



focus™  
play it forward

Virtual  
**Focus**  
Challenge

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**BECOME BETTER.  
START TODAY.**

Date of the game:

Team members:

### **Dear Virtual Team!**

Thank you for your participation in the Focus Challenge programme virtual game. We hope you received valuable information and managed to define the key elements of virtual team's success.

In addition to the already received insights, please find a detailed evaluation based on the results of the game and the questionnaire. This review will help you to understand more about the effectiveness of your own virtual team and some individual elements. This report is based on K. Blanchard's "Five Elements of Successful Team" (Team Charter).

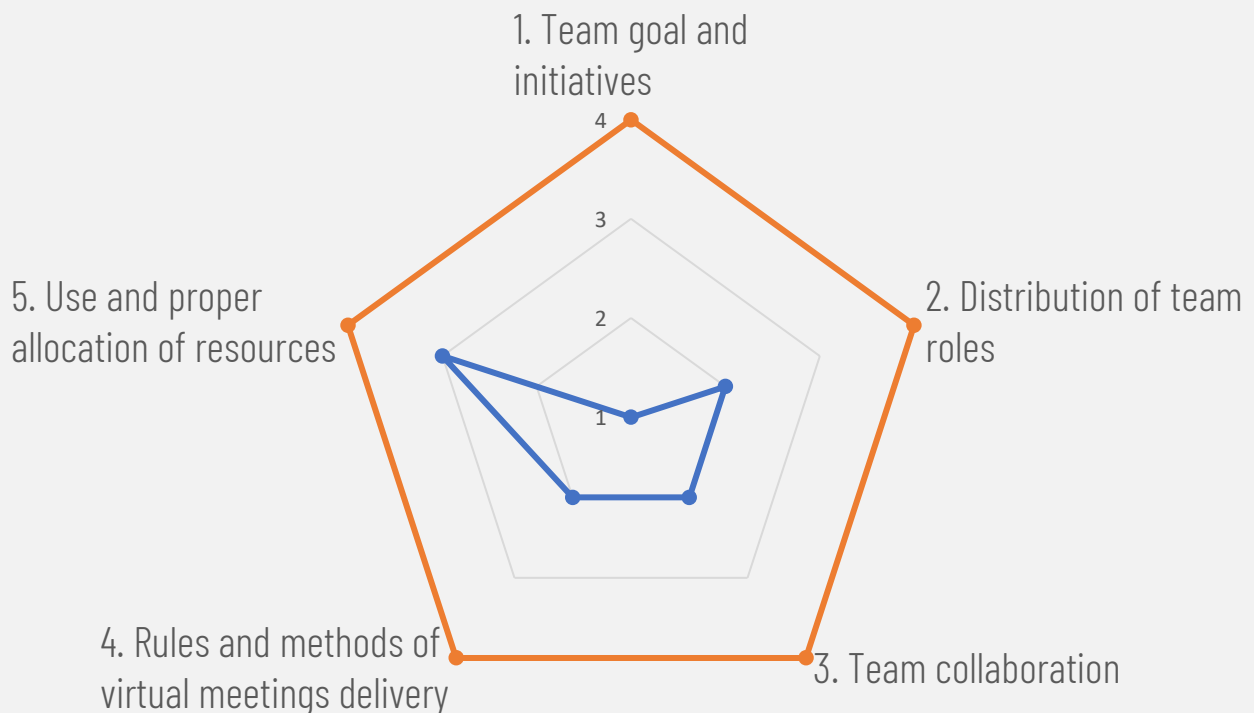
Below you can see the diagram which specifies the strong areas as well as the areas where improvement can be made.





## VIRTUAL TEAM EFFECTIVENESS GRAPH

— where you might be now    — where you want to be



### How to interpret the results of the team diagram?

The diagram (see above) allows you to evaluate the effectiveness of a virtual team, which is assessed by five key elements: the presence and correctness of the team goal and strategy, roles and responsibilities, teamwork, team rules, and the use of resources.

Each of the components is measured based on the following sources of information:

- Assessment of participants' behavior before and during the game (based on dialogue analysis)
- Filling out a dedicated questionnaire after the game
- The effectiveness of the team according to the results of the game itself (which tasks were completed and which caused difficulties)



## What does each indicator of team effectiveness model mean?

### 1. The presence and correctness of the team goal and strategy.

Indicator Description:

The team has a clear goal and focus, allowing to correctly prioritize one's actions in a limited time. The team demonstrates the existence of a clear strategy to achieve the goal in the most efficient way (taking into account available resources) in a competitive environment.

Comment:

In a broad sense, the team goal answers the question: what should the team do, for what and for whom and how, and also why is it important. The team goal always describes the format of the end result.

### 2. Roles and responsibilities

Indicator Description:

The team clearly understands the roles and areas of responsibility. The team leader role is defined and well as other team roles, that are correctly distributed by the leader for optimal team decision making and goal achievement.

Comment:

For example, it is important to understand who makes the decision, who performs certain actions, who plays the role of an expert, who monitors the time, etc

### 3. Teamwork

Indicator Description:

Teamwork Indicator Description: The presence of a joint way of thinking and cooperation, team involvement / active participation in decision making and action, the ability to use the right channel of communication (if necessary, convince others to do so).

Comment

In the framework of team interaction, the effectiveness of team decision making is also evaluated (authoritarian approach, majority rule, consensus, etc.)

#### 4. Team Rules

There is a clear understanding of general rules of interaction and communication. Agreements on how the team makes decisions and the rules of internal and external communication (for example, holding regular team meetings or communicating with stakeholders) are clearly shown.

#### 5. Use of resources

The team effectively uses its available resources and competencies (human, financial, software, skills and knowledge of participants, etc.) to achieve the goal.

### How is the indicator scale described in the chart?

Each of the five virtual team performance indicators is defined by a scale of four values

1. Significant negative behaviour has been demonstrated
2. Positive and negative behaviour is equally demonstrated.
3. Along with the predominant positive, individual negative behaviour of the indicator is demonstrated
4. Significant positive behaviour has been demonstrated.

### How is the analysis of team behavior conducted during the game?

Assessors monitor the teams and note the degree of behavior indicators in each team for each of the 5 competencies observed (see the Virtual Team Effectiveness Diagram)

To measure behavioral indicators, a special rating scale is used. The following are examples of such a scale for two competencies: The presence and correctness of the team goal and strategy and Roles and responsibilities.



**CODE 1. Presence and correctness of the team goal and strategy**

**Indicators**

1.1	Has a specific, achievable, ambitious and time bound goal with constant focus on the result
1.2	Demonstrates the presence of a clear strategy, which is expressed in terms of achieving the goal in the most effective way (taking into account available resources).
1.3	Defines priorities in accordance with corresponding goal and strategy

Code	Negative Indicator	1	2	3	4	Positive Indicator
1.1	There is no formulated team goal. Attention focus is constantly changing depending on external or internal (team) conditions					A clear team goal was voiced and agreed with all participants (it should at least cover: what should be done, for what, at what time). The focus on achieving the goal is constantly maintained by the team during the game. The goal is also ambitious.
1.2	A team strategy is missing. Participants from the very beginning of the game are chaotically solving tasks without any prior agreements.					The team (or the leader) separately devotes time to discussing the approach to achieving the goal (how the team will solve the task), taking into account available resources (knowledge / experience of each team member, available time, use of virtual communication channels, etc.)
1.3	Priorities for bringing strategy into actions are not observed in teams work.					The team clearly sets and follows priorities in solving tasks according to the chosen strategy.



**CODE** **2. Roles and Responsibilities**

**Indicators**

2.1	Team has clearly defined behavioral clusters (leadership, achievement of objectives, idea generation/analytics and harmonization)
2.2	Team successfully solves all internal conflicts and issues between participants, while turning experience into new ideas
2.3	Each team member acknowledges own responsibility for team's results

Code	Negative indicator	1	2	3	4	Positive indicator
2.1	There are no clear roles in the team, or all play single roles. The response coordinator fulfills his role formally, not trying to improve the team result.					The roles are clearly divided in the team: there is a leader / motivator, a performer/controller, an idea generator and a harmonizer (a combination of several clusters in one person is possible.)
2.2.	In a team, several participants periodically argue, decision making is long and ineffective. More time is spent on criticism than on developing a constructive solution.					If a conflict arises, it is quickly smoothed out by team members, transforming it into an effective solution. The team shows the role of negotiators/idea seekers.
2.3	Coordinator's role keeps shifting from one participant to another and team takes long time to assign it. Participants refuse to accept responsibility for the results.					Participants respect responsibility both within their role and to achieve a common team goal.



## An example of some areas of team analysis based on the game

### **The presence and correctness of the team goal and strategy.**

During the game, the team did not demonstrate the existence of a clear goal and strategy. This was expressed in the fact that when completing assignments, participants, without preliminary discussion and familiarization with the assignment materials, tried from the very beginning to answer the largest number of questions in the defined amount of time. As a result, there were several situations in which different participants answered the same question at the same time (example ... ..). Also, the team did not see a clear leading role of any participant.

The focus of team strategies has changed several times during the game. Initially, the participants tried to answer the easiest questions (giving the least points for the correct answer), but closer to the end of the defined time, when the conditions of the game were changed (facilitator reduced the time for tasks), the team decided to answer the question that gave the highest points . An attempt to solve this task was not successful due to the loss of time on internal dispute and the lack of remaining time.

Possible reasons for the decrease in team effectiveness, which are worth paying attention to:

- Limited managerial skills of the team leader (the ability to clearly set the task, constantly keep the team focus, etc.)
- Theoretical foundations of strategic planning and practical application of this skill by the leader and team members
- Personal effectiveness skills of team members: stress resistance and resistance to changes



## Teamwork

During the game, the team showed mainly competing behavior in relation to their colleagues, although the rules of the game did not set such a task. Internal teams decided not to share information with their colleagues in order to score the most points. As a result, not a single task for team interaction was performed (which provided a relatively higher number of points), which did not allow to score the minimum required number of points in the defined time and fulfill the team goal.

During the game, the team used one channel of communication (WhatsApp chat), which they received initially from the organizer. There were no restrictions on the choice of other possible channels. This fact could significantly reduce the speed of discussion and the effectiveness of making a team decision, in comparison with the possible choice of an alternative channel providing voice communication.

Possible reasons for the decrease in team effectiveness, which are worth paying attention to:

- Flexibility in using modern remote communication channels. Possibly limited knowledge / skills of working with digital communication channels.
- The effectiveness of cross-functional interaction and understanding of the common goal. Perhaps it is worth paying attention to the optimality of the structure of the team in reality, as well as to the composition of the participants (in terms of work load and participation in cross-functional teams or other projects)