

IMPROVING INDIVIDUAL PERFORMANCE

| Team Members | Team Leaders | Results |
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| <i>Stage I – Start-Up (Here's What To Do!)</i> | | |
| <ul style="list-style-type: none"> ▪ Complain about poor performance of others but don't directly confront the specific person ▪ Do not effectively confront issues or resolve conflict | <ul style="list-style-type: none"> ▪ Individual performance standards are set and measured by TL ▪ TL does not address individuals consistently ▪ TL uses rules rather than principles to make decisions regarding performance | <ul style="list-style-type: none"> ▪ Performance issues are not addressed in a timely manner. May wait until a crisis occurs before issues are resolved. Minor issues become major issues ▪ Motivation is low because of inconsistency in performance expectations ▪ Team performance goals are often not achieved due to inconsistency in performance expectations |
| <i>Stage II – Pivotal (Here's Why You Do It!)</i> | | |
| <ul style="list-style-type: none"> ▪ Members undertake interpersonal skills training but do not use these skills in a consistent or timely manner. ▪ Members do not always use facts to support their views. ▪ Blame systems or others for their own inappropriate behaviours | <ul style="list-style-type: none"> ▪ Sets performance goals and monitors performance against those goals. ▪ Continues to provide the majority of feedback. ▪ Involves team in situations by sharing information ▪ Begins to use a principle-based approach to performance management | <ul style="list-style-type: none"> ▪ TMs do not always accept or act on the feedback they receive from other TMs. ▪ Rumours may occur because of timing in addressing issues ▪ TMs understand expectations and can identify inconsistent behaviours ▪ Team is uneasy in confronting as a group |
| <i>Stage III – Coordinating (Now Do It!)</i> | | |
| <ul style="list-style-type: none"> ▪ Address poor behaviour/performance in a consistent and timely manner ▪ Spend time developing the norms and principles by which they will operate as a team ▪ Set individual performance goals with TL assistance. ▪ Use the appropriate facts and interpersonal skills to confront and reward others on performance issues. ▪ Develop a process for evaluating individual performance | <ul style="list-style-type: none"> ▪ Available to coach TMs in handling difficult or unresolved performance improvement discussions. ▪ Coaches teams on confronting outside their boundaries ▪ Participates in and provides feedback and insights on individual evaluations | <ul style="list-style-type: none"> ▪ Performance Feedback is regular and ensures people are very clear of what is expected of them ▪ Following feedback, and with support from other TMs, individuals consistently work towards improving their performance. ▪ Team goals are not affected by individual TMs performance. ▪ Morale is high and people find it a great place to work |
| <i>Stage IV – Self-Reliant (Now Excel!)</i> | | |
| <ul style="list-style-type: none"> ▪ Performance issues are addressed in a timely manner by TMs. ▪ Able to make or support tough decisions (e.g denying pay increases, deselection etc). ▪ Individuals regularly undertake self-evaluation and solicit feedback to improve their own performance. ▪ Consistently achieve individual goals. ▪ Team works together on difficult situations ▪ Team coaches other teams in effectively addressing performance issues | <ul style="list-style-type: none"> ▪ Provides assistance if requested ▪ Coaches other teams and other TLs in providing feedback ▪ Assists team when requested ▪ Identifies new information technologies on providing feedback | <ul style="list-style-type: none"> ▪ Peer Reviews are seen only as a confirmation of previous 'real-time' feedback discussions. ▪ Team takes responsibility for improving the performance of each member ▪ Team has ownership in major issues ▪ The Team's focus is on performance enhancement. ▪ Team improves systems to manage poor performance. |