

# The Team Iceberg

## Observable Results: "Team Performance" (above the surface)

### 7 Processes (TPI)

- Shared Purpose, Goals
- Balanced Structure & Skills
- Clear Working Approach
- Supportive Relationships
- Mutual Accountability
- Continuous Improvement Environment
- Personal and Team Development

### Outputs

- Work Products
- Product Costs
- Delivery Time
- Customer Satisfaction

## Underlying Causes (below the surface)

### Awareness of and Balance of Roles and Preferences (TMS)

- Tactician
- Strategist
- Facilitator
- Challenger

### Awareness of and Progression Through Stages of Group Development

**4. Performing** — Finally team members understand not only their own roles, strengths and weaknesses, but those of the other members of the team as well. They diagnose and solve their own problems and implement their own changes as necessary to keep the team running smoothly. Though they need to spend less time working on the team, they never forget that, like a well-oiled machine, it must be periodically tuned if it is not to run-down.

**3. Norming** — If team members continue to pay attention to their own processes as they work on tasks, they will develop and adhere to behavioural norms, ground rules, reducing destructive conflict & increasing cooperation.

**2. Storming** — The most difficult stage for most teams, (the reason some teams avoid it by staying comfortably but unsatisfactorily in Stage 1) occurs when members realize the task is different and more difficult than they imagined, and may become testy, blameful or overzealous. Impatient about the lack of progress, but still too inexperienced to know much about decision making, members argue about what approaches the team should take. They try to rely solely on their own personal and professional experience, resisting the need to collaborate with other team members.

**1. Forming** — When a team first comes together, members cautiously explore the boundaries of group behaviour. Like new swimmers, they stand by the edge of the pool, dabbling their toes in the water.

### Acquired Team Skills: Task Oriented

- Clarifying & Confirming
- Building Consensus
- Initiating
- Seeking Info, Opinions
- Giving Info, Opinions

### Acquired Team Skills: Interpersonal

- Relieving Tension
- Balanced Participation
- Collaboration
- Keeping Standards
- Seeking Commitment

## **Team Process Check**

Here's a quick tool that you and your team can use to assess how you are doing. This can be used for meetings, project teams or any other circumstance where a group needs to work together effectively.

1. Read over the seven criteria.
2. On a scale of 1-10, rate how well you believe the team is performing.
3. List things the team could do to be more effective in each category.
4. List things that you could do to help the team be more effective in each category

| <b>Criteria</b>  | <b>Rating<br/>1-10</b> | <b>Ideas for<br/>Improvement<br/>for the Team</b> | <b>Ideas for<br/>Improvement<br/>for Myself</b> |
|--|------------------------|---|---|
| <b>On Track</b>  |                        |   |   |
| Many digressions; get off-topic<br>1 2 3 4 5 6 7 8 9 10 <span style="float: right;">No digressions; stay on-topic</span>   |                        |   |   |
| <b>Participation</b>   |                        |   |   |
| A few key members dominating<br>and some members not<br>participating<br>1 2 3 4 5 6 7 8 9 10 <span style="float: right;">Everyone contributes and is<br/>involved</span>  |                        |   |   |
| <b>Listening</b>   |                        |   |   |
| More than one person talks at a<br>time; repetitions, interruptions and<br>side conversations<br>1 2 3 4 5 6 7 8 9 10 <span style="float: right;">One person talks at a time;<br/>clarifying and building of ideas</span>                      |                        |   |   |
| <b>Leadership</b>  |                        |   |   |
| No attempt to bring the team<br>back on-track and encourage<br>equal participation<br>1 2 3 4 5 6 7 8 9 10 <span style="float: right;">Team members intervene to keep<br/>the team on-track and actively<br/>manage equal participation</span> |                        |   |   |
| <b>Decision Quality</b>  |                        |   |   |
| Team decisions were inferior to<br>individual assessments<br>1 2 3 4 5 6 7 8 9 10 <span style="float: right;">Team expertise and decisions were<br/>superior to individual judgements</span>   |                        |   |   |
| <b>Candour</b>   |                        |   |   |
| Team members do not offer<br>opinions freely<br>1 2 3 4 5 6 7 8 9 10 <span style="float: right;">Team members spoke openly,<br/>"said what was on their mind"</span>   |                        |   |   |
| <b>Fun</b>   |                        |   |   |
| :( <span style="float: right;">:)</span><br>1 2 3 4 5 6 7 8 9 10   |                        |   |   |

