

# Linkage

Unleash your full potential.

## HiPlay Team Assessment Feedback Results

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## Introduction

**HiPLAY** is an acronym that stands for **H**igh **P**erformance **L**earning-**A**ction-**Y**ield. The elements of the acronym define an approach to team effectiveness which summarizes much of the existing research and literature on high performance teams:

<b>(HIGH)</b>	A far above average, superior, or extraordinary
<b>(PERFORMANCE)</b>	display of sustained, creative, or breakthrough work on a task
<b>(LEARNING)</b>	while continuously improving and gaining in capability
<b>(ACTION)</b>	through effective conversations, team interaction and behavior
<b>(YIELD)</b>	which efficiently produce high quality outputs for team customers.

Clearly, this description of the qualities of a high performance team sets a very high standard of practice for most teams. Few teams have mastered all of the factors which go into creating these qualities. Most teams need to improve in some way.

This report presents your team profile (the Team), prepared with all the data received in time for processing concerning the Team. This report contains five parts.

- Part I, **The HiPLAY Model**, explains the model and defines its components.
- Part II, **the Interpretative Guide**, explains what to consider when reviewing the results.
- Part III, **Assessment Results**, presents a profile of the Team based on the scores you provided to the Team and compares them to the combined scores of all respondents to the HiPLAY assessment.
- Part IV, **Background Information on the HiPLAY**, provides additional information on the instrument.

## Report Sections

### ***PART III: Assessment Results***

#### **A Factor Summary**

This section averages all item ratings within a factor by the self and the team responses. The N signifies the total number of responses received for all items in each respective factor.

#### **B Scale Summary**

This section averages all item ratings within a scale by the self and the team responses. The N signifies the total number of responses received for all items in each respective scale.

#### **C Factor Individual Responses Comparison**

This radar graph displays the responses for each individual in the team at the factor level. The “A” line represents the averages responses from the team.

#### **D Scale Individual Responses Comparison**

This radar graph displays the responses for each individual in the team at the scale level. The “A” line represents the averages responses from the team.

#### **E Item Results**

Graphical and numerical data regarding ratings for each specific item are depicted by the self and the team.

#### **F Highest and Lowest Rated Items**

The items with the highest and lowest ratings from all raters are provided in this section. The number of items listed is determined as a percentage of the total number of items in the assessment instrument. If the average is within the highest 20% of the scale, the item will not be displayed as a low rating. If the average is within the lowest 20%, the item will not be displayed as a high rating.



# PART I

## THE HIPLAY MODEL

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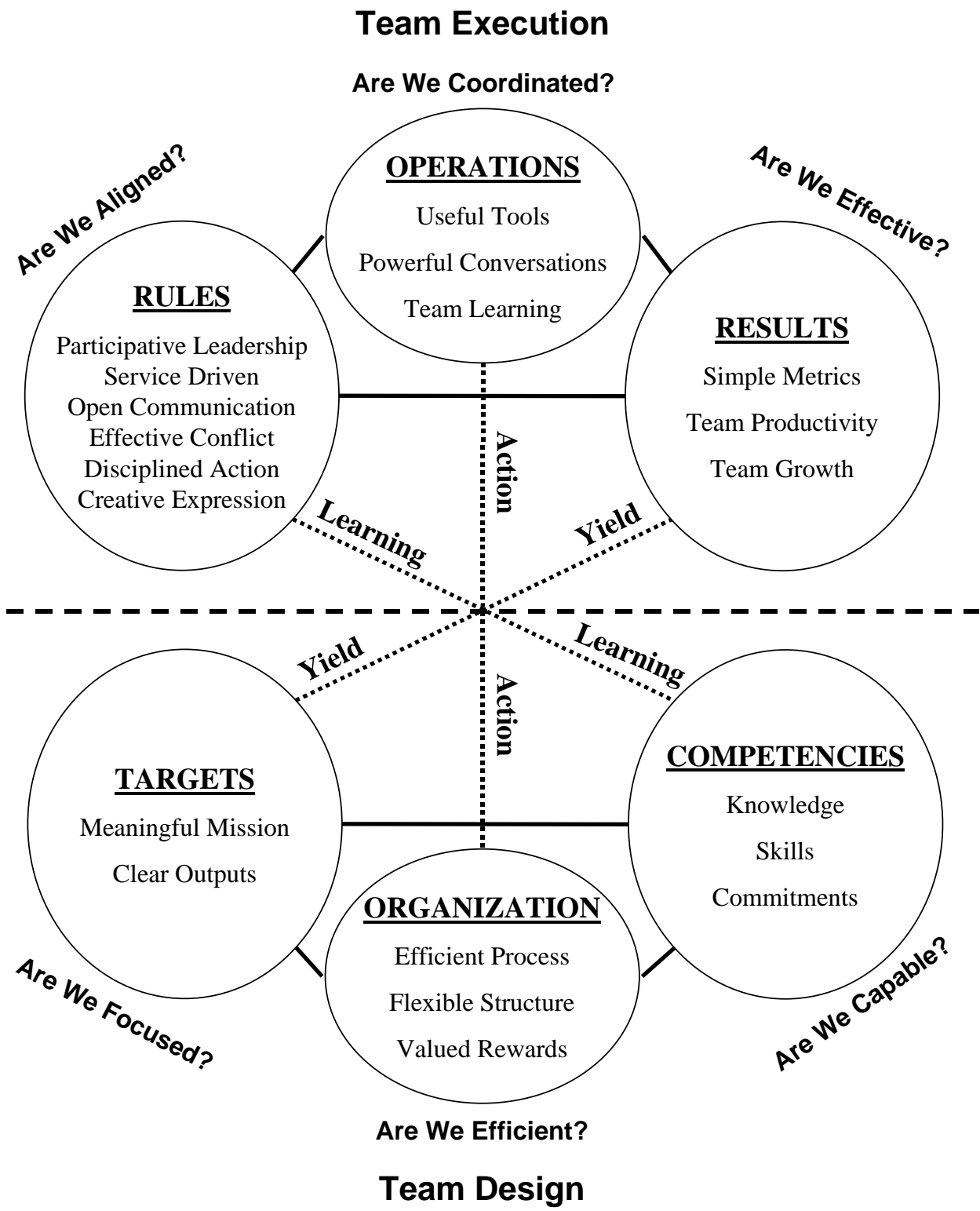
## THE HIPLAY TEAM ASSESSMENT TOOL

The **HiPLAY** assessment tool can be part of a powerful “breakthrough” process for team learning and growth. It allows a team to generate clear and valid information about nearly every aspect of team functioning and provides some important standards for the team to consider in setting its own improvement agenda. In effect, the very act of using the **HiPLAY** requires the team to operate like a high performance team – whether it is or not – by providing an opportunity for significant movement on the road to high performance. Further movement is a function of how thoroughly the team reviews the results and uses them to chart a coherent plan of action for both team and individual development.

The **HiPLAY** assessment is designed to help your team set an improvement agenda based on the standards and practices demonstrated by high performing teams—using those key factors which are consistently found to be the critical drivers of team effectiveness.

The following pages contain the overall framework of the **HiPLAY** in a graphic format, as well as definitions of each of its components and scales.

**THE HIPLAY FRAMEWORK**



## HIPLAY'S FACTORS

There are twenty *scales* on the **HiPLAY**, each scale being the sum of your answers to 4 different items on the 80-item instrument. The lowest possible score on any scale is 4 and the highest possible score is 20. More importantly, the twenty scales are subcategories of one of the six major *factors* of team effectiveness. The *factor score* is the simple sum of all of the scale scores from that effectiveness factor, divided by the number of scales, so that the score can be plotted on the same 4-20 scale.

The six major factors in the **HiPLAY** framework either relate to Team Design (Targets, Organization, and Competencies) or Team Execution (Rules, Operations, and Results). Each of the six factors enmeshed in this overall **HiPLAY** Framework are described below.

1. The first effectiveness factor (from Team Design) is **TARGETS**. This factor addresses the question of “Are we focused?” Highly effective teams are consistently found to be characterized by a clear sense of direction, a deep sense of shared purpose, a mission that demands interdependence, and a clear understanding of the work products which must be produced by the team in order to accomplish its purpose. Do your scores suggest that your team is focused or unfocused?

***Targets:** The extent to which the team has developed focus around work outputs (products and services) and a challenging purpose that energizes members and requires them to work together – a combination of meaningful mission and clear outputs.*

2. The second effectiveness factor (from Team Design) is **ORGANIZATION**. This factor addresses the question of “**Are we efficient?**” Highly effective teams have developed a sensible and efficient approach to getting the work done. The team has developed a set of work and leadership roles that allow for an efficient division of labor. Also, the team is operating within a reward structure that reinforces and supports effective individual and team performance. Do your scores suggest that your team is organized or disorganized?

***Organization:** The extent to which the team has developed a sensible and efficient approach to getting the work done – a combination of efficient process, flexible structure, and valued rewards.*

3. The third effectiveness factor (from Team Design) is **COMPETENCIES**. This factor addresses the question of “**Are we capable?**” Highly effective teams have gathered members who have the right knowledge, skills and commitments to get the work of the team done. When missing key competencies, the team seeks out coaching or expertise, or encourages team members to develop what’s needed. Do your scores suggest that your team is capable or incapable?

**Competencies:** *The extent to which the team has developed an appropriate distribution of capabilities needed to do the team’s work – a combination of knowledge, skills, and commitments.*

4. The fourth effectiveness factor (from Team Execution) is **RULES**. This factor addresses the question of “**Are we aligned?**” Highly effective teams have developed a set of “rules for engagement” which guide and control the expression of behavior in the team. Some team rules can be idiosyncratic to particular teams. However all teams need to align around some that govern (1) how to use power; (2) how to relate to one another; and, (3) how to take action around the work of the team. Do your scores suggest that your team is aligned or misaligned?

**Rules:** *The extent to which the team has developed a set of rules for engagement that effectively dictate and align how the team uses power, relates to one another, and takes action around its work – a combination of participative leadership, service driven, open communication, effective conflict, disciplined action, and creative expression.*

5. The fifth effectiveness factor (from Team Execution) is **OPERATIONS**. This factor addresses the question of “**Are we coordinated?**” Highly effective teams have developed consistent methods and practices to ensure that the work of the team, and the interfaces among team members, remain “in sync”, allowing the coherent coordination of action across the team. This is usually accomplished through the use of simple and common team tools, effective conversational patterns that drive action, and learning processes which allow continuous improvement. Do your scores suggest that your team is coordinated or uncoordinated?

**Operations:** *The extent to which the team has developed consistent methods and practices to foster coordination in the way it operates – a combination of useful tools, powerful conversations, and team learning.*

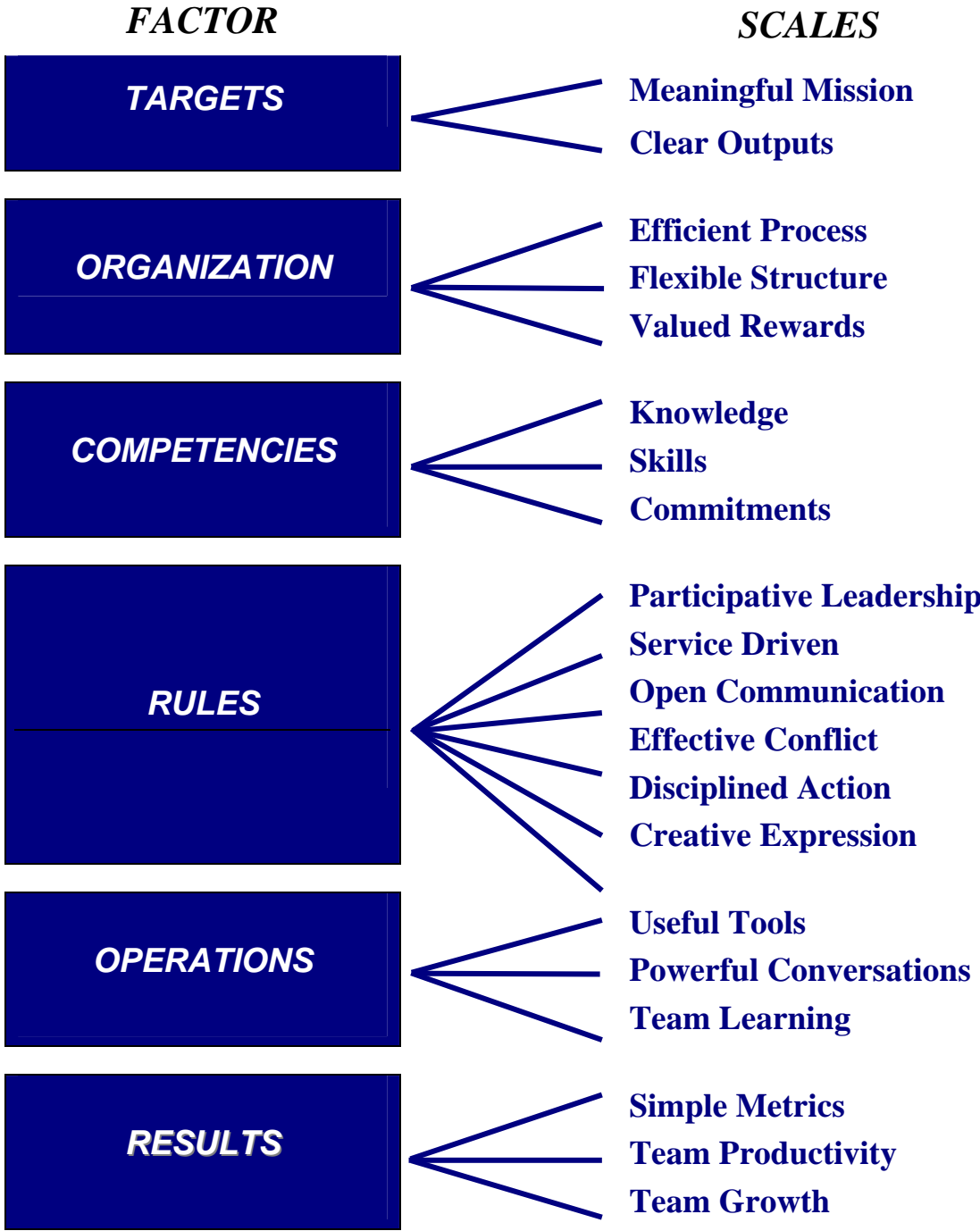
6. The sixth effectiveness factor (from Team Execution) is **RESULTS**. This factor addresses the question of “**Are we effective?**” Highly effective teams have developed a set of simple metrics to continually assess their efficiency and effectiveness as a team. These metrics are usually designed by the team, though some measures are derived from the larger organization. The measures typically focus on the quality of the work outputs produced by the team, the level of customer satisfaction, the quality of work processes, or the growth in individual or team competence. Do your scores suggest that your team is effective or ineffective?

***Results:** The extent to which the team has developed a set of metrics to measure efficiency and effectiveness – a balance between simple metrics, team productivity, and team growth.*

All of these factors interact with and influence each other. Changes in one factor will influence changes in all of the others. However, each Team Design factor is strongly related to one of the Team Execution factors. These pairings are noted in the center of the **HiPLAY** diagram. The Targets and Results factors are the pair that best defines the “Yield” of the team; the Organization and Operations factors are the pair that best defines the “Action” of the team; and the Competencies and Rules factors are the pair that best defines the “Learning” of the team.

The pages that follow demonstrate the scales that comprise each factor, as well as the individual items (as contained in the **HiPLAY**) that relate to each scale.

**THE SCALES THAT COMPRISE EACH FACTOR**



## HIPLAY'S SCALES

### TARGETS

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**Meaningful Mission** The extent to which the team has a clear and challenging purpose that energizes members and requires them to work together.

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**Clear Outputs** The extent to which the team is clear about the specific work outputs (products and services) that must be provided to team customers.

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### ORGANIZATION

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**Efficient Process** The extent to which the team has a thoughtful, efficient, and continuously improving approach to work processes and operating procedures.

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**Flexible Structure** The extent to which the team has a consistent yet flexible framework for organizing work, roles, relationships, and leadership.

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**Valued Rewards** The extent to which the team is appropriately recognized and compensated for both individual and team performance.

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### COMPETENCIES

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**Knowledge** The extent to which team members have the data, information, concepts, theories, or experience needed to execute the team's mission and work.

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**Skills** The extent to which team members demonstrate in behavior the intellectual, interpersonal, physical, or emotional skills needed to do the team's work.

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**Commitments** The extent to which team members are oriented to effective teamwork (i.e., being collaborative, sharing influence, valuing diversity, and getting results).

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## ***RULES***

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<b>Participative Leadership</b>	The extent to which power and leadership is shared among team members so that team members are encouraged to take accountability for results.
<b>Service Driven</b>	The extent to which team members are oriented to supporting others on the team as well as to meeting the needs of team customers.
<b>Open Communication</b>	The extent to which team members speak directly, listen carefully, provide effective feedback, and develop open, honest, and trustful relationships.
<b>Effective Conflict</b>	The extent to which team members directly confront and resolve conflicts through sharing valid information and appreciating opposing views.
<b>Disciplined Action</b>	The extent to which team members use a thoughtful, systematic, logical, and group-centered process to solve problems and make decisions.
<b>Creative Expression</b>	The extent to which team members allow each other to innovate, experiment, take risks, explore hunches and intuitions, and have fun.

## ***OPERATIONS***

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<b>Useful Tools</b>	The extent to which the team has effective and user-friendly tools for designing and doing the work, as well as for managing people and results.
<b>Powerful Conversations</b>	The extent to which the team demonstrates the conversational patterns that enable clear assessment, real inquiry, new possibilities, and committed action.
<b>Team Learning</b>	The extent to which the team can generate an understanding of its own dynamics and results, and can self-design and self-manage change.

## ***RESULTS***

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### **Simple Metrics**

The extent to which the team has relatively simple ways to measure customer satisfaction, output quality, process quality, and team competency.

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### **Team Productivity**

The extent to which the team is both efficient and effective in producing high quality outputs and exceptional results.

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### **Team Growth**

The extent to which the team is growing in capability for high performance, and individuals are growing in their competence and commitment.

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## PART II

# INTERPRETATIVE GUIDE

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## TEAM DEVELOPMENT

Most assessments find that teams are “stuck” around one factor or another, or one scale or another, in their day-to-day functioning. This sense of being “stuck” is manifested in the same patterns of behavior being demonstrated repeatedly without any improvement in results; recurring episodes of conflict around the same issues without resolution; or ongoing feelings of frustration, cynicism, resignation or powerlessness.

The **HiPLAY** assessment gives the team an opportunity to gain some distance from its patterns and to become more conscious of its mode of operating. This can allow for significant breakthroughs in team capability and performance. A breakthrough is nothing more than a “breaking up” of the current ineffective pattern and replacing it with something that is consciously designed to work better. The six necessary steps to follow in order to create and sustain breakthroughs in team performance are:

1. **Recognizing** the current pattern as it occurs in the team’s operation.  
This is what the **HiPLAY** assessment data provides for the team.
2. **Understanding** and devaluing the negative consequences of the pattern.  
The team discussion of the **HiPLAY** data usually brings this out clearly.
3. **Accepting responsibility** personally for one’s own role in the pattern.  
This is the value of having team members work through a personal development plan with the **HiPLAY** data (see Part II of this section).
4. **Inventing** new possibilities for action that break up the pattern.
5. **Committing** to a specific direction or new set of actions.  
This usually requires several follow-up meetings, or subgroups of the overall team, to fully accomplish.
6. **Stabilizing** the new pattern through conscious repetition and practice.  
The **HiPLAY** points to those patterns that are used by high performance teams. They need to be implemented by the team in everyday meetings and become part of the fabric of how the team does its work. This can only be done through practice, review and follow-up.

*NOTE: In addition to the six steps noted above, the team can, and should, develop its own metrics for gauging its progress and effectiveness.*

To guide you in further understanding your HiPLAY results, the following pages represent a summary of how to interpret both the overall factor scores as well as the scale scores. This information is presented in a series of tables, which include suggested actions the team might take to improve relatively low scores (scores lower than 3).

## INTERPRETING THE OVERALL FACTOR SCORES

Factor	If High (>3.75)	If Low (<3)	Actions to Consider
<b>Targets</b>	<ul style="list-style-type: none"> <li>• Team is focused and purposeful</li> <li>• Commitment to the mission is high</li> <li>• Members are clear about the products and services that the team is supposed to create</li> <li>• The team has a clear sense of direction</li> </ul>	<ul style="list-style-type: none"> <li>• Team is unfocused and lacks a sense of purpose</li> <li>• There is confusion about the mission</li> <li>• There is not enough agreement about what the team is supposed to create</li> <li>• The team lacks a clear sense of direction</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a session to redefine the mission of the team</li> <li>• Talk to team customers about what they want from the team</li> <li>• Review team goals and assess for challenge and realism</li> <li>• Discuss the major outputs of the team and define customer quality requirements</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• The work processes of the team are efficient</li> <li>• The team agrees on an overall approach to doing the work</li> <li>• Work and leadership roles are well-defined and allow team to be flexible and adaptable</li> <li>• Rewards effectively reinforce teamwork behavior</li> </ul>	<ul style="list-style-type: none"> <li>• The work processes of the team are inefficient</li> <li>• The team is in conflict over how to do the work</li> <li>• Work and leadership roles are confused and ill-defined so that team lacks stability</li> <li>• Rewards are inconsistent or conflict with teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Review work processes and re-design to eliminate inefficiencies</li> <li>• Discuss conflicting approaches to work and find common solution</li> <li>• Clarify roles of team members and identify roles needed</li> <li>• Clarify leadership needed in team</li> <li>• Revise reward systems to support individual and team performance</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• The team has an appropriate distribution of the knowledge, skills and commitments needed to do team's work</li> <li>• The team has access to expertise or coaching needed along these lines</li> </ul>	<ul style="list-style-type: none"> <li>• The team has a significant shortfall of needed knowledge, skills or commitments to do the work</li> <li>• The team has little access to expertise or coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Do a careful assessment of the knowledge, skills or commitments (KSC's) missing and needed</li> <li>• Create a plan of action to develop KSC's or acquire them through new members or coaches</li> </ul>

Factor	If High (>3.75)	If Low (<3)	Actions to Consider
<b>Rules</b>	<ul style="list-style-type: none"> <li>• Leadership is participative</li> <li>• Members seek to serve others</li> <li>• Communication is open and honest</li> <li>• Conflict is openly confronted and resolved</li> <li>• Team is disciplined in solving problems</li> <li>• Team displays high creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership is autocratic</li> <li>• Members are self-centered</li> <li>• Communication is defensive</li> <li>• Conflict is avoided or denied</li> <li>• Team is undisciplined in solving problems</li> <li>• Team squelches creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a session to discuss gaps between current and desired rules</li> <li>• Define practices to implement new team rules</li> <li>• Identify KSC's needed to support desired rules</li> <li>• Define how team will respond to members who break rules</li> <li>• Have observer rate rules in action</li> </ul>
<b>Operations</b>	<ul style="list-style-type: none"> <li>• The team has excellent tools for planning and doing work</li> <li>• Conversations within the team are very effective in producing committed action</li> <li>• The team is very skillful in learning new ways to operate</li> </ul>	<ul style="list-style-type: none"> <li>• The team has few, or poor, tools for doing work</li> <li>• Conversations within the team are unfocused and unproductive</li> <li>• The team learns poorly, tending to repeat mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Explore alternative tools</li> <li>• Design new tools to fit the work</li> <li>• Practice conversations for committed action and get coaching</li> <li>• Practice skills of team dialogue and using advocacy and inquiry</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>• The team has a set of metrics that are continually in use</li> <li>• The team's measures of productivity are very high</li> <li>• The team is actively and measurably growing in capability</li> </ul>	<ul style="list-style-type: none"> <li>• The team has no clear way of measuring results</li> <li>• The team is unproductive, as much as it can be measured</li> <li>• The team is stagnant, rigid and not growing in capability</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a team scorecard of metrics for customer satisfaction, output quality, process quality and competency growth</li> <li>• Hold a session to diagnose causes and consequences of low growth and low productivity</li> </ul>

# How to Read Your Report

## 1 TARGETS

### Symbol Key

- ➡ Positive Gap
- ↔ Negative Gap

1 Almost Never Demonstrates  
 2 Rarely Demonstrates  
 3 Sometimes Demonstrates  
 4 Consistently Demonstrates  
 5 Extraordinarily Demonstrates

4 1 The team has an overall purpose—or specific reason for existing—that is clearly understood and accepted by all team members.

		Avg.	N1	N2	N3	N4	N5
5	Self	3.00	0	0	1	0	0
6	Team	3.40	0	1	2	1	1

- 1 **Factor Heading** – This is the component into which the items are grouped. In this example, “Targets” is shown.
- 2 **Symbol Key** – This key will be useful in determining the meaning of different symbols used throughout the report. The horizontal arrows indicate significant gaps, either positive or negative, between the **Self** rating and the average rating from any other rater group.
- 3 **Scale** – In the above example, the rating scale used is a 5-point scale ranging from “Almost Never Demonstrates” to “Extraordinarily Demonstrates.”
- 4 **Item Results** – This graph shows the results by rater group for a specific item. This and other similar items create a category.
- 5 **Comparison Lines** – These titles depict the different data groups that provided feedback. In this example, responses from the **Team** and the participant (labeled as **Self**) are shown.
- 6 **Mean Bar** – The bars graphically depict the average of the ratings for each rater group. In this example, the average of the ratings from the **Team** is 3.40 for the item. The vertical line indicates the **Self** rating. This line is included so that participants can easily see the differences between their **Self** rating and the ratings of others.
- 7 **Distribution** – The numbers above each mean bar show the number of ratings provided for each point on the rating scale for that particular comparison line.

# PART III

## ASSESSMENT RESULTS

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## Factor Summary

### Symbol Key

- Positive Gap
- Negative Gap

- ① Almost Never Demonstrates
- ② Rarely Demonstrates
- ③ Sometimes Demonstrates
- ④ Consistently Demonstrates
- ⑤ Extraordinarily Demonstrates

### TARGETS

		Avg.	N1	N2	N3	N4	N5
Self		3.63	0	0	4	3	1
Team		3.43	0	4	19	13	4

### ORGANIZATION

		Avg.	N1	N2	N3	N4	N5
Self		3.75	0	3	1	4	4
Team		3.48	0	11	19	20	10

### COMPETENCIES

		Avg.	N1	N2	N3	N4	N5
Self		3.42	0	5	0	4	3
Team		3.55	0	13	14	20	13

### RULES

		Avg.	N1	N2	N3	N4	N5
Self		3.50	0	4	8	8	4
Team		3.58	0	20	34	42	24

### OPERATIONS



		Avg.	N1	N2	N3	N4	N5
Self		3.33	0	2	5	4	1
Team		3.35	0	13	22	16	9

### RESULTS

		Avg.	N1	N2	N3	N4	N5
Self		4.08	0	2	1	3	6
Team		3.68	0	9	17	18	16

## Scale Summary



### Symbol Key

-  Positive Gap
-  Negative Gap



- ① Almost Never Demonstrates
- ② Rarely Demonstrates
- ③ Sometimes Demonstrates
- ④ Consistently Demonstrates
- ⑤ Extraordinarily Demonstrates

### TARGETS

#### Meaningful Mission



		Avg.	N1	N2	N3	N4	N5
Self		3.50	0	0	3	0	1
Team		3.60	0	1	10	5	4

#### Clear Outputs



		Avg.	N1	N2	N3	N4	N5
Self		3.75	0	0	1	3	0
Team		3.25	0	3	9	8	0

### ORGANIZATION



#### Efficient Process

		Avg.	N1	N2	N3	N4	N5
Self		4.50	0	0	1	0	3
Team		3.75	0	3	5	6	6

#### Flexible Structure

		Avg.	N1	N2	N3	N4	N5
Self		3.75	0	1	0	2	1
Team		3.45	0	2	10	5	3

#### Valued Rewards

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	2	0	2	0
Team		3.25	0	6	4	9	1

## Scale Summary

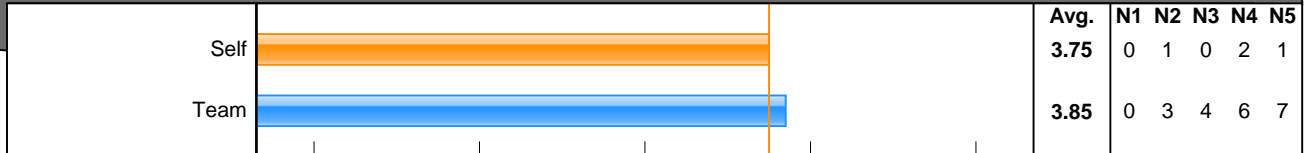
### Symbol Key

- Positive Gap
- Negative Gap

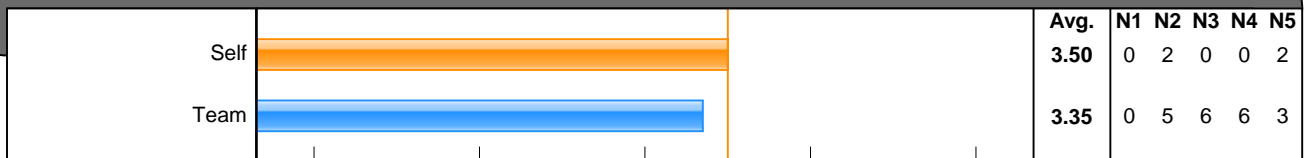
- ① Almost Never Demonstrates
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- ④ Consistently Demonstrates
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## COMPETENCIES

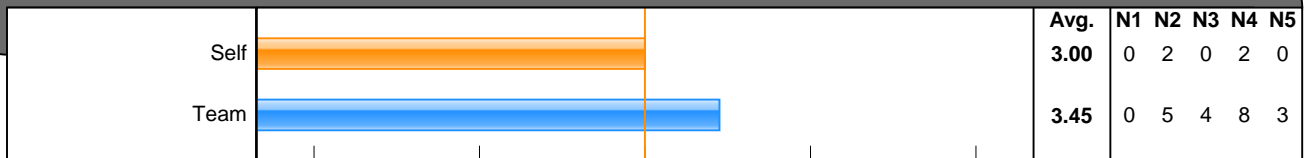
### Knowledge



### Skills

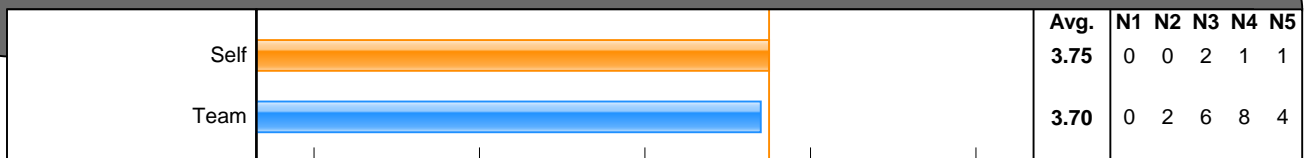


### Commitments

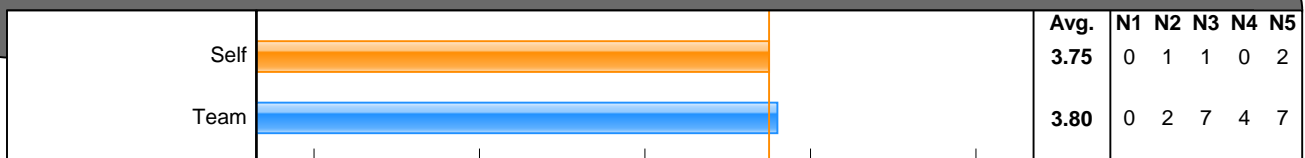


## RULES

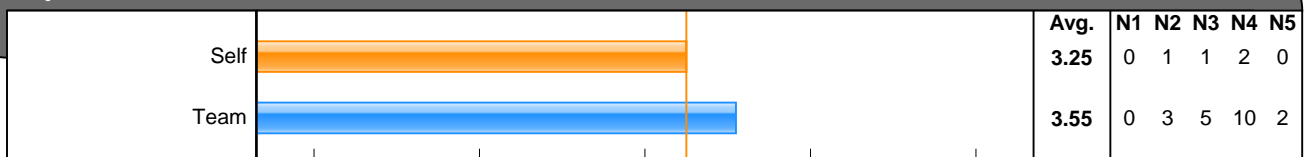
### Participative Leadership



### Service Driven





### Open Communication





## Scale Summary

### Symbol Key



-  Positive Gap
-  Negative Gap

- ① Almost Never Demonstrates
- ② Rarely Demonstrates
- ③ Sometimes Demonstrates
- ④ Consistently Demonstrates
- ⑤ Extraordinarily Demonstrates



### Effective Conflict

		Avg.	N1	N2	N3	N4	N5
Self		3.50	0	1	1	1	1
Team		3.35	0	5	7	4	4

### Disciplined Action



		Avg.	N1	N2	N3	N4	N5
Self		3.50	0	0	2	2	0
Team		3.50	0	4	5	8	3

### Creative Expression



		Avg.	N1	N2	N3	N4	N5
Self		3.25	0	1	1	2	0
Team		3.60	0	4	4	8	4

## OPERATIONS



### Useful Tools

		Avg.	N1	N2	N3	N4	N5
Self		2.75	0	2	1	1	0
Team		3.20	0	7	3	9	1

### Powerful Conversations



		Avg.	N1	N2	N3	N4	N5
Self		3.50	0	0	2	2	0
Team		3.00	0	4	12	4	0

### Team Learning

		Avg.	N1	N2	N3	N4	N5
Self		3.75	0	0	2	1	1
Team		3.85	0	2	7	3	8

## Scale Summary



### Symbol Key

-  Positive Gap
-  Negative Gap



- ① Almost Never Demonstrates
- ② Rarely Demonstrates
- ③ Sometimes Demonstrates
- ④ Consistently Demonstrates
- ⑤ Extraordinarily Demonstrates

## RESULTS


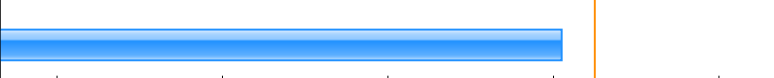
### Simple Metrics

		Avg.	N1	N2	N3	N4	N5
Self		3.50	0	1	1	1	1
Team		3.30	0	4	8	6	2

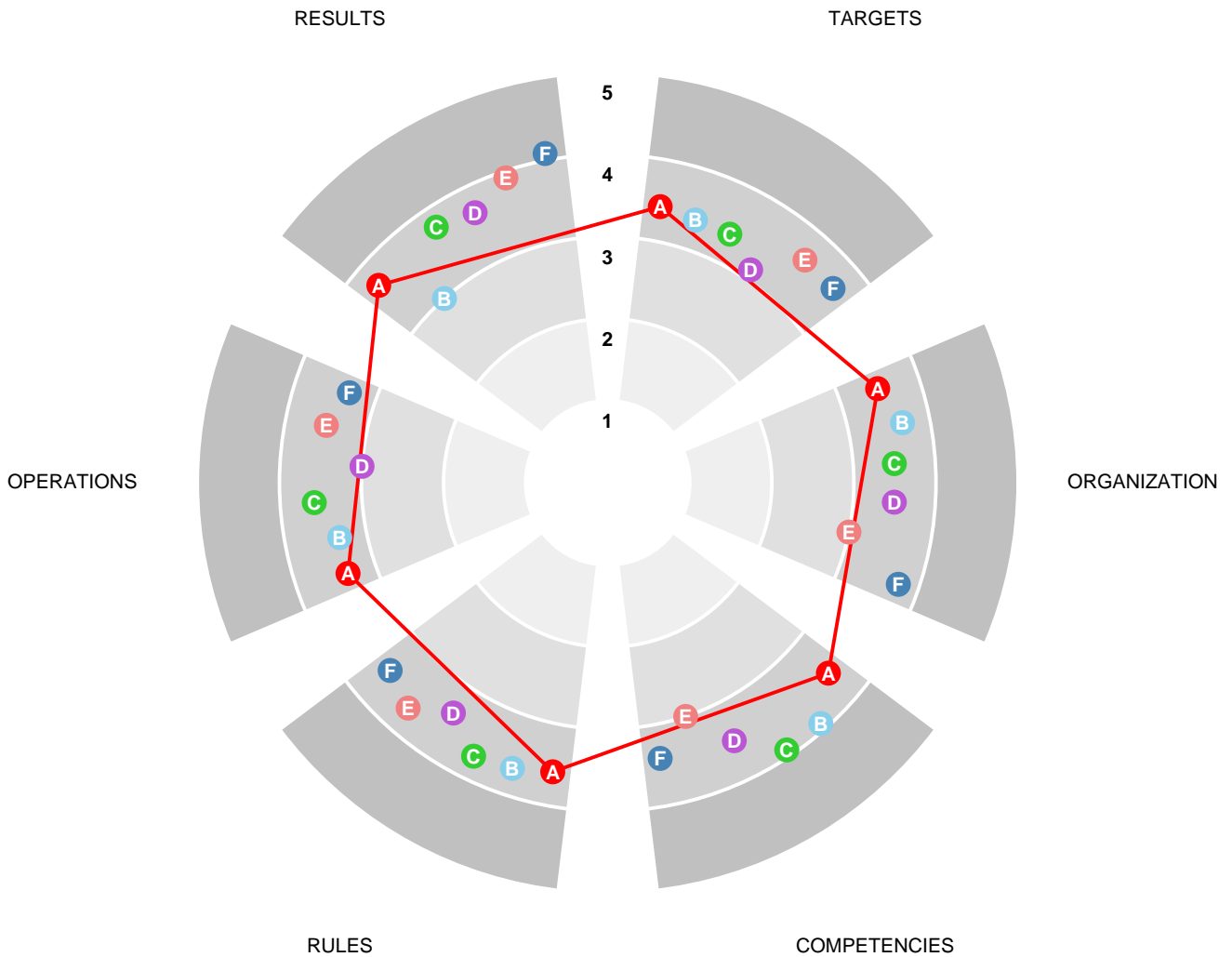
### Team Productivity

		Avg.	N1	N2	N3	N4	N5
Self		4.50	0	0	0	2	2
Team		3.70	0	4	4	6	6

### Team Growth

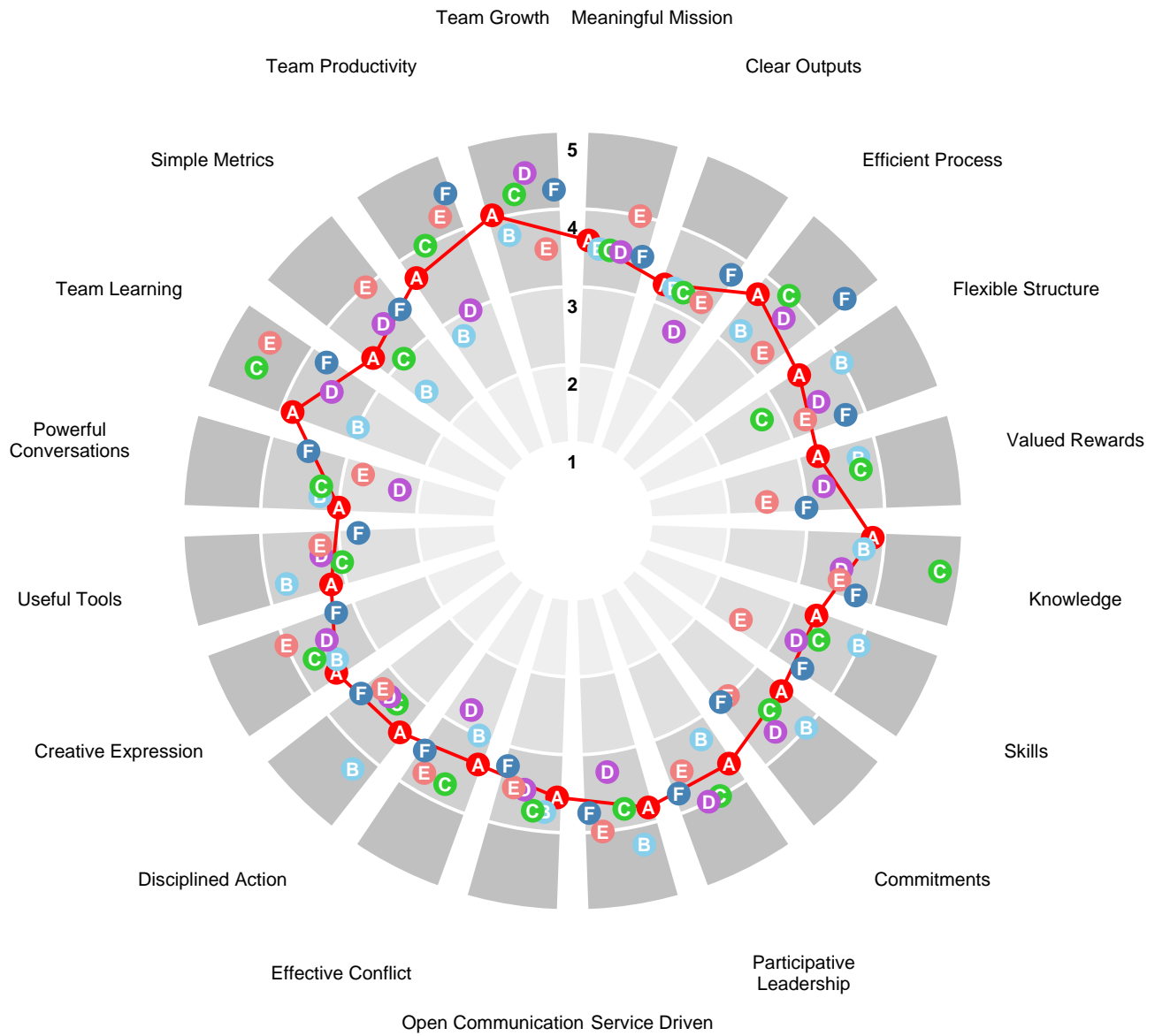
		Avg.	N1	N2	N3	N4	N5
Self		4.25	0	1	0	0	3
Team		4.05	0	1	5	6	8

**Factor Individual Responses Comparison**



- ⑤ **Extraordinarily Demonstrates**
- ④ **Consistently Demonstrates**
- ③ **Sometimes Demonstrates**
- ② **Rarely Demonstrates**
- ① **Almost Never Demonstrates**



# Scale Individual Responses Comparison



- ⑤ **Extraordinarily Demonstrates**
- ④ **Consistently Demonstrates**
- ③ **Sometimes Demonstrates**
- ② **Rarely Demonstrates**
- ① **Almost Never Demonstrates**

## TARGETS

### Symbol Key

-  Positive Gap
-  Negative Gap

- ① Almost Never Demonstrates
- ② Rarely Demonstrates
- ③ Sometimes Demonstrates
- ④ Consistently Demonstrates
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### Scale: Meaningful Mission

		Avg.	N1	N2	N3	N4	N5
Self		3.50	0	0	3	0	1
Team		3.60	0	1	10	5	4

1 The team has an overall purpose—or specific reason for existing—that is clearly understood and accepted by all team members.

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		3.40	0	1	2	1	1

21 Team members talk about the team mission as an opportunity to create important results for the larger organization.

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		3.80	0	0	3	0	2

41 It is clear that achieving the mission or purpose of the team requires people to depend on each other and to work together effectively.

		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		4.00	0	0	1	3	1

61 Team members talk about the team's mission or purpose as personally important and meaningful to their own work, profession or career success.

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		3.20	0	0	4	1	0

## TARGETS

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### Scale: Clear Outputs

		Avg.	N1	N2	N3	N4	N5
Self		3.75	0	0	1	3	0
Team		3.25	0	3	9	8	0

2 The work of the team is spelled out in terms of clear and specific outputs (e.g., products, services, decisions, reports, analyses, etc.).

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.20	0	0	4	1	0

22 Team members are clear about the individual work outputs that each person must produce if the team as a whole is to succeed.

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		3.00	0	1	3	1	0

42 Individual and teamwork outputs are stated so that the quality and effectiveness of what is produced can be reasonably assessed.



		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.40	0	1	1	3	0

62 Team members talk with each other quite often to ensure consensus around the many goals and priorities of the team regarding work outputs.

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.40	0	1	1	3	0



## ORGANIZATION

### Symbol Key


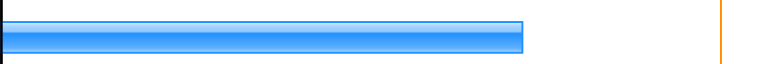
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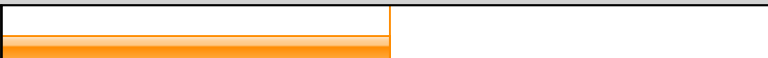

### Scale: Efficient Process

		Avg.	N1	N2	N3	N4	N5
Self		4.50	0	0	1	0	3
Team		3.75	0	3	5	6	6

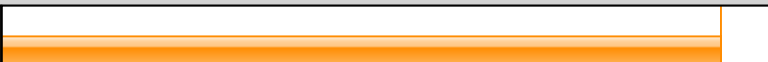

3 The team has developed a thoughtful and concrete approach to doing the work needed to accomplish the mission of the team.

		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		3.80	0	1	1	1	2


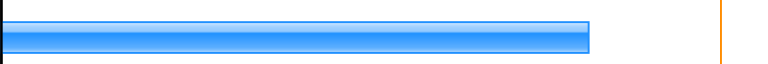
23 The work processes of the team (e.g., planning, problem-solving, decision-making) are well-designed, organized and efficient.

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		3.60	0	1	1	2	1

43 The team has a set of operating procedures for routine activities (e.g., running meetings, sharing information, etc.) that are well understood, useful and efficient.



		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		3.40	0	1	2	1	1

63 Team members actively seek to improve work processes and operating procedures to drive greater efficiency and effectiveness.

		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		4.20	0	0	1	2	2



## ORGANIZATION

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### Scale: Flexible Structure

		Avg.	N1	N2	N3	N4	N5
Self		3.75	0	1	0	2	1
Team		3.45	0	2	10	5	3



4 Team members assume work roles on the team based upon their demonstrated talent, abilities and commitment.

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.40	0	0	3	2	0



24 The team has at least one member who usually takes the lead on driving the work and handling the "people problems" of the team.

		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		4.00	0	0	2	1	2

44 The team distributes leadership responsibilities across many team members (not just the formally appointed team leader).

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.40	0	1	2	1	1

64 The team allows work and leadership roles to change as needed to ensure that the team can meet the changing requirements of the work.

		Avg.	N1	N2	N3	N4	N5
Self		2.00	0	1	0	0	0
Team		3.00	0	1	3	1	0

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### Scale: Valued Rewards

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	2	0	2	0
Team		3.25	0	6	4	9	1

5 Individual team members are recognized for their individual contributions to the overall success of the team.

		Avg.	N1	N2	N3	N4	N5
Self		2.00	0	1	0	0	0
Team		3.20	0	2	0	3	0

25 The team periodically celebrates its accomplishments as a team via ceremonies, parties or other means available.

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.60	0	1	1	2	1

45 An important part of individual team member compensation is based on the success of the team as a whole in delivering its work outputs.



		Avg.	N1	N2	N3	N4	N5
Self		2.00	0	1	0	0	0
Team		2.80	0	2	2	1	0

65 Team members talk about the work of the team, and participating in it, as personally rewarding regardless of the compensation involved.

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.40	0	1	1	3	0



## COMPETENCIES

### Symbol Key

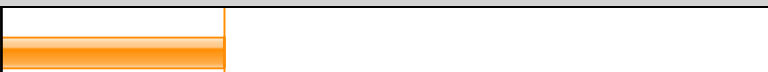
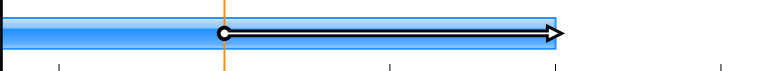
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### Scale: Knowledge

		Avg.	N1	N2	N3	N4	N5
Self		3.75	0	1	0	2	1
Team		3.85	0	3	4	6	7



6 The team has the knowledge it needs about the larger business context of its work (e.g., customers, competitors, industry trends, other social/cultural/political issues, etc.)

		Avg.	N1	N2	N3	N4	N5
Self		2.00	0	1	0	0	0
Team		4.00	0	1	1	0	3



26 The team has the knowledge that it needs about the larger organization (e.g., strategies, goals, policies, plans, procedures, culture, etc.).

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		4.20	0	0	1	2	2

46 The team has the knowledge that it needs around the functional or technical disciplines involved in its work (e.g., engineering, marketing, manufacturing, finance, HR, IS, etc.).

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.60	0	1	1	2	1

66 The team has the knowledge it needs around the work processes, tools, machinery or other materials involved in its work.

		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		3.60	0	1	1	2	1

## COMPETENCIES

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### Scale: Skills

		Avg.	N1	N2	N3	N4	N5
Self		3.50	0	2	0	0	2
Team		3.35	0	5	6	6	3

7 The team has the intellectual skills that it needs among members to create high quality work (e.g., analytical thinking, logical thinking, creative thinking, systems thinking, etc.).

		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		4.00	0	0	1	3	1

27 The team has the interpersonal skills that it needs among members to create high quality work.

		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		3.60	0	1	1	2	1

47 The team has the physical skills it needs among members (e.g., stamina, energy, stress tolerance, dexterity, tool manipulation, etc.) to create high quality work.

		Avg.	N1	N2	N3	N4	N5
Self		2.00	0	1	0	0	0
Team		2.80	0	3	1	0	1

67 The team has the emotional management skills it needs among members (e.g., self-control, recognizing others' feelings, expressing feelings, self-awareness, etc.) to create high quality work.

		Avg.	N1	N2	N3	N4	N5
Self		2.00	0	1	0	0	0
Team		3.00	0	1	3	1	0

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### Scale: Commitments

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	2	0	2	0
Team		3.45	0	5	4	8	3

**8** Team members seem motivated to exercise power in a balanced way, i.e., they are not afraid to state their own view, or take the lead, but are also open to challenge and feedback from others.

		Avg.	N1	N2	N3	N4	N5
Self		2.00	0	1	0	0	0
Team		3.00	0	2	1	2	0

**28** Team members are motivated to build collaborative relationships with each other, i.e., they seek to build partnerships and solutions to problems where everyone can win.

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.80	0	1	0	3	1

**48** Team members are motivated to produce high quality results, continuously improve their work and outperform previous standards.



		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.80	0	1	1	1	2

**68** Team members seem motivated by having people of diverse backgrounds and points of view on the team, i.e., they enjoy "differences" and use them to produce better solutions to problems.

		Avg.	N1	N2	N3	N4	N5
Self		2.00	0	1	0	0	0
Team		3.20	0	1	2	2	0



## RULES

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### Scale: Participative Leadership

		Avg.	N1	N2	N3	N4	N5
Self		3.75	0	0	2	1	1
Team		3.70	0	2	6	8	4



9 Organizational status or individual power differences within the team are not allowed to get in the way of the free flow of information and ideas, or the quality of decision-making.

		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		3.80	0	1	1	1	2



29 Team members are expected to make free and informed choices about their work and participation in the team, i.e., coercion or autocratic actions are not tolerated.

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		3.60	0	1	1	2	1

49 Team members are encouraged to take charge of their part of the work and to accept accountability for producing what the team needs from them.



		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.40	0	0	3	2	0

69 Team leaders provide direction, expertise and coaching as needed, but are also open to the input and participation of all members in making key decisions.

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		4.00	0	0	1	3	1



## RULES

### Symbol Key


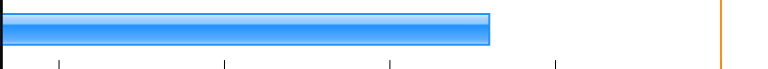
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### Scale: Service Driven

		Avg.	N1	N2	N3	N4	N5
Self		3.75	0	1	1	0	2
Team		3.80	0	2	7	4	7


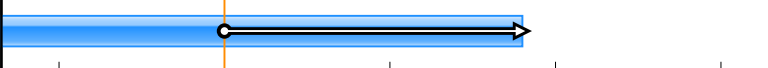
10 Team members regularly provide help, coaching and support to each other to ensure that everyone succeeds.

		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		3.60	0	0	3	1	1



30 Team members show a genuine respect for the needs, concerns and contributions of every team member.

		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		4.40	0	0	1	1	3

50 Team members feel a shared accountability for the success of the team that goes beyond the individual's own work, e.g., people help out wherever they are needed.

		Avg.	N1	N2	N3	N4	N5
Self		2.00	0	1	0	0	0
Team		3.80	0	1	1	1	2

70 Team members continuously seek new and more valuable ways to serve the customers of the team.

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		3.40	0	1	2	1	1

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### Scale: Open Communication

		Avg.	N1	N2	N3	N4	N5
Self		3.25	0	1	1	2	0
Team		3.55	0	3	5	10	2

### 11 Communication among team members is direct, open, genuine and non-defensive.

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.60	0	1	1	2	1

### 31 Team members listen closely to others as they speak, helping each member to state his/her viewpoint without interruption.

		Avg.	N1	N2	N3	N4	N5
Self		2.00	0	1	0	0	0
Team		3.40	0	1	1	3	0

### 51 Team members provide regular and effective feedback about each other's behavior, ideas and/or decisions.

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		3.80	0	0	2	2	1

### 71 Team members act towards each other with honesty, integrity and a clear sense of trust.

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.40	0	1	1	3	0

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### Scale: Effective Conflict

		Avg.	N1	N2	N3	N4	N5
Self		3.50	0	1	1	1	1
Team		3.35	0	5	7	4	4

- 12 When faced with breakdowns in team performance, team members tend to focus on finding solutions, not on complaining or placing blame on each other.

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		3.80	0	0	2	2	1

- 32 When confronting difficult problems or conflicts, team members actively seek valid information about the facts, beliefs and assumptions underlying the situation.

		Avg.	N1	N2	N3	N4	N5
Self		2.00	0	1	0	0	0
Team		2.60	0	2	3	0	0

- 52 In a conflict, team members are encouraged to clearly advocate their own position as well as to fully understand and appreciate the opposing points of view.



		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		3.80	0	1	1	1	2

- 72 When a conflict occurs within the team, it is openly discussed and confronted so that a "common ground" for action can be found.

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.20	0	2	1	1	1

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### Scale: Disciplined Action

		Avg.	N1	N2	N3	N4	N5
Self		3.50	0	0	2	2	0
Team		3.50	0	4	5	8	3

13 Team members are thoughtful, disciplined and thorough when solving problems and making decisions.

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		3.80	0	1	1	1	2

33 The team is systematic in its approach to solving problems, i.e., team members rigorously analyze problem causes and alternative solutions.

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.40	0	2	0	2	1

53 The team follows a logical, step-by-step process for working through difficult, complex or emotional issues.

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.20	0	1	2	2	0

73 Team members are willing to "do whatever it takes" to have the team succeed regardless of their personal preferences, interests or opinions.

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		3.60	0	0	2	3	0

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### Scale: Creative Expression

		Avg.	N1	N2	N3	N4	N5
Self		3.25	0	1	1	2	0
Team		3.60	0	4	4	8	4

14 Team members actively seek to create new possibilities, innovations and breakthroughs in the team's work.

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.60	0	1	1	2	1

34 Team members are encouraged to experiment, take risks, explore new ideas and try things out without fear of punishment or embarrassment.

		Avg.	N1	N2	N3	N4	N5
Self		2.00	0	1	0	0	0
Team		3.00	0	2	1	2	0

54 The team engages in creative dialogues to question and explore underlying assumptions, theories or intuitive ideas about problems facing the team.

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		4.00	0	0	1	3	1

74 When it is really needed, the team takes the time to relax, have fun and relieve the pressure and stress of the work.

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.80	0	1	1	1	2

**OPERATIONS**

**Symbol Key**

- ↔ Positive Gap
- ↔ Negative Gap

- ① Almost Never Demonstrates
- ② Rarely Demonstrates
- ③ Sometimes Demonstrates
- ④ Consistently Demonstrates
- ⑤ Extraordinarily Demonstrates

**Scale: Useful Tools**

		Avg.	N1	N2	N3	N4	N5
Self		2.75	0	2	1	1	0
Team		3.20	0	7	3	9	1

15 The team has useful tools for defining and designing the work of the team (e.g., information gathering, goal-setting, planning, organizing, etc.).

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		3.20	0	1	2	2	0

35 The team has useful tools for managing the execution and flow of the work (e.g., problem analysis, running meetings, project management, etc.).

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.80	0	1	0	3	1

55 The team has useful tools for managing "people practices" (e.g., hiring, performance reviews, compensation, individual development, etc.).

		Avg.	N1	N2	N3	N4	N5
Self		2.00	0	1	0	0	0
Team		3.40	0	1	1	3	0

75 The team has useful tools for tracking the results produced by individuals or the team as a whole (e.g., project reviews, quality assessments, customer satisfaction, etc.).

		Avg.	N1	N2	N3	N4	N5
Self		2.00	0	1	0	0	0
Team		2.40	0	4	0	1	0

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### Scale: Powerful Conversations

		Avg.	N1	N2	N3	N4	N5
Self		3.50	0	0	2	2	0
Team		3.00	0	4	12	4	0

16 When discussing problems, conflicts or work breakdowns, team members express their emotions effectively and produce clear statements of "what's wrong."

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		2.80	0	1	4	0	0

36 When discussing an issue, team members talk about the data or evidence which leads to their individual conclusions, beliefs or assertions about the issue.

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		2.80	0	2	2	1	0

56 When discussing solutions to a problem or issue, team members are encouraged to stand up for, and elaborate upon, new possibilities for action.

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		3.00	0	0	5	0	0

76 When discussing next steps on a problem or issue, team members make clear requests and promises to each other for specific actions by a certain time.

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.40	0	1	1	3	0

**OPERATIONS**

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**Scale: Team Learning**

		Avg.	N1	N2	N3	N4	N5
Self		3.75	0	0	2	1	1
Team		3.85	0	2	7	3	8

17 The team consciously seeks feedback from many sources in order to better understand how it operates and how best to make improvements.

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		3.80	0	1	1	1	2

37 The team can openly discuss the way it behaves, and the quality of its work and potential new/better ways of getting the work done.

		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		4.60	0	0	1	0	4

57 The team is able to talk about, and resolve, any gaps between stated team values, goals and rules and the actual behavior of team members.



		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.60	0	0	3	1	1

77 The team takes the time, as a team, to practice and develop the skills, methods or work processes needed to perform at a high level.

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		3.40	0	1	2	1	1



## RESULTS

### Symbol Key


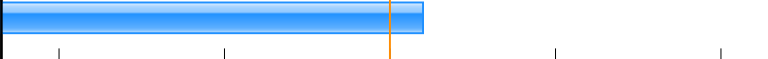
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### Scale: Simple Metrics

		Avg.	N1	N2	N3	N4	N5
Self		3.50	0	1	1	1	1
Team		3.30	0	4	8	6	2



18 The team can effectively measure customer satisfaction with the products or services of the team.

		Avg.	N1	N2	N3	N4	N5
Self		3.00	0	0	1	0	0
Team		3.20	0	0	4	1	0



38 The team has a relatively simple way to measure the quality of specific work outputs produced by individuals on the team or the team as a whole.

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.00	0	2	1	2	0

58 The team has a relatively simple way to measure the ongoing quality of the processes or procedures that it uses to produce its work.



		Avg.	N1	N2	N3	N4	N5
Self		2.00	0	1	0	0	0
Team		3.20	0	1	2	2	0

78 The team has a relatively simple way to measure critical individual and team competencies i.e., knowledge, skills and commitments.

		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		3.80	0	1	1	1	2


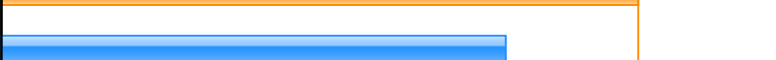
## RESULTS

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### Scale: Team Productivity

		Avg.	N1	N2	N3	N4	N5
Self		4.50	0	0	0	2	2
Team		3.70	0	4	4	6	6



19 The customers, clients or other groups served by the team are pleased with the quality of products and/or services that they receive from the team.

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		4.00	0	0	2	1	2



39 The quality of work outputs produced by individuals and the team reflect exceptional standards of performance.

		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		3.00	0	3	0	1	1

59 The work processes and operating procedures of the team allow work outputs to be delivered on schedule, within budgeted resources and as promised.



		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		4.00	0	1	1	0	3

79 The amount of work produced by the team is exceptional.

		Avg.	N1	N2	N3	N4	N5
Self		4.00	0	0	0	1	0
Team		3.80	0	0	1	4	0



## RESULTS

### Symbol Key


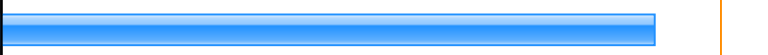
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### Scale: Team Growth

		Avg.	N1	N2	N3	N4	N5
Self		4.25	0	1	0	0	3
Team		4.05	0	1	5	6	8



20 Most team members are deeply committed to the success of the team.

		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		4.60	0	0	0	2	3


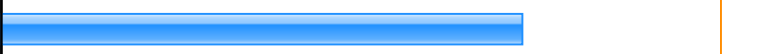
40 Most team members are noticeably growing in their individual capability and competence.

		Avg.	N1	N2	N3	N4	N5
Self		2.00	0	1	0	0	0
Team		3.60	0	1	1	2	1

60 The team is noticeably growing in its capacity for understanding "what works and what doesn't work" in building and sustaining high performance.

		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		4.20	0	0	1	2	2

80 The team is noticeably growing in its capacity to adapt to trends in the larger business context or to changes in requests from team customers.

		Avg.	N1	N2	N3	N4	N5
Self		5.00	0	0	0	0	1
Team		3.80	0	0	3	0	2

## Highest Items: Team

	Question	Scale	Avg.	Self
37	The team can openly discuss the way it behaves, and the quality of its work and potential new/better ways of getting the work done.	<i>Team Learning</i>	<b>4.60</b>	5.00
20	Most team members are deeply committed to the success of the team.	<i>Team Growth</i>	<b>4.60</b>	5.00
30	Team members show a genuine respect for the needs, concerns and contributions of every team member.	<i>Service Driven</i>	<b>4.40</b>	5.00
63	Team members actively seek to improve work processes and operating procedures to drive greater efficiency and effectiveness.	<i>Efficient Process</i>	<b>4.20</b>	5.00
26	The team has the knowledge that it needs about the larger organization (e.g., strategies, goals, policies, plans, procedures, culture, etc.).	<i>Knowledge</i>	<b>4.20</b>	4.00
60	The team is noticeably growing in its capacity for understanding "what works and what doesn't work" in building and sustaining high performance.	<i>Team Growth</i>	<b>4.20</b>	5.00
41	It is clear that achieving the mission or purpose of the team requires people to depend on each other and to work together effectively.	<i>Meaningful Mission</i>	<b>4.00</b>	5.00
7	The team has the intellectual skills that it needs among members to create high quality work (e.g., analytical thinking, logical thinking, creative thinking, systems thinking, etc.).	<i>Skills</i>	<b>4.00</b>	5.00
69	Team leaders provide direction, expertise and coaching as needed, but are also open to the input and participation of all members in making key decisions.	<i>Participative Leadership</i>	<b>4.00</b>	3.00
54	The team engages in creative dialogues to question and explore underlying assumptions, theories or intuitive ideas about problems facing the team.	<i>Creative Expression</i>	<b>4.00</b>	3.00

**Lowest Items: Team**

	Question	Scale	Avg.	Self
75	The team has useful tools for tracking the results produced by individuals or the team as a whole (e.g., project reviews, quality assessments, customer satisfaction, etc.).	<i>Useful Tools</i>	<b>2.40</b>	2.00
32	When confronting difficult problems or conflicts, team members actively seek valid information about the facts, beliefs and assumptions underlying the situation.	<i>Effective Conflict</i>	<b>2.60</b>	2.00
45	An important part of individual team member compensation is based on the success of the team as a whole in delivering its work outputs.	<i>Valued Rewards</i>	<b>2.80</b>	2.00
47	The team has the physical skills it needs among members (e.g., stamina, energy, stress tolerance, dexterity, tool manipulation, etc.) to create high quality work.	<i>Skills</i>	<b>2.80</b>	2.00
16	When discussing problems, conflicts or work breakdowns, team members express their emotions effectively and produce clear statements of "what's wrong."	<i>Powerful Conversations</i>	<b>2.80</b>	3.00
36	When discussing an issue, team members talk about the data or evidence which leads to their individual conclusions, beliefs or assertions about the issue.	<i>Powerful Conversations</i>	<b>2.80</b>	4.00
8	Team members seem motivated to exercise power in a balanced way, i.e., they are not afraid to state their own view, or take the lead, but are also open to challenge and feedback from others.	<i>Commitments</i>	<b>3.00</b>	2.00
34	Team members are encouraged to experiment, take risks, explore new ideas and try things out without fear of punishment or embarrassment.	<i>Creative Expression</i>	<b>3.00</b>	2.00
38	The team has a relatively simple way to measure the quality of specific work outputs produced by individuals on the team or the team as a whole.	<i>Simple Metrics</i>	<b>3.00</b>	4.00
39	The quality of work outputs produced by individuals and the team reflect exceptional standards of performance.	<i>Team Productivity</i>	<b>3.00</b>	5.00



## PART IV

# BACKGROUND INFORMATION ON THE HIPLAY

**Linkage**  
Unleash your full potential.

## THE ORIGINS OF THE HiPLAY ASSESSMENT TOOL

The “play” imagery suggested by the **HiPLAY** acronym was intentionally selected based upon the observation that the work of effective teams (and effective individuals, for that matter) actually looks more like an adult version of inspired play. Think about it. When your children are engaged in play, or you are engaged in effective work, you are energized, totally committed to producing some result you care about, actively engaged with those around you, completely absorbed in what you are doing, and actively learning a great deal that can be applied to future situations. (Also think about all the things you actually learned during your own play as a child. Psychologists tell us that the child’s play “space” is the crucible for human mental development, social development, moral/spiritual development and creativity. Should it be any less true for us as adults?)

In short, effective team work is “High Play.” When people are asked what it feels like to be part of a high performing team, they inevitably talk about several common themes:

- A special commitment** to the team, the mission, and each other that goes beyond the norm—a feeling of almost “like a family”
- A unique identity** with the team— a feeling of being “different” and “special”
- An unusual alignment** within the team in terms of shared values, shared purpose or shared experience—an almost “instinctive” feeling of “unity or oneness”
- A shared accountability** for what gets produced by the team, so that roles are fluid, and people are “willing to do whatever it takes” to succeed
- Extraordinary expression** and communication within the team, a sense of “openness” and “freedom” that allows members to “take real risks”
- A profound trust** in each other that emerges from experience together—a feeling of “partnership,” “interdependence,” and “deep relationship”
- Unreasonable action** taken by the team that no one else can, or will—a feeling of “invulnerability,” “unbelievable power,” and “taking on the impossible”
- Breakthrough results** produced by the team “push the envelope” and “break new ground”—a feeling that “you are part of something that is truly new”
- A deep satisfaction and fulfillment** pervades the team—a feeling of “effortless hard work,” “acknowledgment,” “celebration” and “profound joy”

The **HiPLAY** framework is an attempt to label and measure those factors which research and practice suggest are the key drivers of team effectiveness. The model itself is derived from several sources. First, in the last few years there have been **numerous books** published on the topic of teamwork. Many are based on the combined experiences of the author’s practice, such as Zenger et. al.’s “Leading Teams” or Huszyczko’s “Tools for Team Excellence”; some describe a model of teamwork based upon several case studies of teams, such as Jon Katzenbach and Doug Smith’s “The Wisdom of Teams”; and a very few attempt to conduct rigorous research with detailed measurement or observation, such as Anne Donnellon’s “Team Talk” or Richard Hackman’s “Groups That Work and Those That Don’t.” These, and many other tracts, were reviewed for the factors that these authors have concluded are causally related to team effectiveness.

Second, the instrument contains items derived directly from the many years of **small group research** that has been done in academic social psychology. For example, academic researchers discovered years ago that effective problem-solving teams tend to differentiate two major roles that are key to success—the formal task leader and the socio-emotional process leader. That finding is included under the “Flexible Structure” scale of the **HiPLAY** assessment. Others discovered that the “norms” that emerge in teams as the result of interaction on a task exert a significant impact on the formation of team relationships, on what gets talked about in team meetings (and what doesn’t), and ultimately on how productive the team is over time. Still others found that the way in which power and leadership are manifested in teams can have a significant impact on results. Many of these conclusions from academic research are embodied in the “Rules” and “Organization” factors of the **HiPLAY** assessment.

One particularly crucial source of academic research that has affected the design of **HiPLAY** is the work of Bales, Williamson and Cohen (1979) resulting in **SYMLOG** (A System for the Multiple Level Observation of Groups). Based upon nearly forty years of observational research at Harvard, SYMLOG is both a theory and a set of tools for measuring the “field of forces” in a team which arise from the behavior and conversational content of teams at work. SYMLOG may be the only tool available that can actually measure “fields” as Kurt Lewin talked about them over 50 years ago. Bales and his colleagues found (through thousands of factor analyses of behavioral observations, value statements, and non-verbal expressions) that the adjectives used to describe these “social fields” can be arrayed along three highly robust factors: (1) the orientation towards the use of power and impact; (2) the orientation towards expression of affect in relationship and conflict; and (3) the orientation towards authority, control and freedom around the task. The language of these three factors—which, for simplicity, can be called the factors of Power, Relationship and Action—lies at the heart of the “Rules” framework, and contributes to a definition of the “Commitments” scale of the “Competencies” factor. The findings from over one million users of SYMLOG regarding the behaviors and values of highly effective team leaders and teams are also factored into many of the items throughout the **HiPLAY** instrument.

A third major origin of the **HiPLAY** assessment is the work that has been done, primarily by practitioners, on the design and use of “**competency models.**” Robert White was probably the first to use the term competency in his treatise on competence motivation in 1959, but it was David McClelland who gave the term its current popularity as a result of his claim in 1973 that many psychological measurements simply were not useful in predicting effectiveness in work settings. He saw a competency as an underlying pattern of thinking, emotion, motives, values, or self-concept that drives behavior, differentiating highly successful people in particular work from the rest. While McClelland and his followers applied the concept only to individuals, there are those who are now attempting to apply the concept to team, or even organizational competency. The **HiPLAY** framework assumes that competency is a description of an individual characteristic or behavior that contributes to team success—not a description of the team as a whole.

The **HiPLAY** framework are the notions developed by McLagan and Williamson in the Accelerated Competency System methodology. They have suggested that work is best described in terms of outputs, in that this forces the user to think of the product of their efforts and the person or group who receives it—a perfect fit with the world of teams. They have also suggested that it is useful to think of competencies as a triumvirate of KSCs: (1) Knowledge (what you know), which you gain from education; (2) Skills (how you apply what you know), which you gain from practice; and (3) Commitments (what you are driven to do), which you gain from countless experiences with many social situations. The “Competencies” factor of the **HiPLAY** focuses on a fairly generic set of KSCs that many practitioners have found helpful to use in selecting people for team membership. It is not a comprehensive model of effective team membership, but rather a diagnostic guide to help team members think critically about what they need to know, be able to do, or be committed to in order to accomplish the purpose and work of the team. The language of outputs can be found to permeate the **HiPLAY** factors of “Targets” and “Organization”, in that a major element of team design is figuring out what outputs to produce, and how best to produce them. The language of outputs and competencies also shapes the metrics found in the “Results” factor.

A fourth origin of the **HiPLAY** assessment lies in the theory and research of what might be called the “**conversational school**” of practice. This tradition has been most notably developed by Chris Argyris and popularized by Peter Senge. Argyris’ research on the dialogues of teams has produced brilliant insights into the patterns of open and defensive communication; the nature of individual, team and organizational learning; the nature of advocacy and inquiry; and the quality of thinking, inference-making and problem-solving that occurs among people in interaction. His descriptions of effective consulting conversations -- Model II practices for open, “double loop” learning, and the inconsistencies of “espoused theories” and “theories in use” -- have been important determinants of the “Operations” factor and many of the items found in the “Rules” factor of **HiPLAY**. The gist of this work is particularly prominent in the design of the “Team Learning” scale.

A less well known, but highly influential, body of practice in the conversational school is that of the linguist and practitioner Fernando Flores and his many colleagues. His work has focused on the elements of language and conversation that enable “committed action” and that allow people to effectively coordinate their actions and outputs. He has distinguished various conversational forms such as “conversations for action,” “conversations for possibility,” and “conversations for breakdown”. Each of these conversations contain critical elements of “committed speaking and listening” which allow the conversation to move forward and produce the results for which they are designed. Williamson has elaborated upon this work in terms of a model called the “Tower of Power,” which describes the movement of a team from “breakdown” (being stuck in a problem) to a “breakthrough” (inventing and successfully enacting new possibilities). The Tower describes four “levels” of conversation: (1) effective expression and assessment (the “What’s Wrong” conversation); (2) effective learning and inquiry (the “What’s So” conversation); (3) inspired design of possibilities (the “What’s Possible” conversation); and (4) the coordination of concrete action through requests and promises (the “Let’s Go” conversation). This work is a fundamental driver of the “Operations” factor, and the model itself is embedded in the “Powerful Conversations” factor.

Fifth and finally, the **HiPLAY** framework owes its overall shape and tone to the system theorists such as Parsons, Bales and Shils; Zander and Cartwright; Forrester; and the **systems thinking practice** spawned by Senge’s book on the “Fifth Discipline.” Teams really are a system embedded in a larger system. As such, the larger system has a profound impact on the effectiveness of teams.

This is touched upon in many parts of **HiPLAY**, such as on the scale of “Valued Rewards.” Most teams don’t control their reward systems. Problems here almost certainly require organizational or policy level interventions. The “Targets” and “Results” factors are highly influenced by the larger system, and can reflect how well the team is integrated into the overall business. Many of the “Rules” that teams develop are based upon the surrounding organizational culture, which is often hierarchical, adversarial, and control-oriented. These can be quite an obstacle to effective team performance, as many organizations have discovered. The “Rules” of high performance teams often are at odds with this larger culture, and have placed many high performing teams in jeopardy with the powers that be. The point is that **HiPLAY** is based in the recognition that your assessment must take into consideration the important impact of the surrounding context.

The other point is that each of the six factors of the **HiPLAY** framework are clearly dependent on all of the others. This interdependence is characteristic of any system, and also the plague of practitioners who want to help teams form, develop and improve. Too many practitioners rely on one or another methodology that focuses the team on one dimension, but without fundamental consideration of the impact on the others. For example, how many readers have participated in “team-building” sessions which focused entirely on team “climate” (Rules), or entirely on interpersonal communication skills (Competencies or Powerful Conversations), and failed to deal with issues around structure, or rewards, or the basic mission of the group itself? Or how many team interventions are actually trainings in individual skills? The team, per se, doesn’t practice the learning in the context of the tangible outputs and metrics that will drive day-to-day interactions. The bottom line is that the **HiPLAY** assessment should help your team (or teams) gain a better appreciation of the system that a team really is, and the necessity to explore all of the factors of team effectiveness in order to develop a truly useful plan for team development.

