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How to conduct a Team Member Evaluation

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How to conduct a Team Member Evaluation

This step carries out an in-depth evaluation of each team member to ascertain the value they bring to the team, their training needs and how to best manage them. Team member evaluation looks at a team members position, their strengths, working styles, diversity, skills, and team roles. All of these are considered so you can better manage and produce a cohesive team. Evaluating your team members (by doing an honest assessment of them) is the most critical step you will take. Jim Collins from Good to Great described this decision process as “selecting the right people to put on your bus”.

Team members complete a set of five questionnaires, you then complete a Team Evaluation Table – amalgamating the team member responses and then adding to these a set of follow-up Management Actions.

Next, team composition, assigning work based on strengths, strength’s partnerships, talent sharing and talent hoarding and identifying underperforming team members and how to improve them are all considered. Finally, a Questionnaire workshop is held where team members present their Questionnaire responses to the whole team. The evaluation allows you to better understand your team members as individuals, it allows the team members to do the same and it describes what each team member brings to the team and what the team is capable of.

Being a high-performance leader means managing a team of enthusiastic professionals as against just a good team. To be truly successful you need to have a genuine willingness to learn about and know your team. As a manager in an organisation who wants to develop teamwork, especially high-performance teamwork, you must have a good understanding of what makes your people tick, evaluating them, spending time with them, talking to them, in this way you come to accept who they are, understand what they care for individually, what their work needs are and how you can satisfy them to achieve highest possible performance.

Teams are made of individuals who must be managed as individuals.

When team members clearly know things such as their roles and responsibilities and what their mutual strengths are and how they support the team, they have a better understanding of how they contribute to the success and results of the team. This produces greater job satisfaction, commitment, and productivity. It reduces conflicts and disputes over ownership, it helps avoid mistakes being made, it makes it clear who the team decision makers are and whom to speak to about specific items, problems, or issues.

There is no interest in learning about a team members weakness - it serves no purpose; it distracts from the main game of understanding strengths. The goal is not to have a team comprised of individuals who are well-rounded but rather a team comprised of individuals performing considering their strengths.

Team member evaluation process

1. Distribute to your team members the five Questionnaires covering the different team member characteristics.
 1. Position Attributes.
 2. Strengths.
 3. Diversity.
 4. Working Style.
 5. Belbin Team Roles.

2. Collect the completed Questionnaires, review each one and adds any comments.

3. Then complete the Team Evaluation Table, amalgamating all the team member responses, providing a team view. Then prepare a list of Management Actions.

4. Next you hold a review session with each team member to discuss their Questionnaire responses and your Team Evaluation Table. Finally discuss the Management Actions you have listed.

5. The review session concludes with you asking each team member the following questions.
 - What gives them energy and what drains their energy.
 - Are their strengths being utilized.
 - How can they best contribute to the team?
 - Do they feel accountable for the entire team's success, not just their own?
 - Do they have the energy to persevere if the going gets tough?
 - Are they good role models?
 - Do they feel that everyone in the team pulls their weight?

When you ask these questions, team members often realize how they've allowed themselves to be held hostage by individual stars who are not real team players, how they've become overly inclusive to avoid conflict, or how they've been saddled with team members who once were good enough but now don't make the grade. Be prepared to discuss these types of issues.

6. After the review session, the team member prepares an updated version of the Questionnaire responses in preparation for presentation to the team and you prepare an updated version of the Team Evaluation Table.
7. A team Questionnaires Workshop is then arranged for team members to present and discuss their Questionnaire results. This allows team members to be clear as to who has what responsibilities, accountabilities, roles, skills and so on. This helps the team to better understand each other, what everyone brings to the team, its professional makeup, its capabilities, and potential.

Questionnaires

Questionnaire 1 – Position Attributes.

This questionnaire captures basic team member position information. Each team member needs to be very clear about exactly what their position entails as other team members need to know this.

Questionnaire 2 – Strengths.

This questionnaire captures each team members strengths, their natural way of thinking, feeling, or behaving, that is their natural talents, the things they are just good at. Unlike skills, strengths are not learned (although training may be used to enhance them). Team member strengths provide the ability to deliver consistent, near-perfect performance in a specific task, simply by using innate talents. Strengths when multiplied by the investment in time spent practicing and developing them, result in a personal and unique knowledge base.

A team's awareness of their mutual strengths is more important than the specific composition of those strengths. ***In other words – a team member just knowing their strengths, as well as the strengths of the other team members, leads to higher engagement and performance.*** When team members value each other's strengths, they more effectively relate to one another and avoid potential conflicts. Understanding

each other's strengths, boosts group cohesion and creates positive dialogue. When you have people in roles that fit their strengths and talents, their energy and passion can fuel their own great performance and inspire the same from their colleagues. Team members who know and use their strengths are better performers; they require little if any external motivation. Once each team member's strengths are aimed at the same purpose and the team is aligned on the same goals, this is where true excellence and success happens.

Team members must be able to:

- Name and understand the individual strengths of everyone on the team.
- See a clear connection between each other's strengths and behaviour, see the link between strengths and success.
- Form partnerships that encourage their mutual strengths development.
- Use their knowledge of each other's strengths to plan, strategize, analyse, and direct their actions.
- Understand that excellence is not achieved in isolation. Excellence is created through the merging of team member differing strengths.
- Encourage collaboration among team members who have complementary strengths.

In one study of 65,672 employees, Gallup found that those who received strengths feedback had turnover rates that were 14.9% lower than for employees who received no feedback (controlling for job type and tenure). A study of 530 work units with productivity data found that teams with managers who received strengths feedback showed 12.5% greater productivity post-intervention than teams with managers who received no feedback. And in a study of 469 business units ranging from retail stores to large manufacturing facilities, Gallup found that units with managers who received strengths feedback showed 8.9% greater profitability post-intervention relative to units in which the manager received no feedback.

Questionnaire 3 – Diversity.

Diversity is the level of difference or heterogeneity within the team, it is an important differentiator between successful and unsuccessful teams. It provides teams with access to the different capabilities and points of view a successful team requires. Diversity in knowledge, views, and perspectives, as well as in age, gender, and race, help teams be more creative and avoid groupthink.

Diversity within a team operates at several levels. The first and the most visible type of diversity is the different roles within the team, the specialization. In a Traditional hierarchical organization, the most senior member of the team will lead it, parcelling out tasks according to each team members' position in the team's hierarchy. In high-performance teams, however, team roles must be complementary and are rarely dictated

by position titles. Instead, they are dynamically divided and assigned based on the skills and capabilities each person brings to the team and their fit with the team's needs at the time. Tasks are also assigned to stretch a team member by taking them outside of their comfort zone.

A second, deeper level of diversity is based on identity (or demographics), such as gender, age, and ethnicity. Diversity of identity gives a team the ability to tap into different viewpoints and lived experiences—tacit knowledge that can greatly enhance effectiveness in working with a diverse set of stakeholders (both internal and external) that a team must typically deal with.

The third level is cognitive diversity. This refers to the diverse ways that individuals can approach and think about problems. In business, cognitive diversity is often tied to the business area or discipline in which a person has the most experience. A team of accountants, for example, is likely to frame all problems as accounting problems and assume accounting solutions. A cognitively diverse team of accountants, engineers, anthropologists, and skilled tradespeople will be forced to develop a multidisciplinary understanding of what the problem is, and will likely come up with a superior, and multidisciplinary, solution. A diverse team should ideally draw on a broad range of stakeholder groups, including a mix of capabilities, disciplines, personalities, risk appetites, and cognitive styles; that is, it should have role, identity, and cognitive diversity.

The fourth level of diversity is leadership. This refers to team member supervisory, project management, management, general management, and leadership experience. Such experience is of high value to a team, as team members high in leadership can mentor other team members and quickly take on shared leadership responsibilities.

Too much of the same is dangerous and prohibitive to high performance. A team full of people with the same backgrounds and experiences has limits on the types of tasks a team can take on. Recruit for diversity and create a culture that allows diversity to be appreciated and celebrated.

Questionnaire 4 - Working Style.

We often work with people who have very different working styles which are made up of particular attributes — think extroverts, decision makers and cautious introverts. A person's working style is significant in that it can bring about a normalization of behaviours within a team, this is especially true for the manager. For example, if most people are extroverts, especially the manager, a team may default to large meetings and more collaborative sessions. Working styles cover more than just introverts and extroverts, they demonstrate mental attitude and how that attitude infects other team

members for better or for worse. Team members therefore need to understand each other's dominant working style.

Questionnaire 5 - Belbin Team Roles.

Belbin's team roles are another way of understanding a team members position in the team and the contribution they make. They are an effective way to assess the relative strengths and weaknesses of a team and help the team members to understand ways in which they could improve performance. Developed by Meredith Belbin in 1981, following nine years of study, it has become one of the most accessible and widely used tools to support team building. The roles are a guide only to each team members dominant role in the team. Matching each team member to a Belbin role shows how well balanced the team is.

Questionnaire 1 – Position Attributes

To be completed by each team member.

Position Attributes	
Name:	Team members name.
Title:	Position title such as Infrastructure Manager, Sales Manager.
Second in charge:	When the team member manages their own team, this is the name of the staff member who is second in charge. This may be identified as 'next in-line' - succession planning.
Responsibilities:	List your shared Responsibilities, that is things that that you share with other team members. Shared responsibilities are things such as server monitoring, capacity management, desktop repair, router installations, loan approvals, customer accounts maintenance, sales.
Accountabilities:	List the names of your Accountabilities, that is the things that apply only to you. Accountabilities are not shared; they can only apply to one person. An accountable team member is the owner of an item, they are the person who has decision making authority about the item, they are the person who has the final say about it. Accountabilities examples are things such as, staff retention, back-ups, managed services contracts, loan approvals over a certain amount or customer refunds. Accountabilities include being the owner of processes, how-to guidelines, other documentation, applications, and systems for which you are the decision-maker.
Complimentary skills:	List the skills (things you have learnt) that make you stand out from your other team members, that is, what makes you unique in the team. Examples – Excel, Scheduling, Server builds, Router configuration, writing Scripts, developing Presentations, Call center operator, Mobile sales, Customer service. Also list industry specific knowledge (including industry standards). E.g.: ITIL, BAA.
Training:	List the training courses this position should undertake, and against each indicate if you have completed it.

Questionnaire 2 – Strengths

To be completed by each team member.

Strengths	
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Name:	Team members name.
Title:	Position title such as Infrastructure Manager, Sales Manager.
Strengths:	List your strengths, that is your natural talents, things that you are just naturally good at. These are things that you have basically received no training in. Take your time to self-reflect and consider what you do best. Strengths are not skills. Skills are learned, involving specific techniques and knowledge. Examples of strengths are, leading, planning, scheduling, organizing, presenting, writing, technology, giving presentations, being sociable, creativity, courage, persistence, teamwork, training, teaching, and motivating people.
CliftonStrengths:	<p>Cliftonstrengths are four types of very specific strengths. Read the four types and list the one or more, that apply to you.</p> <ol style="list-style-type: none"> 1. Analytical. People talented in the Analytical theme search for reasons and causes. They can think about all the factors that might affect a situation. "Prove it. Show me why what you are claiming is true." In the face of this kind of questioning, some will find that their brilliant theories wither and die. For you, this is precisely the point. 2. Achiever. Every team has goals to achieve, work to accomplish and tasks to complete. These are people that make things happen, they can take an idea and make it a reality and they'll work tirelessly to accomplish the goal. They work hard and possess a great deal of stamina; they take immense satisfaction in being busy and productive. 3. Activator. Every team needs to communicate, both inside and outside the team, effective communication is essential to the team achieving its goals. These people take charge, speak up and make sure others are heard, they sell the teams ideas and persuade others. These people show team members how to reach a much broader audience and convince others to aid in accomplishing the teams' goals. These people make things happen by turning thoughts into action, they want to do things now, rather than simply talk about them. 4. Adaptability. Every team is nothing more than a group of unique individuals. A team's power comes from each person being empowered to use their distinctive talents and appreciate others'. High-performing teams rely on people with strong Relationship Building themes to bring individuals together and make the team greater than the sum of its parts. These people unite the team and galvanize it to achieve shared success. They are the bond that hold the team together. They prefer to go with the flow, and they tend to be "now" people who take things as they come and discover the future one day at a time.

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Questionnaire 3 – Diversity

To be completed by each team member.

Diversity	
Name:	Team members name.
Title:	Position title such as Infrastructure Manager, Sales Manager.
Age: (Diversity of identity)	Enter your age.
Gender: (Diversity of identity)	Enter your gender.
LGBTQIA: (Diversity of identity)	Enter your identity. (Straight, Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Asexual.)
Roles: (Diversity of specialization)	List the roles you carryout, record each role by its title, such as Change Advisory Board chair, Business Liaison Officer, Security Officer, Disaster Recovery Coordinator, Loan Quality Checker, Floor Fire Warden.
Ethnicity: (Diversity of background)	Enter your ethnic background.
Cognitive: (Diversity of thinking)	Enter any unique thinking styles. E.g.: Philosophic, religious, logical, rational, formal. Also enter any business areas or disciplines in which you have the most experience.
Leadership: (Diversity of experience)	Enter your supervisory, project management, management, general management, and leadership experience by entering position titles previously held.

Questionnaire 4 - Working Style

To be completed by each team member.

Working Style	✓ if applicable.
Team member name:	
Attitude: I possess a 'give it a go' approach to work.	
Gets things done: I am someone who gets a job done, and despite how busy I am I will complete it in the agreed timeframe.	
I possess gusto: I show great energy, enthusiasm, and enjoyment that is experienced by me taking part in an activity.	
I possess alacrity: I perform all tasks with speed and eagerness. I am curious and I am a good listener.	
Emails. I only send an email when its important, I only copy people who 'need to know'.	
I respect meeting protocols: I turn up on time and abide by meeting rules.	
Outlook: I am driven and career-oriented and exude positivity and care about others.	
Extrovert: I am talkative, sociable, action-oriented, enthusiastic, friendly, higher risk taker with an outgoing personality.	
Introvert: I am focused, observant, a lower risk-taker, I carry out a more detailed analysis of available information than my extrovert partners, I bring a conservatism and balance to decision making.	
Extraordinary: I pull my sleeves up when the going gets tough, I am self-motivated, and process driven.	
I ignore my job description: Well, not completely, but I think and act outside my job description or fixed roles. When I encounter	

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situations that require action, I act irrespective of my role or position.	
Eccentric: I am someone with a somewhat unusual personality, someone who is very comfortable in their own skin. I may seem odd at first, but pleasantly so. I tend to be very creative; a good debater and I make an excellent team member.	
Appraise others in public: I effortlessly appraise my fellow team members and I do it publicly.	
Self-motivated: I come to work firstly for its enjoyment, to satisfy my passion and secondly for pay. I am often possessed of an overwhelming need to be successful and work hard to achieve it.	
Process driven: Off my own back I work to make process better.	
Senior Management potential: I think about others first, I believe I am no better than anyone else, I am personable, non-judgmental and hold myself accountable.	

Questionnaire 5 - Belbin Team Roles

To be completed by each team member.

Belbin Team Roles	✓ if applicable.
Team members name.	Name here.
Shaper. Challenging, thrives on pressure, has the drive and courage to overcome obstacles. Enjoys directing attention to the setting of priorities and objectives to shape the way team effort is applied.	
Implementer. Disciplined, reliable, conservative, and efficient. Turns ideas into practical solutions and procedures.	
Completer-Finisher. Painstaking conscientious, anxious. Searches out errors and omissions. Delivers on time. Makes sure a sense of urgency is maintained and that the job in hand is completed effectively and efficiently.	
Co-ordinator. Mature, confident, a good chairperson. Clarifies goals promotes decision making, delegates well. Will recognise the team's strengths and weaknesses ensuring that they play to everyone's strengths and makes the most of the team's resources.	
Team Worker. Co-operative, mild, perceptive, and diplomatic. Listens, builds, averts friction. Supports others by improving communication between members, highlights and builds on others' strengths and underpinning of any shortcomings.	
Resource Investigator. Extrovert, enthusiastic, communicative. Explores opportunities, develops contacts. Relishes exploring investigating and reporting on resources, ideas or developments outside the group and is good at dealing with external forces and negotiation.	
Plant. Creative, imaginative, unorthodox. Solves difficult problems.	
Monitor-Evaluator. Sober, strategic, and discerning. Sees all options and judges accurately. Is an analyser of problems and evaluator of ideas and suggestions	
Specialist. Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply - puts forward ideas or new methods or applications and looks for possible breakthroughs to problems.	

Team Evaluation Table

1. Collect all five Questionnaires from each team member, review each one and mark up with any comments.

2. Next, complete the Team Evaluation Table shown below. This amalgamates all the team member Questionnaire responses into one table so that you can see a team view.
 - For each team member assign a ✓ or a X against each item.
 - Use a ✓ when the answer is YES, or the item applies to the team member.
 - Use a X when the answer is NO, or this item does not apply to the team member.

3. When you have completed the Team Evaluation Table, take some time to reflect on what the information in the table is telling you about your team members and your team. For each team member, write out what Management Actions you need to take.

Team Evaluation Table.

Manager to complete based on Questionnaire responses.

Team Evaluation Table	Initials	Initials	Initials	Initials	Initials	Initials
High-Performance Leadership Outcomes						
Is responding well to Engagement practices (Weekly Check-Ins and Quarterly Mentoring.)	✓	X				
Is responding well to Psychological Safety (Team Communication, Speaking their mind and Team Rules.)						
Position Attributes						
Is a candidate for extra roles?						

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Position accountabilities are complete, and correct?						
Has a strong, complimentary skillset.						
Needs formal skills training. (Arrange formal training for skills the team member already has.)						
Diversity						
Brings a lot of diversity to the team.						
Has good Role Diversity? (Has multiple roles.)						
Has good Identity Diversity (Sexual preference)						
Has Ethnic Diversity? (Background)						
Has good Cognitive Diversity? (Thinking styles, business areas or disciplines experience.)						
Has good Leadership Diversity. (Management experience.)						
Strengths						
Has good a good strengths profile.						
Strengths are or are not being fully used?						
Can match this team member to other team members based on shared strengths.						
Need to delegate work to capitalize on their strengths.						
Has good CliftonStrengths that can be capitalized on. (Analytical, Achiever, Activator, Adaptability.)						

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Working Style						
Possesses a 'give it a go' attitude?						
Gets things done?						
Possesses Gusto. (Shows great energy, enthusiasm, and enjoyment that is experienced by me taking part in an activity.)						
Possesses Alacrity. (Performs all tasks with speed and eagerness.)						
Emails. (Only sends on a need-to-know basis.)						
Respects Meeting Protocols. Turns up on time and abides by meeting rules.						
Outlook. (Is driven and career-oriented and exude positivity and care about others.)						
Is an Extrovert. (Talkative, sociable, action-oriented, enthusiastic, friendly, higher risk taker with an outgoing personality.)						
Is an Introvert. (Focused, observant, a lower risk-taker. Carries out a more detailed analysis of available information than extrovert partners, brings a conservatism and balance to decision making.)						
Extraordinary. (Pulls sleeves up when the going gets tough, appraises others in public, self-motivated and process driven.)						
Ignores Job Description. (Thinks and acts outside job description or fixed roles.)						

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Is Eccentric. (Someone with a somewhat unusual personality, someone who is very comfortable in their own skin, tends to be very creative; a good debater and makes an excellent team member.)						
Is Self-Motivated. (Comes to work firstly for its enjoyment, to satisfy a passion and secondly for pay.)						
Is Process Driven. (Works to make process better.)						
Is Senior Management potential. (Thinks about others first, believes is no better than anyone else, is personable, non-judgmental and holds themselves accountable.)						
Is Unprofessional. (Is not interested in becoming a professional.)						
Belbin Team Roles						
Shaper. (Challenging, thrives on pressure.)						
Implementer. (Disciplined, reliable, conservative.)						
Completer- Finisher. (Painstaking conscientious, anxious.)						
Co-Ordinator. (Mature, confident, a good chairperson.)						
Team Worker. (Co-operative, mild, perceptive.)						
Resource Investigator. (Extrovert, enthusiastic, communicative.)						
Plant. (Creative, imaginative, unorthodox.)						

Monitor-Evaluator. (Sober, strategic, and discerning.)						
Specialist. (Single-minded, self-starting, dedicated.)						
General Management						
Needs more encouragement.						
Needs more autonomy and empowerment.						
Requires firmer standards and instructions.						
Needs more task structure, that is more explanation of how to do a job.						
Needs more motivation.						

Management actions - putting the results into practice

1. Team composition.

Team composition is the starting point. The team needs to be kept small, but not too small and it's important that the structure of the organization doesn't dictate the team's membership. A small top team, fewer than six, is likely to result in poorer decisions because of a lack of diversity, and slower decision making because of a lack of bandwidth. A small team also hampers succession planning, as there are fewer people to choose from and arguably more internal competition. Research also suggests that the team's effectiveness starts to diminish if there are more than ten people on it - sub-teams start to form, encouraging divisive behaviour. Although a congenial, 'here for the team' face is presented in team meetings, outside of them there will likely be much more manoeuvring. Bigger teams also undermine ownership of group decisions, as there isn't time for everyone to be heard. A good management team size is six to eight.

Based on your team members roles and strengths, place team members in positions that help the team achieve quality success and your own goals. Analysis of the Questionnaires and the Team Evaluation Table is sometimes more qualitative than

quantifiable, any decisions you make are best based upon what your gut (intuition) tells you - this is in fact the best way to decide your responses.

Jim Collins (Good to Great) writes: "We expected that good-to-great leaders would begin by setting a new vision and strategy. We found instead that they first got the right people on the bus, the wrong people off the bus, and the right people in the right seats - and then they figured out where to drive it. The old adage 'People are your most important asset' turns out to be wrong. People are not your most important asset. The right people are."

2. Assigning work based on strengths.

This is perhaps the most important action you can take, that is, assigning work based on team member strengths. High-performing team members can successfully juggle multiple assignments. When assigning work to a team member or the team, it's important to be clear about the expected deliverables and due dates. This enables the team to accurately prioritize their workload, do the necessary planning, and execute the work efficiently. A strengths-based approach to managing is also the single best method of improving the team member-manager relationship.

High-performance managers do not command; they inspire and encourage by tapping into the strengths, knowledge, and skills of their team members, managing them to make commitments to achieve results.

Managing your team as individuals according to their strengths is the secret of high-performance leadership and teams. When you have team members in roles that fit their strengths and passion, this fuels performance and inspires the same from their colleagues. A strengths-based team culture is one in which team members learn their roles faster, produce significantly better work, stay with their company longer and are more engaged. Adding team member engagement and psychological safety to strengths is the recipe for high-performance success.

Give team members the opportunity to do what they do best, based on their inherent strengths, their natural talents. When team members are aware of each other's strengths, they are better at understanding how each other thinks, feels, and acts. This awareness helps the team navigate issues and realize how they can work best together to accomplish goals and achieve objectives. Strengths-oriented team members know their talents and those of their co-workers, which helps them perform at increasingly higher levels.

In case of ordinary teams, the scope of the job for each team member is narrowly defined and importance is given to specialised skills or competencies. But the members of high-performance teams have multiple and complementary skills with a focus on broader goals which affect team and organisational growth. It means that

each team member knows what their role is. This helps them focus on what they need to do to bring the team closer to its larger goal. The second is that it makes it easier for you to assign work. It's about knowing what a team member is best at doing and giving them a job that aligns with their strengths. Indefinitely, it's the manager's job to provide the team member with work that fits their needs rather than giving them work that drains them.

Knowing team member strengths also gives managers an advantage in working with their team members. Those insights can help managers and team members achieve greater performance, more success, and higher engagement levels.

The ability to respond to changing priorities is an essential quality teams need to possess, but constantly changing course due to a lack of planning is wasteful, exhausting and makes it near impossible to keep up. When planning is sufficiently advanced or mature then changing organizational needs can be prioritized effectively, with teams able to function proactively, making reactivity the exception rather than the rule. Along with assigning work effectively, fostering a proactive approach will enable your team to consistently manage their work and deliver on their accountabilities. When managers help team members grow and develop through their strengths, they are more than twice as likely to have fully engaged team members. The most powerful benefit a manager can provide to team members is to place them in jobs that allow them to use the best of their natural talents, adding skills and knowledge to develop and apply their strengths, allowing them to professionally grow within their position.

3. Forming strength's partnerships.

Create opportunities for two team members who have the same strengths to work on tasks and projects together so that they can each do what they do best. As the pairs find better ways to work together, their insights about partnerships lead to enhanced trust and relationships across the whole team.

4. Sharing and hoarding talent.

One sure way to improve teamwork is to encourage talent sharing. Talent sharing, is about proactively moving star performers to new positions, or giving them additional roles. At minimum it means delegating challenging tasks that take the team member outside of their comfort zone and having mentoring conversations about their growth and development. The most effective way to do talent sharing is to change the management position of a team member, giving them a management job that they

have no prior experience or knowledge of. If you really have star talent and want to retain them, change their management positions at least every 12 to 24 months.

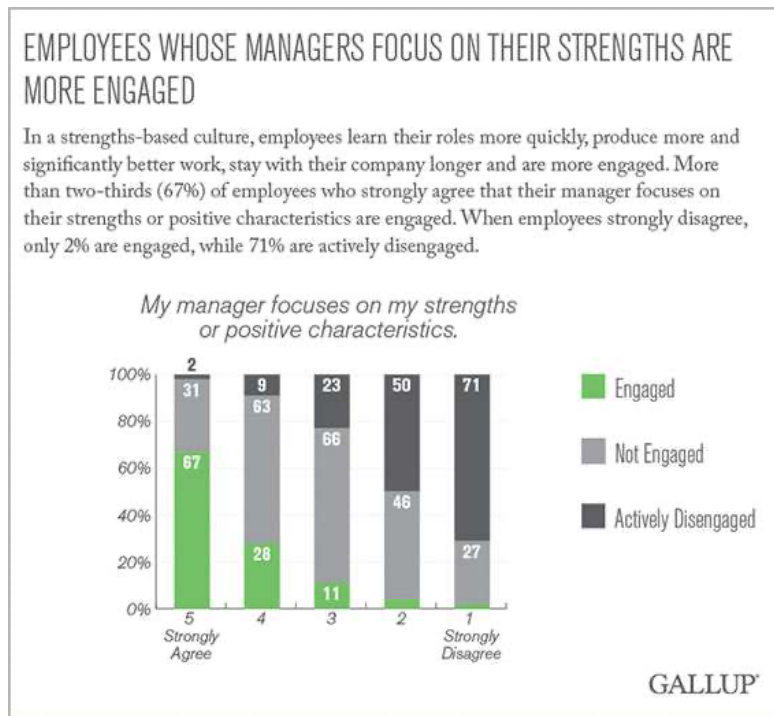
Talent hoarding is when your star performers are being left without developmental opportunities because they are consistently resourced to the same people or projects. The personal priorities of some managers keep the best talent working for them, and when your best team members believe that the only way up is out, you have a serious retention issue on your hands.

5. Identifying underperforming team members and improve them.

A high performing team is only due to its team members. All team members need to equally pull their weight to accomplish the goals that are set. A poor performer can hurt the team dynamics and eventually bring loss to a business. If you have team members who you believe are not or will not make the grade - act immediately by reassigning them or managing them out. There are a few ways to identify poor performance and fix it:

- Assess a team members performance after the implementation of Psychological Safety (Team Communications, Speaking their mind and Team Rules.) and then use Engagement practices (Weekly Check-Ins and Quarterly Mentoring.) to manage them.
- Assess each team members performance through work reports, performance metrics, records, and your own experience with the team member to know where there is the weak point.
- Interact with the team member to know where they are lagging and give advice on how they can improve by giving feedback.
- Keep a record of the progress of the tasks they perform. If the numbers do not meet the standards set, instruct, and guide them to accomplish it.
- Encourage team members to push their limits to meet their goals.
- Take team member concerns and issues into consideration.
- Provide extra training sessions and knowledge if required that will improve team member performance.

You should also consider if a team members performance is poor due to the team culture that existed before high-performance leadership practices were introduced. If you suspect that this is the case, it is recommended that wait until the high-performance team training is completed and then assess their performance after.



6. Management actions.

Looking at the Team Evaluation Table, decide on what management actions you need to take. Make a note against each team member for discussion. Example management actions:

- Change the team composition.
- Create opportunities for two team members who have the same strengths to work on a task or project together so that they can each do what they do best.
- Use a strengths-based approach to help set and manage your expectations.
- Ensure that all team members know and appreciate their unique strengths and contributions.
- Plan projects around the collective strengths of your team.
- Provide work that fits each team members needs rather than giving them work that drains them.
- Act on talent sharing and talent hoarding.
- Identify underperforming team members and create an action plan.
- Recognise that team members have individual differences in terms of needs and desires, accept that these differences (e.g., some team members require more encouragement, some more autonomy, others

firmer standards, and still others more task structure) effect the tasks that you delegate.

- Understand each team members preferred working style as this is an area to focus on in terms of achieving high engagement and job satisfaction.
- Requires firmer standards and directions as to how to do work.
- Needs more encouragement and motivation.
- Needs more autonomy and empowerment.

Team Member Review

1. Next hold a review session with each team member to discuss the team members Questionnaire responses and your Team Evaluation Table entries. Also discuss the Management Actions you are proposing to take.

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2. To conclude the review session, ask each team member the following questions.
 - What gives them energy and what drains their energy.
 - Are their strengths being utilized.
 - How can they best contribute to the team?
 - Do they feel accountable for the entire team's success, not just their own?
 - Do they have the energy to persevere if the going gets tough?
 - Are they good role models?
 - Do they feel that everyone in the team pulls their weight?

When you ask these questions, team members often realize how they've allowed themselves to be held hostage by team members who are not real team players, how they've become overly inclusive to avoid conflict, or how they've been saddled with team members who once were good enough but now don't make the grade. Be prepared to discuss these types of issues.

3. After the review session, have each team member prepare an updated version of their Questionnaire responses as applicable in preparation for presentation to the team and then you should prepare an updated version of the Team Evaluation Table as required.
4. Arrange a team Questionnaires Workshop for team members to present and discuss their Questionnaire responses. This allows team members to be clear as to who has what responsibilities, accountabilities, roles, skills and so on. This helps the team to better understand each other, what everyone brings to the team, its professional makeup, its capabilities, and its potential.

Summary

1. **Team member evaluation.** - Being a high-performance leader means managing a team of enthusiastic professionals as against just a good team. To be truly successful you need to have a genuine willingness to learn about and know your team. As a manager in an organisation who wants to develop teamwork, especially high-performance teamwork, you must have a good understanding of what makes your people tick, evaluating them, spending time with them, talking to them, in this way you come to accept who they are, understand what they care for individually, what their work needs are and how you can satisfy them to achieve highest possible performance.
2. **Team member evaluation process.** - The manager distributes five team member Questionnaires covering different team member characteristics. Position Attributes, Strengths, Diversity, Working Style, and Belbin Team Roles. The manager collects the completed Questionnaires, reviews each one and adds any comments. The manager then completes the Team Evaluation Table, amalgamating all the team member responses, providing a team view. A list of Management Actions is also produced.
3. **Review session.** - Next the manager holds a review session with each team member to discuss the team members Questionnaire responses and the managers Team Evaluation Table.
4. **Management Actions.** - Are discussed with the team member.
5. **Management actions** - putting the results into practice. - Team composition, assigning work based on strengths. Forming strength's partnerships, Sharing, and hoarding talent. Identifying underperforming team members and improve them.
6. **Team Member Review.** - A review session with each team member to discuss the team members Questionnaire responses and your Team Evaluation Table entries. Also discussed are the Management Actions you are proposing to take.
7. **Questionnaires Workshop.** - Is now arranged for team members to present and discuss their Questionnaire responses.

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