

# TEAM BENCHMARK

Triaxia Development Team



TEAM DEVELOPMENT PROFILE

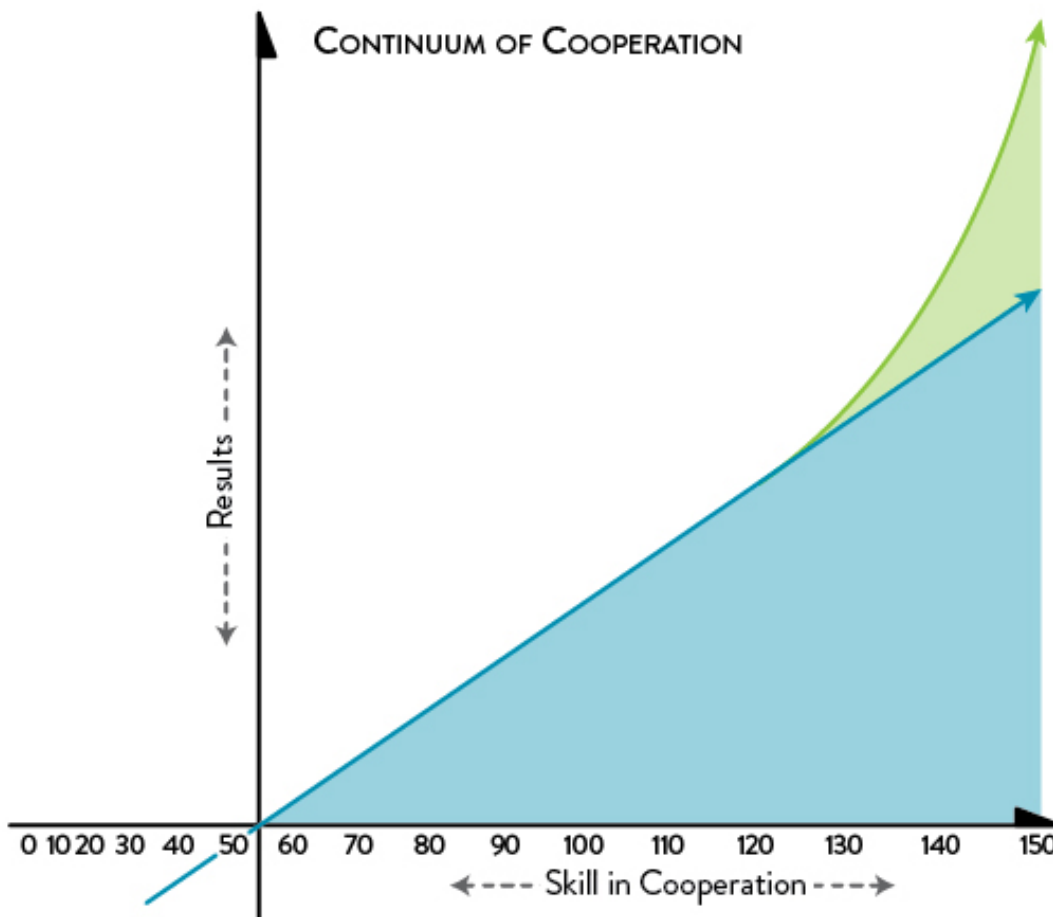
Your team has completed the Team Profile® which evaluates your team’s talent for cooperation.

You should realize that teamwork is cooperation at its highest level, and the level of cooperation drives results. Cooperation is not an on-off concept, but rather a continuum, which illustrates the degree of cooperation (Figure 1).

At one extreme we have negative levels of cooperation. As we move right along the continuum, we first encounter low levels of cooperation. Continuing to move left to right, the levels of cooperation increase. As levels of cooperation increase, so do the corresponding results. At some point on this continuum, we begin to see the signs of synergy (Point B) and at this point, the group becomes a true team.

Seeing cooperation as a relative concept allows us to appreciate the dynamic between individual team members and the team itself. A team is a collection of individuals and those people are often all over the continuum. Where each member stands on this continuum is a matter of individual choice. Every time a team member moves a bit to the right, toward higher levels of cooperation, the effect moves the entire team to the right as well.

Notice in Figure 1 that the potential for negative levels of cooperation also exists (Point A). We all have seen or experienced instances in which the results of our cooperation have been less than expected because the group doesn’t possess the necessary skills for cooperation or engages in inappropriate competition or infighting. Often in such situations, we conclude that we would rather work alone.



We can get a better idea of cooperation if we break it down into its two component parts: willingness and skill.

Willingness to cooperate is a critical first step in any team effort. If team members do not come up with a good answer to the question, “Why should I cooperate?” they probably won’t. A clear answer to this critical question is needed to develop the commitment and motivational levels necessary to support the effort required to achieve exceptional results.

Skill is the second dimension of cooperation. Here we are not referring to the technical or functional expertise of individual team members but rather the ability of the group to blend those skills in the process of teaming up to accomplish team tasks. This process includes the skills to effectively and efficiently mobilize the gifts, skills, and experiences of team members in various team processes like goal setting, problem solving, decision making and conflict resolution.

By understanding that skill and willingness result in cooperation, we can build a model of team development (Figure 2). The vertical axis represents willingness; the horizontal measures skill. Theoretically, these two dimensions would be independent. All of us can think of instances in which a group of people had a great attitude (willingness) to cooperate but lacked the skills to pull it off. For example, a new Broadway play, in the first few days of rehearsal. Correspondingly, there are instances in which individuals who had the ability to cooperate were unwilling because of a competitive spirit or a lack of commitment to the team direction.

You don’t form teams; you build them. Team development occurs only as the team becomes more willing to cooperate and more skilled in cooperating. As you review your Team Profile® data and work through the questions, make every effort to lay the foundation for building a successful high-performance team.

### **Willingness**

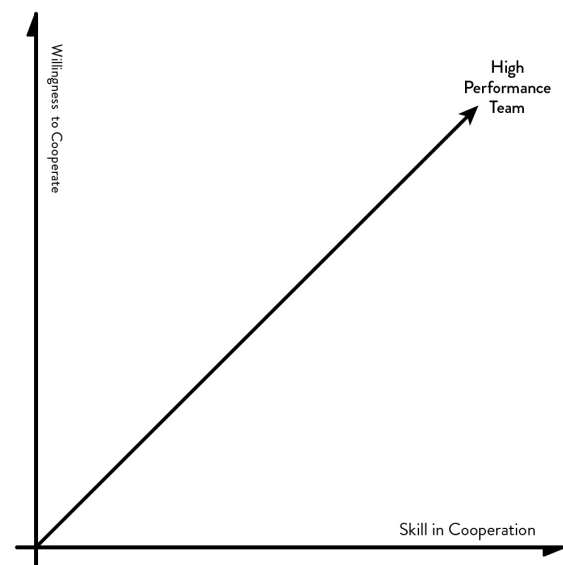
to cooperate deals with the issue of motivation.

Examples include commitment to team goals, energy, creativity, willingness to subordinate individual results to those needed by the team, and initiative to help others.

### **Skill**

in cooperation deals with our ability to “team up” in accomplishing tasks.

Examples include goal setting, communication, decision making, and problem solving.



The team distinctive is found in the level of  
RESULTS RESULTS

The Team Profile® asks each team member to evaluate 30 statements about how your team presently performing on a 1 to 10 scale. The instructions described the rating scale as follows:

### Team Profile Rating Scale

1 - 3	4 - 6	7 - 9	10
Rarely	Occasionally	Almost Always	Always
This range indicates that your team rarely sees significant results. There is vast potential for growth.	This range indicates that your team occasionally sees significant results. There is substantial potential for growth.	This range indicates that your team almost always sees significant results. There is moderate potential for growth.	This score indicates that your team always sees exceptional, highly synergistic results. There is no margin for growth.

Of these 30 questions, 15 deal with the willingness dimension of cooperation, while 15 focus on skill.

The following pages present the combined results for your team in a format designed to facilitate insight, discussion, and action planning for increased team effectiveness. The report is organized as follows:

- **Team Willingness** - This section lists the willingness questions and then shows the scores of individual team members. If your team selected the “confident and anonymous” option, the scores will be shown without attribution. Otherwise each team member will be identified by his or her initials. With the feedback data, we include several discussion questions that your team may find helpful in better understanding the information.
  
- **Team Skill** - The Skills portion uses the same format to present the data regarding skill in cooperation for your team.
  
- **Team Profile®** - The Team Profile® presents the information graphically, allowing your team to gain a unique insight into where your team is developmentally. The Profile is organized around the two axes depicting different levels of skill and willingness and in combination creates eight levels of possible team development. Again, scores for individual team members are shown as well as an overall team average, with discussion questions included to facilitate team understanding.
  
- **Present versus Potential Effectiveness** - This part offers your team an opportunity to discuss what the team is leaving on the table regarding performance and to agree on a realistic assessment of potential team effectiveness if the team invested a reasonable amount of time and effort to improve.
  
- **Path to Increased Effectiveness** - These principles of team development give you a road map for moving your team to the next stage in its development.

- **Next Steps - Action Planning** - The action plan discussion and format will be helpful in allowing your team to discuss and decide next steps for developing increased team effectiveness.
  
- **General Comments** - This section provides anecdotal comments that team members made regarding specific questions or general observations as they completed the on-line profile. This information can outline cause, effect, and potential solutions to high levels of team performance. We suggest that you review this section before the team gets too far into its action planning.

## Discussion Worksheet

#	Question
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- Q1. Team members demonstrate a willingness to be open and honest in their communication.
- Q2. Team members are willing to speak their mind about team decisions, goals, and suggested solutions to team problems.
- Q3. Team members deal with conflict in an open manner, trying to be sensitive to one another's needs and the best interests of the team.
- Q4. Team members demonstrate initiative and willingness to help other team members in their areas of responsibility.
- Q5. Team members come to meetings prepared to listen actively and attack issues with an open mind, interest, and energy.
- Q6. Individual team members see a clear, positive connection between where they want to go and where the team is going.
- Q7. Team members have a high level of commitment to team goals.
- Q8. Team members demonstrate appreciation, respect, and trust toward each other.
- Q9. Team members demonstrate a willingness to do whatever it takes to improve performance.
- Q10. The team takes its goals and commitments seriously and doesn't give up easily when it encounters problems and obstacles.
- Q11. The team leader is 'accepted' and team members proactively support his or her efforts to provide direction and coordination to team efforts.
- Q12. Team members demonstrate willingness to subordinate individual goals and interests to the greater needs of the team - there's definitely a lack of 'turf' on our team.
- Q13. Team members demonstrate a commitment to excellence in whatever we do.
- Q14. The team maintains a positive environment that encourages openness, creativity, innovation, and risk taking.
- Q15. Team members feel empowered in their assigned roles and responsibilities.

Member	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Count	Avg
#6	6	7	8	9	10	9	8	7	8	7	6	9	8	7	6	115	7.67
#10	5	6	7	8	6	7	8	9	8	7	6	5	9	10	8	109	7.27
#11	6	6	7	8	9	10	5	4	3	2	1	6	7	8	9	91	6.07
#12	7	8	8	8	8	8	8	8	8	8	8	8	8	8	8	119	7.93
#46	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	150	10.00
#47	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	150	10.00
#48	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	150	10.00
#49	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	135	9.00
<b>Avg</b>	<b>7.88</b>	<b>8.25</b>	<b>8.63</b>	<b>9.00</b>	<b>9.00</b>	<b>9.13</b>	<b>8.50</b>	<b>8.38</b>	<b>8.25</b>	<b>7.88</b>	<b>7.50</b>	<b>8.38</b>	<b>8.88</b>	<b>9.00</b>	<b>8.75</b>	<b>127.375</b>	<b>8.49</b>
<b>Rank</b>	<b>13</b>	<b>12</b>	<b>7</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>9</b>	<b>11</b>	<b>14</b>	<b>15</b>	<b>10</b>	<b>5</b>	<b>4</b>	<b>6</b>		

1. Overall, the team scored the highest on the following question(s):

The lowest:

2. What are the areas of agreement and disagreement?
  
3. In the areas of disagreement, what are the specific reasons for differences in perspective?  
Name at least three. (It may be helpful to review the written comments included at the end of this report.)
  
4. Were you surprised, positively or negatively, by your team's average scores for willingness? Would you have guessed that they would have been higher or lower? Specifically, why?

## Discussion Worksheet

#	Question
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- Q16. Our team has developed a clear sense of mission and overall direction.
- Q17. Individual team members have a fairly accurate knowledge of one another - i.e., our individual strengths and weaknesses, interests, skills, personality, etc.
- Q18. The team demonstrates high levels of skill in executing its basic team processes (e.g., planning, decision making, problem solving, etc.).
- Q19. We are clear about individual roles and assignments and, when possible, members are assigned tasks that best meet their strengths and skills.
- Q20. The team consistently and carefully monitors progress and makes mid-course corrections when necessary.
- Q21. Our formal team leader effectively delegates task-specific leadership roles to team members in their areas of expertise.
- Q22. The team is able to quickly mobilize the skills and experiences of individual team members to effectively attack specific decisions and problems.
- Q23. As a team, we make high quality decisions.
- Q24. The team has clear goals and effective action plans for achieving them.
- Q25. As a team, we have established quality standards for both our products and/or services.
- Q26. Team members are skilled in communications - our communications could be described as open, clear, accurate, and timely.
- Q27. We know how to work through conflicts and differences to achieve win-win solutions.
- Q28. Team members have demonstrated the ability to capitalize on the strengths and compensate for the weaknesses of each other.
- Q29. Our team has taken the time to establish the ground rules needed for effective meetings.
- Q30. As a team we periodically sit down and evaluate our team processes (planning, decision-making, problem-solving, etc.) looking for ways to make them better.

Member	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Count	Avg
#6	9	8	7	6	9	6	8	10	6	8	7	10	9	8	10	121	8.07
#10	6	5	6	3	5	6	7	8	7	6	5	10	4	5	3	86	5.73
#11	10	5	6	7	8	9	10	5	4	3	4	5	6	7	8	97	6.47
#12	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	120	8.00
#46	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	1.00
#47	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	1.00
#48	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	1.00
#49	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	30	2.00
<b>Avg</b>	<b>4.75</b>	<b>3.88</b>	<b>4.00</b>	<b>3.63</b>	<b>4.38</b>	<b>4.25</b>	<b>4.75</b>	<b>4.50</b>	<b>3.75</b>	<b>3.75</b>	<b>3.63</b>	<b>4.75</b>	<b>4.00</b>	<b>4.13</b>	<b>4.25</b>	<b>62.375</b>	<b>4.16</b>
<b>Rank</b>	<b>2</b>	<b>11</b>	<b>9</b>	<b>14</b>	<b>5</b>	<b>7</b>	<b>3</b>	<b>4</b>	<b>13</b>	<b>12</b>	<b>15</b>	<b>1</b>	<b>10</b>	<b>8</b>	<b>6</b>		

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# Stages of Team Development

These stages represent only general categories. In reality, a group may exhibit characteristics of more than one stage. These categories simply offer some guidelines by which your group may evaluate its current performance.

## 1. Basic Group: Person-Centered

The major distinction of a group (versus a team) is that the results are additive. Each additional person adds one more unit of output (the same amount of output the individual could produce alone). Both willingness and skill in cooperation are relatively low: just enough to keep the group together.

## 2. Individual Stars: Self-Centered

This group demonstrates high skill in cooperation. They know how to do it. However, they are not willing to subordinate individual goals, interests, and needs to that cooperative effort. The competence is there, but it is blocked by competitive or distrustful attitudes.

## 3. Adolescent Team: People-Centered

This is generally the first step toward teamwork. The focus is on getting to know the other team members: their strengths, weaknesses, and unique contributions to the team. The process of sharing this knowledge builds trust and a willingness to subordinate individual interests to a greater vision.

## 4. Learning Team: Process-Centered

This stage is usually the second phase of team development. After the team members get to know each other, trust and willingness have grown to the point that they begin to discuss openly their processes and skill areas, evaluating how they can cooperate more effectively.

## 5. High Performance Team: Purpose-Centered

This team can balance the tension between people and tasks, between individual initiative and collaboration, and between clear division of labor and commitment to the whole task. Flexibility, adaptation, and responsiveness characterize this team, and the results are exceptional.

## 6. Confused Crowd: Reasonably High Willingness, Low Skill

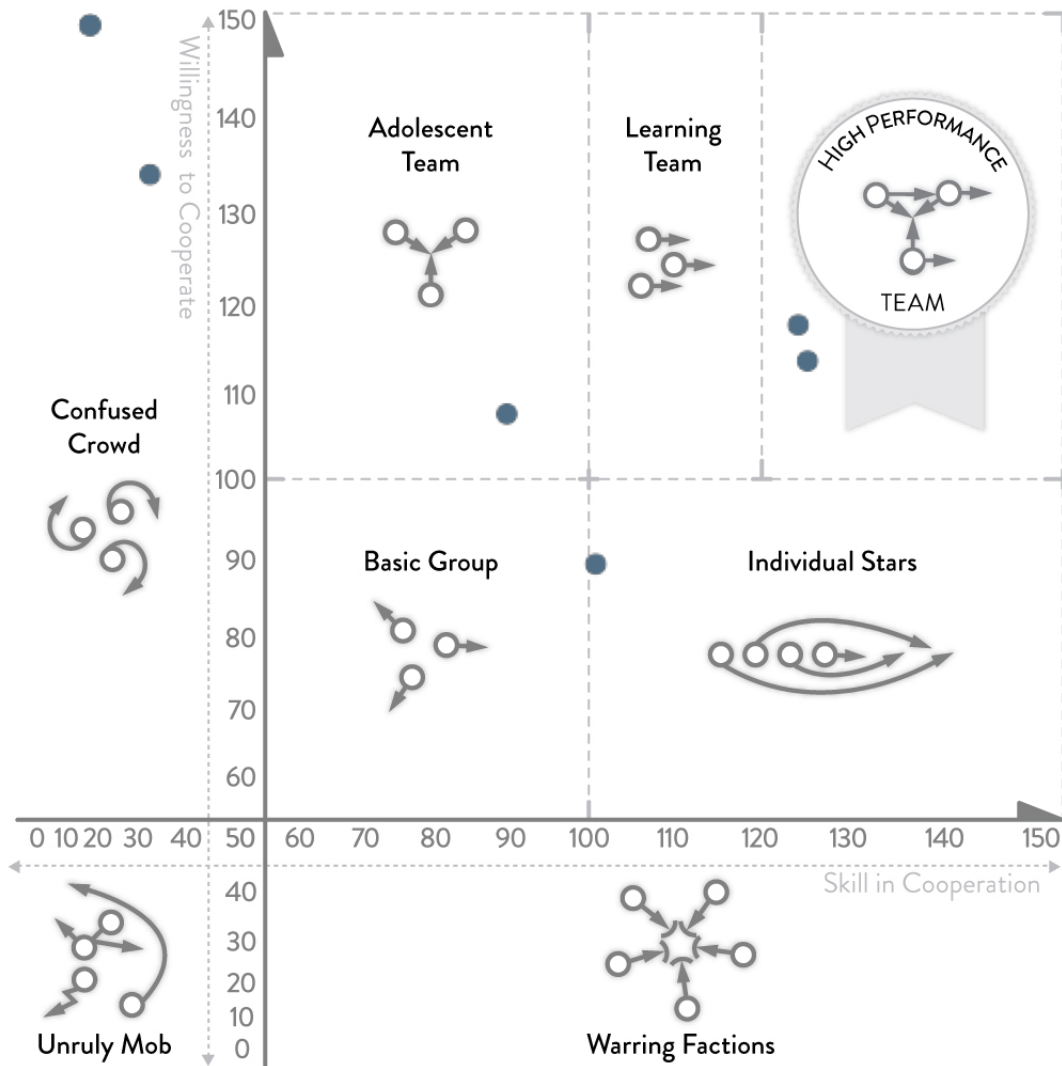
Here the issue is basically one of competence. Even though their motivation is positive, members are stepping on one another's toes and running in circles in an effort to cooperate. As a result, the team is less productive than if the individuals were working alone.

## 7. Warring Factions: Low Willingness, Reasonably High Skill

Competition or lack of trust creates hostile, competitive environments. The result is inevitably a group of interdependent people acting independently, often to the detriment of each other.

## **8. Unruly Mob: Low Willingness, Low Skill**

This situation is anarchy at worst, chaos at best. Team members don't know how to work together, and they don't want to learn. We recommend abandoning attempts to form a team.



## Observations and Discussion:

1. Where is your team on the above diagram? Read the description for your team's stage on page 10. Is this an accurate description?
2. If not, what phase do you feel is more accurate?
3. How similar is your personal assessment to the team average?

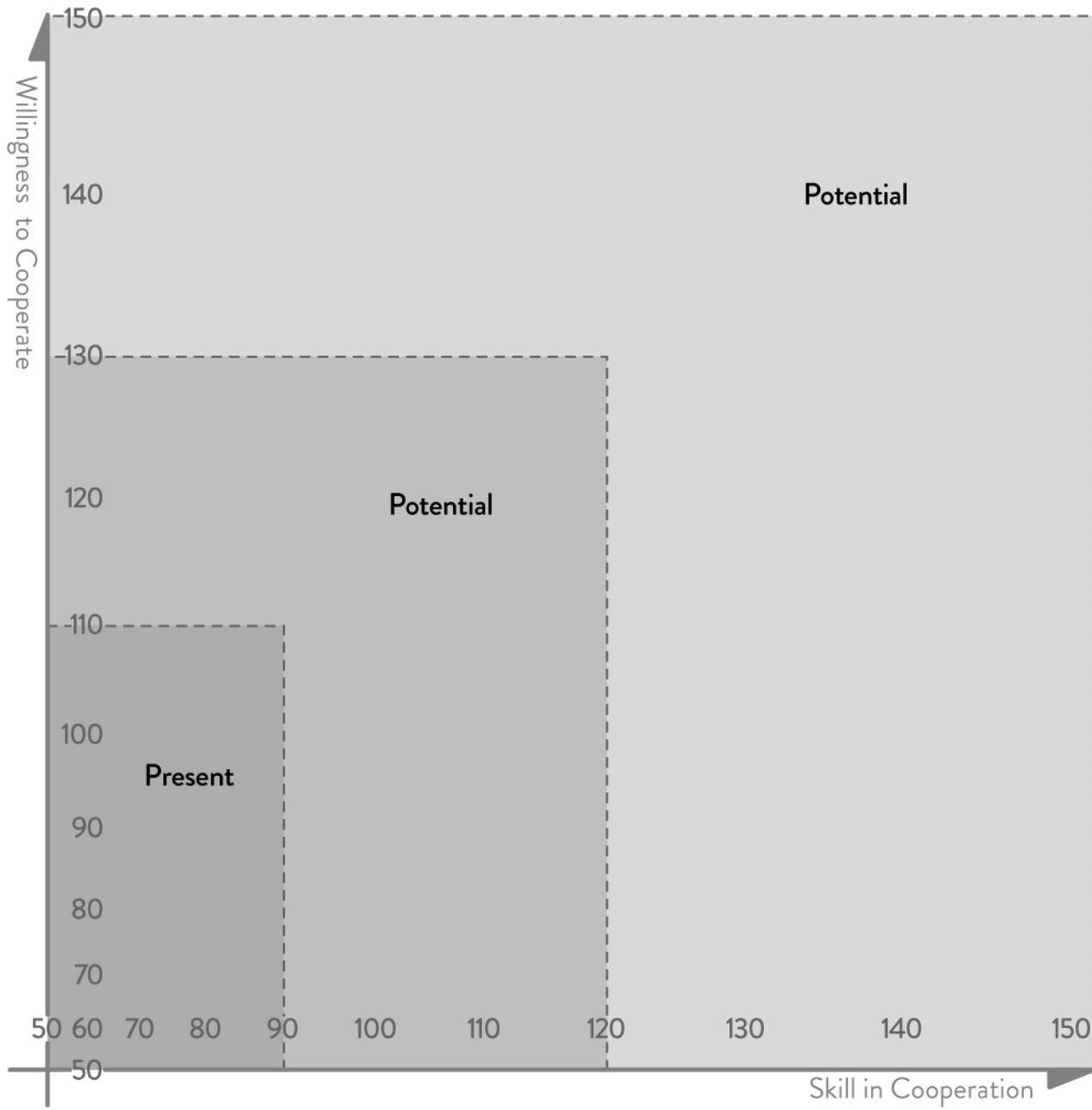
4. How similar or different are the evaluations of the other individual team members to your personal assessment? Are they significantly different? Why?

## Present vs Potential Effectiveness

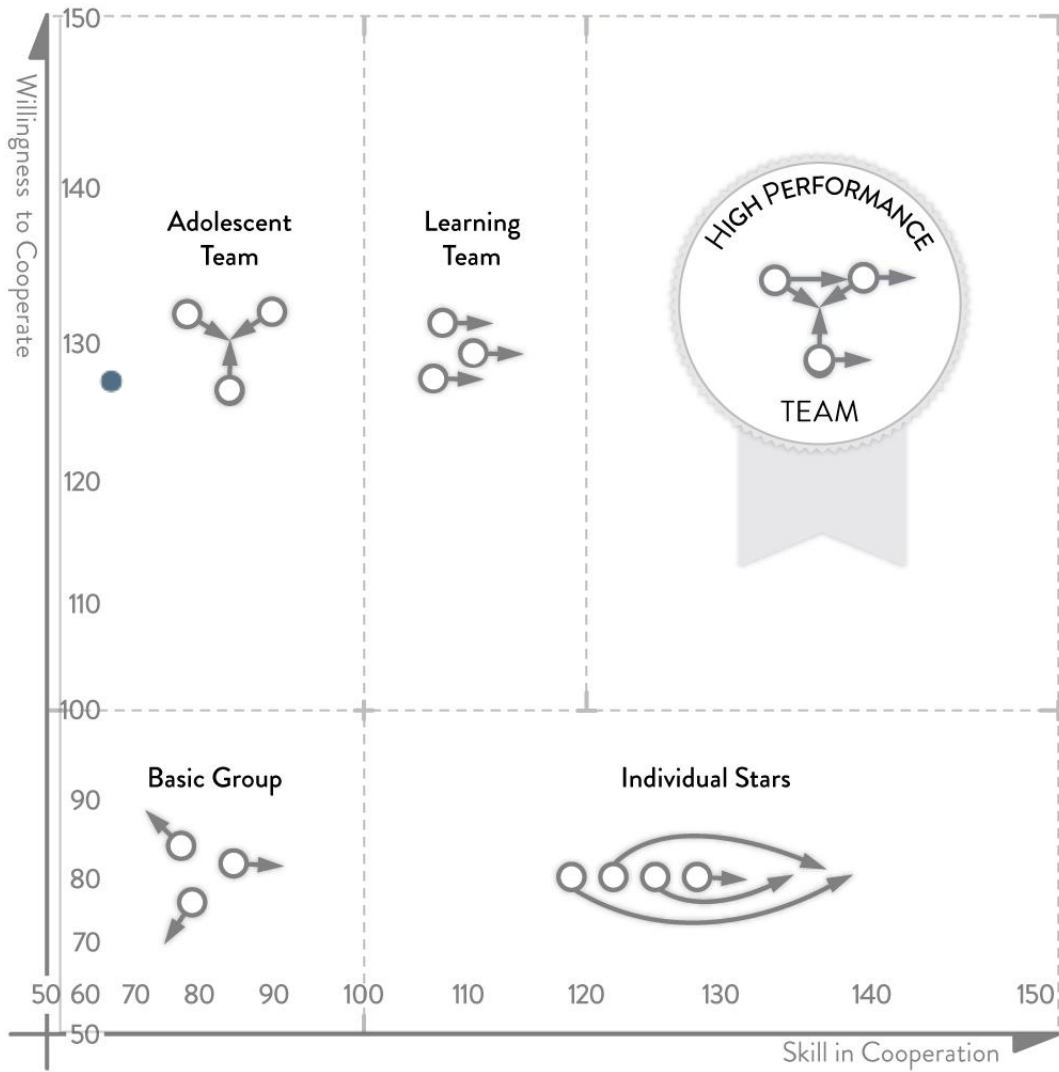
To illustrate the levels of effectiveness achieved through cooperative effort, return to our matrix with the two dimensions of cooperation.

In Figure 3, the team average for our example team's score was 110 for willingness and 90 for skill. We have shaded their estimate for present effectiveness. After some discussion, the team members decided that with time and effort they could increase these scores to 130 and 120 respectively, thereby defining their potential effectiveness.

The grid on the next page displays your team's average score for willingness and skill. The score defines your present level of effectiveness. Remember, this is not an objective, definitive measurement, but rather an exercise to stimulate self-awareness about your team's present and potential performance.



## Team Average



## Observations and Discussion

1. Looking at your current score, do you feel that you have accurately estimated your team's present effectiveness? If so, what is your reaction? Are you doing well or poorly? Are you encouraged or discouraged? Because of the matrix's design, you will receive relatively low effectiveness ratings for low to medium scores in willingness and skill.

Through years of asking team members to estimate their willingness and skill in cooperation, as well as their overall effectiveness, we've found a consistent pattern. Teams that evaluate their skill and willingness levels in the low to moderate range estimate their overall effectiveness to be at the same level or even lower. In other words, the team exhibits no synergy.

The result is frustration. Groups sense intuitively when they are not receiving the expected return on their investment of time and energy. Therefore, they tend to quit too soon in their effort to become an effective team, giving up the hope of synergistic results as an unattainable pipe dream. As shown on the previous diagrams, however, synergy occurs at the higher levels of cooperative effort.

2. If you feel that the above graph does not accurately depict your present level of effectiveness, how would you redraw it? Which dimension (willingness or skill) would you increase or decrease to bring this estimate more in line with how you see your team's current effectiveness?

# Increasing Team Effectiveness

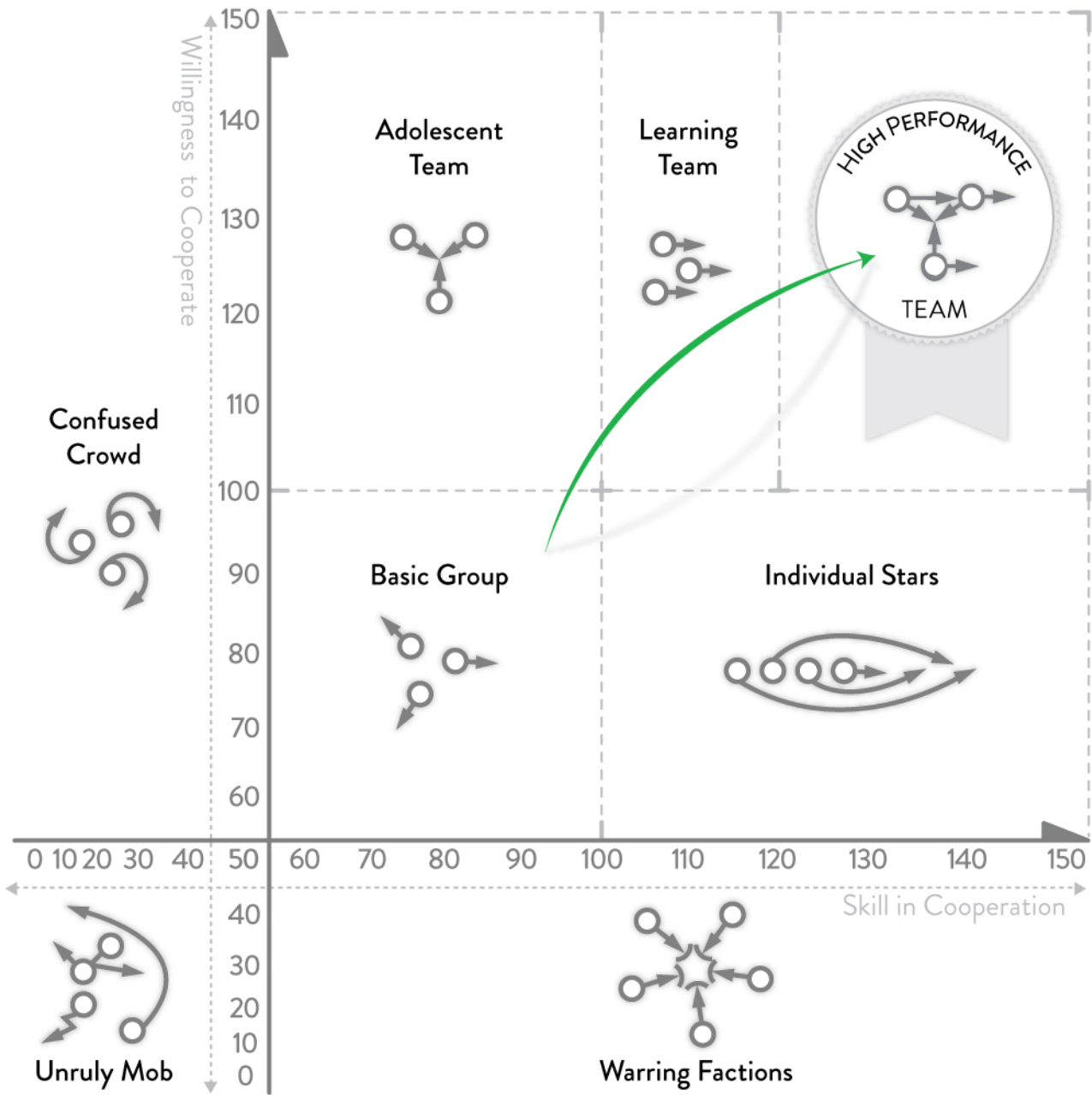
One key to increased team effectiveness is knowing where to start. Teamwork and cooperation are products of knowledge, skill, and commitment. You must progress in all three areas and prioritize the attack.

## 1. Commitment

Cooperation is a matter of choice. It's hard work to place your trust in others, hoping that you can do more together than you could alone. As you can see in Figure 4, growth in effectiveness often moves up through the dimension of willingness before the issue of skill can be effectively addressed and the team can move to the right.

On a team, people choose whether to cooperate. The key to developing the commitment or motivational levels necessary to get you through the inevitable rough spots is a good answer to the question, "Why should we team up and cooperate?"

Your team must clearly understand the purpose to which you are called, and this purpose must be relevant, significant, and achievable. Only then will the necessary degree of commitment and motivation be there to harness individual drives and self-interests into a cohesive, cooperative effort.



## 2. Knowledge

A team is like a machine, and to most of us, the knowledge of what makes teams work is similar to our understanding of what lies under the hood of a car. Should we ever look, we are confronted with an indecipherable tangle of wires, tubes, pieces, and parts.

If we are going to build an effective team, fix a broken one, or start a stalled one, we must understand what's under our hood. What are the characteristics of an effective team? How do they fit together? What are their respective roles?

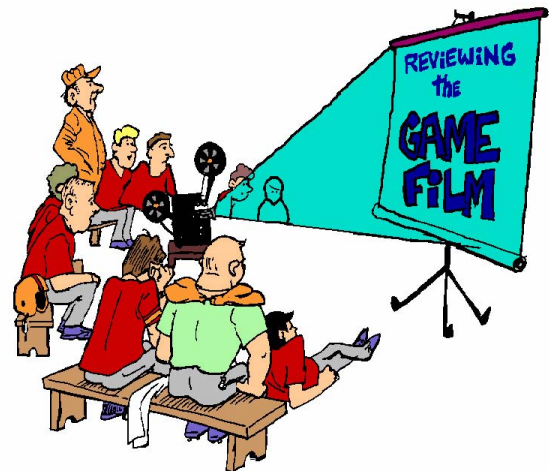
## 3. Skill Development

Simply understanding is not enough. We must become skilled mechanics of team dynamics, and that takes time and practice.

High performance teams are fanatical about continuous improvement. It is a major part of the foundation underlying total quality. Its basic premise is that everything can always be done a little better. This assertion introduces us to the concept of "process gains" in teamwork.

For example, a football team practices its plays until execution becomes consistent, precise, and effective. The players do their best to minimize the possibility of "broken plays." The equivalent plays for a management team might be making a decision, having a meeting, or solving a problem. These processes, like the plays of a football team, must be planned and practiced until the team can execute them flawlessly.

High performance teams need to be aware of possible process gains and losses that occur in the very act of working together. Ask the hard questions after a meeting, after making a major decision, and after any major team process that's done on a regular basis. It's like watching the game films on Monday morning.



## Next Steps

We understand that team effectiveness is just one of many elements that determine overall performance. However, it's an important factor and can have a significant effect. How would you relate your team's results to the level of team performance showcased in the Skill-Willingness graph?

To answer this question, you need to identify the success measurements and/or key performance results for your work group. Below, list the particular success measurement or performance results for your team (e.g., product development time, quality, sales, profits, etc.). If you moved from present to potential team effectiveness, what would be the impact on these results?

Results/Success Measurements	Present Effectiveness	Potential Effectiveness
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

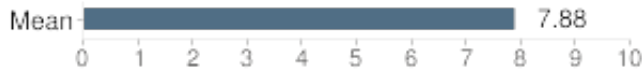


## Team Profile Comments

Listed below are the Team Profile survey statements. The overall team average is indicated below the statement and if team members had comments about that statement, they will be listed below the chart.

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Q1. Team members demonstrate a willingness to be open and honest in their communication.



### Comments

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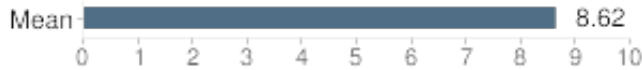
Q2. Team members are willing to speak their mind about team decisions, goals, and suggested solutions to team problems.



### Comments

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Q3. Team members deal with conflict in an open manner, trying to be sensitive to one another's needs and the best interests of the team.



## Comments

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Q4. Team members demonstrate initiative and willingness to help other team members in their areas of responsibility.



## Comments

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Q5. Team members come to meetings prepared to listen actively and attack issues with an open mind, interest, and energy.

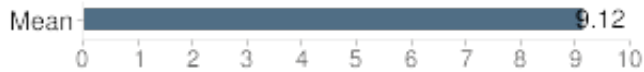


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Q6. Individual team members see a clear, positive connection between where they want to go and where the team is going.



## Comments

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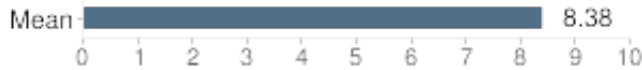
Q7. Team members have a high level of commitment to team goals.



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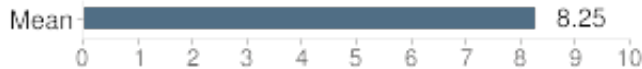
Q8. Team members demonstrate appreciation, respect, and trust toward each other.



## Comments

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Q9. Team members demonstrate a willingness to do whatever it takes to improve performance.



## Comments

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Q10. The team takes its goals and commitments seriously and doesn't give up easily when it encounters problems and obstacles.



## Comments

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Q11. The team leader is 'accepted' and team members proactively support his or her efforts to provide direction and coordination to team efforts.

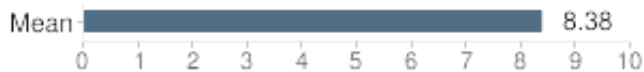


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Q12. Team members demonstrate willingness to subordinate individual goals and interests to the greater needs of the team - there's definitely a lack of 'turf' on our team.

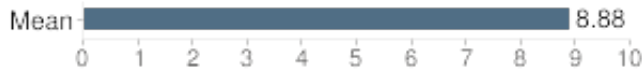


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Q13. Team members demonstrate a commitment to excellence in whatever we do.



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Q14. The team maintains a positive environment that encourages openness, creativity, innovation, and risk taking.



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Q15. Team members feel empowered in their assigned roles and responsibilities.



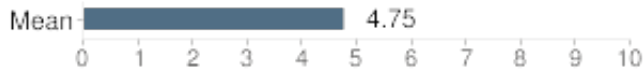
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Q16. Our team has developed a clear sense of mission and overall direction.



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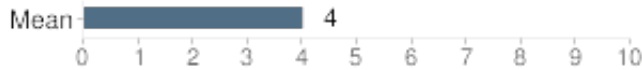
Q17. Individual team members have a fairly accurate knowledge of one another - i.e., our individual strengths and weaknesses, interests, skills, personality, etc.



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Q18. The team demonstrates high levels of skill in executing its basic team processes (e.g., planning, decision making, problem solving, etc.).



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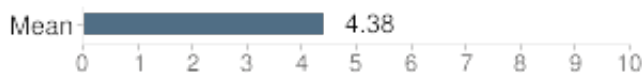
Q19. We are clear about individual roles and assignments and, when possible, members are assigned tasks that best meet their strengths and skills.



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Q20. The team consistently and carefully monitors progress and makes mid-course corrections when necessary.

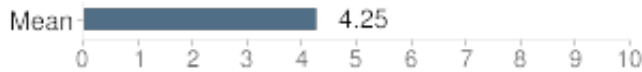


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Q21. Our formal team leader effectively delegates task-specific leadership roles to team members in their areas of expertise.



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Q22. The team is able to quickly mobilize the skills and experiences of individual team members to effectively attack specific decisions and problems.



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Q23. As a team, we make high quality decisions.



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Q24. The team has clear goals and effective action plans for achieving them.

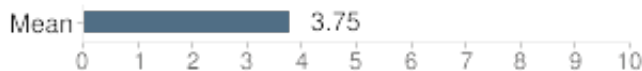


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Q25. As a team, we have established quality standards for both our products and/or services.



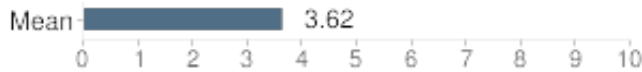
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Q26. Team members are skilled in communications - our communications could be described as open, clear, accurate, and timely.



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Q27. We know how to work through conflicts and differences to achieve win-win solutions.

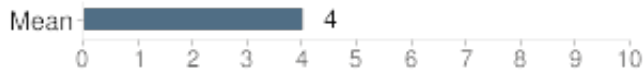


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Q28. Team members have demonstrated the ability to capitalize on the strengths and compensate for the weaknesses of each other.



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Q29. Our team has taken the time to establish the ground rules needed for effective meetings.



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Q30. As a team we periodically sit down and evaluate our team processes (planning, decision-making, problem-solving, etc.) looking for ways to make them better.



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