



PERILL LITE: DIAGNOSTICS FOR TEAMS

Originator Report & Detailed Analysis

Diagnostic Summary:

Prepared by:
Client name:
Team name:
No of participants:
Report Date

Lucy Clements
Sweet Dreams
Marketing Team
4
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Introduction

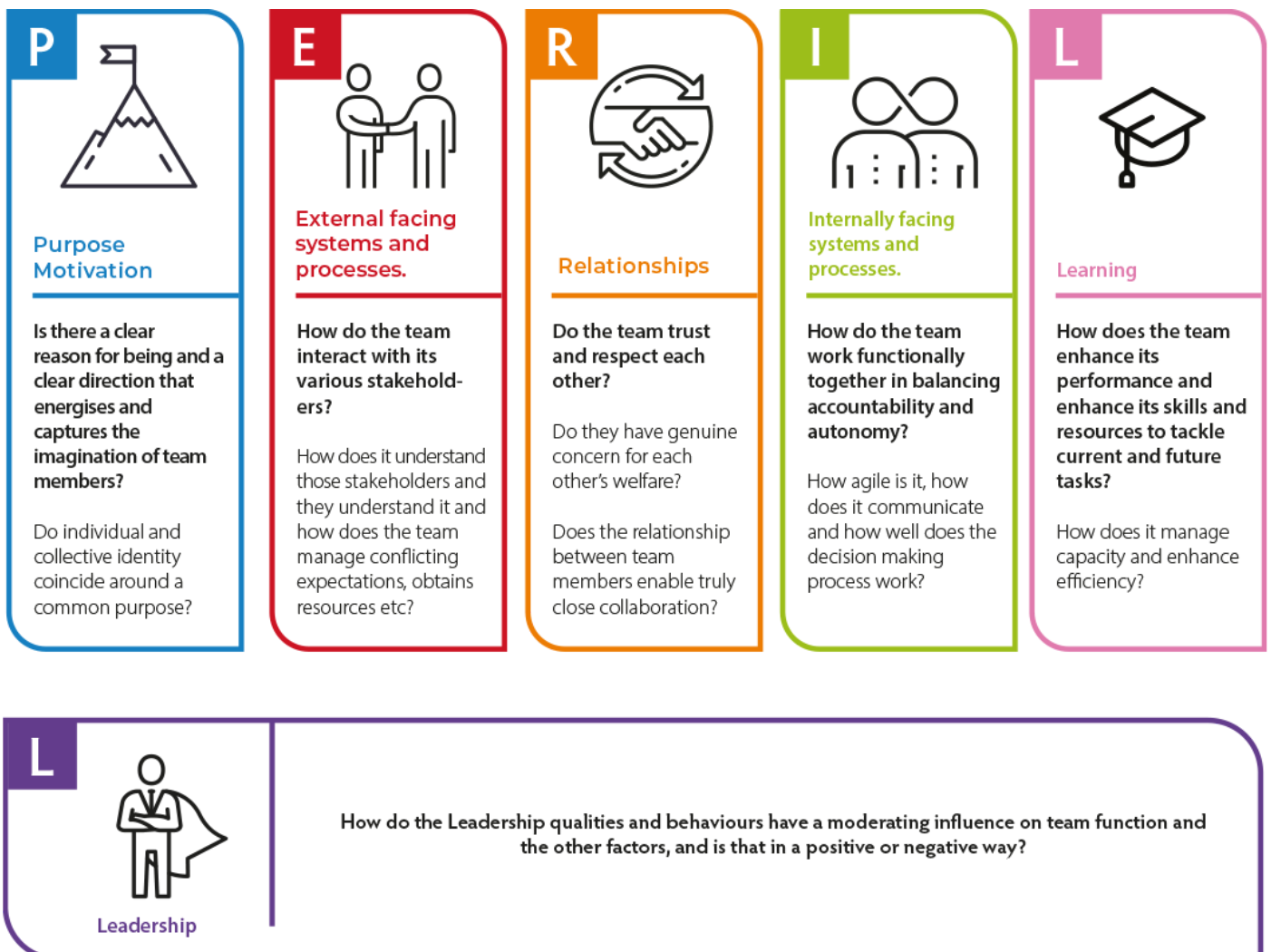
The PERILL® model was developed by Professor David Clutterbuck, pioneer of developmental mentoring, world leading coach and author on management thinking and team performance. The model applies complex, adaptive thinking to teams using the 6 PERILL pillars. These summarize the 6 key influencing factors that interact together to drive or hinder team performance.

The following report has extracted the scores supplied by the team members who participated in the PERILL LITE diagnostics questionnaire and has applied them to the PERILL model. PERILL LITE serves as an introduction into the PERILL model for Team Leaders and Team Coaches alike and this report offers a basic summary of high function and potential dysfunction for the team.

The purpose of the Team Leader Overview report is to support Team Leaders and Coaches in understanding strengths, issues and gaps or potential challenges and offer some suggestions to support the enhancement of team performance, reputation and collaboration, with the overarching aim of driving forward collective team performance.

The 6 Pillars Of PERILL

The PERILL diagnostic provides a sophisticated overview not of discrete problems, nor of simple strengths and weaknesses, but of the complexity of the team systems. It asks questions across 6 influencing factors (examples as outlined below) to draw out connections between elements of the team system, and how they might be impacting on the teams ability to function highly.



High/Low Performance Indicators

Highest Mean Scores

Lowest Mean Scores

Variance

(difference between the highest & lowest individual participant scores)

The leader's style is less managing people and more enabling them to manage themselves

30

We have and use both personal development plans and a team development plan.

8

We put team priorities ahead of our personal priorities and play to our strengths in the way we divide out work tasks

39

We have the right people in the team to achieve our goals with complementary strengths and weaknesses

26

We have strong, positive practices for learning from mistakes and setbacks

10

The leader's style is less managing people and more enabling them to manage themselves

37

The leader demonstrates that he or she cares about the team mission and purpose, and is a role model for the team values

25

We see each other as key learning resources and include learning goals on our regular team meeting agenda

11

We have the right people in the team to achieve our goals with complementary strengths and weaknesses

33

The leader invests substantial energy in making sure everyone understands individual and collective goals and the context surrounding them

25

We invite and seek challenge to our assumptions and ways of working, as we prefer to be ahead of change rather than behind it

12

I can rely on my team colleagues and we have high respect for each other.

23

The Leader shows courage and promotes the achievement and reputation of the team, rather than their own.

24

We relate the learning needs of the team to the evolving markets and business strategy

13

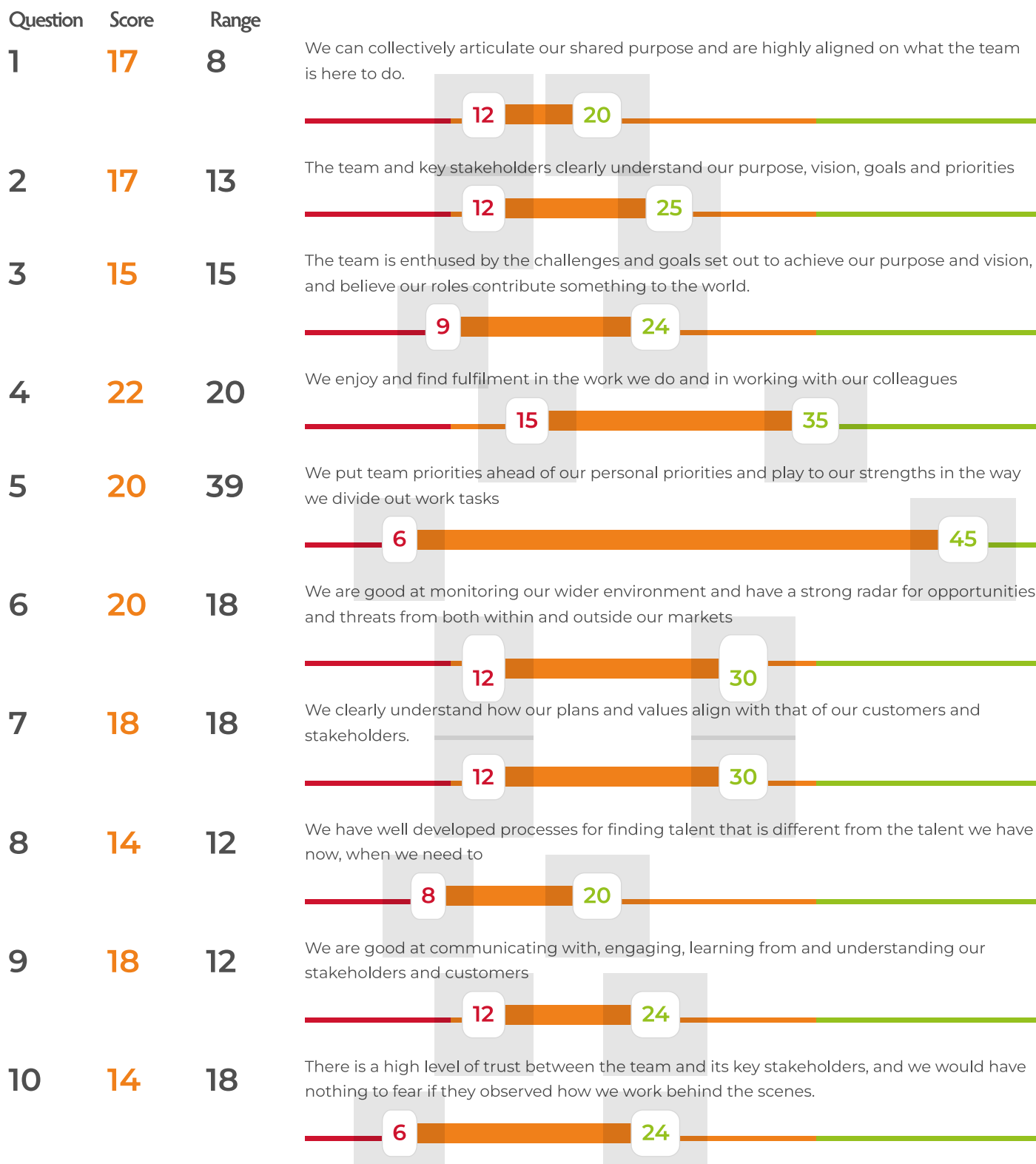
We enjoy and find fulfilment in the work we do and in working with our colleagues

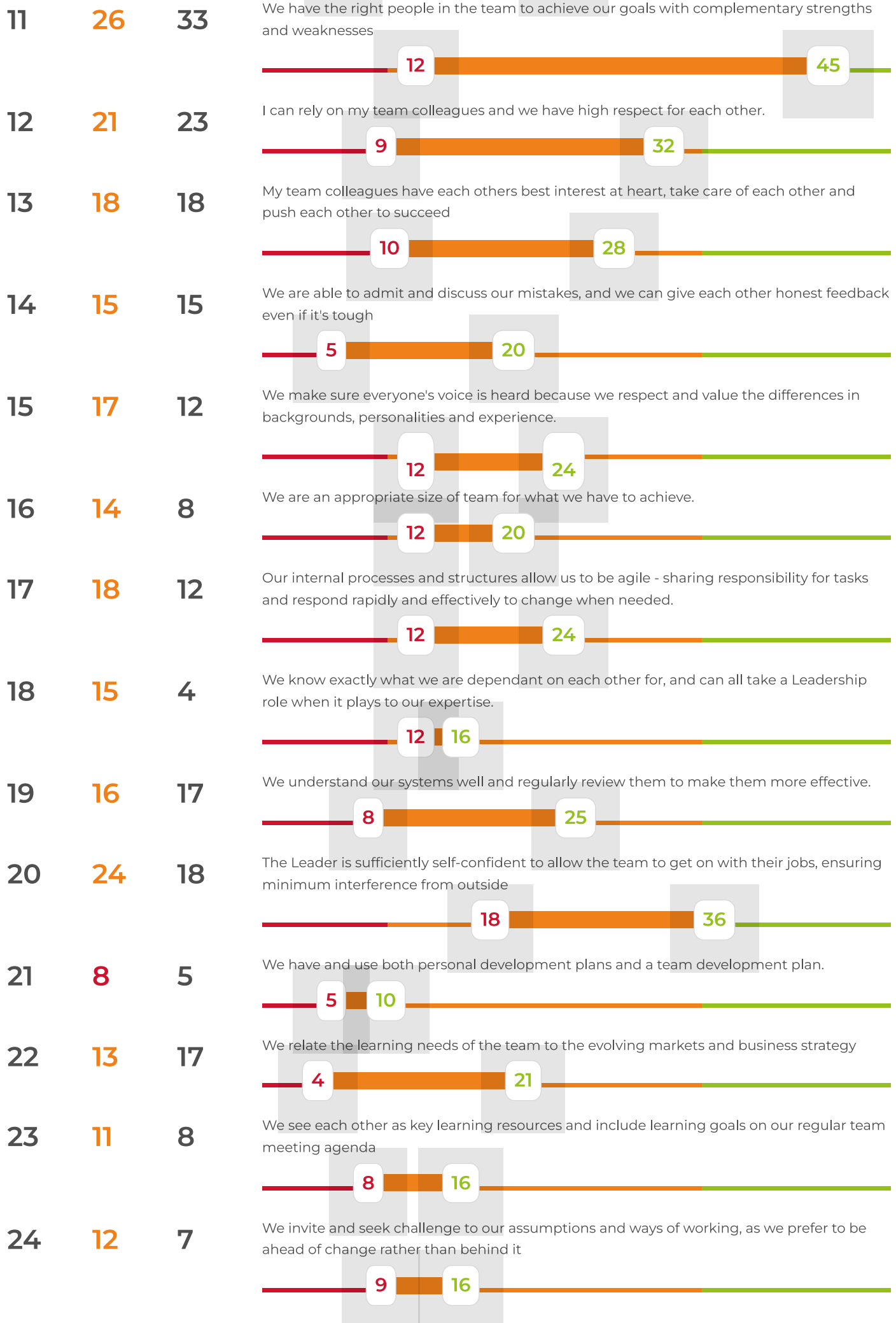
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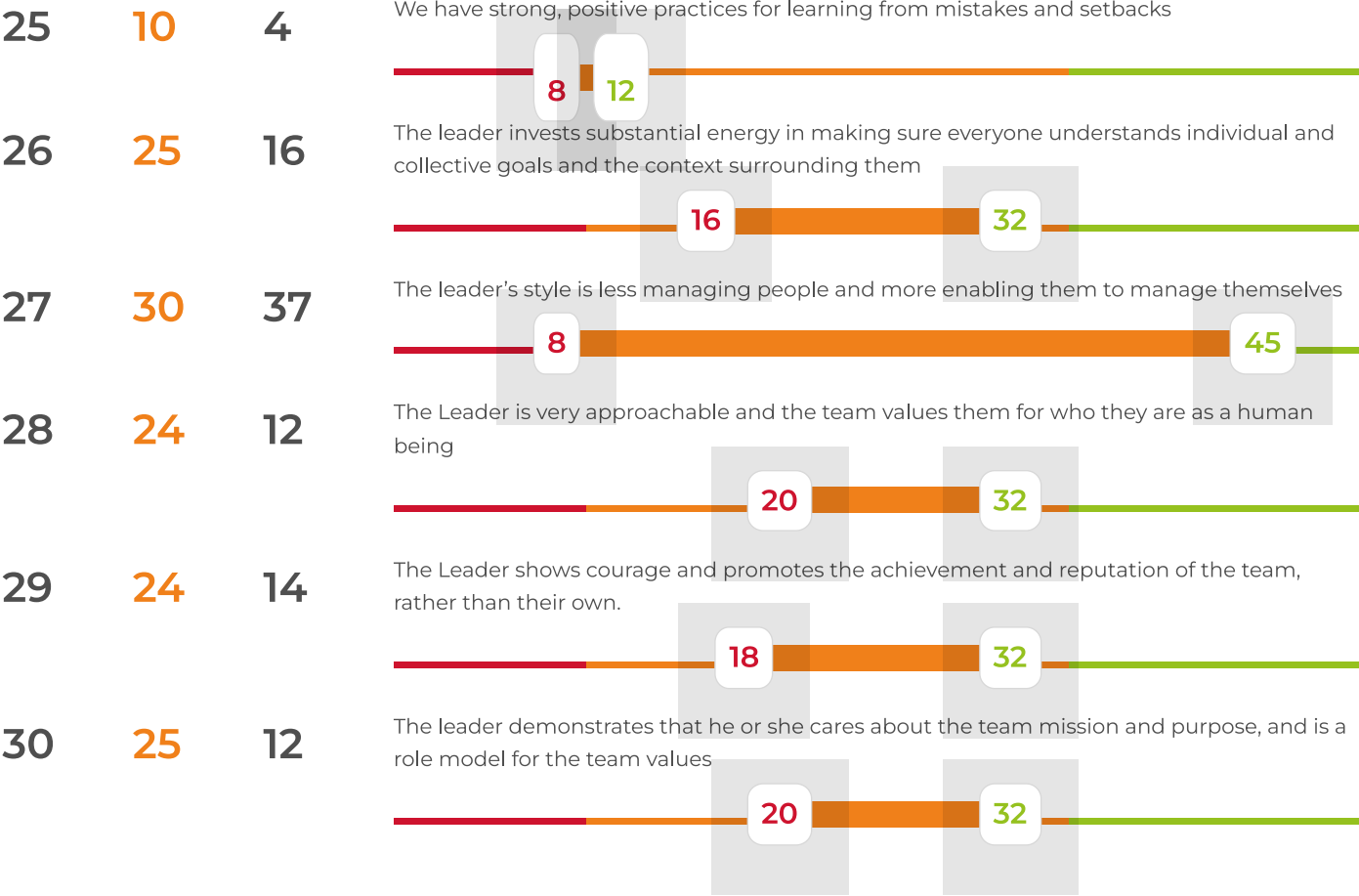
Analysis

The following analysis demonstrates the team responses to the PERILL LITE diagnostic survey and ladder back to the themes highlighted in this report.

The numbers of the left hand side show the aggregate score and the scoring range, while the line illustration displays the highest and lowest scores to demonstrate the depth of variance.







Results and Recommendations

Greatest Strengths

The below shows the 2 themes within the PERILL model where the team has the highest mean scores.

Please note that this does not necessarily indicate high function, just the greatest strengths within team performance. It is recommended that you review the scores and variances on the analysis page for greater understanding.

Theme: Skills & Expertise **Score:** 26 **Variance:** 33

Diagnostic result:

While there was some degree of variance amongst the individual responses, the encompassing perspective of the participants is that the skills and expertise within the team reasonably meet the balance that is required to achieve the business goals, although this was not an area of high function. Maximising the balance of skills within a team are critical to a team's ability to work together to achieve their goals, and it is recommended that some effort be put in place to do so. There are a number of areas that can be looked at to optimise the team's skill-set; lack of technical expertise to deliver the project or interpersonal skills (Leadership, decision-making, active listening etc).

Recommendation:

1. Create a skills development plan and assign responsibilities for acquiring skills and expertise, against scenarios for future demands on the team.
2. Explore the skills balance. Does the team over-rely on some skills and expertise to the extent that it undervalues or ignores others?
3. Make everyone responsible for curating an area of skill or expertise on behalf of the team as a whole.

Theme: Collaborative & Empowering Leadership **Score:** 30 **Variance:** 37

Diagnostic result:

The scores in the diagnostic illustrate that the Leader is highly collaborative in their style of managing the team. While there was significant differences in the scores at an individual member level which should be explored, overall the team benefit from the empowerment from the Leader to manage themselves and in allowing them to adopt a leadership role in areas of expertise. Embracing this kind of collaborative and empowering Leadership style gives the team members the opportunity to contribute to the project with intent, and will support working relationships built on trust and communication.

Recommendation:

1. Explore with the team and the Team Leader the question: What systems and behaviours can we adopt to ensure that everyone in the team feels listened to and valued?
2. Share what values the team holds most deeply. Choose three that you collectively agree are among the most important. For example: One relating to how you treat each other; One relating to how you treat customers; One relating to the nature and quality of the work you do.
3. Explore the concept of the 'dream team'. Ask the Team and Team Leader to explore together the behaviours, values and characteristics of a high functioning team. Explore energy, support and openness, collective problem solving, fearless & faultless feedback and challenge etc. Where does this team excel, and how can we ensure these characteristics are maintained?

Unrealised Opportunities

The below shows the 2 themes within the PERILL model where the team has the lowest mean scores.

Please note that this does not necessarily indicate low function, just the areas of greatest opportunity within team performance. It is recommended that you review the scores and variances on the analysis page for greater understanding.

Theme: Development Planning **Score:** 8 **Variance:** 5

Diagnostic result:

The diagnostic outcome illustrates that there is little or no development planning in place for this team or the individuals within it. This demonstrates that individual and collective learning are insufficiently valued. A deliberately thought-out and well executed employee development strategy is important for numerous reasons and offers multiple benefits to the employee but also the organisation itself. Carefully considered development plans that are aligned to business needs and growth opportunities will improve the organisational agility and adaptability to external changes, while also improving performance, increasing motivation, developing Leadership pipelines, and attracting and retaining talent.

Recommendation:

1. Explore with the team the value of personal development both as individuals and collectively. Start by encouraging everyone to be coached by their colleagues in creating a Personal Development Plan that will motivate them.
2. Bring all the PDPs together and create a Team Development Plan that integrates the learning individuals need to do with the team's performance and learning goals for the next period (say, 12-24 months).
3. At regular team meetings, set short-term learning goals based on what has gone well and less well in the previous weeks; or based on potential threats on the horizon.

Theme: Reflective Learning **Score:** 10 **Variance:** 4

Diagnostic result:

The diagnostic responses indicate that there is an issue with the team's tendency to invite feedback and reflect on performance, with scores in this area scoring unanimously low on team function. If the team or team Leader are not open to honest feedback then the team cannot better shape their actions or improve their delivery moving forward. The process of reflecting, discussing, and evaluating performance not only creates open, more collaborative working relationships within the team but also allows them to drive business performance and better meet future objectives.

Recommendation:

1. The team needs to allocate and protect time at regular meetings to discuss learning and development issues.
2. Pause team meetings from time to time to develop the habit of reflection. Is the conversation we are having the one we need to have? What is going on in the team dynamics right now? (What patterns are repeating themselves?) End the meeting with a reflection on the process.
3. If it does not already have one, the team should establish a Rapid Recovery and Learning Plan that swings into action whenever a setback occurs. The Recovery element focuses attention away from recrimination and blame. The Learning element focuses on how the team can prevent similar occurrences and improve its processes.

Greatest Ranges

The below shows the 2 themes within the PERILL model where the team has the greatest variation in scores at an individual level.

Please note that this does not necessarily indicate high or low function, but should be considered as an area of interest in the context of understanding why there is a broad variance in scores. It is recommended that you review the scores and variances on the analysis page for greater understanding.

Theme: Collaborative & Empowering Leadership **Score:** 30 **Variance:** 37

Diagnostic result:

The scores in the diagnostic illustrate that the Leader is highly collaborative in their style of managing the team. While there was significant differences in the scores at an individual member level which should be explored, overall the team benefit from the empowerment from the Leader to manage themselves and in allowing them to adopt a leadership role in areas of expertise. Embracing this kind of collaborative and empowering Leadership style gives the team members the opportunity to contribute to the project with intent, and will support working relationships built on trust and communication.

Recommendation:

1. Explore with the team and the Team Leader the question: What systems and behaviours can we adopt to ensure that everyone in the team feels listened to and valued?
2. Share what values the team holds most deeply. Choose three that you collectively agree are among the most important. For example: One relating to how you treat each other; One relating to how you treat customers; One relating to the nature and quality of the work you do.
3. Explore the concept of the 'dream team'. Ask the Team and Team Leader to explore together the behaviours, values and characteristics of a high functioning team. Explore energy, support and openness, collective problem solving, fearless & faultless feedback and challenge etc. Where does this team excel, and how can we ensure these characteristics are maintained?

Theme: Support & Collaboration **Score:** 20 **Variance:** 39

Diagnostic result:

The teams perception is of a working environment that is moderately supportive and collaborative, although there are some variance across the team in this response. Productivity could be improved if the feelings of team cohesion and external support were amplified and personal agendas were less dominant over the collective agenda. This in turn, will help the team in their motivation to delegate responsibilities based on individual strengths in order to deliver on the team purpose and also to recover from setbacks without blame.

Recommendation:

1. Consider adjusting the balance between individual reward and recognition further towards the collective. Introduce some reward programmes, which allow the opportunity to celebrate success as a whole team, rather than just at an individual level.
2. Introduce into regular project review sessions a formal agenda item around supportiveness.
3. Have clear protocols about when and how to ask for and offer support.

Next Steps

The first part of the PERILL Diagnostics for Teams process is complete as the team have all fed back their scores and this has generated your report.

Now that you have had a chance to review the scoring patterns from the team and digest the issues and opportunities, it's a great time to enter the second part of evaluation, with the team.

While ultimately, it's down to the team to decide how to move these findings forward, we have created a framework (see Team Meeting Presentation) and guidelines to help you shape productive and positive outputs from the PERILL diagnostics report.

As the Team Leader, we suggest that your role in this process is a) to ensure everyone spends some time reviewing the report before you meet and b) to ensure that there is enough space allocated to give this process the time required to allow full and open discussions (we suggest at least a dedicated hour) and that you encourage and steer the team to positive, productive and safe discussions - ensuring that everyone's voices have been heard.

Guidelines:

- Send out the attached Team Meeting Presentation to the team as a pre-read, allowing time for the team to consider the findings and sharing your aims and objectives of the team meeting.
- Set aside at least an hour to come together. In that hour:
 - Replay why the team is there, and re-emphasise the ground rules for discussions.
 - Deep dive into the outputs together (using the questions in the team exercises as your basis for discussion).
 - Determine as a team what you want to take forward and work on as the most critical and central focus (don't try to tackle everything in one go, you can revisit the process over time).
- In the next team session:
 - Agree the actions and commitments that you will make as a team.
 - Discuss and agree how you will hold each other accountable.
 - Create an action plan that you can all work from together.
 - Agree what a successful outcome would look like.
- Following the initial sessions, ensure that you create regular space for checking-in on progress, revisiting and re-evaluating the efforts being made, so that the PERILL action plan is embedded in your working practices.
- In time (6 months is a good period of time) re-run the diagnostics to see if you have made the desired progress in performance and team dynamics. Check in with stakeholders too to see if they can see the difference.

How to facilitate these working team sessions related to PERILL

- Ensure everyone is aware of the objectives of the meeting and has a pre-read to allow them time to reflect prior to the session.
- Reiterate the ground rules for the session.
- In the session itself, try to keep the meeting focused on one item at a time.
- Regulate the flow of discussion, ensuring that everyone's voice is heard. You may need to draw out the quieter people.
- Practice active listening, and clarify and summarise points (checking for agreement of those summaries) as this will help you to develop the action plan later.
- Help the group address conflict areas by validating all points and perspectives.
- Use practical tools to help brainstorm/capture ideas (e.g. post-it notes under areas of focus, somewhere to capture side points that need to be revisited, breakouts into smaller groups if needed etc).
- Manage time effectively.
- Ensure a follow up written record of actions and decisions.

For additional context and detail David Clutterbuck's accompanying book *Coaching the Team at Work* (2nd Edition), is now available to purchase.

When you need to seek further support from an accredited team coach*.

- If conflict arises or the issues are too divisive and you need help that goes beyond simple facilitation of discussions.
- When you need to go deeper into particular areas that arise in the report, to help you unlock and navigate through specific issues.
- If you are still struggling to identify the biggest barriers to team function.

**NOTE: It's important to ensure that you find a fully accredited team coach to support you. An accredited coach will not only be trained into the PERILL model (which allows them to achieve insight into teams as systems within systems and navigate the complexities of such) but they will also have a deeper understanding of what contributes to and undermines team performance. This will ensure that they are able to coach and support your team and you as Leader in integrating individual and collective development.*