained by further talking. At this point you should stop in order to allow the Participant to carry on the process by himself/herself.

21 Ways of Avoiding Feedback

1. I didn't understand the question
2. I never said that
3. The questions do not relate to my job
4. My Respondents didn't understand the question in the same way I did
5. The "reason" for this is
6. I chose the wrong people to answer
7. I don't get on with them anyway
8. They don't know enough
9. Things have changed since the questionnaire
10. It was answered late at night
11. Fine, but I can't action this because
12. I knew this all along
13. The questions are ambiguous
14. Last time I did this I got a better result
15. There must be a mistake in the scanning process
16. I haven't the time to discuss it right now
17. I'll handle this my way
18. The questionnaire was too long
19. The questionnaire was too short
20. I agree with the feedback
21. I've been set up.

Preparing the Personal Effectiveness Plan (P.E.P)

Receiving feedback from the TeamView360 process is important and helpful to the average manager and team. However, the process should not stop there. Doing something about feedback, taking some active and positive action is the critical step in the developmental process for the individuals and the team. For this reason, if no follow-up activities are designed into the process, using the TeamView360 can be more frustrating for people than fulfilling.

The software allows you to print the Personal Effectiveness Plan (PEP) as Section II of the Individual Effectiveness Profile Report.

Time is Important to Success

We assume that you spend about an hour or so helping a person understand his or her TeamView360 profile during one-on-one sessions. As quickly as possible after you complete this initial review of a person's profile, start filling out the PEP.

Have your respondent turn to Section II. The lead-in emphasizes what was discussed previously; that the data in the profile is only a collection of perceptions. If someone doesn't like the perceptions others have of him/her, then he/she has choices to make about changing those perceptions. We encourage people to take advantage of PEP even though we know it is not easy work; it is work that must be done if meaningful change is to occur.

After your respondent reads the lead-in, tell him/her to complete the date and enter your name, assuming that you are the one who helped to interpret the results. A strong bond of trust often develops between the participant and you as the consultant, and it is comforting to know that the participant can contact you later if there are questions regarding the report.

Ask the participant to capture his/her immediate thoughts and reactions to the data in his/her profile. Leave him/her alone to complete this section allowing time and privacy for contemplating the depth and intensity of the reactions. For most people, this is an important element of the development process being able to return to the beginning, to recall how they initially reacted to the data.

Working with Specific Behaviors

Review the individual graphs and summary report. Ask your respondent to pick the three lowest other-rated behaviors that are the most disturbing; the behaviors that he/she would most like to improve. It is important that the person does not pick one of the Performance Factors such as Problem Solving or Planning, but focuses efforts on the specific behaviors or sub-factors that appear on each of the seven performance factor graphs. Problem Solving, Leadership, Communicating, etc., are just too broad for someone to deal with and make significant headway. The more focused the efforts, the greater the chance for improvement, so get him/her to write down three of the 31 IBQ behaviors.

Stay focused on these three behaviors. Help your participants reflect on team meetings and work situations within the past year, and ask them to recall circumstances in which they behaved poorly. They should try to form a mental picture of the times when they were particularly ineffective. Help them to recall the setting, the issues and emotions they were feeling at the time. Help them isolate any particular event, words, or topics that may have triggered their ineffective behavior.

Writing down as much as possible about the situation helps them deal more effectively with it when similar conditions emerge again.

Getting Feedback from Others

Encourage the participants to solicit feedback about these ineffective or inappropriate behaviors from team-mates. Keep in mind that you are asking them to do something that is risky and scary.

In a typical team-building engagement, schedule individual profile feedback sessions a day or so before the team convenes to review and analyze the team profile. Take advantage of the timing and suggest to your participants that they have a perfect opportunity in which to receive feedback from others in a safe, facilitated session. Emphasize that you are going to be present during the team-building meeting and can help them during the feedback process. Reinforce the idea that no one will be bombarded with non-productive input and that the rules of feedback will be followed by all. The trust that you build with your participants will pay off here.

A person may want to solicit feedback around a behavior in which he/she didn't score badly. If facilitated properly; that is, he/her gets specific, helpful, and well-intended feedback, he/she will then take greater risks to learn about behaviors that require substantial improvement.

Pushing for Specificity

Follow the outline provided in the PEP. A participant must be as specific as he/she can while identifying plans for corrective action. Vague generalities sound nice, but unfortunately they are not very helpful. You must now be firm and demanding. If you are not convinced by what your participant writes, it is a good bet that he/she too are not convinced that he/she will take the action. Tell him/her that his/her plan sounds a little vague, and that he/she will have a difficult time carrying out the task. Be supportive and caring in your dialogue. The goal is to help people, not to make them feel inadequate or incomplete.

As is true in most counseling, trust yourself and speak up. If nothing else, at least the person will review the behavior and present a more persuasive argument about what needs to be done. This may reinforce the person's activities and plans.

Appendix D contains a "Coaching Guide" that lists the seven major performance factors and sub-factors. We catalogued the desired behaviors for each sub-factor and offer recommended actions to develop the desired behavior. The information in this appendix is invaluable as you help people develop their list of short- and long-term actions for improvement.

If someone has difficulty identifying the barriers that keep him/her from being successful, you must intervene. Examine the obstacles you see for obtaining success. Even make up some if necessary. You want this person to make realistic assessments about what it will take to change ineffective behaviors. There are many elements that weigh-in against this person's labors. The effort is a challenge, one requiring diligence and focus.

Getting Help from Team-Mates

When each person on a work team improves his or her behavior, the entire team benefits. People must not feel that they are alone in their

endeavors to improve performance. The next item in the PEP can be particularly helpful at building the quality of relationships on teams.

Get participants to identify others who are effective where they themselves have some weakness. Prompt them to identify those on their team who they trust and who would help them improve their behavior. Persuade them to ask team-mates for help. After all, you're not likely to be with the team each day. Therefore, the more they can help themselves, the more profound the change is likely to be.

Accentuate the Positive

Following the words from that old song, we want to accentuate the positive. Finish your interviews on a high note. Have the participants go back through their individual TeamView360 graphs and summary report and mark their three highest rated behaviors. These are the behaviors in which they shine, at least in comparison with their lowest rated items. This is where they make their greatest contribution to the team. Draw their attention to these in an emphatic manner.

They should not take these lightly. Help them focus on workday situations in which they can clearly demonstrate these talents. They should have a plan for showing off these strengths just as much as they should have a plan for correcting deficiencies.

The Team Feedback Process

At this point, you've spent a good deal of time learning how to read and interpret individual TeamView360 profiles. This is important because you will interview and counsel people continuously as you grow more familiar with TeamView360 and discover its power as a career development tool.

Let's define a "team." A team is not a group of people who have been thrown together or who happen to work near each other. Nor is it a body that comes together to meet on a regular basis. A team has a purpose, a mission, or a vision that is common to all members of the team. There must be some level of commitment by the team members to accomplish the mission. Within this context, coherent and coordinated activities are evident.

For the organizational diagnostician, TeamView360 provides real time, specific, and realistic data regarding team performance. What makes TeamView360 unique is that the team profile is derived from the data people generate while evaluating themselves and their team-mates. Participants are not asked to evaluate the "team." Evaluating an entity as dynamic as a team is difficult at best.

When evaluating a team, people lose the ability to differentiate between the members of the team who are effective at some things and ineffective at others. Individual differences get lost in the team rating. People often question the results of team ratings collected in this fashion. We've heard them say, "That's not how I feel about this team."

TeamView360 delivers a team profile by aggregating and then averaging the individual responses of all participants. For example, in a team of ten people, there are ten self ratings. When aggregated and averaged, the results are compared against the normed self rating in the database. This gives the HRD manager an accurate view of the team's self image based upon each individual's self concept.

If all, or most of the team members evaluate themselves below the norm, then the resulting team profile is below average. This sends powerful signals to the consultant regarding the self esteem and confidence of the team. On the other hand, a team that has high self ratings presents a different set of dilemmas to its effectiveness.

We shall examine some sample team profiles, first looking at only self ratings. Review the self ratings of the four-person team shown in Figure 32 overleaf.

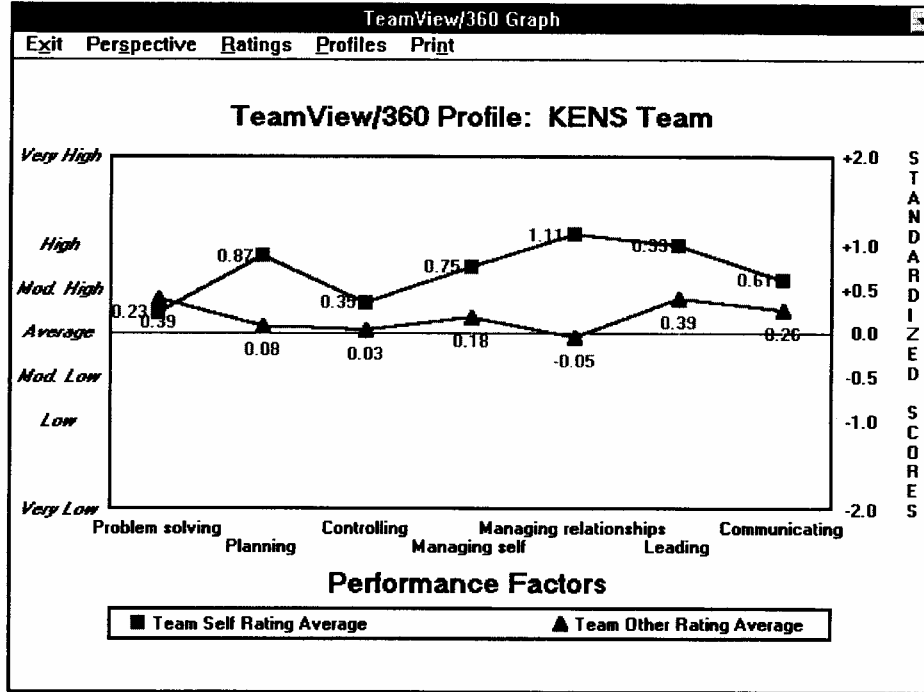


Figure 32 - TeamView360 Performance Factors for KENS Team

The team self rating represents the averaged self ratings of the four managers on the team. The four self evaluations have been added together and averaged. Now you can compare the overall profile of the four people with the average manager's self rating in the database. In the case of the KENS Team, it appears that they have a fairly high and consistent self image. One would assume that they think well of themselves and their decisions. They emerge as self confident and are sure of themselves and their actions. On the down side, they may come across to outsiders as arrogant and bull-headed.

Loss of Confidence Profile

The following will help illustrate the accuracy of TeamView360 as a team-building aid. We witnessed a fascinating phenomena several years ago with a client who called us to assist in bailing out a floundering Total Quality Management (TQM) effort.

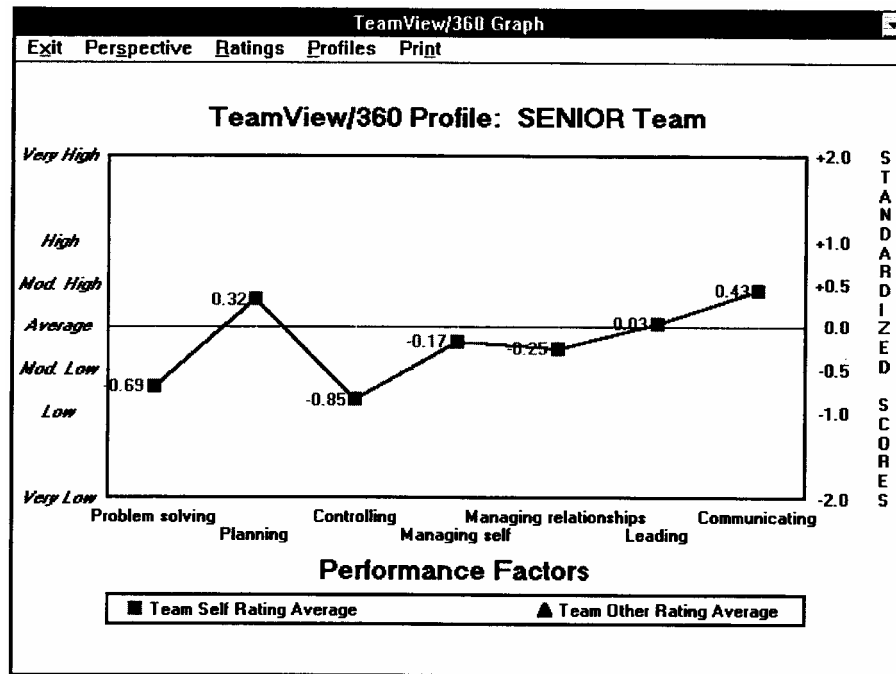


Figure 33 - TeamView360 Self Ratings for the Senior Team

As part of the organizational assessment, we administered TeamView360 to the executive management team that had been presiding over the organization for several years. The team witnessed the gradual eroding of their company's dominant market position. Foreign competition, coupled with belt tightening by their customer base, had the company on its heels. They had gone through two significant reductions in the work force and were facing yet another.

TQM was considered a joke by most of mid-level managers and the people on the shop floor. The senior team, however, was quick to point to their world class manufacturing effort. The results of their TeamView360 self ratings are reflected in Figure 33 above.

Their self confidence and belief in their ability to solve problems had faded badly. They knew that they had not been measuring productivity, had not held to various industry standards, and were continually late getting their products to the field.

When we were first asked to assist the organization by their corporate headquarters, we were warned that they were so out of control that they couldn't accurately tell what it cost to make a product. We had

reports that while they were selling plenty of machines, they were losing money on each item sold.

As you can easily see by examining their profile, in their own minds they excelled at planning. Indeed, they had plans for every contingency possible. And when things didn't go according to their plan, they simply changed the plan or came up with a new one! The organizational story was clearly evident in the team's TeamView360 profile.

They communicated well with each other. Unfortunately, the arteries of communications flowing into the depths of the organization were blocked. People on the shop floor described themselves as suffering from the "mushroom syndrome."

In Figure 34, we've added the other evaluations of their team-mates.

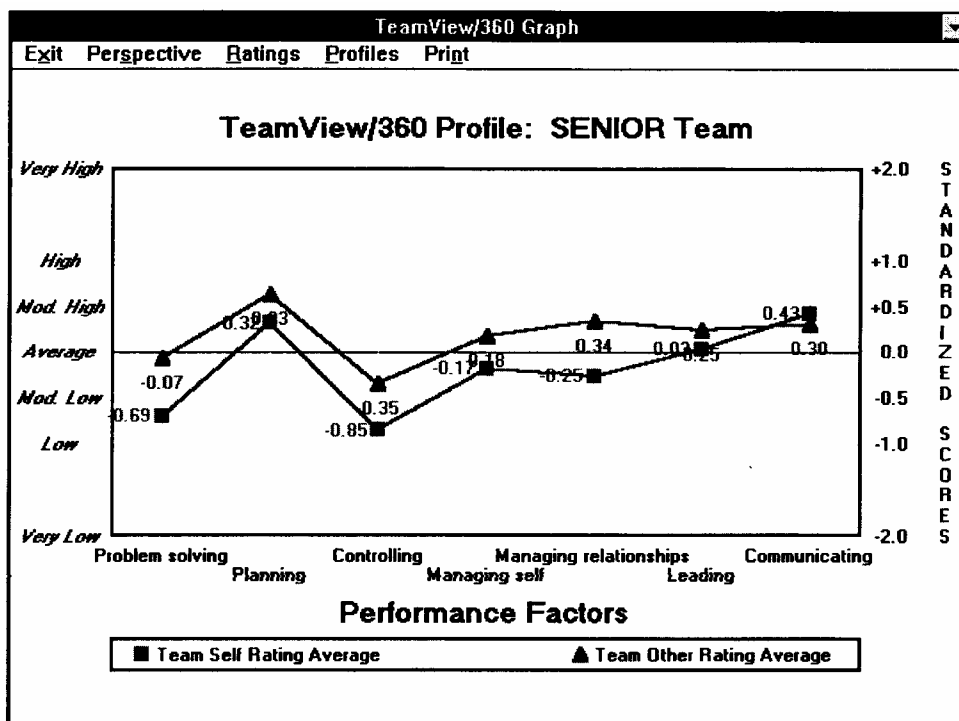


Figure 34 - Senior Team - Self and Other Ratings

Note that in six of the seven performance factors the people rated their team-mates as more effective than they rated themselves. This was not a case of false modesty or humility. During our interviews with these executives there was almost universal self blame. "If only I had worked harder, or been smarter," seemed to be the common tale. As they viewed their team-mates over the course of this tailspin they

were impressed that the others seemed to be coping with their frustrations and pain better than they were as individuals.

The functional area in which they were strong, Planning, received the highest other rating and second highest self rating. Interestingly, the one factor that bucked the trend was Communicating. In this factor, people rated themselves considerably higher at Communicating Expectations and Giving Performance Feedback than they did their team-mates.

Because this ran so against the trend, we were curious as to why. During our interviews, people frequently remarked, "I know what has to be done to turn this place around and I keep letting people know, but nothing seems to change." We also heard such rumblings as, "I let people know when they've missed the mark. If only people would respond and solve the problem."

Again, we were profoundly impacted by the similarity between the TeamView360 data and the view that people, both inside and outside, had of the organization.

We combined the TeamView360 data with our interview notes to develop several strategies for helping the organization. We introduced a structured problem solving methodology and helped them assign specific individuals, known for keeping commitments and meeting deadlines, to selected positions where their styles would make the greatest impact.

I'm Ok, You're Not Profile

In the next case, we were asked by the Senior Vice President of Human Resources to conduct a team-building session for his department managers. During our assessment interviews it became increasingly evident that trust was at an all time low and friction was rampant among the eight HR managers. Interviews with executives outside of the HR department confirmed what we learned.

As "warring" and divisive factions, the HR department was providing less than optimal services. As role models of team work and cohesion, they were failures. Their feuds undermined their credibility with clients and made others suspicious of their talents. To gain additional in-sights into the nature of the conflicts we administered the TeamView360 process. The results were startling. The profile for the Human Resources Team appears in Figure 35 overleaf.

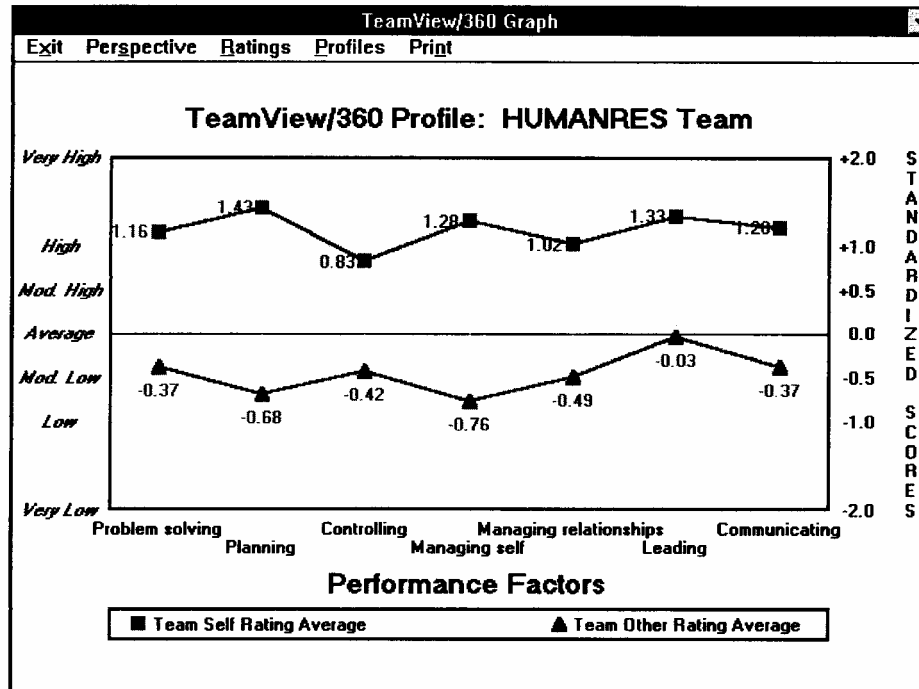


Figure 35 - TeamView360 Profile of the Human Resources Team

It is interesting to note that the raw score averages for self ratings are generally higher than are other ratings. This should come as no surprise. The use of standardized scores accounts for this difference. However, as you review the profile of this HR team, what immediately jumps out at you is the self rating line. Most people think more highly of themselves than they do of others. This group had a significantly higher self opinion than the average manager.

Their behaviors are evidence of their high level of self esteem. As a group, they come across as superior and disdainful of each other's abilities and skills. They rarely seek each other's advice and recommendations. Their boss complains openly that they frequently "bad mouth" each other when alone with him. The boss feels that his own managerial skills are being tested severely and is concerned about his potential for promotion.

Now, let's examine this TeamView360 profile. First, It is very clear that the message conveyed by this team to team-mates, clients, and other departments is, "I'm OK, you're NOT!" When we presented TeamView360 profile to the team, they responded in much the same way. They challenged the data, suggested we had "rigged" the results and, in general, acted quite arrogantly.

Our approach in working with them was to get them to tacitly agree to some minor, incremental behavioral changes. We played to their loyalty to the organization and ultimately asked them to describe their career paths if these behaviors remained the same. Once they faced the ultimate destructive nature of their superiority we began to notice some minor conciliation towards each other.

However, their behaviors had become so ingrained and their lack of trust of each other so great, that little progress was made in resolving their conflicts. Less than two years later, team membership had changed dramatically. Some people left of their own choice while others were reassigned. Careful screening, using a variety of assessment tools was used to assist the organization to replace the departing members. Today, the new HR team is far more congenial and cohesive.

Looking at the Sample Team

Your copy of TeamView360 software was delivered with a sample management team data file that consists of two files:

Sample. Mep actual TeamView360 profile data

Sample. Idb demographic information for the ten members of this team

To follow along with this discussion, open the Sample. Mep file.

1. Select **File** on the Master Screen menu bar.
2. From the File pull-down menu, select **Open**.

Look for Sample. Mep in the dialogue box and double click on it. The system returns to the Master Screen. Note that the name Brone, Paul appears in the Name box. Note also that the 31 data entry boxes now have numbers in them.

Then follow these instructions:

1. Select **Graphs** from the menu bar to display Paul's Self Rating profile.

2. Pull down the **Perspective** menu and select **Team** to display the Sample Team Self Rating Profile.
3. Place your mouse cursor on the green triangle in the legend and click. This displays a graph like the one shown in Figure 36 overleaf.

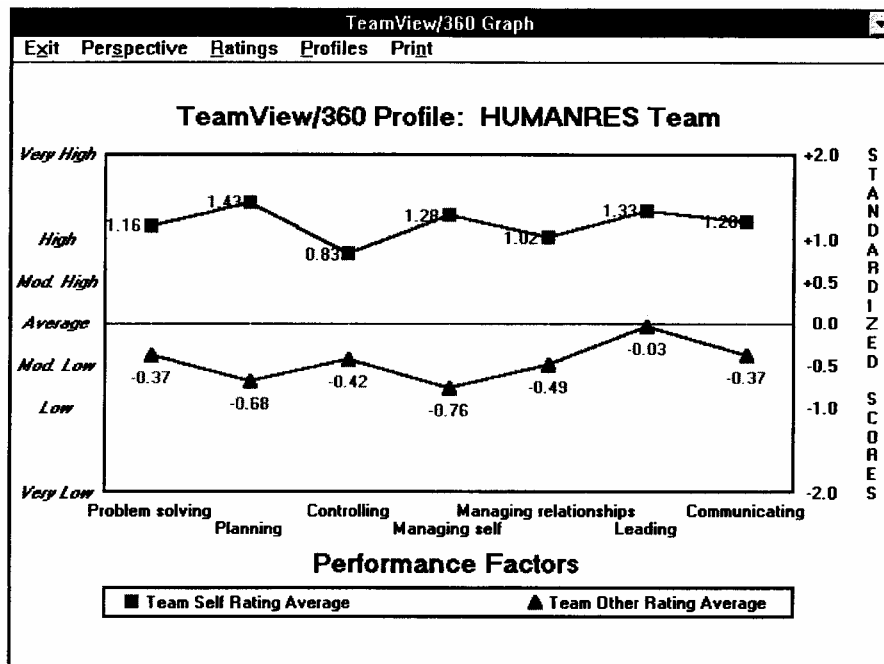


Figure 36 - TeamView360 Profile of the Sample Team

Background of the Sample Team

Sample Team is the fictitious name for the executive management team of a small, privately owned insurance company in the mid-west. Paul Brone is the president of the organization; the executive team consists of ten managers, including Paul.

The Team worked together for about eighteen months, though some of the managers knew or worked with each other for as many as twenty years. Sandi Kelin is the most recent addition to the management team.

The company employs approximately 60 people including agents, administrators, managers, and clerical personnel. The company underwent a merger with another agency within the past five years and is considered one of the larger private agencies in the state. The

company operated under its current name for those five years. Paul, now in his early sixties, started the business 30 years ago.

Paul expressed concern that tensions among the team seemed to be on the upswing since business suffered a down-turn during the Spring 1992 recession. After discussing the methods, skills, and tools used in TeamView360, he invited us to assess his organization and present a plan for correcting any ills uncovered during the assessment. Paul revealed that he was contemplating retirement in the next three years and wanted to leave a smooth-running, growth-oriented business to his successor. Paul had his eye on one manager in particular but his mind was open to other options.

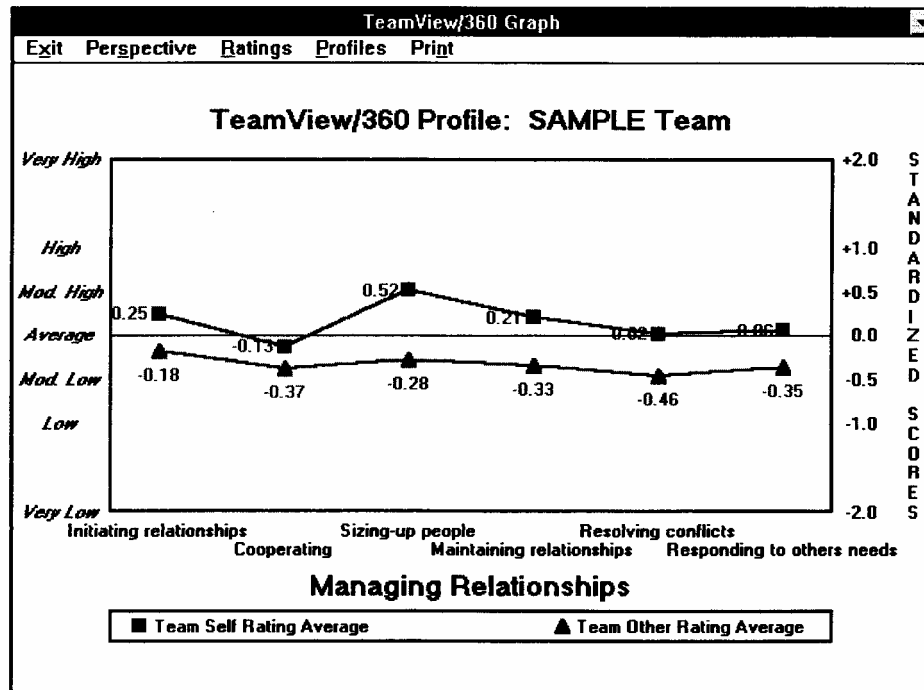
We obtained permission to administer TeamView360 to all ten managers. We also video-taped the group in a series of challenging problem solving sessions at an off-site location. Individual interviews lasting 90 minutes each completed our data gathering. Later, at our own offices we analyzed the TeamView360 results and the video tapes and developed our recommendations to Paul.

Your Analysis of the Sample Team

Based upon what you see in the Sample Team graph on your computer screen, or on the one shown in Figure 36 on the previous page, what is your assessment of Sample Team?

What would you expect the team to be good at? Where might its problems lie? What would you speculate about the conduct of its meetings? As the consultant to this organization, where would you focus your energies?

Let's examine the factor where the greatest difference between Team Self Ratings and Team Other Ratings exists. Click on Managing relationships and get the graph shown in Figure 37 overleaf. What do you learn about the quality of relationships on the team? Again, they seem to have a high opinion of their intellectual capacity; note the Sizing-up people ratings.



[back](#)

Figure 37 - Sample Team Relationships Profile

To truly understand this team you must also look at the individual TeamView360 profiles. You will see an array of strengths and weaknesses. You will note some common themes. Which players seem stronger than others? After reviewing individual data, who would you think Paul has chosen as his replacement?

This practice of reviewing the data and drawing conclusions from it will build your confidence in your ability to interpret team and individual results. We do not expect TeamView360 profiles to answer all questions about a particular team. It's results and profiles should be supplemented with on-site observations and individual interviews. Your experience in assessing organizations will add value to the TeamView360 profiles since the profiles will complement your personal assessment. The key word here is practice, so practice with TeamView360.

Conducting the Team-Building Meeting

Our purpose here is to advise you on how to use TeamView360 in a team- building setting. You will develop your own approach that best fits your style and temperament.

After collecting data from the team and scoring it, print a report for each person on the team (see Sample Report in Appendix A). Then schedule individual interviews that last one to two hours with each person. It's best to conduct these meetings as close to the team-building session as possible because the data is fresh in the mind of

each team member. Allow time for each member to complete the PEP.

Preparing People for the Team-Building Meeting

Throughout the individual interviews you must emphasize that the profile data is strictly confidential, that no one else will see it. The team profile, however, is shared and discussed at the team-building meeting. During discussions, explain that you are there only to interpret the meaning of the scores. It is helpful for participants to speculate about their own behaviors and to guess why they received their scores. Quite often, people are very much aware of their weaknesses, but often have blind spots regarding their behavior. Again, encourage participants to ask their team-mates about situations in which they can change their actions.

Describe the Team-Building Meeting

Now it's time to describe the team-building session. First, present the team profiles on overhead transparencies, starting with Performance Factors. As you present each profile, discuss and interpret it. During the discussions, expect participants to reveal where their score for that factor or sub-factor is in relation to the team.

Suggest to participants that they ask questions like this:

"I see that the team did not fair very well on generating new ideas. My score on that sub-factor is below the team average, so I guess I must be dragging the team down on that item. Can you give me some feedback about the behaviors that gave me a low rating? How do you want me to act in meetings?"

Reinforcing the need for them to learn from their team-mates is the key to the session's success. By the time you finish the individual interviews, try to get a commitment from the participants to actively participate in the team meeting, to ask for feedback, and to be open to giving others the same.

The Team-Building Meeting

There is often apprehension the morning of the team-building meeting. This is normal. After all, most people are not accustomed to openly discussing their strengths and weaknesses with others, particularly with co-workers.

Open the team-building meeting by asking participants to reflect on the best work experience that they have ever had, to recall a time in their work life when they loved coming to work, when the thrill of work was so great that it energized them. This should have been a time when it was so exciting to go to work that they didn't need an alarm clock to get them up in the morning. You might want to capture these recollections on flip charts and post them on the walls.

Draw their attention to the commonality of themes. Then ask them to reflect on the best work team of which they were a part. Ask what was it like. How did people behave towards each other? Typically several common themes emerge. One that seems to be universal is that on the best teams, the truly high performing teams, team-mates give each other feedback. They're honest with each other and there is a high level of trust.

Generate a list of how the participants want things to be on this team. Then remind them of the commitments they made during the individual TeamView360 feedback interviews. This is a time for them to experiment with being a high performing team like they just talked about. Then ask them to sign their names as a commitment.

Reviewing the Team Profiles

It's a good idea to use overhead transparencies showing various team profiles to help illustrate the discussion that follows. For example, show a sample of some other team's profile on the screen with the name marked out. Then ask the team members to speculate about the character and culture of this particular profile.

After the discussion of the sample team graph, display the profile of their own Performance Factors graph and ask:

“If you knew nothing about this team, what conclusions would you draw about it?”

Ask them to identify its strengths and weaknesses. Ask them to suggest what the team seems well suited for, where it might succeed, and what it might do poorly.

After a thorough discussion of the Performance Factors graph, move on to the graphs for each factor, which consists of seven graphs. These show the specific behaviors that were evaluated on the Individual Behavior Questionnaire. These are the graphs that generate dialogue and the exchange of feedback.

If the team leader can ask for or give feedback early in the session, this frequently breaks the tension. Encourage others to do the same. If necessary, you, as the consultant may participate in the feedback process.

Keep the discussions focused on the behavior under discussion. Stimulate dialogue from team members who aren't participating with a statement like:

"Joe, we haven't heard much from you today. Marie is asking for feedback. Earlier, all of us signed our names to a document that indicated the way we want things to be on this team. How about helping Marie improve her performance by giving her some feedback?"

These gentle prods usually bring about an exchange of views and ideas.

Capture the Feedback

If possible, write the feedback on a flip chart, then save it and give it to the person. It can be a road map to success for that person, if he follows it. If all team members improve their performance, then the whole team benefits, the whole organization benefits, and work life becomes a bit more tolerable.

If long-standing friction surfaces between two people, deal with it right there. With the support of their team-mates and solid facilitation, you can work through the problem. Get the two to commit to working on the problem and ask them to sign a contract with each other to continue to meet and discuss solutions to the problem. Other team-mates will offer their assistance and help.

Establishing a Bench Mark

TeamView360 is an ideal tool with which to establish a bench mark for team performance. Remind the team that this is only the first step in the evaluation process. In 6 to 12 months, return to the team to re-evaluate their progress using the TeamView360 program.

Using TeamView360 with Teamworks360

TeamWorks360 is an instrument for assessing Team Performance as a whole unit. It measures a Team's overall effectiveness in 10 generic competencies, all within the areas of effective Teamworking and Customer Orientation. Feedback is provided by the Team's Members and Customers.

Two questionnaires are used. The first measures Team Process Skills, the "within-team" dynamics. This questionnaire is completed by Team Members only. The second measures Customer Orientation, how the Team serves its (internal or external) Customers. This is completed by Customers as well.

All ratings are given based on Team performance as a whole - not individual performance. When printed, the profile comes with an explanatory introduction and an action planning section. These reports are normally supported with a group session by a trained facilitator.

Competencies measured by TeamWorks360:

Purpose and Commitment	Communication
Working as a group	Knowledge
Contribution to the Team	Problem Solving
Interaction	Customer Service
Focus	Concern for quality

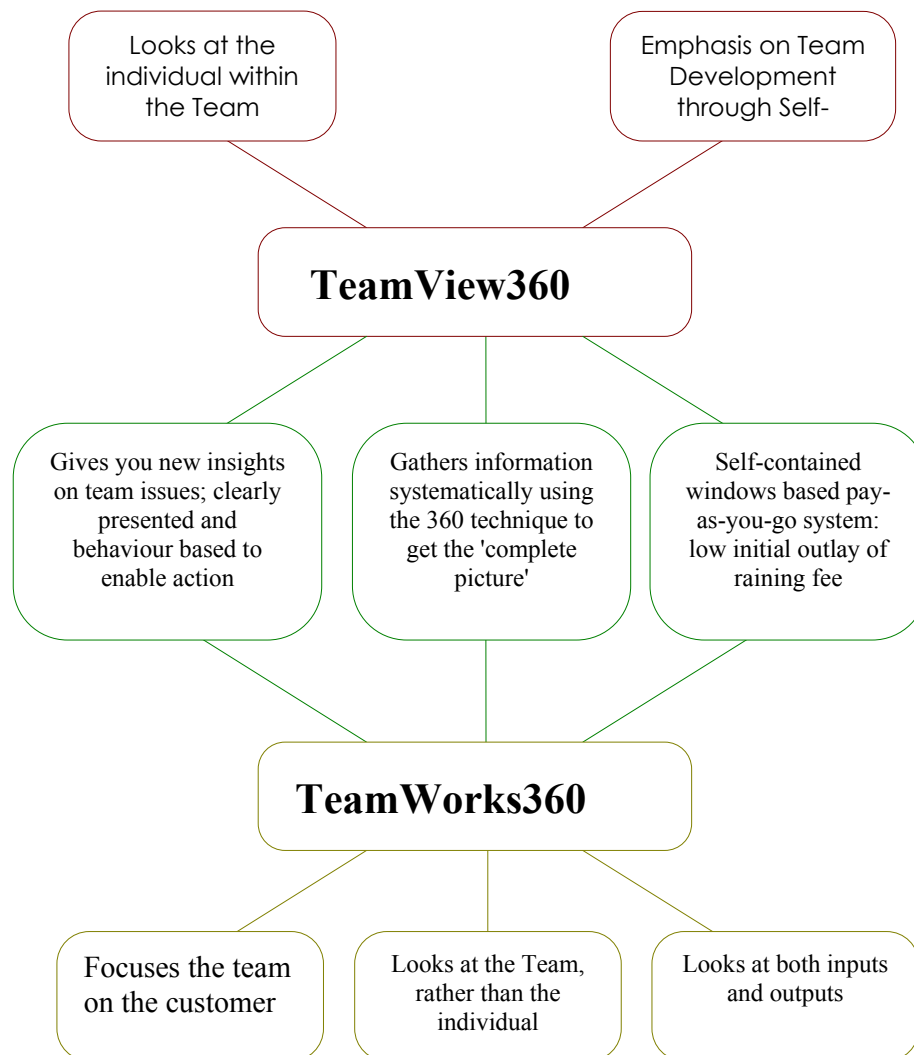
TeamWorks360 should be used at intervals of 6 - 12 months to help a Team to focus on the issues that are affecting it and to establish a plan of action to deal with the issues, improve development areas and identify opportunities for positive change. When used in tandem with TeamView360 the issues can then be related to building individual Team Members' action plans. In addition, the time series feature allows the Team to view previous scores against current ones on the same graph. This feature is provided to support trainers and facilitators who wish to use TeamWorks360 to make pre and post development measurements and view changes.

Advantages of using TeamWorks360 and TeamView360 in tandem

- Clarifies the roles of Team Members
- Ensures the team are pulling in the same direction
- Alters people's attitudes to performance
- Improves the Team's relationships both internally and externally
- Puts responsibility for change on the individuals

- Allows the team to build on strengths, and value individual differences
- Helps to establish important concepts e.g. continuous improvement, internal customer etc.

Comparison of TeamView 360 and TeamWorks 360



Appendix D: A Coaching Guide

Let's assume that you gave the TeamView360 Report to a manager and helped interpret the results. While filling out the PEP he/she inquires, "Where do I begin turning things around? I know what I have to improve, it's right here in black and white, but I just don't know how." As the manager looks at you with an inquiring gaze, you ask yourself,

“What do I say? What do I tell this person? What are the little things that could be done to improve all the weak areas?”

This guide will help you to become a better counselor by understanding the behaviors of the person who is trying to improve performance. We offer some practical developmental suggestions and examples that will benefit you and the manager. In this guide we'll call you “coach.”

Never forget this important underlying theme about coaching;

“Individual development is not only dependent on the coach's skill but on the willingness of the individual to make change.”

Development occurs best in the following circumstances:

1. The person accepts responsibility for his or her own development. The person asks for feedback.
2. The person recognizes that people who are motivated toward success can achieve higher levels of effectiveness.
3. The person recognizes that the time is right to begin change.
4. The person sets development goals for himself or herself based upon relevant information.
5. The person is realistic about change and works on it slowly, step by step.
6. The person looks for role models after whom to pattern development.

Think of these points as a check list. For you to be effective, you should feel that the person you are coaching believes in and practices these six steps. The most important part of being a coach is building a relationship of trust with the other person. Honesty is the key for successful coaches. If you are not honest with the person, you are doing that person a great disservice. Remember that it is your role to ask questions and to listen intently to answers; it is not your role to tell the person how to act or behave.

If, when you listen to the manager, you become confused by what is being said, it is a good bet that he/she is confused too. Trust yourself. To be honest is to say something like this: “Wait a minute please, may I interrupt? I'm confused. I think I heard you say (repeat it, but in your

own words), am I hearing you right?" Let the person confirm or deny what you heard.

Play back exactly what you heard, trying not to make judgments. By playing it back un-edited and without prejudice, the manager will hear his/her thoughts expressed by someone else, and it is likely to sound very different. In fact, the person may not like what you said. It is your job to help make clear what this person wants to change.

Coaching is not easy. Listening is a skill and like most skills, it can be very tiring while you are learning to master it. Don't give up. Keep trying. The TeamView360 participant needs your attention, care, and support. As you get better at coaching, you'll feel a sense of fulfillment and joy at helping another person become more productive and effective.

In the first column on the pages that follow are the seven TeamView360 Performance Factors and the management behaviors within each factor. In the second column are the desirable characteristics for each sub-factor. The third column offers recommended actions the person can take to improve performance in that specific behavior. Not all the recommendations apply to every person. You must work with the person and decide which of the recommended actions best fit his or her situation.

Add to the action plan anything that will make the participant more effective. Tailor it to his or her needs.

Problem Solving

PERFORMANCE DIMENSION	DESIRED BEHAVIOURS	EXAMPLES OF RECOMMENDED ACTIONS
Recognizing Trends	Analyses available data. Grasps salient points. Asks questions. Figures out how a problem arose. Isolates important facts. Screens out personal bias when examining data. Seeks out others known for expertise in the subject area.	Gather information on issues. Factor in the human element where applicable. Stay current by reading magazines and biographies. Seek out people known for sound reasoning. Study models for decision making such as Force Field Analysis.
Generating new ideas	Takes risk to speak up. Speaks positively. Balances self assurance with modesty and respect for other's thoughts and feelings. Uses "Brainstorming" techniques.	Take Dale Carnegie course. Expect things to turn out well. Learn to laugh at self. Accept and appreciate own values and accomplishments. Read <u>The Dynamic Decision maker</u> by Brousseau, Driver and Hunsaker.
Evaluating & acting on new ideas	Listens intently. Plays "devil's advocate" in appropriate way. Values other's input. Doesn't pre-judge other's suggestions. Mulls over recommendations. Avoids the "Not Invented Here" syndrome. Solicits input and views that differ greatly from own perception of problem.	Accept and appreciate the differences among people. Enjoy the creativity of others. Practice viewing others as valuable resources. Read Steven Covey's <u>The Seven Habits of Highly Effective People</u> , or read Susan Ackoff's <u>The Art of Problem Solving</u> .

Planning

PERFORMANCE DIMENSION	DESIRED BEHAVIOURS	EXAMPLES OF RECOMMENDED ACTIONS
Planning for the future	Sets high expectations of success for both self and others. Focuses on clear results. Identifies specific, measurable and attainable goals. Gathers, analyses and uses known information. Speculates about unknown. Considers long and short-term effects of plan. Involves others in planning process.	Prioritize important projects. Ask questions that mirror information given. Set aside specific time frames to conduct planning, in short doses if you don't like doing it. Make effort not to over plan. Allow room for divergence from plan. Keep focused on what the plan is for. Ask for help. Write out alternatives, even if you've decided what to do. Break "tunnel vision" habit by driving to work over new routes. Get outside the nine dots. Read books and articles about the future in your field.
Adapting to Change	Is open to change. Welcomes change as inevitable. Understands the difference between appropriate change as inevitable. Understands risk and bravado. Respects tradition without blocking necessary change. Experiments with new approaches. Does not become confused and stymied by change. Has plans that accommodate change.	Read <u>The Goal</u> by Eli Goldratt. Try innovative approach to a long standing problem. Try negative brain storming to determine all the ways you could derail a current process. Take a physically water rafting. Challenge yourself to do repetitive tasks in a new way. Become a team player by letting others try a method different than what you would normally do.

Controlling

PERFORMANCE DIMENSION	DESIRED BEHAVIOURS	EXAMPLES OF RECOMMENDED ACTIONS
Organizing and orchestrating events	Seeks opportunities to bring order out of chaos. Reduces waste, delay and redundancy. Lays out guidelines for success. Establishes milestones. Builds checklists. Ensures details are covered. Balances both long and short term issues. Involves other organizations. Ensures open lines of communication.	Plan vacations and other activities to practice the skill. Begin projects immediately. Inventory available resources. Plan for pressure filled situations. Review activities to learn where you might do things differently. Ask for feedback from colleagues. Practice maintaining detailed household budget.
Monitoring and controlling performance	Stays on top of performance; of self and others. Follows-up thoroughly. Does annual performance appraisals. Asks for periodic updates. Intervenes when situation is out of bounds.	Maintain open lines of communication. Encourage people to come to you ahead of time. Establish and hold to deadlines for feedback. Set up controls and procedures.
Meets schedules and deadlines	Accepts responsibility for timeliness. Anticipates workload so as to meet deadlines. Manages time effectively. Understands impact on others of missing deadlines.	List all schedules and deadlines. Keep a daily "To-Do" list. Note what actions hinge on your making deadlines. Annotate calendars with deadlines. At the end of the day ask self what was done.
Producing high quality work	Strives for excellence. Applies skills and technical knowledge in order to perform job well. Focuses on results. Is realistic and adjusts expectations to match the situation. Understands the organization mission and goals and links to output.	Set aside time to focus on important tasks and projects. Seek advice and counsel. Take courses in field. Solicit help from known experts. Hire people with superior technical knowledge to challenge you. Write a technical article.
Maintaining high productivity	Stays with things over the long haul. Maintains high energy. Displays consistency.	Write down steps that need to be done. Rest & maintain health. Scoreboard results.
Meeting commitments	Takes commitments seriously. Maintains	Understand how your work impacts other departments.

	commitment throughout projects. Has sense of ownership for obligations. Is answerable for self.	Under promise and over deliver. Make list of commitments not kept in past and resulting consequences. Act now!
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Managing Self

PERFORMANCE DIMENSION	DESIRED BEHAVIOURS	EXAMPLES OF RECOMMENDED ACTIONS
Handling pressure	Makes time to consider issues and alternatives even when under time constraints. Exerts control over pressure, doesn't submit willingly to pressure. Doesn't operate in constant "hurry-up" mode. Makes decisions even when information is limited. Builds a network of resources to help when pressure builds. Selects the high-payoff, high priority issues to focus on.	Brainstorm potential pressure filled situations and plan for alternative responses. Make this upper most in thoughts, "I won't get caught short on this one." Make a commitment to stay calm in pressure situations. Take time management course. When crisis has passed analyze what went right and what went wrong. Plan for corrective actions. Help others under pressure.
Coping with one's own frustrations	Makes effort to display positive attitude when frustrated. Stays with the issue over the long haul. Displays high energy throughout the day. Willing to move out of comfort zone. Recognizes frustration in self and seeks help and ideas from others. Laughs at self.	Read Norman Vincent Peale's The Power of Positive Thinking. Practice self healing methods such as meditation and relaxation. Maintain health and fitness. Give yourself time out when feeling frustrated. Examine the nature of what frustrates you and build a plan to attack it.
Developing one's own capabilities	Challenges self with new fields of interest. Takes on unpleasant tasks and looks for positive. Solicits feedback and listens to others input. Reads and studies material in field.	Find an office or home task that you don't enjoy and do it. Try an activity that is outside of what you'd normally do. Ask other for ideas about how you can improve yourself.
Responding to feedback from others	Listens intently to feedback from others. Drafts realistic plans for making change in behavior. Welcomes changes. Gives recognition for those willing to give input. Makes specific, realistic and observable changes in behavior. Sets up system to get views of others regarding changes made.	Make clear action plans for changing behaviors that seem non-productive. Ask open ended questions of others about how you can be more effective. Always remember, it is your life you are trying to improve. Publicly thank and recognize those willing to take the risk to tell you how they see you behaving.

Managing Relationships

PERFORMANCE DIMENSION	DESIRED BEHAVIOURS	EXAMPLES OF RECOMMENDED ACTION
Initiating relationships with others	Welcomes new people to the organization. Enters comfortably into conversations. Is not hampered by fear of rejection. Sees interactions with others as a way to learn new and interesting ideas.	Even when uncomfortable, reach out to others. Even when the discussion is about unfamiliar topics, enter the conversation. Ask questions; this will help you learn and is often a flattering way to open dialogue with others.
Co-operating with others	Values others assistance and enjoys helping others. Actively listens to other's ideas and suggestions. Builds on other's ideas. Tries other's suggestions, even when in some level of disagreement. Remains open to discussion.	Respond positively to other's ideas, even when you disagree. Look for the value in other's input. Incorporate their ideas with yours to develop new alternatives. Publicly recognize other's input, offer thanks and encouragement. Share visibility.
Sizing-up people	Spends effort and time trying to understand other's behaviors and motives. Is aware of own biases and overcomes them with patience. Able to differentiate between people based upon a variety of signals and behaviors.	Read The Art of Managing People by Alessandra and Hunsaker. Take courses that about human behavior. Investigate self, become self aware. View self on video-tape to see how you react to others.
Maintaining relationships	Commits to relationships over the long haul. Doesn't let disagreements destroy the relationship. Values the differences within humans.	Invest in relationships with others. Look for common areas of interest. Try not to reject others too quickly. Write to old friends and renew acquaintances.
Resolving conflicts	Takes a collaborative approach to resolving conflicts. Doesn't avoid, compete or cave-in. Sees the positive in conflict and doesn't let it become combat.	Read Cohen and Bradford's Influencing Without Authority . Make a commitment to treat all people with courtesy and respect. Make a commitment not to back away from conflict.
Responding to	Values assisting others and	Join a service club such as

other's needs	seeing them succeed. Shares the limelight willingly. Pitches in, even for tasks not normally associated with job position.	Kiwanis, Rotary or Big Brother. Take on worker role in unit social function. Make commitment to help others.
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Leading

PERFORMANCE DIMENSION	DESIRED BEHAVIOURS	EXAMPLES OF RECOMMENDED ACTION
Delegating responsibility	Good judge of character and talent. Builds team of diverse talent. Gives appropriate authority and allows experimentation and risk taking. Builds open lines of communication, up and down.	Develop a relationship of trust with others. After delegated task is done, review with others how it went. Help them look for alternative approaches. Offer support when delegating. Ask for updates. Practice!
Facilitating meetings	Sets clear focus for meetings. Changes tempo of meeting based upon desired outcomes. Invites participants who have a vested interest in outcome. Encourages participation when appropriate. Listens intently, doesn't bully or dominate meetings. Uses outside facilitation when needed.	Read <u>How To Make Meetings Work</u> by Doyle and Strauss. Pay attention to length of meetings you attend. Ask quiet people for their input. Use PAGE meeting method (Purpose, Agenda, Ground-rules, Expectations). Listen actively.
Motivating and inspiring others	Is a catalyst who inspires creative thinking in others. Demonstrates caring, compassion and concern for others. Respects values of others. Speaks positively about challenges. Allows risk taking by subordinates. Spends time listening to others. Values differences in people.	Do team building activities. Learn what teammates find as motivational and try to meet. Make sure you provide resources with task assignments. Defend people's ideas and efforts. Try BUGS (Bottoms Up Goal Setting). Pitch in and help others with work assignments. Read about great leaders; try what they did to motivate.
Developing other people	A good judge of character and talent. Picks a diverse group of people for team. Invests own energy in developing others and subordinates. Gives open and honest feedback. Lets others move on when ready. Coaches people with empathy.	Be available to help when needed. When positions or jobs become available in other departments recommend people for them. Mentor and coach others. Be honest in expressing yourself.
Giving recognition to	Recognizes other's contribution and gives	Set up unusual recognition activities. Walk around listening

others	visibility to them in the organization. Knows value of informal "pats on back." Practices MBWA/LWWA.	to how people interact with co-workers and customers. Offer heart-felt thanks and informal acts of recognition.
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Communicating

PERFORMANCE DIMENSION	DESIRED BEHAVIOURS	EXAMPLES OF RECOMMENDED ACTION
Articulating ideas and information	Speaks up, offers ideas and suggestions. Has good vocabulary. Reads and studies subject material. Organizes thoughts well before speaking. Writes simply and clearly. Sums up and encapsulates ideas expressed at meetings.	Practice public speaking as often as possible. Build self confidence. Join Toastmasters. Learn where you are seen as unclear. Reread written communications the day after you write it to see if it is clear. Practice listening to others. Watch and listen to yourself on a video tape. Are you clear? Is your voice pleasant?
Listening to others	Actively listens to others. Paraphrases what is heard. Reflects back to speaker. Observes body language and looks for inconsistencies and calls attention to such. Is non-judgmental. Sums up and encapsulates other's ideas.	Practice paraphrasing what others say, not just at work but at home or in stores, wherever. Take a course in Listening Skills. Read People Skills by Robert Bolton. Spend time with others, become a people watcher.
Keeping other people informed	Is a catalyst for the exchange of information among group. Sees information as currency. Ensures others know what is going on. Abhors vacuum of information.	Recall work situation where you were kept well informed. How did you like it? Model behavior after the person responsible. Make notes about things people would want to know about. Use a checklist to inform others.
Giving performance feedback	Establishes rapport with others. Offers spontaneous feedback or as planned session. Sees feedback as a growth experience. Is specific, timely and descriptive in giving feedback. Coaches when giving feedback.	Attend seminars to build skill. Set aside quiet time to meet people. Schedule session when pressure is low. Offer support with feedback. Focus on small steps of improvement. Listen to their concerns. Be clear.
Communicating expectations	Sets challenging, measurable and attainable goals for self and others. Focuses on results. Will change expectations when necessary. Solicits responses from others to ensure they are clear about what is wanted. Speaks clearly.	Ask others to tell you your vision and goals for the organization. Set aside time to sit with others and review goals & results. Ensure they are setting priorities appropriately. Be alert to changes that may force you to readjust goals.

