

## **BUILDING WORK TEAM EFFECTIVENESS: TEAM EFFECTIVENESS QUESTIONNAIRE\***

Interventions designed to improve work group or team effectiveness by resolving conflict, establishing norms, and improving problem-solving capacities are useful activities. The following activity is designed to help a team discover and agree upon factors influencing their effectiveness. It brings into the open factors that help and hinder team effectiveness, and it establishes areas to work on in the team in order to implement needed changes.

In using the **Team Effectiveness Questionnaire** to promote team development, these steps are followed:

**Step 1:** The **Team Effectiveness Questionnaire** (see following page) is introduced and explained at a meeting of the entire work group. Each team member reviews the questionnaire without scoring it. Any questions are clarified.

**Step 2:** Each team member now completes the questionnaire (which takes just a few minutes), reflecting on the group as a whole.

**Step 3:** The facilitator then writes the scale and each category on newsprint. Categories are dealt with one at a time, and team members sequentially give their scores. This is done for all eight categories.

**Step 4:** The team members discuss each category in turn. Time is devoted to discussing major discrepancies between team member scores in any category, and the team focuses discussion on areas of work group functioning that clearly need improvement.

**Step 5:** The team decides which areas to work on. It sets goals for change, discusses ways to strengthen positives, and plans activities and follow-up interventions.

\*From E. Schein, *Process Consultation: Its Role in Organizational Development*. Reading MA: Addison-Wesley, 1969, pp. 42-43.

## TEAM EFFECTIVENESS QUESTIONNAIRE

### Poor

Confused, diverse; conflicting; indifferent; little interest.

### A. Goals

1 2 3 4 5

### Good

Clear to all; shared by all; all care about the goals, feel involved.

### Poor

A few dominate; some passive; some not listened to; several talk at once or interrupt.

### B. Participation

1 2 3 4 5

### Good

All get involved; all members are really listened to.

### Poor

Feelings ignored or criticized.

### C. Feelings

1 2 3 4 5

### Good

Freely expressed; empathic responses.

### Poor

Jump directly to remedial proposals; treat symptoms rather than basic causes.

### D. Diagnosis of Group Problems

1 2 3 4 5

### Good

When problems arise the situation is carefully diagnosed before action is proposed; remedies attack basic causes.

### Poor

Group needs for leadership not met; group depends too much on single person or on a few persons.

### E. Leadership

1 2 3 4 5

### Good

As needs for leadership arise various members meet them (distributed leadership); anyone feels free to volunteer upon seeing a group need.

### Poor

Needed decisions don't get made; decisions made by part of group; others uncommitted.

### F. Decisions

1 2 3 4 5

### Good

Consensus sought and tested; deviants appreciated and used to improve decision; decisions when made are fully supported.

### Poor

Members distrust one another; are polite, careful, closed, guarded; they listen superficially but inwardly reject what others say; are afraid to criticize or be criticized.

### G. Trust

1 2 3 4 5

### Good

Members trust one another, they reveal to group what they would be reluctant to expose to others; they respect and use the responses they get; they can freely express negative reactions without fearing reprisal.

### Poor

Members and group in a rut; operate routinely; persons stereotyped and rigid in their roles; no progress.

### H. Creativity and Growth

1 2 3 4 5

### Good

Group flexible, seeks new and better ways; individuals changing and growing; creative; individually supported.