

## Activity 4-4: Team Development Assessment

### *Objectives:*

- a. To critique the effectiveness of your team in regard to (1) achievement of results in task assignments and (2) achievement of relationships among members that integrate their human resources (abilities, knowledge, views, and so on) into task solutions.
- b. To suggest team goals for improved effectiveness.

### *Task 1:*

Individuals working alone are to complete the questionnaire on team development scales

### *Task 2:*

Teams meet to discuss the scale items on the questionnaire one at a time. Each member will report the rating he or she made prior to the meeting. The differences in ratings will be discussed to determine why members are perceiving the team's interactions differently. A group consensus rating will be made for each scale after thorough discussion. (*Note: Avoid majority voting. Instead, seek real understanding to attain agreement.*)

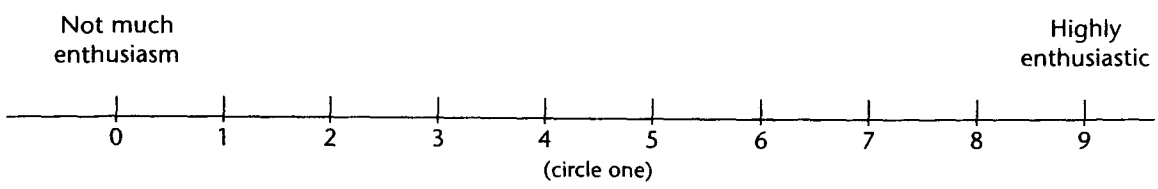
### *Task 3:*

Study the comments on team goals at the end of the questionnaire. Teams are then to go back over the consensus ratings for the 15 items completed in task 2. These ratings represent the characteristics of the team at present. Now write a G on each scale representing a goal the team would like to attain in its interactions by the end of the course.

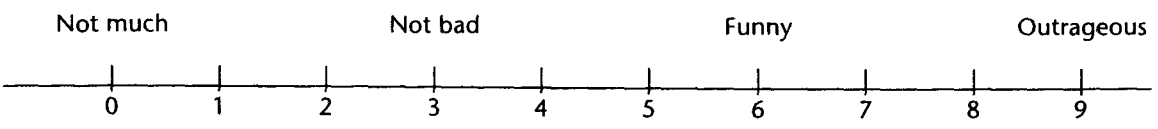
# QUESTIONNAIRE ON TEAM DEVELOPMENT SCALES

## Climate Scales

1. The degree to which my team shows enthusiasm and spirit:



2. On humor I would rate the team

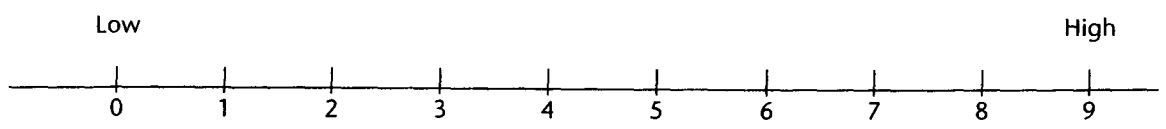


3. My team is

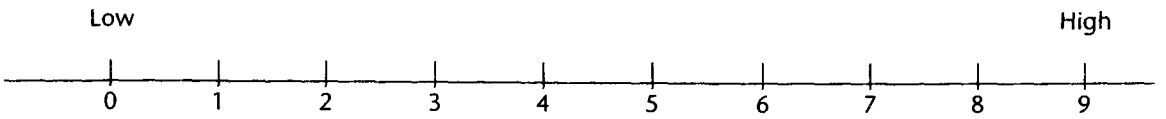
- \_\_\_ Mostly task oriented.
- \_\_\_ More task oriented than social.
- \_\_\_ Equally task and social in orientation.
- \_\_\_ More social than task oriented.
- \_\_\_ Mostly social.

## People Scales (How We Regard One Another as Human Beings)

4. The degree to which we are interested in one another as people is

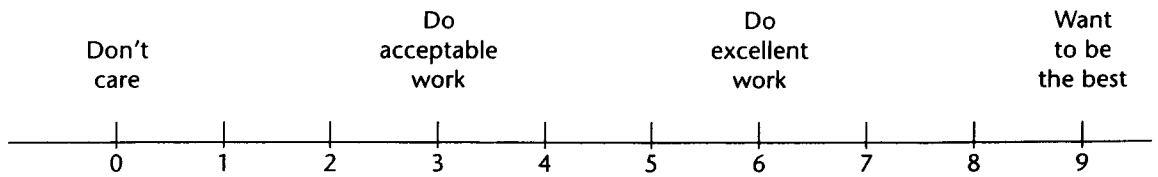


5. Our regard for each individual as a resource (knowledge, skills, abilities, viewpoints) for group goal achievement is

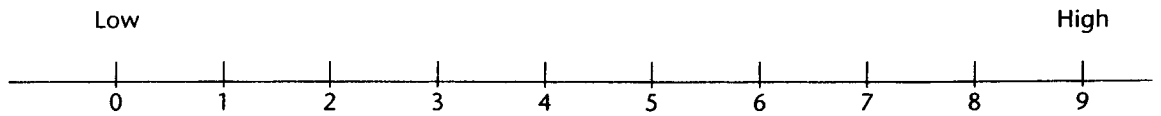


*Productivity Scales (Goals, Work Accomplishment, Commitment)*

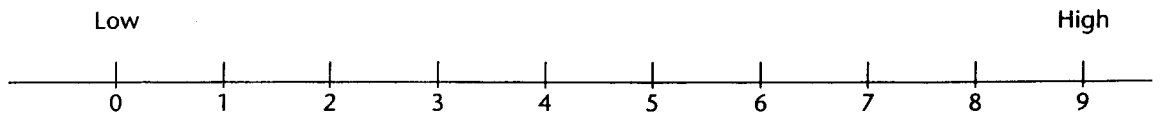
6. Team's task achievement goals:



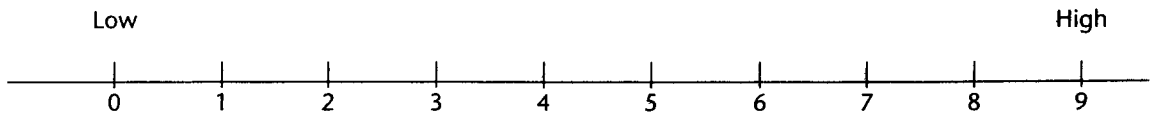
7. Actual quantity of work produced:



8. Quality of work produced:



9. Interest in learning:



*Process Scales (Participation and Communications)*

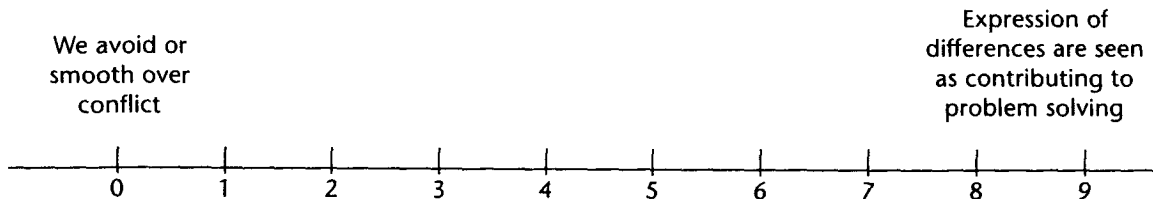
10. Participation (check one):

- One to two members contribute the most.
- Two to three members contribute regularly.
- Three to four members contribute regularly.
- Four to five members contribute regularly.
- All members contribute regularly.

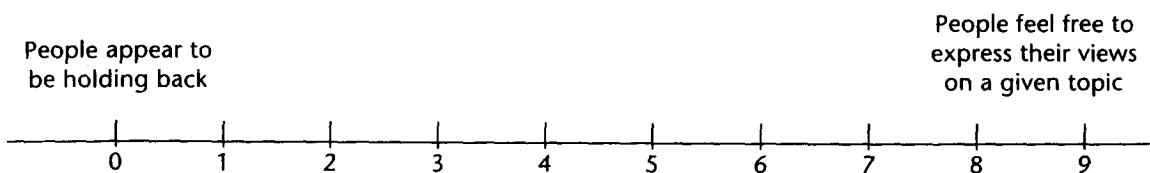
11. An input from all members is sought before decisions are made:

- never     sometimes     often     always

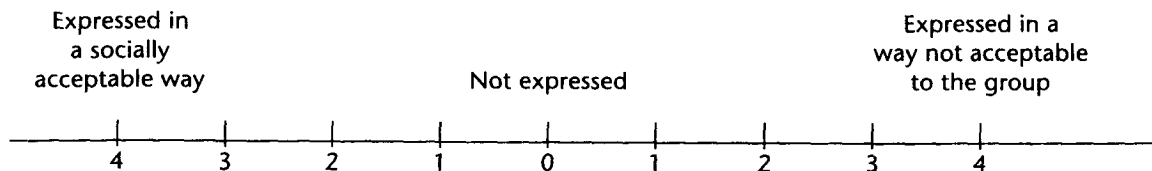
12. Where the team falls on the "handling conflict" scale:



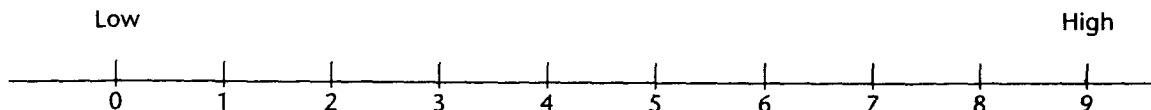
13. Openness in communications:



14. Expression of personal feelings:



15. Degree to which we listen and actually hear each other's views:



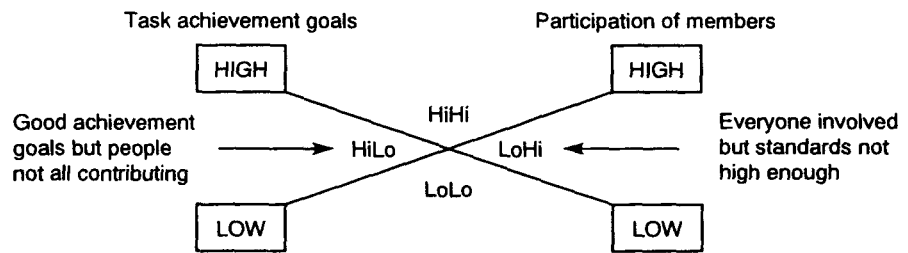
*Comments:* Make notes of anything additional you would like to feed back to the team about how members work together or about how effectiveness could be improved.

## TEAM GOALS

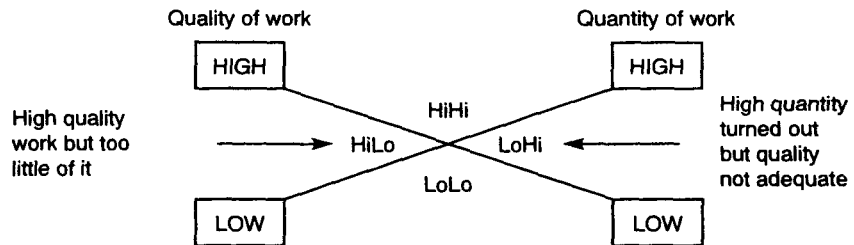
The scales of this questionnaire pertain to attitudes, processes, and skills that can make a team more or less effective under the conditions in which we work in this course. They thereby suggest goals for improvement of team effectiveness. (Note: It should not be assumed that these attributes apply to the effectiveness of all teams under all conditions. Whether the specific goals suggested are appropriate depends on the specific conditions of the situation.)

Scale attributes should be regarded as interacting with and reinforcing one another. The following examples illustrate this point and suggest some of the consequences.

### Productivity



### Quality of involvement



### Regard for people

