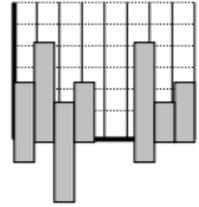


## Team Effectiveness Questionnaire

Indicate, on the scale from 1 – 5, how well you feel your team performs against each of the following statements (1 = 'Not at all or very rarely'; 2 = 'Occasionally'; 3 = 'Some of the time'; 4 = 'Usually'; 5 = 'Very well or all the time').

1	2	3	4	5	Statements	
					We listen to each other	D
					We admit mistakes, knowing that the team will learn from them	G
					We know from what each of us derives job satisfaction	C
					We know the 'whys' as well as the 'hows'	A
					We can (and do) take on each other's roles occasionally	B
					We agree the ground rules early on	A
					We talk informally more than formally (i.e. in pre-arranged meetings)	D
					We present a single message to people outside the team	F
					We celebrate achievements and give praise whenever it is due	C
					We trust each other	B
					We give each other constructive feedback	G
					We mentor and coach each other	G
					We promote the team wherever possible	F
					We can leave each other to get on with things	B
					We are quick to adapt, respond and pounce on opportunities	E
					We are able to review and re-define our boundaries when necessary	A
					We consult with each other	D
					We are curious / good explorers	E
					We are relaxed in each other's company	H
					We encourage self-development	G
					We respect each other's right to flag up (or challenge) new ideas	H
					We have fun together	E
					We each take responsibility for acknowledging when others have done well	C
					We have clear targets and know for what we are each accountable	A
					We have heard about the team's successes from others (outside the team)	F
					We can disagree without it being taken personally	H
					We respond well to constructive feedback from each other	G
					We don't always go with the first 'answer' that occurs to us	E
					We talk face-to-face whenever it is possible	D
					We actively seek out opinions that are likely to be challenging	H
					We each have the authority we need to do the job we have	B
					We use a range of techniques for exploring and solving problems	E
					We have a good reputation within the wider organisation	F
					We receive specific praise, reflecting the specific effort involved	C
					We listen at least as much as we talk	D
					We seek understanding rather than consensus when we disagree	H
					We can take appropriate decisions, without referring upwards	B
					We know how we contribute to the organisational 'big picture'	F
					We know what we are doing and why it is important	A
					We feel valued by our managers	C

Each time you score a '4' or '5' for a statement, fill in one square of the grid, immediately above the letter that corresponds to the letter at the end of that particular statement (the maximum number of boxes you can fill in for each letter is five). Now, for every '1' or '2' that you gave a statement, fill in one square below the corresponding letter.



A	B	C	D	E	F	G	H

The letters correspond to eight attributes of effective teams, as identified below:

- A – Clarify **vision**, set targets and boundaries
- B – **Empower** and authorise
- C – **Praise** and acknowledge
- D – Maintain vibrant internal **communication**
- E - Encourage divergence and **innovation**
- F – **Champion** the team externally
- G – Share **learning** and improve
- H – Celebrate and exploit **diversity**

Compare your impressions with others in the team:

- Where are the similarities...and the differences?
- What do you think accounts for any significant gaps in your perceptions?

The Team Effectiveness Questionnaire simply provides people with a mechanism for exploring and discussing aspects of behaviour, found to lie at the heart of effective teams. The higher the positive score, the greater the potential for effectiveness. But more importantly, from a learning perspective, the more variation in those scores between team members, the more there is to understand about why perspectives differ.

The TEQ clusters behaviours into eight attributes or qualities.

### Clarify vision, set targets and boundaries (A)

Members of effective (hi TEQ) teams are clear about what they have to do, where their individual responsibility lies and how what they do is contributing to the overall (organisational) picture. They are likely to be led by someone who is able to clarify roles, give clear direction and create a sense of purpose. As demands change, roles and boundaries are reviewed and adjusted. Both woods and trees can be seen by everyone.

### Empower and authorise (B)

In addition to knowing what to do, members of effective teams also have the power to do what they need to do. They are trusted to act professionally and authorised to do so. Authority and decision-making capability is delegated to the level at which it is needed. Seeking authorisation from higher up is kept to a responsible minimum. People outside the team are encouraged to deal with the appropriate team member, regardless of grade.

### Praise and acknowledge (C)

People's specific contributions are acknowledged and praise is given for both achievements and effort. Leaders and colleagues understand the importance of acknowledging particular behaviour rather than offering generic praise. ('You have really put some effort into building a relationship with that Department...I know it has been hard for you. Thanks', is far more effective than, 'Well done'). People feel valued for who they are and what they contribute.

### Maintain vibrant internal communication (D)

Hi TEQ teams know what to communicate and how best to do it. They do not rely on formal occasions (reviews, meetings, summit conferences) but get in touch in whatever way feels appropriate (given the importance and the urgency of the message). People know what others need to know and actively pass information around. They prefer face-to-face contact however short, and will tend not to hide behind emails or letters when difficult or emotionally-charged messages are required. Short, frequent and informal contact is routine.

### Encourage divergence and innovation (E)

The effective team is encouraged to be playful and creative. New ideas are welcomed and actively sought out, and problems are often seen as opportunities. Experiments are encouraged. Old systems and procedures are valued as long as they are still effective, and innovation is not seen as a threat. People feel able to ask 'naïve' questions ('Why do we still do it that way?' or 'Do we still need to do this?'). At any one time, at least one person within the team is thinking about 'how we might do something better'.

### Champion the team externally (F)

Effective teams know that others outside the team hear about their successes. Team members are openly upbeat about the team and the way it works. There is an obvious respect for each other, and people outside the team are aware of it. Leaders are strong advocates of the team externally, and

are seen to demonstrate their confidence and trust. They are effective at negotiating for the resources the team needs to do its job effectively.

### Share learning and improve (G)

Hi TEQ teams are constantly improving – their skills, their processes and their performance. People are curious; they experiment (see E above) and are keen to learn. Time is not wasted on blame or recrimination (members are clear about the difference between organisationally damaging mistakes - for which there are clear sanctions - and day-to-day errors - which can be used as a basis for improvement). People share their knowledge and skills willingly.

### Celebrate and exploit diversity (H)

Effective teams seek out different opinions and perspectives in order to reach more robust or innovative solutions. Hi TEQ teams will enjoy diversity and not be afraid of exploring differences. They will have the skills to build dialogue, confront stale assumptions and achieve mutually respectful understanding, while still disagreeing. Constructive and creative disagreement is seen as more productive than the effort to achieve consensus at any cost.

Given what you now know about effective teams, in what areas do you think you may need to focus? How do you think you might go about making changes? What do you think needs to be done first?