

WORKSHEET 6.1

Team Leader Self-Assessment

Note

Please keep in mind that the results from this inventory will be helpful to you only to the extent that they are an accurate reflection of your actual team leader behavior. Therefore, it is to your benefit to respond as candidly as possible.

Instructions

- The inventory consists of 36 statements which describe a team leader's behavior with his or her team members.
- Carefully read the first statement. Keeping in mind your own approach to leading a team, indicate how often you engage in the behavior along a continuum from *Never* to *Always*.
- Place an X in the circle that corresponds to your choice for each statement. Place an X in only one circle per statement. You must make a choice for all 36 statements in order for the assessment to be scored accurately.
- Make your choices based on how you actually behave, not on how you think you should behave.

STEP
6

Developed by Kenneth R. Phillips, Founder and President, Phillips Associates, Grayslake, Illinois.

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| | SKILL ASSESSMENT | | | | |
|--|------------------|---|---|---|--------|
| | NEVER | | | | ALWAYS |
| 1. During team discussions, I like to have both myself and the other team member(s) take charge. | ① | ② | ③ | ④ | ⑤ |
| 2. I strive to develop group cohesiveness. | ① | ② | ③ | ④ | ⑤ |
| 3. I strive to create an atmosphere where team members respect one another and enjoy working together. | ① | ② | ③ | ④ | ⑤ |
| 4. I establish specific, measurable team goals and ensure that each team member understands the reasons for having the goals. | ① | ② | ③ | ④ | ⑤ |
| 5. I make an effort to get to know all the members of my team as individuals and not just team members. | ① | ② | ③ | ④ | ⑤ |
| 6. I make a point to inform my manager and other company executives about what is happening with the team and any successes we've had. | ① | ② | ③ | ④ | ⑤ |
| 7. I strive to create an atmosphere where team members keep commitments and consistently do what they agree to. | ① | ② | ③ | ④ | ⑤ |
| 8. I recognize that diversity in thoughts and culture strengthen the team and I look for ways to take advantage of these during team meetings and discussions. | ① | ② | ③ | ④ | ⑤ |
| 9. When differences arise during team meetings, I try to get the opposing team members to understand and state the points of view of the other. | ① | ② | ③ | ④ | ⑤ |
| 10. I strive to create an atmosphere of open, two-way communication between myself and the other team members. | ① | ② | ③ | ④ | ⑤ |

| | | SKILL ASSESSMENT | | | | |
|-----|---|------------------|---|---|---|--------|
| | | NEVER | | | | ALWAYS |
| 11. | When a problem is identified, I share equally with the team in solving it. | ① | ② | ③ | ④ | ⑤ |
| 12. | I strive to create an atmosphere where team members recognize and praise each other for their specific accomplishments. | ① | ② | ③ | ④ | ⑤ |
| 13. | I include team members in the setting of team goals and milestones in order to create a feeling of commitment and ownership. | ① | ② | ③ | ④ | ⑤ |
| 14. | I strive to develop a positive and supportive relationship with each member of the team. | ① | ② | ③ | ④ | ⑤ |
| 15. | When team accomplishments are recognized by upper management, I make sure the entire team is recognized and not just selected individuals. | ① | ② | ③ | ④ | ⑤ |
| 16. | I provide regular feedback to each team member to reinforce things they've done well and correct things that need improvement. | ① | ② | ③ | ④ | ⑤ |
| 17. | During team discussions, I make sure every team member has an opportunity to state his or her point of view and have it listened to and considered, even if it differs from the norm. | ① | ② | ③ | ④ | ⑤ |
| 18. | When differences arise during team meetings, I try to keep communication open, candid, and unguarded between the opposing team members. | ① | ② | ③ | ④ | ⑤ |

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| | | SKILL ASSESSMENT | | | | |
|-----|---|------------------|---|---|--------|---|
| | | NEVER | | | ALWAYS | |
| 19. | During team discussions, I ensure that team member ideas are respected and listened to without interruption. | ① | ② | ③ | ④ | ⑤ |
| 20. | When solving problems, I encourage the team to use a systematic, no-blame approach to problem solving and decision-making. | ① | ② | ③ | ④ | ⑤ |
| 21. | I strive to create an atmosphere where team members recognize that they need one another's knowledge, skills, and abilities to successfully complete team tasks. | ① | ② | ③ | ④ | ⑤ |
| 22. | I formally and informally demonstrate a strong professional commitment to achieving our team goals. | ① | ② | ③ | ④ | ⑤ |
| 23. | I make it known that I'm available to help if any team members encounter difficulties accomplishing a task. | ① | ② | ③ | ④ | ⑤ |
| 24. | I keep my manager informed on the status of team projects and what additional resources (time, money, equipment, support), if any, are needed to complete the projects. | ① | ② | ③ | ④ | ⑤ |
| 25. | I provide regular feedback to each team member to ensure that they understand what standards of behavior and performance are and are not acceptable. | ① | ② | ③ | ④ | ⑤ |
| 26. | If any team members make remarks or jokes that could be perceived as derogatory or offensive, I intervene and point out that such behavior is unacceptable. | ① | ② | ③ | ④ | ⑤ |

| | | SKILL ASSESSMENT | | | | |
|-----|--|------------------|---|---|---|--------|
| | | NEVER | | | | ALWAYS |
| 27. | When differences arise during team discussions, I strive to help the opposing team members discover and state explicitly the common interest and goals that they share. | ① | ② | ③ | ④ | ⑤ |
| 28. | During team discussions, I acknowledge each team member's point of view and ask questions to get more information. | ① | ② | ③ | ④ | ⑤ |
| 29. | I strive to create a team atmosphere where timely decision-making without procrastination and an appropriate bias toward action are the norm. | ① | ② | ③ | ④ | ⑤ |
| 30. | I strive to create an atmosphere where team members are helpful and supportive of one another. | ① | ② | ③ | ④ | ⑤ |
| 31. | I encourage all team members to feel proud each time the team achieves one of its goals. | ① | ② | ③ | ④ | ⑤ |
| 32. | I keep my promises and respond promptly and willingly to team member requests. | ① | ② | ③ | ④ | ⑤ |
| 33. | I am sensitive to the many pressures faced by upper management and use this perspective to try and help my team understand why management makes some of the decisions they do. | ① | ② | ③ | ④ | ⑤ |
| 34. | I strive to create an atmosphere where team members willingly face up to their mistakes and accept responsibility for what happened. | ① | ② | ③ | ④ | ⑤ |

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SKILL ASSESSMENT
NEVER **ALWAYS**

| | | | | | |
|--|---|---|---|---|---|
| <p>35. During team meetings, I stress the importance of valuing team member differences and how these are important to team success.</p> | ① | ② | ③ | ④ | ⑤ |
| <p>36. During discussions of differences, I try to get the opposing team members to focus on joint problem solving and identify solutions that are satisfactory to both parties.</p> | ① | ② | ③ | ④ | ⑤ |

STEP

6

WORKSHEET 6.1

Your Skill Scores

Instructions

- Listed below are the nine dimensions associated with being an effective team member. Numbers to the right represent statements from the assessment. Refer back to statement number one and in the box labeled "1" below, enter the numerical value of the response you chose for that statement. For example, let's say that for statement one you marked a "3." In this case, you would enter 3 in the box labeled "1" below.
- Total the numerical values on each dimension to obtain your skill effectiveness scores.
- After finding your skill effectiveness scores on each dimension, total your scores to determine your Overall Effectiveness.

| Dimensions | Statements | Skill Effectiveness |
|-------------------------------------|--|---------------------|
| Opening and Clear Communication | 1 <input type="text"/> + 10 <input type="text"/> + 19 <input type="text"/> + 28 <input type="text"/> | = _____ |
| Problem Solving and Decision-Making | 2 <input type="text"/> + 11 <input type="text"/> + 20 <input type="text"/> + 29 <input type="text"/> | = _____ |
| Cooperative Relationships | 3 <input type="text"/> + 12 <input type="text"/> + 21 <input type="text"/> + 30 <input type="text"/> | = _____ |
| Goal Oriented | 4 <input type="text"/> + 13 <input type="text"/> + 22 <input type="text"/> + 31 <input type="text"/> | = _____ |
| Trust | 5 <input type="text"/> + 14 <input type="text"/> + 23 <input type="text"/> + 32 <input type="text"/> | = _____ |
| Relationship With Management | 6 <input type="text"/> + 15 <input type="text"/> + 24 <input type="text"/> + 33 <input type="text"/> | = _____ |
| Accountability | 7 <input type="text"/> + 16 <input type="text"/> + 25 <input type="text"/> + 34 <input type="text"/> | = _____ |
| Cross Cultural Sensitivity | 8 <input type="text"/> + 17 <input type="text"/> + 26 <input type="text"/> + 35 <input type="text"/> | = _____ |
| Managing Conflict | 9 <input type="text"/> + 18 <input type="text"/> + 27 <input type="text"/> + 36 <input type="text"/> | = _____ |

Add the skill effectiveness scores for each dimension to get your Overall Effectiveness score. _____

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WORKSHEET 6.1

Your Skill Scores

What Your Scores Mean

The Team Leader Self Assessment is designed to assess your use of the skills and behaviors that are essential to effectively leading a team.

Your overall effectiveness score will give you a general picture of how well you use these skills and behaviors. This score will range between 180 (most effective) and 36 (least effective).

Your skill effectiveness scores will indicate how well you perform the nine dimensions associated with effectively leading a team. Each of these scores will range between 20 (most effective) and 4 (least effective).

The Effectiveness Score ranges chart below will help you interpret more accurately your overall and skill effectiveness scores. The chart categorizes all effectiveness scores into the ranges of "Strength," "Competent" and "Development Need." Locate your scores on the chart and circle the range of numbers within which each of your scores falls. The Overall Effectiveness column of the chart will help you better interpret your overall effectiveness scores. The Skill Effectiveness columns of the chart are designed to help you gain a more accurate picture of your strengths and development needs on each of the nine dimensions critical to leading effective teams.

Take a moment to notice whether your scores fall above or below competent. If you have scores that fall into the "Strength" category either overall or on any of the nine team leader dimensions, congratulations! These scores show that you use the skills and behaviors in these areas significantly more effectively than average.

On the other hand, if you have scores in either the "Competent" or "Development Need" categories, these identify areas where there is room for improvement, with scores in the "Development Need" category having the highest priority.

Effectiveness Score Ranges

| | Open and Clear Communication | Problem Solving and Decision Making | Cooperative Relationships | Goal Oriented | Trust | Relationship with Management | Accountability | Cross Cultural Sensitivity | Managing Conflict | Overall Effectiveness |
|-------------------------|------------------------------|-------------------------------------|---------------------------|---------------|-------|------------------------------|----------------|----------------------------|-------------------|-----------------------|
| Strength | 16-20 | 16-20 | 16-20 | 16-20 | 16-20 | 16-20 | 16-20 | 16-20 | 16-20 | 144-180 |
| Competent | 11-15 | 11-15 | 11-15 | 11-15 | 11-15 | 11-15 | 11-15 | 11-15 | 11-15 | 91-143 |
| Development Need | 4-10 | 4-10 | 4-10 | 4-10 | 4-10 | 4-10 | 4-10 | 4-10 | 4-10 | 36-90 |

WORKSHEET 6.2

Team Member Self-Assessment

Note

Please keep in mind that the results from this inventory will be helpful to you only to the extent that they are an accurate reflection of your actual team member behavior. Therefore, it is to your benefit to respond as candidly as possible.

Instructions

- The inventory consists of 36 statements that describe a team member's behavior with his or her team.
- Carefully read the first statement. Keeping in mind your own team member behavior, indicate how often you engage in the behavior along a continuum from *Never* to *Always*.
- Place an X in the circle that corresponds to your choice for each statement. Place an X in only one circle per statement. You must make a choice for all 36 statements in order for the assessment to be scored accurately.
- Make your choices based on how you actually behave, not on how you think you should behave.

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| | SKILL ASSESSMENT | | | | |
|---|------------------|---|---|---|--------|
| | NEVER | | | | ALWAYS |
| 1. During team discussions, I like to have both myself and the other team members take charge. | ① | ② | ③ | ④ | ⑤ |
| 2. When solving problems, I avoid "knee-jerk" reactions and help the team find the root cause of the problem before taking action. | ① | ② | ③ | ④ | ⑤ |
| 3. I help create an atmosphere where all team members respect one another and enjoy working together. | ① | ② | ③ | ④ | ⑤ |
| 4. I help my fellow team members understand the reasons for having the goals we do. | ① | ② | ③ | ④ | ⑤ |
| 5. I make an effort to get to know all my fellow team members as individuals. | ① | ② | ③ | ④ | ⑤ |
| 6. I make a point to keep my team leader informed about what is happening with the team and any successes we've had. | ① | ② | ③ | ④ | ⑤ |
| 7. When working on team tasks, I strive to keep my commitments and consistently do what I've agreed to. | ① | ② | ③ | ④ | ⑤ |
| 8. I respect and effectively use the differences in style, culture, and competence of all the members of our team. | ① | ② | ③ | ④ | ⑤ |
| 9. When differences arise during team meetings, I try to get the opposing team members to understand and state the points of view of the other. | ① | ② | ③ | ④ | ⑤ |
| 10. I strive to create an atmosphere of open, two-way communication between myself and my fellow team members. | ① | ② | ③ | ④ | ⑤ |

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| | | SKILL ASSESSMENT | | | | |
|-----|--|------------------|---|---|---|--------|
| | | NEVER | | | | ALWAYS |
| 11. | When a problem is identified, I share equally with my fellow team members in solving it. | ① | ② | ③ | ④ | ⑤ |
| 12. | I help create an atmosphere where all team members recognize and praise one another for their specific accomplishments. | ① | ② | ③ | ④ | ⑤ |
| 13. | I help in the setting of team goals and milestones in order to create a feeling of commitment and ownership. | ① | ② | ③ | ④ | ⑤ |
| 14. | I strive to develop a positive and supportive relationship with all my fellow team members. | ① | ② | ③ | ④ | ⑤ |
| 15. | When team accomplishments are recognized, I make sure the entire team is recognized and not just selected individuals. | ① | ② | ③ | ④ | ⑤ |
| 16. | I provide regular feedback to my fellow team members to reinforce things they've done well and point out things that need improvement. | ① | ② | ③ | ④ | ⑤ |
| 17. | During team discussions, I help ensure that every team member has an opportunity to state his or her point of view and have it listened to and considered, even if it differs from the norm. | ① | ② | ③ | ④ | ⑤ |
| 18. | When differences arise during team meetings, I try to keep communication open, candid, and unguarded between the opposing team members. | ① | ② | ③ | ④ | ⑤ |
| 19. | During team discussions, I respect the ideas offered by my fellow team members and listen to them without interruption. | ① | ② | ③ | ④ | ⑤ |

| | | SKILL ASSESSMENT | | | | |
|-----|---|------------------|---|---|---|--------|
| | | NEVER | | | | ALWAYS |
| 20. | When solving team problems, I use a systematic, no-blame approach to problem solving and decision-making. | ① | ② | ③ | ④ | ⑤ |
| 21. | I help create an atmosphere where all team members recognize that they need one another's knowledge, skills, and abilities to successfully complete team tasks. | ① | ② | ③ | ④ | ⑤ |
| 22. | I formally and informally demonstrate a strong professional commitment to achieving our team goals. | ① | ② | ③ | ④ | ⑤ |
| 23. | I make it known that I'm available to help if any of my fellow team members encounter difficulties accomplishing a task. | ① | ② | ③ | ④ | ⑤ |
| 24. | I keep my team leader informed on the status of team projects and what additional resources (time, money, equipment, support), if any, are needed to complete the projects. | ① | ② | ③ | ④ | ⑤ |
| 25. | I provide regular feedback to my fellow team members to help them understand what standards of behavior and performance are and are not acceptable. | ① | ② | ③ | ④ | ⑤ |
| 26. | During team discussions, I refuse to participate in any conversations that may be perceived by my fellow team members as derogatory or offensive. | ① | ② | ③ | ④ | ⑤ |
| 27. | When differences arise during team discussions, I help the opposing team members discover and state explicitly the common interest and goals that they share. | ① | ② | ③ | ④ | ⑤ |

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| | | SKILL ASSESSMENT | | | | |
|-----|---|------------------|---|---|---|--------|
| | | NEVER | | | | ALWAYS |
| 28. | During team discussions, I acknowledge each team member's point of view and ask questions to get more information. | ① | ② | ③ | ④ | ⑤ |
| 29. | When solving team problems, I use an approach marked by timely decision-making without procrastination and an appropriate bias toward action. | ① | ② | ③ | ④ | ⑤ |
| 30. | I help create an atmosphere where all team members are helpful and supportive of one another. | ① | ② | ③ | ④ | ⑤ |
| 31. | I encourage my fellow team members to feel proud each time we achieve one of our goals. | ① | ② | ③ | ④ | ⑤ |
| 32. | I keep my promises and respond promptly and willingly to requests from my fellow team members. | ① | ② | ③ | ④ | ⑤ |
| 33. | I am sensitive to the many pressures faced by upper management and use this perspective to help my fellow team members understand why management makes some of the decisions they do. | ① | ② | ③ | ④ | ⑤ |
| 34. | When working on team tasks, I willingly face up to my mistakes and accept responsibility for what happened. | ① | ② | ③ | ④ | ⑤ |
| 35. | If another team member makes a remark or joke that could be perceived as derogatory or offensive, I intervene and point out that such behavior is not appropriate. | ① | ② | ③ | ④ | ⑤ |
| 36. | During discussions of differences, I help the opposing team members focus on joint problem solving and identify solutions that are satisfactory to both parties. | ① | ② | ③ | ④ | ⑤ |

WORKSHEET 6.2

Your Skill Scores

Instructions

- Listed below are the nine dimensions associated with effective team leadership. Numbers to the right represent statements from the assessment. Refer back to statement number one and in the box labeled "1" below, enter the numerical value of the response you chose for that statement. For example, let's say that for statement one you marked a "3." In this case, you would enter a 3 in the box labeled "1" below.
- Total the numerical values on each dimension to obtain your skill effectiveness scores.
- After finding your skill effectiveness scores on each dimension, total your scores to determine your Overall Effectiveness.

| Dimensions | Statements | Skill Effectiveness |
|-------------------------------------|--|---------------------|
| Opening and Clear Communication | 1 <input type="text"/> + 10 <input type="text"/> + 19 <input type="text"/> + 28 <input type="text"/> | = _____ |
| Problem Solving and Decision-Making | 2 <input type="text"/> + 11 <input type="text"/> + 20 <input type="text"/> + 29 <input type="text"/> | = _____ |
| Cooperative Relationships | 3 <input type="text"/> + 12 <input type="text"/> + 21 <input type="text"/> + 30 <input type="text"/> | = _____ |
| Goal Oriented | 4 <input type="text"/> + 13 <input type="text"/> + 22 <input type="text"/> + 31 <input type="text"/> | = _____ |
| Trust | 5 <input type="text"/> + 14 <input type="text"/> + 23 <input type="text"/> + 32 <input type="text"/> | = _____ |
| Relationship With Management | 6 <input type="text"/> + 15 <input type="text"/> + 24 <input type="text"/> + 33 <input type="text"/> | = _____ |
| Accountability | 7 <input type="text"/> + 16 <input type="text"/> + 25 <input type="text"/> + 34 <input type="text"/> | = _____ |
| Cross Cultural Sensitivity | 8 <input type="text"/> + 17 <input type="text"/> + 26 <input type="text"/> + 35 <input type="text"/> | = _____ |
| Managing Conflict | 9 <input type="text"/> + 18 <input type="text"/> + 27 <input type="text"/> + 36 <input type="text"/> | = _____ |

Add the skill effectiveness scores for each dimension to get your Overall Effectiveness score. _____

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STEP
6

WORKSHEET 6.2

Your Skill Scores

What Your Scores Mean

The Team Member Self-Assessment is designed to assess your use of the skills and behaviors that are essential to effectively working on a team.

Your overall effectiveness score will give you a general picture of how well you use these skills and behaviors. This score will range between 180 (most effective) and 36 (least effective).

Your skill effectiveness scores will indicate how well you perform each of the nine dimensions associated with effectively working on a team. Each of these scores will range between 20 (most effective) and 4 (least effective).

The Effectiveness Score ranges chart below will help you interpret more accurately your overall and skill effectiveness scores. The chart categorizes all effectiveness scores into the ranges of “Strength,” “Competent” and “Development Need.” Locate your scores on the chart and circle the range of numbers within which each of your scores falls. The Overall Effectiveness column of the chart will help you better interpret your overall effectiveness score. The Skill Effectiveness columns of the chart are designed to help you gain a more accurate picture of your strengths and development needs on each of the nine dimensions critical to effectively working on a team.

Take a moment to notice whether your scores fall above or below “Competent.” If you have scores that fall into the “Strength” category either overall or on any of the nine dimensions, congratulations! These scores show that you use the skills and behaviors in these areas significantly more effectively than average.

On the other hand, if you have scores in either the “Competent” or “Development Need” categories, these identify areas where there is room for improvement, with scores in the “Development Need” category having the highest priority.

Effectiveness Score Ranges

| | Open and Clear Communication | Problem Solving and Decision Making | Cooperative Relationships | Goal Oriented | Trust | Relationship with Management | Accountability | Cross Cultural Sensitivity | Managing Conflict | Overall Effectiveness |
|-------------------------|------------------------------|-------------------------------------|---------------------------|---------------|-------|------------------------------|----------------|----------------------------|-------------------|-----------------------|
| Strength | 16-20 | 16-20 | 16-20 | 16-20 | 16-20 | 16-20 | 16-20 | 16-20 | 16-20 | 144-180 |
| Competent | 11-15 | 11-15 | 11-15 | 11-15 | 11-15 | 11-15 | 11-15 | 11-15 | 11-15 | 91-143 |
| Development Need | 4-10 | 4-10 | 4-10 | 4-10 | 4-10 | 4-10 | 4-10 | 4-10 | 4-10 | 36-90 |

WORKSHEET 6.3

ANALYZING YOUR SCORES

Instructions

- Refer back either to your Team Leader Self-Assessment or Team Member Self-Assessment Effectiveness Score Ranges chart.
- Note your highest and lowest scores.
- Think about your role either as a team leader or team member and answer the following questions.

Action Planning

1. What are your overall reactions to your scores?

2. Which results please you most?

3. How would you like to see your scores improved?

4. What steps can you take to improve your scores?

5. What obstacles might keep you from taking the steps listed above and how can you overcome them?
